

**TOWARDS THE DESIGN OF AN AUTONOMOUS LEARNING MODEL FOR THE  
REPAIRING OF ERRORS IN ELT FRESHMENT AT UNIVERSIDAD INDUSTRIAL  
DE SANTANDER**

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FACULTAD DE CIENCIAS HUMANAS  
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**Trabajo de grado para optar el título de licenciado en inglés**

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**UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTAD DE CIENCIAS HUMANAS  
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## RESUMEN

**TÍTULO** HACIA EL DISEÑO DE UN MODELO AUTÓNOMO DE APRENDIZAJE PARA LA REPARACIÓN DE ERRORES EN ESTUDIANTES DE PRIMER SEMESTRE DE LICENCIATURA EN INGLÉS DE LA UNIVERSIDAD INDUSTRIAL DE SANTANDER.\*

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### **PALABRAS CLAVES**

Modelo autónomo de aprendizaje, error, autonomía, TICS y ELT.

### **DESCRIPCIÓN**

El siguiente informe describe el diseño de un modelo autónomo de aprendizaje para la reparación de errores. Éste primero da una vista general del problema de investigación encontrado en la carrera de Licenciatura en Inglés. Este problema tiene que ver con el hecho de que los estudiantes de segundo semestre entran al programa sin saber cómo tratar los errores. Ellos no ven los errores como un intento de comprender cómo funciona la lengua y por lo tanto, muy pocos o ninguno de ellos se beneficia de esto. Por lo tanto, este modelo intenta ayudar a estos estudiantes a beneficiarse de sus errores y, de esta manera ayudarlos a mejorar su nivel de competencia en la lengua inglesa.

Luego, los conceptos que sirvieron como base para el diseño del modelo autónomo se presentan y describen aquí. Estos conceptos son: “Errores en el aprendizaje de una segunda lengua”, “Autonomía” y “Tecnologías de la Información y la Comunicación”.

Finalmente, la metodología de esta investigación es presentada junto con el diseño del modelo autónomo. Cada uno de los componentes del modelo es descrito en detalle de manera que pueda convertirse en una herramienta para futuras generaciones de estudiantes del programa de Licenciatura en Inglés. Se incluye además algunas conclusiones y recomendaciones para aquellos profesores que desean ayudar a sus estudiantes puedan tener idea de cómo aplicar dicho modelo.

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## SUMMARY

**TITLE:** TOWARDS THE DESIGN OF AN AUTONOMOUS LEARNING MODEL FOR THE RAPAIRING OF ERRORS IN ELT FRESHMEN AT UNIVERSIDAD INDUSTRIAL DE SANTANDER\*

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**KEY WORDS:**

Autonomous learning model, error, autonomy, ICTs and ELT.

**DESCRIPTION**

This paper describes the design of an autonomous learning model for the repairing of errors. First, it gives a general overview of a research problem found in the English Language Teaching Program. This problem has to do with the fact that second-semester learners enter the program with a lack of training to deal with a repair of errors. They do not see errors as an attempt to figure out the language system and therefore, only few or no students benefit from them. So, this model aims to help these students benefit from their errors and in this way, to help them improve their English language proficiency.

Then, the constructs that serve as a basis to the design of an autonomous model are presented and briefly explained. These constructs are: "Error in second language learning," "Autonomy," and "Information and Communication Technologies."

Finally, the research methodology is introduced all together with the design of the autonomous model. Every component of the model is described in detail so it might become a tool for future generations of ELT students. Some conclusions and recommendations are also included so teachers who want to foster their learners' awareness of errors can have a sort of idea on how to work with this model.

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## **INTRODUCTION**

Helping English learners to become aware of their own errors might enable them to become more effective learners. Being aware of errors might also enhance learning and lead to language improvement. Becoming aware of errors and being able to satisfactorily cope with them is not only a teacher's task anymore. It is a learners' task to train themselves on this and to come to a correct reformulation of their own errors. The learners need to be provided with an autonomous model that creates a supportive atmosphere in which they become capable of repairing their errors.

The aim of this work is to show how the design of an autonomous model may help English learners in the process of repairing their errors. We will first, give a general description of a research problem found in the English Language Teaching Program. Then, we will briefly elaborate on some constructs that serve as a basis to the design of an autonomous model. We will also introduce the research methodology, the design of the autonomous model and draw some conclusions and recommendations.

## **1. STATEMENT OF THE PROBLEM**

ELT second-semester learners enter the program with a lack of training to deal with a repair of errors. They do not see errors as an attempt to figure out the language system and therefore, only few or no students benefit from them. In an initial interview, they reported that they do not pay attention to the errors the teacher corrects while they orally participate in class. They said that after committing them, they don't usually do something to repair them. This report was corroborated after conducting some classroom observations in an Intermediate English class. None of the students used to have a record of the errors they committed. Despite the fact that one of the participants of this study (S3) had reported to have such a record and check those errors at home, she never actually did it. That is, the observations showed that she rarely took notes of what the teacher explained and wrote on the board, no more.

Another interesting fact found in the interviews and the class observations was that all the participants reported to be autonomous from time to time. They said that errors could be repaired if they study the grammar and some other aspects of the language by implementing audiovisual support. They stated that this process needs to be carried out on their own at home or with the aid of someone who has a better grasp of the language. This implies that these students study on their own and somehow show understanding of the need of a self-directed method of studying. What these students need is to be guided on what to do in order to benefit from errors. If they said that all these aspects work at the moment of repairing their errors, why not helping them to do so?

## **1.1 GENERAL OBJECTIVE**

To design an autonomous model for helping learners to repair grammatical, lexical and phonological errors.

## **1.2 SPECIFIC OBJECTIVES**

- To design a site in order to guide learners in the process of repairing errors.
- To examine to what extent ELT second-semester learners are aware of the importance of the role of errors in their learning process.

## **1.3 RESEARCH QUESTIONS**

- To what extent are ELT second-semester students aware of the importance of errors for their learning process when participating in oral tasks?
- What elements should an autonomous model include in order to help students repair their errors?

## 2. THEORETICAL FRAMEWORK

The constructs that will serve as a basis for the development of an autonomous model are: “Error in second language learning,” “Autonomy,” and “Information and Communication Technologies.”

### 2.1 ERROR IN SECOND LANGUAGE LEARNING

In English as a Second and Foreign Language, errors have become an important part in the learning process. For the purposes of this study, it is necessary to provide a definition of error and its difference with mistake, its importance, what the teacher’s role is while dealing with errors and how students respond to them.

While the concepts of error and mistake might seem to be interchangeable, within the realm of language learning they must be viewed as different types of events with different causes and remedies. To begin with, one should know what is meant by the term *error*. According to Corder “an error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence” (qtd. in Ellis 51). In other words, an error is a deviation from the norms of the target language due to the fact that the learner is short of language competence. A mistake, on the other hand, “occurs when learners fail to perform their competence. It is the result of processing problems that prevent learners from accessing their knowledge of target language rule and cause them to fall back on some alternative, non-standard rule they find easier to access” (qtd. in Ellis 51).

Errors, themselves, carry a derogatory implication. Errors, claims Olsson “constitute a way of learning” (qtd. in Elliot 9). Foreign language learning is a

process of hypothesis and trial and error occurrence is inevitable. So the teacher should learn to tolerate some errors that learners commit. Errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn. This implies that students' errors are valuable feedback. We can do some remedial teaching based on their errors. Errors are indispensable to the learners themselves and therefore, they need to be handled; otherwise, they will become fossilized (Richards 5).

In the context of Second and Foreign Language (EFL) Teaching, when a student commits an error, the teacher usually gives some kind of *corrective feedback*. As it is described in "Corrective Feedback in Second Language Classrooms," corrective feedback is defined as "...the teacher's response to a student error" (Dekeyser). According to Leonardo Véliz, there exists a need of corrective feedback in the EFL classroom in order that it becomes beneficial for learners. However, this does not necessarily mean that each time a teacher corrects a student, the latter benefits from it. That is because of two main reasons: first, and according to Véliz, corrective feedback is not totally effective when the teacher's responses to those errors are inconsistent and unsystematic. And second, the learner must produce an utterance that leads to a repair of the committed error in order that he benefits from it.

In their study on corrective feedback and learner uptake, Lyster and Ranta observed a variety of classes representing two types of immersion programs. They state that in L2 learning, comprehensible input alone is not sufficient. There is also a need of comprehensible output in which teachers and peers provide useful and consistent feedback (41). An example of this comprehensible output is given by the authors in the previously mentioned study. They acknowledge the case of a Grade 8 immersion teacher who provides feedback to students so he allows the flow of communication and pushes students to produce more accurate and precise utterances. This observational study also yielded six different types of feedback:

- a) Explicit correction: refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g., “Oh, you mean,” “You should say”).
- b) Recasts: involve the teacher’s reformulation of all or part of a student’s utterance, minus the error. Recasts are generally implicit in that they are not introduced by phrases such as “You mean,” “Use this word,” and “You should say.” However, some recasts are more salient than others in that they may focus on one word only, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse. Recasts also include translations in response to a student’s use of the L1.
- c) Clarification requests: according to Spada and Fröhlich (1995, p.25), indicate to [*sic*] students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This is a feedback type that can refer to problems in either comprehensibility or accuracy, or both. We have coded feedback as clarification requests only when these moves follow a student error. A clarification request includes phrases such as “Pardon me” and, in French, “Hein?” It may also include a repetition of the error as in “What do you mean by X?”
- d) Metalinguistic feedback: contains either comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere. Metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error (e.g., “It’s masculine”) or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student (e.g., “Is it feminine?”).

- e) Elicitation: refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to “fill in the blank” as it were (e.g., “C’est un...”). Such “elicit completion” moves may be preceded by some metalinguistic comment such as “No, not that. It’s a...” or by a repetition of the error.
- f) Repetition: refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error (Taken and adapted from Lyster and Ranta 46-48).
- g) All these types of corrective feedback can be described as implicit except the first one. While recasts, clarification requests, metalinguistic feedback, elicitation and repetition do not clearly indicate that the learner’s utterance is incorrect, in explicit correction “the teacher provides the correct form and indicates that what the student had said was incorrect” (Lyster and Ranta 46).

As soon as the teacher gives the student any type of corrective feedback, there is a process of receptance of information in the student’s brain. This reception is what is called *Input* (Suzuki 2). However, in L2 learning and performance the learner needs something else apart from Input. As it was cited by Sunhee Song, “Schmidt (1990, 1993, 1994, 1995, 2001) argues that if we are to learn, we must pay attention to input and also have the momentary subjective experience of noticing it”(2). In other words, after a learner receives the input from the teacher (in this case the corrective feedback), he needs to pay attention to this stimulus and consequently, register it in conscious awareness. This is what Schmidt calls Noticing (Sunhee 2).

According to Schmidt, after the learner notices the teacher’s corrective feedback, there is a subsequent storage of it in long term memory. So, after this noticing

and subsequent storage of input we do not have input alone anymore. What we have now is something called *Intake*. This intake is therefore, the result from noticing (Sunhee 2-3). In case that the learner needs to respond to this corrective feedback, he needs to initiate a process of *Retrieval* (Gagnè).

After the learner receives the input and passes through a cognitive process, intake takes place. As it has been stated before in this paper, in case that the learner needs to respond to a given corrective feedback, he needs to initiate a process of retrieval. When the retrieval process is complete, the learner is prepared to respond to the teacher's corrective feedback. This utterance that results from this response is what Lyster and Ranta call *Uptake*. The authors define the concept of uptake as "the student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (49). They refer to two types of uptake: *Needs Repair* and *Repair*. In *Needs Repair*, the learner does not correct the committed error and produces an utterance of any of these types:

- a) *Acknowledgment*: generally refers to a simple "yes" on the part of the student in response to the teacher's feedback, as if to say, "Yes, that is indeed what I meant to say (but you've just said it much better!)." *Acknowledgment* may also include a "yes" or "no" on the part of the student in response to the teacher's metalinguistic feedback.
- b) *Same error*: refers to uptake that includes a repetition of the student's initial error.
- c) *Different error*: refers to a student's uptake that is in response to the teacher's feedback but that neither corrects nor repeats the initial error; instead, a different error is made.

- d) Off target: refers to uptake that is clearly in response to the teacher's feedback turn but that circumvents the teacher's linguistic focus altogether, without including any further errors.
- e) Hesitation: refers to a student's hesitation in response to the teacher's feedback.
- f) Partial repair: refers to uptake that includes a correction of only part of the initial error. (Taken and adapted from Lyster and Ranta 50-51)

According to Lyster and Ranta, after the learner produces an utterance that fits into any of these categories of Needs Repair, there can be either Topic Continuation or an Additional Feedback from the teacher. The former happens when the learner commits an error and the activity continues as if nothing happened. Additional Feedback is given when the teacher corrects again the student's error as he produces it in his utterance. (44)

On the other hand, if the learner produces an utterance in which he corrects the error on which the teacher's feedback focused, there is a Repair. According to Lyster and Ranta, the correct reformulation of an error can happen in four ways:

- a) Repetition: refers to a student's repetition of the teacher's feedback when the latter includes the correct form.
- b) Incorporation: refers to a student's repetition of the correct form provided by the teacher, which is then incorporated into a longer utterance produced by the student.

- c) Self-repair: refers to a self-correction, produced by the student who made the initial error, in response to the teacher's feedback when the latter does not already provide the correct form.
- d) Peer-repair: refers to peer-correction provided by a student, other than the one who made the initial error, in response to the teacher's feedback. (Lyster and Ranta 50)

As it can be seen, this uptake is not seen as a dichotomy in which the learner either needs repair or reformulates the error in a correct way. Instead, every learner passes through both (Needs Repair and Repair) if he is to produce a correct utterance after it had been produced with an error. If the learner stays in the Needs Repair category, then it is due to the fact that he did not repair his error. In order that learners repair their errors, it is necessary that they become more effective learners. This implies that they take an active, independent attitude to learning and independently undertake learning tasks. In other words, the learner would have to become more autonomous.

## **2.2 AUTONOMY**

According to Leslie Dickinson, Autonomy is "the situation in which learners are totally responsible for all of the decisions concerned with learning and the implementation of those decisions" (qtd. in Finch 6). This means that an autonomous learner must be able to take charge of his or her own learning process and:

- a) Be aware of what the learning of a second or foreign language entails. In other words, the learner must have knowledge about learning or have "metacognitive awareness."

- b) Have positive attitudes and willingness to take responsibility for his own learning.
- c) Develop an acquired capacity to take such responsibility for his learning. This entails a learner training on how to learn.
- d) Be in a continuant process of doing what autonomy suggests. It means that, it is possible to find learners at different points of a continuum which stretches from the completely lack of autonomy to the other extreme of completely autonomy.
- e) Exhibit a certain degree of autonomy which fluctuates according to a wide range of variables, such as affective factors (e.g., mood), environment (e.g., noise, temperature), physiological factors (e.g., tiredness, hunger), motivation (e.g., attitude towards the task, the subject matter, the teacher, materials, co-learners) and so on.
- f) Have support from a person who plays the role of teacher, facilitator, consultant/counselor and tutor. So that intervention from any kind becomes necessary for the learner.
- g) Make decisions about learning inside and outside the classroom. These decisions can be the result of classroom instruction, self-access learning, distant learning, self-instruction, self-direction and so on.
- h) Develop three dimensions of autonomy: technical, psychological and political autonomy. As it was cited in Finch, Benson states that technical autonomy refers to the act of learning a language outside the framework of an educational institution and without the intervention of a teacher. According to him, researchers on this field are mostly concerned with the identification of the

physical characteristics of the learning environment. To give an example, learning can take place in a classroom, a self-access center, workplace or home. On the other hand, psychological autonomy is the capacity which allows learners to take more responsibility for their own learning. It is, as Benson states, “an interest in the transformation which takes place within the individual learner as autonomy develops.” Finally, political autonomy has to do with the control over the processes and the content of learning. That is, the power that students, teachers and even institutions have when determining what is going to be introduced. (Taken and adapted from Finch 5-6; Terry, McGrath, and Sinclair 7-13)

In addition to what it has already been stated about autonomy, in her book “Language Learning Strategies” Rebecca Oxford suggests that in order to lead to greater autonomy, *learner strategies* need to be taken into account. In another book, “Language Learning Styles and Strategies,” Oxford defines the term learning strategies as “...specific behaviors or thought processes that students use to enhance their own L2 learning” (362). These learning strategies become a key and prerequisite for autonomy (43), states Wenden. According to Luna and Sánchez, when the learner becomes aware of learning strategies, they can assume their own learning process more responsibly what demands from them an ability to plan, monitor and evaluate this process (qtd. in Ariza and Viáfara 197).

According to Chamot and O’Malley, “students who are mentally active and who analyze and reflect on their learning activities will learn, retain, and be able to use new information more effectively.” (11) That is why the implementation of strategies and a proper reflection of their usage and importance in certain activities make the learning easier, faster, more enjoyable and transferable to new learning situations.

Ellis and Sinclair state that learner training becomes very useful when helping learners discover the strategies that suit them the best (qtd. in Dickinson). Leslie

Dickinson claims that language learning strategy training helps less effective learners in their process of becoming more independent in their learning (12). That is why learner-centered methodologies have come to partake in the current educational environments (Wenden 32-33). Self-Directed Language Learning (SDLL) is one of these methodologies that helps students in such process of planning, monitoring and evaluating (Wenden 36). As it was stated in the web page of the University of Iceland, “the term self-directed language learning refers to language studies where students themselves are responsible for organizing their studies: personal goals, materials and assessment.” According to this same author, there are two conditions under which there can be Self-directed Language Learning. The first one is that the student needs to have varied study materials to have access to. And the second is that the student is able to organize his or her study. That is, the student needs to have acquired learner autonomy (“Self-directed language learning”).

