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TESIS DE GRADO:

Teachers' Error Correction and Students' Spoken Performance at an Advanced Level at the CBA Foundation in La Paz

MENCION: LENGUA INGLESA

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ABSTRACT

The present study describes the relevance of teachers' role when treating spoken mistakes in the classroom at the Centro Boliviano Americano in La Paz. In order to undertake this research, Teachers' Error Correction and Students' Spoken Performance variables are considered. The present study is specifically about the relationship that exists between Teachers' Error Correction and Students' Spoken Performance.

The affective filter in Teachers' Error Correction seems to have an overall influence over fluency, accuracy, pronunciation and types of mistakes students show when speaking. On the other hand, fluency, accuracy, pronunciation and types of mistakes could be related to one another as they show related features in each variable. In other words, when teachers prompt fluency, students show fluency; while teachers prompt accuracy in the classroom, students show accuracy at certain levels when speaking. When teachers do care about students' pronunciation, students show rather correct pronunciation. Finally, when teachers correct both local and global mistakes, students show only local mistakes when performing orally.

Although the affective filter is considered, it is not regarded as a variable in the present study. Instead it is regarded as one of the characteristics that Teachers' Error Correction shows. This feature or indicator proves to be relevant as it seems to prompt positive effects on fluency, accuracy, pronunciation, and types of mistakes students show.

A description of spoken proficiency levels is considered from two different points of view: The American council on the Testing of Foreign Languages (ACTFL) and the Educational Testing Service (ETS) on one hand, and the Language Policy Division of the Council of Europe (LPDCE) on the other hand. One of the reasons this description of levels is important is the fact that the foundation will have a point of reference to discriminate levels. Besides, it gives a notion of what it is understood by advanced students. These two points of view are described separately to spot similarities and differences. The indicators

in Students' Spoken Performance are the result of a combination of these two points of view which represent another reason to consider these two proficiency levels.

On the first chapter, the introduction, the statement of the problem, the objectives, and the hypothesis are developed so that there is a whole panorama of the study. The findings of the study are fully developed in the chapters to come.

On the second chapter, the theoretical framework is developed in order to support this study. Studies regarding error correction both spoken and written ways are referred to understand the phenomenon of Errors. A description of techniques that can be used when treating spoken mistakes is also described. On the other hand, Second Language Acquisition is pointed out as to describe when, who, which, and how errors should be treated in the classroom.

On the third chapter, the theoretical framework is supported by means of the methodological design. The descriptive method used in this study provides the information that is necessary in order to interpret the data. Thus, questionnaires are used as part of the instrument.

First, questionnaires to four different sources of information are applied in order to obtain data regarding Teachers' Error Correction. Second, they are compared and the one that shows the highest percentage agreement is chosen in order to both describe and interpret information. The reliability of these percentages is expressed statistically.

In order to obtain data about Students' Spoken Performance, final oral tests are recorded at the Centro Boliviano Americano in La Paz. The characteristics of the Students' Spoken performance are described from the recordings. Both inter rating and intra rating techniques in testing speaking are used to increase validity in results.

On the fourth chapter, we refer to findings after the whole process of research. Conclusions are also written according to objectives and hypothesis.

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CHAPTER 1

1.1. INTRODUCTION

When people want to improve their lifestyles, they decide to learn something new so that they achieve what they want in their lives. One of the actions they can undertake is to learn a language even though they do it with different objectives. Some of them do want to learn a language because they want to speak with native speakers. Others want to learn it to travel abroad, or to pursue their careers by reading texts which, most of the time, come in English; even some others would like to work as English teachers.

This is what happens at the Centro Boliviano Americano in La Paz. There are people who want to learn the language for the different purposes above stated. This information is based on a questionnaire the foundation has applied in order to adjust policies at the institution. In doing so, most of the time students at the Centro Boliviano Americano attempt to communicate the spoken way. Although there is a balance in the teaching of skills, speaking seems to be the skill which is developed the most in contrast with other teaching contexts. As a result, the kind of methodology used is singular and somehow related to a communicative approach mainly. However, This might also happen due to the number of hours the program holds.

Both students and teachers are concerned with the idea of improving speaking. However, certain facts should be considered at the moment of referring to speaking as such. People learn at different speed rates. Most people arrive at their accuracy and fluency only as a result of hard work and dedication along with other reasons that contribute such as the vision and mission of the institution as well as methodology and teachers' roles.

Another factor that might relate to students' output is supposed to be the attitude the teacher shows towards error correction in the classroom. Research on these two variables that is to say Teachers' Error Correction and Studnets' Performance can enhance the road students go through when learning a second language; that is what goes under the process of Error Correction in terms of better Students' Spoken Performance at the CBA.

Describing each variable and showing how related they are empirically can be definitely a turning point at the foundation for both students and institution in the teaching -

learning process as this paper can be the beginning of other future studies regarding this issue.

1.2. JUSTIFICATION

There is lack of information for this study in our context. Up to now there has been done very little research regarding Error Correction and Students' Spoken Output at the Linguistics Department, and this is not directly related to this study, so it could be said that there is a gap in terms of insights to understand the treatment of Teachers' Error Correction and Students' Spoken Performance at least in our context. On the other hand, as this study is first empirical one at the Centro Boliviano Americano, needless to say there is any written record regarding the issue.

This research will benefit both students and teachers. Students can profit because they will have relevant information as a tool to orient their language learning which can turn out to be important to upgrade their performance in Speaking. They can do so by being aware of the characteristics of advanced speakers. On the other hand, Professors at the Department of Linguistics and Languages will have the possibility to consider Students' Spoken Performance and Teachers' Error Correction as variables that either can enhance or can become relevant to students' output in speaking in advanced levels. In doing so, they can use available strategies not only for teachers, but also for students which might become a great help to overcome errors in English classrooms. At the same time both students and teachers can be aware of which mistakes to consider in the teaching –learning process as a source of help.

One of the gaps when learning a language is the lack of strategy awareness to overcome errors. If students are shown strategies which can help them to monitor their mistakes, there will be a contribution in the struggle to learn the language. In other words, if students know how to use and understand strategies, they will be able to self-correct errors of different types. Furthermore, they will know what kinds of mistakes they are to pay attention to the most. This could take place within the Centro Boliviano Americano. However, the above mentioned could be used as starting point or reference at the Department of Linguistics at the Universidad Mayor de San Andres (UMSA), too.

Awareness plays a crucial role when dealing with Spoken Error Correction. It seems as if CBA teachers are not explicitly aware of strategies to treat errors in the classroom or if they are, they do not give the necessary attention these strategies deserve. In fact, few understand the value of systematizing them due to their background, as teaching for some of them is a temporary activity. Although there is a sequence of workshops planned ahead every year, there are only a few that have to do with Error Treatment; in spite of the fact that the CBA seems to follow some premises as for Error Correction. Therefore, any sort of formal research done with this respect will bring about new insights within the foundation. This can be a turning point to establish new policies as for the teaching methodology.

Another particularity that enhances this study is the geographical location and the number of branches the CBA has. There are four branches which are spread out throughout the city. Each has students of different background as there are people that come from El Alto city, downtown and southern part of the city of La Paz.. This fact can enlighten the findings in this study in terms of types of mistakes students make because of background even though it is not the main purpose of this study. People who take classes at Calacoto Branch show different characteristics from those at Sagarnaga Branch. The first ones might have had the opportunity to encounter the language abroad or at best they may come from private schools. This fact implies that they might not be true beginners when coming to the foundation. For the second ones, on the other hand, it might be the first time they encounter the language as some of them come from public schools or from educational entities where English is not the priority.

There are other variables that might suggest a similar or deeper study once results are obtained. Small groups from different branches can be contrasted. Age, education level and study background can also be considered when treating Error Correction.One of the principles in a thesis is to recommend a similar or depeer study about the phenomena treated, so based on the findings at the present reseach, a study with a different design can be undertaken.

There are paradigms that treat Error Correction. The first one is behaviorism which states making mistakes is a bad habit formation and, therefore, it should be avoided through strict grammar control. One of the purposes of this study is to provide empirical evidence regarding this issue. Yet, the making of errors is a part of learning in a Communicative

Context and by doing so; one can measure learning and internalization of the structures learned. This is a helpful tool if we know how to use it. This assertion corresponds to cognitive theory. Systematic mistakes are variables which indicate how deep language is being learned. Cognitive theory is one of the the basis in this study.

For the last twenty years, there has been a claim at the foundation stating that the Centro Boliviano Americano uses the Natural Approach or at least, some principles of it. As far as it is believed, this approach has been designed for beginning and intermediate levels mainly. This research can give insights whether this is true or to which extent the Natural Approach is used in advanced levels. This belief can be either supported or rejected during the research.

Although the above stated is not related directly to the present research, it has a connotation as for Error Correction is involved in such an approach. According to its principles, there should not be correction as such instead it is believed that learners, through comprehensible input, are to find the correct form. This and the fact that the Natural Approach should be used for beginning and intermediate levels mainly are supported by Krashen and Terell (1983: 45) [1] .This assumption may or may not be followed at the Cenntro Boliviano Americano. Such information can also be used in order to suggest some research as for the methodology at the CBA.

With this study it is attempted to improve Students' Spoken Performance through suggestions to both students and teachers as the outcomes allow. If teachers become aware of the ways Error Correction should be treated, they will definitely improve and grow as such. On the other hand, students will understand much better why, how, what, when errors ought to be corrected for their sake.

Finally, in terms of the methodology of the current study, data triangulation has been used. In order to obtain information for each variable, four different sources of information have been identified. These, in turn, are both compared and validated statistically to increase the level of reliability in data collecting. This particularity can prompt the use of triangulation techniques in different stages of a future research such as data collecting, researchers and even in paradigms that treat a specific problem and this might be a reference at the Department of Linguistics and Languages in the city of La Paz.

1.3. STATEMENT OF THE PROBLEM

Error Correction has been of great concern over the last decades. As a result, some research has been focused on how, which errors should or should not be corrected as well as who should do so and when to do so. Previous studies such as Brown's, D. (1987:34-37)[2] show that error correction may have an impact on students' output as for spoken performance under certain circumstances. It must be mentioned; however, that there are different variables to consider in the treatment of this issue; among these, Teachers' Error Correction itself and Students' Spoken Performance, which seem to be of relevance according to the teaching context as in the case of the foundation that prioritizes Error Correction in the classroom as part of the teaching methodology.

This concern can be better understood and treated if strategies are known. If so, how they are used, and finally if there is any relationship in indicators between these variables in order to help overcome some gaps when teaching speaking. Likewise, finding out Students' Spoken Performance and types of errors among them will also determine what can be done in this respect.

Errors may be caused by different factors such as incorrect acquiring, faulty materials, overgeneralizations of rules,etc and they can be of two kinds. They make people feel at unease. These errors might occur at a syntactic, lexical and phonological level or even in terms of appropriacy at an either local or global level; local errors are the ones that affect a word in a chain or sentence and in spite of it, the message can still be understood, whereas global errors affect the whole sentence which might cause intelligibility when interacting. At best they may make the listener uncomfortable; at worst they can become a barrier in communication due to the type of mistakes. All in all errors might be the result of factors such as above mentioned.

Oral communication implies more than speaking and listening; it also has to do with the use of techniques. Among these, there can be mentioned productive and receptive techniques such as message adjustment, resource expansion, formal replacement, reduction, achievement strategies and others that are discussed deeply in Ossio, S. (1996: 61-69) [3] .Moreover, it should be considered that students are learning the language as English as a Foreign Language (EFL). Teachers' Error correction and Students' Spoken

Performance variables can contribute to better communication as long as they are proved to be related in features when they are described.

It is not an easy task to describe students' proficiency level. We as teachers have a vague notion of the characteristics an advanced speaker holds. Through international guidelines, it is possible to establish indicators. Basically there are four levels a learner can reach according to the American Council on the Testing of Foreign Languages (ACTFL). These are novice, intermediate, advanced and superior. Nune, P. (1992: 135) [4]. Furthermore, the Language Policy Division of the Council of Europe states that there are four stages as well. These are basic user, independent user, proficient user and proficient user (mastery level). Considering these points of reference, accuracy, fluency, pronunciation, types of mistakes, affective filter and vocabulary are indicators for this study.

In sum, First, the current research describes to which extend in percentages the above indicators happen in the classroom when there is Teachers' Error Correction. Second, it also describes to which extend in percentages the same indicators are perceived when Students' Spoken Performance occurs. Once the percentages are determined in both variables, they are compared in order to find out whether these percentages are related or totally different.

Percentages might be different or related. If they happen to be different or incoherent, it can be stated that the way teachers correct students' Spoken Performance is not related to the way students perform orally. Nonetheless, if the percentages in the indicators are congruent or related to certain degree, it might be said that Teachers' Error Correction and Students' Spoken Performance show a relationship in percentages based on the indicators above mentioned. If it is so, there is room to state these two variables can have a direct relationship at the moment to determine Students' Spoken Performance. This can be found out through an experimental study. In few words, the results of this study could be used as a starting point for a experimental study which is another principle of a thesis.

To achieve what was stated above, we establish the following question.

1.4. RESEARCH QUESTION

What is the relationship between Teachers' Error Correction and Students' Spoken Performance?

1.5. OBJECTIVES

a) GENERAL OBJECTIVE

To determine the relationship between Teachers' Error Correction and Students' Spoken

Performance.

b) SPECIFIC OBJECTIVES

To find out whether teachers follow the same approach when treating spoken errors.

To describe which strategies in Error Correction favor better production.

To specify types of Errors in Students' Spoken Performance at the time of the description.

To describe pronunciation in Students' Spoken Performance in terms of intelligibility.

To describe level of fluency in Students' Spoken Performance.

To find out repertoire when using lexicon in Students' Spoken Performance.

To specify level of accuracy in Students' Spoken Performance.

1.6. HYPOTHESIS

According to Salkind (1980: 80-85) [5], there are two types of hypotheses: null and research hypotheses. The first ones state that variables are not related, therefore, each variable has its own features; whereas the second ones state that a variable is related to another or other variables. Within the last one, there can be two types of hypotheses as well. These might be directional and non directional. The directional hypothesis suggest a sense of direction in the relationship which may be expressed through terms such as more than or less than. On the other hand, a non directional hypothesis suggests a relationship, but it does not establish a sense of direction.

In the current study, a non directional hypothesis is proposed.

Non directional hypothesis:

Teachers' Error Correction and **Students' Spoken Performance** show related features in class disscussions.

Related Features.- The fact that each variable shows logical percentages when being described in terms of indicators. (fluency, accuracy, vocabulary, types of mistakes, pronunciation and affective filter)

1.7. VARIABLES

- Teachers' Error Correction in class discussions
- Students' Spoken Performance in class discussions

1.7.1. CONCEPTUAL DEFINITIONS

Teachers' Error Correction, according to Waltz, (1982: 46-48) [6] , is the ability a teacher has to focus on individual student concern. In other words, the teacher is able to sense reactions to different correction techniques. Thus, he is to use the ones that are meaningful to students. Henrickson, (1977: 46) [7] , to this respect, states that teachers must use more than one method in order to correct errors according to students' needs. One method, he believes, is related to providing the correct form. Another has to do with discovering the correct language. Ala in all, it can be said that the teacher has to be aware of foundations which back up his way of correcting. Dulay and Burt (1985: 77) [8.] affirm that speakers with self – confidence and a good self –image tend to do better. Furthermore, low anxiety seems to be conducive. This has to do how good a student feels when communication takes place. This extract can be understood in that a teacher has to foster an atmosphere in which error correction is accepted positively by students.

Teachers' Error Correction in class discussions.- Positive attitude shown from the teacher's part to change , to improve a piece of communication that has been uttered by any student.

Spoken Performance, on the other hand, has been viewed from two perspectives according to Brown and Yule (1983: 45-49) [9] . They remark that spoken language can be seen as having two functions: transferring information (transactional information) and establishing or maintaining social relationships (interactional function). Interactional spoken language is characterized by shifts of topic and short turns. The accuracy and clarity

is not of primary importance, and facts or views are not normally questioned or challenged. In transactional spoken language, longer turns are the norm and there is a clear topic. Since the effective transference is the goal, interlocutors are actively engaged in the negotiation of meaning. They summarize the above stating that, whereas interactional spoken language is listener oriented, transactional spoken language is message oriented. In the current study, the transactional spoken point of view is considered as students are to transmit messages with the highest accuracy they are able to. However, it can not be denied that in order to transmit messages that are understood, there sholud also be a level of input as class discusions, part of the context in the variables, imply interaction among speakers rather than just transmiting thoughts, ideas, etc.

Students' Spoken Performance in class discussions.- The ability of speaking shown by the students at which they can function and perform with the greatest accuracy.

1.7.2. OPERATIONAL DEFINITIONS

VARIABLE	DIMENSIONS	INDICATORS	CONCEPTUAL DEFINITIONS
Teachers' Error Correction	Facilitator in Class	Fluency	- Does not interrupt students orally until the activity finishes.
		Accuracy	- Uses paralinguistics as a source of helping to monitor students' speech. - Prompts self, peer correction or give the correct form directly or indirectly.
		Teacher's attitude towards affective filter *	- When correcting, he attempts to keep low affective filter.
		Pronunciation	- Provides correct pronunciation when necessary.
		Types of	- Is concerned with both global and local

| | | mistakes | errors. |
| | | Vocabulary | - When dealing with spoken mistakes, regarding vocabulary, he/she does it by using synonyms, antonyms and connotation. |

* Teachers' attitude towards Affective Filer has a general effect on Students' Spoken Performance. P. 29

VARIABLE	DIMENSIONS	INDICATORS	CONCEPTUAL DEFINITIONS
Students' Spoken Performance	Advanced Language Speakers (learners who have gone through beginning and intermediate level without discriminating whether or not they have started learning English at the CBA and are about to	Fluency	- Able to converse with no long pauses in a participatory fashion.
		Accuracy	- Paraphrase to avoid inaccuracy; maintains a high degree of grammatical correctness in speech. There is not any linguistic interference that blocks the message expressed.
		Pronunciation	- Produce intelligible messages; occasional slips of tongue may occur.
		Types of Mistakes	- No global errors are shown; Local errors are rare, but not systematic.

finish the spectrum program)	Vocabulary	- Make use of synonyms, antonyms and connotation in speech.

1.8. THE SCOPE AND LIMITATIONS OF THE STUDY

There are advantages for this study to take place because this is a case study, there is more detailed information as stated in the specific objectives. There is a need to be aware, however, that case studies lack external validity. In other words, the results are not to be generalized at greater length. In this respect Nunan (1992:17) [10] wonders whether such a research design can be generalized beyond the subjects under investigation to a wider population; the same as Salkind (1994:212)[11] who states that even though case studies provide relevant information and meticulous information, they tend to lose generalization.

This study focuses on advanced students; nevertheless, it does not pay much attention to whether these have started at the Centro Boliviano Americano Foundation or they have come from other backgrounds because this study, by no means, pretends to point out the process of reaching an advanced level; instead it attempts to show the variable conditions at the moment this research is carried out. As a result, it focuses on the last two courses at the foundation and at the moment students take the final test which allows them to graduate.

As for Teachers' Error Correction variable, paralinguistics and the affective filter are taken into account for there are techniques in error correction which demand the use of them as it is stated in the framework. As for Students' Spoken Performance, on the other hand, paralinguistics and affective filter are not perceived for there are restrictions at the moment of collecting data, yet the affective filter may be related to other indicators in this variable. Data for Students' Spoken Performance variable is obtained from audio recordings. As a result, there is a limitation in the control of paralinguistics even though there is awareness in that paralinguistics is part of verbal communication. It must also be mentioned that communication strategies, on the learners' part, are not considered for the same reason either. There is awareness, however, that communication strategies, as Nemser (1971:120-124)[12] states, are important in the process of developing fluency. As fluency is an indicator in this research paper, it must be confessed that limitation occurs due to the

fact that there is no possibility to obtain data about it due to the way information is collected, but as it was stated, the present variable conditions (results) are pointed out rather than the process.

It seems as though that learners are to perform during a test, they tend to be nervous. Furthermore, students do not have any other opportunity at the Centro Boliviano Americano to interact with the interviewers, so this fact may influence Students' Spoken Performance at the moment of doing recordings. This is one of the reasons there is a need to record Students' Spoken Performance more than once.

The amount of time either a senior teacher or an advanced learner at the CBA is not of a main concern since this study is not based on a historical method. Nonetheless, this is part of the questionnaires for statistical purposes so that this inspires possible future studies in this respect.

Finally, the indicators such as fluency, vocabulary, types of errors, accuracy, pronunciation and the affective filter are the main sources of information in this research paper. Even though there are other features to consider at the moment of describing proficiency, these are the ones which are congruent based on the international guidelines that are provided by the American Council on the Testing of Foreign Languages (ACTFL), the Educational Testing Service (ETS) and the Language Policy Division of the Council of Europe (LPDCE).

CHAPTER II

THEORETICAL FRAMEWORK

2.1. LITERATURE REVIEW

Error Correction has been part of some interest for teachers especially for those ones who are involved in teaching as a profession rather than as a job which has to be done. This issue has been treated as both at spoken and written level. We must firstly start stating that most of research done took place abroad. There is some research done in La Paz. However, it is not much related to the current piece of research.

The studies that are related to error correction are going to be divided into two categories, spoken and written. Cohen and Robins (1976:11) [13] worked on with university ESL students. They explained that correcting students' written work did not have any effect on error production. The researchers thought the result was due to lack of quality and systematicity of Error Correction.

They also did some research on compositions done by adult ESL students and they found out that "neither correction of all errors nor systematic selective correction made any significant differences in the students' performance". They worked with 24 students for more than six weeks obtaining about 552 compositions; 12 students were corrected on all the errors and the other 12 were corrected on global errors only; that is to say, errors that affected sentence organization, word order, sentence connectors. The study showed no improvement in terms of overcoming students' problems. According to the research described, there was no improvement on the students' part. Thus, written correction under such circumstances did not have any effect. Even though the current study does not focus on written performance, this rises interest as for what might happen in spoken performance. This fact serves to reflect over what kinds of mistakes should be paid attention to, when, how, why and who should treat errors.

Machaeleides (1990:22-27) [14] did some research in Bangkok. Through this research he collected information to classify written mistakes into eight domains as he calls it. This research had no relation to error correction. However, it was relevant as classifying mistakes may determine how to treat mistakes.

- Wrong word order

- Wrong use of tenses
- Misuse of prepositions
- Misuse of articles
- Omission of indirect object pronoun and the explicit "it" as a subject
- Wrong use of words
- Orthography
- Miscellaneous

There is some research done in spoken language as it was stated above and as examples of those we refer to Hellen and Kink (1971:78) [15] who suggested students can improve their spoken language without any correction. This research was done with a group of American students learning German. Students were corrected "oral errors they made in the content of their responses only". No correction was done on language form. Hellen and king observed that in more than fifty percent of the cases no correction was necessary, but to allow students some more extra time to think over their performance.

Fanselow (1977: 8-11) [16] did some research on error treatment done by eleven teachers who used the same lesson plan and material for a class in oral drill work. He found that twenty two percent of the errors done by students received no treatment or teachers preferred to ignore them.

Lauro (1994: 17-18) [17], after some research done regarding spoken mistakes in Brazil, came to some conclusions. She refers to them as maxims.
- Deal with them as natural consequences in the struggle to learn.
- Develop a positive attitude towards peer correction and teacher's correction in learners
- Give students self confidence in their own resources about correction.
- Give powerful feedback to students.
- Trace back or explain why errors occur using scientifically sound, but simple comprehensible explanations.
- Provide individual help with tasks requiring the use of the problem item.
- Joke without sarcasm about why errors occur, establishing a friendly, loving, competitive and cooperative classroom atmosphere.

These maxims are used once the researcher identifies fossils in students' performance according to Lauro.

Ancker (2000:45)[18] did some research about attitudes towards correction in spoken language. By means of a questionnaire applied to both teachers and students, he found out results which can be expressed as follows:

WHY TEACHERS SHOULD NOT CORRECT EVERY ERROR

- Students will be afraid of speaking.

- Students will hate teachers.

- Students will think they are dumb.

- It would take too much time.

- It is tiring for both teachers and students.

- Students will forget all correction due to overwhelming number of mistakes.

WHY TEACHERS SHOULD CORRECT EVERY ERROR

- Students should know what is right and wrong.

- If nobody corrects errors, students will never learn good English.

- If there is no correction, students will get confused later on.

- Correction should be done at the moment or they will make the mistake over and over.

- A teacher can not be called so if he does not correct.

These were opinions expressed through this questionnaire. There were others. However, they were isolated, so they can not be said to be representative.

A study done by Long, Michael, J. (1976:45) [19] tried to show what teachers' and students' preferences were on Error Correction. The results showed that students wanted to be corrected most of the time. They considered that pronunciation and grammar were important aspects to be corrected, but at the same time they felt that grammar was more important to correct for teachers and not pronunciation. This happened, they explained, due to the belief teachers had; students had to be aware of grammar rules.

Long, M. (1977: 17) [20] conducted a study that highlights the number of variables present in second language acquisition and the difficulty of separating them out of the single variable of error correction and its relationship with learner interlanguage development. This expert found out that error correction in French second language classes

in Belgium did not have an overall effect on student proficiency in L2, but it did interact with learner variables. These included foreign aptitude, extrinsic motivation and French class anxiety. For example, "learners with low extrinsic motivation did better in oral tasks after systematic error correction". However, it must be pointed out that such a study was done in high schools. As a result, there might be some other aspects to consider such as number of hours, methodology, number of students in each class, and even the language itself. There is not much information regarding these aspects. This makes us believe that there might be different results if we attempt to relate teachers' Error Correction and Students' Spoken Performance at the CBA.

Spada and Lightbown (1994:34-45) [21] investigated the effect of form focused instruction and error correction on the acquisition of English as a second language by 100 French Canadian children. The children were studying English intensively for six months during grades five and six very much in the way that adults study in full time immigrant ESL courses in Australia. The content of the language classes was language itself. Instruction was meaning-based and classroom activities were communicative. The children had minimal exposure to English outside the classroom. This study looked at the acquisition of plural –s, progressive –ing, adjective-noun order and possessive determiners eg. His / her. Tests of listening and reading comprehension at the end of six months showed variability in performance of each of the four classes. This was not in overall comprehension, but in accuracy.

The factor that accounted for differences in accuracy among the four classes was teacher's input. These experts, in their conclusions, note that certain teachers seem to have a particular set of structural features on which they place more emphasis and for which they had greater expectation for correct use. Teachers rarely presented a grammar lesson, but they tended to react to errors or difficulties as they occurred. In other words, the fact that a given class used some forms with more accuracy than the other classes seemed to relate to both the teacher's pattern of expectation of accuracy in those forms, and to the teacher's pattern of error correction. In this study, it seems to be relevant the variable error correction depending on the teacher's tendency toward it. Nonetheless, this has to do with specific structures not with overall students' proficiency in the language.

Lyster and Ranta (1997:16-33) [22] report on a study which documents error treatment in six French immersion classes in the Montreal area. They offer a very useful model for the description of what happens when teachers do or do not respond to error in the second language classroom whether the error is one of meaning or one of form or both at once. Essentially it shows how learner's utterance may contain errors such as the use of mother tongue (L1), error of gender, grammar, lexis, phonology or multiple errors. Teachers may or not respond with feedback which takes any of the following forms: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. The learner will show uptake, or not, of the feedback or it may be a respond which shows it still needs repair. The findings are very interesting for they show when and how teachers correct.

Recasts (36% of teachers' correction; this led to no students' generated repairs)

Elicitation (23% of teachers' correction; this led to 43% students' generated repairs)

Metalinguistic feedback (14% of teachers' correction; this led to 26% students' generated repairs)

Clarification requests (11% of teachers' correction; this led to 20% students' generated repairs)

Repetition (6% of teachers' error correction; this led to 11% students' generated repairs)

Their findings include the fact that by far the most frequent feedback used by teachers is the recast (loosely, the "echo"), and yet this is the feedback type "least likely to lead uptake". As it can be noted, there is an influence in students' accuracy when there is error correction. Nonetheless, it can not be assured if there is a relation to students' proficiency. Elicitation technique was another strategy teachers used the most and the repairs students have done because of it are also significant. These percentages can show there is an impact in students' output when there is correction on the teachers' part.

This research was done in different contexts. These are ESL, EFL, and others called immersion programs and all this research had to do with not the same, but different aspects of the language. However, none of this research is related to Error Correction on Speaking at an Advanced Level. Teachers should deal with this issue since this might constitute another source of help for anybody that wants to learn language successfully.

When referring to research in La Paz, Actually there is very little done. The one that is somehow related is a Thesis by Teran, T. (1995) [23] which deals with techniques to

overcome mistakes basically regarding past simple tense. The study, done at The Universidad Mayor de San Andres (UMSA), states that through pair work and group work students can overcome difficulties in learning the above structure. Besides, it also expresses UMSA students' desire to be always corrected by the teacher when learning. Students in a diagnostic questionnaire express the preferences they have at the moment of being corrected. Amid these preferences verb tenses, pronunciation, and vocabulary are mentioned. One last thing important to state is that students handle the language much better after being corrected according to this questionnaire results. This is an experimental study. This study is based on cognitive theory which states that learning is to change. Thus, it can be inferred if students learn to practice in both pairs and groups, according to the study, they can do much better at performing in the language after both pair and group work practice.

Another thesis done at the same university, UMSA is by Soliz, T. [24] (unfortunately year of this work is not stated). This has to do with the errors that students make regarding noun phrases. It is a description of types of errors learners make and possible causes. The one suggested is because of mother tongue and the difficulty the language itself presents at the moment of learning certain structures. In this descriptive study, it is stated that the common errors made due to mother tongue are related to the definite and indefinite articles, adjective order, and irregular plural noun formations in noun phrases. This study helps us understand that students do make mistakes which are systematic and, therefore, they are likely to be classified. Although this research is related to errors, it was not the objective to dela with correction as such. In the present study, there is no intention to classify mistakes very meticulously, yet these are observed as one of the features students show at the moment of performing.

There is some research over this topic. This occurs through seminars, workshops and informal talks. People are aware of the need to deal with this problem. Unfortunately, they do not find a way to publish it formally due to different setbacks in our context, so there is no record based on scientific research or figures that come up with results.

2.2. LEARNING

There are different acceptions to learning; one states that learning is to acquire living experiences so that people include them in their lives in order to change our behavior. It is a process by which they obtain knowledge, abilities, skills and attitudes by means of vivid experiences. This produces a change in behavior; this assertion corresponds to Ausubel, D. (1986:15) [25].

Learning is a systematic modification of an activity that rises from a previous one. Traditionally it has been defined as a change in behavior due to experience and resignification of that experience.

Not only Piaget, but also Vigotsky, go along with stating that "consciousness of cognitive operations that intervene in the acquisition of concepts developed only when a child is about to be an adolescent and has previously been exposed to a systematic teaching of scientific concepts., Teran (1995:17) [26]. According to this experience, it is necessary to acquire concepts. This allows individuals to analyze the new material, relate it to the previous concepts, systematize it and eventually internalize it. This process is going to let them produce new utterances.

2.2.1. LEARNING A LANGUAGE

Learning is a complex process. Teaching has come to be seen as letting our students or learners learn. A reason to point out learning rather than teaching is that learning is a long term nature. It never really stops. This is especially true in second language learning.

2.2.2. FOREIGN LANGUAGE LEARNING

Learning a foreign language is completely different from learning a first language. This is especially confirmed if this happens after childhood. The advantage that a foreign language learner experiences is that he is able to observe, analyze and concentrate if he has passed childhood age. According to Finocchiaro, mentioned in Teran, (95:54) [27], individuals' ability to reason allows them to be creative. This occurs when they make new patterns and structures making use of previous learned information. A disadvantage for this kind of learner is that he might not be able to hear or produce sounds only by imitation; instead he has to be taught.

At the moment of learning a foreign language, students have to cope with new habits and new ways of using speech organs so that they acquire new forms and the arrangements of these forms in this system. On the other hand, adults' level of maturity, intellectual skills and techniques they have mastered, helps them learn more effectively either a foreign or a second language.

If we consider that adults have already learned their mother tongue, then we should imply that they have a cognitive disposition to learn; this is affirmed by Celce, M. (1979:125-127) [28]. To learn a foreign language is to acquire a new set of symbols from the mother tongue. To use this, means new utterances in the target language.

Carol, J. proposed a conceptual model for foreign language learning. This involves 1> aptitude, 2> General Intelligence, 3> the learner's Perseverance, 4> the quality of instruction and, finally 5> the opportunity.

2.2.3. COGNITION

This refers to the processes through which the sensorial input is transformed, reduced, elaborated, stored, recovered and applied. There is an interest in how human beings process the new information which in turn will be learned.

Considering the importance of perception, processing and interpretation, basically it can be said that these mental processes control learning. If these are done appropriately, it can be also said that individuals will be able to produce correct utterances while communicating Spavent, L. (1983:58) [29].

2.2.4. COGNITIVE THEORY

At the moment of talking about how people learn as human beings, ideas about the cognitive theory are going to be explained. According to Ausubel, D. (1986:167-172) [30] this theory is mentalist and dynamic; knowledge is acquired by the student himself rather than implanted by some outside agent. Therefore, conscious learning, requiring active mental participation by the individual are promoted. In short, learning is controlled by the student himself, nothing else.

This theory is going to be one of the basis to state that both students and teachers have to learn to understand there are strategies to direct correct utterances when speaking.

The cognitive approach considers Error essential to the learning process based on hypothesis formation, experimentation and feedback. This affirmation corresponds to Omaggio, A. (1986:276-277) [31]. She also states that the students should induce grammatical rules along with strategies to be applied. In brief, both students and teachers can do better if there is knowledge of what is happening around the classrooms. What is more, the teacher or facilitator can help better if he is aware of strategies or techniques referring to Error Correction treatment.

2.2.5. AUSBEL'S COGNITIVE LEARNING THEORY

Learning takes place in the human organism through a meaningful process of relating new things or items to already existing cognitive concepts or propositions- hanging new items on existing cognitive pegs. Meaning is not an implicit response, but "a clearly articulated precisely differentiated conscious experience that merges when potentially meaningful signs, symbols, concepts or propositions are related to and incorporated within a given individual's cognitive structure on a no arbitrary and substantive basis". Ausubel, D. (1986:140-141) [32] establishes two types of learning. Rote learning is a process of acquiring material as "discrete and relatively isolated entities that are relatable to cognitive structure only in an arbitrary and verbatim fashion. It involves the mental storage of item having little or no relation to already existing cognitive structure. On the other hand, meaningful learning is a process of relating and anchoring new material to relevant established entities in cognitive structure. New material enters the cognitive field. It interacts with and it is appropriately subsumed under a more inclusive conceptual system. The importance of this difference is clear when talking about retention or long term memory. In brief, it can be said that the optimal learning to be reached should be meaningful.

2.2.5.1. LEARNING AND ERROR CORRECTION

Learning is related to teachers and error correction. Teachers' awareness of spoken correction is a tool which has to be learned and shown in the classroom. A teacher who is aware of the importance of systematizing techniques can help students better in oral performance. The method and the techniques a teacher uses will depend upon types of

mistakes or errors learners show. This assertion corresponds to Brown (1989: 30) [33]. In sum, it can be said that teachers who are conscientious of how spoken error correction is related to learning can play a more determined role in the classroom.

2.3. COMMUNICATIVE LANGUAGE TEACHING

More than being considered a method, it is an approach that is why it has also been called Communicative Approach. This approach pays systematic attention to functional as well as structural aspects of language. Littlewood (81), mentioned in Finocchiaro, M (1987:122-129) [34], for others it means using procedures where learners work in pairs and groups employing available language resources in problem solving tasks. This fact is especially important in this study as at the CBA seems to hold this approach to teach the language at present. Based on Howatt, also mentioned in Richards and R., there are two versions of Communicative Language Teaching. One that has to do with the stressing the importance of providing learners the opportunity to use their English for communicative purposes and it also attempts to integrate such activities into wider language teaching. On the other hand, there is another version that claims that language is acquired through communication, through stimulating the development of the language system itself.

Language is communication and Hymes (72) defined it as communicative. Learning a second language is acquiring the linguistic means to perform different kinds of functions. Communicative Language Teaching proponents explain:

- Language is a system for the expression of meaning.
- The primary function for language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

At the Centro Boliviano Americano, teachers prompt interaction in the classroom in different ways as there is a premise to follow. Activities must be sudent centered. Moreover, activities are oriented to the discovery of meaning raher than translating or using mother tongue.

2.3.1. LEARNERS' ROLES

Breen and Candlin (1980:110) [35] describe the learners' roles within a Communicative Approach in the following terms:

The role of learner as negotiator – between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the teacher is that he should contribute as much as he gains, and thus students learn independently.

The above role implies that the learner or individual should be responsible for his learning; he should understand the relation among his responsibility, the text and his peers. Moreover, he should understand that in order to reach communication in the language, he has to struggle in any way. This might mean the use of paralinguistics, paraphrasing, getting peers' help or getting direct or indirect teacher's help to achieve communication. When doing so, he is to make mistakes which might or not be reduced with the passing of time due to different factors.

2.4. THE CENTRO BOLIVIANO AMERICANO FOUNDATION TEACHING METHODOLOGY

At the CBA there is neither a specific approach nor a whole method to follow. As nowadays tends to happen, there is an eclectic tendency regarding this issue. In short, it can be said that sometimes learning takes place and other times acquisition does. This trend can be noted when workshops or seminars are offered. The issues as for teaching methodology are treated from different points of view. Furthermore, the conclusions they come to after such events show that even though there is a claim from the academic department and the teachers that the institution follows a Natural Approach tendency, this seems to be disbelieved in events mentioned above. Nevertheless, there are some followed principles in this respect that are relevant to mention.

In beginning and intermediate levels there is a lot of emphasis in terms of input. By all means students are prompted to acquire comprehensible input and they are not forced to

speak until they are ready to do so. On the other hand, mother tongue is avoided from the beginning; to do so the use of paralinguistics and body language are likely to be used as means of input quantities.

Although pronunciation is treated through some drilling and listening practice, it is not the major concern. Intelligible pronunciation is accepted; the treatment to correct not only pronunciation, but also grammar tends to be indirect rather than on the spot.

In sum, in beginning and intermediate levels it can be said that most of language is acquired. This a principle both branch supervisors and senior teachers agree on. This information is obtained in events such as those mentioned above.

As for advanced classes, the methodology of teaching differs substantially from the previous above. Despite the fact that the CBA holds principles as a whole, in advanced courses more learning than acquisition takes place. Even the grammatical structures presented in spectrum book 5 and 6 are more learning oriented as they do it through parts of speech such as noun, pronoun quantifiers and others. Moreover, the activities mainly prepared deal with role plays, discussions, debates and hence the learners become the most important actor in the classroom as they are prompted to participate most of the time.

The demands of teachers increase referring to accuracy and fluency. To reach this objective, students are to go to the study room (language laboratory) or to study either specific grammar structures or more refined vocabulary. The teacher is to employ any technique or strategy to achieve standards as for students' English level. This could imply the use of drilling exercises or direct repetition or even some brief explanation regarding a linguistic item. In brief, it can be said that three paradigms are followed by the CBA mainly: the Natural Approach, the Communicative Approach and Second Language Acquisition.

This information is of importance for this study because there is a need to contextualize under which circumstances the variables of this research paper should be treated. Needless to state that one of the requirements in case studies, as Salkind in the methodology chapter of this paper, suggests offering subsequent information which enriches the study. Another desirable feature of case studies is that the researcher knows the subject of study as well as possible; this implies to be immersed in both the spectrum program and the characteristics of the universe.

2.4.1. THE NATURAL APPROACH

It seems to be relevant to grasp this approach as some of the shown characteristics in the methodology of teaching at the Centro Boliviano Americano are similar not the same as this approach considers.

The Natural Approach belongs to a group of methods which base their teaching on observation and interpretation of how learners acquire both first and second languages in non formal settings. Such methods reject the formal grammatical organization of language as a prerequisite to teaching. It can be understood that grammar does not play a significant role at least at the beginning. This, in a way, might explain why teachers at the CBA do not correct every single mistake in the classroom. In this approach, the focus is on comprehension and meaningful communication as well as comprehensible input which need to be, as Krashen states, "L +1" (language input that contains structures slightly above the learners' present level). This provides the necessary and sufficient conditions for successful second language acquisition.

The Natural Approach is an example of a communicative approach because it is similar to other communicative approaches being developed today. This asseveration corresponds to Krashen Terrell (1983:17) [36]. This approach is mainly used in early stages when acquiring the language which does not mean that it can not be used in later stages. Acquisition, the experts above say, can only take place if people understand messages in the target language. At the foundation, students are let to speak in pairs and groups most of the time and they are not likely to be interrupted unless there is a gap in oral communication. This may be understood in two ways: First, as learners are not stopped, they may start developing confidence and along with it, fluency. Second, teachers' role is to help when there is a break down in oral communication, so error correction does not happen all the time. It seems as though there is awareness on the teachers' part as for correction. This may have a positive affect on students' output.

The theory of learning of this approach is based on Krashen's view of language acquisition which states there are five hypothesis that are to consider as tenets in this approach. These are the acquisition/ learning hypothesis, the natural order hypothesis, the input hypothesis, the effective filter hypothesis and the monitor hypothesis. The last two are

to be significant in our study; to read or to observe the others, one can refer to Principles and Practice in Second Language Acquisition by Krashen, S. (1987: 9-30).

2.4.2. THE MONITOR HYPOTHESIS

The learning/acquisition hypothesis states there are two processes which can be found in an adult, but it does not specify the way they work in oral or written performance. The monitor hypothesis, on the other hand, does specify the role of these two in very specific ways. Acquisition initiates utterances in a second language and it is responsible for fluency. Learning in acquisition has only one function which is called monitor or editor. The purpose of it is to make changes in the form of utterances as long as they are not congruent before or after they are produced, so self-correction needs to take place.

The Monitor Hypothesis implies that formal rules or conscious learning has a limited role in second language performance. The monitor can only be used under three necessary conditions.

- Time. So that a second language performer thinks of the conscious rules to use effectively, he needs sufficient time. In most normal situations, the speaker does not have enough time to think about the grammar rules. Otherwise, it interferes and there might be a break down in communication.
- Focus on form. Time is not enough to make good use of the monitor, the speaker needs to focus on form or he has to be thinking about correctness as Dulay and Burt state (1978)[37.] It could happen that people may be involved in what they are saying rather than how they are saying it.
- Know the rule. We all know that in spite of being good students, learners will never be able to cope with the whole complex system of a language. Furthermore, they are exposed to a small quantity of the total grammar of the language and there is certainty that learners do not learn every rule they are exposed to. Through this, we can imply that to use the monitor effectively, the speaker needs to know the grammar rule in question.

In general terms, the monitor does a better job with some parts of grammar than with others. There are two groups that are considered simple. First, rules that are syntactically simple and second with those which do not require elaborate movements or permutations.

The monitor does not do well when dealing with structure linguistic items such as future prefect or the mixed conditional sentences. The monitor then is a device that a learner might awaken under specific circumstances, yet it is a limited tool if the conditions above mentioned happen.

2.4.2.1. INDIVIDUAL VARIATION IN MONITOR USE

The use of the monitor may vary from one another. Studies of cases suggest that there might be three basic monitor users. The monitor over-users, the monitor under- users and the optimal monitor users.

- Monitor Over- User. There are learners that try to make use of the monitor all the time. This means that people are always checking their output with their knowing of their rules in a second language. The evidence they show may be that they speak hesitantly; they often correct themselves and they do it in the middle of the utterances they are producing. They are so concerned with correctness that they can not speak with any real fluency.

  There could be two causes for over use of the grammar. The first one is related to the way a learner has been exposed to the language. Due to the teacher or method sometimes, a learner is not able to develop proficiency, only linguistic competence. As a result, the learner over depends on grammar. The second one is related to the personality the learner has; even though he has gained a great deal of the language, he does not trust his acquired competence and only feels self-confident when he uses his monitor just to be sure.

- Monitor Under-User. This has to do with people that have not learned or if they have learned, they would rather not use their conscious knowledge, even when conditions allow doing so. These people are considered uninfluenced by error correction and they can self-correct only when they feel like doing it, so it can be said that they do not pay much attention to the monitor use.

- The Optimal Monitor User. The main concern is to produce these kinds of users, performers that make use of the monitor when it is appropriate or when it does not interfere with communication. These do not use the monitor in ordinary conversation. Optimal monitor users, therefore, can use the monitor as a supplement

to their acquired competence. These users do not necessarily have to acquire most of the language system. They can show their monitor use at different levels. The development of the monitor is somewhat related to the way language is exposed, to teacher's personality and student's personality.

Krashen, S. (1987: 14-19) [38] discusses this hypothesis in depth. To our concern, however, there are some important points to reflect on.

Fluency and accuracy are strictly part of this research. According to this hypothesis, fluency is determined by acquisition which is responsible for how fluent performers can become, but it does not state that there are other factors which could also influence in the development of it. One of them could be the attitude the teacher has towards speaking in the classroom. Can fluency really develop if there are no appropriate settings for speaking activities? or if the teacher interrupts somehow in order to correct their utterances when students are speaking. This could affect the levels of fluency and this is one of our concerns in this paper.

Accuracy, based on this hypothesis, is attributed to learning. There is monitor that controls at certain degrees learners' performance, but one ponders whether external influence helps to reach higher levels of accuracy which is another concern in this paper. The teacher is considered as an external influence that can help either awaken or guide the use of the monitor under appropriate criteria. Up to what extent the teacher's influence can help or if it ever does, could it be beneficial to the learner? This aid can contribute to the level of proficiency learners get at the end of the program at the Centro Boliviano Aamricano, Foundation and this aspect is of relevance in this research.

According to this hypothesis, an over monitor user interrupts himself in the middle of the sentence to correct what has been uttered. This could also affect the developing of fluency. On the other hand, the teacher could be the one that interrupts as well. If he/she does this very often, it could also be a reason that holds the learner back from developing fluency. As fluency is an indicator in this paper, any information regarding this respect is desirable.

2.4.3. THE FILTER

There are three internal factors that operate while people learn a second language. These are the filter, the organizer and the monitor. This last one was discussed above. The filter, which is considered a subconscious process, is that part of the processor formed by the learner's reasons, motives, needs, attitudes and emotional states as Soliz, T. mentions in her thesis at the Department of Linguistics and Languages. In other words it can be said the filter is the one that determines, first, the models the learners select, second, which part or parts the learners pay attention to with priority, third, when language acquisition ceases and finally, how fast learners can acquire the language. Within our context, the CBA includes the affective filter in the teaching methodology.

2.4.3.1. THE AFFECTIVE FILTER HYPOTHESIS

This hypothesis, which is also part of the five that involve second language acquisition, states how affective factors relate to the developing of language in learners. The concept of an affective filter was proposed first by Dulay and Burt (1985:77)[39]. This concept is totally consistent with the work in the arena of affective variables and second language acquisition.

Studies done through these decades seem to show that affective variables do relate to second language acquisition. A number of these studies can be placed in one of the categories below.

- Motivation. Performers with high motivation do generally better in second language acquisition. This implies that if learners are driven by a reason, a motive, a need, they tend to succeed in learning a language.

- Self-confidence. Performers with self confidence and a good self image tend to do better in second language acquisition. This is also related to how the teacher conducts classes as for the atmosphere and the projection he or she gives towards students.

- Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. This has to do with how good a student or students feel in the classroom when communication takes place.

In other words, motivation, self confidence and anxiety are three factors that can help people orient their acquiring better. Therefore, as much comprehensible input must be placed in the classroom. Besides, in order to lower the affective filter, the teacher's attitude towards students plays an important role in this respect.