It is necessary to differentiate self-direction from self-instruction given that these are terms that are widely confused (Fu 38). According to Dickinson, while self-instruction refers to learning without a teacher or the direct control of the teacher, “the self-directed learners, take up the responsibility for their own learning but will seek expert advice and help as and when they need it” (qtd. in Finch 6). That is, in Self-directed Language Learning there is a learner training in which the teacher guides his or her students through the independence learning path.

Taking into account that the Self-Directed Language Learning fosters a learner-centered environment (Weden), there is a need to find a means through which the learner’s knowledge, skills and attitudes provide useful information to enhance their autonomy process. There is an emerging and constant exploration of how Information and Communication Technologies (ICTs) may promote preferred learning approaches such as self-directed learning (qtd. in Conacher, Taalas, and Vogel).

### **2.3. INFORMATION AND COMMUNICATION TECHNOLOGIES**

Victoria Tinio states that ICTs are powerful tools that extend educational opportunities and which “better prepare the current generation of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous” (6). This implies that the use of ICTs may enhance the process of becoming autonomous given that they create new learning environments where learners can find a way to become more self-directed and autonomous.

Haddad and Draxler point out some of the benefits that ICTs bring to education. According to the authors, ICTs expand access, promote efficiency, improve the quality of learning and enhance the quality of teaching. They also state that these technologies lead to lifelong learning as well as Self-directed Language Learning does. This implies that Information and Communication Technologies can serve as a means through which learners can find a way to improve their learning process not only inside but also outside the classroom. To this respect, Conacher et al. state that the use of ICTs in the language-learning process help the learner not only develop language abilities but also acquire ICT-related skills through the language that she or he is learning.

In the field of education, Tinio claims that ICTs can transcend time and space, and allow access to remote learning sources. These technologies facilitate course materials which can be accessed any day at any time and which offer the opportunity to enable instruction to be received simultaneously. According to her, ICTs also offer a variety of sources so that, teachers and learners do not have to merely rely on printed materials. These sources include:

- Wiki sites (also called Wikis) are pieces of server software that support collaborative writing and allow users to freely create and edit Web page content

(Thorne). Wikis provide learners with special wiki syntax so it is easy to navigate and add pages (Mader; Rannikko 2). They also make learners develop, write, revise and submit assignments easily in the same place and with access to other versions. Each page in a Wiki contains a page history that allows users not only to edit but also to see the changes that have been made and the authors of such changes (Richardson). Wikis also allow group authoring. The editing process of the Wiki can be done by one, two or more authors if wanted. In this way, “[they] encourage group social interaction and collaboration and support asynchronous communication allowing users to contribute at a time, and from a place that suits them” (“Wikis in the Classroom”). And finally, wikis also facilitate task management given that users can have access to them in anyplace at anytime and make use of different sources (Mader).

- Google sites are web sites where people can work together to add file attachments, information from other Google applications, and new free-form content.
- Google documents are free, Web-based word processor, spreadsheet, presentation, and form application offered by Google. It allows users to create and edit documents online while collaborating in real-time with other users.
- Gmail accounts are free, advertising-supported Webmail, POP3, and IMAP service provided by Google.
- Evoca online recordings enable users to create fresh, compelling audio content using any phone, Skype™, and the in-browser Flash recorder. Users can listen to audio recordings on their websites, blogs, Phones, and Facebook profile pages with Flash player widgets.
- (Taken and adapted from Wikipedia)

### **3. RESEARCH METHODOLOGY**

#### **3.1. RESEARCH DESIGN**

In our research project, we carried out a qualitative research within the framework of case study. A case study connotes a single phenomenon observed at a single point in time or over some period of time (Gerring 19). It concentrates on what is unique and the results cannot be statistically generalized to a whole population of learners, classes, institutions and so on. We adopted the case study approach in our research methodology given the access we have as observers to an actual problem given at university. Besides, we could gather data to support the idea that students of second semester of ELT program enter the university with a lack of awareness of the importance of coping with errors. The data for our research project was obtained from second-semester learners of English Language Teaching. We analyzed data with regard to the posed research questions and proceeded to design an autonomous model for the repairing of errors.

#### **3.2. SAMPLING**

The participants of the case study were chosen after two weeks of observations. They are students of second and third semester of English Language Teaching at Universidad Industrial de Santander. They will be referred to in this study as Student 1 (S1), Student 2 (S2), Student 3 (S3) and Student 4 (S4). They are all taking Intermediate English classes as part of the curriculum. They all live in neighborhoods whose social status is medium. S1 is a twenty-three year old male who is a student of second semester. S2 is an eighteen year old female who is in

third semester. S3 is a twenty-one year old female student of second semester. S4 is a nineteen year old female who is in third semester.

### **3.3. INSTRUMENTS OF DATA COLLECTION**

Data were gathered from the following sources:

- Semi-structured interviews: they are used to collect qualitative data with a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to look deeply into a topic and to understand thoroughly the answers provided (Bradley and Harrell 27).
- In-class observations: they are observations carried out inside the classroom that serves to inform and enhance the professional skill of the people being observed and the observer (Wragg 3).
- Recordings: is a method of gathering observed data through the recording of video and audio (Merriam).
- Transcriptions: is a method of gathering observed data through the transcript of audio and video (Merriam).
- Focus group discussions: they are group discussions organized to explore a specific set of issues like people's experiences and views. It involves group interaction in which there can be a discussion of a particular topic (Kitzinger 103).

### **3.4. PROCEDURE AND FINDINGS**

The first stage of this research was to collect data from an intermediate English class at Universidad Industrial de Santander. The teacher consented to let Aleyda Fonseca and Lisis Sofía Gómez (the observers) attend two of his English classes

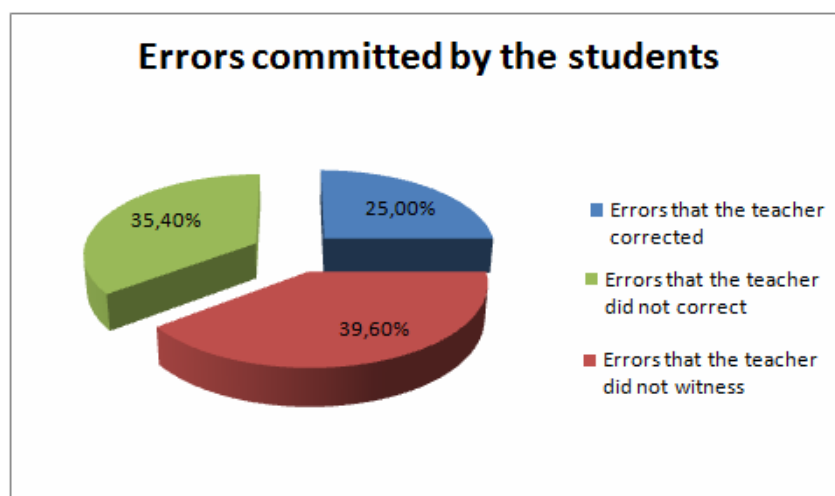
per week (see Appendix A). The observers were in charge of: observing the class; conducting interviews; taking notes on the class activities by paying special attention to the error treatment; and selecting the participants.

The intermediate English class was observed twice a week every Monday and Wednesday from October 28<sup>th</sup> to December 7<sup>th</sup>, 2009. As there were always two observers in the same class, data could be collected from two different perspectives.

At first, all the students of the English class were observed. From this, we could gather five in-class observations (see Appendix B). The results are the following:

The observers could gather information about forty-eight errors committed during these five classes. The teacher did not notice 39.6% of the errors that his students committed during the observed classes. This is due to the fact that he let his students work on speaking activities in groups most of the times. In order to check that his students were working on the assignments, the teacher had to constantly move around the classroom. So that, it was very difficult to pay attention to what every student was saying. However, we could notice that the teacher could witness a 60.4% of the total amount of committed errors. Nevertheless, he gave corrective feedback to 25% of them. This means that 75% of the errors committed during the observations were not corrected either because the teacher was absent or because he did not give any kind of feedback (see Fig. 1).

**Figure 1. Errors Committed by the Students**



Source: Authors

The first in-class observations also showed that the students of this class did not do anything after committing an error. That is, they never showed to keep a record of their incorrect utterances corrected by the teacher and therefore, they tended to commit the same errors time after time (especially when asking questions and using past tense forms).

From a domain analysis, we could notice that the kinds of corrective feedback that the teacher gave were: explicit correction, recasts and clarification requests (see Appendix C). The majority of the corrective feedback given by the teacher was explicit (seven out of twelve errors). Another type of feedback that this teacher used to give during this first in-class observation was recast (four out of twelve errors). The teacher used clarification request in only one situation in which the students committed an error.

The analysis shows that these students also need to be corrected in a way that makes them wonder the reason why their produced utterance was incorrect. That is, he never corrected students neither with metalinguistic feedback nor elicitation

or repetition. The feedback that he gave was mainly focused on giving the correct form to what the students already said. To this respect, Allwright states that “teachers are unreliable, unfair and inconsistent in their treatment of error” (qtd. in Cohen 415). This is due to the fact that the teacher cannot make accurate decisions on what and how to correct in class because that he has to pay attention to many things at the same time, states Mehan (qtd. in Cohen 416).

From a domain analysis of the types of errors committed by the students while the teacher was present, we could notice that twenty-four of them were grammatical and five were phonological (see Appendix D). The grammatical errors were related to the use of past tense (eleven errors), the use of present tense (nine errors) and other topics (four errors) (see Fig. 2). From the grammatical errors that the students committed, the teacher ignored nine out of nine errors related to present simple. In spite of the fact that four out of five classes were focused on the use of present simple, students were never corrected as they produced incorrect utterances when using this tense. This fact suggests that the teacher is still being inconsistent and unreliable at the moment of giving feedback.

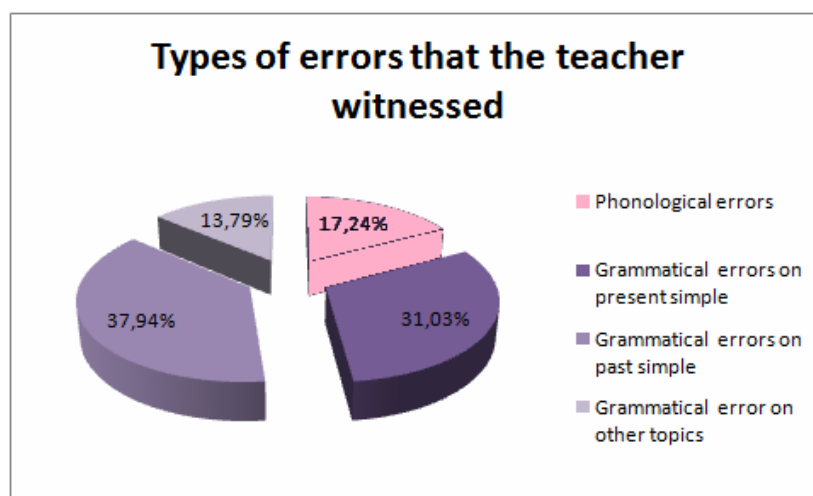
e.g. S: \*She is crazy because she do crazy things.

T: What kind of crazy things?

S: \*She like extreme sports.

T: Oh really? ...

**Figure. 2. Types of errors witnessed by the teacher**



Source: Authors

After the analysis of the first in-class observations, it can be inferred that the students in this class are not capable of noticing the existence of an error in their utterances unless they are given explicit feedback by the teacher. So, it would be necessary that the students of this class were given more consistent and systematic corrections. That is, the students should be also corrected in ways in which they can realize that they are committing an error instead of giving them the correct utterance all the time. Moreover, there should also be a special focus on the tense being studied. In other words, if the class is based on the use of present simple, then, corrective feedback should be used to make students realize the correct use of this tense.

After the first week of observations (on November 4th), the observers piloted and recorded a semi-structured interview with a student selected at random (see Appendix E). This student was part of the class being observed. This interview was primarily designed to know if the student was aware of the errors he commits and the level of autonomy he reports to have. The student who agreed to participate in this pilot interview will be called "Sergio" from now on. Sergio had to

answer seven questions in Spanish given that participants feel more comfortable when they use their mother tongue while giving answers. Another reason to conduct this pilot interview in L1 is that, despite the fact that they are learning English, their proficiency level is not good enough to express what they really think.

After conducting the pilot interview, Q1 was restated because the answer was a plain “yes” and we needed to gather some information about error treatment. We also restated Q3 because the interviewee did not give the answer that the question intended to elicit. The interviewer had to ask a set of new questions in order to get the needed information. Unfortunately, these follow up questions were not clear enough. Then, in Q6 we added the information question “why” given that we were not only looking for whether or not they were autonomous learners but also for the reason why each one of the interviewees consider themselves an autonomous learner. Thus, the final version of the interview did not include Q1. Two questions were restated in order to get satisfactory answers and a new question was added (see Appendix F).

The new version of the interview on errors and autonomy was designed taking into account the changes made in the pilot version. After two weeks of observations (on November 11<sup>th</sup>), four students of the Intermediate group of English agreed to participate in the study. They signed a letter of consent in which they agreed to be part of a case study (see Appendix G).

The first thing that the observers asked the participants was to answer all the questions of the initial interview on November 11<sup>th</sup> and November 13<sup>th</sup> (see Appendix H). We could only record the interview of S1, S2 and S3 due to the fact that S4 was not present when the interviews were conducted. This interview gave us some important data on the participants’ reports and their actual behaviors. That is, while in the interview they said that they only notice errors when being explicitly corrected by the teacher, from the first in-class observations we could

notice that if the teacher did not correct their errors, they continued talking as if their utterances were correct. Another interesting aspect about the participants' reports was that they described themselves as being autonomous from time to time. The observations showed that S1, S2, S3 and S4 were students who usually did their homework and brought their class materials, but who never showed to do something during class on their own to improve their English proficiency. They were students who said that being autonomous was related to "doing something beyond the class to improve, to know what you want" but who never did something to benefit from the errors they committed (e.g. take notes of the error to check at home). On the other hand, when the participants were asked about what can help them correct their errors, they said that one should practice with or without the aid of someone who has a higher level than theirs. They also said that using a more efficient learning method could improve their level. That is, they said that it is possible to do something to benefit from their errors by studying the structures of the language in an organized way and especially by using audiovisual material in order to do so.

After conducting the interview, the participants were told that they were going to be observed from that class to the December 18<sup>th</sup>. These in-class observations all together with the information obtained from the initial interview gave relevant information for the design of the autonomous model for the repairing of errors. First, and as it was stated in the research problem of this work, ELT second-semester learners enter the program with a lack of training to deal with a repair of errors. The participants of this study did not take advantage of the errors they commit even when being corrected by the teacher. On the other hand, they had reported in the interview that in order to repair their errors, there is a need to study on their own with the available material they have (e.g. material contained on the internet). This suggests that guiding the participants through the implementation of certain learning strategies to make use of the available material would help them study and benefit from their errors if a number of tasks related to it are properly

assigned to them. Given that all the participants of this study have internet access at home, we considered that it might be one of the main sources of information to study. Second, it was also necessary to provide these students with a way of benefiting from errors in which they have access to audiovisual material such as videos and Power Point Presentations. Finally, we considered that these participants needed some training on the ways that the teacher may correct them in class, so they could be aware of the different situations in which they need to reformulate their utterances.

## **4. TOWARDS AN AUTONOMOUS MODEL**

### **4.1. JUSTIFICATION**

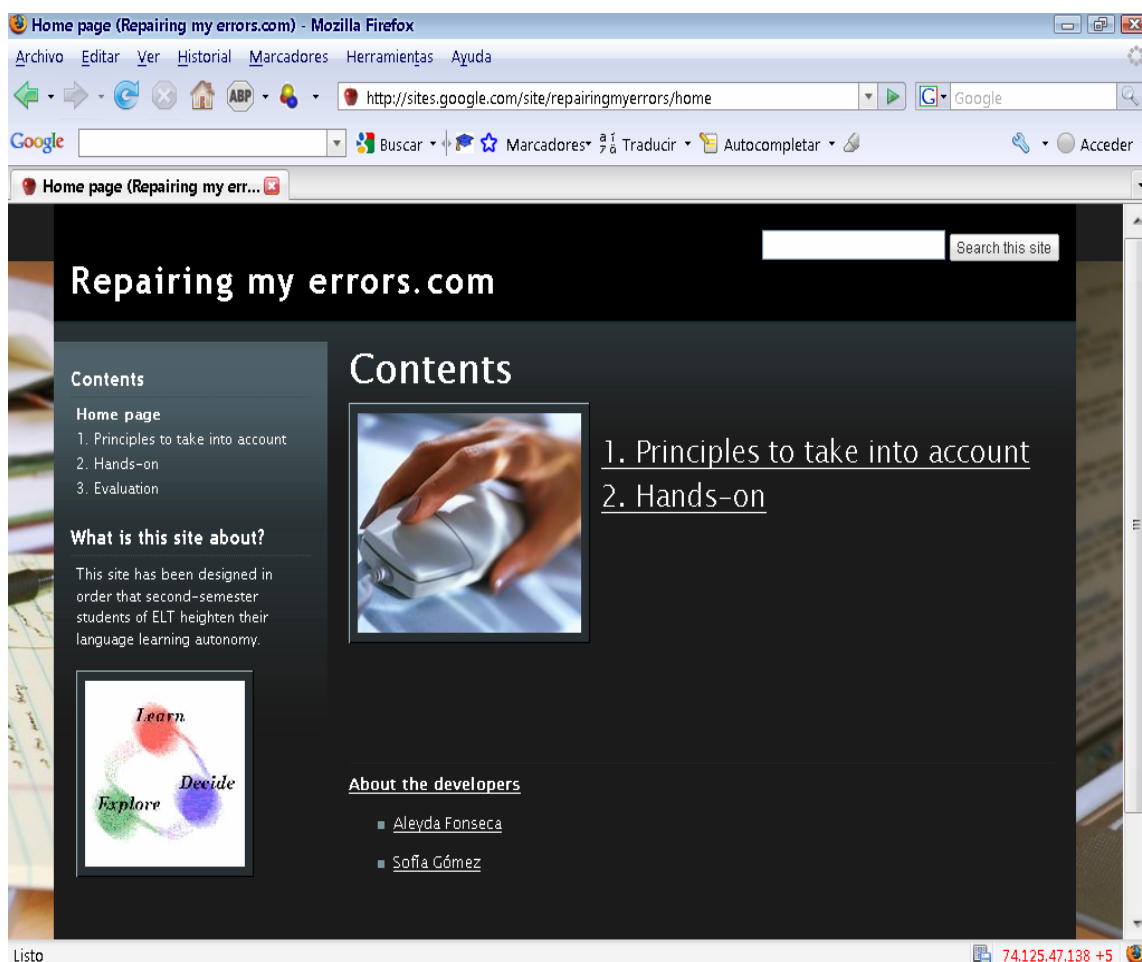
Based on the initial interviews and in-class observations, we designed a model that may assist freshmen students of the English Language Teaching program in the repairing of errors and help these learners benefit from them. We consider necessary to help these learners to become aware and get used to a self-directed language learning given that they are going to be English teachers and they need to have a good grasp of what they are learning. Moreover, they have shown to have a lack of tools to do something really useful with the errors they commit in class and also to have a need of a guide that assist them during this process.