The affective filter, according to Krashen, describes the need for language to occur in an environment of low anxiety, to encourage the processing and learning of new information. This process can be illustrated in the following way:

```
                                                      Learnt knowledge
                                                            |
              Affective                                     |
               filter                                   (Monitoring)
  Comprehensible                                            |        |
     input     ─────→   ┌─────────────┐                     ↓        ↓
                  ─→    │ Language    │  ─→  Acquired ─────→  Output
                        │ Acquisition │      knowledge
                        │ Device(LAD) │
                        └─────────────┘
```
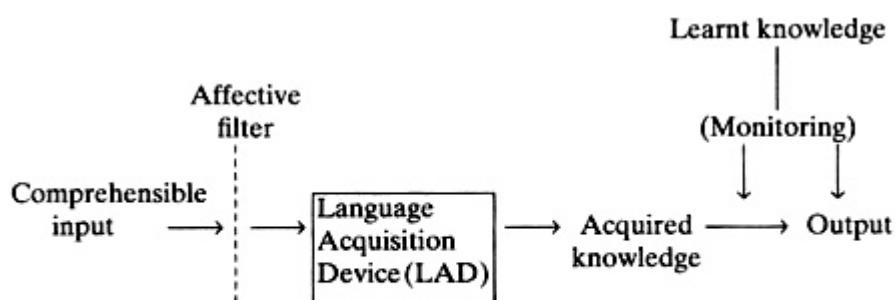
The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

2.5. DEFINITION OF ERROR

Error derives from Latin "errare". This word means to wander, roam or stray. These meanings may vary depending on the purpose or objective of the use mentioned in Teran, T, (1995:52-54)[40]. Human learning is fundamentally a process that involves the making of errors. Second language learning is clearly not unlike first language learning in its "Trial and Error Nature", learners will make mistakes in the process of acquisition and not making them could even impede that process. This asseveration corresponds to Brown, Douglas (87) mentioned in Omaggio, A.(1989:47) [41]. As it was seen before based on the research done so far, the attitude toward errors and mistakes has been changing from preventing them to learning from them. To this respect Corder (67) mentioned in Brown (87) states that a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.

According to Bartram (99:12) [42] mistakes are an integral part of language learning and language use. They are inevitable. He states that the teacher or students may be able to eliminate them to a certain extent, but errors may never be eliminated altogether. Furthermore, he claims that at this level it might mean that the learner is moving forward and has reached an intermediate stage. He divides these into three. During the first stage the learner might be likely to say and produce Ex.: "dad go work yesterday", so I do not know anything. During the second stage, he might say "Dad goed work yesterday", so I know something. The last stage implies that the learner says "My dad went to work", so I know everything. This classification is to orient the teacher how to proceed at certain stages in the lesson depending on the activity that is taking place. He goes on further and says that this process could happen if teachers allow or create opportunities to get students to experiment with the language. Otherwise, learners will never develop on their own and what they produce will be a mere copy of teachers', books' or materials' production which sometimes are far from reality.

2.5.1. DIFFERENCE BEWEEN MISTAKES AND ERRORS

First of all it is important to state that there is no difference between error and mistake in this study. These are used interchangeably. However, when defining them in the field of applied linguistics, there is a difference.

Mistake is a performance error that is either a random guess or a "slip". In that it is a failure to utilize a known system correctly. Error, whereas, is a noticeable deviation from an adult grammar of a nonnative speaker, reflecting the interlanguage competence of a learner. This distinction is made by Brown, D. (87:45) [43]. There are some other definitions such as Errors of performance are unsystematic and not serious. Students can correct themselves if attention is drawn to them. These are attributed to carelessness, lapse of memory, ill health or emotional stage. On the other hand, Errors of competence are persistent and systematic, so they are serious. Their treatment calls for careful analysis to discover the cause. This difference corresponds to Richards (1971) mentioned in Michaileides (90:28) [44]. Bartram (99:43-47) [45] also makes a difference between these. Mistake is an utterance caused by the learner not putting into practice something he has

learned. Error, on the other hand, is an utterance caused by the learner trying out something completely new and getting it wrong.

It seems that there is a clear difference between an error or error of competence and a mistake or error of performance; this last one is sometimes called a "slip". In the current study, these terms will not have connotation, though. The purpose is not to pay attention whether a deviation is systematic mainly; instead to find out whether the student helps himself with his own resources or whether he is assisted by either his peers or his teacher at the moment he is making a fault in the attempt to communicate through spoken way. At best students can self correct by using their monitor. There is awareness of the fact that there are some principles as stated above. Systematic errors are the ones considered valuable to collect so that analysis of these is relevant. Nevertheless, as it was written, the purpose of this research is to determine siimilarities between variables if there is some feedback on the teacher's part while learners are struggling to communicate and if this fact implies an effect in individuals' oral performance in advanced levels at the CBA in La Paz.

From now on there will not be any difference between these two terms. In other words, mistakes or errors will be used interchangeably.

2.5.2. CLASSIFICATION OF ERRORS

There are two schools which are involved in the treatment of errors; one that says "if a method achieved a perfect teaching, individuals learning a language would never make errors". According to this asseveration, all the blame is given to teachers, materials or the way of teaching without considering other possible causes. A second one is more optimistic and more realistic to the present time. Human beings live in an imperfect world. As a result, errors, which are deviations that go beyond the norm, will always occur in spite of our best efforts. There may be different reasons and some such as context, personality, method and materials are mentioned among others. This view corresponds to Corder (1985:185-189) [46]. The first conception goes along with behaviorist theory. However, the second assumption derives from the cognitive theory. This last one is still accepted as universal. This is one of the reasons error research has been on going. Experts in this field have classified from different point of view such as the ones below.

2.5.2.1. PRODUCTIVE AND RECEPTIVE ERRORS

Productive errors occur in the language learners' utterances; these are made when trying to communicate orally. Receptive errors, however, are the ones made when listening. These errors have to do with the listener's misunderstanding of the speaker's intention, but there should be carefulness for it might not be an error if a person does something different from what he is told. Maybe he feels like just not doing it, so errors can occur when listening or speaking. This distinction is mentioned by Macklind, S. (95:20) [47]. In the current research, the focus is on productive errors.

2.5.2.2. GLOBAL AND LOCAL MISTAKES

Another classification of mistakes corresponds to Burt, Kipasky (74) mentioned in Louro, T. (95:66-67) [48]. There are two types of errors; one type is a global mistake and the other that is local mistake. The first one involves the overall structure of a thought, of a sentence and, therefore, hinders the process of communication. The later one involves a particular constituent in a thought or sentence and does not hinder communication. One the features advanced learners show is that they tend to make local errors when performing, so this classification is relevant for one of the indicators in this study. In the study, there is a need to know what kinds of mistakes teachers are llikely to pay attention to and what kinds of mistakes students make at the moment of graduating at the CBA.

2.5.2.3. INTERLANGUAGE AND INTRALINGUAL ERRORS

There is another point of view expressed by Richards (71) mentioned in Soliz, p. 66-67 [49]. There are two kinds of errors. Those derived from interference or transfer of the learner's mother tongue. These are called interlanguage errors and the others that reflect the learner's competence at a particular stage and which illustrate the general characteristics of language acquisition. These are called intralingual and developmental errors. One can understand better if one says that there are errors due to the interference the mother tongue represents and there are errors which learners make because of the difficulty the learning language involves at different levels such as pronunciation, syntax, lexicon and others.

As it can be observed, there are different points of view that classify mistakes. In this study attention is paid to not to receptive, interlanguage, intralanguage mistakes but

whether there is a concern about global and local mistakes from the tachers' part and if this is similar to the kinds of errors sutdents are likely to produce when performing orally.

2.5.3. CAUSES OF ERRORS

Up to now there is no certain explanation of why errors occur specifically. There are, nevertheless, some partial reasons. Some are that students believe that the language being learned is similar to their native language. Errors could also happen if students do not have a complete knowledge of the target language or even this might be attributed to the complexity of the target language. Ex.: the third person singular in English. These beliefs correspond to Ancker (2000:38-44) [50].

Brown (87) cited in Omaggio, A. (1989:295) [51] offers different reasons for errors to happen. Negative interlingual transfer is part of the process of learning a language. That is to say Spanish interference or a third language is influencing negatively. Interlingual transfer could also occur and that happens if there is overgeneralization of rules based on the knowledge the individual has about the target language. As learners progress in a second language, their previous experience and their existing background begin to include structures within the target language itself. Research can not always be sure of the source of error, but repeated systematic errors will remove ambiguity of a single observation. Another possible cause can be the context of learning. This has to do with the teacher and materials. Students make mistakes due to misleading explanations from the teacher or faulty presentation of a structure or word in a textbook or even because of a pattern memorized in a drill not properly contextualized. Ex.: in a book, conversations are always presented using the subject pronoun "he", students will be likely to have problems discriminating "he and she" when speaking. A reason for errors to happen is also the feedback Brown affirms; this could happen as a positive or negative feedback which influences learning. There are two kinds of information transmitted between source (learners) and audiences (native speakers or any other person that listens). Positive feedback is related to cognitive feedback which might determine internalization. If this is not likely to occur, fossilization may take place.

Among errors fossilization should also be knocked down to completely understand the partial explanations of errors. Fossilization is the incorporation of incorrect linguistic

forms into a person's second language competence. This could be perceived through the persistence of syntactic and lexical as well as phonological errors in the speech of those who have learned a language quite well. According to Selinker (74) mentioned in Omaggio, A. (89: 276-277) [52] basically there are five possible causes for fossilization to happen in an acquisition or learning environment which could remain in the inter language indefinitely. These five processes are language transfer or interference from the mother tongue, transfer of training or errors due to the nature of the language learning materials and approaches themselves, strategies of second language learning or errors due to the learner's own approach to learn the materials, strategies of second language communication or errors due to the way learners try to communicate with native speakers in natural language use situations and overgeneralization of target language rules or errors due to the way in which learners restructure and organize the linguistic material.

At the beginning it was stated that there are no complete studies regarding this issue. For instance, there is no research if this problem is related to learning styles or multiple intelligences. As far as it is the current reseach concern, the cause is no the focus, but rather than that this study centers on the description of each variable and then determines if there is similarity between them which might imply Teachers' Error Corrrection has an effect on Students' Spoken Performance under certain circunstances.

2.6. SECOND LANGUAGE ACQUISITION

Error correction has been treated by first language acquisition which shows babies learn their mother tongue naturally and mothers do care about mistakes babies make. However, they care about mistakes of fact rather than errors of language structure. This is a very marked contrast to second language teachers, who often focus on grammatical errors, lexicon, syntax, pronunciation and others. Therefore, second language acquisition premise is of the present resarch concern.

According to Gass, S. and Varonis, E. (1994) cited in Hendrickson, J., M. (1987:104-107) [53] grammatical acquisition results in part through conversational exchanges in which meaning is negotiated. These sorts of exchanges, they go on, are the source of acquisition derived from comprehensible output. Comprehension output is defined as

output that extends the linguistic repertoire of the learner as he or she attempts to create the meaning desired precisely and appropriately.

How do we relate this to error correction? Error correction is a form of input. Whether this input is noticed, it informs the learner that what he has uttered needs repair. He needs to know that there is a gap between what the learner said and what the hearer understood or expected. The learner is forced to try again and in this attempt, he refines the use of the second language he is able to produce, so it can be stated that error correction is linked to second language acquisition and as it was reviewed before, the Centro Boliviano Americano methodology is closely related to acquisition as well. This fact, in turn, derives from the principle that cognitive theory holds. "Knowledge is Acquired by the Organism" as Ulric states it before. The teacher is the one that must be aware of all this process. If he does not realize that learners need a form of feedback after they produce, there is a risk of either misteaching or incomplete learning and this might have a negative effect on learners.

One the purposes of this study is to find out the ways to treat errors or mistakes in the classroom and one of the paradigms that treats this issue is second language acquisition. This could take place when the individual acquires the language in a country where the language is not spoken officially. This might be the case especially in beginning and intermediate levels at the CBA. Furthermore, it is imperative to state that the due to information the researcher was able to collect, it must be insisted that the CBA follow some principles language acquisition holds. Therefore, it is convenient to go ever these paradigm principles regarding errors as there are times in which acquisition not learning is involved in the methodology of the foundation at present.

Second language acquisition theory predicts that Error Correction will come to become positive only if there are some certain conditions which are described by Ellis, Rod (1987:119) [54]

- Corrected errors are limited to learnable and portable rules that is to say correction is positive as long as the student understands and is able to remember the rule. There is a need on the student's part to understand that there is or was a deviation from the norm; there is also a need to remember the rule not to make the mistake over and over.

- Errors are corrected under conditions that allow monitor use. In other words, there should be correction only if the student is able to correct himself or by other means such as by peer's or teacher's signal correction. Second language acquisition accepts error correction as part of the process of acquiring a language as long as the teacher prompts it to happen indirectly.

- Measures evaluating the efficacy of error correction are administered under the conditions that allow monitor use, to allow the learner time to refer to his or her conscious knowledge. This has to do with making sure that students are able to monitor or correct their mistakes consciously. The teacher has to make sure that learners are able to notice their mistakes and provide some room for them to activate their monitor.

- Subjects used as known to be monitor users. According to this condition, error correction should occur in an environment in which students are able to use their monitor to orient their performance. The environment is provided by the teacher most of the time. This might be related to affective filter as well. One knows that the reactions toward something are greatly positive if the atmosphere is peaceful and relaxing. What can be inferred from it is that teachers not only need to know when to let error correction occur, but also they need to create an atmosphere for this to happen. The way they prompt monitor use may positively affect on students' output.

Based on language acquisition there is monitor inside the individual which can control one's performance. This has to do with learning. There are factors that should be coonsidered which affect self- correction. First, there is individual variation with respect to self- correction since there are different degrees and abilities among monitor users. Ex.: a linguist can be an optimal monitor user compared with a high school student. Second, there might be a variation on which aspects to tend to correct. Morphology seems to be more corrected than complex syntax.

Since it is accepted that monitor is related to conscious learning. It is necessary to discriminate types of learning. According to Ausbel' Cognitive Learning Theory mentioned before, there are two types of learning, rote learning and meaningful learning. The student

needs to be part of the second type of learning. Otherwise, one can not expect the student to react to errors.

There are different sources of correction in the process. The one desired is self correction as a sign of monitor use, but self- correction also varies according to the circumstances under which are done. Huck, Robertson and Krashen (86) distinguish the following: if there is free speech or natural conversation, the correction is up to the performer and there is no special focus on form. On the contrary, the focus might be on communication. There would be difficulty when looking at errors in these conditions. Another aspect to consider is the speaker may be moving in the direction of more focus on form; this can be termed "careful speaking or writing". This happens when speakers tend to speak correctly so they avoid using structures or lexicon that can represent difficulty. A last consideration to keep in mind is that a student can be informed that a rule has been broken, but he is not said where the mistake occurs or even the mistake can be described, but not corrected. In sum, the more we move forward conditions, the more effect of the conscious monitor is predicted and greater likelihood of unnatural orders of error. According to what was stated above, it seems that the way a teacher treats an error may somehow influence on how students respond to it and, therefore, this can be perceived in Students' Spoken Performance.

Yet, this theory still questions some facts, described above, about the treatment of errors even though it expresses some criteria for error correction to happen.

Henrickson (1978) mentioned in Krashen (1987:116) [55] discusses five interesting questions from which four have been answered by Second Language Acquisition.

2.6.1. SHOULD ERRORS BE CORRECTED?

When error correction occurs, the performer is being informed that his version of the rule is incorrect, so they should be corrected because learning is happening, yet acquisition states they should not be corrected because acquisition does not focus on form mainly; instead it focuses on communication. This does not mean that errors should be let to happen; instead this principle should be kept, but they should call the teacher's attention for future action if necessary, so when treating errors in the classroom both learning and

acquisition are involved. The degree in which each takes part might depend on the teachers' criteria or the purpose of the activity itself.

2.6.2. WHEN SHOULD ERRORS BE CORRECTED?

Henrickson, following Birckbichler (77) [56] , suggests in general, error correction can be limited to manipulative grammar practice that is to say why bother to correct errors that learners are not able to understand yet. It is also related to learners' level. He continues, more errors can be tolerated in communicative practice. Acquisition states similarly when errors do not take away time to communicative purposes. This means no error correction in free conversation. What is implied here is one should be able to discriminate between that center on accuracy or fluency. According to what one has in mind, error correction can take place. The focus in this study is advanced students in class discussions. According to acquisition, students should have more freedom. However, at the Centro Boliviano Americano there is correction in different forms which might or might not have an impact in students' output.

2.6.3. WHICH ERRORS SHOULD BE CORRECTED?

Henrickson reviews three hypotheses and accepts them all as plausible.
- We should correct global errors that interfere with communication or impede the intelligibility of a message.
- Errors that are the most stigmatized, that cause the most unfavorable reaction.
- Errors that occur the most frequently.

According to him, error correction should happen under these considerations. Otherwise, teachers would go against the acquisition process principles. In short, there should be some criteria to proceed. This disbelieves the notion that every single error should be treated. The current study attempts to find out whether students are corrected when they make global or local mistakes. This is closely paid attention to as one of the indicators in both variables is types of mistakes students make when participating in class discussions.

2.6.4. HOW SHOULD ERRORS BE CORRECTED?

Henrickson reviews several methods of error correction including the most widely used. One is related to providing the correct form (direct correction); the other is related to the discovery of the correct language (inductive approach). So far no method has proved to be more effective than the other. However, the second one seems to show some affective impact in students. At the CBA the inductive approach is prompted since classes are student centered most of the time.

If students who have undergone the first or the other method in terms of oral or written performance do not show fewer mistakes, it might be related to learners' both age and background as well as other factors such as context. This study does not focus on such variables. Nevertheless, this might inspire other studies in which background, age, context and teachers' error correction may be considered as variables to determine Students' Spoken Performance.

These four questions are of great importance to understand the position of second language acquisition regarding error correction. In both learning and acquisition there is a place for error correction. However, there are principles to consider as mentioned above. Based on what we have come to so far, there is a certain need to understand that error correction must happen in the classroom. The degree in which Teachers' Error Correction takes place and whether it is related to students' output is to be found out through this study. In sum, these questions help understand that Students' Spoken Performance might be affected by the role teachers play in error correction.

2.7. ERROR CORRECTION

Error correction is described as the positive attitude shown to transform, to change; to improve a piece of communication that has been uttered. This can part from the teacher, a peer or oneself indistinctively. This assertion corresponds to Bartram, Walton (1999:4-5) [57]. What can be read from this is that it is a process in which individuals go through during or after uttering some language to improve or not to let these hinder communication. In the present study, error correction parts from the teachers' side. Teachers through different techniques show positive attitude towards error correction. When doing so, they may

prompt self or peer correction. The importance of error correction can be divided into four areas of analysis according to Waltz, C. (1982:25-29) [58]

- BASIC INFORMATION ABOUT THE ERROR. One needs to consider what was said versus what was meant. There should be awareness of this fact. Otherwise, there is an atmosphere of insecurity.

- THE IMPORTANCE OF THE CORRECTION ITSELF. The most important errors can be determined using the following criteria:

    a. Intelligibility

    b. High Frequency

    c. High generality of rules

    d. Stigmatizing or irritating effects

    e. Number of students affected

    f. Pedagogical focus

- EASE OF CORRECTION.

There should be a pace in correction; learners need to know that not all the time they produce the language will be corrected. Otherwise, instead of having a positive impact in students' spoken output, this might become a setback which does not let students develop self – confidence and, as a result of it, students can feel inhibited when speaking.

- CHARACTRISTICS OF STUDENTS. Correction might depend on individual differences, such as each student's past history, current state of mind, and affective considerations. There is an appropriate time to prompt correction and has to do with the teacher' knowledge and ability to determine this time as the teacher is the one that knows that has spent time or is acquainted with learners. This creates an environment which lets doing so. Thus, the atmosphere teachers create in the classroom is a feature closely related to error correction in the classroom. Students, affective filter, then, depends on students' background. However, this can become a challenge for the teacher. In the present study, the affective filter is considered as part of teachers' error correction as he is the one that creates an appropriate atmosphere when error correction occurs.

Ervin (81) cited in Omaggio (86:135-141)[59] suggests that error correction hierarchy might be based on error severity; this is determined by the intersection of three factors: (1) effect or degree of stigmatation, (2) comprehensibility, and (3) source of error in the student's

competence or performance grammar. He goes on further and proposes that the highest priority be given to errors that stigmatize, that cause lack of comprehension in the learner's competence; the lowest priority, he suggests, would be given to errors that are generally tolerated by native speakers that do not interfere with comprehension and are due to performance factors. There is still another consideration made by Walz (82:46-48)[60]. After considering all research done as for error correction, he posits four basic criteria for selecting errors to be corrected:

- COMPRENHENSIBILITY. Choose errors that interfere with understanding first rather than at random.

- FREQUENCY. Among errors teachers should correct the ones that are frequent. Teachers should do it consistently, while isolated slips can be left alone for these could even happen in the mother tongue.

- PEDAGOGICAL FOCUS. It is best to correct errors that reflect misunderstanding or incomplete acquisition of material that is the focus of current classroom practice. If such errors are left uncorrected, students who notice might become confused about their own understanding of the concept being covered, so it is important to make a difference between what is right and what is wrong at times not to go into this problem specially if there is a sense of hesitancy in some students in the classroom.

- INDIVIDUAL STUDENT CONCERN. Waltz assumes that every teacher gets to know his students well enough to be able to sense their reactions to various correction techniques. Furthermore, self confident students will profit more from the correction of minor errors than from the correction of errors which might not even be understood when explained. Once again this has to do with the teacher's ability to make a difference among students so that he reacts according to each student's needs. At the Centro Boliviano Americano Foundation, according to some teachers, the foundation seems to be concerned with individual needs, so criteria to correct errors depend on it. This can be proved or disbelieved as one of the specific objectives is to find out whether teachers follow the same approach when treating spoken errors.

Another way to decide when to correct errors and which ones to correct is to make use of one set of policies when students are working on functional and linguistic activities. Another set of policies is needed when students are doing more communicative or more productive activities. Holley and King (1988: 56) [61] have suggested that the teacher wait for a few seconds before providing cues or corrective feedback. According to their research done, they have found out that when students are given five or ten seconds after making a mistake, self- correction took place fifty percent of the time. This research also showed that error correction must be done in a positive manner to be most effective. This study suggests that error correction should be done gently, and with respect, especially in oral work that is being done in front of others. This asseveration is linked with what the affective filter states. Individuals are more open to accept correction when they are relaxed. In few words, the atmosphere that teachers create as for students' affective filter along with other characteristics such as when, how, which errors to correct may have a positive impact in Students' Spoken Performance.

Definitely, there should be error correction and there should be criteria for it. Bartram, Walton (99:35-37) [62] recommends some guidelines as questions to follow when correcting oral work in regarding fluency and accuracy.

- Does the mistake affect communication?
- Are we focusing on accuracy?
- Why did students make that mistake?
- Is it the first time a student has spoken for a long time?
- Could students react badly to my correction?
- Is this a mistake most of students are making?
- Would this mistake irritate anybody?

As these experts state, the guidelines above gets the teacher to imply that there must be some time to think over mistakes in the classroom in order to decide whether these are worth correcting and definitely what they suggest is an approach that seems to be effective at the moment of treating errors.

2.7.1. TECHNIQUES FOR ORAL ERROR CORRECTION

There is a great variety of techniques suggested for oral performance. The use of them might depend on some factors such as: the personality of the teacher in the classroom, the kind of environment in the classroom and even the type of individuals there are in the teaching context. Some of these come from Walts (82) mentioned in Omaggio (86:234-239) [63], other techniques come from Rolf, R. (2000:2-6)[64].

- PIN POINTING Cathcart and Olsen (76) made use of this word to find the error. It was considered to repeat the sentence up to the part before the error occurs, so learners consider what they have said and they are to try to come up with the correct word.

  e.g. Student's utterance   - Yesterday I went to my home.

   Teacher's correction   - Yesterday I went …………..

- REPHRASING QUESTION Helley and King (71) suggest using a shorter sentence rephrasing the uttered one. This is done to help students to understand what has been said. This might be used when students are hesitating an answer instead of making a mistake. It is also suggested if not rephrasing, but changing the question from information question to yes-no question or vice verse.

  e.g. a) Student' utterance   - Last year I have been to Europe   ????????

      Teacher's correction   - Oh! Last year I was in Europe.

      b) Student's utterance   - How much do you win?   ??????????

      Teacher's correction   - Do you **earn** a lot?

- CUEING Holley and King (71) suggest that the teacher give different variations of the mistake. This is especially helpful when students lack the ability of using new lexicon.

  e.g. Student's utterance   - He always wins his friends when playing cards.

      Teacher's correction   - He beats his friends when playing cards.

                                 - Does he beat his friends when playing cards?

                                 - He will beat his friends when playing cards.

                                 - He has always beaten his friends when playing

  cards.

- GENERATING SINGLE SENTENCES Holley and King (71) state that the teacher has to provide different answers for the questions that have been asked. This helps students if they do not understand what they have been asked.

  e.g. Teacher's or peer's question   - What is your address?

  Student's utterance   - I work in Calacoto.

  Teacher's correction   - I live in Calacoto. I live in Sopocachi. I live in El Alto.

- EXPLAIN THE KEY WORD Joiner (75) This technique has to do with writing or miming a difficult word especially when the word is new or if the students have not had enough practice with it.

  e.g. Student's utterance   - I like flirt.

  Teacher's correction   - I like to flirt.

- QUESTIONING Burt and Kiparsky (72) recommend if a teacher does not understand what the student says, he can ask questions about without student's repeating his utterance.

  e.g. Students' utterance   - She come not to my house last night.

  Teacher's correction   -   Did she go to your house last night?, Was she in your house

  Last night?, She wasn't in your house last night, was she?

- REPETITION Cohen (75) advises that the teacher repeats the student's sentence. This can be ambiguous probably the student will not realize what is going on. Others suggest that it would be better to ask the student to repeat his utterance using a questioning look. This would mean a hint for the student to realize there is a mistake.

  e.g. Student's utterance   - Could you tell me what time is it?

  Teacher's correction   - Could you repeat the question, please? or

- GRAMMATICAL TERMS This has to do with focusing on the word according to its function in the sentence. However, we have to point out that this technique is useful only when we expect linguistic correctness rather than effective communication.

e.g. Student's utterance   - He usually speaks good.

    Teacher's correction   - Speaks needs an adverb or good is an adjective.

- GESTURES This is useful when students are used to the symbols the teacher uses to point out errors. This non verbal way of correcting is useful when looking at students carefully and students are looking at teachers directly for gestures are to be seen and interpreted to obtain the sentence expected.

  e.g. Student's utterance   - The children watch too much tv nowadays.

      Teacher's correction   - The teacher may nod or turn short.

- YES-NO If we nod or shake our head, we give the students the idea of whether he is doing right or wrong so that he continues or stops his sentence.

  e.g. Student's utterance   - We must to study or we won't pass this course.

       Teacher's correction   - The teachers moves his head to signal.

- CONTINUE A sign made by rolling the hand in a forward circle will encourage the student who is hesitating to get on with his sentence.

  e.g. Student's utterance   - By then I will have …………………

      Teacher's correction   - The teachers encourages the student to continue.

- STOP holding the palms toward a student, a teacher will prevent him from an unwanted expression.

  e.g. Student's utterance   - I'm traveling <u>with horse</u>.

      Teacher's correction   - The teacher moves his palms.

- SYNTAX This technique helps students realize that there is a problem with the word order and it is just done by flipping one hand over the other, or just using the fingers to show a change in position.

  e.g. Students' utterance   - always they have problems with this kind of exercise.

      Teacher's correction   - The teacher does the suggested action.

- NUMBER This can be used to indicate if a noun or pronoun is plural. Several fingers are used to indicate it should be plural.

    e.g. Student's utterance   - People is friendly in Sucre.

       Teacher's correction   - The teacher does use his fingers.

- STRESS Gattegno (76) came up with a sign that helps students realize which syllable to stress in a word. This can be done by nodding head one side showing where the word should be stressed and even, you can exaggerate when nodding on the stressed syllable.

    e.g. Student's utterance   - The house was very **comfortable** for the family.

       Teacher's correction   - The house was very ……………... for the family.

- ELISION When forms are elided, the teacher puts the two palms parallel to each other and use a motion to have them closer.

    e.g. Student's utterance   - There were twe**nty** people around the table or I wan**ted** to do it, but I couldn't.

       Teacher's correction   - There were twen…….. people around the table.

                                      - I wan………   to do it, but I couldn't.

- MISSING WORD Gattegno recommends to hold up a hand with the fingers up, pointing out the words the student uses in a sentence and when he comes up to the missing word, the teacher can make a pause or move the finger to indicate that word.

    e.g. Student's utterance   - I'm very interested …… history.

       Teacher's correction   - The teacher does the action.

- TENSE Moving the hand forward can indicate future and moving the hand backward can indicate past or backward and forward can indicate present perfect, still the teacher can use other hand movements to indicate other tenses.

    e.g. Student's utterances   - Tomorrow I **travel** (will travel)to La Paz to visit my parents.

                                  - Last year she **has** (had) a very serious car accident.

                                  - They **study** (have studied) at the CBA for three years.

- USING FINGERS Use each finger from right to left in front of the student to appear from left to right. Repeat what it was said, stop or signal with the finger to identify where the mistake is. The student is to change this word.
- MOUTHING This is useful with pronunciation errors. The teacher mouths the correct pronunciation without making a sound. It can also be used to correct other spoken errors such as third person singular. Again this is done by mouthing.

  e.g. Student's utterance   - She play with the computer every day or he go to school early.

      Teacher's correction   - The teacher does use his mouth.
- REFORMULATION This is done by repeating the utterance by swithching the subject from "I" to "You".

  e.g. Student's utterance   - I went in Cbba. last month .

      The teacher's reformulation   - Oh! You went to Cbba. last month.
- NOTING DOWN ERRORS The teacher is to write down mistakes students make at the moment of role playing or debating either on an individual basis e.g. focusing on every mistake a student makes or as a whole class, the correction is done on the board or in groups right after the speaking activity finishes.. A variation of this might be to ask students to make cards so that they have their reoccurring mistakes on them. This is called hot card by Bartram and Walton.
- RECORDING It is suggested that the teacher record speaking activities from time to time so that students listen to themselves and identify their weaknesses or recurring errors for further work on them.

2.7.2. ATTITUDES FROM BOTH TEACHERS AND STUDENTS TOWARD ERROR CORRECTION

According to Brown (1987: 19) [65] when correcting errors, attitudes are expressed by both teachers and students. As for teachers, these attitudes might be influenced by the fact the English is not their native language, so great emphasis was placed on correctness at the teacher training college; these could also be influenced be a particular methodology or approach. For instance, in the 1960's a teacher using Audiolingualism method would have adopted a behaviorist approach to error correction. On the contrary,

more recently, for instance, a teacher following the Natural Approach (this would be influenced by Second Language Acquisition Theory) would have adopted a wholly different approach to error correction. Other methodologies such as Total Physical Response or Suggestopedia highlight the psychological effects errors have on students. A fact that the expert above does not mention is experience. Attitudes from teachers can also derive from personal experience as well. For example, an unexperienced teacher might be unlikely to react systematically. Whereas, an experienced teacher might tend to treat errors under specific criteria.

In the current study, the teachers who are part of the study at least have worked for five years at the Centro Boliviano Americano. This may mean that teachers already have enough experience to react to mistakes in a certain way as error correction is part of the in service training at the institution. Furthermore, when teachers are observed, teaching counselors refer to it as one of the principles in the methodology at the institution is prompt correction.

Attitudes towards this issue vary and to have a clear idea of this here is an extract found in Forum, Sokol, D. (1999:18-25)[66]. Speaking activities are a great deal of concern. As for myself, I react depending on the case. For instance, if my class is practicing a structure I demand a hundred percent accuracy and I am very clear a hundred percent accuracy. I intervene when there is a mistake whatever type it is. What I do is I wait until they finish their sentence then I model it for them. Some other times I make a signal so they know there is mistake; they have some time to think over if not I help them out. Another teacher expresses that grammar is very important, so whey they practice it, I am very concerned with it. This teacher does not mention pronunciation. Yet there are others that do not react to mistakes until they come to understand they are fossilized. Once they learn that, they prepare a set of activities to repair that piece of learning. There are some that hesitate over the treatment of mistakes due to some questions they ask themselves such as will the learners' interlanguage develop because of error correction?, do I really focus on meaning and not on form based on the Communicative Language Teaching?, is there any difference if I apply the same technique or different techniques when correcting spoken errors?. These questions can not be answered yet. As a result, they create doubtfulness in some teachers. There are

other types of comments that teachers make, but those are summed up as above. As it can be noted, attitudes towards error correction are different and this is because of the aspects mentioned above mainly. Another factor that could also influence teachers' attitude is related to the institution they work for. At the CBA error correction is prompted indirectly mainly; better if it is done without teacher's help. Due to this fact, teachers are not likely to correct on the spot for instance, instead they would rather do it after the activity is over.

Similarly, this could happen to students; because of the way they have learned their first language and how this was influenced by the environment or even because of their age, they could show positive or negative reactions towards mistakes. There is a lot of room to discuss over the reasons, yet what is important for the time being is that there is a need to be aware of a fact; both students and teachers are involved in the treatment of errors. Some learners could demand lots of correction in a certain way, while others may not show much concern; yet some may even depend on the mood. This assertion corresponds to kitao, J., K (2004:7-10) [67] . In sum, teachers ought to be able to understand that not only should they be careful at the moment of being concerned with errors, but also they should consider both students and teachers' background.

2.8. ACTFL PROVISIONAL PROFICIENCY GUIDELINES

In the early 1980s, the American Council on the Testing of Foreign Languages, the Educational Testing Service (ETS), began working on an adaptation of the government's proficiency scale to be used in secondary schools and colleges. As a result of that collaboration the ACTFL Provisional Proficiency Guidelines was published in 1982. Since then there are four main levels of language proficiency: Novice, Intermediate, Advanced and Superior. These features are mentioned in Hughes (1994:140-169) [68]. Such characteristics of each level for Speaking are as follows.

- **Novice.** The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speakers.

- **Intermediate.** It is characterized by the ability to combine learned elements of language creatively, though primarily in a reactive mode. The intermediate speaker can initiate, minimally sustain, and close basic communicative tasks. The speaker can ask and answer questions and can speak in discrete sentences and string of sentences on topics that are either autobio- graphical or related primarily to his or her environment.

- **Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and can narrate events in the present, past and future, organizing thoughts, when appropriate, into paraagraph- like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most informal and formal conversations and can be easily understood by listeners unaccustomed to nonnative speakers**.

- **Superior**. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain in detail, hypothesize on concrete and abstract topics, and support and defend opinions on controversial matters.

2.9. The Language Policy Division of the Council of Europe and Learners' Proficiency Level

The language policy division of the council of Europe has developed common reference standards that are recognized and applied nationally and throughout Europe. This consists of a coherent and transparent approach to the specifications of learning targets, the selection of learning tasks and the evaluation of learning outcomes. Consequently, the same standards can be applied to the development of curricula, the design of courses and the assessment of learner proficiency. These benchmarks provide a basis for the mutual recognition of language qualifications and can also help local authorities to situate their plans within an international perspective Framework (2003) [69].

The common European framework establishes four levels which are the same across all European languages, and all European countries, corresponding to the same level of performance. There is a both holistic description and detailed description by level. These are the basic user, independent user, proficient user and proficient user (Mastery Level).

The level which this research focuses on is the Proficient User. This can be compared with an advanced speaker, but there is a need to describe the characteristics of this level first.

2.9.1. Proficient User (Holistic Description)

This level is divided into two categories. These are A and B. Speaker A can understand a wide range of demanding, longer texts, and recognize implicit meaning. He can express fluently and spontaneously without much obvious searching for expressions. He can use language flexibly and effectively for social, academic and professional purposes. He can produce clear, well- structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Speaker B, on the other hand, can understand a very wide range of demanding, longer speech and recognize implicit meaning. He can reconstruct arguments and accountants in a coherent presentation. He can express himself/herself spontaneously, very fluently and precisely, differentiating fine shades of meaning even in more complex situations.

2.9.2. Proficient User (Detailed Description)

At this level, the learner will be able to:

- Give clear, detailed descriptions and presentations on complex subjects. He/she integrates sub-themes, developing particular points and rounding off with an appropriate conclusion. With appropriate highlighting of significant points, and relevant supporting detail.

- Develop an argument systematically with appropriate highlighting of significant information, point, and relevant supporting detail.

- Deliver announcements fluently, almost effortlessly, using stress and intonation to convey inner shades of meaning precisely.

- Give clear, well- structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Depart spontaneously from a prepared text and follow up interesting points.

- Express himself / herself fluently, spontaneously and effectively on a wide range and general, academic vocational or leisure topics. She/he has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions.

- Use language flexibly for social purposes, including emotional, allusive and joking usage. He/she can engage in an extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

- Cope linguistically to negotiate a solution to a dispute.

- Participate fully in an interview as either an interviewer or an interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well, on occasions departing spontaneously from prepared questions.

- Select an appropriate formulation from a broad range of language to express him/ herself clearly, without restricting what he/she wants to say. He/ she can express himself / herself clearly and without much sign of having to restrict what he /she wants to say.

- He / she has a good command of broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.

- Consistently maintains a high degree of grammatical accuracy; errors are rare. Good grammatical control; occasional slips or non systematic errors may still occur, but they are rare and can often be corrected in retrospect.

- Reference, connotation, interlexical relations: synonymy, antonymy, hyponymy.

- Vary intonation and place sentence stress correctly in order to express inner shades of meaning.

- Produce sentences in sequence so as to produce coherent stretches of language.

- Use of spoken language for particular functional purposes.

- Produce clear, smoothly flowing well structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. Use a variety of linking words efficiently to mark clearly the relationships between ideas.
- Use language for particular functional purposes in specific real life situations.
- Produce intelligible pronunciation, yet mispronunciation may occur.

2.10. Contrast between the American Council on the Testing of Foreign Languages (ACTFL), the Educational Testing Service (ETS) Guidelines and the Language Policy Division of the Council of Europe (LPDCE)

Although there are more similarities than differences, it is necessary that they be made so that they are adjusted to the context in which this study takes place. This contrast is to guide Students' Spoken Performance expectations. Furthermore, through this, there is a better view in terms of oral proficiency in the United States and in Europe as for advanced speakers.

2.10.1. Contrast between Advanced Level and Proficient User

As in the previous levels, there are more similarities than differences. Definitely, the advanced level speaker (ACTFL, ETS) and the proficient speaker (LPDCE) reach a level of proficiency which lets them handle the language with no problem at the time of communicating.

- They both agree that the speaker can converse in a clearly participatory fashion with fluency.
- They can produce intelligible pronunciation and sometimes mispronunciation may occur. However, they do not have trouble being understood by unaccustomed native speakers; occasional slips of tongue may occur.
- They can initiate, sustain and bring to closure a wide variety of communicative tasks, including those that require an increase ability to convey meaning with diverse language strategies due to a complication or unforeseen turn of events.
- They are able to communicate facts and talk casually about topics of current, public and personal interest, using general vocabulary.

- Circumlocution, fillers and stalling devices are helpers to smooth shortcomings at the time of communicating. Otherwise the use of connotation synonymy and antonymy are evident as a source of overcoming these shortcomings.

- The speaker can be understood by native speakers or unaccustomed to nonnative speakers without any difficulty.

- He /she can paraphrase to overcome gaps in speech. However, language may break down under demands of superior level.

- The speaker can describe and narrate events in the past, present and future, organizing thoughts when appropriate into paragraph-length discourse.

- Errors are rare in speakers and these are mainly local. Most of the time speakers can self correct as they have an enough domain in their repertoire when performing.

- The speaker can differentiate fine shades of meaning and recognize implicit meaning regarding lexicon by using stress and intonation.

Within this level, it is important that a difference be made. There are advanced speaker, advanced- plus speaker, proficient user C1 and proficient user C2. There are some differences among these. Nevertheless, they are not relevant in a holistic point of view. The marked differences between and advanced speaker and a proficient speaker are very clear.

- A proficient user should be able to use the language to talk effectively and flexibly about academic, professional and social issues. The last one is considered as an ability of an advanced speaker (ACTFL, ETS). The first and second one, on the other hand, are not mentioned.

- A proficient user should show a good command of idiomatic expressions and colloquialisms. Although an advanced speaker does not show any drawback as for vocabulary, it is not specified whether he/she is able to use these effectively.

- A proficient user is able to maintain a high degree of grammatical accuracy consistently. Errors are rare. He/she shows good grammatical control; occasional slips or non systematic errors may occur, yet they are rare and can often be corrected in retrospect. It seems as if an advanced speaker may still find trouble with syntactic forms which does not mean he/she can not overcome these by using strategies such as fillers, stalling devices and circumlocution.

- The proficient user produces clearly and smoothly structured speech by showing connectors and cohesive devices; he/she also uses a variety of linking words efficiently to mark clearly the relationship between ideas. In other words, the proficient user can use the formal and informal conjunctions when appropriate. On the other hand, an advanced speaker shows ease at speech and can overcome gaps by paraphrasing. It is not stated the use of conjunctions. Nonetheless, it is clearly evident that an advanced speaker can use fine shades of meaning to enhance speech. Furthermore, the advanced speaker shows a well-developed ability to compensate for an imperfect grasp of some forms.

After having contrasted the characteristics of an advanced speaker from the American and European point of view, there is a reference of what can be expected from the Centro Boliviano Americano advanced students at the moment of graduating.

2.11. Centro Boliviano Americano Program and Policies for Final Tests

At the end of the program, which consists of eighteen courses, the foundation requires that students take a final test so that they can graduate as " Tecnico Superior en el Idioma de Ingles". The first six courses are meant to be called Beginners, the next six are considered Intermediate, and the last six are part of the advanced program. This last level consists of Spectrum 5 (1), 5 (2), 5 (3), 6 (1), 6 (2), and 6 (3) respectively. It is this last group which is the focus of the present study. At the CBA Oral Interviews are used to determine students' level. These interviews may last from fifteen to twenty five minutes. Learners are put together in groups of four or five depending on the number of students who are to graduate. Another criterion to be considered is the scores students get from the written test. In other words, they are to pass a written test first, to be able to take the oral test. They are selected based on the available time learners may have as well.

The academic director, the executive director and the academic supervisor are in charge of administering such a test. This is generally done two or three days before a bimester ends. Students are told whether they pass or fail at the end of their oral test.

After a few days the numeral results are shown in a bulletin board; students are evaluated over one- hundred. The written test makes up fifty points and the oral one the other fifty. Students are required to get eighty percent out of one- hundred to graduate.

2.12. DIMENSIONS AND INDICATORS

After having gone over the literature over paradigms and among these the Communicative Language Teaching as well as two perspectives that describe students' performance standards, three dimensions and five indicators are the result of this process. The dimensions are the teacher as a resource in class discussions, the teacher as a facilitator in class and advanced language speakers. Through these dimensions, eleven indicators are identified: fluency, accuracy, vocabulary, pronunciation and types of mistakes as for Students' Spoken Performance and fluency, accuracy, teachers' attitude towards the affective filter, vocabulary, pronunciation, and types of mistakes teachers correct as for Teachers' Error Correction respectively.

According to experts such as Underhill, Hughes, Jacobs and others, when describing learners' performance, there are two schools to consider. One has to do with the traditional elements to be taken into account such as grammar, vocabulary, pronunciation (intonation and stress), style and fluency and content. This obeys, they state, to the language produced, reflecting the view that the accurate command of language is an end in itself, irrespective to who is talking to whom and why.

With the passing of time and the shift in emphasis to language as a tool for communication, the second school claims it is important that there be a consideration of the speaker and the context itself as well as the correctness one should pay attention to. With the assumption above written, they cover more aspects of a speaker's performance. Amid these, nine can be identified clearly:

- Size (how long the utterances are produced)
- Complexity (how far the speaker attempts complex structures)
- Speed (how fast he speaks)
- Flexibility (the speaker can adapt quickly to changes in the topic or task)
- Accuracy (it is correct English)
- Apropriacy (the style or register is appropriate)
- Independence (whether the speaker relies on a question or stimulus or he can initiate speech on his own)
- Repetition (how often the question or stimulus needs to be repeated)
- Hesitation (how much the speaker hesitates before and while speaking)

As it can be noted these categories or indicators are more detailed and there might be a problem at the moment of scoring due to the number of items the assessor has to bear in mind. The indicators in this research have come out as a result of contrasting two points of reference, the (LPDCE) and the (ACTFL) along with the (ETS). What one should understand from each indicator is in the table of variable operalization.

2.12.1. RATING SCALES

A rating scale is a short description of different levels of language ability. It has to describe briefly what a typical learner at each level can do so that the assessor is able to give a score in an oral test. A rating scale is, therefore, a series of prepared descriptions in order to pick out one that best fits the learner. Eg.:

Beginner level: very limited personal conversation, he knows formulaic greetings and some vocabulary. He can not construct correct sentences.

Intermediate Level: some competence for social and travel uses. He has basic command of all simple tenses and can operate question and negative forms. He tends to show awareness of perfect forms, but makes errors in using them. He is familiar with common concrete vocabulary and he still searches for words.

Advanced level: He can speak fluently, but not very accurately. He still makes mistakes, but most of the time can monitor them. He can be understood by native speakers as for pronunciation. The above scales have been prepared at random. However, the fewer levels you have, the easier it is to assess and the higher the reliability becomes. This last asseveration corresponds to Hughes, A. (1989: 98)[70]. He explains that an assessor should not over depend on rating scales because there is a moment in which the assessor focuses more on the rating rather than the real performance. If you keep it simple, he says, there are more possibilities for you to be accurate. Furthermore, you will not have much trouble to see eye to eye with another rater as you would if you had a long list of descriptions.

The kind of rating scale described above serves to different purposes; to determine proficiency, to identify strengths and weaknesses so that re learning takes place or simply to diagnosis students. The kind of rating scale one uses is determined by the type of assessment one is to do.

For the present paper two aspects are considered, frequency and short, simple indicator descriptions. For fluency, accuracy, teacher's attitude toward affective filter, pronunciation frequency is considered. Always (100 %), often (75 %), sometimes (50 %), seldom (25 %), and never (0 %) are the options. Through this, there is a possibility to know how often phenomena occurs. For vocabulary and types of mistakes, short descriptions of each is presented in the instrument and through this we want to know the characteristics of each indicator under the circumstances at the moment of being observed. In short, the rating scale for this case study is composed of frequency and short descriptions of each indicator.

2.12.2. MARKING

Marking means to give a grade, a number or to determine a frequency that is backed up by a rating scale. Oral tests can be recorded on video or audio tape so that they can be marked later. In this study audio tape strategy is used for different reasons which are explained in the third chapter. The marking can be done during the test itself or later as said before. The second way is easier and advisable because one can mark when and where one wants. Moreover, there is always the possibility to rewind for any reason.

There are some grounds to say that tape raters give lower marks than the original live interviewers. Among some reasons to believe we can mention:

- They are present at the creation of the speech sample, so they are directly involved in a live performance. On the other hand, tape raters miss a lot of non linguistic communication. As for this study this aspect is not considered when describing students' performance due to this limitation, yet, this aspect is kept in mind when describing Teachers' Error Correction variable for this aspect is important when correcting. What is more, paralinguistics has to do with the rationale of some error correction techniques. This limitation is well explained in the scope of the study.

- Even with good recording equipment, tape raters may have trouble hearing and understanding some of the learners' utterances. This limitation must be accepted as in the data collecting we were forced to record three times for the reason above mentioned.

- Tape raters have more time to pay attention to errors since they have the possibility to rewind the tape. We must confess this is true as sometimes due to the bad quality

recording or speakers' unclearness when uttering, there has been a need to rewind the tape so that more reliable marking is obtained.

In general terms as other techniques, the audio recordings have their limitations that is why extreme care has been put in the section of validity and reliability by means of using different techniques in the data collecting. According to this expert, there are three types of marking: the impression marking, the additive marking and the subtractive marking.

The impression marking consists of giving a mark based on the learner's overall performance, without picking out any specific feature or using as counting system for errors. This kind of assessment may be made using a rating scale as a whole as reference. For example, after a ten-minute test, the rater decides the learner belongs to level one. This kind of criterion is used for placement or progress tests mainly. The additive marking consists of a prepared list of features to listen for during the test. The assessor awards a mark for each of these features that the learner produces correctly and adds these marks to give a final score. This is also known as an incremental mark system. The learner starts with a score of zero and earns each mark one by one. For instance, in a test every time the learner uses present perfect correctly, he gains a mark. The last type of marking, the subtractive one, consists of subtracting one mark from a total from each mistake the learner makes, down to a minimum of zero. There may be a single subtractive category for all errors. Normally one point is subtracted for every single error. However, learners are not that happy for they may claim discrimination between minor and major errors. This seems to be fair, but the big problem appears when the assessor has to decide if it is a minor or major one. This last strategy requires training because raters should agree on what to consider as an error.