### **4.2. MODEL DESIGN**

The first part of the model is presented in a Google site in the URL <http://sites.google.com/site/repairingmyerrors/home>. The proposed tasks and the design itself were modified on the basis of the data collected. This modification was done while the learners solved the given tasks. All these aspects will be described in detail so the proposed model might become a tool for future generations of ELT students.

The design contains two main contents which are: “1. Principles to take into account” and “2. Hands-on” (see Fig. 3).

Figure 3. Repairing My Errors: Home Page

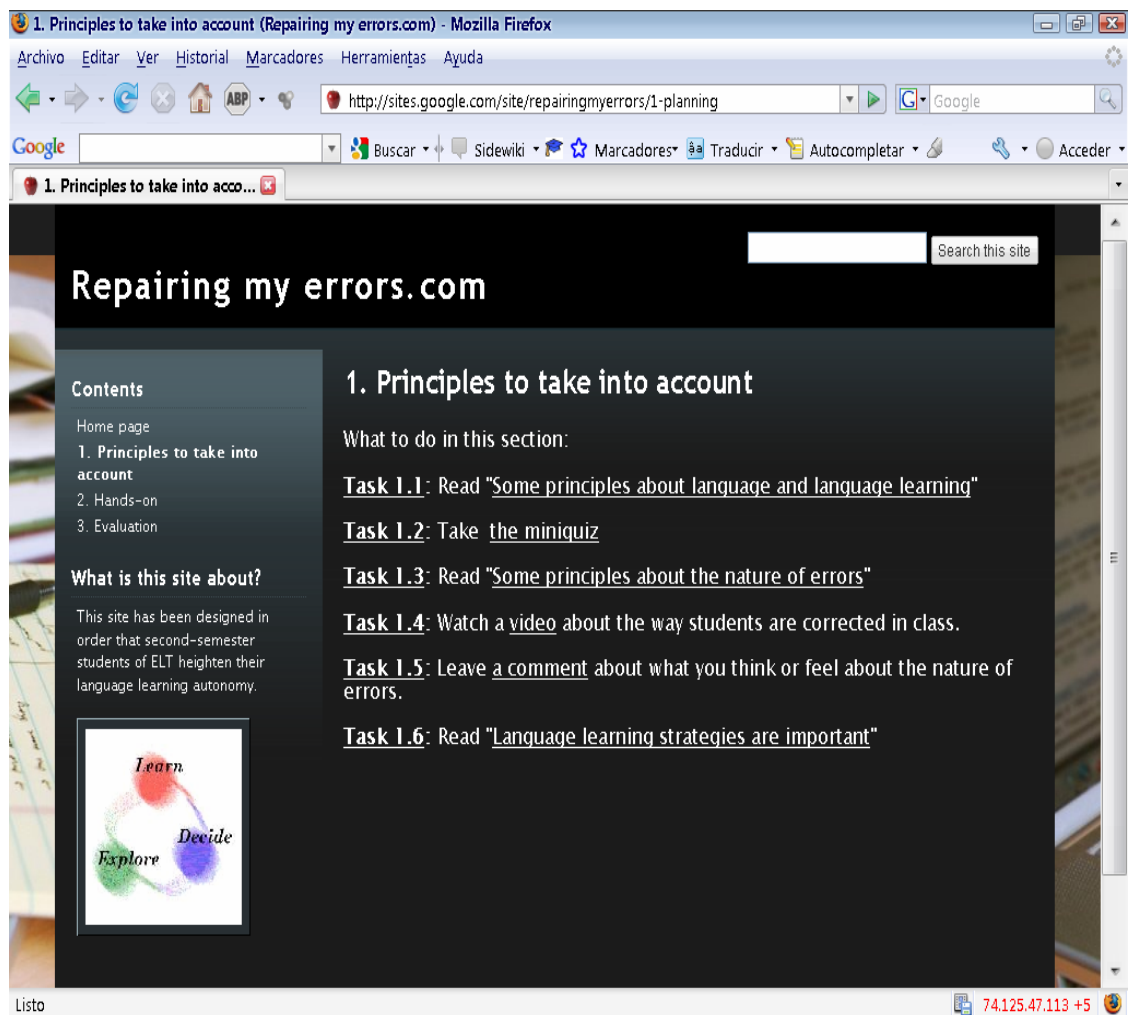


Source: Authors

The first content, “1. Principles to take into account,” introduces some information about principles about language and language learning, nature of errors and error correction (see Fig. 4). This section is divided into six tasks. “Task 1.1” contains a Power Point Presentation with some principles about language and language learning (see Fig. 5). As well as every Power Point Presentation contained in the site, it has a Word Reference Dictionary gadget that may assist the learners in the task of reading the slides. Some of the principles introduced in this Presentation are those related to the most relevant facts about language (e.g. you learn a language progressively). We consider important to introduce information about

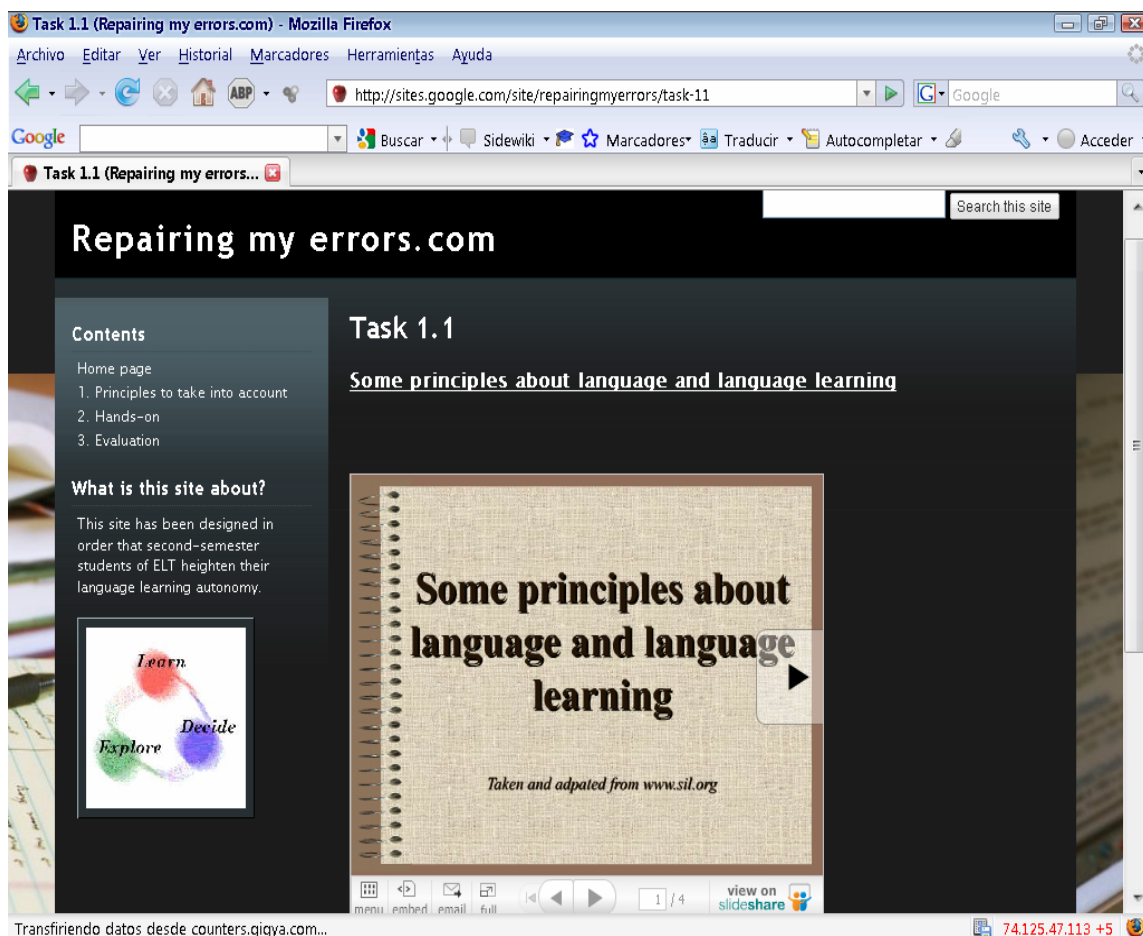
language itself given that, according to Luciano Mariani, one of the three characteristics of an independent learner is to have appropriate knowledge. This appropriate knowledge has to do with a bank of information about the nature of language and communication, the nature of learning and the purpose and demands of learning tasks.

**Figure 4. Repairing My Errors: Principles to Take Into Account**



Source: Authors

Figure 5. Repairing My Errors: Task 1.1

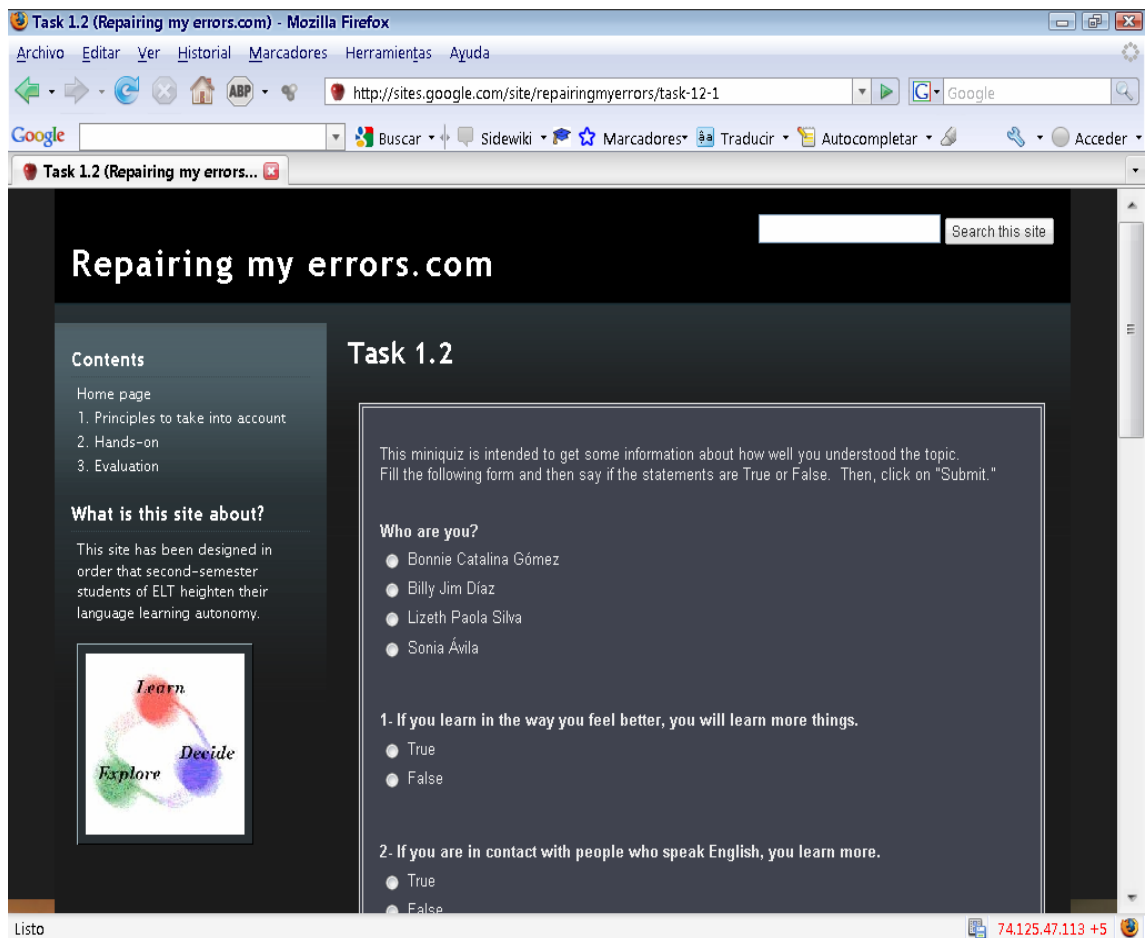


Source: Authors

Then, in “Task 1.2” a mini quiz is introduced (see Fig. 6). This mini quiz is intended to get some information about how well the learners understand the topic. In this task, the learners are asked to first, click on their name. Second, they have to read

Ten statements about the nature of language learning (previously read in “Task 1.1”) and then fill a multiple choice form by clicking on either “True” or “False.” Finally, it is necessary that they submit the answers so the information is sent to Google Documents.

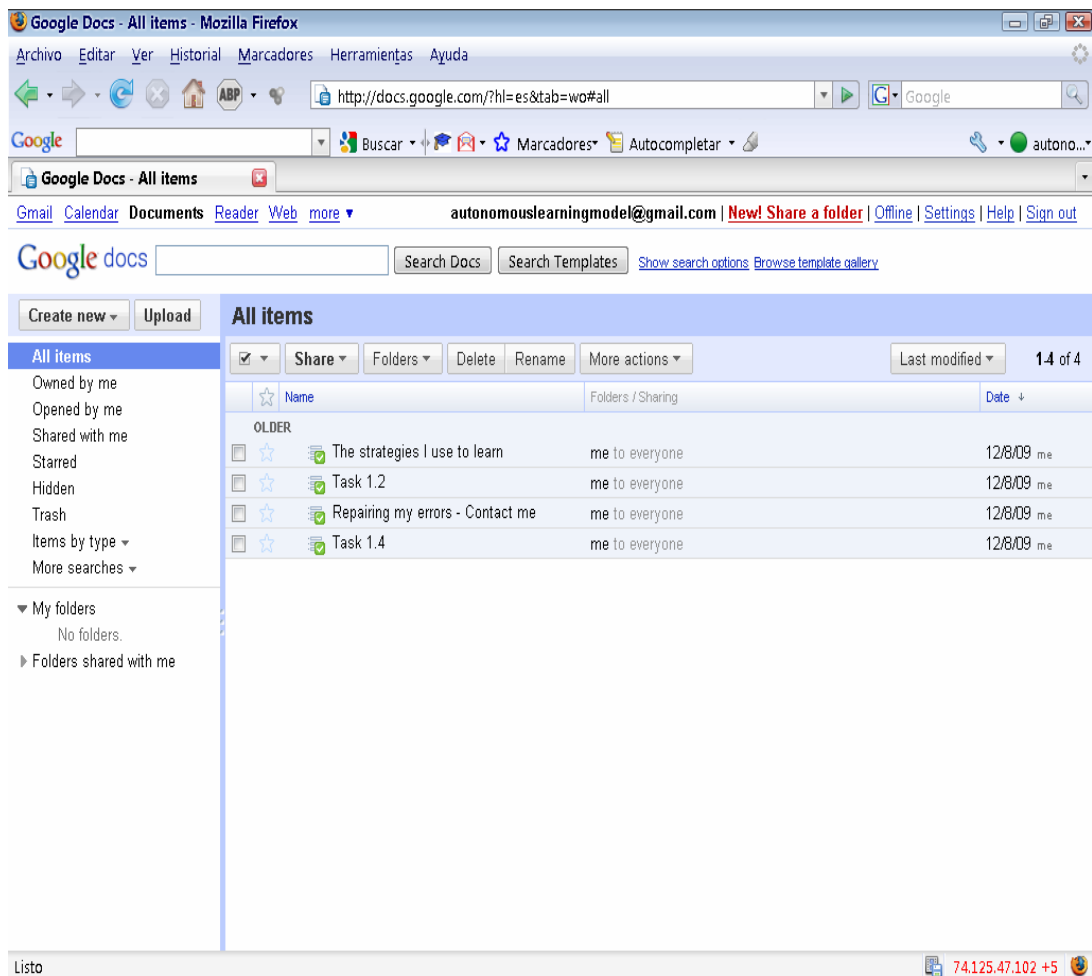
Figure 6. Repairing My Errors: Task 1.2



Source: Authors

The role of Google Documents from now on is to collect and manage information that comes from the Google site. The teacher can have access to this information by opening a Gmail account. The information that comes from the site is presented as a list so the teacher in charge not only can check the learners' results on each task, but also upload, download and modify documents (see Fig. 7).