If the objective is to assess accuracy this strategy is suggested. Nonetheless, to assess overall spoken proficiency, it is recommended to combine markings. Because of the types of indicators in this research, there is an urge to combine the impression and additive marking. The first one is used for fluency, accuracy, teacher's attitude towards the affective filter and pronunciation indicators. Whereas, the second is used for the types of mistakes the teachers correct, types of mistakes students make and vocabulary.

2.12.3. WEIGHTING

Weighting is a procedure by which marks are awarded out of the same total for the different mark categories, and these marks are multiplied by different factors to give them more, or less, influence in the total score. Sine proficiency is described in Students' Spken Performance variable, there is no need to give more or less grading to certain characteristics; fluency has the same relevance as accuracy and pronunciation is not more important than vocabulary, so every single indicator weighs the same at the time of marking.

In the present study, however, there are no numbers awarded to each indicator or option in each question as these are related to frequency mainly and as a result of this type of data, partial percentages as well as whole percentages are used in order to determine tendencies regarding indicators.

2.13 THEORETICAL FOUNDATION

In the current study Learning, Acquisition, the Natural Approach and the Communicative Approach have been refered to due to the implications the two variables and the context present. However, it must be stated that the Cognitive Theory paradigm has been the base of the whole study. According to this paradigm, human beings live in an imperfect world. Thus, there is a tendency to make errors thorughout life. When either learning or acquiring a language, this principle is clearly perceived. At the time of referring to a second language, one can agree in that facing English as a foreign language brings about difficulties which are expresed in errors people make. There are different types of errors one can perceive; the ones this study focuses on is the spoken ones when students perform in class discussions.

According to this theory learning is to change attitudes, behavior, so it can be said that learning raises awareness. This is crucial in this study as the teacher who plays an important role at the moment of realizing that there is a deviation in the utterance a student has made is able to react towards it. He can only do it provided that he knows how to react, what to do, how to do it, when to do it and why to do it. In brief, it can be said that if the teacher is not conscientious of needed criteria to to deal with mistakes, he does not fuullfill the expectations as for the role he should have. After having worked at the Centro Boliviano Americano, an average senior teacher has alrealdy been involved in the

approach the foundation has when refering to error correction. Therefore, learning how to cope with error correction is essencial on the teacher's part.

Learning and Second Language Acquisition are two processes that occur when grasping a second language. The first one is a conscious process which permits to obtain knowledge, abilities and atttudes by means of vivid experiences. This is important for teachers and students. Teachers as stated above should develop the ability to correct under certain criteria when students are performing orally. On the other hand, students activate their monitor that indicates that a piece of language should be corrected as it goes beyond the norm. the second one is a subconscious process which permits to have conversational exchanges where meaning is negociated among speakers. Basically this is what happens when students are involved in class discussions. Students want to express their ideas freely. In doing so, they tend to make mistakes which teachers show concern about. In a few words it can be understood that Learning and Second Language Acquisition are involved in this study as they are part of the context.

According to Second Language Acquisition, beginners and intermediate learners acquire the language, whereas advanced learners are likely to learn the language. This might be true at the Centro Boliviano Americano as students are exposed to brief explanations when coping with grammar in advanced levels. As a result, they tend to awake their monitor when the teacher prompts error corrrection. Within Second Language Acquisition, there is enough room to talk about positive error correction. There must be three elements for this to happen: time, the knowledge of the rule and the speakers should focus on accuracy. In this process both the teacher and the student should be aware of these conditions, so it might be said that advanced learners can be corrected provided that there are the above circunstances.

The Natural Approach embraces five hypotheses. Nevertheless, in this study only two of them are considered. The affective filter is funfamental at the moment of prompting correction on the teacher's part according to the approach. At the CBA, teachers are prompted to consider this hypothesis as one of the "don'ts" is put students on the spot when correcting. The study shows that teachers are careful when they prompt correction. Thus, the affective part is important in Teachers' Error Correction and Students' Spoken Performance. The other hpothesis related to this study is the monitor. Teachers are asked to

correct indirectly most of the time, so students are given the opportunity to correct themselves. When students reach an advanced level, they are likey to use their monitor to guide their speech. The teacher is a last source to correct and when doing so, he should try to prompt self or peer correction. To conclude it must be said that the affective filter and the monitor are hypotheses that are part of the context in which this study is carried out.

The Natural Approach along with the Communicative Approach are within those methods that promote fluency and active interaction. One of the policies at the Centro Boliviano Americano is that student- centered activities are part of the teaching methodology. Students are requested to sit down in groups so that more interaction occurs. When dealing with class discussions, the teacher either assigns roles or poses some questions. This allows students to interact freeely in their groups. The teacher, on the other hand, walks around so that he prompts or corrects Students' Spoken Peformance, so it can be said, then, these two approaches are the main basis in the methodology at the CBA.

All the above mentioned aspects create a framewrok for this study. The implication each one has at different levels has made believe that at the CBA, Teachers' Error Corretion and Students' Spoken Performance can show related features at the time of relating them through eleven indicators.

2.14. DEFINITION OF TERMS

- Mistake.- Performance error that is either a random guess or a "slip" in that it is a failure to use a known system correctly.
  - Error.- It is defined as an utterance, form or structure that a particular language teacher deems unacceptable because its inappropriate use or its absence in real discourse. In this research, both terms are used interchangeably to express failure from the students' part to use a either known or unknown system correctly.
  - Performance.- An act of achievement, considered in relation to   how successful it is., ability to operate efficiently and objectively, ability to show how the language is handled, ability to use the language in order to understand and produce a chain speech acts. This is much related to competence.
  - Competence.- Intuitive knowledge that a speaker posses regarding the language, its linguistic system and it is subjective.

- Cognition.- It refers to all processes through which sensorial input is transformed, reduced, elaborated, stored, recovered and applied.

- Meaningful Learning.- a process of relating and anchoring new material to relevant established entities in cognitive structure.

- Rote Learning.- process of acquiring material as "discrete" and relatively isolated entities that are relatable to cognitive structure only in an arbitrary basis.

- Communicative Competence.- It is that aspect of the competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.

- Linguistic Competence.- It is that aspect we associate with mastering the linguistic code of a language. That is to say the knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics, and phonology.

- Error Correction Technique.- They are considered as a procedure, practice or behavior that operate in the teaching context to assist appropriate language within this environment.

- Interviewee or testee.- A person that is being tested orally by means of a conversation or any other technique..

- Tester.- In this study the group of testers are the executive director, the academic director and the general supervisor. In other words, this group consists of three people.

- Utterance.- The action of expressing ideas in words. These might be affirmative, negative, interrogative, statements or phrases.

- Hinder.- To prevent or delay the process of oral communication due to pronunciation, syntax or grammar rules.

- Monitor user.- A learner able to use his/ her conscious knowledge of grammar rules when performing

- Paraphrasing.- A piece of language which is expressed or said in a different way which does not have or contain another meaning.

- Filler.- A word or a sound used to cover a gap or gaps in spoken discourse such as "eh", etc.

- Stalling devices.- Ways to avoid giving a definite answer in order to get more time to think and answer.

- Discourse.- Concrete achievement of the language system, linguistic unity superior to a either phrase or sentence which is formed by both in a coherent and logical way.

- Communication Strategies.- Corder (1977)[71] a systematic technique employed by a speaker to express his meaning when faced with some difficulty.

- Rater.- Any person that assess or gives marking grades.

- Inter rating.- A research technique by which two or more raters assess a sample with the notion of increasing reliability.

- Intra rating.- A research technique by which a rater assesses or gives marking grades twice to the same sample at different times with the notion of increasing reliability.

- Triangulation.- A research technique which requires to obtain data from different sources so that these are compared in order to increase both validity and reliability.

- Assessing.- The act of avaluating, in the study, it mainly refers to the characteristics students show at the moment of the description.

CHAPTER III

3. METHODOLOGY

On this chapter the methodological steps on this case study will be explained.

3.1. RESEARCH APPROACH

There are two main approaches that every study can emerge from, the inductive approach and deductive one. Research may have a heuristic objective as to discover or describe patterns or relationships between or among variables and therefore the research starts off with no preconceptions as well as not only without research questions, but also without hypotheses. If that is the circumstances of the study, the purpose of the investigation might be to generate hypotheses. However, research may also have a deductive objective or approach in which the main purpose is to provide, generate, test, and discard data that were obtained. This is mentioned in Selinger and Shohamy (2001: 29) [72]

The present study focuses on the second approach, in other words, it follows a deductive approach. In this type of research, the investigator begins with hypotheses, research questions, and objectives which are supported by the same authors. This implies that the research starts off with preconceived notions or expectations about the phenomenon to be treated. In this sense it can be said that deductive research is hypothesis- driven. This study begins with a research question and a theory which permit us to narrow down the focus of the research. As a research question we have "What is the Relationship between Teachers' Error Correction and Students' Spoken Performance at an Advanced Level?" In order to do so, there is need to describe Teachers' Error Correction variable based on second language acquisition theory and the same way Students' Spoken Performance

variable is described based on a combination of an American and European perspective. To sum up, this study is conducted through already existing ideas.

The operalization of variables comes from these existing ideas. First, it was necessary to create a framework from which we could extract the indicators for each variable. This process helped to focus more objectively on the variables. Thus, there was not a possible deviation in conducting the study. Second, the data collection was done keeping in mind the research questions, the general and specific objectives and the hypothesis. The hypothesis is used to guide the study rather than provide evidence as it is one of its functions, so there was no attempt to use it to provide data to generalize results.

As shown above, this study has made use of starting points as any deductive approach study follows.

3.2. TYPE AND CHARACTERISTICS OF THE METHODOLOGY

According to the literature revised regarding this issue, it is suggested to carry out a **Descriptive Research**. To understand the variables of this study, we, first, have to know the attributes of each one so that we come to understand the levels of each variable or what they consist of within a case study context. This is in accordance with the general objective.

Apparently this type of study might lead to think it is a correlative study. However, due to the characteristics of the universe, this is not possible. In order to have a correlative study, there is a need to have the same number of observed units in both variables when Teachers' Error Correction and Students' Spoken Performance occur. This assumption is supported by Salkin (1989: 49) [73] In the current study not all students that are in Spectrum 6 (2) and 6 (3) go to the final test. Furthermore, not all students that take the final written test take the oral test. Students are required to obtain 80 % out of 100 % to have the opportunity to take the final oral test. As a result, only students that pass the written test are the universe to describe Students' Spoken Performance.

In order to obtain information about Teachers' Error Correction, 230 students took part of the study. Nevertheless, only 97 of them were part of the oral test which is the corpus to describe Students' Spoken Performance. This occurred due to different factors such as: some students failed in Spectrum 6 (2) and 6 (3); some students took the written test, but they failed, so they did not take the oral test; some of them dropped out; still others

preferred to wait one bimester to face the final test. The reasons above stated do not let this study be part of any correlative research.

There are two variables in this study. One of them is related to Students' Spoken Performance in class discussions at an advanced level. The other one is Teachers' Error Correction. This type of study will help us find out the characteristics of each variable. In doing so, each of them is measured. It is of importance to have this kind of information for we need to be able to precise what we mean by each variable and this process gives the possibility to do so as Salkind (1989: 39) [74] states, a descriptive study is the one that describes a phenomenon at the time a research paper is carried out. In other words, the variables are not or can not be manipulated as in cause-effect studies where experimentation takes place. As a result, there is neither independent nor dependent variable.

Once we have the description of the variables at hand, these are compared through indicators qualitatively. As soon as indicators are measured, these are related and compared through qualitative analysis which is backed up by interating, intrarating and different sources of information. The present case study will help us discover if there is a linear relationship or at least if there is a tendency between Students' Spoken Performance and Teachers' Error Correction. There is the attempt to find out if these variables with their characteristics are related completely or partially. If this is so, the intention is to discover up to what degree there is a linear relationship between the speaking output of students and the teachers' ability to treat errors at an advanced level. This, in turn, does not mean we attempt to state that there is a strict cause-effect relationship amid these variables as we stated before. Moreover, we are completely aware there is neither specific nor horizontal order in the relationship of these variables, so this study might be understood as follows in terms of similarity:

The more X, the more Y, The more X, the less Y or the less X, the more Y

Expressing above notions with variables, this is understood as follows:

The more Teachers' Error Correction is prompted, the better Students' Spoken Performance occurs. The more Teachers' Error Correction is prompted, the less Students' Spoken Performance occurs or the less Teachers' Error Correction is prompted, the better Students' Spoken Performance occurs.

3.3. CASE STUDY RESEARCH

Due to the characteristics of this study, it should be treated as a case study within the Centro Boliviano Americano Foundation. One of the features of these studies is that they focus on individuals or specific entities. This assertion corresponds to Richards. J. (1988:45) [75.] The second assumption is the one related to the CBA. This type of study is very common in medicine to treat individuals. However, it is also possible to use it in social research such as the current study.

Within case studies, descriptive studies could take place, but never could experimental studies be undertaken according to Salkind (1995:189-193)[76] for it is not the purpose of this type of study; in a case study it is not recommended to manipulate variables. A feature of case studies is to undertake the study more than once in the same context so that every time this happens, the phenomenon is treated in different way due to the information gathered before. In other words, there could be replicas so that generalization could take place. It is the first study regarding this issue. Thus, it opens the possibility for future studies to take place. It goes along with one of the general principles in a thesis which is to prompt other studies. Moreover, this has a positive effect in terms of reliability and validity because the range of generalization of results comes to be broader within the context research.

Case studies can be also divided in two groups; the ones that study single individuals and the ones that focus on groups or subgroups within a context. The CBA consists of four branches which can be studied separately yet as specified in different sections of this paper, this is the first empirical study done at the foundation, so there is a need to establish the basis on which future studies can be conducted. In sum, even though the research universe opens a possibility to study its branches independently from one another, it is not advisable to do so for there are not established or suggested principles regarding the studied phenomenon. Besides, the possibility to have a similar sample in each branch is difficult as courses such as spectrum 6(2 and 6(3) are not open in the same frequency in every branch due to the number of students or other external reasons. This could cause the study to take too much time. Thus, it would become impractical.

Once conclusions are arrived in this paper, the institution can prompt studies considering each branch as subgroup to understand similarities and differences, weaknesses

and strengths in each one which, in turn, can be very beneficial for the foundation provided that the problems above are solved. Among the characteristics of this sort of research, there are advantages and disadvantages Salkin (1995) presents.

3.3.1. ADVANTAGES

* It lets collect detailed information which does not occur with broader studies.
* Although they do not prove any hypothesis, they strongly suggest similar studies to go deeper in information.
* It prompts the use of different techniques in order to collect data for the study such as: questionnaires, class observations, audio recordings, intra and inter rating. It is also suggested that these techniques be applied to various sources of information.

As for the first and second advantages, we believe that is going to happen for many reasons which are noted in the justification. Furthermore, it is the first study done at the CBA which means there will be important information for those who desire to deepen this study considering other variables since they will have this study as starting point.

Different questionnaires, observation class lists and audio recordings and interraters as part of the instrument are used. Thus, this study is prompting to use various techniques in the data collecting which increase the reliability and validity of this case study.

3.3.2. DISADVANTAGES

* Among others, the main drawbacks these studies can cope with are the arduous work for the investigator at the moment of data collecting as a case study suggests collecting information from different situations and subjects. At the same time case studies show limitations in terms of generalization. The results obtained can not be generalized into broader contexts for both the universe and the sample are not representative to do so.

3.4. UNIVERSE AND SAMPLE

This study is undertaken at the CBA in La Paz because it groups a considerable number of people. These not only are from different ages, but also have different interests. As a result, their purposes in learning the language vary. This is important as one of the

principles of doing research is to contribute inside the society, and in this case to contribute to improve the learning of English as a foreign language.

As it was mentioned before, the Centro Boliviano Americano (CBA) in La Paz is the place this study is carried out.

The types of students, teachers, trouble shooters and academic supervisors to be considered in this study are the following:

3.4.1. NARROWING DOWN THE CHARACTERISTICS OF THE UNIVERSE AND SAMPLE

- The teachers involved in this study are every single senior teacher that teaches advanced courses such as spectrum 6 (2) and 6 (3) at the CBA in all branches. The teachers that fulfill this requirement are 32 in number.
- Teaching counselors (senior teachers able to train new teachers and able to observe classes for quality control) in every single schedule and branch. The teachers that have this post are 12 in number.
 - Academic Supervisors in each branch which are four at present.
- Students who are in spectrum 6 (2), and 6 (3) and the ones that are taking the final test to graduate.

According to established information, the CBA in La Paz has four branches in which students reach an advanced English level. These are:

Arce avenue	Casa Central	Head Quarter
Calacoto	Sucural	Branch
Sagarnaga	Sucursal	Branch
Batallon Colorados	Sucursal	Branch

It is important to state that we make a difference between students who are starting an advanced level and those who are about to finish the program. As the study is concerned with Advanced Students' Spoken Performance and Teachers' Error Correction, both students and teachers involved in the last two courses are considered. At the same time, the period of studying varies according to age and schedule because there are regular courses –

an hour and a half every day- and intensive courses – three hours every day. Since there are four branches located throughout the city, the socio cultural level of students differs from one another. Some students do not start right from the beginning. Instead, they take a placement test. In sum, there are other variables which may influence the results of this study. However, these are not considered as this is the first study done at the CBA. Based on the results, there might be enough room to consider other variables such as the ones mentioned above. The main point of this study is to describe each variable and to determine whether they are related and if so up to which extent.

As for senior teachers at the CBA, there are some aspects that are to be considered. A senior teacher is regarded as such when he or she has been working for more than five years and due to English level, he or she is able to teach advanced courses. This fact is important because during this time such teacher is part of an in service training the foundation has in terms of Applied Linguistics.

Teaching counselors are outstanding senior teachers who undertake both administrative and academic issues. They carry out class observations in order to upgrade and standardize not only the English level, but also the followed methodology. These teachers rotate in different schedules and sometimes in different branches.

Academic supervisors are teachers who have been at the institution for a long period of time. They have excelled in working at the institution; as a result, they are also able to observe classes for training or quality control purposes. This sort of information is especially important due to the fact; they coordinate with both teachers working in a branch and other branch supervisors to have similar standards.

The universe has different characteristics, which we believe, enriches this study. Each source of information is either prompted or familiarized with the issue of Error Correction. As a result, it is expected to obtain valuable data through this paper.

As it can be noted, every source of information has a role in this study. Teachers able to teach spectrum 6 (2) and 6 (3) are direct responsible to treat error correction in the classroom. Teaching counselors and academic supervisors are the ones to confirm or disbelieve what teachers say they do are they both observe classes regularly due to different purposes at the foundation. Students are part of the study as they are the subject matter that goes through the process of error correction. These four sources of information are

compared and agreements and disagreements are identified. This helps to collect information according to percentage agreement which is proved or disproved to be valid statistically. In brief, the sources of information are triangulated so that accurate data is considered when describing Teachers' Error Correction variable.

3.4.2. TYPE OF SAMPLE

There are different types of sample when collecting data; these might be probabilistic, non-probabilistic and census like. The type chosen is the last one for different reasons. First, there is agreement among experts in that the bigger the sample is, the better representation of the population is. According to numbers gotten at the foundation, in bimester II/2005, the number of students was 3400 and in bimester III, the number of students was 3600 respectively. Out of these numbers, 230 students were in the last two courses. This number was practical enough to be handled so every single student was considered in this study. Second, there are 96 teachers at the CBA in its branches. From these, 32 are able to teach advanced courses such spectrum 6 (2) and 6 (3). All of them were taken into account when applying the instrument. Among supervisors and teacher counselors there are 12.These were also considered as part of this study. These are the characteristics of the sample for the Teachers' Error Correction variable.

As for Students' Spoken Performance variable, every single student that passed the written test has been considered. The students considered were 97 in number, so the audio recordings to describe Students' Spoken Performance have the same characteristics of the other variable since every individual that took the final oral test was part of Students' Spoken Performance. In this sense both variables are treated the same way.

In brief, the sample of this research is census like for the whole universe under the variable circumstances is considered, which is thought to be a source of contribution to the study in terms of a very representative sample.

3.5. DESIGN

The type of design to be chosen for this study is Non-Experimental. We believe this type of design is the most appropriate for the kinds of variables we have. Students' Spoken Performance is a variable which is already at our hands. At the end of the English program

at the CBA students are to take both a written and spoken test in which they have to show both their Linguistic and communicative Competence. In other words we do not need to manipulate this variable in order to create an expected reality. On the other hand, due to the methodology the CBA seems to hold, Teachers' Error Correction is prompted under certain criteria. So we can say this variable is also available to be observed. In few words we can state that the context of each variable of this study in a way forces us to select a Non-Experimental design for the reasons given.

According to bibliography read, this kind of design is both systematic and empirical and in which the variables are not manipulated as they are already part of the reality. In other words, they are observed without direct interference. They are considered in their natural context. There is no room to refer to independent or dependent variable as this is not a cause-effect study. The variables are comparedc through the indicators which does not mean to express a horizontal relationship. Besides, there is no experimentation; instead the variables are described the way they are at the moment of the study. In other words this paper focuses on the final product rather than the process.

As above stated, the variables we have in our study are already part of the English program at the CBA at an advanced level. It is not necessary to create the context desired to observe Students' Spoken Performance in Class Discussions and Teacher's Error Correction. Each variable has its characteristics which can be observed in different courses, schedules and branches.

3.5.1. TYPE OF DESIGN

The type of design to be used is both Descriptive and Tran sectional. We have chosen this type of design because of time limitation. This gives us the opportunity to measure our variables at once. Because students come and go or simply change schedule or even branch, we are not able to retain them for long periods of time. Besides, this type allows to measure groups and sub-groups that is to say we are able to apply our instrument to different groups in different schedules and different branches at once.

According to non experimental studies, there are two types of design: the tran sectional and the longitudinal. These refer to the way data collection takes place. Through the first one, the data is collected at once with a specific sample universe; whereas through

the second one it is collected at different periods of time during the research for the main purpose of this is to record changes in the phenomenon of study in the same sample universe or another Sampieri (1998:187-192)[77] .

The data collection in this paper, which is done through questionnaires and audio recordings, takes place simultaneously in bimester II/2005. However, class observation takes place in bimester III/2005. Class observation technique in this study is used to collect data in order to triangulate information mainly. Apparently this process is undertaken in different periods of time by the researcher. Nevertheless, the main purpose of it is to confirm the information rather than study the changes of information through the time in learners. The most desirable is to have class observation to happen in a specific time; nonetheless human resource limitations do not allow doing so. Furthermore, to raise the reliability in data, this process has to be carried out next bimester as the same teacher is assigned to teach the last two courses. In sum, the type of design in this study is tran sectional.

The nature of this descriptive tran sectional design permits us to understand and measure each variable in a specific period of the research so that afterwards we can relate, if possible by qualitative analysis principles, these two to achieve our objectives, which is our ultimate purpose. Keeping in mind this type of design can enhance the results as this is a non experimental paper.

3.6. INSTRUMENT

There are different types of data and that are closely related to the instrument according to Seliger, H. and Shohamy (2001:124-125) [78]. The type of data in the current case is of frequency mainly because there is an attempt to find out how often this phenomenon occurs at the institution.

In order to find out Students' Spoken Performance in class discussions, which is expressed in five indicators, (fluency, accuracy, vocabulary, pronunciation and types of mistakes) oral exams which students have to face at the end of the program are recorded and through the description of its characteristics, Students' Spoken Performance is found out. This process is done right from the audio recordings due to the fact that one of the

indicators in the variable is fluency. The audio recordings are obtained, as stated above, from the final test students have to face when finishing the spectrum program.

So that a fair sample of students' Spoken Performance in terms of reliability is obtained regarding both quality and students' output, recordings took place more than once. Sometimes quality recording was clear enough, but performance was not clear. Other times quality and performance were not clear. Eventually, a rather fair sample was obtained which was the base to describe Students' Spoken Performance.

To find out information about Teachers' Error Correction in the classroom, which is observed through six indicators, (fluency, accuracy, teachers' attitude toward the affective filter, vocabulary, types of mistakes and pronunciation), questionnaires are applied to students, senior teachers, trouble shooters (senior teachers that carry out both administrative and academic tasks) and academic supervisors in each branch.

For senior teachers as well as for students questionnaires with multiple choices are prepared one for senior teachers and one for students considering the characteristics each group has. A multiple choice questionnaire has been chosen to obtain information which can be compiled more practically due to the universe although we are aware of the limitations of this type of questionnaire. However, it must be explicated that the questionnaire for teachers has a section in which they can back up answers according to their choice. This is to help obtain information regarding specific objectives in the paper. For both teaching counselors (T Cs) and academic supervisors, another questionnaire has been developed. This presents multiple choice questions as well, but the same as the teachers' questionnaire, both troubleshooters and academic supervisors from each branch have enough space to support answers for the purpose stated above. Furthermore, with this it is expected to obtain adjacent information to fulfill further recommendations. This sample of the universe has more experience regarding this issue as they observe classes constantly. As a result, this type of questionnaire is appropriate to collect data. Another reason to apply this type of questionnaire is the fact that the population is no more than twelve individuals. This fact makes the compiling of data less exhausting and at the same time more valuable.

As it can be understood, there are three questionnaires applied to three different sources of information. The indicators that are presented in the questionnaires have to do

with the Teachers' Error correction variable. Through this information we are able to determine what this variable consists of. In every data collecting there is always a subjective part and an objective part according to McCall, R. and Kagan, J. (1994: 121-123) [79] mentioned in Seliger and Shohamy. These experts claim that the questionnaire technique is a subjective means of obtaining information for this, all in all, depends on the subjects' moods, attitudes and opinions over the phenomenon. What they recommend is direct observation to consolidate or to disbelief the data.

Regarding this paper, another way to obtain the data is the direct observation. This process happens twelve times that is to say twelve classrooms are observed under the circumstances the dimensions for this variable requires. The instrument for the class observation is a check list worksheet which expresses the six indicators this variable holds. There is also enough space to comment about each choice. This process represents the objective part of collecting the required information.

In longitudinal studies the frequency is very important. The researcher is able to see the progress or changes the phenomenon suffers as time passes.

In tran sectional studies frequency is not as important as in the previous studies. One of the characteristics in this type of studies shows is that data collection is done at once. The objective of applying class observation in this study is to triangulate information that has already been obtained through questionnaires. When class observation took place, the progress frequency was no considered because this is a tran sectional study. It would have been better if this process had taken place at the same time. However, due to number of human resources limitation, it was not possible. This, nevertheless, does not affect the data collection as process is not the focus. Instead as it was stated above, the purpose of observing classes was to triangulate information. In few words it can be said that frequency was not considered as one of the characteristics in this study.

The audio recordings, the video recordings and the questionnaires are to collect information about the two variables in this paper at this stage. To confirm this information class observation is also undertaken as stated above; by means of note taking, the phenomenon under the specific situations stated in the variable operalization is observed directly by the researcher in the classrooms in order to have another source of information to compare it with the outcomes of questionnaires.

When considering the observation technique to collect information, one should bear in mind some pros and cons about it. According to Bulmer, M. (1982: 89-96) [80] mentioned in Seliger and Shohamy, there are four ways to register information by means of observation. These are the lasting register, the frequency register, the interval register and the continuous register.

The lasting register is to collect information considering how long certain behavior lasts. For instance how much time the teacher spends on correcting students' utterances. The frequency register implies to collect information considering the number of times certain phenomenon occurs. For example, how many times the teacher interrupts a speaking activity to correct students' mistakes is relevant in this type of register. The interval register is to collect information considering a specific amount of time. During this time, the observer jots down all the pertinent information he needs. For example, what kinds of role the teacher has as for error correction during three minutes. The last one is the continuous register which means to jot down every single event in the observation session without considering any criterion. During direct observation in this paper, the frequency register check list is used so that this source of information is coherent with the information that comes from the questionnaires. Yet it must be said that there is also room to jot down any pertinent comments as the phenomenon occurs.

The way the data is collected goes along with one of the characteristics a case study has. A case study, as mentioned in the case study advantages section, prompts the use of different techniques in the data collecting so that the study is enriched with information.

3.7. VALIDITY AND REALIBILITY

There is a lot to say about these two terms within research and as this is a case study, we are extremely careful in the developing of the instrument as well as in the administrating it. There are three different questionnaires, audio recordings and class observations to collect data about Students' Performance and Teachers' Error Correction. The questionnaires go through three stages; they are constructed; they are revised by both non experts and experts and finally they are piloted. The audio recordings are rated and recorded three times as well. The first time they are not clear enough, so the rating is under difficult conditions; the second time the audio recordings are better audible, but the ratings

are poor and show different results due to the inexperience of the researcher. Finally, the third time both the audio recordings and ratings show consistency as a result of both the interating and intra rating techniques applied. As for class observations through paper sheets, these are done in different classes and branches for the first time. They show total different characteristics regarding the subject matter. The second time one class is chosen in each branch and the observation takes place once. Results show some congruence. However, vocabulary and types of mistakes can not be observed clearly. The last time one class is chosen from each branch and the observation takes place three times during the course. As four different classes have been observed for three different times, we have a set of twelve class observations. These took place at the beginning, in the middle and at the end of the bimester. The time lapse was planned in order not to annoy teachers or students since it is of common belief that students and teachers do like to be observed and worse if they are observed very often. In few words the teachers and the researchers take part in the observation class process. Students from spectrum 6 (3) are observed and the researcher applies class observation sheets. The results seem to show more congruence with questionnaires. These class observations and the ones done by the researcher are both coded, compared and results are brought about.

The class observations and the questionnaires are applied in the same sample universe with the objective to find out whether the results are congruent. This implies that there is a sequence in time when applying these two techniques. First, the questionnaires to students and teachers are administered in one course and class observation takes place the next bimester. Nonetheless, this does not mean that there is a follow up in terms of changes through the time; instead the purpose of doing this is to collect consistent data to increase the reliability in this paper. Besides, the type of design in the present study is tran sectional which means that the data is collected at once. The progress in Students' Spoken Performance is not relevant in data collecting.

The main reason to apply questionnaires in one bimester and class observations in another one has been to collect consistent data. In one bimester questionnaires were distributed, applied and collected. It was done like this due to human resource limitations. This process took place in bimester II/2005. Class observations took place in bimester III/2005 in order to obtain another source of information to triangulate data and as it was

stated before, a reason to collect class observation information was not to disturb classes. Furthermore, when classes, first, were observed, information was not clear. Therefore, it had to be redone.

3.7.1. VALIDITY

This concept can be defined as the quality the instrument shows in terms of measuring what has to measure. This concept is accepted in the world of research. It is also accepted that there is no instrument that shows 100 % of validity. Yet there are four types of validity that can help an instrument to be regarded as valid: these are content validity, construct validity, predictive validity and internal validity, Salkin, N., 1998, p. 126. The type that has been chosen in this paper is the content validity due to the instrument used in the research.

3.7.1. 1. CONTENT VALIDITY

This kind of validity is achieved if an expert or experts go over indicators from the variable operalization which must be expressed in the instrument. To choose both the appropriate number of items in questionnaires and the type of questions require research experience. The focus of the universe study will always be ample. However, an instrument is meant to be valid as long as it presents a ratio of questions which assist in the measurement of the variable and this can be determined by experts. This is also backed up by Salkin when he discusses types of validity.   In this paper questionnaires, class observation worksheets and criteria to determine Students' Spoken Performance are part of it.

To reach this type of validity in terms of justifying the outcomes, the instrument, which displays eleven indicators, has been studied, compared and analyzed by an expert in the Department of Linguistics and Languages. I had the honor of being professor German Velasquez's student in Thesis III workshop. According to his recommendation, questionnaires and class observation sheets had to collect the same type of information not to have trouble when interpreting. Moreover, because of in service training, EFL English trainers are invited to offer workshops at the foundation. According to Rosie Tanner and Catherine Green, EFL Pearson Education representatives, 2005, questionnaires are a

subjective way to collect data as these are based on opinions, comments because they express how people see or perceive a phenomenon. On the other hand, class observation is a more objective way to collect information as there is a neutral source to record what really happens. This, in turn, can be compared with information that comes from questionnaires, they say. In sum, they recommended that information be collected from different sources. Through this process, a need for changes in the questions has been figured out. Therefore, the instrument had to be redone three times. On the other hand, Students' Spoken Performance is also part of this paper and regarding this variable, many consider it a subjective issue. They claim that what is tested must be proved to be valid. According to Underhill N. (1994:121-124) [81,] there are different types of validity for an oral performance test.

3.7.1.2. FACE VALIDITY IN ORAL PERFORMANCE

This type of validity has to do with how the test looks. Does it look like a reasonable test?, do the people who administer the test think it is a good way or good sample to test oral   proficiency?. If either the tester or the testees are unhappy with it, then there should not be   expectations as for valid results. Clearly, the best way of researching this form of validity is to question the different people who come into contact with the test. Most of the time, Underhill holds, students produce very formative and objective comments about tests, irrespective of their own personal performance. So that we reach this type of validity in describing oral performance, we show different samples to some students and some teachers to choose the one that shows whether students feel at ease. This is done by means of asking some students and some teachers. This implied having them listen to different recordings and they had to choose the one they believed was the most representative as for Students' Spoken Performance.

3.7.1.3. CONTENT VALIDITY IN ORAL PERFORMANCE

Another type of validity Underhill, N. proposes is the content validity when describing oral performance. This refers to the ability that the interviewer has in order to determine if the testee has reached the level the institution expects. In our study there are already proficiency guidelines that clearly state four levels. These are Novice, Intermediate,

Advanced and Superior. According to these scales, performance is described. Therefore, not only will there be the possibility to determine students' level from the institution perspective, but also, the results will show whether the institution reaches expectable performance on the students' part from an international perspective. Regarding weighing Students' Spoken Performance, this has been done three times by the researcher. The need from this rises from the inexperience on the researcher's part.

3.7.2. RELIABILITY

According to Salkind N. (1998:215-220) [82] to refer to reliability, we must top down three aspects. The first one has to do with observed data or the data that is collected through the instrument which shows a specific score. The second one is related to the real data that can never be collected despite the best instrument for there are internal and external influences in the process of collecting the information. Finally, the third one is related to the average error data that is presented at the moment of collecting the data as well; that is to say the difference between the collected information and the real information about a phenomenon. This expert affirms that the closer the scored data (the collected information about a phenomenon) and the real scored data (the real information about the phenomenon) are, the more reliable the outcomes come to be. In order to achieve this principle, there are different steps the instrument goes through.

The score data or the observed one can be influenced by two factors based on the expert mentioned above. The results might be influenced by the method which is used at the moment of applying the instrument or by the characteristics the sample universe shows at this stage. So that this influence is minimized, there are five principles in this paper.

First, regarding the method employed and the characteristics the sample universe, it has to be said that the questionnaire to students has been applied the same day simultaneously in all branches. The questionnaires have been answered in the classrooms, the last day when most of students already know whether they have passed the course or not, so it can be said that students feel at ease as there is no pressure to answer in a certain way. This method has been followed because according to a research principle, the information should be collected under the same circumstances.

The questionnaire for senior teachers has been applied during registration days. At the beginning and at the end of each bimester teachers are to carry out some administrative staff such as cleaning rosters, writing reports, preparing grades, giving used material back and even preparing lesson plans as one of the a policies at the CBA is to have lesson plan on a daily basis. The registration days seem to be the appropriate time to request teachers to answer the questionnaire as it is the time in which they are either more relaxed or less stressed.

As for academic supervisors and trouble shooters' questionnaire, this has been applied during registration days as well. Different from the seniors' questionnaire, however, they have taken it home as this questionnaire involves deeper questions and, therefore, it represents both more time and more thinking.

Second, as it can be observed, there are four sources of information: students, teachers, trouble shooters and branch academic supervisors; the last two are within a group and as a last source of information there is also class observation. This information has been triangulated which means that first, percentages of each source of information has been obtained. Second, this information has been coded and compared and finally, conclusions are written after a rigorous analysis.

Third, another way to increase more reliability is to use parallel forms at the moment of testing the reliability of the instrument. In other word, to apply two questionnaires to the same sample universe can also show instrument validity. Our intention has been to take advantage of the number of available questionnaires there are. In this study there have been used three questionnaires: one for teachers, one for students and one for branch academic supervisors and trouble shooters. The one for students and the one for teachers have been used on the same group of teachers. These two forms have been applied to senior teachers. The results have been compared and it can be said these are congruent.

Fourth, the number of items in each questionnaire is seven for the Teachers' Error correction variable. Although one of the principles in research states that the more items there are in an instrument, the more reliable it becomes, this is compensated by the number of questionnaires, which are three, so the data collection becomes both practical and more reliable. On the other hand, there are five characteristics in the Students' Spoken

Performance variable. These come as a result of comparing two international perspectives which describe Students' Spoken Performance at an advanced level.

The fifth aspect to increase reliability has to do with Students' Spoken Performance. Two techniques are used. Inter rating and intra rating techniques are used when describing the characteristics of Students' Spoken Performance variable. To have more than two human resources who carry out the description is desirable. Nevertheless, there are limitations in this respect not only in this paper, but also in research all in all because this represents both more time and more budget. What is suggested at least is to have two interraters to compare results. In this study the use of these techniques are significant despite the fact there is awareness of the limitations. Due to the effort and the lack of human resources to undertake this task is faced during this stage as above stated, these techniques are applied using a seventy-five minute audio recording sample. The weighing is done by both the researcher and an inter rater. The intra rating technique consists of describing Students' Spoken Performance twice at different times. It is important to understand that the description is done using the same material. The purpose of doing this is to find out how coherent a rater is with himself or herself at the moment of describing oral performance. Through these five aspects, there is a high probability the outcomes reveal valuable information in terms of the variable descriptions.

3.7.2.1. THE STATISTICAL METHOD TO DETERMINE RELATIONSHIP IN VARIABLES

The type of data used in this study is percentages. In other words, the concern was how often the phenomenon occurred. According to Cortez (1992: 140-142) [83] , there is a principle in statistics that can help to determine whether differences in percentages for each indicator are relevant or not. If they are, results obtained for each variable are not good enough to come to conclusions as the difference does not permit to generalize results.

This formula is called statistical proof to determine proportional differences and it is expressed in the following way:

$$z = \frac{p_1 - p_2}{\sqrt{\left(\dfrac{p_1 + p_2}{n_1 + n_2}\right)\left(1 - \dfrac{p_1 + p_2}{n_1 + n_2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

This formula can be understood as follows:

p_1 y *p_2* = They represent the percentages of two different sources that are compared.

n_1 y *n_2* = They represent the size of the samples of the two different sources that are compared.

There are two percentages in each indicator that are considered to come to conclusions. This formula permits to work with a 95% accuracy. According to this formula, the following results have been obtained.

Students' Spoken Performance Variable

1 Fluency

The absolute value is $Z = 0.81$, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

2 Accuracy

The absolute value is $Z = 0.89$, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

3 Pronunciation

The absolute value is $Z = 0.00$, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

4 Types of mistakes

The absolute value is $Z = 0.00$, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

5 Vocabulary

The absolute value is Z = 0.89, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

Teachers' Error Correction

1 Fluency

The absolute value is Z = 0.63, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

2 Accuracy

The absolute value is Z = 0.73, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

3 Accuracy otherways

The absolute value is Z = 0.91, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

4 Affective filter

The absolute value is Z = 0.70, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

5 Pronunciation

The absolute value is Z = 0.00, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

6 Types of mistakes

The absolute value is Z = 1.84, the significant value of 0.5 is 1.96. As the absolute value is less than the significant value, there is no significant difference. In other words, the two percentages compared can be used to come to conclusions.

7 Vocabulary

The absolute value is Z = 2.1, the significant value of 0.5 is 1.96. As the absolute value is more than the significant value, there is a significant difference. In other words, the two percentages compared can not be used to come to conclusions.

3.7.2.2. TRIANGULATION

It is a term which was originally used by the Navy to determine exact points of reference considering different physical places as starting points. Campbell (1959:121)[84] is considered the first ones to have used triangulation in research. This implies the multiple methods used in order to study a specific phenomenon with the purpose of reaching high validity.

There are different levels of triangulation; these can be data triangulation which considers time, space and subjects. Another kind of triangulation is researcher triangulation which has to do with the use of more multiple observers rather than just one. A third one has to do with theoretical triangulation which considers the use of more than one research perspective in the focus of a phenomenon. A last one is related to methodological triangulation which implies triangulation within-method or between- method or across-method. The ones this paper is concerned with are data triangulation and researcher triangulation as there are four sources of information regarding Teachers' Error Correction variable and four sources of information regarding Students' Spoken Performance variable in terms of data collecting throughout this research.

Data triangulation has to do with space, time and subjects. Through this paper what we do not consider is time and space. The first is not taken into account because this is a tran sectional study which determines that the data collecting is done at once, so quality of data in progress is not relevant. The second aspect that has to do with space is not born in mind either for although there are four branches at the foundation in the city, not all of them offer advanced courses in every schedule or in every bimester. Furthermore, the number of students and teachers vary. As a result, the focus of this paper is the CBA as a whole rather than groups or subgroups as one might think. The one aspect this paper concentrates on is the subjects as for data triangulation.

3.7.2.1.3. DATA TRIANGULATION

This strategy has to do with collecting data from different sources. In this paper information about the Teacher's Error Correction variable is obtained from the students' perspective, the teachers' perspective, the trouble shooters (Teaching Counselors) and academic supervisors', and class observations perspective in every branch at the foundation. Regarding this point, the data from each source of information is compared and analyzed so that clearer information is obtained over this variable.

Since every source of information has different characteristics, they are separated from one another. The questionnaire given to students is coded and analyzed independently from the one administered to teachers and from the one administered to trouble shooters and academic supervisors. Besides, this last questionnaire is somehow different from the others because it presents open questions rather than close questions as in the other two. Once percentages are obtained, they are compared at two different levels. First, they are compared as individual sources of information and then they are compared as a whole.

3.7.2.1.4. RESEARCHER TRIANGULATION

As stated before, this occurs if there is more than an observer at the moment of collecting data. The observers ought to have different background, but at the same time they should share some characteristics that enable them to undertake this task. In order to overcome this setback, both the researcher and the inter rater agree on criteria to be used to describe. This consists of both theoretical sessions and piloting the instrument.

To describe Students' Spoken Performance, the other variable in this research, both the interating technique and intra rating are used. The researcher and an external rater carry out this task. Each of them describes Students' Spoken Performance twice at different times (intra rating technique). By no means it should be implied that students are evaluated in their progress. This description takes place with the same material. The only difference is that raters undertake the process twice not the same day, but with an interim of thirty days. This process helps to determine whether they, themselves, are coherent and after if there is logicality between raters. In other words, there are four sources of information in the data collecting which clearly achieve what this strategy states in terms of triangulating data. The same as above, results should not be expected to be similar because of interraters'

background, yet it should be a source that opens the possibility to infer information by comparing two points of view coming from four sources of information and this takes place at two levels as well. First, results are compared considering individual sources of information and then they are compared as a whole.

3.8. DATA ANALYSIS

There are two types of data analysis in research which are usually determined by the type of study, but at the same time these can be combined according to research needs. The analysis of the data in this case study has two stages; the first one is quantitative and the second is qualitative.

Through quantitative analysis, descriptive statistics is used. This provides information about frequencies, central tendencies and variabilities. The one this study is concerned with is frequencies since the data collected though the instrument has to do with frequencies so words such as always, often, sometimes, seldom and never were used. Frequencies are used to indicate how often a phenomenon occurs and this can be shown in percentages which, in turn, help to compare and relate tendencies within a context.

Each variable in this study is described at two levels. First, percentages of each source of information are compared and contrasted to determine valuable information. Second, percentages of different sources are put together in order to be compared and contrasted so that relevant information is obtained. This process comprises the first stage in this analysis.

The second analysis is done through qualitative principles. This process usually goes along with qualitative research. Nevertheless, qualitative research rather than stating standardized procedures, it gives general guidelines so that every single research becomes singular. In other words, quantitative and qualitative data analysis can be combined as long as the research requires doing so.

Some characteristics that qualitative analysis involves are worth mentioning for their relevance. There are two main types of analysis according to Tesch (1987) mentioned in Seliger, H. and Shohamy, E. (2001:204-210)[85.] The first one, they state, has to do with generating categories and subcategories from a text to be analyzed, based on them, the researcher starts discriminating information. This is an inductive procedure. This process

leads to refinement of the categories and the discovery of new commonalities or patterns. Thus, they serve as an ordering system for the data content. This kind of analysis is usually used in either descriptive or exploratory studies. The second type of analysis suggested by these experts is related to an ordering system of categories which already exists at the beginning of the research, so the investigator applies this system to the data. This is a deductive procedure. The system is expected to be derived either from a conceptual framework or from the specific research questions. These studies are somehow more confirmatory and aim at some kind of explanation.

The present study is undertaken based on two variables which are expressed in eleven indicators. Teachers' Error Correction and Students' Spoken Performance variables come from a framework and there are two research questions that attempt to establish a relationship between variables through indicators. Due to the needs in this study, the first variable is expressed through six indicators and the second one in five. Once the data is collected, the information is selected and sorted according to the existing system that is according to the indicators from the instrument. Then in a second phase, the categories or indicators are compared and contrasted by cross- referencing, to see whether there is a relationship that will assist in the understanding of the phenomenon under the study.

As soon as there is a description of each variable through frequencies from quantitative analysis, the second stage of analysis takes place by means of applying the second type of analysis in qualitative research. In order to determine if there is any relationship among indicators in each variable, the relevant outcomes of each indicator are compared as the main tool used in qualitative analysis is comparison, a search for likeness and differences. Commonalities or regularities and patterns play an important role. The compared indicators in this research are fluency, accuracy, pronunciation, vocabulary and types of mistakes. The attitude towards the affective filter in the classroom is another indicator in Teachers' Error Correction variable. This indicator can not be perceived in Students' Spoken Performance as such. Nevertheless, affective filter may or may not relate to students' general performance as second language acquisition theory suggests.

There are other features that this qualitative analysis follows:
- The analysis of qualitative data is systematic and orderly, but not rigid. It requires discipline, an organized mind, and perseverance.

- The researcher is an instrument in the research process. Although biases must be carefully controlled, qualitative analysis grows out of the background and unique situation of the individual researcher, whose creative power and intuition are the sources from which interpretations are come to.

- There is no single way of analyzing qualitative data, as it is possible to analyze any phenomenon in more than one way. Therefore, a process becomes neither standardized nor rigid.

- In order to increase reliability in the analysis, interating and intrarating techniques might be used to overcome obstacles such as subjectivity and inexperience.

Because of the inexperience on the researcher' part, it is necessary that interating and intrarating techniques are used as part of the process of analysis in this research. Initially, the investigator compares the indicators and comes to some conclusions. He does it once more after some time has elapsed from the first analysis. Secondly, the same procedure is followed by an outsider rater. The results presented are the ones both raters agree the most.

3.9. DATA DESCRIPTION OF EACH SOURCE OF INFORMATION

There are four sources of information in each variable. Each indicator is described separately.

3.9.1. TEACHERS' ERROR CORRECTION

QUESTIONNAIRE FOR STUDENTS
Frequency tables

1. Does the teacher stop you from speaking whenever participating in class discussions?

Valid Data		Frequency	Percentage
	Always	0	0
	Often	17	9,8
	Sometimes	57	32,8
	Seldom	100	57,5

	Never	0	0
	Total	174	100,0

This question attempts to find out whether teachers interrupt students so that fluency is not prompted. None of students think that teachers always interrupt them; 9,8 % of students agree on that teachers often interrupt students when speaking; 32,8 % think teachers sometimes interrupt them; 57,5 % state that teachers seldom interrupt them when they express their thoughts in conversations and discussions. On the other hand, none of students think that teachers never interrupt them when speaking. Most of students believe that teachers seldom interrupt them while speaking.