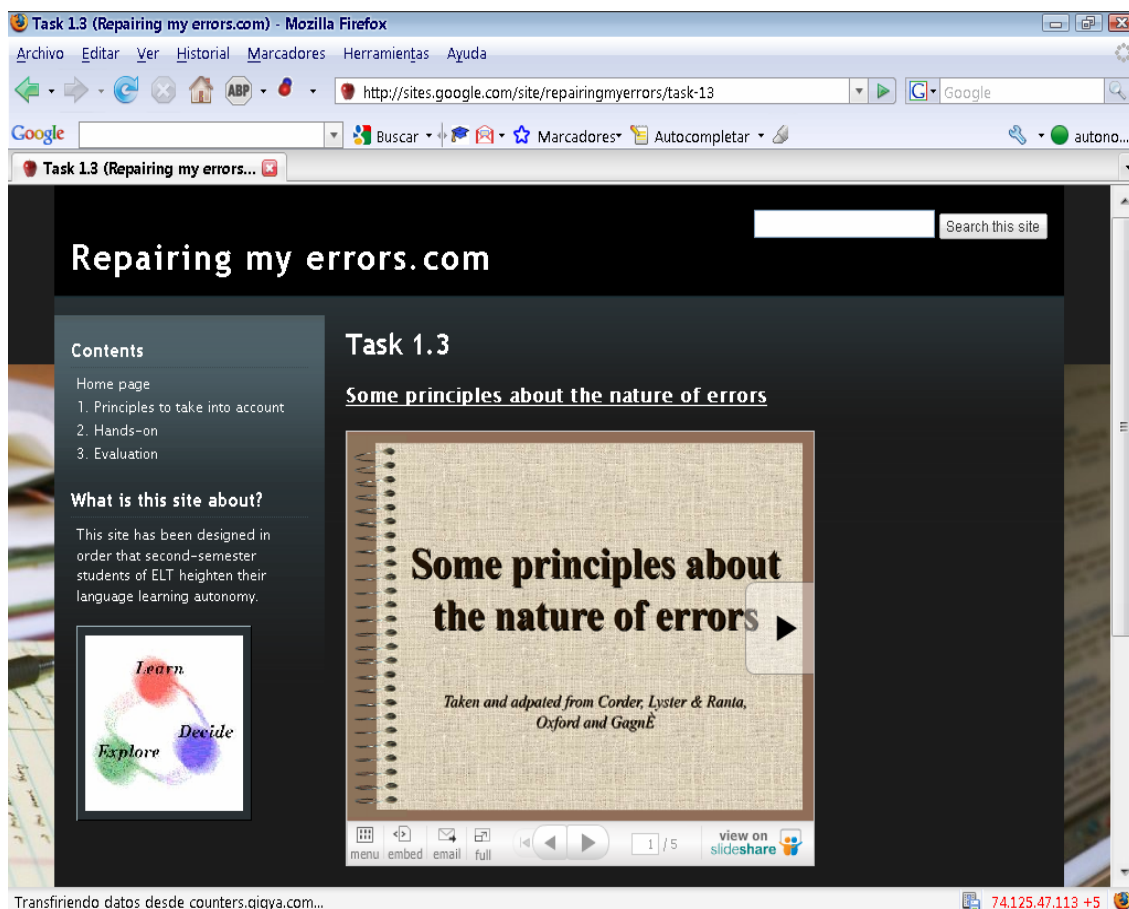
Figure 7. Google Documents: Home Page



Source: Authors

“Task 1.3” is quite similar to “Task 1.1.” In this new task, the learners have to read another Power Point Presentation (see Fig. 8). That introduces some principles about the nature of errors. The goal of this task is to make learners aware of the meaning of error, tell them the reasons why people commit errors and present the kinds of errors that there exist. In this task, the learners not only get appropriate knowledge on what they need to handle, but also they take charge of their learning process and therefore, become more autonomous (see Sinclair’s list of the characteristics of an autonomous learner).

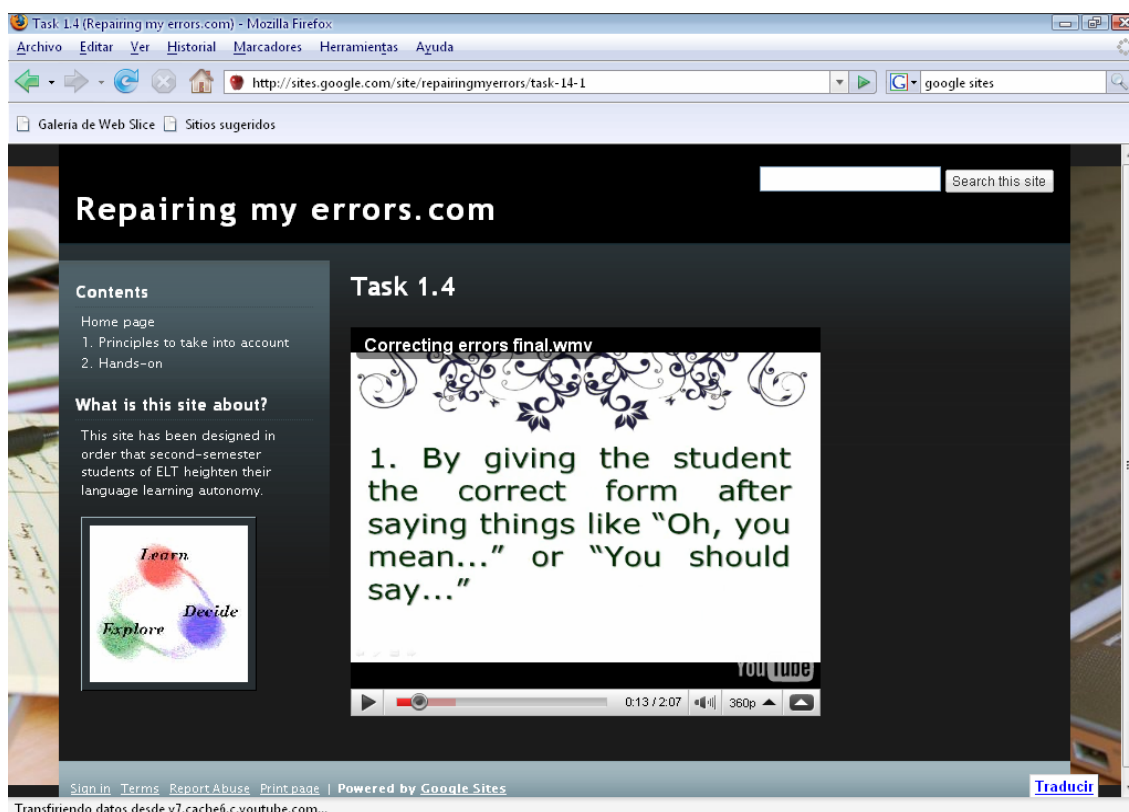
Figure 8. Repairing My Errors: Task 1.3



Source: Authors

In “Task 1.4,” learners are introduced to the different ways of corrective feedback. This task is presented in a video with a background music that makes the learners feel more comfortable (see Fig. 9). It uses plain and simple expressions to explain what Lyster and Ranta call corrective feedback. The learners can play, pause and repeat the video at any time so they can watch the video and understand the ideas at their pace. We considered necessary to add a task related to the different types of feedback given that the participants had reported that they only notice errors when explicitly being corrected by the teacher (using explicit correction or recasts). It is relevant to the development of this model that students notice as many as errors they can so they are aware of the ways in which they can be corrected.

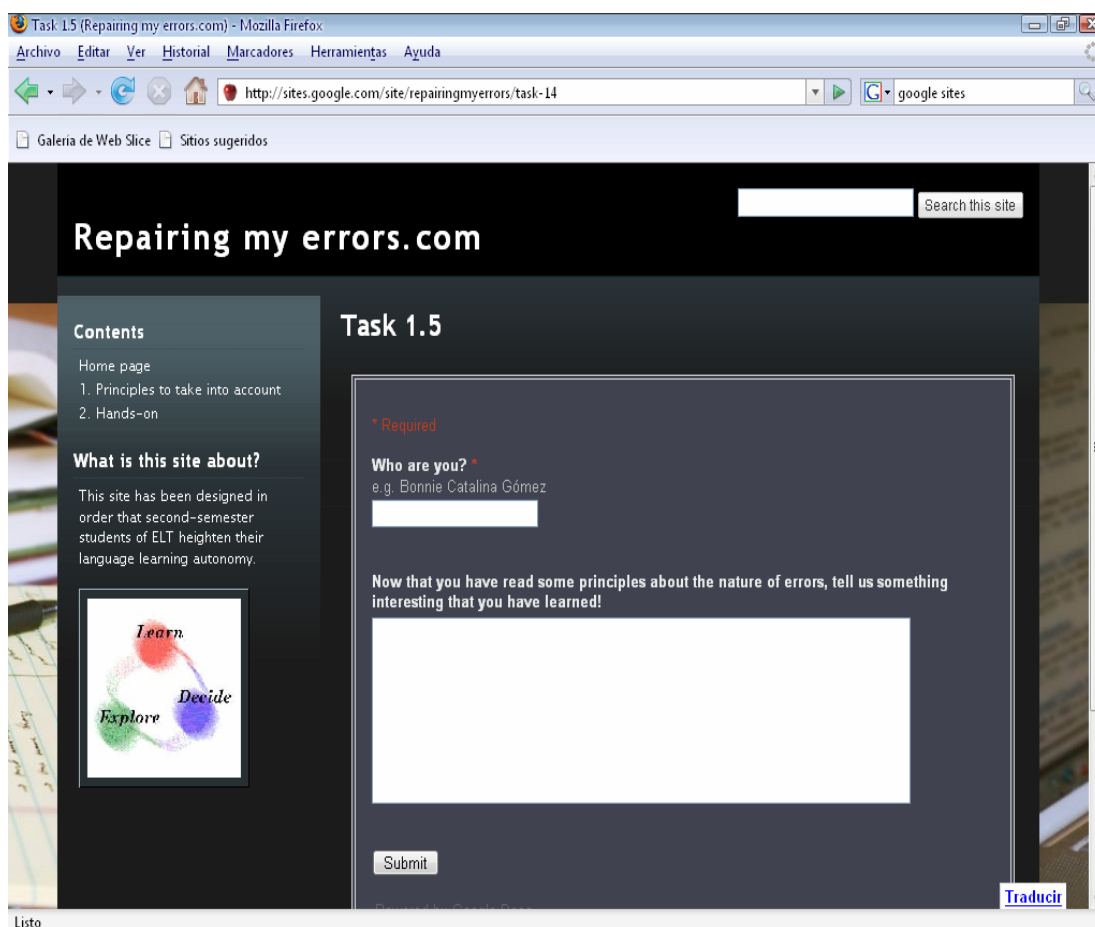
Figure 9. Repairing My Errors: Task 1.4



Source: Authors

In “Task 1.5,” we have included a space where the learners can leave a comment on what they think or feel about the nature of errors (see Fig. 10). They can also write something interesting that they have learned about the topic. When they finish writing their comments, they are sent to Google Documents. This task is aimed to encourage the learners’ critical thinking and, at the same time, it favors the use of L2 writing skills.

**Figure 10. Repairing My Errors: Task 1.5**

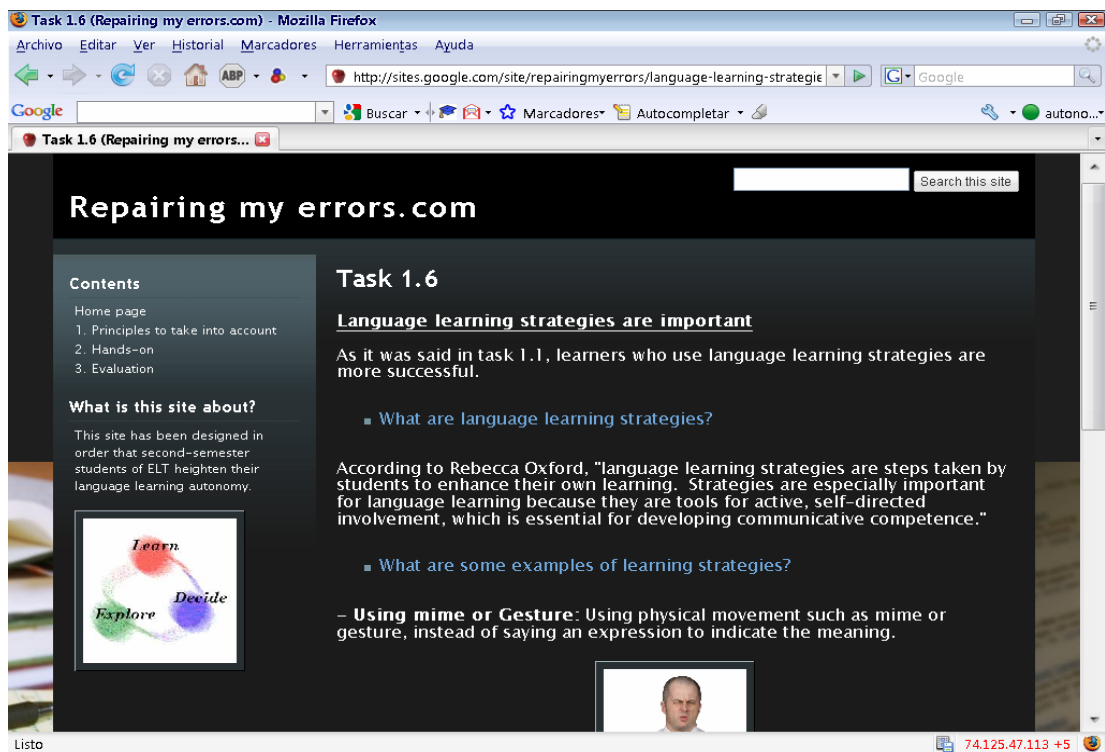


Source: Authors

As the last task of “1. Principles to take into account,” “Task 1.6” contains information about the importance of language learning strategies (see Fig. 11). This task reminds learners of what it was previously said as a language learning principle: “learners who use language learning strategies are more successful.” In this section, learners can also read what language learning strategies are, see some examples of such strategies and find out how they learn better in the “Task 1.6.1.” This latter task takes the learners to a spreadsheet where they can find a strategy inventory for language learning designed by Rebecca Oxford (see Fig. 12). The inventory has information about why it was designed and it also has some instructions about how to solve it. Finally, after learners have completed the form

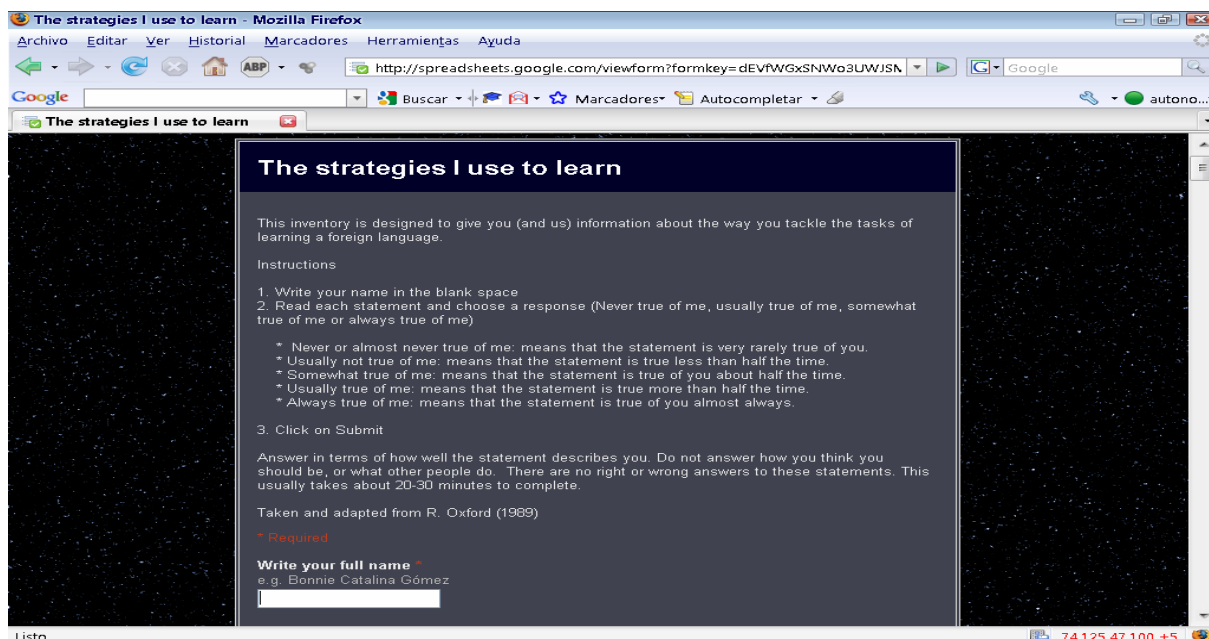
by choosing their answers, they have to click on *submit*, so the results are sent to Google Documents. We consider important to add a task in which they know what learning strategies they use since awareness is a key prerequisite that helps them become more autonomous and continue their learning process on their own in future situations.

Figure 11. Repairing My Errors: Task 1.6



Source: Authors

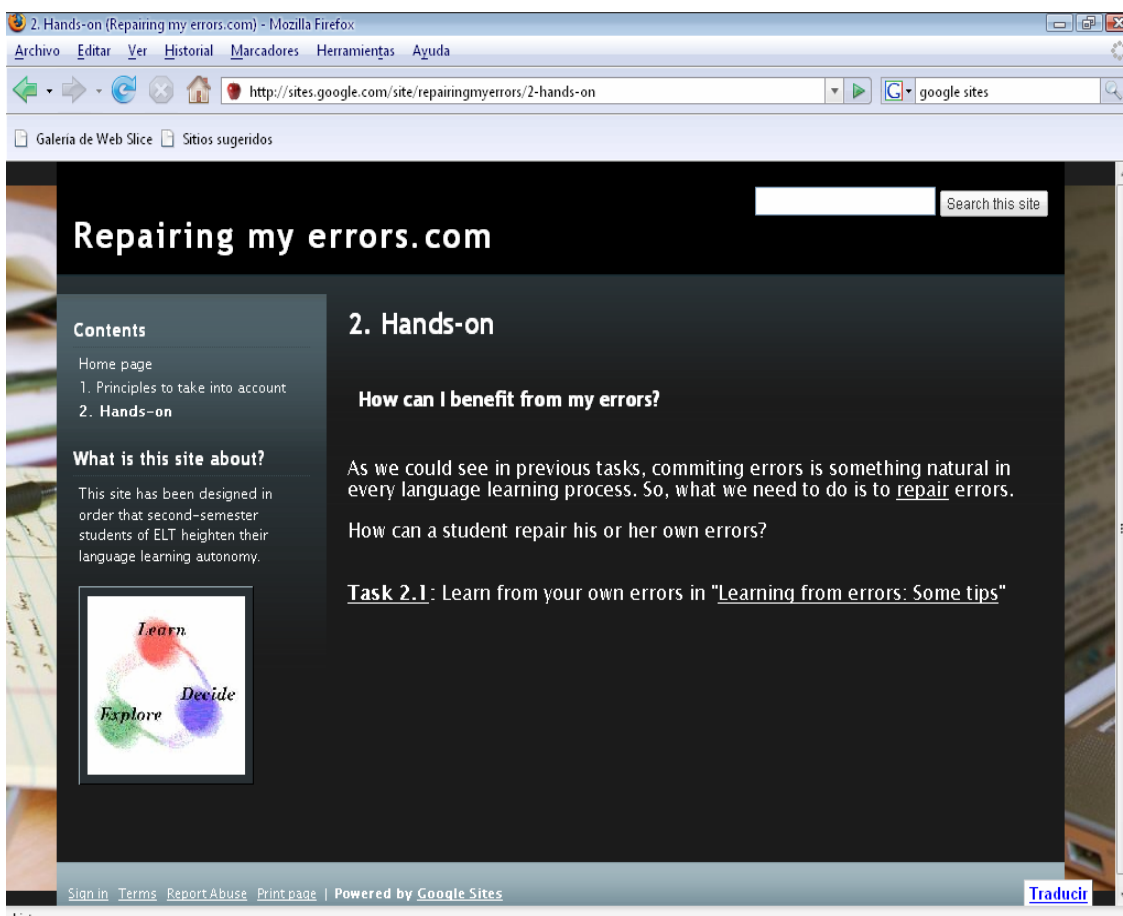
Figure 12. Repairing My Errors: Task 1.6.1



Source: Authors

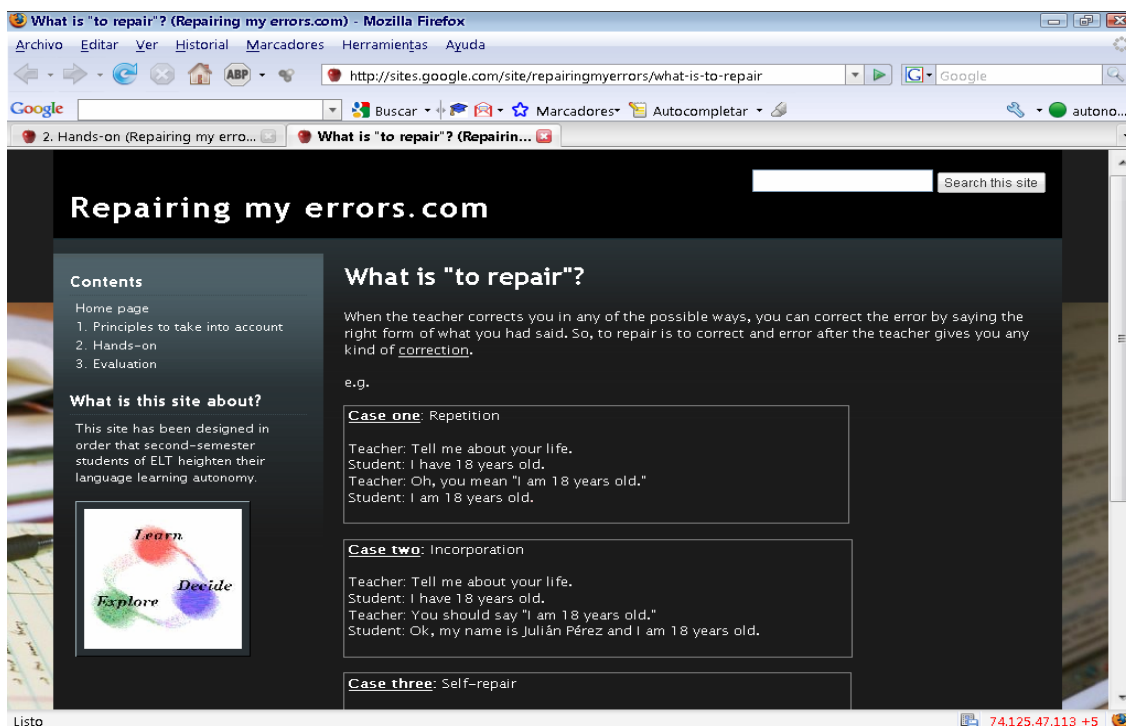
The second content, “2. Hands-on,” includes a short description of how the learners can benefit from their errors and a task that contains some tips on how to learn from them. As it can be seen in Fig. 13, the first section contains a short description where learners are told that committing errors is something natural in every language learning process so what they need to do is to repair them. There is also a link in the word *repair*, so learners can click on it and get some information of what is meant by this (see Fig. 14). There, learners find a definition of repair when talking about error correction as well as four examples of the ways in which students can repair errors. They can also find a link in the word *correction*. This link takes the learner to “Task 1.4” (which contains a video about the way students are corrected in class).

Figure 13. Repairing My Errors: Hands-on



Source: Authors

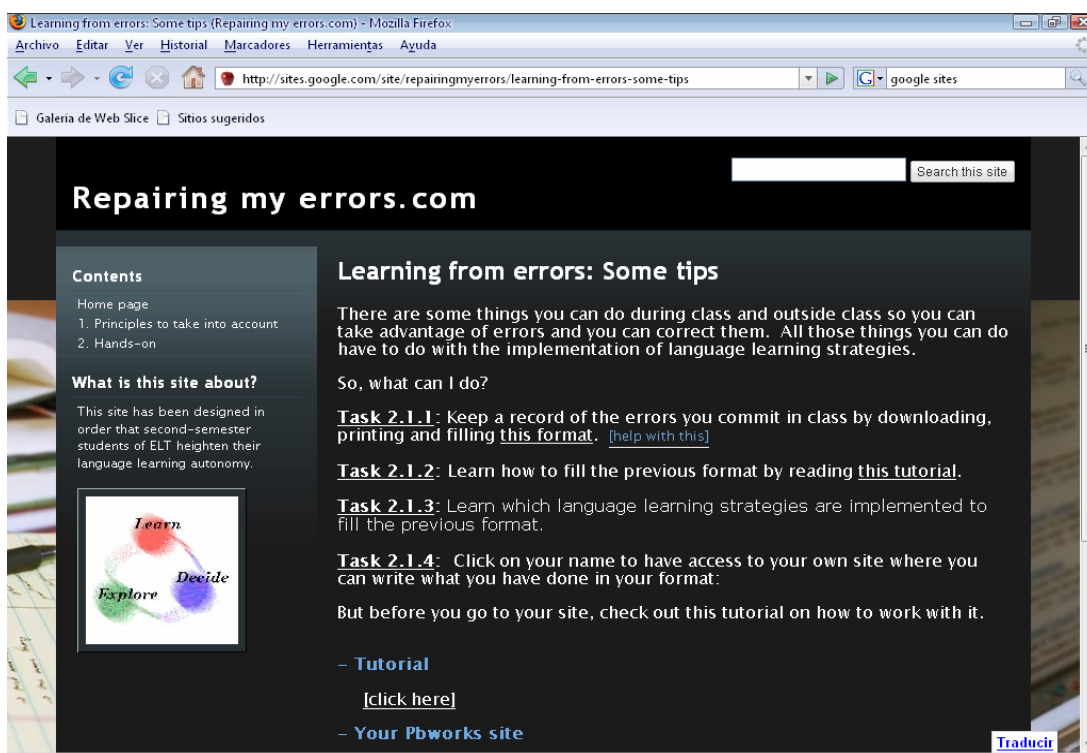
Figure 14. Repairing My Errors: Link to Repair



Source: Authors

The second section of "2. Hands on" introduces the learners to some tips on how to learn from errors (see Fig. 15). In here, there are four suggested activities that learners can do during class and outside class. All these activities learners can do have to do with the implementation of language learning strategies.

Figure 15. Repairing My Errors: Learning from Errors Some Tips



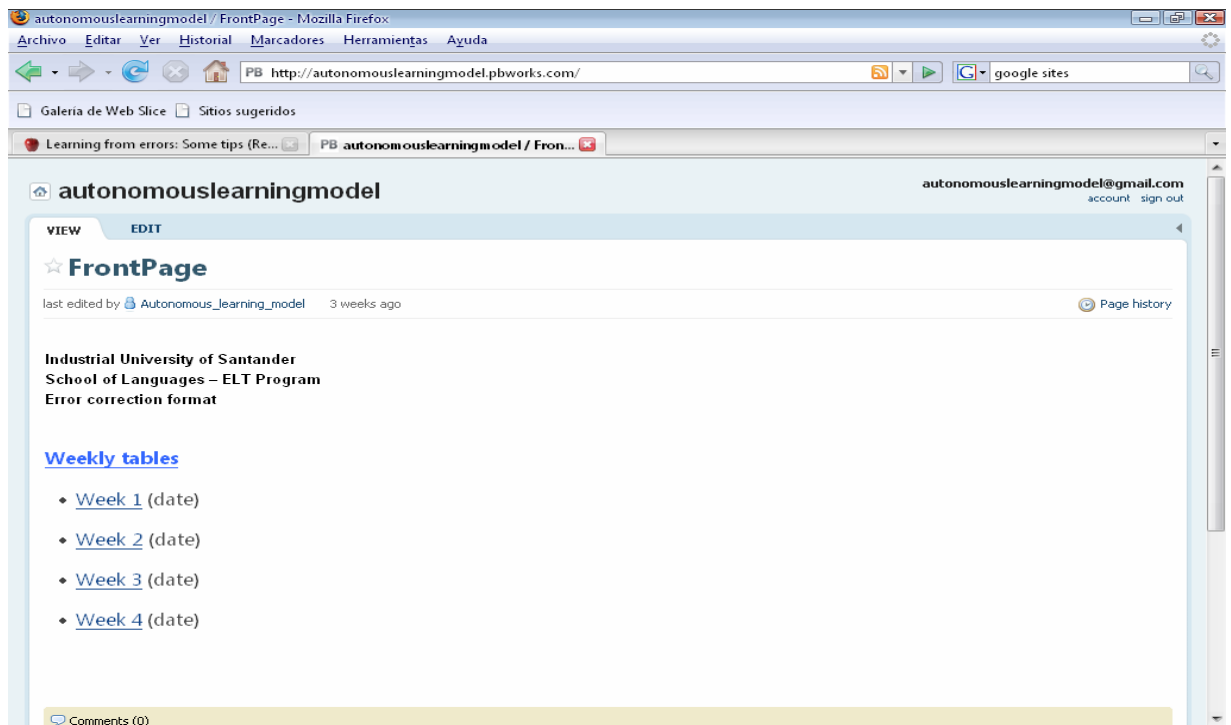
Source: Authors

In the first task, “Task 2.1.1,” learners have access to two links. By clicking on the first link, they can download, print and fill a format in order to keep a record of the errors they commit in class (see Appendix I). The second link, “help with this” assists the learners if they have problems with downloading. This link contains a video with a short but complete explanation on how to download the format. The process is explained step by step starting from the moment in which the learners click on the link that takes them to the web page that hosts the format. Then, in “Task 2.1.2,” there is a tutorial on how to fill the previous format.

“Task 2.1.3” gives explicit instruction on how language learning strategies are implemented to fill such a format. As we said before, awareness of strategies becomes a key given that it would make learners make a proper use of them during class when filling the format and would make them more autonomous.

As the last task of the second section of “2. Hands on,” learners can find “Task 2.1.4.” In here, they have to do two tasks. The learners have to first click on a link that takes them to a tutorial on how to work with the Pbworks site. Then, they have to click on their name to have access to this site where they can write what they have done in their format. We opened a Pbworks site for each one of the learners so they can have a space to transcribe and add some more information about the errors they committed during the week. This site contains in the home page four “weekly tables,” one per week, which take the learners to a new page (see Fig. 16). In each new page learners can find three sections: “1. Table week,” “2. Suggested sites” and “3. My weekly reflection.”

**Figure 16. Pbworks Site: Home Page**



Source: Authors

In “1. Table week,” there is a table format similar to the one that they used in class to take notes of their errors. This new table contains columns where they have to

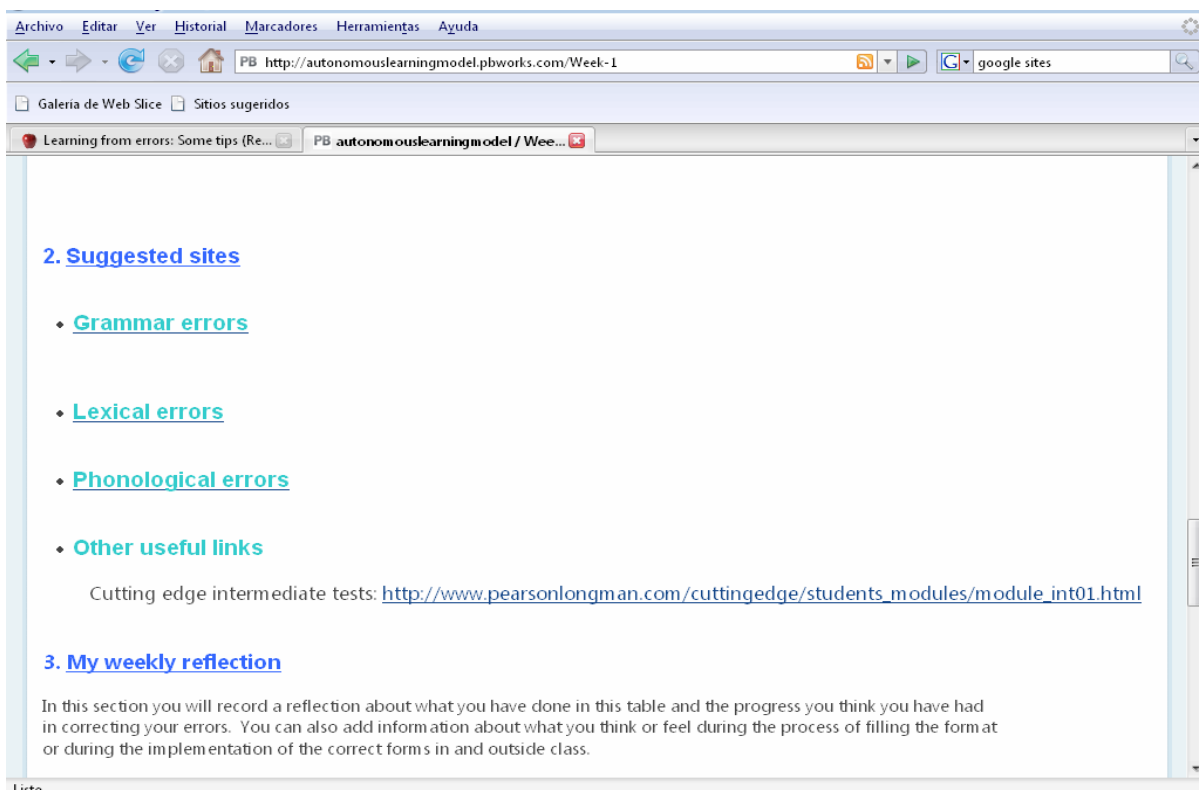
transcribe the information they filled in the format they got in “Task 2.1.1” as well as extra columns where they have to write more information about each error (see Appendix J). These extra columns include “The correct form,” “The type of error I committed,” “How I noticed there was an error,” “The goal” and “The tool I used to achieve it.”

As it can be seen in Appendix J, in the first, second, fifth and sixth columns, learners have to transcribe what they have previously filled in the printed format (see appendix I). In the third column, “The correct form,” they have to write the correct form of the sentence. For doing this, the learners must be aware of the existence of an error in their utterance. In the fourth column, “The type of error I committed,” they have to select whether the error they committed is grammatical, lexical or phonological. In the seventh column, “The goal”, learners have to establish a goal for the error they committed. In the last column, “The tool I used to achieve it”, learners have to choose a source from the second section “Suggested sites,” and copy and paste the link they found useful. If the learners prefer so, they can find a source on their own and paste the link. The important thing of this part is that learners find a way on the net to look for the correct form of the errors they committed and do any practice on it.

In “2. Suggested sites,” the learners can find four links that take them to where they can reinforce their weaknesses based on the errors they committed (see Fig. 17). The first link, “Grammatical errors,” contains a table with “Topic,” “Explanation” and “Exercises” (see Fig. 18). In here, learners can look for a topic related to the error they committed and check its explanation and exercises as well. The learners can either choose a link from the suggested page or find one on their own. The aim of this task is to make learners more self-directed and encourage them to find their own learning resources on the web. The second link, “Lexical errors,” has two suggested free online dictionaries where learners can check the meaning or the translation of the word they are looking for (see Fig. 19). The third link,

“Phonological errors,” has two pages where learners can check the pronunciation and phonetic transcription of the word they mispronounced (see Fig. 20). In the last link, “Other useful links,” learners can find the online cutting edge intermediate student’s book tests and exercises if they feel the need to do some extra practice (The book they use in class) (see Fig. 17).