Does the teacher stop you from speaking whenever participating in role plays or discussions?
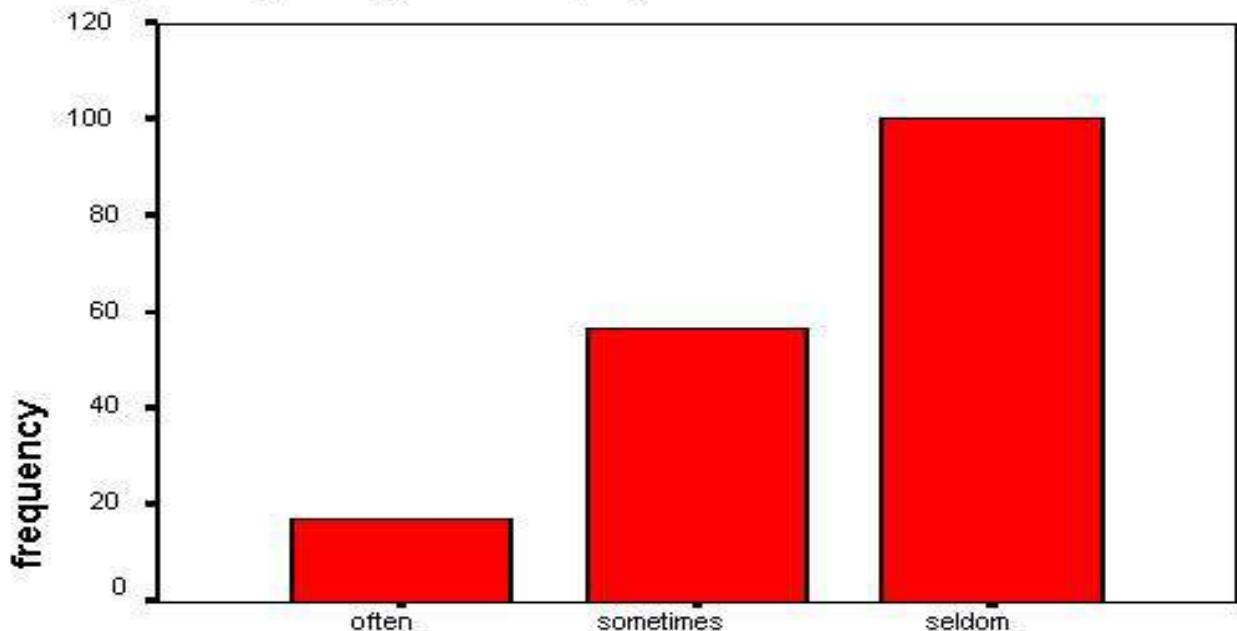
2. Does he/she help you without speaking to organize your ideas or pronounce better? Ex.:with hands or body gestures

Valid Data		Frequency	Percentage
	Always	0	0
	Often	78	44,8

Sometimes	66	37,9
Seldom	30	17,2
Never	0	0
Total	174	100,0

This question refers to whether there is paralinguistics use at the moment of correcting. None of students think that teachers always use nonverbal communication to help them; 44, 8 % think that teachers often use paralinguistics to help them; 37, 9 % of students believe that teachers sometimes use paralinguistics; 17, 2 % of them state that teachers seldom use nonverbal communication; none of students affirm that teachers never use nonverbal communication in the classroom. Less that 50 % of students believe that teachers often help them by means of paralinguistics use.

Does he/she help you without speaking to organize your ideas or pronounce better?Ex.:with hands or
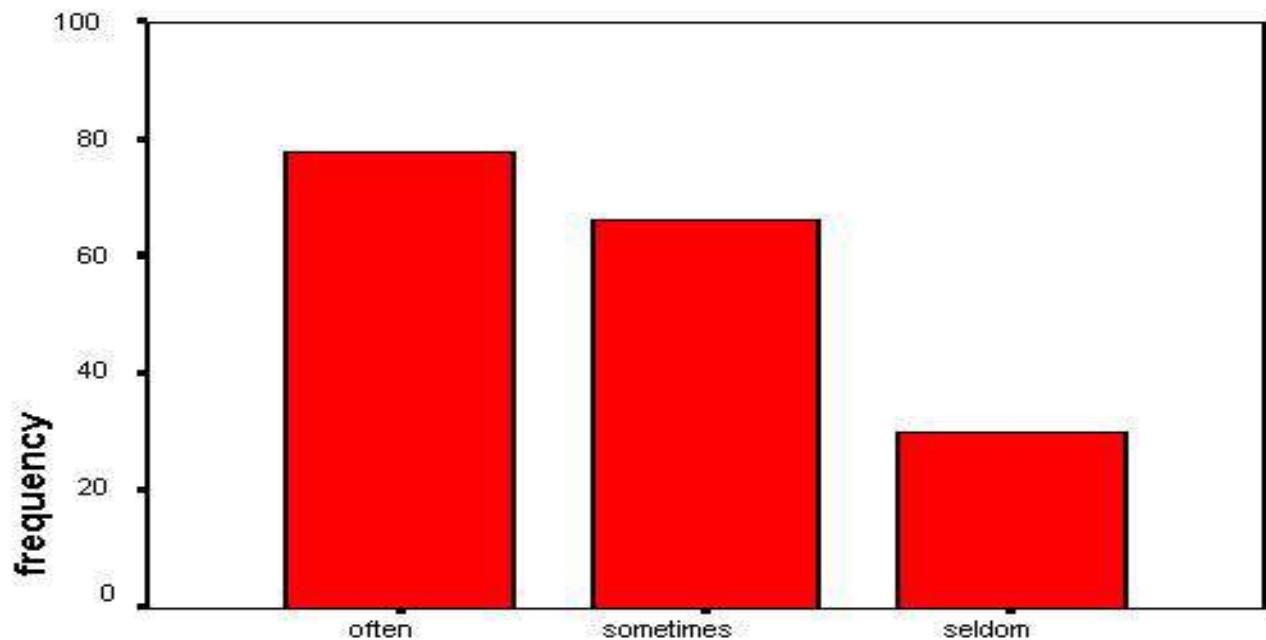
3. Does the teacher help you understand your mistakes when speaking?

Valid Data		Frequency	Percentage
	Always	0	0

	Often	100	57,5
	Sometimes	49	28,2
	Seldom	10	5,7
	Never	15	8,6
	Total	174	100,0

Question three is to find out if teachers do care about accuracy. None of students think teachers always care about mistakes; 57, 5 % of students affirm that teachers often help them when making mistakes; 28, 2 % of them believe that teachers sometimes care about students' mistakes; 5, 7 % of them state teachers seldom care about students' mistakes; 8, 6 % thinks teachers never correct their mistakes. Most of students affirm that teachers often help students as for accuracy.

4. Do you feel comfortable when mistakes are corrected?

Valid Data		Frequency	Percentage
	Always	0	0
	Often	91	52,3
	Sometimes	46	26,4
	Seldom	25	14,4
	Never	12	6,9
	Total	174	100,0

Question four is to find out whether teachers keep students' affective filter low. Non of students say they always feel comfortable when they are corrected; 52, 3 % of them affirm that they often feel fine when they are corrected; 26, 4 % of them state that they sometimes feel comfortable when being corrected; 14, 4 % of them say that they seldom feel fine; 6, 9 % affirm that they never feel comfortable when teachers correct them. Most of students agree on that they often feel comfortable when corrected in the classroom.

Do you feel comfortable when mistakes are corrected?
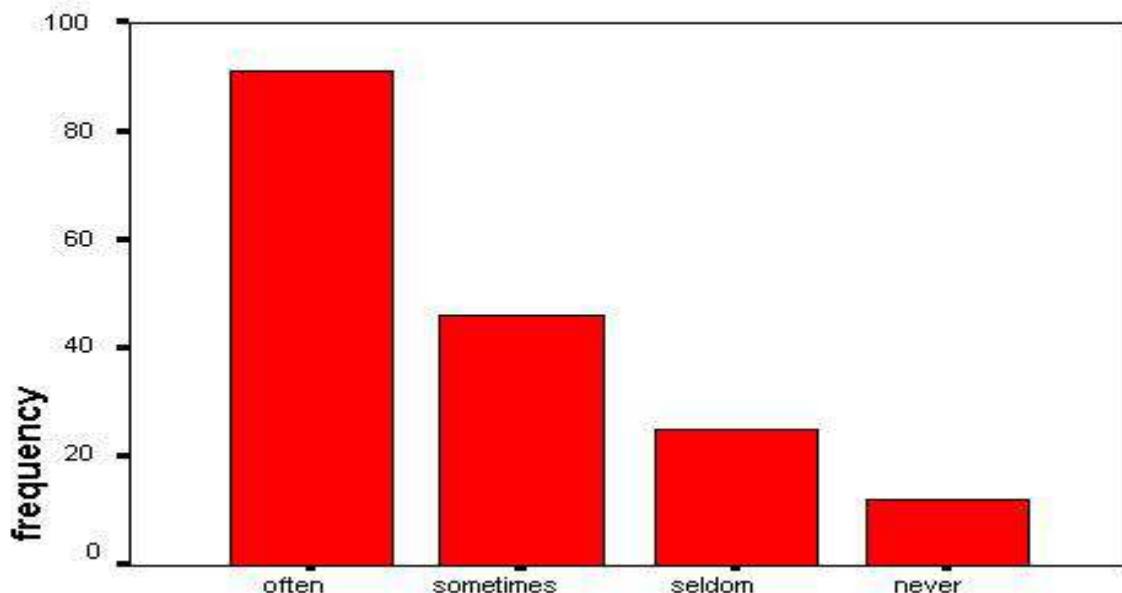
5. Does the teacher correct your pronunciation?

Valid Data		Frequency	Percentage
	Always	0	0
	Often	0	0
	Sometimes	70	40,2
	Seldom	63	36,2
	Never	40	23,0
	Sub total	173	99,4
	No Answers	1	,6
	Total	174	100,0

Question five is related to whether the teacher corrects pronunciation in the classroom. No one believes teachers always or often correct pronunciation; 40, 2 % of students think that teachers sometimes correct pronunciation; 36, 2 % state that teachers seldom correct pronunciation; 23, 0 % of students affirm that teachers never correct pronunciation; there is a student that does not answer. This

represents 0, 6 % of students. Lass than 50 % of students affirm that teachers sometimes correct pronunciation.

Does the teacher correct your pronunciation?
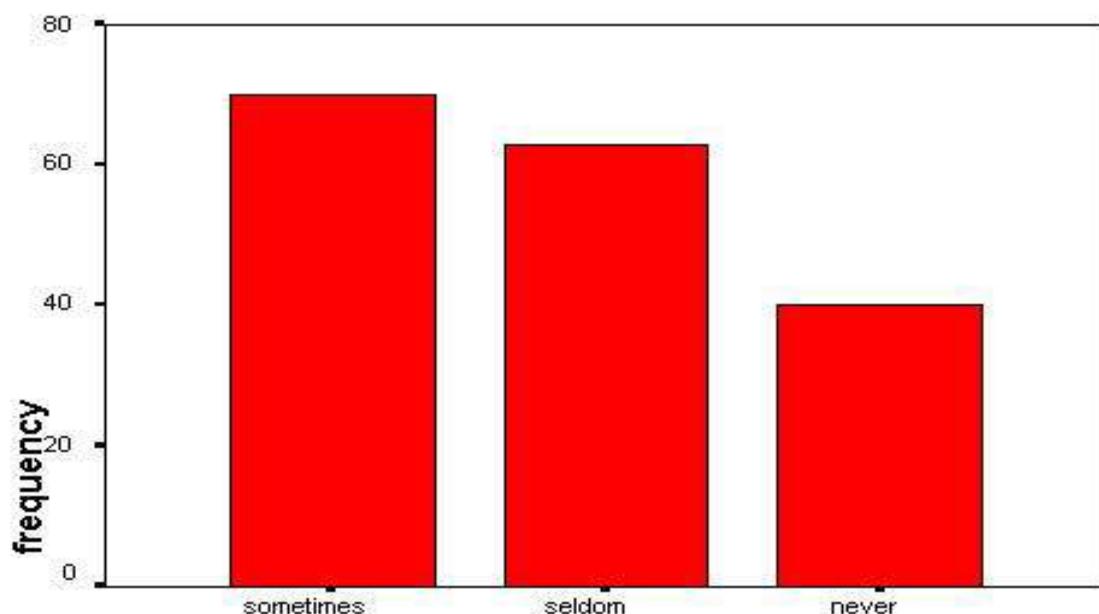
6. What kinds of mistakes does your teacher correct mainly?

Valid Data		Frequency	Percentage
	a) The mistakes that don't let me express my ideas clearly.	0	0
	b) specific word (s) in the sentence	39	22,4
	c) Both a and b	91	52,3
	d) Every mistake I make.	0	0
	Sub total	130	74,7
	No Answers	44	25,3
	Total	174	100,0

This question is to identify what type of mistakes teachers are likely to correct the most. None of students affirm that teachers only correct global mistakes; 22,4 % of students believe that teachers correct only local mistakes; 52,3 % of them think that teachers correct both global and local mistakes; 25,3 % of students do not answer the question. Most of students state that teachers are concerned with both global and local mistakes when correcting.

What kinds of mistakes does your teacher correct mainly?
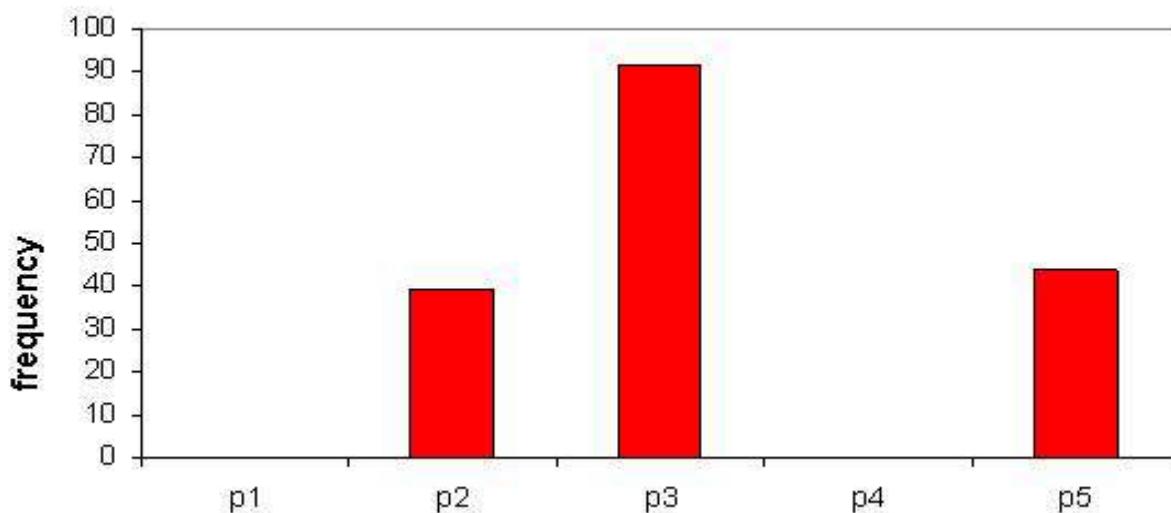
7. Whenever the teacher corrects vocabulary, we do activities related to:

Valid Data	Frecuency	Percentage
a) Synonyms, antonyms and connotation	0	0
b) two of the above	0	0
c) one of the above	35	20,1
d) Words are presented in sentences.	56	32,1

	Sub Total	91	52,2
	No Answers	83	47,1
	Total	174	100,0

Question seven is to specify what kind of language tools teachers use when correcting vocabulary. None of students who have answered this question believe that teachers use connotation, synonymy and antonymy or two of them at the moment of correcting vocabulary in the classroom; 20, 1 % of students affirm that teachers use one of them that is teachers might use synonymy, antonymy or connotation, but only one of them; 32, 1 % believe that what teachers do is to present vocabulary in context; out of 174 students, 47, 1 % of them have not answered the question. Less than 50 % of students think teachers correct vocabulary by context.

Whenever the teacher corrects vocabulary, we do activities related to
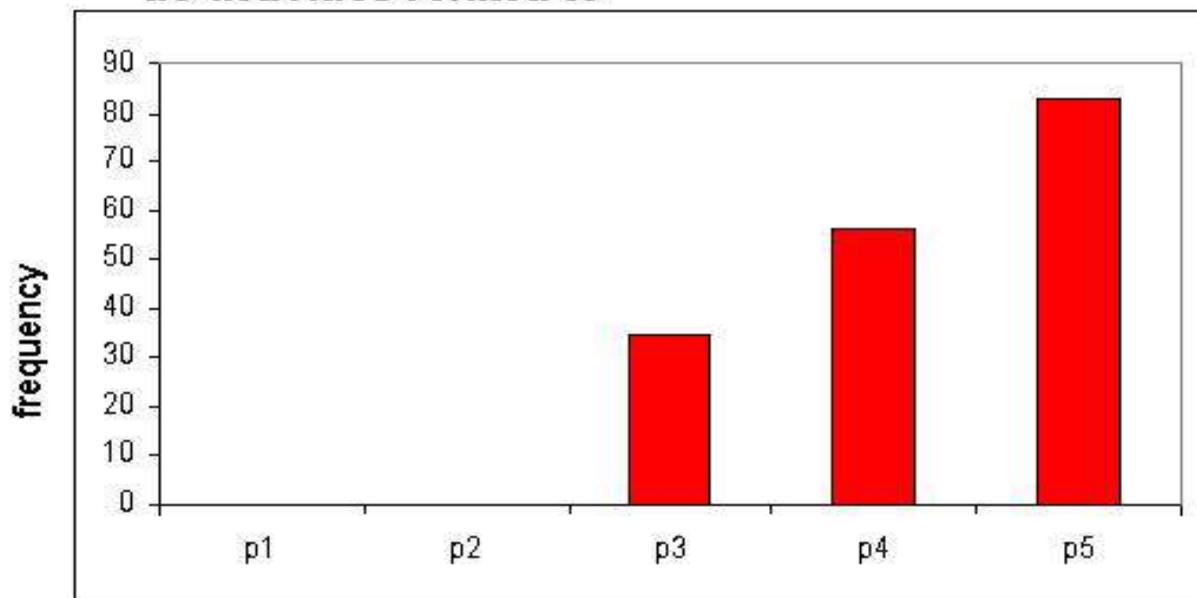
3.9.2. Teachers' Error Correction Questionnaire for teachers

Frequency Tables

1. How often do you prompt students' ´fluency without any correction in role plays and discussions?

Valid Data		Frequency	Percentage
	Always	6	18,8
	Often	0	0
	Sometimes	8	25,0
	Seldom	18	56,3
	Never	0	0
	Total	32	100,0

Question one is to determine how often teachers prompt fluency activities. 18, 0 % of teachers state that they always prompt fluency; none of them say they often do it; 25, 0 % of them affirm they sometimes do it; 56, 3 % of teachers affirm that they seldom do it and none of them state they never do it. It can be observed that most of them say they seldom prompt fluency.

How often do you prompt students' 'fluency without any correction in role plays and discussions?
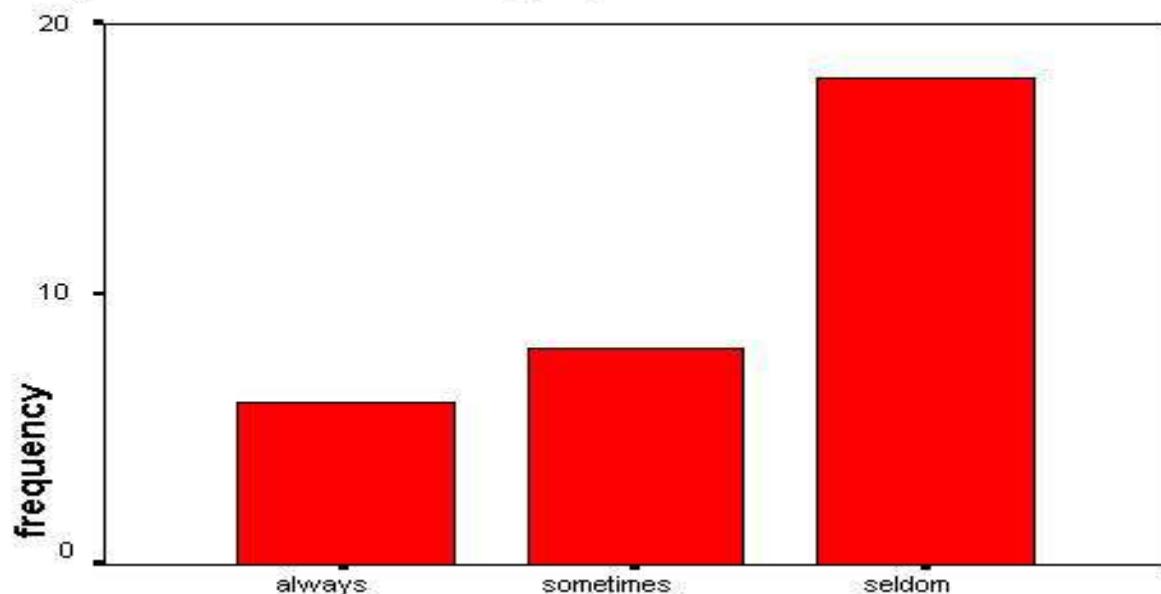
Back up your answer for question one.

Valid Data	Frequency	Percentage
They would like to point out	30	93,8
more fluency activities, but	1	3,1
there is no much space as	1	3,1
there are a lot other priorities such as booklet and workbook. It depends on the objective of the activity. It has to do with the students' needs. Total	32	100,0

The reasons teachers have for their choices are summed up in three

percentages: 93,8 % think there are other priorities such as booklet and workbook; 3,1 % believe that it depends on the objective of the activity and 3,1 % of them say this is related to students' needs. Most of teachers agree on that there is a lot of to do in the classroom.
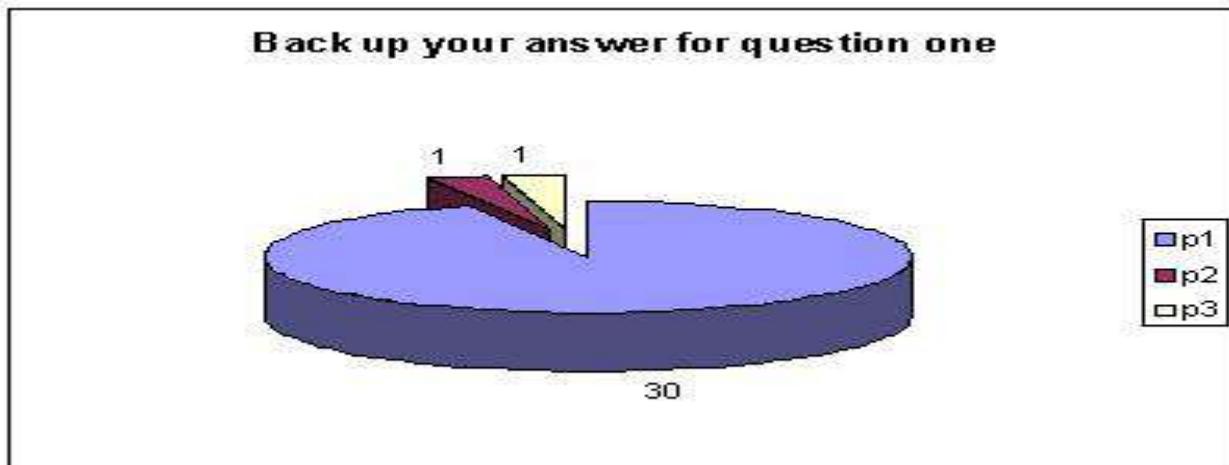
Back up your answer for question one

2. How often do you monitor students´speech by using body gestures in role plays and discussions?

Valid Data		Frequency	Percentage
	Always	4	12,5
	Often	0	0
	Sometimes	20	62,5
	Seldom	8	25,0
	Never	o	O
	Total	32	100,0

Question two is related to whether teachers use paralinguistics to correct students. 12, 5 % state they always use it; none of them affirm they often do it; 62, 5 % agree on that they sometimes do it; 25, 0 % of teachers express they seldom do it and none of them say they never use non verbal communication to correct students. Most of them agree on that they sometimes use paralinguistics when correcting students' mistakes in conversations and discussions.

How often do you monitor students´speech by using body gestures in role plays and discussions?
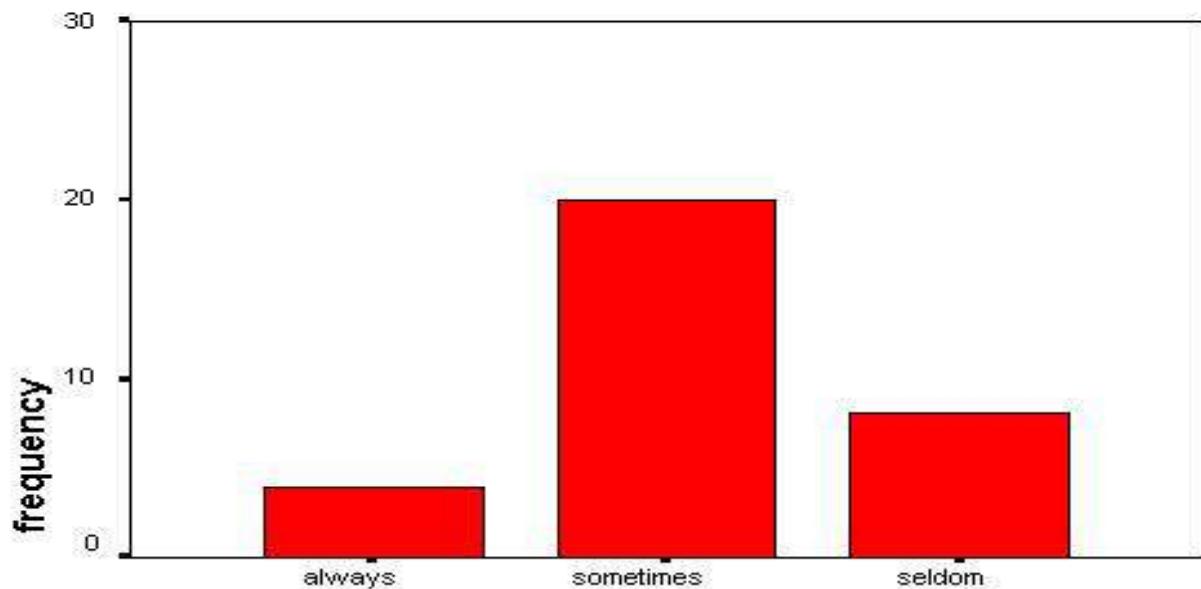
Back up your answer for question two.

Valid Data	Frequency	Percentage
One knows it is important for students' learning, it is also has to do with the group. Some do not respond to it, though.	29	90,6
Sometimes there is not a response, so it is useless.	1	3,1
Yes, I do it for tenses.	1	3,1
Yes specially for tenses and it depends on the group.	1	3,1
Total	32	100,0

There are four groups of opinions: 90, 0 % of teachers say it is important in learning, but some groups do not respond to it; 3, 1 % of teachers say it is useless as students do not respond to it; 3, 1 % of them they sometimes use paralinguistics especially for correcting tenses and 3, 1 % of teachers say they do it for tenses, but it also depends on the group. Most of teachers believe that using paralinguistics is important in the process of learning, but some groups do not respond to it.
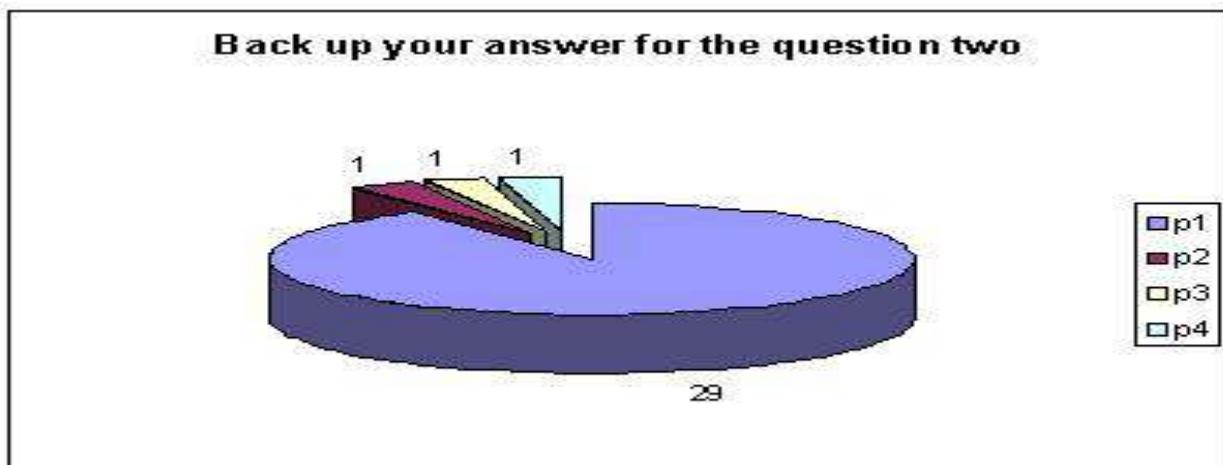
3. How often do you correct students´accuracy in role plays and discussions?

Valid Data		Frequency	Percentage
	Always	4	12,5
	Often	20	62,5
	Sometimes	8	25,0
	Seldom	0	0
	Never	0	0
	Total	32	100,0

Question three refers to the level of accuracy teachers are concerned with. 12,5 % of teachers state that they always correct students' mistakes so that students are accurate; 62,5 % of teachers agree on that they often correct students' accuracy; 25,0 % of them affirm they sometimes do it; none of the teachers express that they seldom or never assist students' accuracy. It ca be

perceived that most of teachers often correct students' utterances.

How often do you correct students' accuracy in role plays and discussions?
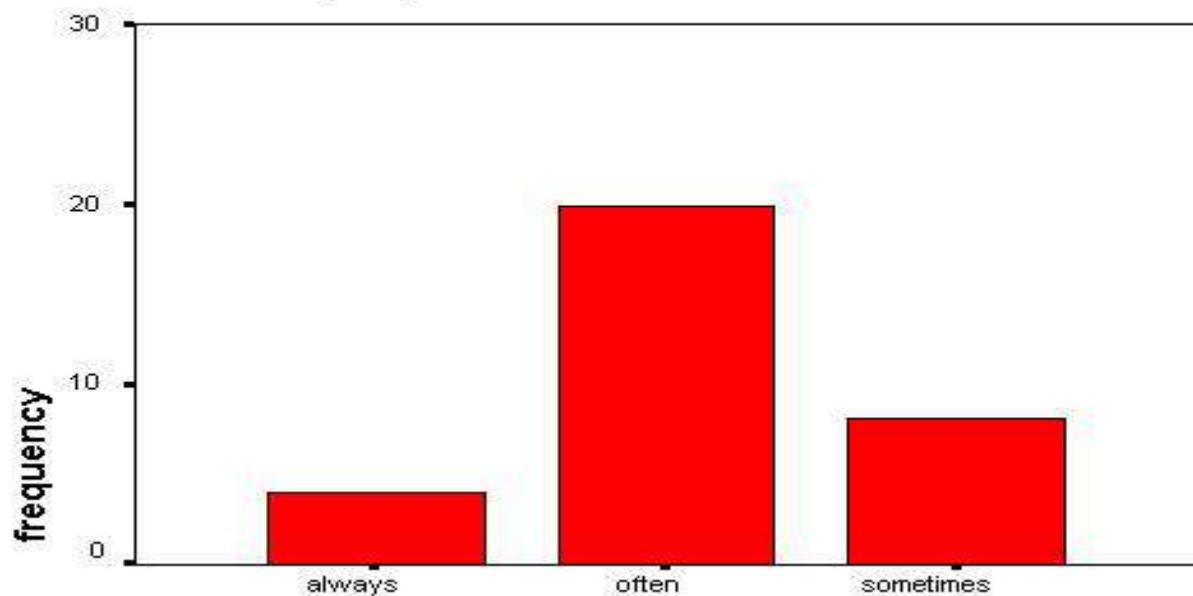
Back up your answer for question three.

Valid Data	Frequency	Percentage
It happens at the end and never on the spot. This is done through pair work, group work or individually.	27	84,4
At the end of each activity or papers are given to students with their mistakes. They are to correct them for the next day. Sometimes students play the role of teachers, so they are to help their peers.	1	3,1
It depends on fluency or accuracy objectives.	1	3,1
On the board or I dictate them and they correct themselves or paraphrasing takes place.	1	3,1
Some of us are very concerned about it.	1	3,1
I do it when students show concern or with specific students.	1	3,1

Total	32	100,0

There are six groups of opinions: 84,4% of teachers affirm they correct students at the end of the activity and they never do it on the spot; besides, they assure they do it by means of pair work, group work individually; 3,1 % of them that they do it at the end or students receive papers with mistakes which have to be corrected for the next day; 3,1 % assure that they do it keeping in mind the objective of the activity; 3,1 % state that they do it on the board so that students themselves correct their mistakes; 3,,1 % believe that some teachers are over concerned about accuracy and 3,1 % affirm that teacher care about accuracy when students show concern about it. It can be observed that most of teachers correct students' utterances at the end of the activity and they never do it on the spot.
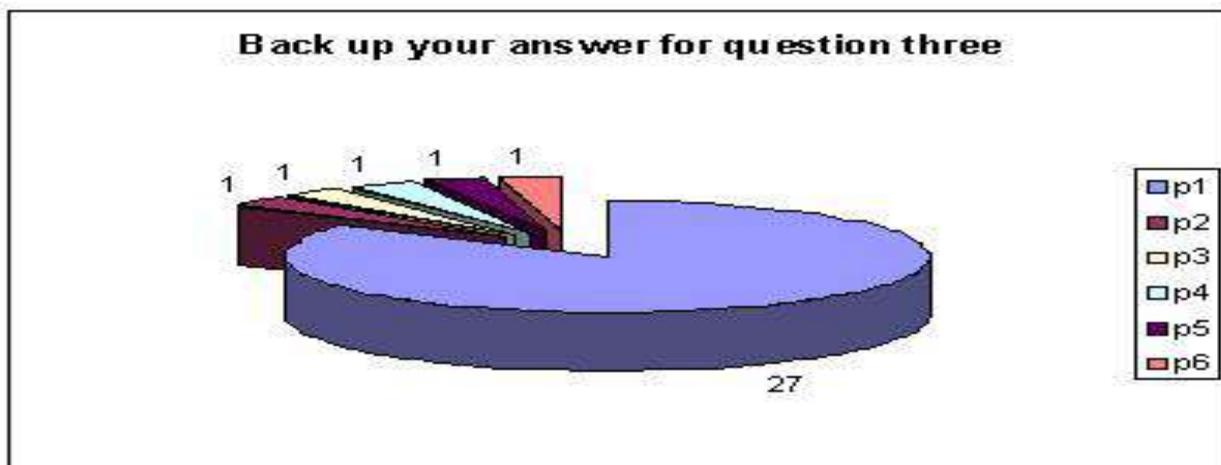
4. How often do you keep students´affective filter low in terms of spoken error correction?

Valid Data		Frequency	Percentage
	Always	20	62,5
	Often	10	31,3
	Sometimes	2	6,3
	Seldom	0	0

	Never	0	0
	Total	32	100,0

Question four is to determine whether teachers keep students' affective filter low when correcting in the classroom. 62, 5 % of teachers affirm that they always keep students' affective filter low; 31, 5 % of them assure they often do it; 6, 3 % of them state they sometimes do it; none of them say they seldom or never do it. It is observed that most of teachers always keep students' affective filter low whenever correcting mistakes.

How often do you keep students´affective filter low in terms of spoken error correction?
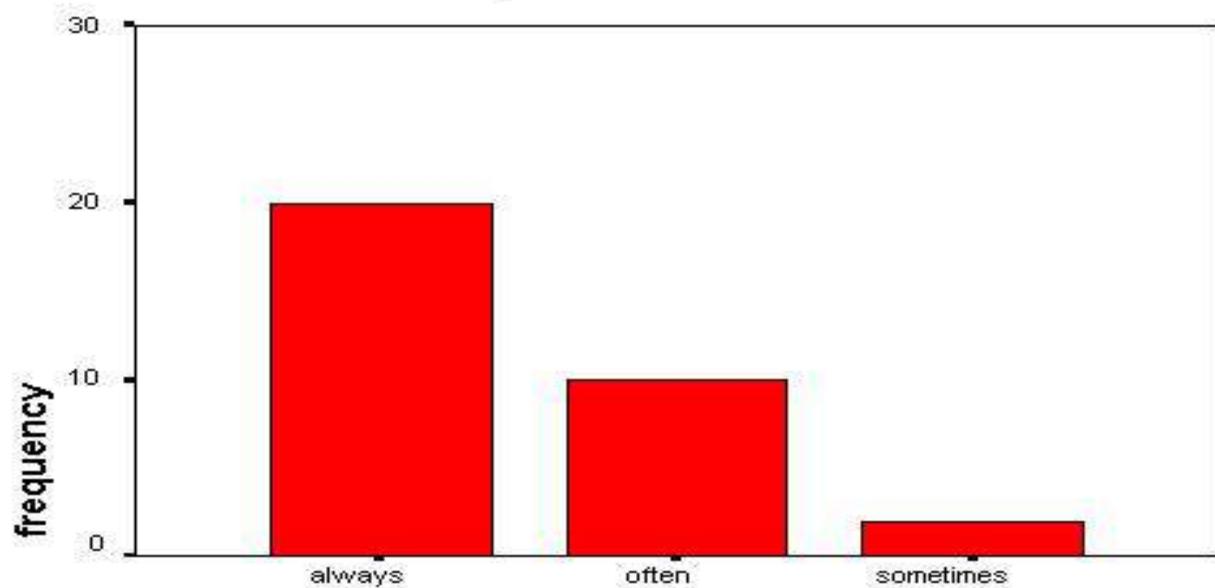
Back up your answer for question four.

Valid Data	Frequency	Percentage
It is the CBA policy and the atmosphere in the classroom is relaxed. Besides, students show positive attitude.	29	90,6
It influences students' learning.	1	3,1
We are told about it by our TCS'	1	3,1

Students feel better in the classroom.	1	3,1
Total	32	100,0

There are four groups of opinions: 90, 0 % of teachers assure that they keep students' affective filter low because it is the CBA policy; the atmosphere is relaxed and students show positive attitude; 3, 1 % of the affirm that they do it because it influences students' learning; 3, 1 % state that they have to do it because trouble shooters (senior teachers that observe classes) tell them to do so; 3, 1 % assure students feel better. It can be perceive that teachers keep students' affective filter low to create a relaxing atmosphere because students show positive attitude, besides it is one of the CBA policies.

Back up your answer for question four
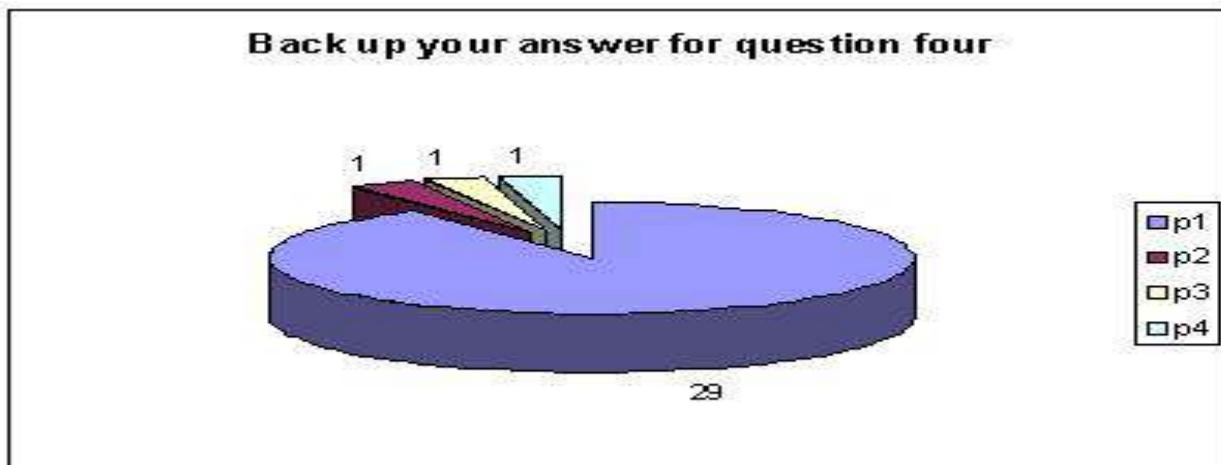
5. Do you correct pronunciation?

Valid Data		Frequency	Percentage
	I always do.	3	9,4
	I often do	10	31,3
	I sometimes do.	19	59,4
	I seldom do.	0	0
	I never do.	0	0
	Total	32	100,0

Question five is to determine if teachers correct students' pronunciation in

the classroom. 9, 4 % of teachers assure that they always correct pronunciation; 31, 3 % of them affirm they often do it; 59, 4 % of the state that they sometimes do it and none of them express that they seldom or never do it. It can be observed that most of teachers assure they sometimes correct students' pronunciation in the classroom.

Do you correct pronunciation?
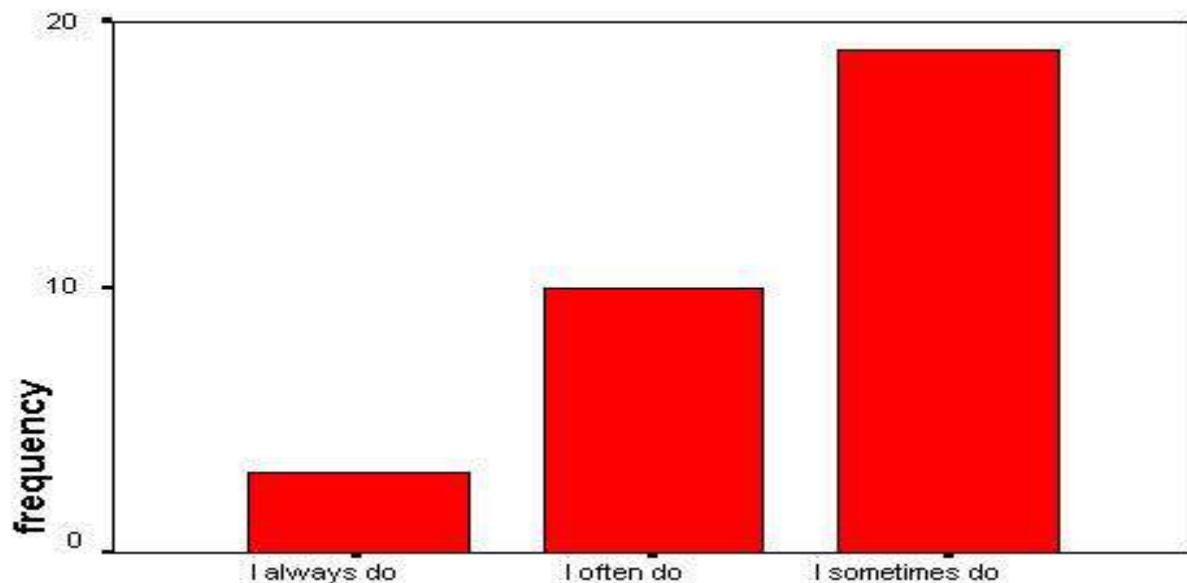
Back up answer for question five

Valid Data	Frequency	Percentage
It is part of the process of learning. It also has to do with the purpose of the activity.	28	87,5
It has to do with vocabulary. They need help especially with new words.	1	3,1
In some groups it is necessary; others don't need it.	1	3,1
Some students need it more than others, so we use drillings or other techniques.	1	3,1

	We do it because students need it due to their background.	1	3,1
	Total	32	100,0

There are five groups of opinions: 87,5 % of teachers correct pronunciation because it is part of students' learning they say, they also related to the purpose of the activity; 3,1 % of they say that they do it especially when dealing with new words; 3,1 % of the state they do it with some groups and with others they do not as it is not necessary; 3,1 % of them assure they discriminate between the ones that need it and the ones that do not need it. They also say drilling and other techniques are used; 3, 1 % of them say that they correct students' pronunciation due to their background. It can be seen that most of teachers correct students because it is part of teaching and they also related it to the nature of the activity.
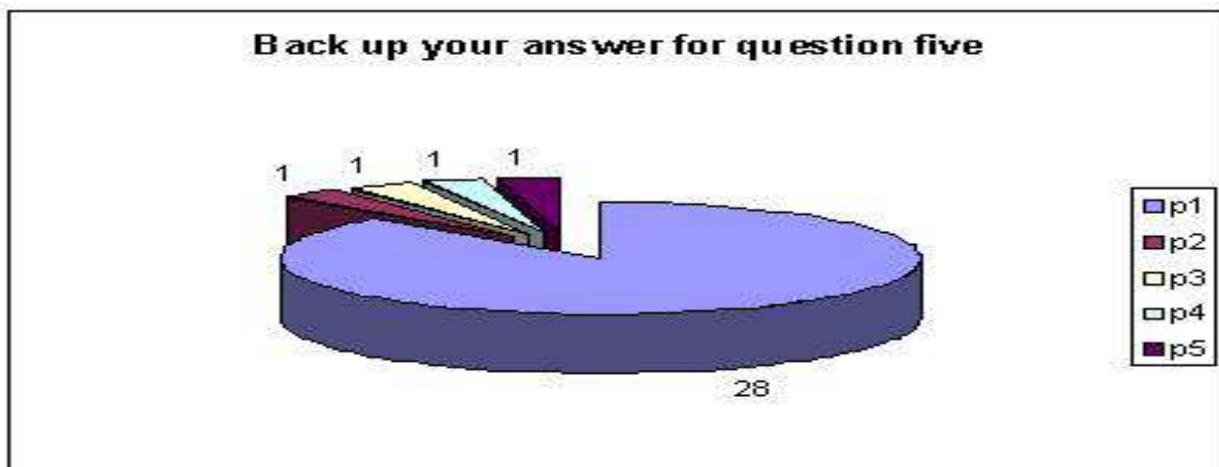
6. I am mainly concerned about mistakes that:

Valid Data		Frequency	Percentage
	a) Affect the meaning of the whole sentence.	8	25,0
	b) Affect a specific part of	4	12,5

	a sentence.		
	c) Both a and b	20	62,5
	d) At random	0	0
	Total	32	100,0

Question six is to determine types of mistakes are likely to correct. 25,0 % of teachers express that they correct global mistakes only; 12,5 % of them say that they are concerned about mistakes that affect meaning locally only; 62,5 of them assure they correct both global and local mistakes, there is no teacher that corrects mistakes at random. It can be observed that most of teachers correct both global and local mistakes.

I am mainly concerned about mistakes that:
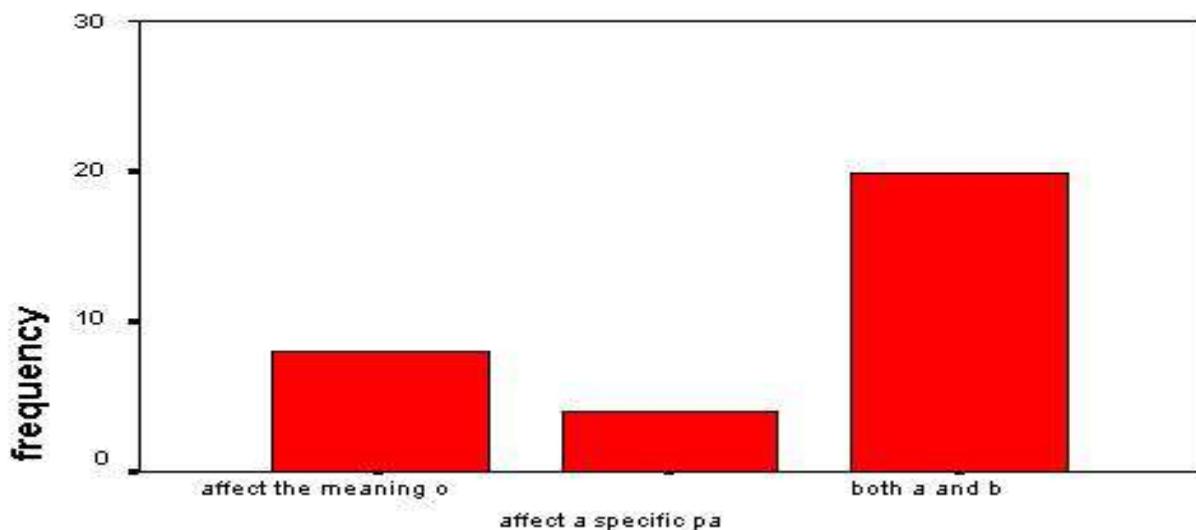
Back up your answer for question six.