**Figure 17. Pbworks Site: Suggested Sites**



Source: Authors

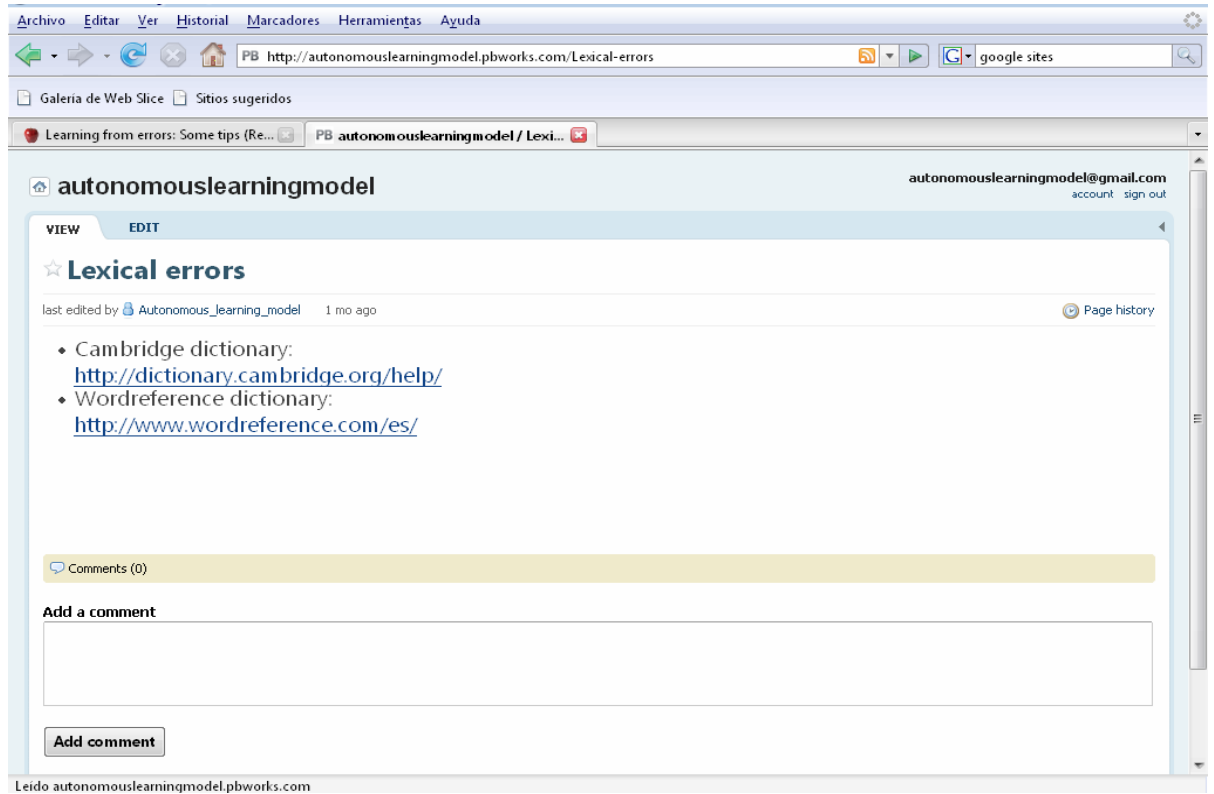
Figure 18. Pbworks Site: Grammatical Errors Page

The screenshot shows a web browser window displaying a Pbworks page. The page title is "Grammatical errors" and it was last edited by "Autonomous\_learning\_model" 1 month ago. The page contains a table with three columns: "Topic", "Explanation link", and "Exercise link".

Topic	Explanation link	Exercise link
Simple Present	<ul style="list-style-type: none"> <li><a href="http://www.english-hilfen.de/en/grammar/sim_pres.htm">http://www.english-hilfen.de/en/grammar/sim_pres.htm</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.english-hilfen.de/en/complex">http://www.english-hilfen.de/en/complex</a></li> <li><a href="http://www.english-hilfen.de/en/complex">http://www.english-hilfen.de/en/complex</a></li> </ul>
	<ul style="list-style-type: none"> <li><a href="http://www.englishclub.com/grammar/verb-tenses_present.htm">http://www.englishclub.com/grammar/verb-tenses_present.htm</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.englishclub.com/grammar/verb">http://www.englishclub.com/grammar/verb</a></li> </ul>
	<ul style="list-style-type: none"> <li><a href="http://www.ego4u.com/en/cram-up/grammar/simple-present">http://www.ego4u.com/en/cram-up/grammar/simple-present</a></li> </ul>	<ul style="list-style-type: none"> <li>Verb "to be": <a href="http://www.ego4u.com/en/cram-up/gramr">http://www.ego4u.com/en/cram-up/gramr</a></li> <li>Affirmative, negative and questions with "I" <a href="http://www.ego4u.com/en/cram-up/gramr">http://www.ego4u.com/en/cram-up/gramr</a></li> <li>Affirmative, negative and questions with "I" <a href="http://www.ego4u.com/en/cram-up/gramr">http://www.ego4u.com/en/cram-up/gramr</a></li> </ul>

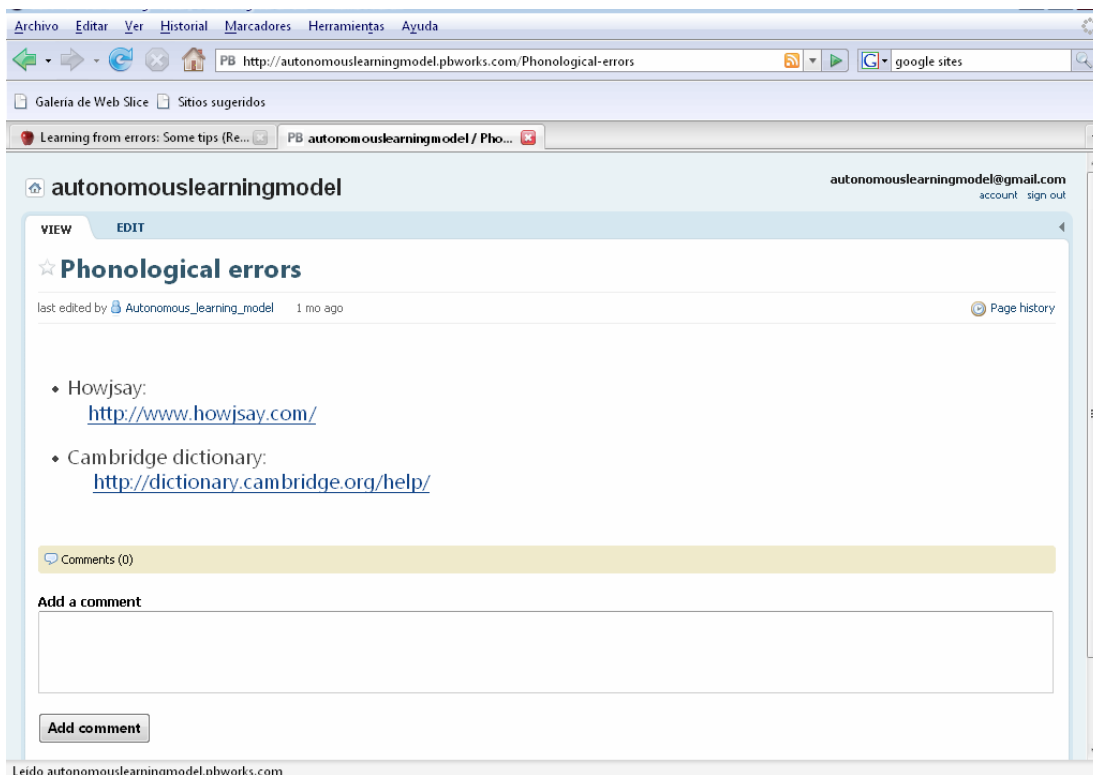
Source: Authors

Figure 19. Pbworks Site: Lexical Errors Page



Source: Authors

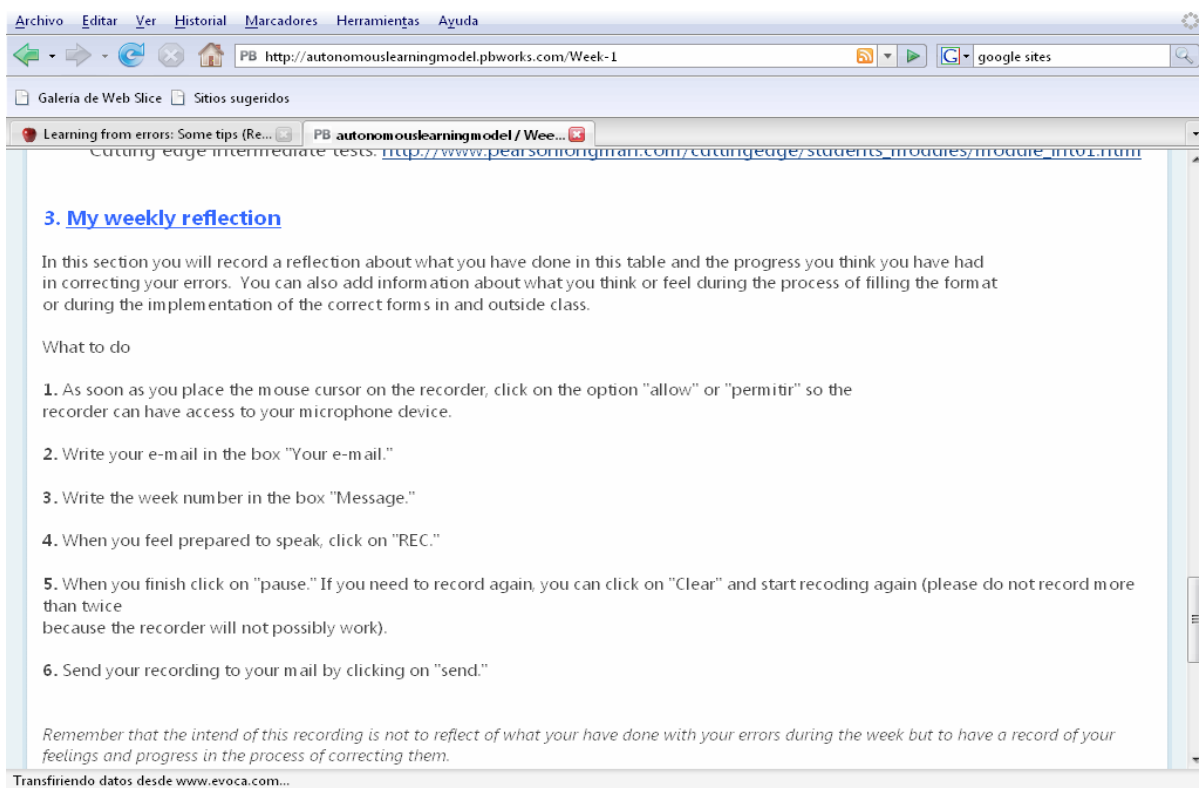
**Figure 20. Pbworks Site: Phonological Errors Page**



Source: Authors

In the third section, “My weekly reflection,” learners have to record a reflection about what they have done in the previous table and the progress they think they have had in correcting their errors (see Fig. 21). They can also add information about what they think or feel during the process of filling the table or during the implementation of the correct forms in and outside class. In this section, the learners are given instructions on how to record using a browser microphone. The aim of this reflection is to develop the learners’ critical thinking and make them get used to use this metacognitive strategy that will make them become more autonomous. It also helps them to check for errors they commit after recording their reflections.

**Figure 21. Pbworks Site: My Weekly Reflection**



Source: Authors

### **4.3. IMPLEMENTATION OF THE MODEL**

One part of the model was implemented with the four participants already mentioned in the introduction. S1, S2, S3 and S4 were told to solve a number of tasks in the Google site on November 25<sup>th</sup>. They solved the first content of the site, "1. Principles to take into account," with all its tasks (from "Task 1.1" to "Task 1.6"). Despite the fact that the participants were told to do the tasks during the week (from November 25<sup>th</sup> to November 29<sup>th</sup>), only S1 did so on time (on November 26<sup>th</sup>). S2 did the tasks on November 30<sup>th</sup> while S4 and S3 did so on December 8<sup>th</sup> and 9<sup>th</sup> respectively. One of the possible reasons why the majority of the participants did not do the tasks on time is that the English and Phonetics and

Phonology examinations week was coming. We had to constantly remind S3 and S4 of doing the tasks. We were conscious of the participants' performance on the Google site given that this tool sends activity results to our project e-mail account. So, we could check which participants had done the tasks as well as the date and the time they did them.

We decided not to have the participants do the tasks contained in "2. Hands on" due to two reasons. The first reason is that the participants had time constraints. As we said before, the English and Phonetic and Phonology examinations were coming so they had to study and take time to present them during the first week of December. The second reason is that the participants were about to go on vacations. This fact made them skip classes and feel less committed with the English class and the project.

So, we decided to assign some of the tasks included in the second content without visiting the site. Instead, we wanted to give them the already printed format and explained briefly how to fill it out. Only S1 attended to class on Friday, December 11<sup>th</sup>, so it was this participant who was told how to fill the first version of the note-taking format (see Appendix K). At the end of the class, S1 had written one error in his format. It seemed that the format suggested that the participants had to write only one error as there was just one space per day in this primary version (see Appendix M). That is why we decided to make changes on this format and include three more spaces per day. This would urge the participants to write more than one error. Thus, we designed a new version of the note-taking format (see Appendix L).

On December 14<sup>th</sup>, all the participants were given the new version of the format and were told about how to work with it. They were asked to write more than one error per day. During the week in which they had to fill it (from December 14<sup>th</sup> to December 17<sup>th</sup>) the observers began to attend those classes every day. We had

an observation format to take notes of every error that the participants committed. We took notes of every error committed in class even if there was no corrective feedback. We also wrote information about what they said, the errors they committed, the type of feedback they were given, their attitude or reaction and the type of error they committed. The intent of this observation format was to create a bank of all those errors that they committed during class so that, we could have valuable information to compare the amount of errors actually committed and corrected and the ones written by the participants.

From the observations and a subsequent focus group discussion we could draw some conclusions:

- Given that it was the first time that the participants were asked to keep a record of their errors, the note-taking format was not completely filled as expected: although we told them to write more than one error a day, none of the participants did so. For example, we found that S1 had written only three errors in his format: one error on Monday, another on Wednesday and another one on Thursday. S1 had no record of errors on Tuesday because that he did not attend class that day. It was the same case for S2. This participant only wrote an error each day she attended to class. S3 took notes of only two errors during the week (one error on Monday and other one on Tuesday). S4 wrote only one during the whole week. In spite of this, we need to acknowledge the effort that these participants made when filling the format. It was a progress to have them write at least one error taking into account that they never used to take notes of what the teacher corrected.
- There was a need to change the note-taking format for future implementations of the model: in a focus group conducted on December 17<sup>th</sup>, S1 reported to have had problems filling the format. He said that he was conscious of the errors that the teacher corrected but there was not enough time to write them

on the format because one needs to pay attention to the class as well. S2 reported almost the same as S1. She said that it was very difficult to pay attention to the class and take notes of the errors at the same time. She suggested designing a format with fewer columns so they can have time to fill it. Thus, we came to design a third version of the note-taking format which is currently uploaded on the Google site (see Appendix I).

- The participants began to notice other kinds of feedback apart from the explicit feedback and recasts: for instance, in one of the last classes, S4 wrote an error in her note-taking format. When we asked her how she noticed that she was committing an error, she reported that the teacher stood in front of her and kept silent. This participant remembered that one of the tasks contained in the Google site showed that there are situations in which the teacher uses his body or gesticulates in order to show the student that their utterance is wrong. So that, the implementation of such a task helped this participant notice other kinds of feedback different from the one they had reported in an initial interview.
- It was motivating for the participants to do the tasks using a site on the Internet: S1 was constantly asking the observers to give him new assignments or to give him more information about certain topics studied. To give an example, in “Task 1.4,” he wrote a suggestion:

“Suggestion: I’d like to know more information about definition like (recasts, metalinguisticfeel and elicitation)” [*sic*]
- All the participants congratulated the observers for the design of the site. They said that it was easy to use and that the information contained there was interesting.
- It is important to address that in spite of all the constraints, the participants showed progress in respect to what they would do with errors during class.

They began to take notes of the errors corrected by the teacher and did the tasks assigned by the observers. They could have access to valuable information about language principles, strategies and the importance of errors in the process of language learning. On the other hand, it is also important to note that there is still a lot to do referring to the model presented in this work. There are many things that other teachers can do in order to foster language improvement.

## **CONCLUSIONS**

In regard to what extent ELT second-semester students are aware of the importance of errors for their learning process when participating in oral tasks, it can be said that these students have some idea about the need to repair errors but they need a guide that have them work in an organized way. It is important that this guide serves as a self-directed aid that encourages autonomy and lead to language improvement. This guide can be seen as a model whose intend is to help these students and many others to understand the importance of repairing their errors. It must be a tool that facilitates and improves learning.

## **RECOMMENDATIONS**

The model presented above can serve as a guide or basis for teachers who want to foster their learners' awareness of errors. This implies self-directed learning and a continuous process of becoming autonomous in which not only learners but also teachers are involved. Thus, the teacher is the one who facilitates, guides and encourages his or her learners' willingness to learn on their own and improve their outcomes.

As this model is a guide or basis, the teacher who wants to implement it decides what is appropriate for their students. Our model was designed on the basis of observations and interviews that showed what the participants' needs were at the moment of the study. If an educator wants to implement it, he or she must be willing to make changes on it depending on his or her students' needs. One example of such changes could be whether using Information and Communication Technologies to present the tasks and activities that promote the learners' abilities to learn on their own. We recommend the use of ICTs for the implementation of this model due to the fact that, technology is an essential and natural part of people's daily life and creates versatile possibilities for the acquisition, creation, modification and sharing of information, self-expression, communication and interaction with other people (Kankaanranta 111).