Valid Data	Frequency	Percentage
It depends on students' needs. Sometimes global mistakes are corrected and other times local ones are or both. Other times no emphasis about it is placed as the group does not show weakness.	30	93,8

Sometimes all of them which does not mean there is not criterion, but students need correction.		1	3,1
Every mistake that is fossilized.		1	3,1
Total		32	100,0

There are three groups of opinions: 93, 8 % affirm that they correct mistakes according to students' needs; other times, they affirm, no emphasis about it is placed as students do not show weaknesses; 3, 1 % of them say they correct every single mistake because there is a need and 3, 1 % of teachers state that they correct mistakes which are fossilized. It is observed that most of teachers correct mistakes according to students' needs.

Back up your answer for question six
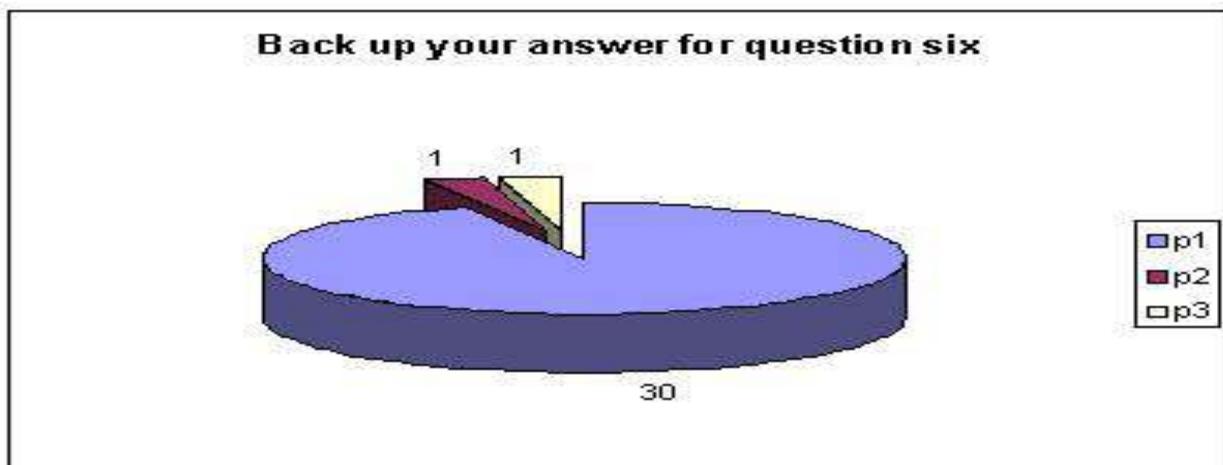
7. Whenever correcting vocabulary gaps, I include activities related to:

Valid Data		Frequency	Percentage
	Synonymy, antonymy and connotation	0	0
	Two of the above	6	18,8
	One of the above	16	50,0
	New words in context	10	31,3
	Total	32	100,0

Question seven is to find out whether teachers make use of connotation, synonymy and antonymy at the moment of correcting vocabulary in the classroom. None of the teachers affirm that the features above are used when correcting; 18,8 % of them express they use two features when correcting; 50,0 % of them assure that they use one of the features above; 31,3 % of them affirm they help with vocabulary in context. It can be perceived that teachers might use synonymy, antonymy or connotation, but only one of them when correcting vocabulary in the classroom.

Whenever correcting vocabulary gaps, I include activities related to:
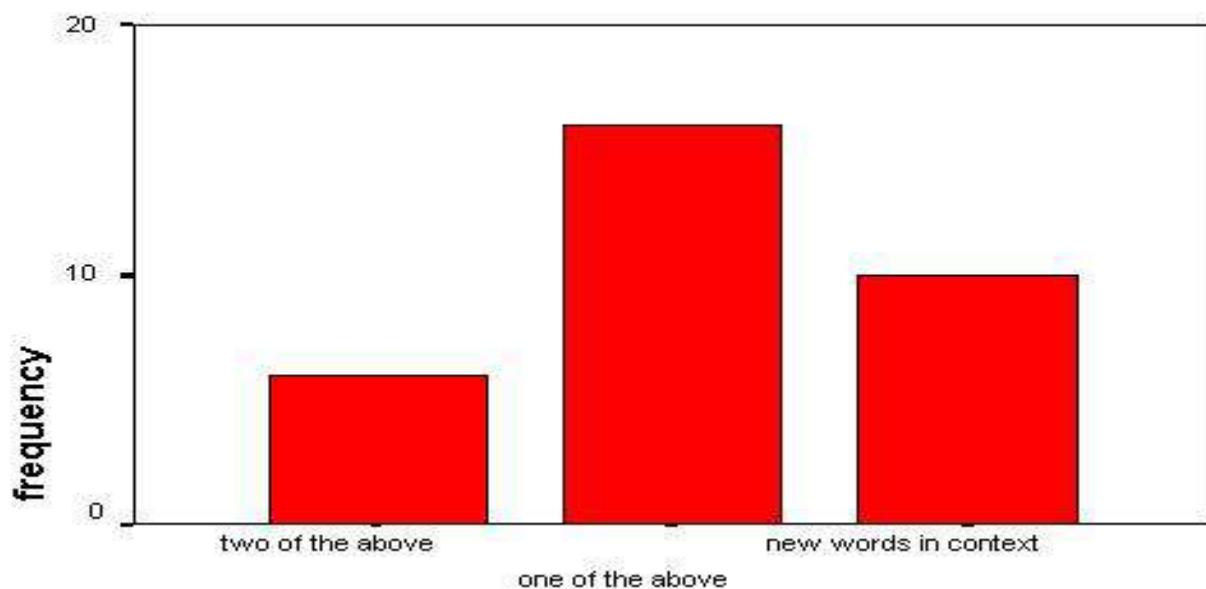
Back up your answer for question seven

Valid Data		Frequency	Percentage
	There is no correction using syn., ant., and con., but there is practice with worksheets, cards and orally.	18	56,2
	There is practice with	3	9,3

synonymy and antonymy in different ways.		
Opposites are used sometimes when correcting.	2	6,2
No comments	9	28,1

There are four groups of opinions: 56, 2 % of teachers believe they do not use synonymy, antonymy or connotation when correcting; instead they provide further practice by means of worksheets, cards as well as oral work; 9, 3 % of them assure students have vocabulary practice with synonymy and antonymy in different ways; 6, 2 % believe that opposites or antonyms are used when correcting, and 28, 1 % of teachers do not make any comment about vocabulary correction. It can be observed that teachers have students practice vocabulary rather than correct it.
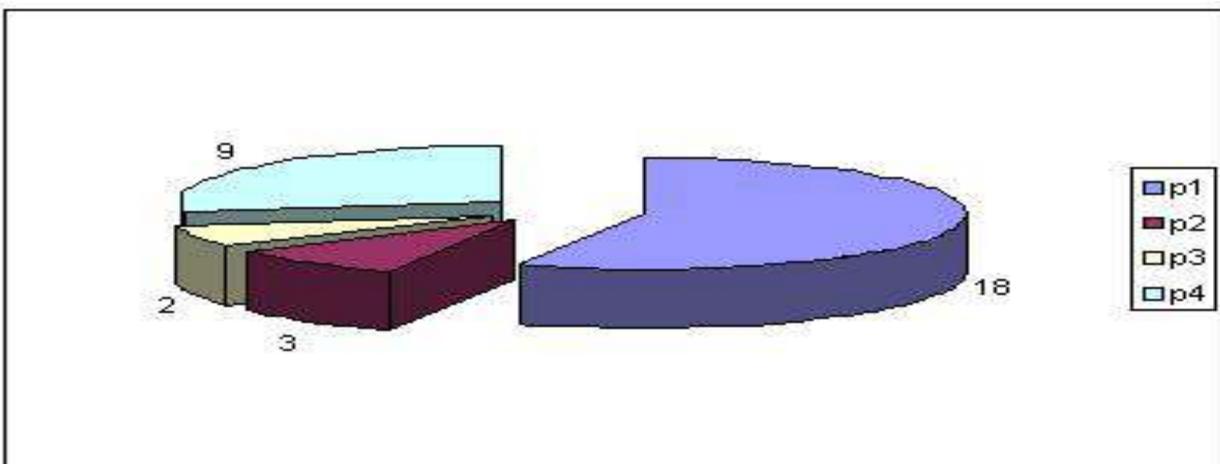
3.9.3. Teachers' Error Correction Questionnaire for Academic Supervisors and Trouble Shooters

Number of academic supervisors and trouble shooters

Current Post at the CBA

Valid Data		Number	Percentage
	academic	3	25,0

	supervisor		
	Trouble shooter(TC)	9	75,0
	Total	12	100,0

Current Post at the CBA
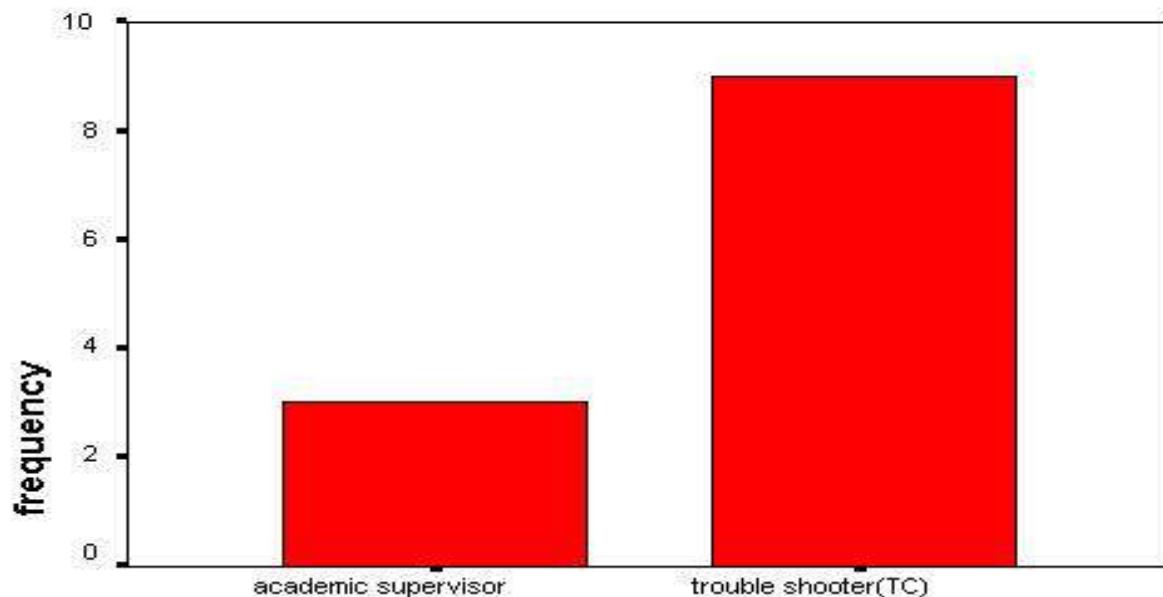
1. When observing classes, how often do teachers prompt fluency without any correction in role plays and discussions?

Valid Data	Frequency		Percentage
	Always	0	0
	Often	12	100,0
	Sometimos	0	0
	Seldom	0	0
	Never	0	0
	Total	12	100,0

Question one is to determine whether teachers prompt fluency in the classroom. There is a 100, 0 % agreement that teachers often prompt fluency in the classroom.

When observing classes, how often do teacher prompt fluency without any correction in role plays and discussions?
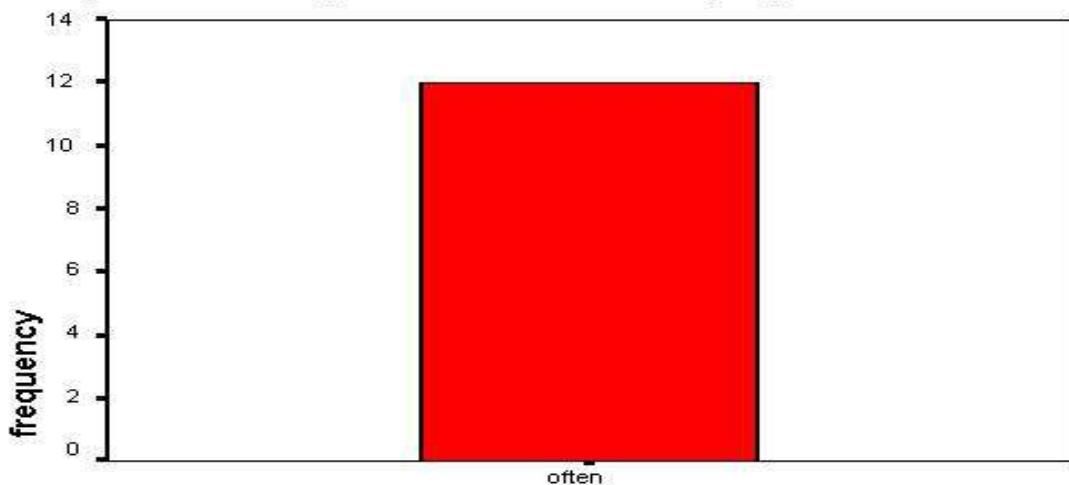
Explain:

	Frequency	Percentage
Valid Data	1	8,3
At the end of each unit, especially in advanced courses teachers work with this in the "your turn" section of the book or they create situation for them to speak freely.	6	50
Besides activities in the classroom, we prompt other activities such as sharing with students from other courses, so they have a chance to develop fluency.	1	8,3
Since they are senior teachers, They know to discriminate. However, this also depends on the group of students they have to deal with.	1	8,3
Teachers know how to discriminate activities as a result; they make a difference between accuracy and fluency in both writing and speaking.	1	8,3

This happens normally. We make a difference between accuracy and fluency and the one need the most is prompted.	3	25
Total	12	100,0

There are five groups of opinions: 50,0 % of them believe that teachers prompt fluency in the "your turn" section of the book or teachers create situation in which students speak freely; 8,3 % of them believe teachers prompt fluency through activities in the book and by having students share with other peers from other classrooms; 8,3 % of them believe teachers know how to discriminate between fluency and accuracy activities; besides, it also has to do with the group of students they have to deal with; 8,3 % of them agree on that teachers discriminate fluency and accuracy in writing as well as speaking and 8,3 % of them state that once teachers discriminate activities, they point out the one that is needed the most. It can be seen that most of teachers prompt fluency in the book and create other situation for students to speak freely.
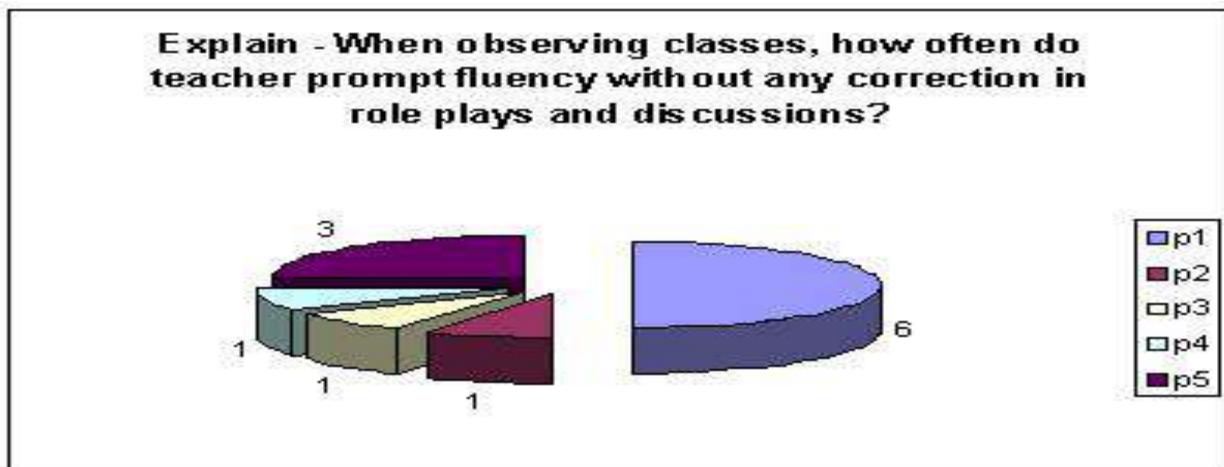
Explain - When observing classes, how often do teacher prompt fluency without any correction in role plays and discussions?

2. When observing, do you perceive any paralinguistics (body gestures or nonverbal communication) at the moment of correcting students´accuracy? How often?

Valid Data	Frequency	Percentage

	Always	0	0
	Often	1	8,3
	Sometimos	8	66,7
	Seldom	3	25,0
	Never	0	0
	Total	12	100,0

Question two is related to whether teachers use paralinguistics when correcting in the classroom. None of academic supervisors and trouble shooters believe that teachers always or never use paralinguistics in the classroom; 8,3 of them affirm that teachers often use it; 66,7 of them express teachers sometimes use it and 25,0 % of them say teachers seldom do it. It can be observed that most of them agree on that teachers sometimes use paralinguistics in order to correct students' utterances.

When observing do you perceive any paralinguistics (body gestures or nonverbal communication) at the moment of correcting students'accuracy? How often?
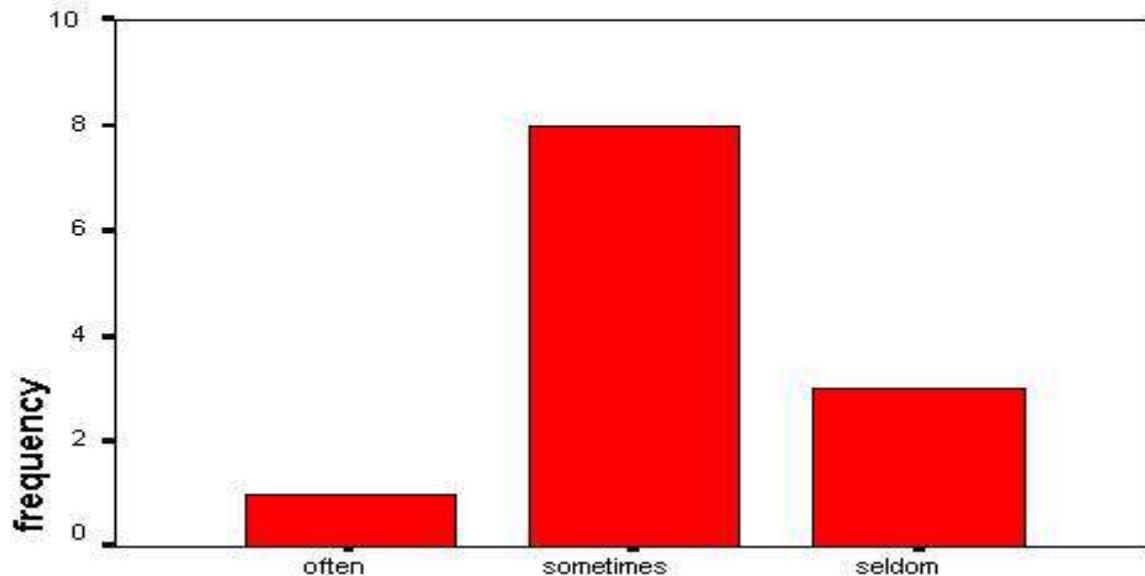
Explain:

		Frequency	Percentage
	Valid Data	1	8,3
	This is used, but it depends on the objective of the activity teachers say. Some groups don't understand this technique. It takes time to introduce it.	1	8,3
	This varies. Two facts should be considered the teacher and the group of students. Some students don't respond to this and some teachers don't make use of this because of their personality.	9	75,0
	To refer to tenses such as past, present and future	1	8,3
	Unconsciously they do it, but most of them are not coherent and few of them understand the value of it.	1	8,3

Total	12	100,0

There are four groups of opinions: 8, 3 of academic supervisors and trouble teachers affirm that paralinguistics is used, but it has to do with the objective of the activity. Some groups of students do not understand this technique, so it takes time to introduce it; 75,0 % of them state that the use of it varies and it is related to two facts; some students do not respond to it and some teachers do not use it due to their personality; 8,3 % of them think teachers use paralinguistics to refer to tenses such as past, present and future; 8,3 of them assure teachers use it unconsciously, but most of them are not coherent and few of them understand the value of it. It can be perceived that most of academic supervisors and trouble shooters believe the use of paralinguistics in the classrooms is related to the group of students and teachers' personality.

Explain - When observing do you perceive any paralinguistics (body gestures or nonverbal communication) at the moment of correcting students´accuracy? How often?
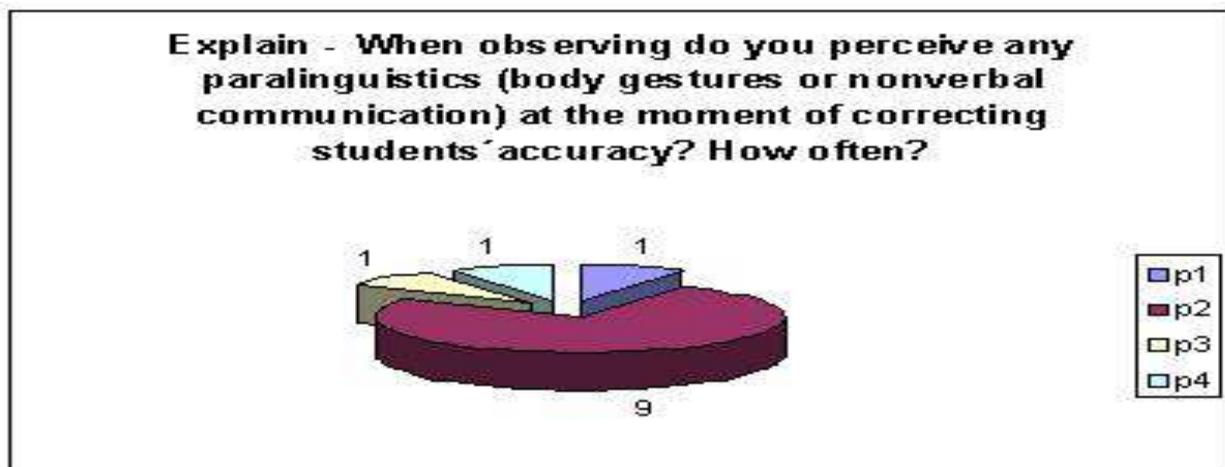
3. How often do teachers use different techniques when correcting students´accuracy?

Valid Data		Frequency	Percentage
	Always	0	0
	Often	3	25,0
	Sometimes	6	50,0
	Seldom	3	25,0
	Never	0	0

Total	12	100,0

Question three is to determine whether teachers prompt accuracy in the classroom and which techniques are used when doing so. None of them believe that teachers always or never prompt accuracy; 25.0 % of them assure teachers often do it; 50,0 % of them agree on that teachers sometimes do it and 25,0 % of them say teachers seldom do it. It can be seen that academic supervisors and trouble shooters express that teachers sometimes prompt accuracy.

How often do teachers use different techniques when correcting students´accuracy?
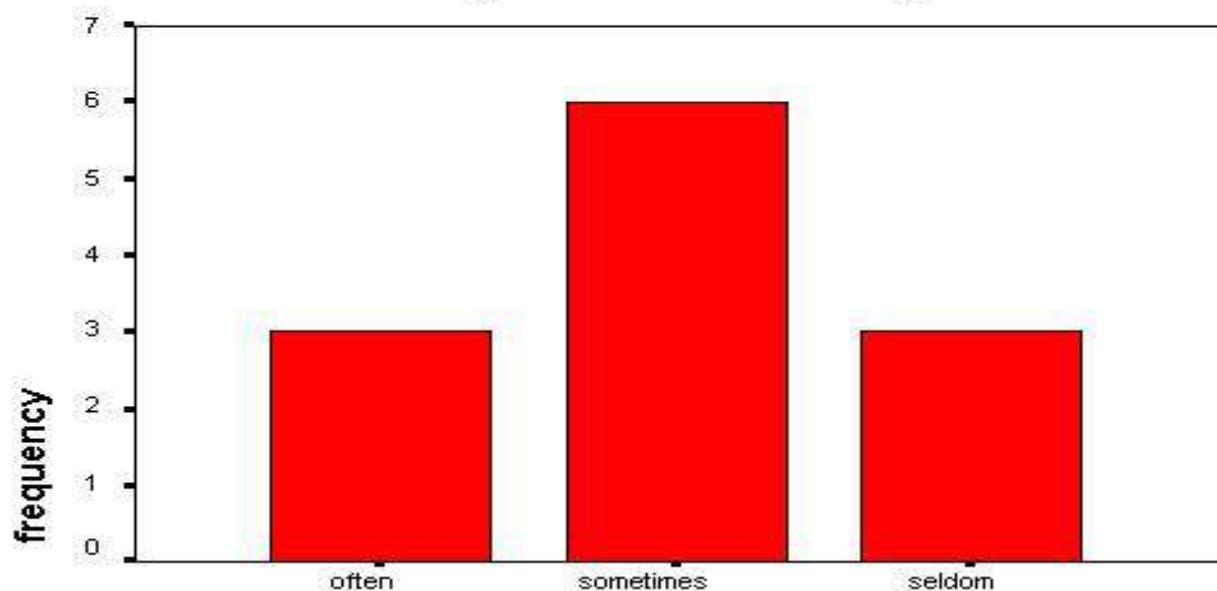
Explain:

	Frequency	Percentage
Valid Data	1	8,3
Direct correction or paraphrasing takes places most of the time. Sometimes it is done on the board.	3	25,0
Peer correction	1	8,3

Peer correction, nonverbal correction, paraphrasing and drillings	6	50,0
Paraphrasing, drillings, group correction	1	8,3
Self correction, cards, drillings	1	8,3
Total	12	100,0

There are five groups of opinions: 25,0 % of them believe teachers use direct correction or paraphrasing most of the time; they say correction is done on the board sometimes; 8,3 % of them think teachers prompt peer correction; 50,0 % of them affirm teachers use peer correction, nonverbal correction, paraphrasing and drillings; 8,3 % of them think teachers use paraphrasing, drillings and group correction and 8,3 % of them assure teachers use prompt self correction, cards and drillings. It can be observed that academic supervisors and trouble shooters express teachers use peer correction, paralinguistics, paraphrasing and drillings when correcting in the classroom.
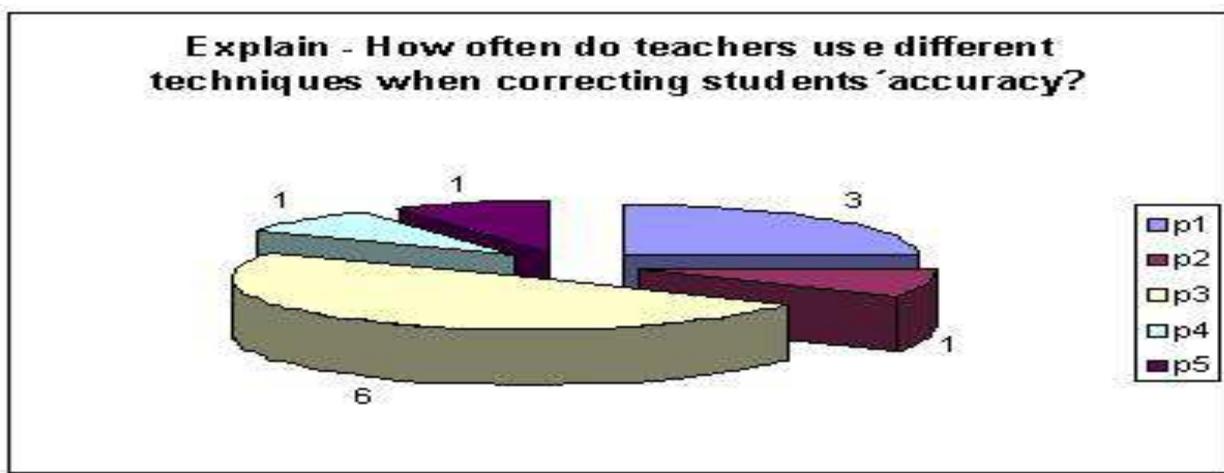
4. What is teachers´attitude as for students´affective filter when correcting?

Valid Data		Frequency	Percentage
	Always	3	25,0
	Often	8	66,7
	Sometimes	0	0
	seldom	1	8,3
	Never	0	0
	Total	12	100,0

Question four is to determine whether teachers keep students' affective filter low when error correction takes place. None of them affirm teachers sometimes or never keep students' affective filter low; 25,0 % of them assure teachers always do it; 66,7 % of them say teachers often do it and 8,3 % of them express teachers seldom do it. It can be seen that academic supervisors and trouble shooters agree on that teachers often keep students' affective filter low when correcting in the classroom.

What is teachers´attitude as for students´affective filter when correcting?
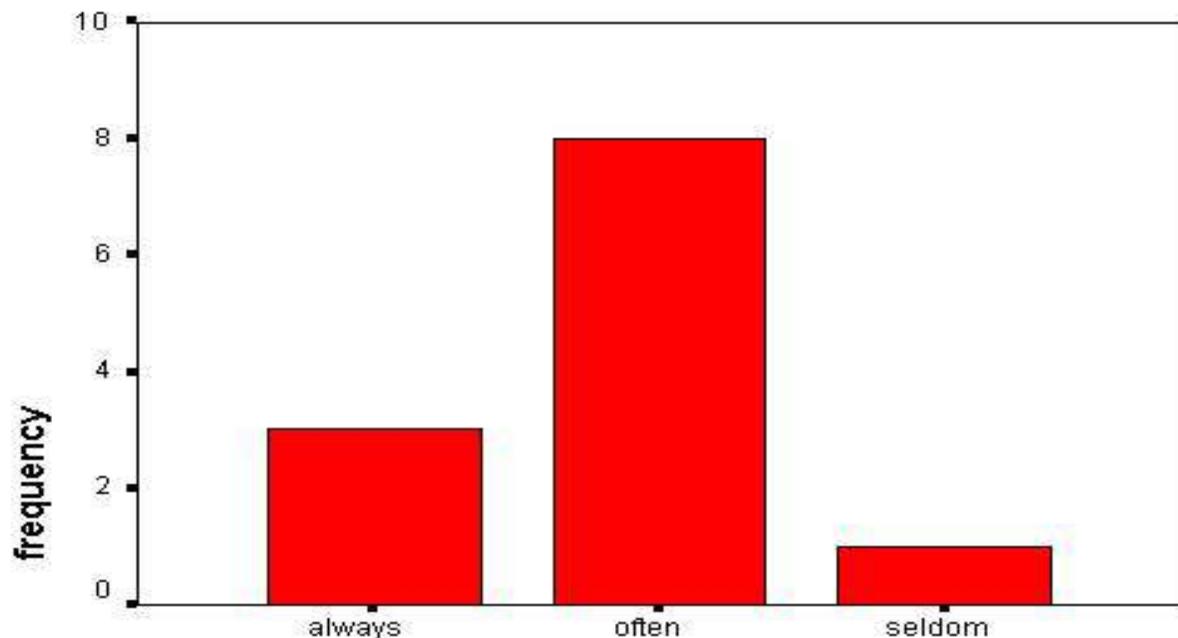
Explain:

		Frequency	Percentage
	Valid Data	1	8,3
	Teachers are very concerned with the affective filter as they know this ends up with a positive atmosphere, so meaningful learning.	6	50,0
	It's hard to say, but lately to my surprise teachers seem to be rude it could be because of other reasons that go beyond work.	1	8,3
	Most of the time, they do care, but some are a bit rude due to personality.	1	8,3
	Teachers are aware of the effects of this in students' learning.	3	25,0

	The CBA teacher knows this since in most of workshops this is pointed out.	1	8,3
	Total	12	100,0

There are five groups of opinions: 50,0 % of them say teachers are very concerned with the affective filter as this ends up with a positive atmosphere, so meaningful learning takes place; 8,3 % of them affirm that teachers seem to be rude and this could be due to other reasons beyond work; 8,3 % of them assure most of the time teachers do care about students' affective filter; however, some are a bit rude due to their personality they say; 25,0 % of them express teachers are aware of the effects of students' affective filter in their learning and 8,3 % believe teachers know they should keep students' affective low since this is pointed out in most of CBA workshops. It can be observed that academic supervisors and trouble shooters go along with that teachers show concern about students' affective filter as this creates a positive atmosphere which ends up in meaningful learning.

Explain - What is teachers´attitude as for students´affective filter when correcting?
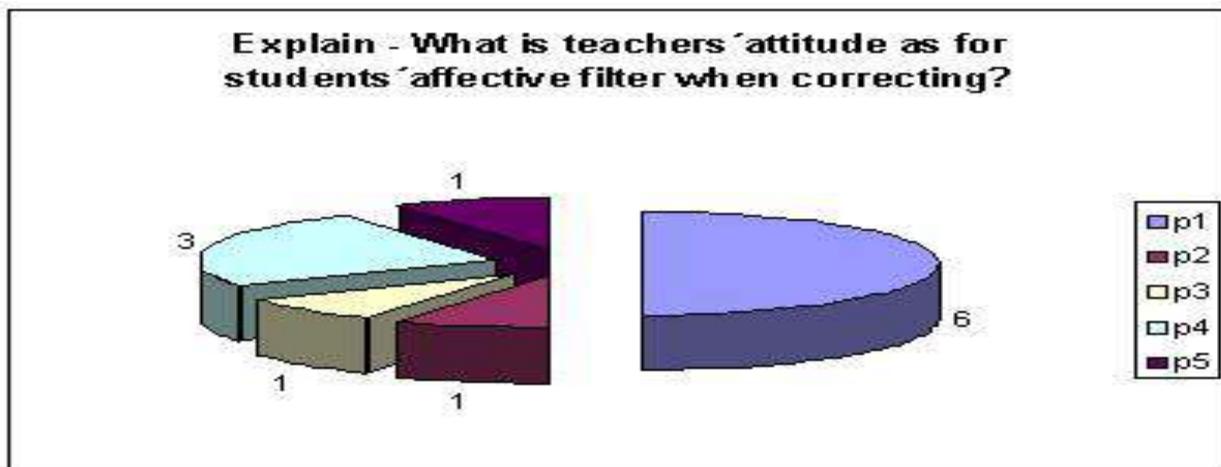
5. How is students´pronunciation corrected in the classroom?

Valid Data		Frequency	Percentage
	Always	0	0

Often	4	33,3
Sometimes	6	50,0
Seldom	2	16,7
Never	0	0
Total	12	100,0

Question five is to determine if teachers correct pronunciation in the classroom. None of them express that teachers always or never correct pronunciation; 33,3 % of them say that teachers often correct pronunciation; 50,0 % of them assure teachers sometimes do it and 16,7 % of them affirm teachers seldom do it. It can be seen that academic supervisors and trouble shooters believe teachers sometimes correct it.

How is students´pronunciation corrected in the classroom?
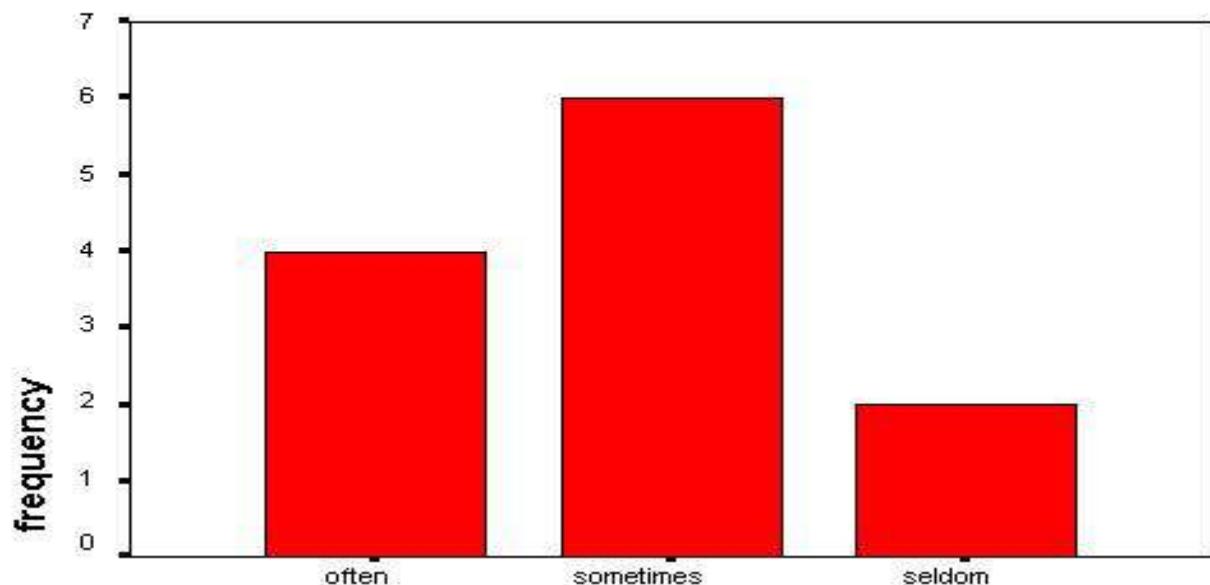
Explain:

	Frequency	Percentage
Valid Data	1	8,3

"drillings and paraphrasing" and sometimes students play the role of the teacher, so students repeat (they have fun as well)	7	58,3
Drillings and paraphrasing	3	25,0
Repetition most of the time.	1	8,3
Since we are at calacoto branch, we hardly have this problem. Students help themselves due to their background.	1	8,3
Total	12	100,0

There are four groups: 58,3 % of them believe teachers use drillings and paraphrasing; sometimes teachers play the role a teacher, so students repeat (they have fun); 25,0 % of them assure teachers use drilling and paraphrasing; 8,3 % say teachers use repetition and 8,3 % of them state teachers they hardly have this problem due to students' background. It is observed that academic supervisors and trouble shooters agree on that teachers use drillings and paraphrasing and sometimes students play the role of a teacher, so peers repeat.

Explain - How is students´pronunciation corrected in the classroom?
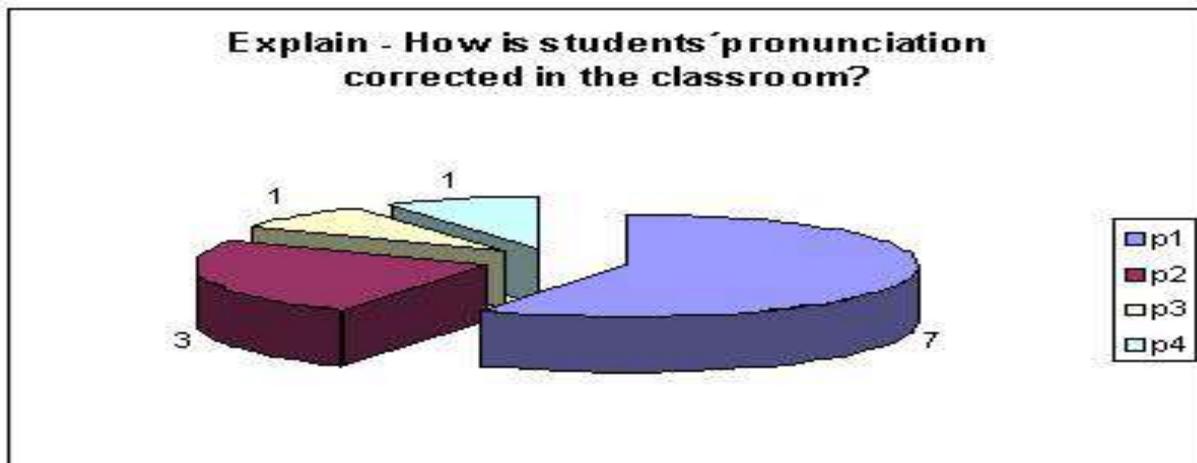
6. What types of mistakes are teachers concerned the most?

Valid Data		Frequency	Percentage
	a) The ones that affect the meaning of the whole	2	16,7

	sentence		
	b) The ones that affect a specific part of the sentence	1	8,3
	c) Both a and b	9	75,0
	d) At random	0	0
	Total	12	100,0

Question six is to identify what kinas of mistakes teachers are likely to correct. 16, 7 % of them believe teachers focus on global mistakes; 8, 3 % of them think teachers focus on local mistakes; 75, 0 % of them believe that teachers correct both global and local mistakes; none of them think teachers correct mistakes at random. It is observed that academic supervisors and trouble shooters state that teachers focus on global and local mistakes.
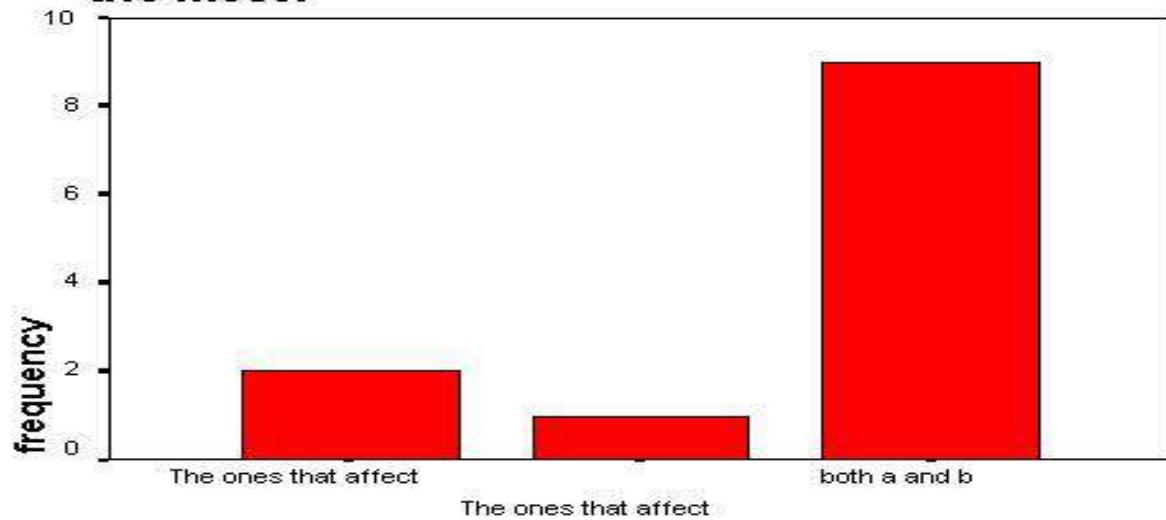
Explain:

	Frequency	Percentage
Valid Data	1	8,3

Teachers correct mistakes that are focus on form mainly, but sometimes students desire to be corrected all the time especially mature ones.	2	16,7
I don't understand the question.	1	8,3
Not all sentences are corrected only the ones students make the most the ones that are systematic.	3	25,0
There is discrimination according to students' needs and the objective of the activity.	3	25,0
Some sentences are not corrected as a whole; instead isolated words are paid attention to.	2	16,7
Few sentences are corrected by the teacher; most of them are done by students and they focus on both words and sentences.	1	8,3
Total	12	100,0

There are six groups of opinions: 16,7 % of them think teachers focus on mistakes of form mainly, but some students want to be corrected all the time especially mature students; 8,3 % of them do not answer the question because the question is not understood; 25,0 % of them think not every mistake is corrected, only the systematic ones; 25,0 % of them believe teachers discriminate mistakes according to students' needs and the objective of the activity; 16,7 % of them affirm teachers do not correct some sentences as a whole; instead isolated words are paid attention to and 8,3 % of they say few mistakes are corrected by the teacher; most of them, they say, are corrected by students and they focus on both words and sentences.

Explain - What types of mistakes are teachers concerned the most?

Legend: p1, p2, p3, p4, p5, p6
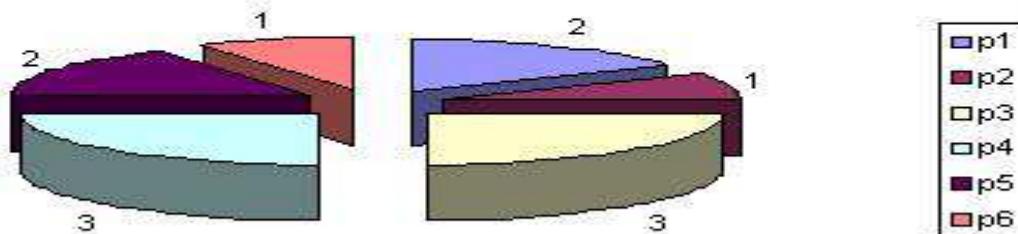
7. How do teachers correct when dealing with vocabulary mistakes?

Valid Data		Frequency	Percentage
	They use connotation, synonymy and antonymy.	0	0
	They make use of two of the above.	1	8,3
	They make use of one of the above.	8	66,7
	They use the words in context.	3	25,0
	Total	12	100,0

Question seven is to determine whether teachers use connotation, synonymy and antonymy when correcting in the classroom. None of them believe teachers use the three features above mentioned; 8, 3 % of them say teachers use two of the above; 66, 7 % of them state that teachers use one of the above and 25, 0% of them express teachers help students with vocabulary by context. It can not be observed a clear tendency as for vocabulary correction in the classroom.

How do teachers correct when dealing with vocabulary mistakes?
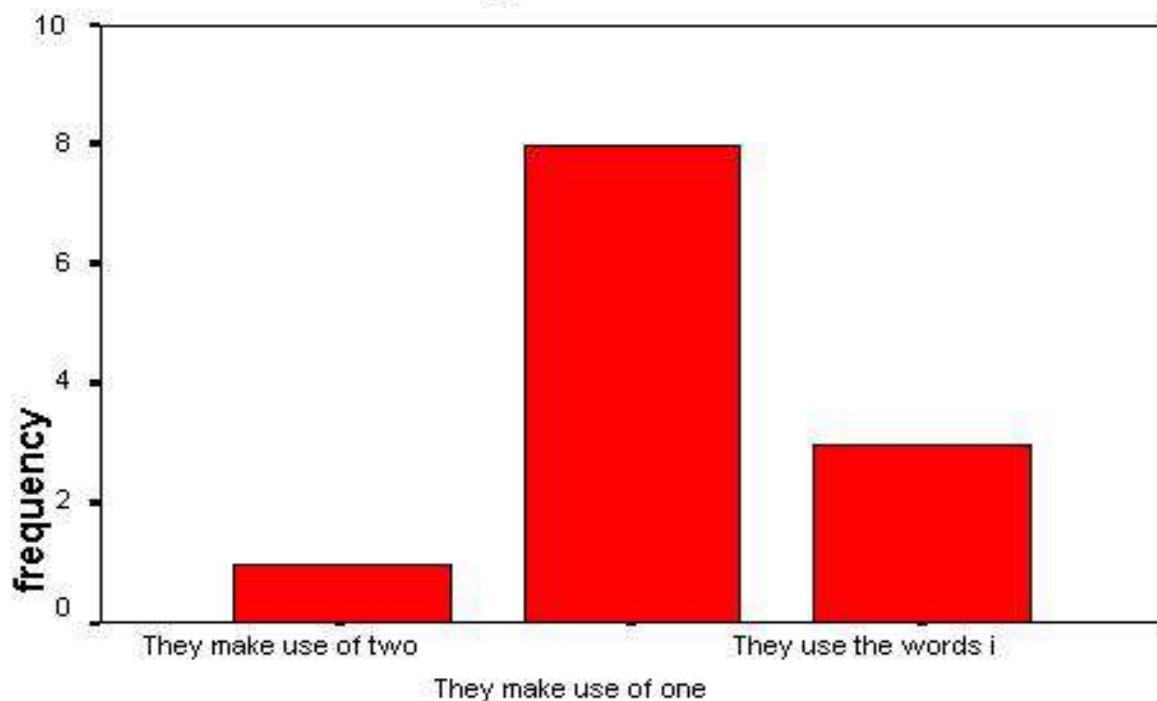
Explain:

	Frequency	Percentage
Valid Data	1	8,3

Difficult to say	1	8,3
Rather than correcting, teachers have students practice vocabulary with cards, worksheets, and orally	3	25,0
Most of them use new words in context when students don't understand.	3	25,0
They explain the word or they write a sentence on the board.	2	16,7
They use games sometimes drillings and dictionaries.	2	16,7
Opposite words are used or synonyms others don't dead with vocabulary clearly.	1	8,3
Total	12	100,0

There are six groups of opinions: 8,3 % of them say it is difficult to say; 25,0 % of them say that vocabulary practice is provided through worksheets, cards and orally rather than correcting; most of teachers, they affirm, use words in context when helping with vocabulary; 16,7 of them express that teachers explain the word or they write sentences on the board; 16,7 % of them state teachers use games and sometimes dictionaries and drillings; 8,3 % of them assure teachers use opposite words and others do not deal with vocabulary clearly. By these comments, it can be observed teachers do not follow a specific methodology when correcting vocabulary in the classroom.

Explain - How do teachers correct when dealing with vocabulary mistakes?
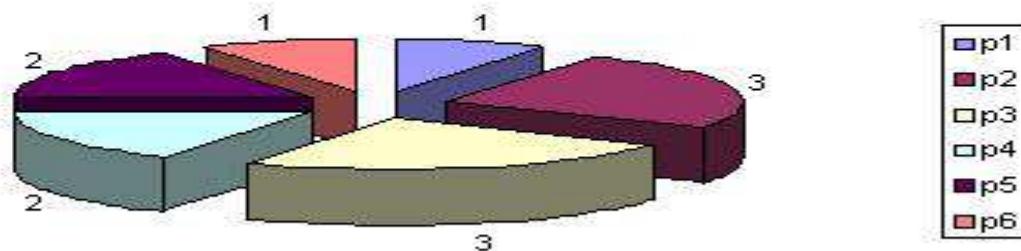
3.9.4. Teachers' Error Correction Direct Observation

Frequency Tables

Branches

Valid Data		Frequency	Percentage
	Central	7	58,3
	Ejecutivos	1	8,3
	Sagarraga	4	33,3
	Total	12	100,0

Branches
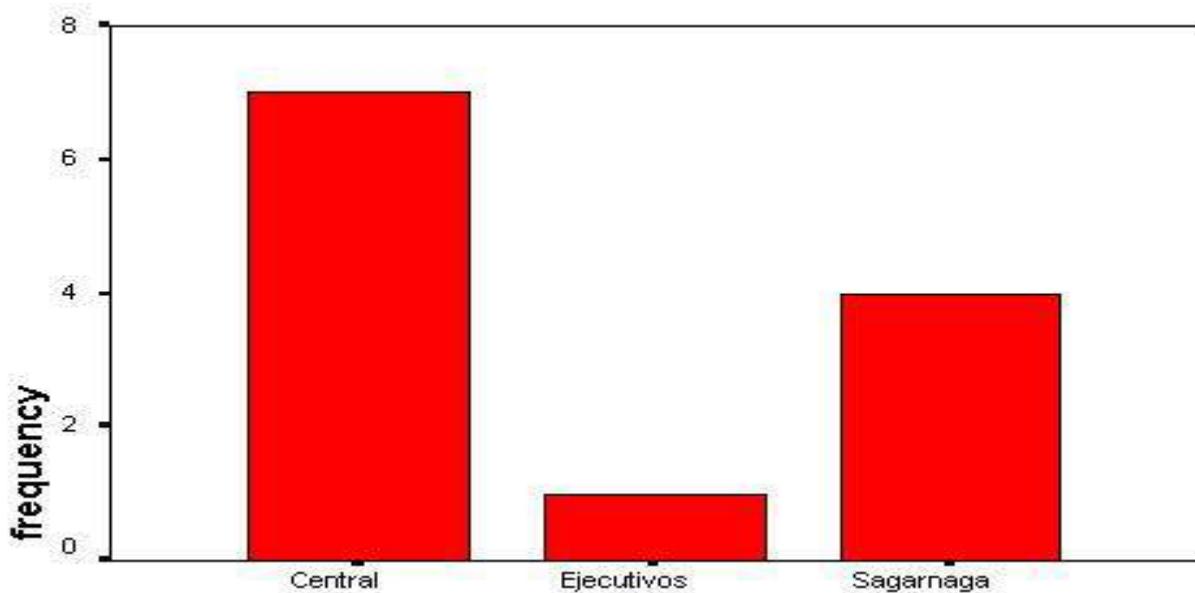
Length of observation time

Valid Data	Frequency	Percentage
17*	1	8,3
18*	1	8,3
20*	3	25,0
21*	2	16,7
22*	2	16,7
24*	1	8,3
25*	1	8,3
26*	1	8,3
Total	12	100,0

Length of observation time
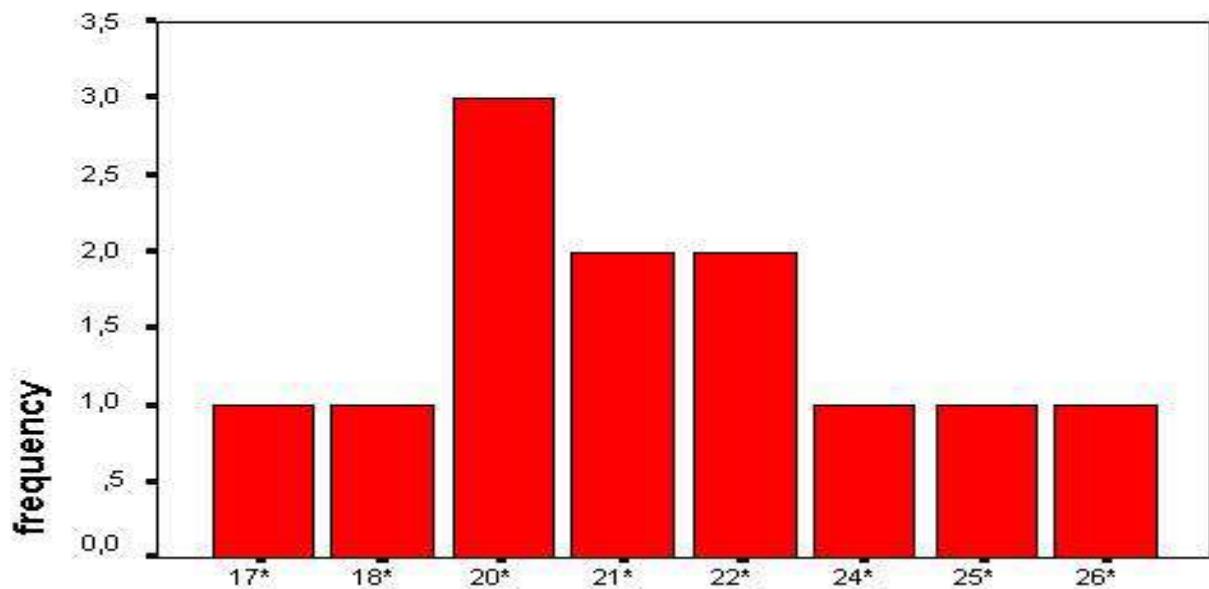
1. The teacher prompts FLUENCY

Valid Data		Frequency	Percentage
	Always	0	0
	Often	5	41,7
	Sometimes	6	50,0
	Seldom	1	8,3
	Never	0	0
	Total	12	100,0

Question one is to determine how often teachers prompt fluency. None of the class observations report teachers always or never prompt fluency in the classroom; 41,7 % of class observations report teachers often prompt fluency; 50,0 % of them report teachers sometimes prompt fluency and 8,3 % of them state teachers seldom do it. It can be observed that teachers sometimes prompt fluency in the classroom.

The teacher prompts FLUENCY
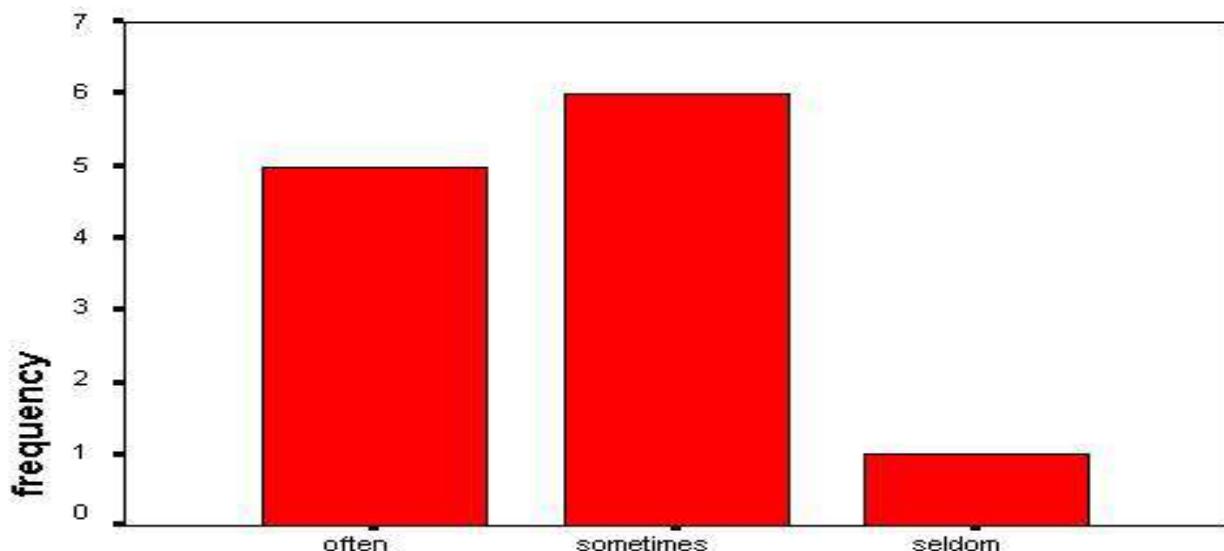
Comments:

	Frequency	Percentage
Valid Data	1	8,3
Teachers seem to be aware of the objective of the activity. Thus, they let students express their thoughts freely and correct mistakes at the end.	6	50,0
Teacher doesn't interrupt students, but uses non verbal communication to guide as students speak.	1	8,3
Teacher is nervous and interrupts students in the middle of the activity.	1	8,3
Students are never interrupted. There is no error correction even though it is necessary.	2	16,7
Teachers are not aware of the difference between fluency and accuracy, so sometimes they interrupt students and other times they do not correct mistakes.	2	16,7
Total	12	100,0

There are five groups of comments: 50, 0 % of comments state teachers seem to be aware of the objective of the activity. Thus, they let students express their thoughts freely and correct their mistakes at the end:; 8,3 % of them affirm teachers do not interrupt students, but use nonverbal communication to guide as students speak; 8,3 % of them report that teachers are nervous and interrupt students in the middle of the activity; 16,7 % of them report that students are never interrupted, but there is not correction in the activity even though it is necessary 16,7 % of them report teachers are not aware of the difference between fluency and accuracy, so sometimes they interrupt and other times they do not correct mistakes.
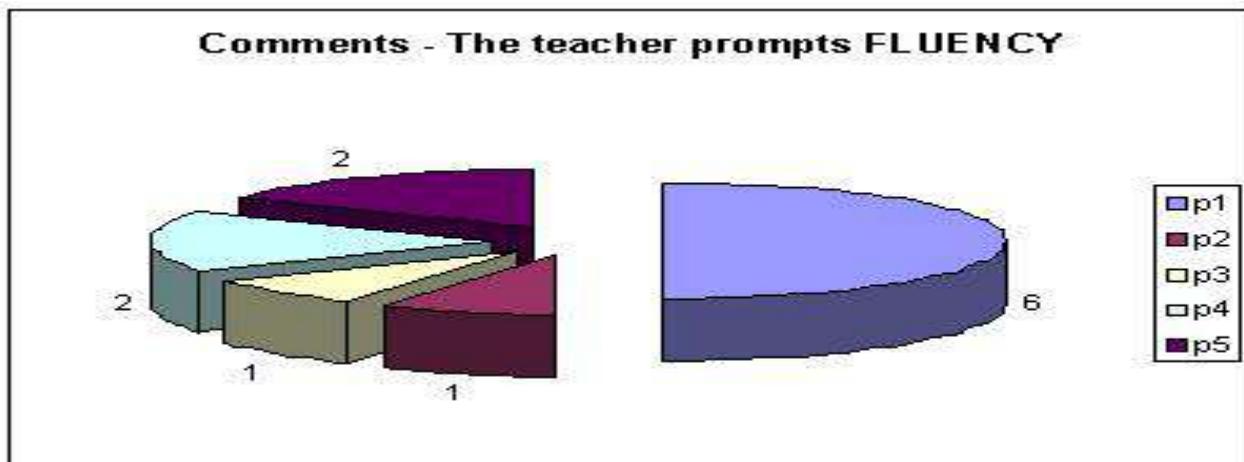
2. The teacher is concerned about ACCURACY (paralinguistics use)

Valid Data		Frequency	Percentage
	Always	0	0
	Often	0	0
	Sometimes	2	16,7
	Seldom	9	75,0
	Never	1	8,3
	Total	12	100,0

Question two refers to whether there is paralinguistics use in the classroom.

None of class observations report that teachers always or often use paralinguistics to correct students' utterances; 16,7 % of observations report that teachers sometimes use it; 75,0 % of them state teachers seldom use it and 8,3 % of the say teachers seldom use it in the classroom. It can be seen that teachers seldom use paralinguistics in order to correct students in the classroom.

The teacher is concerned about ACCURACY (paralinguistics use)
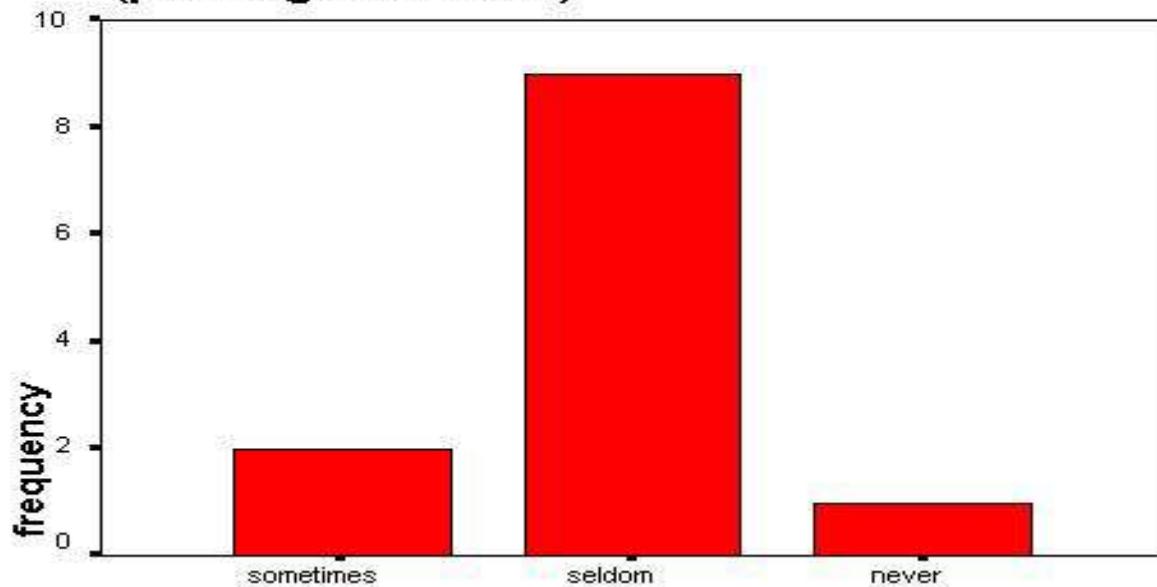
Comments:

		Frequency	Percentage
	Valid Data	1	8,3
	There is no clear paralinguistics use.	7	58,3
	Although their ware of this, they do not seem to have opportunity to use it. Students do not pay attention to it.	2	16,7
	Teachers use it, but just to refer to tenses.	2	16,7
	Teacher uses it, but students are more focused on their thoughts, so they do not respond to it.	1	8,3
	Total	12	100,0

There are four groups of comments: 58,3 % of class observations report that there is no clear use of paralinguistics in the classroom; 16,7 % of the them report teachers are aware of it, but they do not seem to have the opportunity to use it as students do not pay attention to it; 16,7 % of them state teachers use it, just to refer to tenses and 8,3 % of them report teachers use it, but students are more focused on their thoughts, so they do not respond to it. It can be perceived that there is no clear use of non verbal communication in order to help students in the classroom.

Comments - The teacher is concerned about ACCURACY (paralinguistics use)
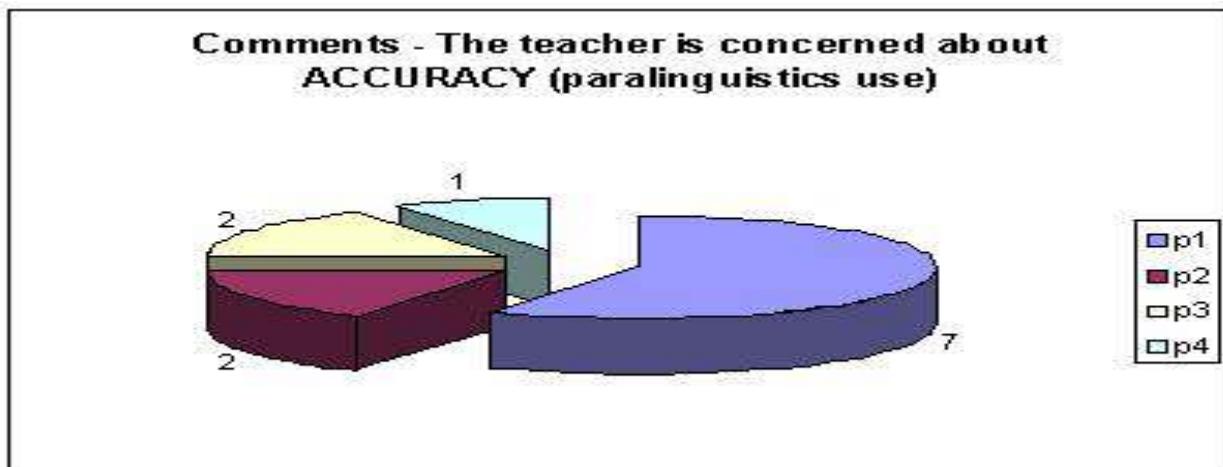
3. The teacher is concerned about ACCURACY (in other ways)

Valid Data		Frequency	Percentage
	Always	2	16,7
	Often	5	41,7
	Sometimos	5	41,7
	Seldom	0	0
	Never	0	0
	Total	12	100,0

Question three is to determine if teachers are concerned about accuracy in the classroom when students are speaking. None of the class observations report

that teachers seldom or never show concern about accuracy; 16,7 % of them affirm that teachers are always concerned about accuracy; 41,7 % of them report teachers often show concerned about it and 41,7 % of them state that teachers sometimes show concern about it. It can be seen that there are teachers that often and sometimes show concern about accuracy in the classroom.

The teacher is concerned about ACCURACY (in other ways)
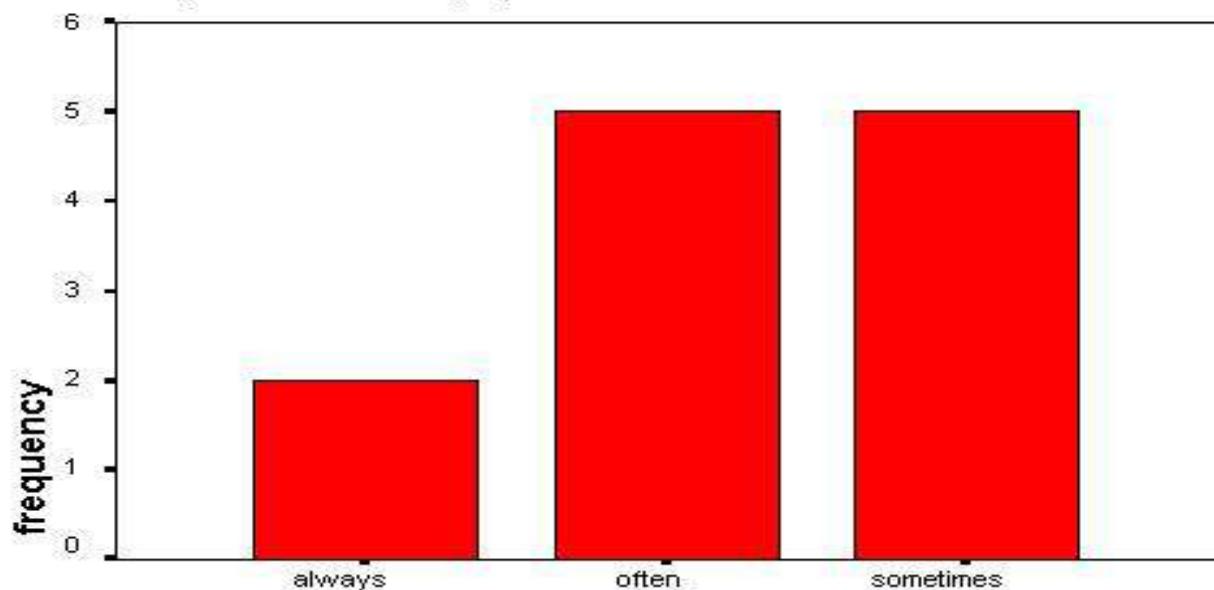
Comments:

	Frequency	Percentage
Valid data	1	8,3
Peer correction, drillings, and sometimes self correction are prompted.	4	33,3
Drilling and paraphrasing techniques are used and mistakes are not permitted.	2	16,7
Teachers paraphrase and give opportunity for self correction.	2	16,7
Teacher corrects mistakes directly on the spot.	1	8,3
No relevant comments.	3	25,0

Total		12	100,0

There are four groups of comments: 33,3 % of observations report that peer correction, drillings and sometimes self correction are prompted in the classroom when correcting; 16,7 % of them report that drilling and paraphrasing techniques are used; mistakes are not permitted; 16,7 % of them state that teachers paraphrase and give opportunity for self correction to occur; 8,3 % of them affirm that teachers correct mistakes on the spot directly and 25,0 % of them do not report any relevant comment. It can be seen that teachers use self correction, peer correction, drillings and paraphrasing mainly when error correction happens in the classroom.

Comments - The teacher is concerned about ACCURACY (in other ways)
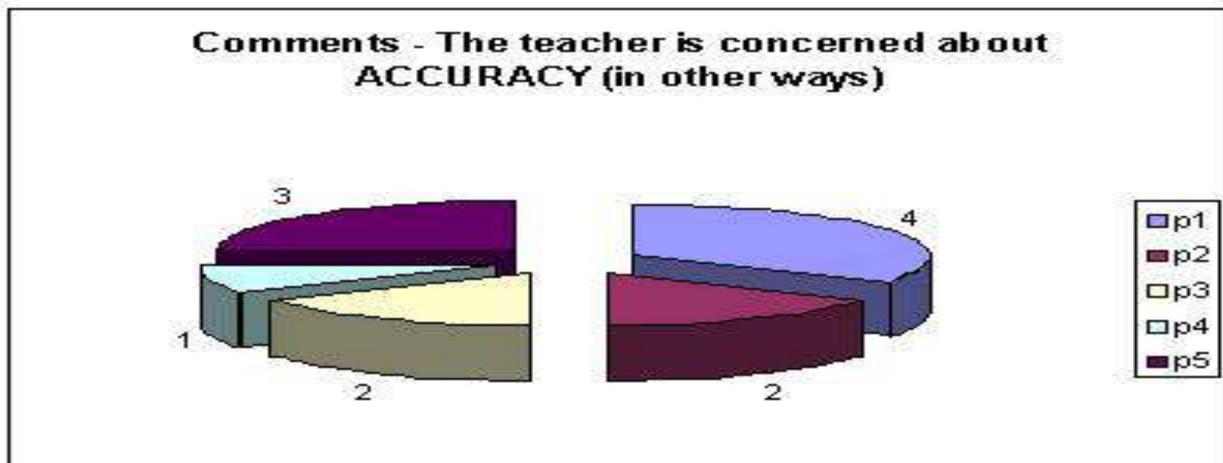
4. The teacher keeps students´AFFECTIVE FILTER LOW

Valid Data		Frequency	Percentage
	Always	8	66,7
	Often	3	25,0
	Sometimes	1	8,3
	Seldom	0	0
	Never	0	0
	Total	12	100,0

Question four is to determine if teachers keep students' affective filter low when correcting. None of the class observations report teachers seldom or never do it; 66,7 % of them affirm teachers always keep students' affective filter low; 25,0 % of them assure teachers often do it; 8,3 % of them state teachers sometimes do it. It can be perceived that teachers often keep students' affective filter low when correcting in the classroom.

The teacher keeps students´ AFFECTIVE FILTER LOW

Comments:
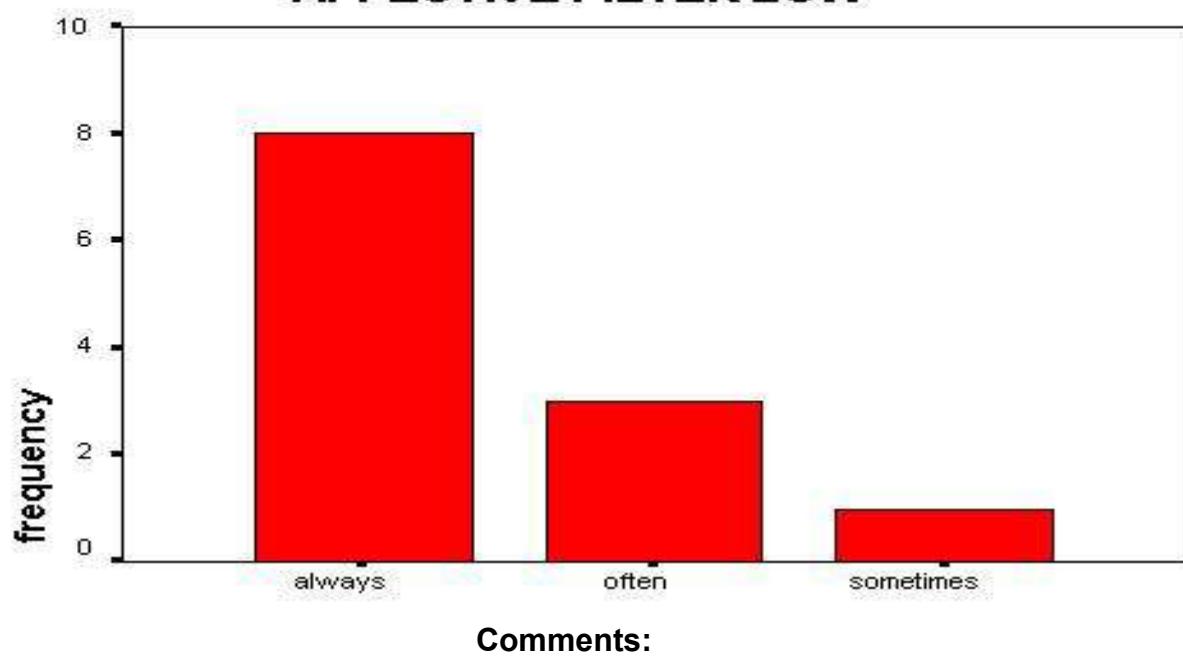
	Frequency	Percentage
Valid Data	1	8,3
Teachers do care about it. They make students feel comfortable.	9	75,0
Teacher corrects rather seriously; as a result, students are nervous.	1	8,3
Nice, but teacher seems to be losing class control.	1	8,3

	Very nice to students, but they don't seem to respond to his correcting.	1	8,3
	Total	12	100,0

There are four groups of comments. 75, 0 % of them say teachers do care about affective filter, so they make students feel comfortable; 8, 3 of them report that the teacher corrects rather seriously. As a result, students feel nervous; 8,3 of them affirm the teacher corrects nicely, but he seems to be losing class control and 8,3 of them assure the teacher corrects, but students do not seem to respond to it. It is observed that 75, 0 % of teachers show concern about students' affective filter when correcting.

Comments - The teacher keeps students´AFFECTIVE FILTER LOW
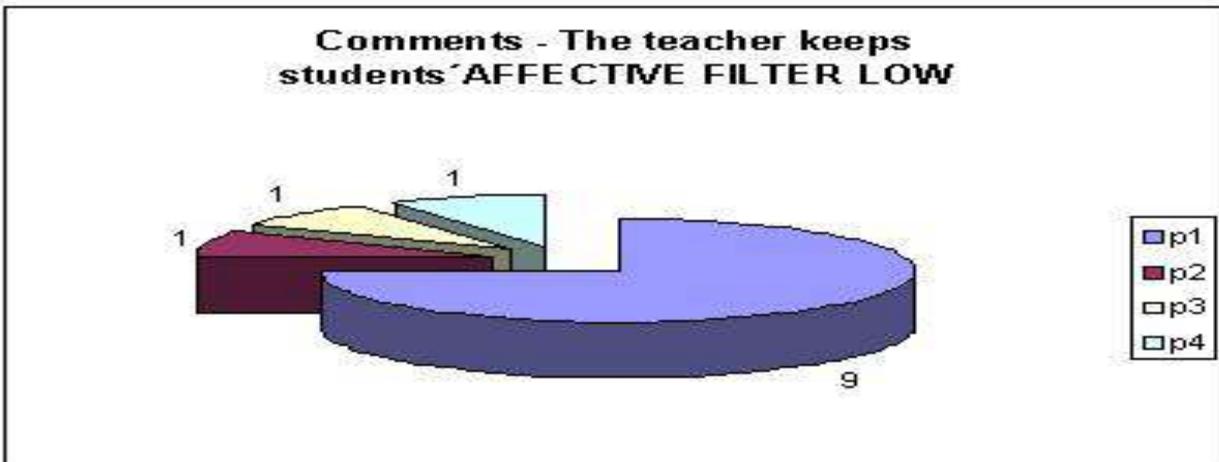
5. The teacher corrects PRONUNCIATION

Valid Data		Frequency	Percentage
	Always	0	0
	Often	2	16,7
	Sometimes	6	50,0
	Seldom	4	33,3
	Never	0	0
	Total	12	100,0

Question five is to determine whether teachers correct pronunciation. None of the class observations report teachers always or never do it; 16,7 of them affirm teachers often do it; 50,0 % of them assure teachers sometimes do it; 33,3 % of them state teachers seldom do it. It can be seen that teachers sometimes correct pronunciation in the classroom.

The teacher corrects PRONUNCIATION
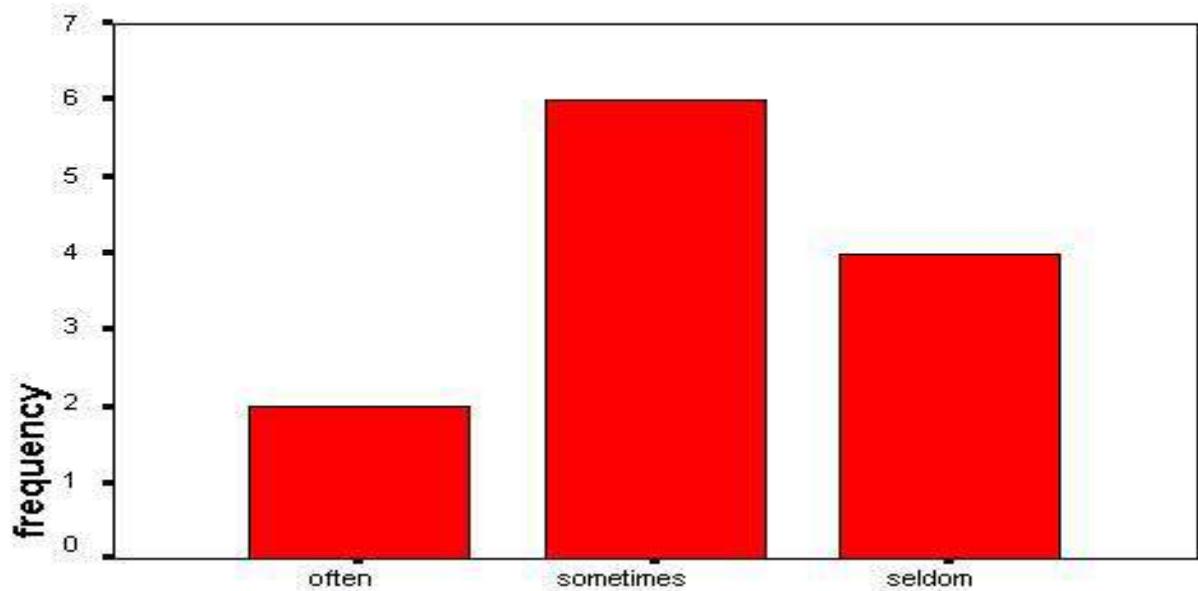
Comments:

	Frequency	Percentage
Valid Data	1	8,3
Teacher does not to pay attention; besides she shows weakness herself.	1	8,3
A student plays the role of a teacher in the group and the others repeat.	1	8,3
Drillings and paraphrasing take place.	2	16,7
Teachers echo for students to realize how to pronounce the words.	2	16,7

No opportunity to see if teachers respond to this.		3	25,0
Very concerned; besides students need to work on it.		2	16,7
Teacher shows concern, but some words are left behind without correction.		1	8,3
Total		12	100,0

There are seven groups of comments: 8,3 % of reports affirm the teacher does no pay attention to pronunciation; besides, she shows weakness herself; 8,3 % of them state a student plays the role of a teacher in the groups and the others repeat; 16,7 % of reports assure that drilling and paraphrasing take place; 16,7 of them affirm that teachers echo for students to realize how to pronounce the words; 25,0 % of them report there is no opportunity to see whether teachers respond to it; 16,7 % of reports affirm that teachers are very concern about it; besides, students need to work on it and 8,3 % of them assure that the teacher shows concern, but some words are left behind without correction. It can be seen that there is no clear information, but there is some information on how teachers correct.
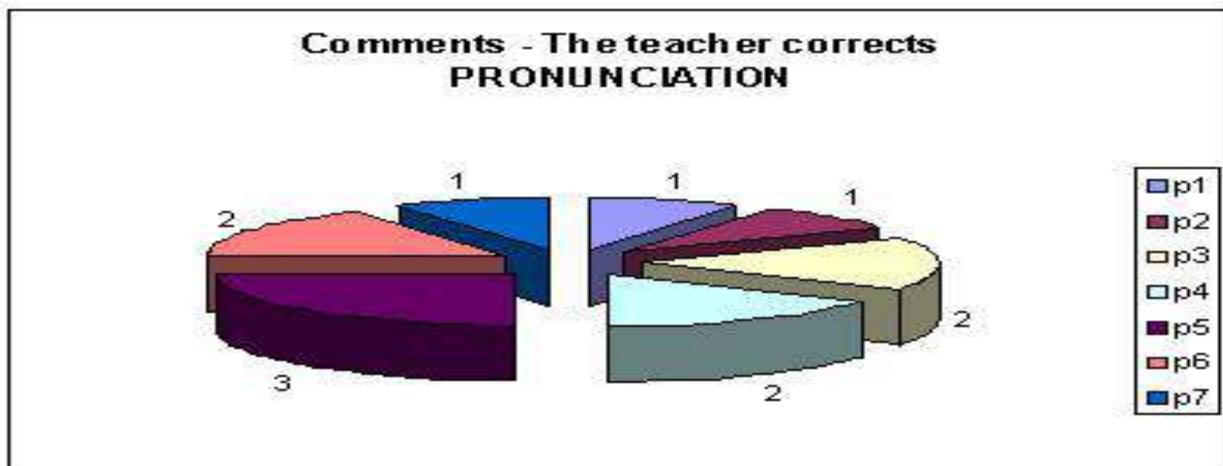
6. The TYPES OF MISTAKES the teacher is concerned about:

Valid Data		Frequency	Percentage
	a) Global mistakes	4	33,3

b) Local mistakes	0	0
c) Both a and b	7	58,3
d) Mistakes at random	1	8,3
Total	12	100,0

Question six is to determine what kinds of mistakes teachers are likely to correct. None of the reports express that teachers only correct local mistakes; 33,3 % of them express teachers correct global mistakes; 58,3 % of them affirm teachers correct both local and global mistakes and 8,3 % of them assure teachers correct mistakes at random. It can be seen that teachers are likely to correct both local and global mistakes.

The TYPES OF MISTAKES the teacher is concerned about:
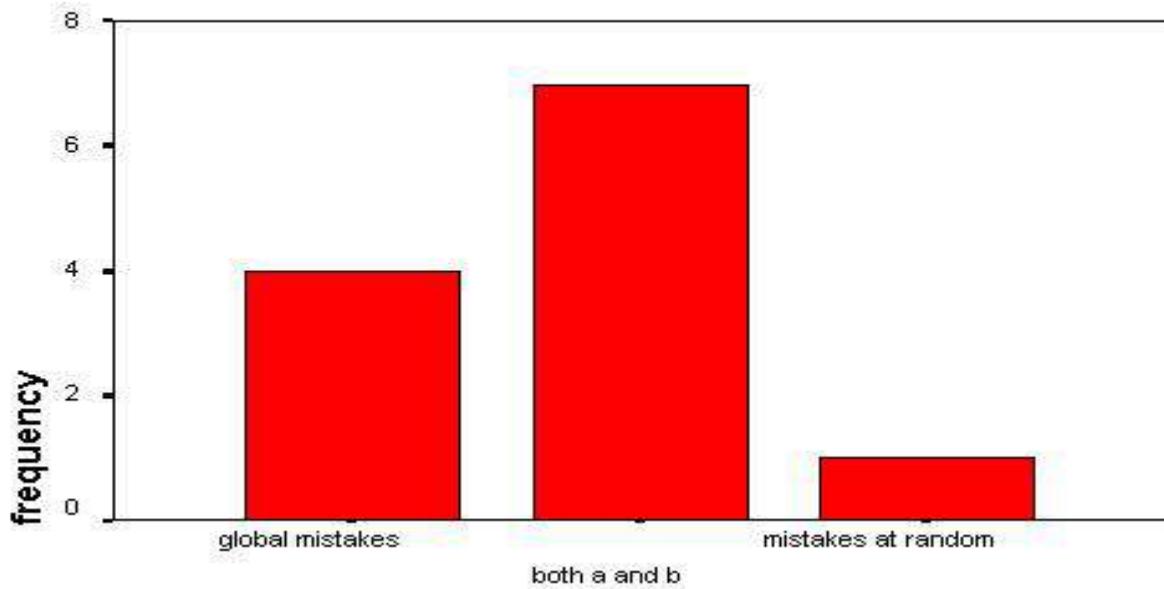
Comments:

	Frequency	Percentage
Valid Data	1	8,3
Teacher deals with every single mistake.	1	8,3

Teachers show concern according to students' need at the moment.		6	50,0
They don't discriminate between global and local mistakes; instead They seem to focus on the ones most of students make.		2	16,7
Teachers refer to the whole sentences and ask what is wrong. Students are to identify mistakes.		3	25,0
Total		12	100,0

There are four groups of comments: 8, 3 % of reports state that the teacher deals with every single mistake; 50, 0 % of them suggest teachers react to students' needs at the moment; 16, 7 % of them affirm teachers do not discriminate between local and global mistakes; instead they focus on the ones most of students make and 25, 0 % of them report that teachers refer to the whole sentences and ask what is wrong; students are to identify mistakes. It can be seen that teachers correct mistakes according to students' needs.
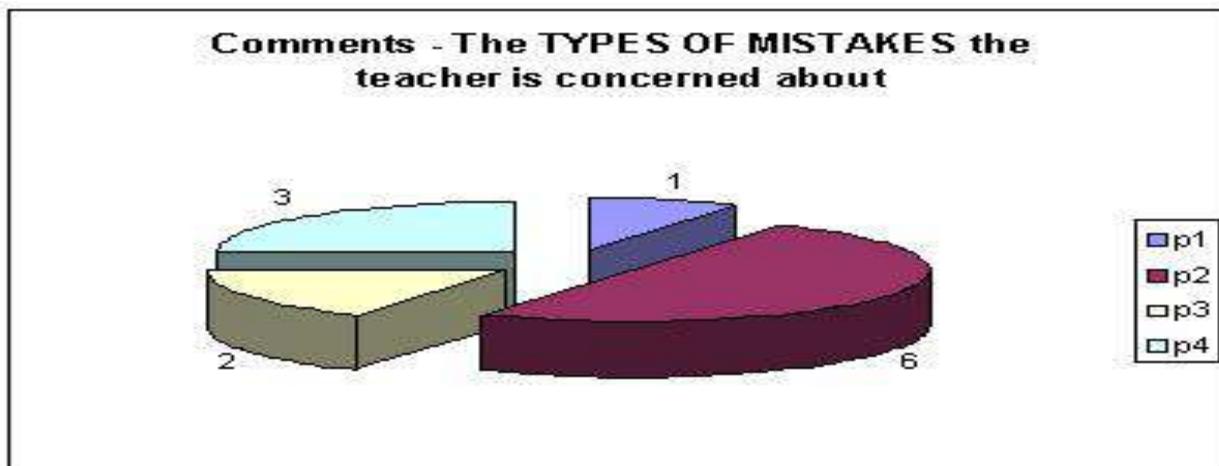
7. When correcting VOCABULARY gaps, the teacher uses:

Valid Data		Frequency	Percentage
	Connotation, synonymy and antonymy	0	0
	Two of the above	0	0
	One of the above	0	0

words in context	5	41,7
Data is not observed	7	58,3
Total	12	100,0

Question seven is to determine whether teachers use connotation, synonymy and antonymy when correcting students' speaking in the classroom. 58,3 % of reports affirm the use of the above is not seen in the classroom and 41,7 % of them suggest teachers correct vocabulary gaps by using context. It can be understood that the phenomenon is not perceived in the classroom.

When correcting VOCABULARY gaps, the teacher uses:
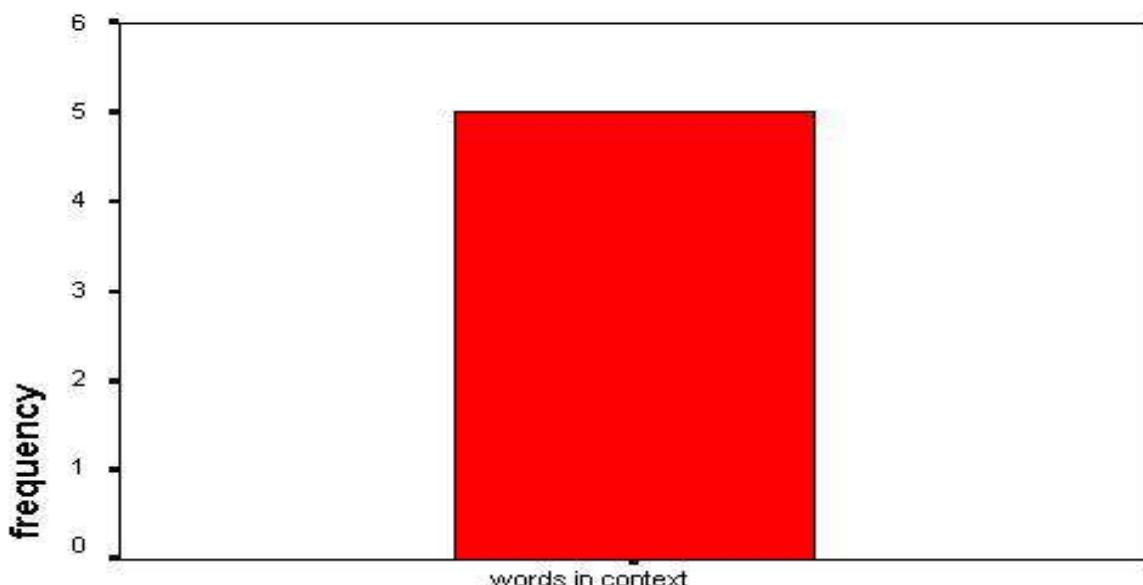
Comments:

	Frequency	Percentage
Valid Data	1	8,3
Unfortunately no clear situations to observe how teachers deal with vocabulary.	7	58,3
Teacher provides new sentences orally and writes them on the board.	3	25,0
Teacher asks them to use dictionary.	1	8,3
No relevant comment.	1	8,3

Total		12	100,0

There are four groups of comments: 58, 3 % of reports inform that there are no clear situations to observe how teachers deal with vocabulary; 25, 0 % of them inform that teachers provides new sentences orally and writes them on the board; 8, 3 % of them assure that the teacher asks students to use dictionary and 8, 3 of them state there is no relevant comment. It can be observed that there are no clear situations to determine how teachers deal with vocabulary gaps in the classroom.

Comments - When correcting VOCABULARY gaps, the teacher uses
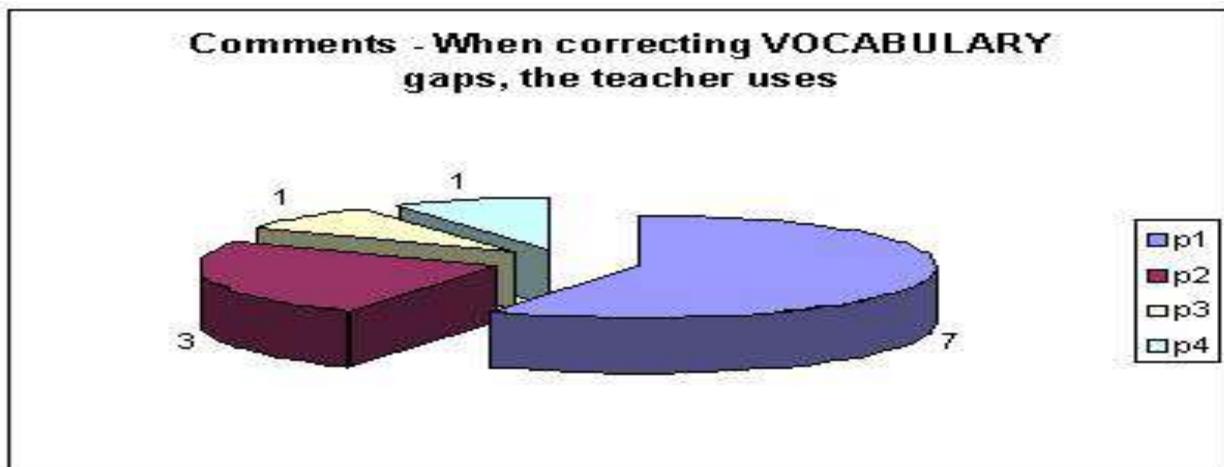
3.9.5. STUDENTS' SPOKEN PERFORMANCE
RATER (FIRST TIME)

OPT.	FLUENCY		ACCURACY		PRONUNCIATION		TYPE OF MISTAKES		Vocabulary	
	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.
A	2	13,3	0	0,0	6	40,0	3	20,0	0	0,0
B	9	60,0	12	80,0	8	53,3	6	40,0	0	0,0
C	3	20,0	3	20,0	1	6,7	4	26,7	3	20,0
D	1	6,7	0	0,0	0	0,0	2	13,3	12	80,0
E	0	0,0	0	0,0	0	0,0	15		15	
	15		15		15					
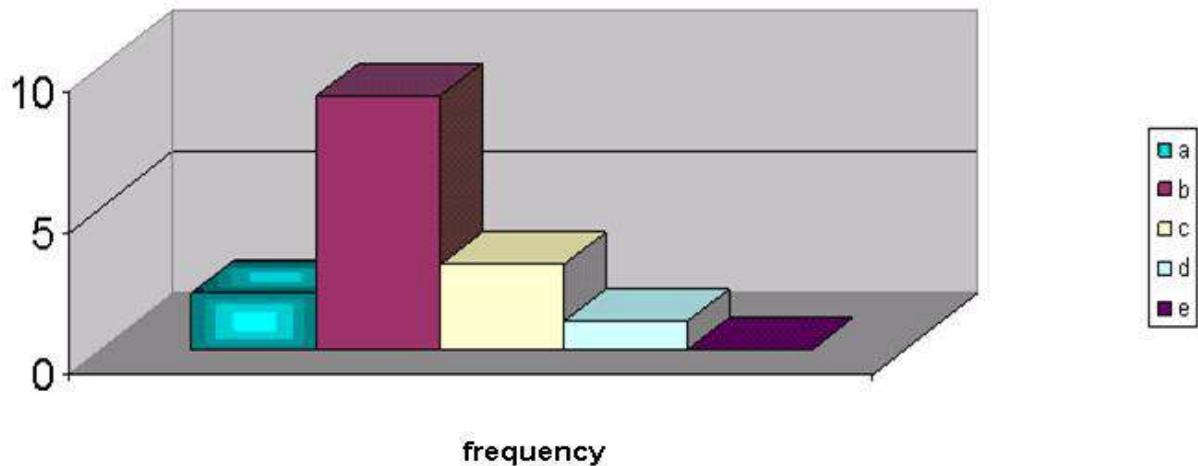
FLUENCY

Fluency is described by the first time rater's assessment as follows: 13,3 % of students' performance is always fluent; 60,0 % of it is often fluent; 20,0 % of it is sometimes fluent and 6,7 % of it is seldom fluent. It can be observed that 60,0 % of students' performance is often fluent.