Some possible changes that can be also made are related to the presentation of the model and its contents and tasks. In the first content "Principles to take into account," the teacher may opt to use in-class discussions or any other technique to check for comprehension instead of having the students take the quiz and write a comment. In addition to this, the teacher may also make students discover the importance of language learning strategies (included in "Task

1.6”) and give them a report of the ones that they use in a more informal way such as in academic assessment hours. Moreover, the format that learners download and fill in “Task 2.1.1” can be modified taking into account problems that arise from filling it. The teacher can also deliver this format in a printed version to the learners instead of making them download it from a site. Likewise, the teacher may explain how to fill the format during class or using a Power Point Presentation. In respect to the use of the Pbworks site, we recommend to keep working on it given that it provides a space where learners can have a record of all the activities they do and their progress they have in repairing their errors.

The teacher can also decide on the amount of weeks learners are going to take record of. We suggest that the teacher includes four weeks at first and then make decisions depending on the learners’ progress and the results. Thus, the teacher may implement the model for a couple of weeks or during a whole semester.

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## APPENDIXES



UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTY OF HUMAN SCIENCES  
SCHOOL OF LANGUAGES

### APPENDIX A: TEACHER'S CONSENT LETTER

Dear Mr. XXX

We are tenth-semester students who are developing a research project entitled: Towards the Design of an Autonomous Model for the Repairing of Errors in ELT Freshmen at Universidad Industrial de Santander. This project is guided by professor Luz Mary Quintero in the School of Languages at Universidad Industrial de Santander. Our study aims to design an autonomous model for helping learners to repair errors. We are requesting your participation by letting us be in your classes two days a week, Monday and Wednesday from 10 to 12 am, during English intermediate classes. Your personal information will remain private during the whole project.

If you have any questions concerning the research study, please feel free to talk with us or call us at 311 855 67 03 or at 316 810 85 77. You can also contact the School of Languages and ask Professor Luz Mary about the project.

Your students will benefit from this study as the aim of it is to help them become more autonomous learners in the task of repairing their errors.

Sincerely,  
Aleyda Fonseca and Lisis Sofía Gómez

I consent to participating in the above study.

Signature \_\_\_\_\_  
Date \_\_\_\_\_

## APPENDIX B: INITIAL IN-CLASS OBSERVATIONS

**Observation: 1**

**Date:** October 28th, 2009

DESCRIPTION
<p>There are 18 Ss. T is explaining the Greetings. T says a reply for a greeting giving his back to Ss and Ss should say what T says and write it on the board. T writes on the board the way Ss should call him: Mr. xxx or Profe. T calls a S to say what he said. T asks Ss for the spelling of the answers. T asks Ss for more replies for "How are you?" T asks Ss some questions and Ss should answer (They are related to greetings) Now T writes "What do you say?" and Ss should tell T a way to respond to that question. T writes the answer (replies) on the board. Ss are eager to make questions (more equivalents) T asks for more equivalents/greetings for "How are you?". A S says: "How do you do?" T asks Ss if this is a greeting but he explains the difference with the other greeting. T asks Ss for more structures like: "What do you say?" Ss think and T writes the rest of the examples. T delivers a handout. T asks Ss "How many columns do we have on the copy?" T asks Ss: "What are they?" T writes the word on the board. T asks for more words that are similar to "trustworthy". Ss think and talk in a subtle way. T gives a hint: "That word starts in R" A S says: "reliable." T tells Ss: "look for another word that has a similar meaning. It starts in D" Ss give the answer.</p>

Now T asks Ss to look for unknown words. Ss are quiet, look for it on the copy.  
 T asks for the meaning of a word (Selfless).  
 T says: "Any word on the list that you are not familiar with?"  
 A S says: "\*What the meaning of stubborn?"  
 T says: "It means terco."  
 T numbers Ss from 1 to 4 and asks Ss to get together according to the numbers.  
 T asks Ss to select adjectives that best describe them.  
 A S calls him by Teacher and he says: "Excuse me?" and then S immediately remembers the right way to call him.  
 T moves around and checks that Ss are working.  
 Ss want to clarify the meaning of some words.  
 A S approaches T and asks for the pronunciation and the definition of some words.  
 T says a chant (Ennie Minie...)  
 T selects a group and chooses a S.  
 T asks the other Ss from the same group to describe her.  
 A S says. "Cheerful" /tʃɪər fʊl//.  
 T says: "Oh, cheerful /tʃɪər fʊl/  
 T chooses another group. They have to do the same activity.  
 A S says "Naïve" /neɪ'ɪ:v/.  
 T says: "Oh, naïve" /naɪ'ɪ:v/.  
 Ss's reaction to correction: embarrassed.  
 T chooses a S from another group.  
 T asks why they selected those adjectives.  
 T asks some Ss to describe a classmate without naming him or her.  
 A S says: "\*She is crazy because she do crazy things."  
 T says: "What kind of crazy things?"  
 The S says: "\*She like extreme sports."  
 T says: "Oh really?" and the class continues.

**Observation: 2**

**Date:** November 4th, 2009

**DESCRIPTION**

T checks attendance.  
There are just few people in the classroom.  
T numbers Ss from 1 to 4 and makes Ss group according to their numbers.  
Ss start coming in.  
T numbers Ss again.  
Ss get together according to their numbers.  
Now T checks attendance again.  
T has Ss open their books on page 159 and look at a conversation.  
T asks Ss to read it and look for similarities and differences between the 2 people.  
Some Ss asks T some questions related to vocabulary.  
T moves around checking progress.  
Ss are working.  
T is writing on the board.  
T asks a question from the text and writes it on the board.  
T explains "showing agreement."  
T gives different examples.  
T explains British and American pronunciation.  
Now T asks Ss to open their books on page 13.  
T talks about a previous experience in Bucaramanga with a café-bar he owned.  
Now T asks Ss to make a dialogue asking personal questions.  
T moves around checking progress.  
A S says to other: "I like going to bars."  
His partner says: "So do I"  
T asks this latter S: "What did he say?"  
The S says: "He like going to bars."  
T asks: "Where do you usually go?" (looking at the other S).  
This S says: "Café Conarte."  
The class continues until time is over.

**Observation: 3**

**Date:** November 9<sup>th</sup>, 2009

**DESCRIPTION**

corrects one S's notebook because she looked up some words in the dictionary.  
T does this orally.  
T says: "How are you?" to a S.  
She says something with a low pitch so T has to approach to this S.  
T congratulates a S who brought the homework in a written way. This S smiles at T.  
T asks Ss who looked a word up. Only two Ss know what it means.  
T asks Ss: "What is the meaning of Cutting Edge?"  
A S says: "Cortando el borde"  
T says: "No". T writes some clues on the board by saying:  
"Cutting edge: the most up-to-date"  
"the latest technology / approach"  
Some of the Ss work in pairs despite of the fact that they have their own book.  
A S says: "I enjoy playing video games"  
T says. "O.k."  
There is one S saying "I'm not learning anything"  
T gives Ss more expressions to say: "hate"  
E.g. Detest/loathe/can't stand /hate+-ing  
Almost an hour has passed and T is still in the first exercise.  
One S says: "\*She love shopping".  
T doesn't say anything.  
This S continues talking.  
He says "I'm not interested" pronounced as /n'terestd/.  
T doesn't correct.

**Observation: 4**

**Date:** November 11th, 2009

**DESCRIPTION**

T is in class.  
Ss are coming. T greets them. There are only 4 Ss in the classroom.  
Ss and T are quiet. T moves around.  
T approaches one S and says: "How you doing this morning?"  
T tells Ss they are kind of lazy.  
T moves and moves around waiting for Ss.  
T approaches, observes and says that he has to wait for everybody because he needs to do an activity which requires all the people in the classroom.  
T starts checking attendance and making extra comments.  
T tells Ss to think about 2 people and talk about them in groups and then answer questions about it.  
T starts numbering Ss.  
Ss are moving around the classroom according to their numbers.  
T asks Ss to choose a person and talk about him / her.  
T gives an example: "My daughter works in Bogotá."  
T says: "Ennie, minie..." to choose a person for a group and start the conversation.  
A S says: "\*He have a store".  
T says: "He qué?"  
Another S says "Why does he live with a ...?" This S looks at the observer and wants to know if his question is right or wrong.  
T helps this S with new vocabulary.  
The same S asks another S: "\*What does his brother live in Venezuela? (she wanted to say "why" instead of "what").  
No one corrects the mistake and She continues talking.  
She keeps asking questions: "\*But your mother live in Caracas?" (Grammatical error)  
"\* ... but 10 years ago he leaves..."  
"You don't know your step brothers?"  
Ss require new vocabulary but they use Interlanguage.  
"\*The first time when I go to Venezuela"  
(S didn't notice it)

This S keeps on talking about his trip to Venezuela.  
 Now, another S is talking.  
 T arrives and pays attention to what she says.  
 This S says: “\*He work as...”  
 “\*He have..” “Oh, he has” (she corrected immediately)  
 T leaves the group and continues checking that Ss are working.  
 “\*My mother and my father meets in Bogotá” (she’s talking about past events: “met”)  
 “\*My fathers are divorced” (parents)  
 T arrives again to this group.  
 Another S is talking about his father.  
 He says: “My father has one child.”  
 T says: “Oh, my father had one child”  
 S talks again and realizes about his error. He doesn’t repeat it again.  
 Another S in the other group says: “\*This year my husband, my baby and me travel to Caracas”  
 She says things such as:  
 “\*We have to return” “\*We don’t have anything” (she’s talking about past events)  
 “Where your sister study?”  
 “\*He study ay José Elías”  
 Another S asks: “How did your mother die? And the other S answers: “\*He died...”  
 Ss complain about the class.  
 They talk to T about the way he teaches. They complain about grammar classes. They want grammar instead of conversational ones.  
 Another S is going to write first and then talk. T approaches this S and tells her to do it orally.  
 T asks a S to talk about someone that a classmate already described.  
 This S says to T: “\*He’s a person very spontaneous”  
 “\*He was studied at UIS”  
 “\*He have a 4.3 in the ponderado”  
 “\*He know more English than me”  
 “\*He play ultimate”  
 T does not correct any of the previous errors.  
 T goes to another group.

T asks a S from this other group to tell him about someone.  
 This S begins to talk about her boyfriend. She says: “\*He loves philosophy” /fa□'l□səfi/.  
 T says: “Ah, philosophy” /f□'l□səfi/.  
 T leaves the group and goes to a different one.  
 This S continues: “\*He was drink beer”  
 “He is ateo” (she uses interlanguage)  
 Another girl, a girl in white shirt, says:  
 “\*He’s very young” pronounced as /yong/  
 “\*He’s fireman... and work with rescues”  
 T arrives to this group.  
 This S continues talking: “\*He like me” “Sorry, I like him” She corrects herself.  
 T asks another S some questions about how she met with her boyfriend.  
 The girl on yellow shirt answers:  
 “\*When I know him, he was here at university”  
 “\*I just want to dance with him.” (She’s talking about past events).  
 T does not correct her errors.  
 Then she says: “\*He take me home”  
 T says: “He took you home”  
 S continues: “We went to lunch.”  
 T does not correct her.  
 This S continues talking despite the fact that T goes to another group.  
 “I have to tolerar” “How do you say “Tolarar”?”  
 “Tolerate” says the observer.  
 The girl continues talking: “\*My family love him”  
 Another S asks her: “\*How many times have you been together?”  
 This S answers: “2 years.”  
 T arrives to a group where a girl in blue shirt is talking.  
 She says: “I’m going to talk about my boyfriend”  
 “We met in the internet”  
 “He studied civil... (hesitation) “\*But he don’t like that career”  
 “\*He live with his sister”

T leaves the group.  
 “\*How is his personality?” says the girl with glasses.  
 “He’s very young. \*He play poker”  
 “\*He bet a lot of money” He bets (she corrects herself)  
 T arrives and asks a S what the girl said to her boyfriend.  
 This S says: “\*She say to him.”  
 T says: “She told him.”  
 One S tells the others, T implemented a placement test to see how good their level of English is  
 Ss talk about T’s methodology and say:  
 “Es una ventaja que practiquemos la gramática” “Sería bueno combinar la gramática con speaking para que el aprendizaje sea más integral” “ tenemos cinco parciales por partes y por escuela” “podemos estudiar por partes, primero presente simple...”  
 “Hagamos readings y trabajemos con gramática, that’s what we need”

**Observation:** 5

**Date:** November 18<sup>th</sup>

<b>DESCRIPTION</b>
<p>T starts greeting the class            T asks Ss for previous assignments he had left before.            Two Ss show something to T.            T reads one sentence and assigns one S to read the answer            T selects Ss at random.            T is checking the homework.            T is correcting page 15 from the book            T says: “You always make mistakes with be born. It’s was born”            T tells Ss to be careful with the verbs            T plays the CD. Ss are following the reading in their books.            Some Ss haven’t completed the task.            Some Ss ask for repetition</p>

T says O.k. when a S gives a right answer  
 T says "Some of you still makes mistakes with the verb be born"  
 T asks: "Are them all correct?" Ss say that they are not.  
 A S corrects the wrong sentences.  
 T congratulates Ss because they did their homework (page 17).  
 T plays a recording to have Ss check their answers  
 T tells Billy "You didn't do it"  
 A S says: "Again" pronounced /ə'gaɪn/  
 T says: "Again?" /ə'geɪn/ with a smile and looking at her.  
 She says: "yes!"  
 T asks Ss what the use of "While" in past tense is.  
 A S says he uses it when introducing past continuous sentences.  
 T asks Ss when they use "when"  
 A S says: "...When Malcom rided..."  
 T stops this S and says: "No!...Rode!"  
 Ss are talking notes about what T explains.  
 The girl in blue shirt says: "For example, I was dancing when I was a child"  
 T says: "Well, you can say I danced or I was a dancer, but not I was dancing"  
 T asks for the meaning of "Give a lift"  
 One S tries to participate by saying: "because..."  
 T says "If I say: give me a ride, does it help?"  
 T constantly asks Ss to translate expressions to check for comprehension.  
 T says: "O.k, yes" each time Ss give the right answer  
 T tells Ss they can't believe everything that is on books.  
 T asks one of the observers "why can't you use *when* in this sentence?"  
 A S asks" Is it always in Past Simple when you use when?  
 T says: "No"  
 The class continues and a S says: "What does mean that expression?"  
 T gives the meaning without correcting.  
 T makes Ss work on speaking.  
 Some Ss check their books before beginning to speak.

A S says: "Philosophy" (in the other class she had said: /pha $\square$ losophi/)  
Many Ss constantly ask the observers whether their utterances are right or wrong.  
Another S begins talking.  
T arrives.  
This S says: "\*My boyfriend leaved me"  
T says: "She said my boyfriend left me"  
Another S begins to talk about his girlfriend. "I remember she was dressing a pink dress" "\*The first time I don't like her"  
Nobody says anything  
Another girl begins talking but she's reading too much.  
She says: "\*At the beginning, my friends don't like him."  
T says: "Oh, they didn't like him"  
When she begins talking she constantly reads her book and checks vocabulary with classmates.

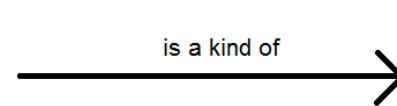
## APPENDIX C: DOMAIN ANALYSIS OF THE KINDS OF FEEDBACK GIVEN BY THE TEACHER

**Semantic Relationship:** Strict inclusion

**Form:** X is a kind of Y

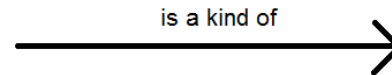
**Included Terms**

- T says: "Oh, cheerful" /'tʃiərfəl/
- T says: "Oh, naïve" /naɪ'vi:v/
- T says: "Oh, my father had one child"
- T says: "Ah, philosophy" /fɪ'lɒsəfi/  
Feedback
- T stops this S and says: "No!...Rode!"
- T says: "Well, you can say I danced  
or I was a dancer, but not I was dancing"
- T says: "Oh, they didn't like him"
  
- T says: "He took you home"
- T says: "She told him"
- T says: "Again?" /ə'geɪn/
- T says: "She said my boyfriend left me"
  
- T says: "He qué?"

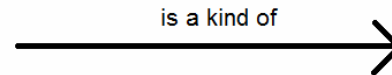


**Covert Term**

Explicit



Recast



Clarification Request

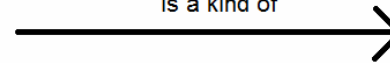
**APPENDIX D: DOMAIN ANALYSIS OF THE TYPES OF ERRORS COMMITTED BY THE STUDENTS WHILE THE TEACHER WAS PRESENT**

**Semantic Relationship:** Strict inclusion  
**Form:** X is a kind of Y

**Included Terms**

- S says: "Cheerful" /tʃɪər fʊl/  
(correct form: /tʃɪər fʊl/)
- S says: "Naïve" /neɪv/  
(correct form: /neɪv/)
- S says: "Philosophy" /fɪləsəfi/  
(correct form: /fɪləsəfi/)  
error
- S says: "Again" /əˈɡeɪn/  
(correct form: /əˈɡeɪn/)
- S says: "I'm not interested" /ɪn'terestɪd/  
(correct form: /ɪn'terestɪd/)

is a kind of



**Covert Term**

Phonological

**Included Terms**

- S says: "\*He have a store" (past simple use)
- S says: "\*My father has one child" (past simple use)

**Covert Term**

- S says: “\*He take me home” (past simple use)
  - S says: “\*She say to him” (past simple use)
  - S says: “\*...When Malcom rided...” (past simple use)
  - S says: “\*For example, I was dancing when I was a child” (past simple use)
  - S says: “\*My boyfriend leaved me” (past simple use)
  - S says: “\*She is crazy because she do crazy things” (present simple use)
  - S says: “\*What the meaning of stubborn?” (copula be missing)
  - S says: “\*She like extreme sports” (present simple use)
  - S says: “\*She love shopping” (present simple use)
- error
- is a kind of → Grammatical
- S says: “\*He work as...” (present simple use)
  - S says: “\*He’s a person very spontaneous” (word order error)
  - S says: “\*He was studied at UIS” (past simple use)
  - S says: “\*He have a 4.3 in the ponderado” (present simple use)
  - S says: “\*He know more English than me” (present simple use)
  - S says: “\*He play ultimate” (present simple use)
  - S says: “\*When I know him, he was here at university” (past simple use)
  - S says: “\*I just want to dance with him” (past simple use)
  - S says: “We went to lunch” (verb missing)
  - S says: “\*But he don’t like that career” (present simple use)
  - S says: “\*He live with his sister” (present simple use)
  - S says: “\*What does mean that expression?” (subject-verb agreement)
  - S says: “My friemds don’t like him” (past simple use)

## APPENDIX E: PILOT SEMI-STRUCTURES INTERVIEW

**S: Student**

**I: Interviewer**

I: ¿Se da cuenta de los errores que comete en clase?