ACCURACY
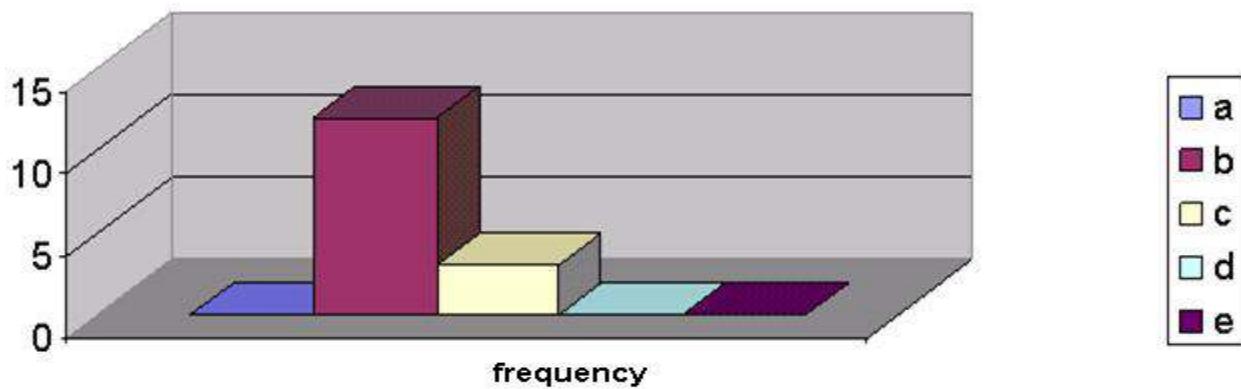
Accuracy is described by the first time rater's assessment as follows: 80,0 % of students' performance is often accurate and 20,0 % of it is sometimes accurate. It can be observed that 80,0 % of students' performance is often accurate.

PRONUNCIATION
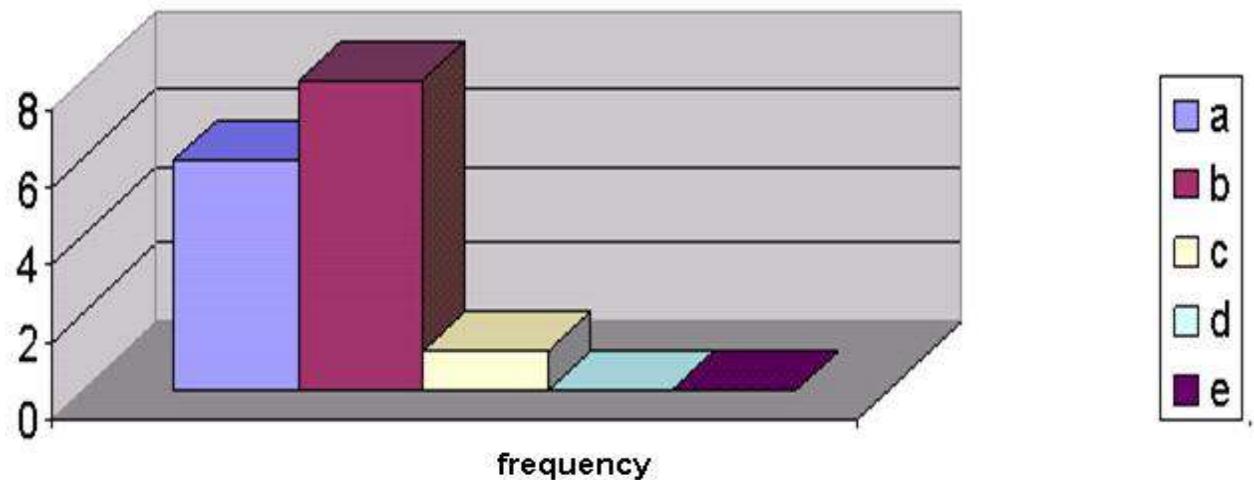
Pronunciation is described by the first time rater's assessment as follows: 40,0 % of students' performance always shows correct pronunciation; 53,3 % of it often shows correct pronunciation and 6,7 % of it sometimes shows correct pronunciation. It can be seen that students' performance often shows correct pronunciation.
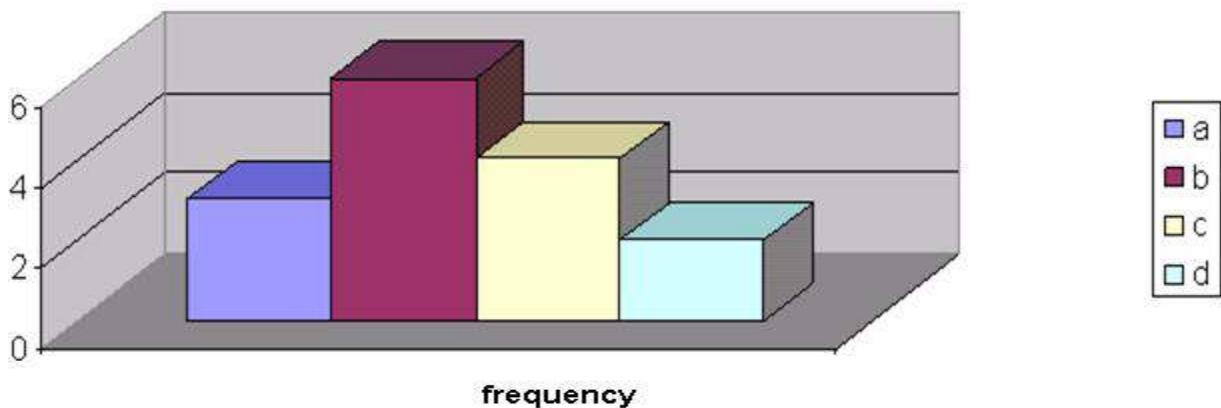
TYPE OF MISTAKES

Type of mistakes students make is described by the first time rater's assessment as follows: 20,0 % of students' performance shows that students make global mistakes, but not systematic; 40,0 % of it shows that students make local mistakes, but not systematic; 26,7 % of it shows that students make both local and global mistakes and 13,3 % of it shows that students make systematic mistakes. It can be observed that students tend to make more local mistakes than global ones.

VOCABULARY
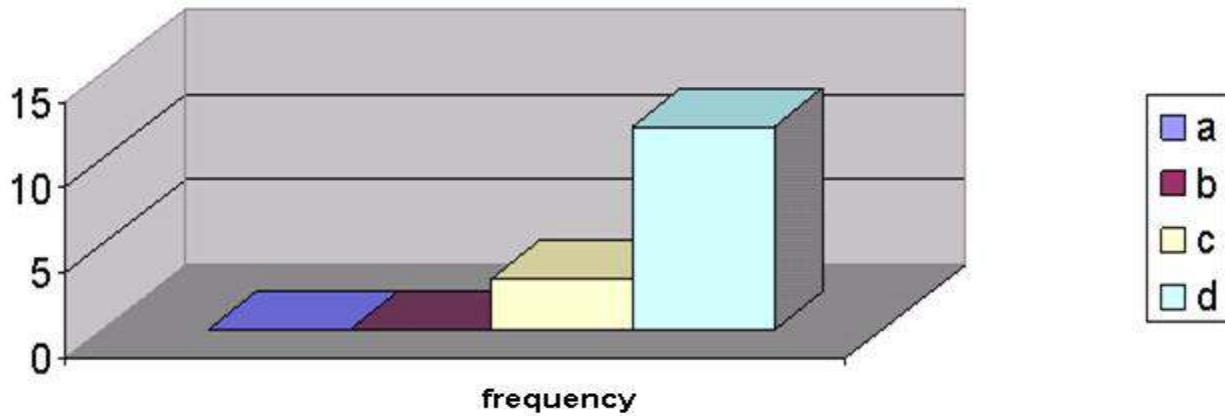
The features students show when performing is described the first time rater's assessment as follows: there is a 80,0 % of students' performance shows no sign of connotation, synonymy and antonymy use at the time when students are performing; 20,0 % of students' performance shows that students use one of the features above; these might be connotation, synonymy or antonymy, but only one of them. It can be assumed that students do not use the features above when performing.

3.9.6. STUDENTS' SPOKEN PERFORMANCE
RATER (SECOND TIME)

OPT.	FLUENCY		ACCURACY		PRONUNCIATION		TYPE OF MISTAKES		VOCABULARY	
	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.
a	1	6,7	0	0,0	4	26,7	4	26,7	0	0,0
b	8	53,3	10	66,7	10	66,7	5	33,3	0	0,0
c	4	26,7	5	33,3	1	6,7	3	20,0	5	33,3
d	2	13,3	0	0,0	0	0,0	3	20,0	10	66,7
e	0	0,0	0	0,0	0	0,0	15		15	
	15		15		15					
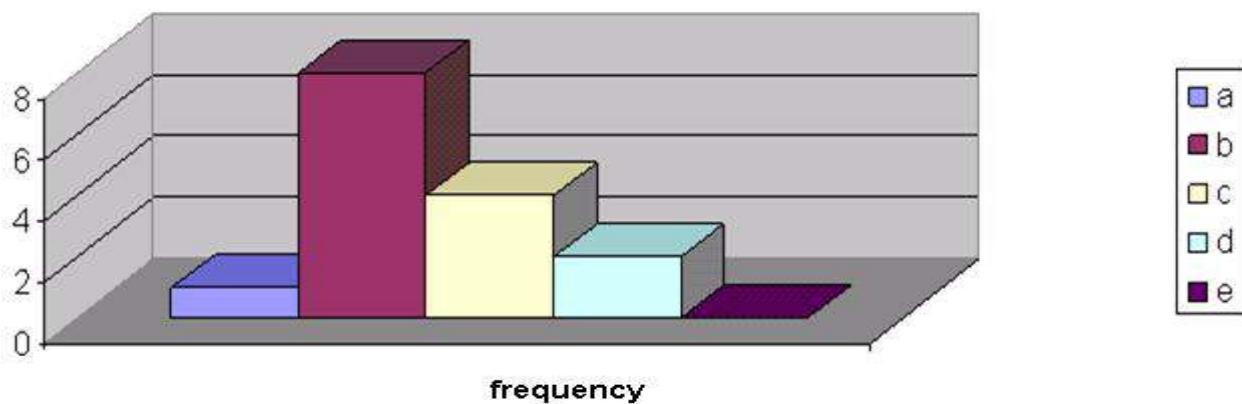
FLUENCY

Fluency is described by the second time rater's assessment as follows: 6,7 % of students' performance is always fluent; 53,3 % of it is often fluent; 26,7 % of it is sometimes fluent and 13,3 % of it is seldom fluent. It can be observed that 53,3 % of students' performance shows that students are often fluent.

ACCURACY
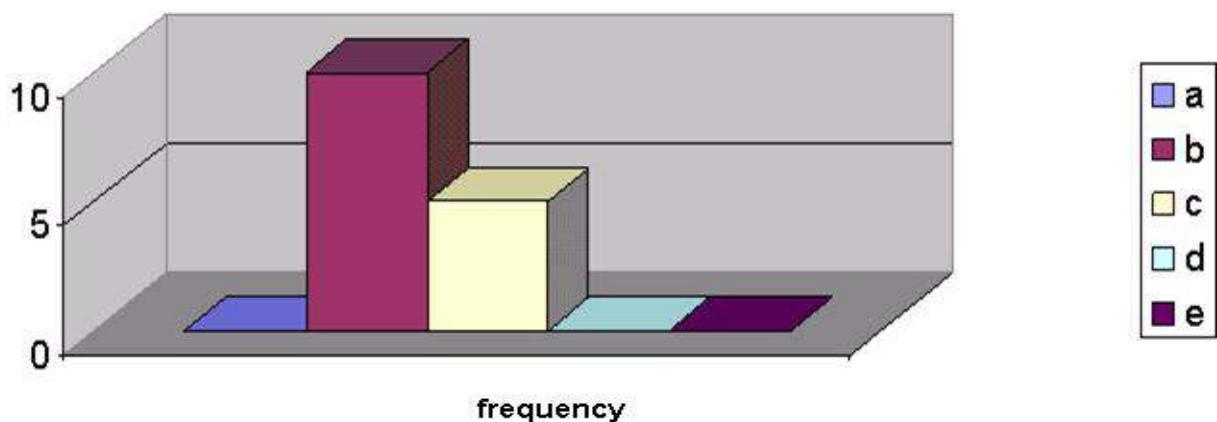
Accuracy is described by the second time rater's assessment as follows: 66,7 % of students' performance is often accurate and 33,7 % of it is sometimes accurate. It is observed that 66,7 % of students' performance shows that students are often accurate.
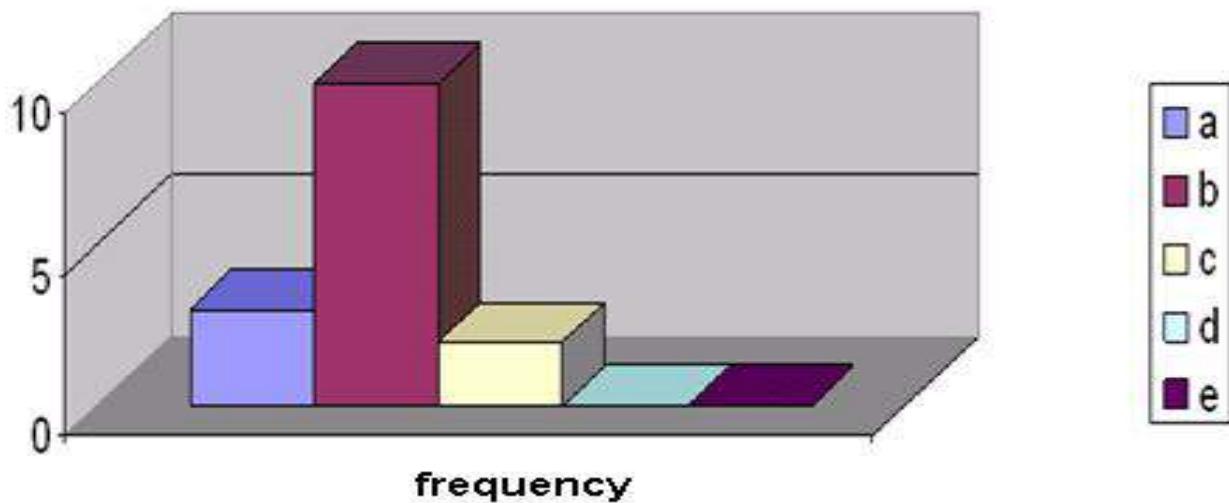
PRONUNCIATION

Pronunciation is described by the second time rater's assessment as follows: 26,7 % of students' performance reports that students always show correct pronunciation; 66,7 % of it reports that students often show correct pronunciation and 6,7 % of it informs that students sometimes show correct pronunciation. It can be said that 66,7 % of students' performance reports that students often show correct pronunciation
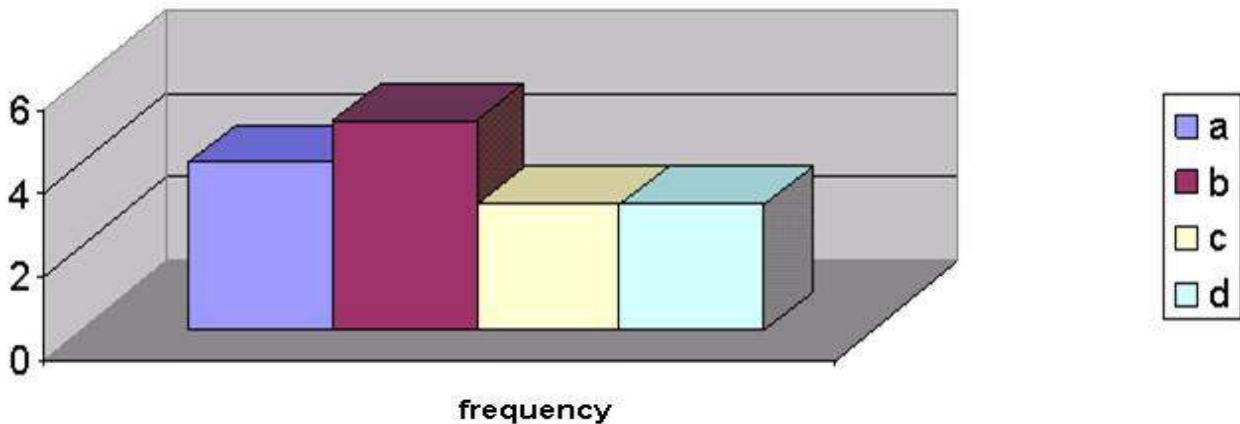
TYPE OF MISTAKES

Type of mistakes students make when speaking is described by the second time rater's assessment as follows: 26,7 % of students' performance shows that students make global mistakes, but not systematic; 33,3 % of it reports that students make local mistakes, but not systematic; 20,0 % of it reports that students make both global and local mistakes, but not

systematic and 20,0 % of it reports that students make systematic mistakes. It can be observed that students make mistakes of all types.
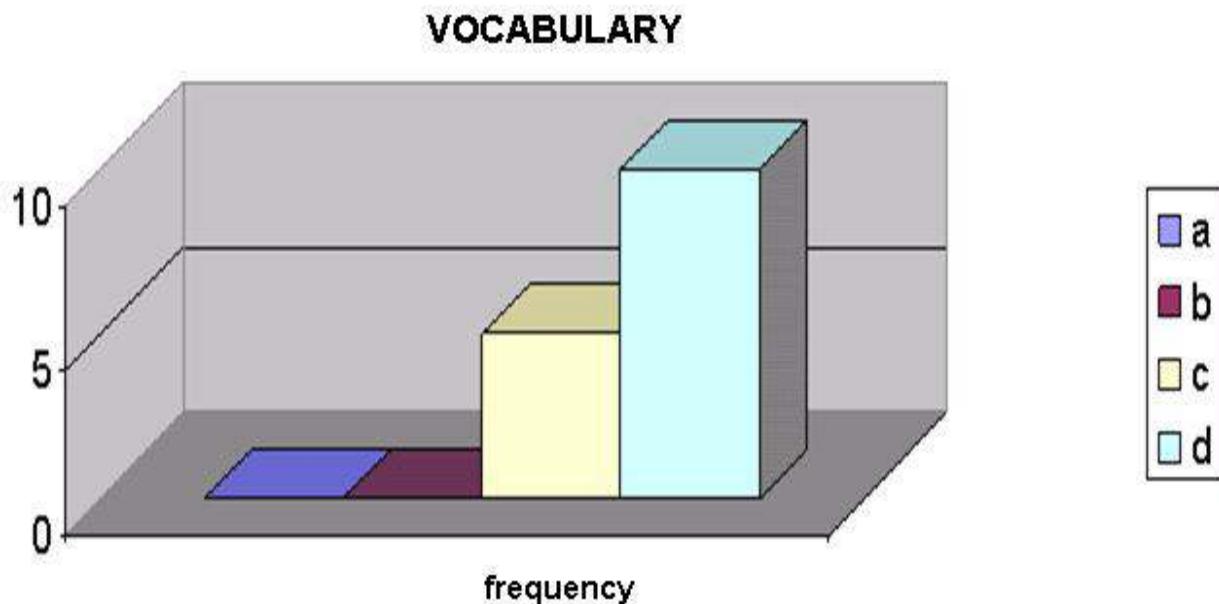
VOCABULARY

frequency

Vocabulary is described by the second time rater's assessment as follows: 66,7 % of students' performance show that students do not use connotation, synonymy and antonymy; 33,3 % of students' performance shows that students use one of the features above; these might be synonymy, antonymy or connotation, but only one of them. It can be said that students tend not to use the features above when speaking.

3.9.7. STUDENTS' SPOKEN PERFORMANCE
INTER RATER (FIRST TIME)

OPT.	FLUENCY		ACCURACY		PRONUNCIATION		TYPE OF MISTAKES		VOCABULARY	
	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.
A	0	0,0	0	0,0	0	0,0	3	20,0	0	0,0
B	3	20,0	7	46,7	8	53,3	6	40,0	0	0,0
C	7	46,7	6	40,0	7	46,7	2	13,3	3	20,0
D	5	33,3	2	13,3	0	0,0	4	26,7	12	80,0
E	0	0,0	0	0,0	0	0,0	15		15	
	15		15		15					
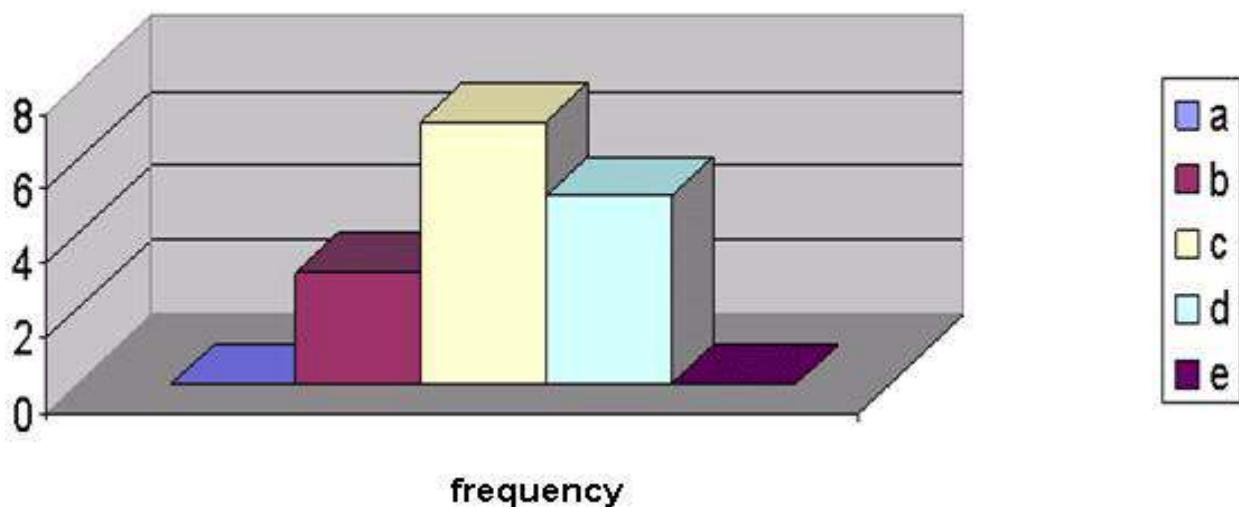
FLUENCY

frequency

Fluency is described by the first time inter rater's assessment as follows: 20,0 % of students' performance shows that students are often fluent; 46,7 % of it reports that students are sometimes fluent; 33,3 % of it reports that students are seldom fluent. It can be seen that 46,7 %of students' performance shows that students are fluent when speaking.

ACCURACY
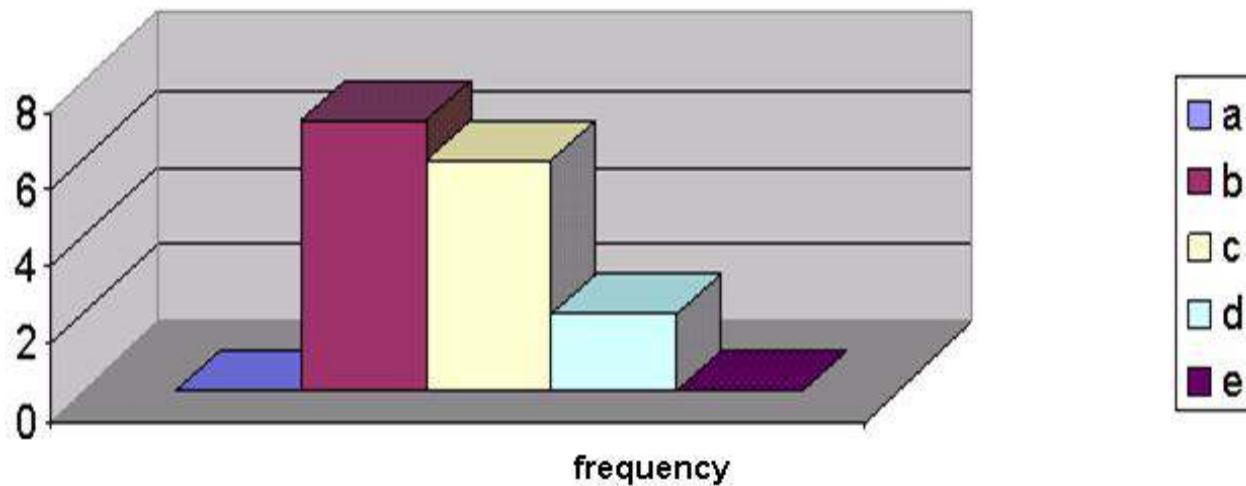
frequency

Accuracy is described by the first time inter rater's assessment as follows: 46,7 % of students' performance shows that students are often accurate; 40,0 % of it reports that students are sometimes accurate and 13,3 % of it reports that students are seldom accurate. It is observed that 46,7 % of students' performance show that students are often accurate.
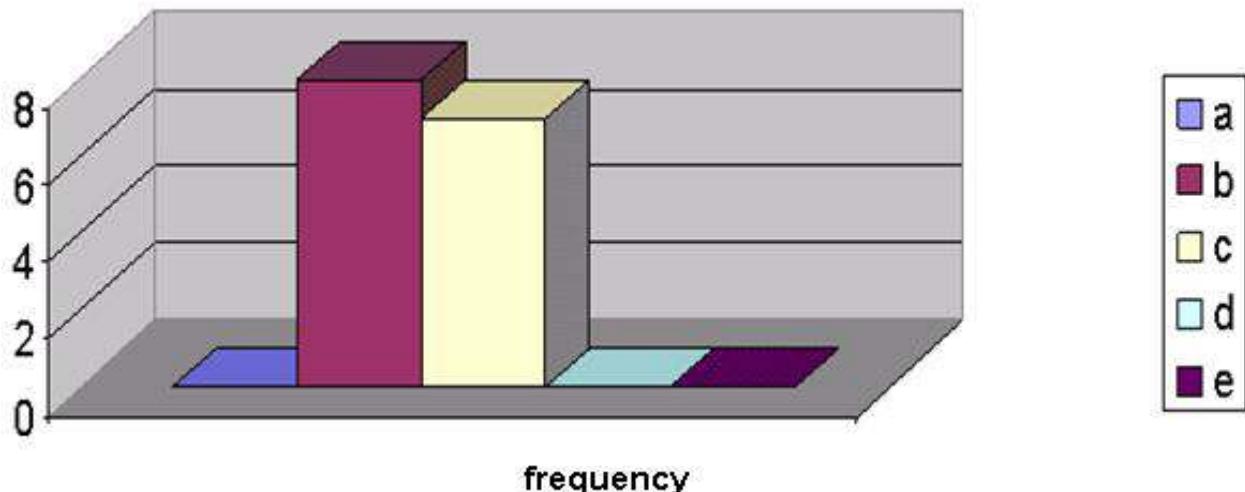
PRONUNCIATION

Pronunciation is described by the first time inter rater's assessment as follows: 53,3 % of students' performance reports that students often show correct pronunciation and 46,7 % of it reports that students sometimes show correct pronunciation. It can be seen that students often show correct pronunciation.
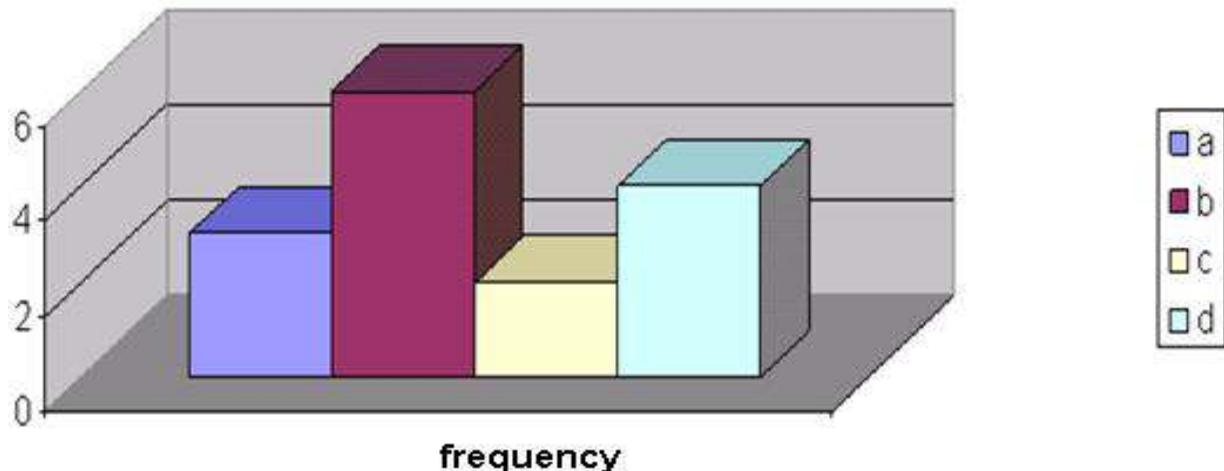
TYPE OF MISTAKES

Type of mistakes students make is described by the first time inter rater's assessment as follows: 20,0 % of students' performance report that students make global mistakes, but not systematic, 40,0 % of it reports that students make local mistakes, but not systematic; 13,3 % of it reports that student make both global and local mistakes, but not

systematic and 26,7 % of it reports that students make systematic mistakes. It can be understood that there is a trend for students to make all sorts of mistakes.
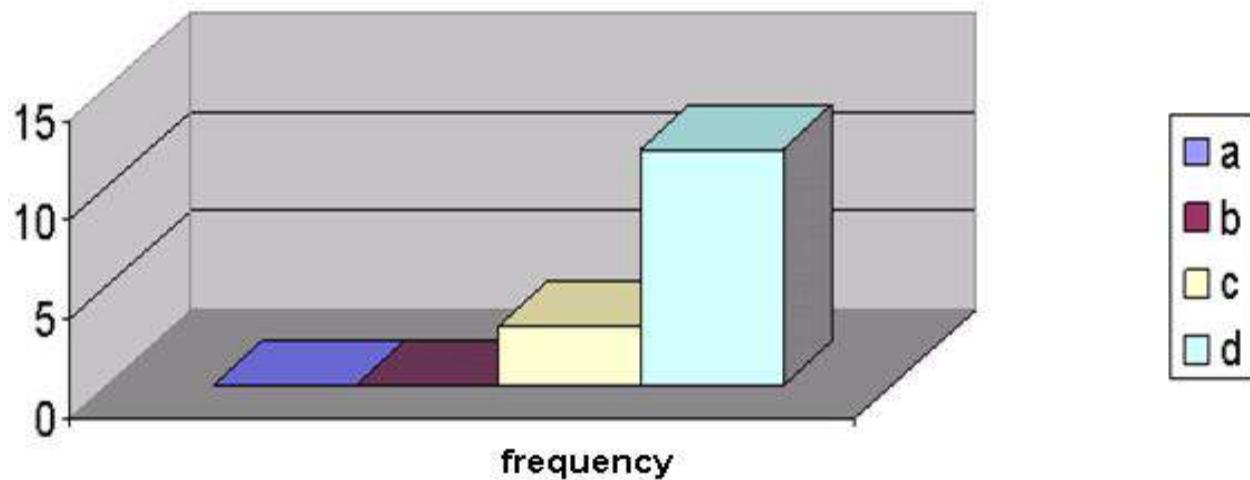
Vocabulary

Vocabulary is described by the first time inter rater's assessment as follows: 80,0 % of students' performance shows that students do not use connotation, synonymy and antonymy when speaking and 20,0 % of it reports that students use connotation, synonymy or antonymy, but only one of the features above. It can be understood that students do not use the features above mentioned when speaking.

3.9.8. STUDENTS' SPOKEN PERFORMANCE
INTER RATER (SECOND TIME)

OPT.	FLUENCY		ACCURACY		PRONUNCIATION		TYPE OF MISTAKES		VOCABULARY	
	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.	FREQ.	PERC.
A	0	0,0	2	13,3	3	20,0	3	20,0	0	0,0
b	10	66,7	9	60,0	10	66,7	5	33,3	0	0,0
c	5	33,3	4	26,7	2	13,3	4	26,7	2	13,3
d	0	0,0	0	0,0	0	0,0	3	20,0	13	86,7
e	0	0,0	0	0,0	0	0,0	15		15	
	15		15		15					
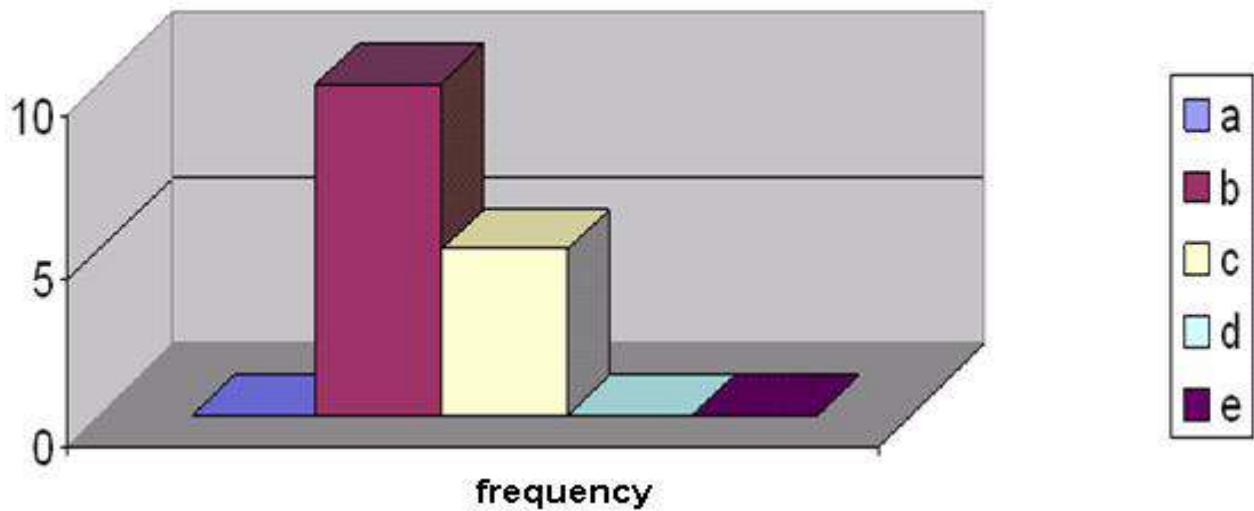
FLUENCY

Fluency is described by the second time inter rater's assessment as follows: 66,7 % of students' performance shows that students are often fluent when speaking and 33,3 % of it reports that students are sometimes fluent. It can be understood that students are often fluent when performing.

ACCURACY
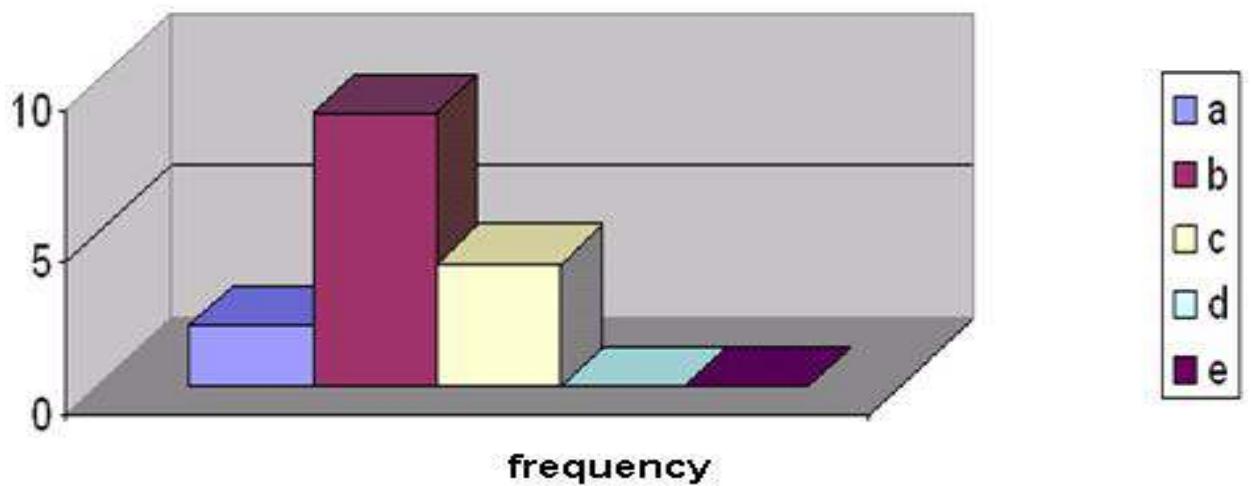
Accuracy is described by the second time inter rater's assessment as follows: 13,3 % of students' performance reports that students are always accurate; 60,0 % of it shows that students are often accurate and 26,7 % of it reports that students are sometimes accurate. It is observed that students are often accurate.
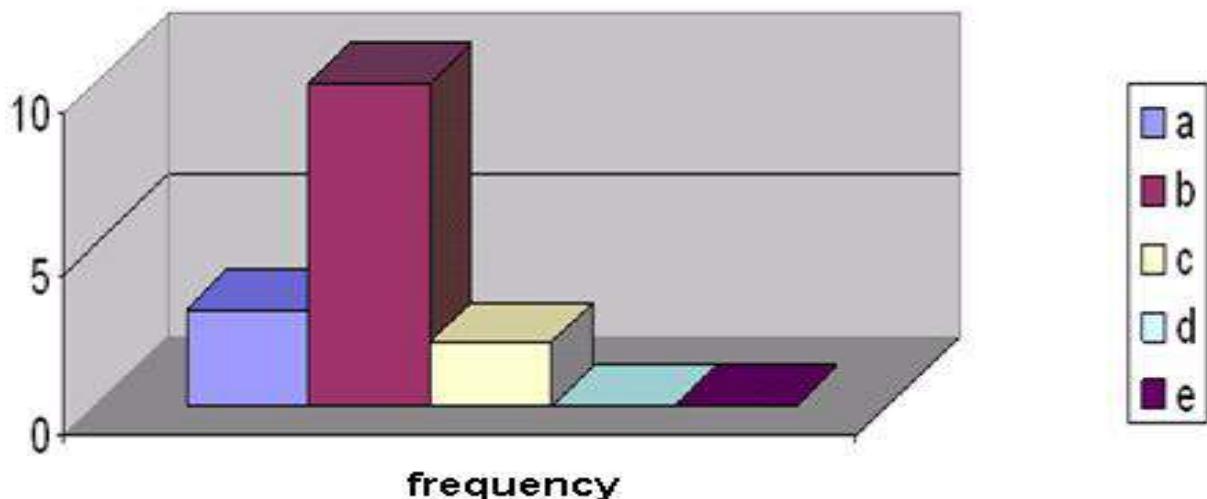
PRONUNCIATION

Pronunciation is described by the second time inter rater's assessment as follows: 20,0 % of students' performance reports that students always show correct pronunciation; 66,7 % of it states that students often show correct pronunciation and 13,3 % of it states that students sometimes show correct pronunciation. It ca be read that students often show correct pronunciation.
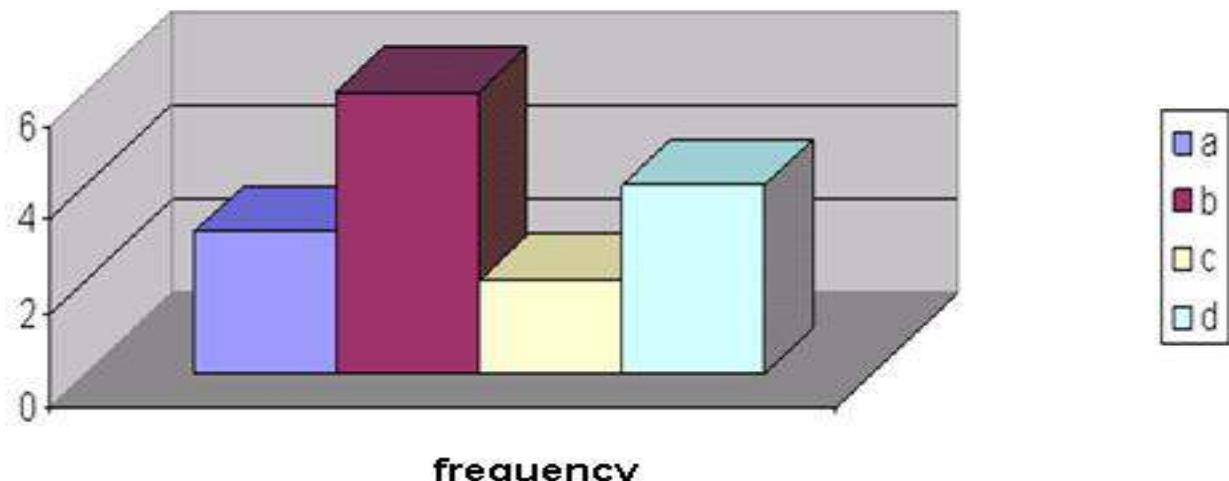
TYPE OF MISTAKES

Type of mistakes students make is described by the second time inter rater's assessment as follows: 20,0 % of students' performance reports that students make global mistakes, but not systematic; 33,3 % of it states that students make local mistakes, but not systematic; 26,7 % of it reports that students make both global and local mistakes, but not

systematic and 20,0 % of it reports that students make systematic mistakes. It can be read that students tend to make different sorts of mistakes.
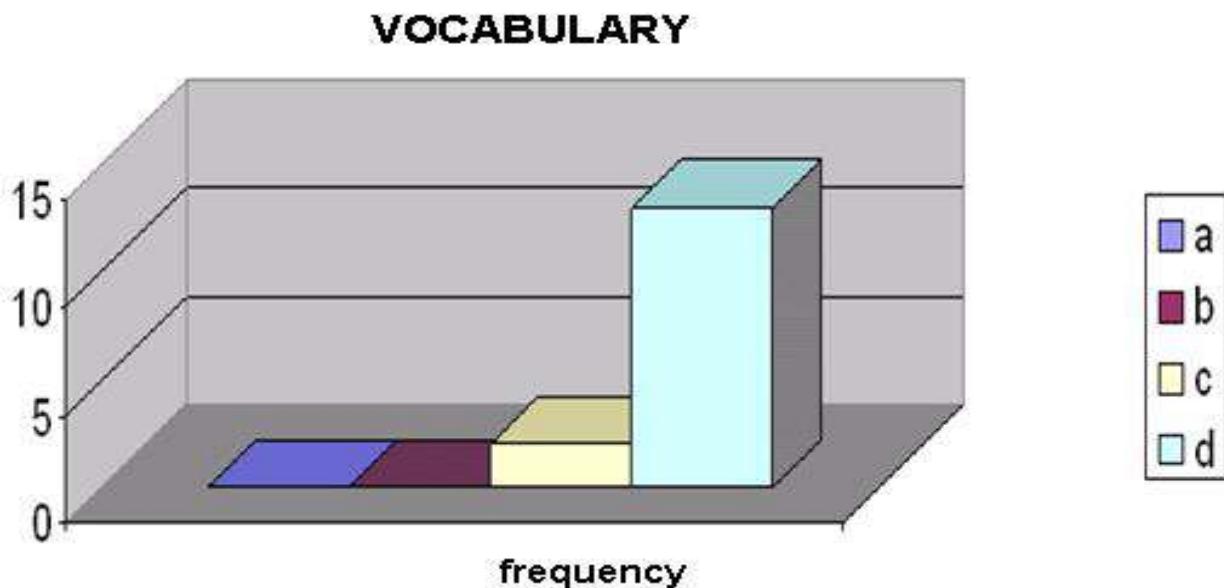
VOCABULARY

Vocabulary is described by the second time inter rater's assessment as follows: 86,7 % of students' performance reports that students do not use connotation, synonymy and antonymy and 13,3 % of it states that students use synonymy, antonymy or connotation, but only one of them. It can be read that students do not use the features above mentioned when performing.

3.10. DATA INTERPRETATION THROUGH INDICATORS

As it can be seen, there are four percentages for each option in each indicator. Each option derives from a different source of information. Out of these, two percentages are either the same or similar. These percentages are the ones to be representative for each indicator. In other words, the option that shows similarity in percentages is most coherent. Therefore, such an option is interpreted in every indicator. This criterion corresponds to one of the principles in data triangulation.

3.10.1. TEACHERS' ERROR CORRECTION

This variable is expressed in six indicators through seven questions. The indicators are fluency, accuracy, teachers' attitude towards the affective filter, pronunciation, type of mistakes, and vocabulary. There are four sources of information; these are students,

teachers, academic supervisors and trouble shooters as well as direct observation. These sources are triangulated; they are compared and the most coherent percentages are considered to describe each indicator.

Students= SS.

Teachers= T.

Academic Supervisors and Trouble Shooters= A.S.T.S.

Observation= OB.

Options= OP.

For indicators one, two, three, and four letters a, b, c, d, and e represent different frequencies.

Always = a   Often = b   Sometimes = c   Seldom = d   Never = e

For indicators five and six, in a, b, c, and d different type of mistakes and lexicon features are shown in each description.

3.10.1.1. FLUENCY

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	6	18,8	12	100	0	0
B	17	9,8	0	0	0	0	5	41,7
C	57	32,8	8	25	0	0	6	50
D	**100**	**57,5**	**18**	**56,6**	0	0	1	8,3
E	0	0	0	0	0	0	0	0
TOTAL	174	100%	32	100%	12	100%	12	100%

Based on the percentages we see, first we should state both students' and teachers have chosen the option "d" as the most representative regarding fluency. There is a bit more than 55% agreement. They both believe that conversations and discussions in the classroom are seldom interrupted. Therefore, teachers prompt fluency in the classroom. This information is related to one of the specific objectives.

Specific Objective: To describe students' level of fluency in Students' Spoken Performance.

It can be understood that teachers prompt fluency in the classroom as they seldom interrupt students when conversations and discussions are taking place. The CBA students are given opportunities to develop fluency. Thus, there is a possibility for students to express their thoughts freely without the teachers' interruption. Teachers agree on that they would like to provide further practice on this. Nevertheless, they are limited as there are other priorities such as booklet and workbook. Two sources of information that is academic supervisors and trouble shooters on one hand and direct observation on the other go along that teachers let students speak freely in a specific part of the book (your turn section). Besides, they create situations so that students expand. It can be observed that teachers regard fluency as an important element in the teaching-learning process.

3.10.1.2. ACCURACY (PARALINGUISTICS)

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	4	12,5	0	0	0	0
B	78	44,8	0	0	1	8,3	0	0
C	66	37,9	**20**	**62,5**	**8**	**66,7**	2	16,7
D	30	17,2	8	25	3	25	9	75
E	0	0	0	0	0	0	1	8,3
TOTAL	174	100%	32	100%	12	100%	12	100%

Regarding paralinguistics use, teachers and academic supervisors as well as trouble shooters have chosen the option "c" as the most representative answer. There is more than 60% agreement. It can be said that sometimes teachers use non verbal communication in order to correct or to signal students in the classroom that what has been uttered is beyond the norm. As a result, it needs repairing. This information is related to one of the specific objectives.

Specific Objective: To specify level of accuracy in Students' Spoken Performance.

Since teachers sometimes use paralinguistics in the classroom in order to call students' attention when something is wrong, it can be understood that there is concern on the teachers' part as for accuracy, so they sometimes prompt accuracy through non verbal communication which is a technique in the error correction process. Through reasons given, it can be understood that this also has to do with the characteristics of the groups and the teachers' personality. Most of teachers say they are aware of the use of it. On the other hand, through direct observation, supervisors and trouble shooters there is coherent agreement as for comments. Thus, it can be read that there is not a total agreement as for paralinguistics use in the classroom as it can be seen in the percentage table; however, most of teachers are aware of it and as a consequence of the two factors that might imply the use of it, the most coherent choice is that teachers sometimes make use of paralinguistics.