S: sí

I: ¿Cómo se da cuenta que el profesor le corrige un error?

S: Repitiendo la misma oración que dije

I: ¿Alguna otra manera?

S: Ehh, en este profesor no he notado otra. Creo que no. Ahorita no me acuerdo de otra.

I: ¿En otros profesores pasados sí encontraba que le corregía más los errores?

S: Sí. Sí, de la misma manera más que todo. Repitiendo oraciones. Repitiéndola.

I: Osea, ¿usted decía el error, él se lo repetía y se lo corregía?

S: Repetía la oración...ummm con ... de la forma correcta.

I: Ahh, osea usted decía la oración mal y él la decía correcta?

S: Sí.

I: ¿Qué hace cuando el profesor le corrige un error?

S: Ehh, vuelvo a escribir la oración o la pregunta.

I: Y, ¿si es oralmente?

S: Si es oralmente, repito la oración corregida.

I: pero, ¿después que el profesor se la corrige?

S: Sí

I: Y si usted...y, ¿si el profesor no da una corrección directa? Por ejemplo, usted dice eh... "I study /phailosophi/" y el profesor le dice: /phailosophi/, usted se da cuenta que hay un error?

S: Sí. Sí, también. De esta manera también. Osea, me pone como a pensar. Si cree que está bien preguntando de esta forma... me pregunto como: ¿cree que está bien? ¿Está seguro?

I: Listo, y ¿qué hace con esos...qué hace con esos errores en la casa? Osea, ¿qué hace cuando el profesor le corrige un error en la casa o por fuera del salón de clase?

S: Ehh, pues... que... no en ... de pronto haciendo un ejercicio...pero... no, voy a la casa y miro el error y no... creo que no.

I: Cuando está participando en clase, ¿usted se fija en los errores que comete o su intención es comunicar el mensaje?

S: Me fijo mucho en los errores, primero. En hablar...ehh... en lo posible sin errores para poder comunicarme bien.

I: Osea, ¿usted siente que habla lento por culpa de eso?

S: Umm, trato de no hablar tan rápido como para que para no cometer errores y para tener una buena pronunciación. Ni muy lento ni muy rápido.

I: ¿Qué significa el concepto de autonomía para usted?

S: Autonomía es como tener una...una propia...ehh digamos en el estudio tener un orden de estudio. Por lo menos tengo las horas de clase y su soy ordenado me pongo un horario y digo...eh hoy voy a leer un libro en inglés o voy a hacer...estos ejercicios del libro...osea tener un orden de estudio. No sólo venir a las clases y hacer las tareas que nos pone algún profesor sino practicar, ir a internet, podría ser. Con el libro... ehh, con canciones. Hay muchas maneras...hablando con los compañeros.

I: ¿Se considera un estudiante autónomo?

S: Sí, me considero autónomo porque reconoce uno la falta pues... de en este comienzo de semestre uno tiende como a pegarse mucho a la pereza por las vacaciones y eso, pero sí.

I: ¿Qué hace por su cuenta para mejorar su proceso de aprendizaje?

S: Ehh... utilizar todas las herramientas que ... que nos ofrece el medio: el internet, ehh la música ayuda mucho. Ehh y hablar con los demás. Ehh de pronto tener amigos fuera del país y amigos de países angloparlantes.

I: Pero, ¿en realidad tiene amigos que hablen inglés?

S: Yo ... siempre tengo familiar. Dos familiares en los Estados Unidos.

## APPENDIX F: FORMAT OF THE FINAL VERSION OF THE INITIAL INTERVIEW



Industrial University of Santander  
School of Languages – ELT Program  
Error correction format

Name: \_\_\_\_\_

Day / Item	What I said	The error I committed	How I felt at the moment of committing the error	The type of error I committed
Friday 11 <sup>th</sup>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
Monday 14 <sup>th</sup>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
Tuesday 15 <sup>th</sup>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
Wednesday 16 <sup>th</sup>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological

<b>Thursday 17<sup>th</sup></b>				<ul style="list-style-type: none"><li>○ Grammatical</li><li>○ Lexical</li><li>○ Phonological</li></ul>
<b>Friday 18<sup>th</sup></b>				<ul style="list-style-type: none"><li>○ Grammatical</li><li>○ Lexical</li><li>○ Phonological</li></ul>



UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTY OF HUMAN SCIENCES  
SCHOOL OF LANGUAGES

## **APPENDIX G: STUDENTS' CONSENT LETTER**

Yo, \_\_\_\_\_ doy mi consentimiento para ser parte de un estudio de caso en el proyecto de investigación acerca de reparación de errores en estudiantes de primeros semestres de Licenciatura en inglés en la Universidad Industrial de Santander. Durante la realización de esta investigación seré responsable, asistiré a cualquier reunión establecida por los investigadores y daré lo mejor en esto.

Mi participación en este estudio es voluntaria.

Los resultados de esta investigación podrían ser publicados, pero mi nombre no será usado.

Esta Carta de Consentimiento se firma el día \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_.

---

Firma del Estudiante

## APPENIDX H: INITIAL INTERVIEW ANSWERS

**S: Student**

**I: Interviewer**

### Interview with S1

I: Cuando está participando en clase, ¿usted se fija en los errores que comete o su intención es comunicar el mensaje?

S1: Siempre trato de comunicarme y después muy poco uno como que se pone a pensar y se da cuenta que cometió un error.

I: ¿Cómo se da cuenta que el profesor le corrige un error?

S1: Porque me dice la forma correcta de lo que dije.

I: O sea si el profesor no le corrige el error, ¿usted no se da cuenta de que lo está cometiendo?

S1: Claro

I: ¿Qué tipo de errores comete más?

S1: De gramática...mmm...en pronunciación también fallo bastante. Después de que uno se equivoca o dice las cosas mal es que cae en cuenta.

I: ¿Qué considera más que lo podría ayudar a que pueda corregir sus errores?

S1: Buscar métodos de estudio más eficientes. Pues uno a veces no sabe como es la forma correcta de estudiar y a veces se concentra en cosas que en realidad no le van a ayudar. También se puede usar el internet o los libros que están en la biblioteca o en el centro de recursos. Pero es que uno buscar por su cuenta a veces da pereza.

I: ¿Qué hace usted en el salón de clase y fuera de él cuando el profesor le corrige un error?

S1: Pongo atención a lo que me están corrigiendo y...em... Trato de entender por qué me corrigieron.

I: Y, ¿Fuera de salón de clase?

Miro un diccionario para ver porque me corrigieron.

I: ¿Qué significa el concepto de autonomía para usted?

S1: Ser autónomo es ser capaz de hacer las cosas por su propia cuenta. Es ser capaz de decidir qué hacer de acuerdo a lo que se quiere y a lo que se busca. Es conocerse a uno mismo.

I: ¿Se considera un estudiante autónomo? ¿Por qué?

S1: A veces...a veces hago las cosas por mi cuenta y a veces no. Lo que pasa es que uno necesita ser más ordenado y como tener un plan de estudio para saber que hacer primero y qué hacer después para cumplir algo que uno se propone. Pero por falta de tiempo no soy autónomo todo el tiempo.

### **Interview with S2**

I: Cuando está participando en clase, ¿usted se fija en los errores que comete o su intención es comunicar el mensaje?

S2: En realidad mi intención es comunicar el mensaje. Ehh... generalmente me doy cuenta de los errores que cometo después de haberlos cometido. Cuando ya ahí no hay nada qué hacer.

I: ¿Cómo se da cuenta que el profesor le corrige un error?

S2: Umm... porque el profesor repite lo que yo dije y nos dice que es una mejor manera de hacer las cosas, para no decir que estamos cometiendo un error o simplemente pues los compañeros a veces le dicen a uno: "No, así no es. es de ésta manera". O pues tú mismo te das cuenta que estas cometiendo un error porque sonó extraño.

I: O sea, esto quiere decir que si el profesor o los compañeros no le corrigen el error o no le dicen "eso esta", ¿usted no se da cuenta que hay un error?

S2: A veces no me doy cuenta que hay un error. A veces ehh... veo analizar la oración y ponerme a mirar dónde se encuentra el error y estudiar para corregirlo.

I: ¿Qué tipo de errores comete más?

S2: Errores de gramática, eh generalmente cuando se está tratando de hablar con cierta fluidez. Eh..uno se da cuenta de los errores de gramática que de pronto escritos no tiene pero cuando los está haciendo de manera oral sí se escuchan. Errores de pronunciación, errores eh... a veces en escritura, eh... las palabras, eh... las escribo de una manera diferente a como las encuentro en el diccionario.

I: ¿Qué considera más que lo podría ayudar a que pueda corregir sus errores?

S2: Estudiar con personas que tengan un nivel más alto que el mío. Ehh personas que estén en niveles conversacionales o más avanzados para ir mejorando en esa parte. Escuchar música en inglés y estudiar gramática y todo tipo de ayudas audiovisuales para mejorar.

I: ¿Qué hace usted en el salón de clase y fuera de él cuando el profesor le corrige un error?

S2: A veces cuando me corrige un error en el salón de clase y noto que la gente se ríe o siento que el error fue muy grave pues me achanto y me quedo calladita y fuera de clase pues trato de estudiar para no volver a cometer.

I: ¿Qué significa el concepto de autonomía para usted?

S2: Una persona autónoma es una persona que sabe lo que quiere y que no le da miedo, de pronto, expresar sus dificultades; ehh o tratar de mejorar ella misma con auto aprendizaje de las diferentes maneras

I: ¿Se considera un estudiante autónomo? ¿Por qué?

S2: Ehh, generalmente no. Eh, pero a veces pues uno se da cuenta que si se queda con lo de la clase pues no va a ser un muy buen profesional, entonces trata de mirar otras partes en donde pueda encontrar el mismo tema pero de pronto más amplio o más profundo pero generalmente ehh a veces no soy autónomo.

I: Usted cuando dice que trata de buscar las cosas ... gramática, éstas cosas por fuera del salón, ¿Habla en general o habla de usted misma?

S2: No, hablo de yo misma. ...De mí misma.

### **Interview with S3**

I: Cuando está participando en clase, ¿usted se fija en los errores que comete o su intención es comunicar el mensaje?

S3: Muy poco me fijo en los errores ya que mi intención es expresar lo que quiero decir.

I: ¿Cómo se da cuenta que el profesor le corrige un error?

S3: Cada vez que pronuncio algo mal o una oración mal o una palabra mal el profesor la dice después de mí y ahí me doy cuenta del error que acabé de hacer.

I: Osea que si el profesor no repite o no dice eso que usted acaba de decir, ¿usted no se da cuenta que está cometiendo un error?

S3: Pues, quizás. Quizás, quizás no me ... pues.. me estaría... quizá me estaría pasando por alto el error que acabo de cometer.

I: ¿Qué tipo de errores comete más?

S3: Ehh... en la buena...ehh en el buen uso de los auxiliares en cada tiempo.

I: ¿Qué considera más que lo podría ayudar a que pueda corregir sus errores?

S3: Practicando la gramática, practicando ehh listening ehh llenarme de recursos como audios. En mi casa, estudiar.

I: ¿Algo aparte de eso?

S3: Ehh...quizás...ehh retomar en mi casa lo que aprendí. Escribir mis errores y hacer corrección de ellos con oraciones, con frases, alguna otra cosa.

I: ¿Qué hace usted en el salón de clase y fuera de él cuando el profesor le corrige un error?

S3: Muchas veces ehh.. escribo el error y voy a la casa, miro el diccionario como como se dice en cualquier traductor.

I: Osea, y ¿Cómo hace usted para saber cuál fue la palabra que tuvo mal?

S3: Cuando el profesor me corrige. Porque la mayoría de veces me he dado cuenta cuando hablo mal o expreso mal una palabra, una oración, el profesor corrige después.

I: ¿Usted la escribe? O ¿Qué hace con esa oración o palabra?

S3: En algunas ocasiones la escribo. Otras ... en otras miro inmediatamente en el diccionario.

I: Bueno, en el caso inmediato del salón: El profesor le hace una corrección de error. ¿Qué hace usted inmediatamente?

S3: Si tengo a la mano el diccionario, lo miro. Si no pues, lo anoto para mirarlo después.

I: ¿Qué significa el concepto de autonomía para usted?

S3: Autónomo. Bueno, la autonomía es la capacidad que tiene una persona para desenvolverse en sí misma. ¿Esto qué quiere decir? Una persona autónoma, eh... tiene la responsabilidad de afiar sus conocimientos ehh...estudiando, investigando, leyendo. Autonomía, es como la persona y su responsabilidad de querer aprender.

I: ¿Se considera un estudiante autónomo? ¿Por qué?

S3: Eh..en algunas ocasiones. En algunas ocasiones tomo tiempo para para quizás eh... aprender términos, vocabulario, leyendo algunas historias, cuentos o mirando los los los resúmenes acerca de la gramática eh... en algunas ocasiones. No puedo decir que soy una persona totalmente disciplinada para aprender autónomamente.

I: ¿Alguna otra forma en la que usted se considere un estudiante autónomo? ¿Alguna otra cosa que usted haga?

S3: Creo que va en el interés del estudiante, en querer escuchar, en querer escuchar grabaciones en inglés, querer hacer ejercicios de grammar acerca del tema que está mirando, no simplemente lo que se ve en clase sino también tomar otros ejercicios, otro tipo de oraciones. Mostrar interés en cuanto al...

I: Pero, ¿Eso en realidad usted lo hace?

S3: Ehh... personalmente. Personalmente ehh me clasifico en no en que no lo haga ni tampoco que constantemente lo haga. De vez en cuando lo hago. Porque quizá esto requiere de mucha disciplina y no soy bien, muy disciplinada.

## APPENDIX I: THIRD VERSION OF THE NOTE-TAKING FORMAT



Industrial University of Santander  
 School of Languages – ELT Program  
 Error correction format

Name: \_\_\_\_\_

Day / Item	What I said	How I noticed there was an error	How I felt at the moment of committing the error
_____			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
_____			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____

			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
_____			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
_____			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____

_____			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____
			<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____

## APPENDIX J: ONLINE VERSION OF THE NOTE-TAKING FORMAT



Industrial University of Santander

School of Languages – ELT Program

Error correction format

Name: \_\_\_\_\_

Date / Item	What I said	The correct form	The type of error I committed	How I noticed there was an error	How I felt at the moment of committing the error	The goal	The tool I used to achieve it
_____			<input type="radio"/> Grammatical <input type="radio"/> Lexical <input checked="" type="radio"/> Phonological		<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____ _____		
			<input type="radio"/> Grammatical <input type="radio"/> Lexical <input checked="" type="radio"/> Phonological		<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____ _____		
			<input type="radio"/> Grammatical <input type="radio"/> Lexical <input checked="" type="radio"/> Phonological		<input type="radio"/> Embarrassed <input type="radio"/> Calm <input type="radio"/> Upset <input type="radio"/> Other _____ _____		

**APPENIDX K: FIRST VERSION OF THE NOTE-TAKING FORMAT**



Industrial University of Santander  
 School of Languages – ELT Program  
 Error correction format

**Name:** \_\_\_\_\_

<b>Day / Item</b>	<b>What I said</b>	<b>The error I committed</b>	<b>How I felt at the moment of committing the error</b>	<b>The type of error I committed</b>
<b>Friday 11<sup>th</sup></b>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
<b>Monday 14<sup>th</sup></b>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
<b>Tuesday 15<sup>th</sup></b>				<input type="radio"/> Grammatical <input type="radio"/> Lexical

				<ul style="list-style-type: none"> <li>○ Phonological</li> </ul>
<b>Wednesday 16<sup>th</sup></b>				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
<b>Thursday 17<sup>th</sup></b>				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
<b>Friday 18<sup>th</sup></b>				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>

## APPENDIX L: SECOND VERSION OF THE NOTE-TAKING FORMAT



Industrial University of Santander  
 School of Languages – ELT Program  
 Error correction format

Name: \_\_\_\_\_

Day / Item	What I said	The error I committed	How I felt at the moment of committing the error	The type of error I committed
Monday, December 14 <sup>th</sup>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
Tuesday, December 15 <sup>th</sup>				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological

				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
<b>Wednes day, Decemb er 16<sup>th</sup></b>				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
<b>Thursda y, Decemb er 17<sup>th</sup></b>				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>

				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
<b>Friday, December 18<sup>th</sup></b>				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>
				<ul style="list-style-type: none"> <li>○ Grammatical</li> <li>○ Lexical</li> <li>○ Phonological</li> </ul>

## APPENDIX M: OBSERVATION FORMAT



Industrial University of Santander  
 School of Languages – ELT Program  
 Error correction format for observers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What they said	The error they committed	Type of feedback	Their attitude or reaction	The type of error they committed
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological
				<input type="radio"/> Grammatical <input type="radio"/> Lexical <input type="radio"/> Phonological

				<ul style="list-style-type: none"><li>○ Grammatical</li><li>○ Lexical</li><li>○ Phonological</li></ul>
				<ul style="list-style-type: none"><li>○ Grammatical</li><li>○ Lexical</li><li>○ Phonological</li></ul>