3.10.1.3. ACCURACY (OTHER WAYS)

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	4	12,5	0	0	2	16,7
B	**100**	**57,5**	**20**	**62,5**	3	25	5	41,7
C	49	28,2	8	25	6	50	5	41,7
	10	5,7	0	0	3	25	0	0

D							
E	15	8,6	0	0	0	0	0	0
TOTAL	174	100%	32	100%	12	100%	12	100%

Based on the data obtained, it can be seen that not only among students, but also among teachers there is a close agreement. They have both chosen the option "b" as the most representative. There is a more that 55% agreement. It was stated that there is sometimes paralinguistics use in the classroom on the teachers' part in order to prompt accuracy and regarding accuracy as well it can be said this confirms the concern teachers have about it. Teachers often show interest in students' utterances as for accuracy. Teachers' error correction often takes place at the moment of developing accuracy. This information is related to the same objective above.

Specific Objective: To describe which strategies in Error Correction favor better production.

Teachers often show concern about the CBA students' output. This fact is not directly related to the specific objective. However, this phenomenon occurs in the classroom; this, in turn, guides the teaching methodology at the CBA from which students are part of. Through the reasons and comments obtained, it can be read that teachers use paraphrasing, drillings, paralinguistics, the use of cards, the board as a source of correct information and repetition by means of self correction, peer correction and teacher centered activities. This information is related to one of the obove specific objective.

It can also be understood that teachers are likely to use determined strategies and as a result, students most of the time respond to them as they are already acquainted with them.

3.10.1.4. TEACHERS' ATTITUDE TOWARDS AFFECTIVE FILTER

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	**20**	**62,5**	3	25	**8**	**66,7**
B	91	52,3	10	31,3	8	66,7	3	25

C	46	26,4	2	6,3	0	0	1	8,3
D	25	14,4	0	0	1	8,3	0	0
E	12	6,9	0	0	0	0	0	0
TOTAL	174	100%	32	100%	12	100%	12	100%

As for teachers' attitude towards the affective filter, teachers and the observer show congruence. They have chosen the option "a" as the most representative tendency. There is a more than 60 % agreement, so it can be understood that teachers are always concerned about the teaching atmosphere in the classroom. For the Centro Boliviano Americano teachers, it is important that students feel at ease when error correction takes place in the classroom. As a result, when correcting, the CBA teachers do it provided that students' affective filter is low.

As it should be understood that teachers are always careful not to hurt students' feelings when correcting in the classroom, teachers make students feel at ease when producing the language. This fact can have a positive outcome in Students' Spoken Performance. As stated before. This data does not pretend to provide evidence to prove the proposed hypothesis. Nonetheless, it gives guidance to either deepen the study or replicate it so that it gains more validity in terms of generalization. Through the comments obtained from the questionnaires, it can be read that there is total congruence among the sources that teachers are aware of the positive effects on students. This, in turn, gives feedback on whether teachers use the same principle as for the affective filter in the classroom which is part of Teachers' Error Correction.

3.10.1.5. PRONUNCIATION

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	3	9,4	0	0	0	0
B	0	0	10	31,3	4	33,3	2	16,7
C	70	40,2	19	59,4	**6**	**50**	**6**	**50**
	63	36,2	0	0	2	16,7	4	33,3

D								
E	40	23	0	0	0	0	0	0
No answer	1	1%	32	100%	12	100%	12	100%
TOTAL	174	100%						

By comparing percentages, it can be seen that there is a 50 % agreement not only among academic supervisors and trouble shooters, but also among the class observations. Both sources of information go along with the option "c" as the most representative tendency in the classroom. Then, it can be said that teachers sometimes correct pronunciation, and some other times they do not do so. This can be understood from two different perspectives. Teachers only sometimes show concern about mistakes in pronunciation because it is not the main purpose of the activity. Whereas, they do so as they might be focusing on pronunciation. All in all this phenomenon has been observed in the classroom which offers enough hints to determine there is a concern on the teachers' part when correcting in the classroom. This data is also relevant since it is related to one of the objectives in the present paper.

Specific objective: To describe pronunciation in Students' Spoken Performance in terms of intelligibilty.

We understand that teachers sometimes correct pronunciation; this can enhance students' output or at best it can create some concern on the students' part to overcome this handicap if they ever have it. Based on comments and back ups, it can be read that correction in pronunciation has to do with the purpose of the activity. Furthermore, there are some students that need it more than others and this might be another reason for teachers to correct pronunciation only sometimes.

3.10.1.6. TYPES OF MISTAKES

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	8	25	2	16,7	4	33,3
B	39	22,4	4	12,5	1	8,3	0	0
C	**91**	**52,3**	20	62,5	9	75	**7**	**58,3**

D	0	0	0	0	0	0	1	8,3
TOTAL	174	100%	32	100%	12	100%	12	100%

By means of comparing it can be seen that students and the observer go along with the option "c" as the most representative type of mistakes teachers are likely to pay attention to since there is a bit more than 50 % agreement. Option "a" states that teachers correct global mistakes, option "b" states that teachers correct local mistakes; option "c" states that teachers correct both global and local mistakes, and the option "d" states that teachers correct mistakes without discrimination. In other words, teachers correct every mistake students make. From this it can be understood that teachers correct both global and local mistakes in the classroom. It is also important to mention that every source of information shows that everybody, except one individual, agrees that teachers never correct every single mistake in the classroom. It can be deduced that at the moment of correcting, there is always criterion to do so. CBA teachers are aware of error correction in speaking. This data is important as one of the specific objectives is related to it.

Specific Objective: To specify types of errors in Students' Spoken Performance at thetime of description.

Based on the data obtained it can be said that global and local mistakes are the ones teachers show concerned the most when dealing with error correction. Global and local interference is treated in spoken communication at the CBA. Based on the given comments, it can also be understood that teachers react to mistakes depending on students' needs; these could be global or local. Sometimes error correction is not emphasized since the group as a whole does not show weakness; other times, however, students or specific students need to be monitored closely.

3.10.1.7. VOCABULARY

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
A	0	0	0	0	0	0	0	0
B	0	0	6	18,8	1	8,3	5	41,7
	35	20,1	16	50	8	66,7	0	0

C								
D	**56**	**32,1**	**10**	**31,3**	3	25	0	0
No answers	**83**	**48%**	32	100%	12	100%	**D. not obsv.**	**58%**
TOTAL	174	100%					12	100%

From the table above, it can be perceived that there is a low percentage of agreement between students and teachers. On the other hand, there is a higher percentage in students and in the observer which indicate that the phenomenon is not observed or at best it could not be observed in the classroom.

Option "a" states that teachers correct vocabulary through the use of connotation, synonymy and antonymy; option "b" states that teachers use two of the above at the moment of correcting vocabulary; option "c" states that teachers use one of the above at the moment of dealing with vocabulary correction and the option "d" states that teachers help students by putting words in context.

From the option chosen, there is a weak inference int that teachers help students with vocabulary by means of creating context for new words only. This is information is not as clear as in other indicators ,but it could also be understood that synonymy, antonymy and connotation does not occur in the classroom at the time students produce the language and neither when teachers correct lexicon misuse. This information is closely related to a null hypothesis and a specific objective in the research.

Specific Objective: To find out repertoire when using lexicon in Students' Spoken Performance.

Regarding to the specific objective it can be said that the CBA students do not use synonyms, antonyms and connotation when performing the language at least in the classroom. They are expected to use daily common vocabulary to them. Thus, there is a lack of the features above mentioned in their repertoire when using lexicon to communicate.

This could also be due to the fact that speakers use language according to the context and how involved speakers are in exchange. Speaking with an acquaintance is not the same as speaking with a teacher or with somebody closer. What might happen is that speakers are so either involved o nervous that they start breaking rules in discourse.

3.10.2. STUDENTS' SPOKEN PERFORMANCE

According to this variable, there are five indicators: fluency, accuracy, pronunciation, types of mistakes, and vocabulary. There are four sources of information. They are rater's first description, rater's second description, inter raters' first description and inter rater's second description. These features are shown by CBA students when Students' Spoken Performance is described. Each of them is described below considering the process of triangulation that is to compare results among the four sources of information in order obtain data not only valid ,but also reliable.

Rater First Time = R. F. T.

Rater Second Time = R.S.T.

Inter Rater First Time = I.R.F.T.

Inter Rater Second Time = I.R.S.T.

Options = OP.

For indicators one, two, and three, letters a, b, c, d, and e represent different frequencies.

Always = a   Often = b   Sometimes = c   Seldom = d   Never = e

For indicators four and five, different type of mistakes and lexicon features are shown in each description

3.10.2. 1. FLUENCY

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
	2	13,3	1	6,6	0	0	0	0

A								
B	**9**	**60**	8	53,3	3	20	**10**	**66**
C	3	20	4	26,6	7	46,6	5	33,3
D	1	6,6	2	13,3	5	33,3	0	0
E	0	0	0	0	0	0	0	0
TOTAL	15	100%	15	100%	15	100%	15	100%

Based on the results obtained, we can see that the option "b" is most consistent, so what we can say is that the rater's first assessment in not exactly the same as the inter rater's second assessment, but they are similar in percentages. In fact, there is a difference of only one. They both agree that speakers are often fluent when interacting with others. As a result, the CBA students are often fluent when they graduate; they can communicate without interference in spoken communication.

These results give the answer to one of the specific objectives in present research.

Specific Objective: To describe level of fluency in Students' Spoken Performance.

As stated above, it can be understood that the CBA students can often communicate their ideas fluently in class discussions.

3.10.2. 2. ACCURACY

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
	0	0	0	0	0	0	2	13,3

A								
B	12	80	**10**	**66,6**	7	46,6	**9**	**60**
C	3	20	5	33,3	6	40	4	26,6
D	0	0	0	0	2	33,3	0	0
E	0	0	0	0	0	0	0	0
TOTAL	15	100%	15	100%	15	100%	15	100%

Regarding accuracy, results show that option "b" is the most coherent. The rater's second assessment and the inter rater's second assessment are not the same: However, they are similar. There is 60% of agreement which guides a certain interpretation. Then, it can be said that CBA students often speak English accurately when conversing and discussing over a topic at the moment of graduating. In other words the level of linguistic competence students at the CBA show is enough to communicate in an English environment without any linguistic competence interference. Moreover, this information is relevant as it has to do with one of our specific objectives.

Specific Objective: To specify level of accuracy in Students' Spoken Performance

Based on the obtained results, it can be understood that the CBA students reach a high level of accuracy when speaking. They can often speak accurately in class discussions at the moment of graduating.

3.10.2. 3. PRONUNCIATION

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
	6	40	4	26,6	0	0	3	20

A								
B	8	53,3	**10**	**66,6**	8	53,3	**10**	**66,6**
C	1	6,6	1	6,6	7	46,6	2	13,1
D	0	0	0	0	0	0	0	0
E	0	0	0	0	0	0	0	0
TOTAL	15	100%	15	100%	15	100%	15	100%

As for pronunciation, there is an agreement between the rater's second assessment and the inter rater's second assessment. There is a 60 % agreement which shows a certain tendency. They both have chosen the option "b" which is often. From these results it can be said that CBA students' pronunciation is often intelligible. It can also be said that while speaking, CBA students do not have interference because of mispronunciation most of the time. Speakers often speak clearly. As a result, they can communicate with others in conversations and discussions intelligibly enough at the moment of graduating. This information is also related to one of our specific objectives.

Specific Objective: To describe pronunciation in Students' Spoken Performance in terms of intelligibility.

As it was stated above, the CBA students often speak enough clearly in class discussions. In other words, they are able to be understood in an advanced English environment.

3.10.2. 4. TYPES OF MISTAKES

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%

A	**3**	**20**	4	26,6	**3**	**20**	3	20
B	**6**	**40**	5	33,3	**6**	**40**	5	33,3
C	4	26,6	3	20	2	13,3	4	26,6
D	2	13,3	3	20	4	26,6	3	20
TOTAL	15	100%	15	100%	15	100%	15	100%

The types of mistakes students make at the moment of being assessed are different. Option "a" states that speakers show global mistakes, but not systematic when speaking; option "b" states that speakers show local mistakes, but not systematic when speaking; option "c" states that speakers show both global and local mistakes, but not systematic and option "d" states that speakers show either global or local mistakes, but these are systematic.

Actually there is a 40% agreement when assessing this indicator. Nonetheless, percentage is below 50%. Raters may not have the same criteria to classify mistakes or there might be lack of experience on the rater's part. The rater's first assessment and the inter rater's first assessment agree in that they both have chosen the option "b" as the most representative type of mistakes students make. According to this, CBA learners make local mistakes mainly when speaking. Even though, there is not a high percentage agreement, both raters go along with in that speakers also make global mistakes as they have chosen the option "a" as well, so it can be said that the type of mistakes CBA students make can be either local or global.

This information is related to one of our specific objectives.

Specific Objective: To specify types of errors in Students' Spoken Performance at the time of the description.

According to the data obtained, there is not a clear description of types of mistakes students make as raters show a low percentage of agreement. However, they show that

students make local mistakes; isolated words within spoken discourse. This indicator is not clearly described due to the lack of reliability in terms of agreement between raters.

3.10.2. 5. VOCABULARY

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
A	0	0	0	0	0	0	0	0
B	0	0	0	0	0	0	0	0
C	3	20	5	33,3	3	20	2	13,3
D	**12**	**80**	10	66,6	**12**	**80**	13	86,6
TOTAL	15	100%	15	100%	15	100%	15	100%

As for vocabulary, there is 80% of agreement between the rater's first assessment and the inter rater's first assessment. They have chosen the option "d" as the most representative option students show at the moment of speaking. Option "a" states that speakers use connotation, synonymy and antonymy when speaking; option "b" states that speakers use two of the options above; option "c" states that speakers use one of them and option "d" states that none of the above is perceived when learners are speaking. As there is a high agreement between raters, it can be understood that CBA students do not use connotation, synonymy and antonymy when speaking. They lack a vocabulary repertoire when interacting in class discussions, yet this does not impede them to perform in an English environment for they are able to communicate their thoughts using common language repertoire. Furthermore, this fact gives us information about a specific objective we have proposed.

Specific Objective: To find out repertoire when using lexicon in Students' Spoken Performance.

Through the results, which by no means we want to state that it happens all the time at the CBA, it may suggest that there is a tendency for students not to use the features above mentioned when performing in class discussions. This can not be generalized as this is a case study which by nature does not allow doing so. Furthermore, this can also be due to other factors such as student discourse features which this study does not consider.

3.11. DATA RELATIONSHIP THROUGH INDICATORS

As every indicator has been described, what has to be done is to pair indicators from the variables to determine whether there is an association or not. This process takes place provided that the most coherent option in percentages for each indicator has been taken as the most representative. Furthermore, they have been proved to be reliable statistically as shown below.

TEACHERS' ERROR CORRECTION

3.11.1. FLUENCY

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Always	0	0	6	18,8	12	100	0	0
Often	17	9,8	0	0	0	0	5	41,7
Sometimos	57	32,8	8	25	0	0	6	50
Seldom	**100**	**57,5**	**18**	**56,6**	0	0	1	8,3
Never	0	0	0	0	0	0	0	0
TOTAL	174	100%	32	100%	12	100%	12	100%

STUDENTS' SPOKEN PERFORMANCE

FLUENCY

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
Always	2	13,3	1	6,6	0	0	0	0
Often	**9**	**60**	8	53,3	3	20	**10**	**66**
Sometimes	3	20	4	26,6	7	46,6	5	33,3
Seldom	1	6,6	2	13,3	5	33,3	0	0
Never	0	0	0	0	0	0	0	0

Fluency Teachers' Error Correction"	←——————→	Fluency " Students' Performance "
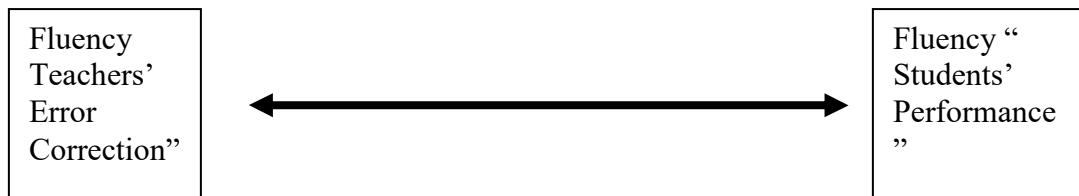
According to the above data, it can be observed that teachers seldom interrupt students when class discussions take place. At the same time it is observed that students often speak fluently. Qualitatively, there is a similarity which might mean to imply that learners' fluency is related to teachers' attitude towards fluency in the classroom. Those teachers that prompt fluency activities or do not stop students when they are performing orally help in the development of fluency in students.

<p align="center">TEACHERS' ERROR CORRECTION</p>

3.11.2. ACCURACY (PARALINGUISTICS)

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Always	0	0	4	12,5	0	0	0	0
Often	78	44,8	0	0	1	8,3	0	0
Sometimes	66	37,9	**20**	**62,5**	**8**	**66,7**	2	16,7
Seldom	30	17,2	8	25	3	25	9	75
Never	0	0	0	0	0	0	1	8,3
TOTAL	174	100%	32	100%	12	100%	12	100%

ACCURACY (OTHER WAYS)

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Always	0	0	4	12,5	0	0	2	16,7
Often	**100**	**57,5**	**20**	**62,5**	3	25	5	41,7
Sometimes	49	28,2	8	25	6	50	5	41,7
Seldom	10	5,7	0	0	3	25	0	0
Never	15	8,6	0	0	0	0	0	0
	174	100%	32	100%	12	100%	12	100%

TOTAL									

STUDENTS' SPOKEN PERFORMANCE

ACCURACY

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
Always	0	0	0	0	0	0	2	13,3
Often	12	80	**10**	**66,6**	7	46,6	**9**	**60**
Sometimes	3	20	5	33,3	6	40	4	26,6
Seldom	0	0	0	0	2	33,3	0	0
Never	0	0	0	0	0	0	0	0
TOTAL	15	100%	15	100%	15	100%	15	100%

Accuracy (paralinguistics) Teachers' Error Correction

Accuracy " Teachers' Error Correction"

Accuracy "Students' Spoken Performance"
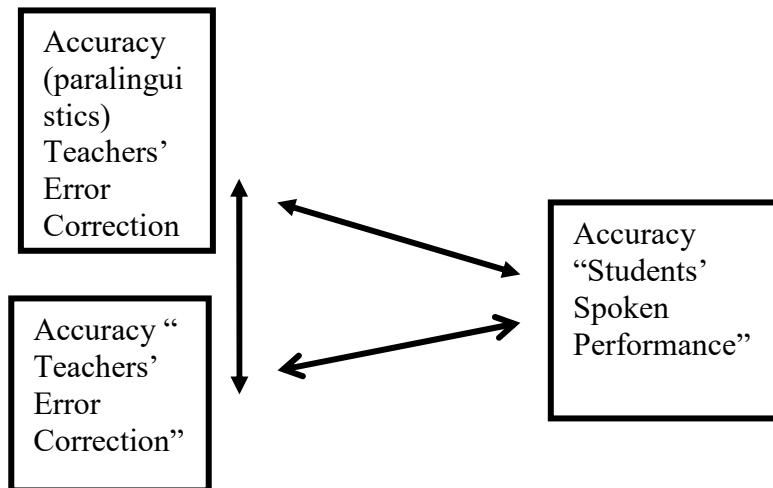
It is observed that teachers sometimes help students with non verbal communication so that they utter accurate language. At the same time it is also observed that teachers often

show concern about accuracy when students are performing, so error correction takes place. On the other hand, students are often accurate when interacting in class discussions. Qualitatively, it can be understood that those teachers who give feedback to students in some way to correct their utterances in the classroom contribute to the development of accuracy in students as these three indicators show congruence.

TEACHERS' ERROR CORRECTION

3.11.3. PRONUNCIATION

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Always	0	0	3	9,4	0	0	0	0
Often	0	0	10	31,3	4	33,3	2	16,7
Sometimes	70	40,2	19	59,4	**6**	**50**	**6**	**50**
Seldom	63	36,2	0	0	2	16,7	4	33,3
Never	40	23	0	0	0	0	0	0
No answer	1	1%	32	100%	12	100%	12	100%
TOTAL	174	100%						

STUDENTS' SPOKEN PERFORMANCE

PRONUNCIATION

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
Always	6	40	4	26,6	0	0	3	20
Often	8	53,3	**10**	**66,6**	8	53,3	**10**	**66,6**
Sometimes	1	6,6	1	6,6	7	46,6	2	13,1
Seldom	0	0	0	0	0	0	0	0
Never	0	0	0	0	0	0	0	0
TOTAL	15	100%	15	100%	15	100%	15	100%

Pronunciation "Teachers' Error Correction"	←———————→	Pronunciation "Students' Performance"
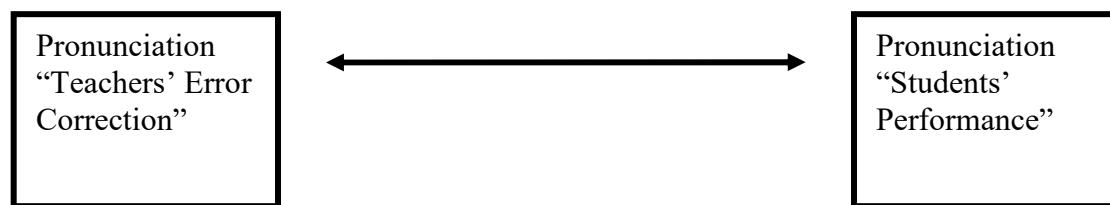
It can be perceived that teachers sometimes correct pronunciation mistakes. Students, however, often show correct pronunciation. Qualitatively, it can be said that there is congruence between these two indicators. However this is weak. It can be understood that those teachers who sometimes help students in pronunciation might help develop or consolidate students' utterances. Nevertheless, students often show correct pronunciation due to other factors besides, teachers' help.

TEACHERS' ERROR CORRECTION

3.11.4. TYPES OF MISTAKES

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Global Mistakes	0	0	8	25	2	16,7	4	33,3
Local Mistakes	39	22,4	4	12,5	1	8,3	0	0
Global & Local M.	**91**	**52,3**	20	62,5	9	75	**7**	**58,3**
Mistakes Random	0	0	0	0	0	0	1	8,3
TOTAL	174	100%	32	100%	12	100%	12	100%

STUDENTS' SPOKEN PERFORMANCE

TYPES OF MISTAKES

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
Global Mistakes	3	20	4	26,6	3	20	3	20
Local Mistakes	**6**	**40**	5	33,3	**6**	**40**	5	33,3
Global & Local M.	4	26,6	3	20	2	13,3	4	26,6
Systematic Mistakes	2	13,3	3	20	4	26,6	3	20
TOTAL	15	100%	15	100%	15	100%	15	100%

```
┌─────────────────┐                      ┌─────────────────┐
│ Types of        │                      │ Types of        │
│ mistakes        │  ◄──────────────►    │ mistakes        │
│ "Teachers'      │                      │ "Students'      │
│ Error           │                      │ Performance"    │
│ Correction"     │                      │                 │
└─────────────────┘                      └─────────────────┘
```
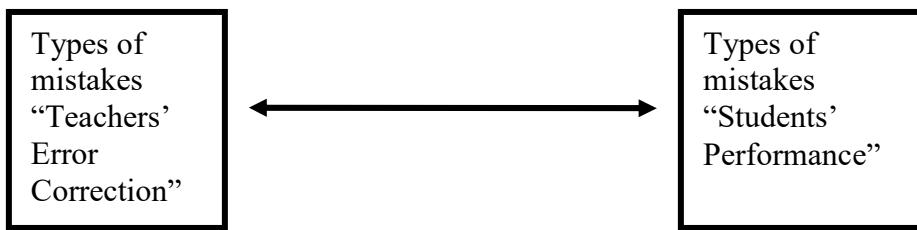
According to the data observed, it can be said that teachers are rather concerned with both global and local mistakes when correcting in the classroom; besides, all sources of information agree on the fact that teachers deal with error correction under criterion as they do not correct every mistake students make while students seem to make local mistakes rather than global ones. Qualitatively, it can be understood that the types of mistakes teachers show concern about is not the same as the types of mistakes students make when performing which does not mean they are not related. It can be understood that although teachers correct both kinds of mistakes, they emphasize on the global ones. As a result, students tend to make local mistakes.

TEACHERS' ERROR CORRECTION

3.11.5. VOCABULARY

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Conn.,Syn., & Ant.	0	0	0	0	0	0	0	0
Two of them	0	0	6	18,8	1	8,3	5	41,7
One of Them	35	20,1	16	50	8	66,7	0	0
Words in Context	**56**	**32,1**	**10**	**31,3**	3	25	0	0
No answers	83	48%	32	100%	12	100%	D. not obsv.	58%
TOTAL	174	100%					12	100%

STUDENTS' SPOKEN PERFORMANCE

VOCABULARY

OP.	R.F.T	%	R.S.T.	%	I.R.F.T.	%	I.R.S.T.	%
Conn.,Syn., & Ant.	0	0	0	0	0	0	0	0
Two of them	0	0	0	0	0	0	0	0
One of them	3	20	5	33,3	3	20	2	13,3
None of Them	**12**	**80**	10	66,6	**12**	**80**	13	86,6
TOTAL	15	100%	15	100%	15	100%	15	100%

Vocabulary "Teachers' Error Correction"	←——————→	Vocabulary " Students' Spoken Performance"
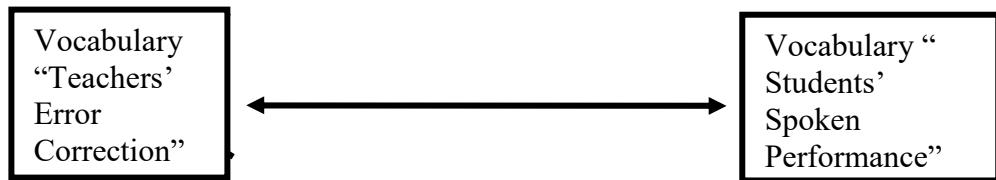
It can be observed that there is a very low agreement in that teachers help students deal with vocabulary by means of using the words in context. On the other hand, there is a high agreement in that students do not use synonyms, antonyms and connotation when performing. Qualitatively, it can be assumed that these indicators are not related in this study because this indicator is not clearly observed in Teachers' Error Correction. Furthermore, as students do not show any of these features when performing, it can also be assumed that students show gaps in vocabulary, so they might use other strategies in order to overcome this setback.

3.11.6. TEACHERS' ATTITUDE TOWARDS AFFECTIVE FILTER

OP.	SS.	%	T.	%	A.S.T.S.	%	OB.	%
Always	0	0	**20**	**62,5**	3	25	**8**	**66,7**
Often	91	52,3	10	31,3	8	66,7	3	25
Sometimes	46	26,4	2	6,3	0	0	1	8,3
Seldom	25	14,4	0	0	1	8,3	0	0
Never	12	6,9	0	0	0	0	0	0
TOTAL	174	100%	32	100%	12	100%	12	100%

Affective filter " Teachers' Error Correction"

Fluency "Students' Performance" — Accuracy "Students' Performance" — Pronunciation "Students' Performance" — Types of mistakes students make
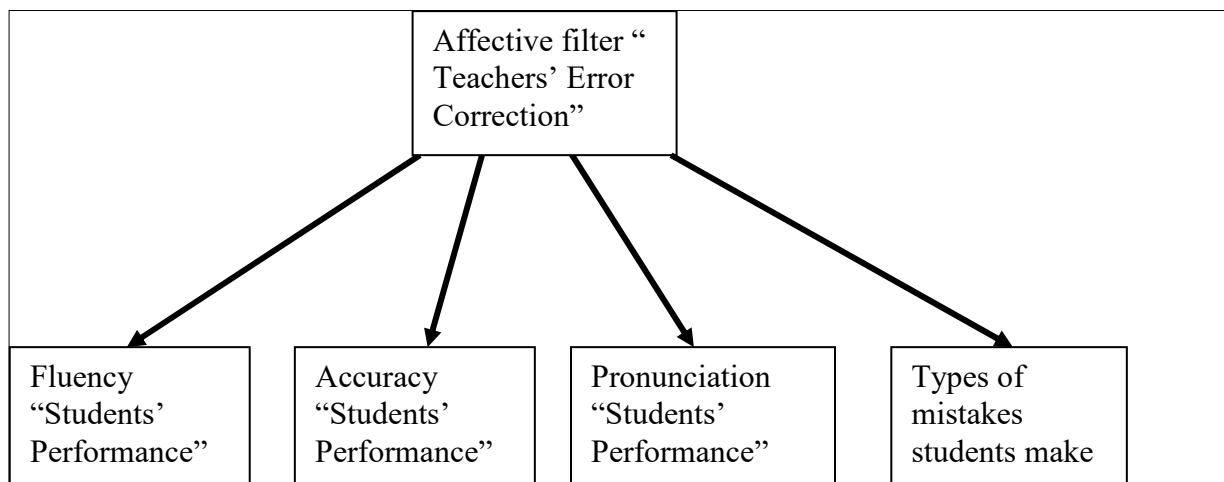
It can be observed that teachers always keep students' affective filter low when correcting mistakes in the classroom. Qualitatively, it can be understood that this can have a positive effect on Students' Spoken Performance. Therefore, Teachers' Error Correction is

related to Students' Spoken Performance partially. Students often speak fluently; they often express their thoughts accurately; they often pronounce correctly and they only make local mistakes provided that their affective filter is low.

CHAPTER 4

CONCLUSIONS:

The analysis and data interpretation of the obtained results as well as the framework permit us to reach the following conclusions:

- Qualitatively speaking, one can relate Teachers' Error Correction and Students' Spoken Performance partially as stated above. The data analysis shows congruence among fluency, accuracy, pronunciation, types of mistakes students make and the teachers' attitude towards the affective filter in the classroom. This relationship occurs when these indicators happen under the circumstances the research establishes. This information is related to the hypothesis proposed.

Hypothesis: Teachers' Error Correction and Students Spoken Performance show related features in class discussions.

It can be understood that the variables in this study are related partially. This research presents eleven indicators. Nine of them seem to be related according to the data obtained. Teachers do not interrupt when students are speaking. Thus, students tend to develop fluency. Teachers that are concerned with paralinguistics or other techniques help students to be accurate when they perform orally. When students are involved in class discussions, they tend to make local mistakes only due to the fact that teachers are concerned with both local and global mistakes. This can be understood in that because teachers are concerned with local and global mistakes in the classroom, students are prompted to activate their monitor, so they reduce their inaccuracy to only local mistakes or it can be said that although teachers prompt correction considering these two types of mistakes, they pay more attention to global mistakes. As a result, students show only local ones when they perform in class discussions. Another indicator in which Teachers' Error Correction and Students' Spoken Performance show similarity in is pronunciation. Teachers sometimes correct pronunciation. Thus, pronunciation in class discussions is often clear enough to be understood. Although students might show slips of tongue, this does not affect when students perform in class discussions in terms of intelligibility. There is one indicator that can not be related in

the variables. Due to the lack of information, vocabulary can neither be described nor related.

- According to the obtained results, it can be said that the attitude teachers observe when correcting is congruent with the way students perform the language orally as for fluency, accuracy, pronunciation and types of mistakes. In other words, it can be understood that when teachers keep affective filter low in the classroom, this has a good effect in students. On the other hand, teachers do not correct vocabulary by means of using connotation, synonymy or antonymy. As a result, students show lack of such features when performing in class discussions. In brief, it can be said that Students Spoken Performnce show partially similar features to Teachers' Error Correction.

- The way teachers correct spoken mistakes in the classroom might have a positive affect in students' spoken output. According to language acquisition –revised in the framework- error correction is desirable if it occurs under specific circumstances. The findings of the current study seem to support what above has been stated above. Thus, it can be said that when teachers consider fluency, accuracy, pronunciation, types of mistakes and affective filter while prompting spoken correction, students seem to improve their spoken output in class discussions.

- Students' affective filter plays an important role at the Centro Boliviano Americano as teachers always keep students' affective filter low. This seems to prove to have a general positive effect on students' outcome as for fluency, accuracy, pronunciation and types of mistakes students make. Nonetheless, this does not mean the affective filter is not related to vocabulary. This can be either proved or disproved when they are studied directly.

- Students' affective filter is low in the CBA classrooms and students feel at ease when they are corrected. Thus, error correction becomes meaningful for students as a form of feedback. One of the parts of the internal language processing is the filter

which expresses the students' needs, motives, attitudes and emotional states. This, in turn, determines what piece of language the student internalizes and what he does not as it is mentioned in the affective filter in the framework. Therefore, correcting students' utterances empathetically helps students to be more accurate.

- The absence of the vocabulary indicator in the Teachers' Error Correction variable can be understood from two points of view: Teachers do not focus on vocabulary when correcting in the classroom or if they do it, it is not clearly perceived by the ones involved in the process of learning. Therefore, it is not meaningful and as evidence, the characteristics of students' output does not show such features. On the other hand, teachers may prompt vocabulary practice rather than correction in this respect and the fact that students do not show synonyms, antonyms and connotative terms when speaking could be determined by other factors which are not part of this study.

- Vocabulary items are not clearly observed in the Teachers' Error correction variable as there is a high percentage of individuals who have not responded when collecting data in two sources of information. Results, however, show a thirty percent agreement between two sources of data which is not enough in terms of statistics to consider it significant. As a result, there is a handicap at the moment to attempt to determine whether there is congruence in vocabulary when these two variables happen in the classroom. This information is related to a specific objective.

Specific Objective: To find out repertoire when using lexicon in Students' Spoken Performance.

It can be said that the absence of information does not permit to determine students' lexicon repertoire. Even though there is some information regarding the use of synonyms, antonyms and connotation, this is not enough to interpret as stated before, there is a low percentage agreement in data collecting which does not let us do so.

- There is no use of synonymy, antonymy and connotation when correcting vocabulary. On the other hand, students do not show any features above when performing. Nevertheless, it can not be assured that the CBA students do not use synonymy, antonymy and connotation because teachers do not prompt the use of it, this might come to be proved once there is correction in this respect. Moreover, there is a tendency to use the same features of one's own native speech when interacting with others in a second language as Wolfson (1989:141) affirms in Ocampo,T.(1993: 36)[86]. This process is called pragmatic transfer. It can help understand that speakers do not use synonyms, antonyms and connotative terms when speaking English because they are not used to them even when they have a repertoire as the use of it is not common in speech in the mother tongue. Nervousness at the moment of being assessed can be another factor. Furthermore, this could also happen for it might be hard to speak in front of people and it must be harder to speak into a microphone.

- When speaking, one should consider idiosyncratic dialect, idiolect and even context which may determine the way individuals speak a foreign language Nemser (1971) assures [87.] People at least in La Paz do not usually speak the mother tongue by means of using synonym, antonyms or connotative terms unless they are to give a structured speech; instead people may use them in written discourse. Moreover, synonymy, antonymy and connotation might also have to do with the situation, the topic and even with the speakers' background. As a result, Students' Spoken Performance may be affected by the factors which are not definitely part of the research. As a result, it can be understood that because teachers do not show concern about students' vocabulary or because of the above stated reasons, students do not show lexicon repertoire as expected from an international perspective according to the American Council on the Testing of Foreign Languages (ECTFL) and the Language Policy Division of the Council of Europe (LPDCE).

- Teachers tend to correct both global and local mistakes meanwhile students make local mistakes at the moment of graduating. Apparently, there is no congruence

between them. There is enough room to understand it in another way, though. Students make local mistakes, which is a feature in advanced students from an international perspective, due to the fact that error correction does happen in the classroom. In short, there is no strict similarity between the types of mistakes teachers correct and the types of mistakes students make. Nonetheless, there is evidence that error correction has effect on Students' Spoken Performance. This conclusion is related to one of the specific objectives.

Specific objective: To specify types of errors in Students' Spoken Performance at the time of description.

According to the information obtained through the study, it can be asseverated that students make local mistakes rather than global and if they make any global mistakes, they are not as significant as the local ones for they do not occur in the same quantity as the local ones do.

- One of the features students show at an advanced level from an international perspective is rare local mistakes as it is described in levels of proficiency. The CBA students make local mistakes (refer to ACTFL–LPDCE). However, we can not assure whether mistakes are rare or in more quantity as there is a low percentage agreement in raters in this respect.

- There is a rather homogeneous principle to treat spoken mistakes among teachers at the CBA as they show the use of not only similar techniques, but also similar criteria. Thus, students tend to react positively as second language acquisition assures that Error correction will become positive only if there are certain conditions cited by Ellis, Rod when describing second language acquisition. There are class observations at the CBA. This might be a reason to prompt a rather homogenous principle to treat spoken mistakes at the foundation. This conclusion is related to one of the specific objectives.

Specific objective: To find out whether teachers follow the same approach when treating spoken errors.

Teachers correct students' mistakes generally indirectly; they hardly ever correct on the spot; instead they are likely to wait until the activity is finished. Furthermore, they prompt self-correction, peer correction in different ways; they tend to use similar techniques at the moment of correcting.

- Students are often fluent when speaking which also shows congruence with what teachers do as they seldom interrupt students when they are speaking. Besides, this could also happen due to the fact that the CBA relies its methodology on the Natural and the Communicative Approach mainly. These promote interaction in different ways among students rather than with the teacher. Therefore, students are the center of every activity. Furthermore, when observing, it was perceived that mother tongue was not permitted in the classroom, so students are prompted to make themselves understood by any means. This conclusion is related to one of the specific objectives.

Specific objective: To describe level of fluency in Students' Spoken Performance.

Students are often fluent in class discussions discussions. As a result, they can communicate their ideas and thoughts through speaking without any interference.

- The CBA students are often accurate when speaking. There is congruence as teachers let accuracy happen in the classroom. It could also happen because both English and Spanish belong to the Indo-European family of languages. Although they are different languages, they share similar features in syntax and morphology which derive from Greek and Latin roots. This information is relevant as it is related to one of the specific objectives.

Specific Objective: To specify level of accuracy in Students' Spoken Performance.

Students are often accurate when participating in class discussions. Thus, they can communicate their ideas without any interference of any kind.

- Teachers prompt self-correction when they use paralinguistics or when they echo so that students rearrange their utterances; they also use paraphrasing to let students become aware of their mistakes. They also prompt peer correction because they use

drillings either for pronunciation or accuracy; students are given a piece of paper with mistakes that have been made; they are to correct them in groups and share with the rest of the class. Other times teachers dictate mistakes and in groups students are to figure out the incorrections to later sharing. Finally, teachers sometimes write the sentences on the board and students have to figure out "what is wrong?" This information is related to one of the specific objectives.

Specific objective: To describe which strategies in error correction seem to be more effective for better production

Teachers make use of drillings, paraphrasing, echoing, paralinguistics, dictation, role playing when correcting Students' Performance. This occurs based on both self-correction and peer correction which is part of the teaching methodology at the CBA.

- Teachers sometimes use paralinguistics or non verbal communication to prompt accuracy; however, others do not. This might be because of personality traits. Not everybody has the same opportunity to either develop or perform kinesthetic communication. Thus, the use of paralinguistics might become a drawback for some teachers in the classroom.

- Teachers sometimes correct pronunciation in the classroom and students often show correct pronunciation. They are somehow related. Nevertheless, this could occur given that fact other processes happen in the classroom such as enough comprehensible input as the Natural Approach suggests through the daily use of audio recordings as well as teachers' speaking only English in the classroom.

- The CBA Students' Spoken Performance can be described at a level of an international perspective as for fluency, accuracy and pronunciation and types of mistakes students make at an advanced level since the description of such features by international entities are similar to the ones the CBA expects students to have at the time of graduating. The evidence to this remains in the use of the speaking final test recordings to describe Students' Spoken Performance in this research.

- The CBA students often speak fluently accurately as well as they often show correct pronunciation in class discussions within topics of common interest at the moment of graduating. Furthermore, they only show local mistakes of performance. This, however, has been described as a whole. There was not opportunity to identify shy or low speaking performers as it is known not everybody reaches the same proficiency level in la language.

- By triangulating data in both variables independently and then relating them, it can be read that the highest percentage of agreement is 80 %, which is related to vocabulary description in Students' Spoken Performance variable. The lowest percentage of agreement is 31 %, which is related to vocabulary correction in the Teachers' Error Correction variable. The average of agreement in both variables is from 50 % to 70 %. Thus, there is a significant percentage of agreement statistically speaking except for the vocabulary indicator in Teachers' Error Correction. It can be concluded that the analysis and data interpretation and conclusions are meaningful in this case study. Furthermore, these can be either improved or disproved by replicating the study as "replica" in the words of (refer to features of case studies in the framework) is another feature of this type of study. Moreover, the difference in the two sources of information in percentages is not significant statistically. Then, it can be said that the findings in the study are not only reliable, but also valid.

- The amount of studying time at the CBA is not considered as part of this paper due to the facts discussed in the type of design section. Thus, it can not be assumed that every student that starts learning English at the foundation reaches a proficiency level which can be described considering foreign criteria. This might happen as long as the student passes the speaking final test.

RECOMMENTATIONS

- Teachers sometimes use paralinguistics in order to prompt accuracy in the classroom. However, not only teachers are to do so, but also students should do so as this is also a form to give individuals a tool for communication at the time of breaking down. Paralinguistics is one of the communicative strategies one can learn, so that he overcomes gaps in communication.

- One is likely to do better in any test when he is familiar with it. Students at the CBA do not have the opportunity to get some practice in taking rigorous speaking tests before they face the final test. This could be done in other courses such as beginners, intermediate or even advanced levels. This could happen in spectrum 2 (3), 4(3) and 5 (3), so that students feel more self confident and at the same time they might better assessed at the moment of graduating.

- Assessing speaking is a subjective matter yet. However, the training of human resources can definitely improve the reliability of results not only at the moment of

evaluating students the end, but also when they are in classrooms. The inter rating and intra rating techniques can enhance the process.

- There is a clear gap students show as for vocabulary. This could be due to other factors as explained before. Nonetheless, the correction, the input teachers provide through practice should enhance students' performance.

- Similar techniques are used when correcting students' output in the classrooms. These, however, can be enlarged through the use of others which are suggested in the study.

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ANEXOS

QUESTIONNAIRE FOR TEACHERS ABLE TO TEACH ADVANCED COURSES

Circle the branch you are teaching currently.
a. Arce   b. Calacoto   c. Sagarnaga   d. Ejecutivos

Experience on teaching Sp 6(2) and 6(3)
a. more than two years   b. less than two years   c. this is the first time

The purpose of this questionnaire is to have your views as a teacher on Error Correction as for Speaking. We will really appreciate your being honest. Choose only one answer, and you can use the back of the paper to develop the "back up answer section" if needed.

1. How often do you prompt students' fluency without any correction in role plays and discussions?

    a. always   c. sometimes   e. never

    b. often   d. seldom

Back up your answer: …………………………………..…………………………..

2. How often do you monitor students' speech by using body gestures in role plays and discussions?

    a. always   c. sometimes   e. never

    b. often   d. seldom

Back up your answer: …………..……………………………………………………..

3. How often do you correct students' accuracy in role plays and discussions?

    a. always   c. sometimes   e. never

    b. often   d. seldom

Back up your answer: ……………………………………………………………..

4. How often do you keep students' affective filter low in terms of spoken error correction?

    a. always   c. sometimes   e. never

    b. often   d. seldom

Back up your answer: ……….……………………………………………………...

5. Do you correct pronunciation?

    a. I always do.   c. I sometimes do.   e. I never do.

    b. I often do.   d. I seldom do.

Back up your answer: ……………………………………………………………...

6. I am mainly concerned about mistakes that:

    a. affect the meaning of the whole sentence.   c. both a and b

b. affect a specific part of a sentence.   d. at random

Back up your answer: …………………………………………………………………..

7. Whenever correcting vocabulary gaps, I include activities related to:

    a. connotation, synonymy and antonymy   c. one of the above

    b. two of the above   d. new words in context

Thank you very much

Circle the branch you're taking this course in

a. Arce   b. Calacoto   c. Sagarnaga   d. Ejecutivos

The purpose of this is to find out your point of view over the correcting of mistakes in the classroom at the CBA. We'll appreciate your help if you answer these questions honestly. Choose only one answer.

1. Does the teacher stop you from speaking whenever participating in role plays or discussions?

a. always   c. sometimes   e. never

b. often   d. seldom

2. Does he/she help you without speaking to organize your ideas or pronounce better? Ex.: with hands or body gestures

a. always   c. sometimes   e. never

b. often   d. seldom

3. Does the teacher help you understand your mistakes when speaking?

a. always   c. sometimes   e. never

b. often   d. seldom

4. Do you feel comfortable when mistakes are corrected?

a. always   c. sometimes   e. never

b. often   d. seldom

5. Does your teacher correct your pronunciation?

a. always   c. sometimes   e. never

b. often   d. seldom

6. What kinds of mistakes does your teacher correct mainly?

a. The mistakes that don't let me express my ideas clearly.

b. Specific word (s) in the sentence.

c. both a and b

d. Every mistake I make.

7. Whenever the teacher corrects vocabulary, we do activities that are related to:

a. synonyms, antonyms, connotation   c. one of the above

b. two of the above   d. words are presented in

sentences.

Thank you very much

QUESTIONNAIRE FOR TCS AND ACADEMIC SUPERVISORS

Please, circle your current post at the CBA

a. Academic Supervisor   b. Trouble Shooter (TC)

We would like to take advantage of your experience for the benefit of the Academic Department and; thus for the institution regarding error correction as for speaking in **advanced courses.** We'll really value your cooperation on this matter.

Note: If you need more space for your answers, you may use the back of the paper.

1. When observing classes, how often do teachers prompt fluency without any correction in role plays and discussions? Explain:

a. always   b. often   c. sometimes   d. seldom   e. never

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2. When observing, do you perceive any paralinguistics (body gestures or nonverbal communication) at the moment of correcting students' accuracy? How often? Explain:

a. always   b. often   c. sometimes   d. seldom   e. never

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3. How often do teachers use different techniques when correcting students' accuracy? Explain:

a. always   b. often   c. sometimes   d. seldom   e. never

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4. What is teachers' attitude as for students' affective filter when correcting? Explain:

a. always   b. often   c. sometimes   d. seldom   e. never

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5. How is students' pronunciation corrected in the classroom? Explain:

a. always   b. often   c. sometimes   d. seldom   e. never

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6. What types of mistakes are teachers concerned the most? Explain:

a. The ones that affect the meaning of the whole sentence.   c. both a and b

b. The ones that affect a specific part of the sentence.   d. at random

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7. How do teachers correct when dealing with vocabulary mistakes? Explain:

a. They make use of connotation, synonymy and antonymy

b. They make use of two of the above.

c. They make use of one of the above.

   d. They use the words in context.

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Thank you very much

CLASS LIST OBSERVATION SHEET

Course: …………………….. Teacher's name: ………………………….

Branch: …………………. Bim.: …………………….

Schedule: ……… Date ………………Length of observation time …………

This observation takes place in role plays and class discussions

1. The teacher prompts **fluency**.

a. always   b. often   c. sometimes   d. seldom   e. never

Comments:

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2. The teacher is concerned about **accuracy** (paralinguistics use)

a. always   b. often   c. sometimes   d. seldom   e. never

Comments:

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3. The teacher is concerned about **accuracy** (in other ways)

a. always   b. often   c. sometimes   d. seldom   e. never

Comments:

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4. The teacher keeps students' **Affective Filter Low**

a. always   b. often   c. sometimes   d. seldom   e. never

Comments:

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5. The teacher corrects **pronunciation.**

a. always   b. often   c. sometimes   d. seldom   e. never

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6. The **types of mistakes** the teacher is concerned about:
a. global mistakes   b. local mistakes   c. both a and b   d. mistakes at random
Comments:
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7. When correcting **vocabulary** gaps, the teacher uses:

a. connotation, synonymy and antonymy   b. two of them   c. one of them

d. words in context

Comments:

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