



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH REPORT

STUDENTS' PREFERENCES AND PERCEPTIONS ABOUT ERROR CORRECTION IN SPEAKING ACTIVITIES

Research report before obtaining the bachelor's degree in National and Foreign
language Pedagogy, English Major

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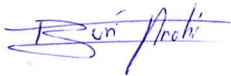
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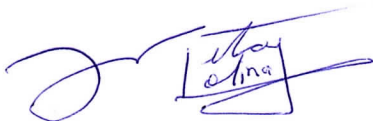
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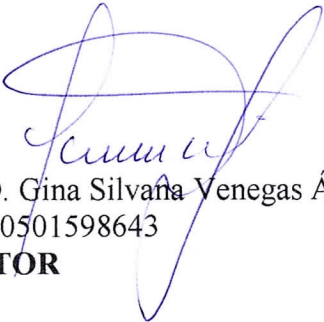
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As Tutor of the Research Project on the title:

“STUDENTS' PREFERENCES AND PERCEPTIONS ABOUT ERROR CORRECTION IN SPEAKING ACTIVITIES”, by Buri Cumbicos Anahí Elizabeth, Molina Chicaiza Melany Darling, bachelor's degree in National and Foreign language Pedagogy, English Major, I consider that said Research Report is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, August 22, 2024



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As Reader's committee, we approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi and the Pujilí Campus; the applicants: Buri Cumbicos Anahí Elizabeth; Molina Chicaiza Melany Darling, with the title of the Research Project: **“STUDENTS' PREFERENCES AND PERCEPTIONS ABOUT ERROR CORRECTION IN SPEAKING ACTIVITIES”**, have considered the recommendations issued on time and meet the sufficient merits to submitted to the act of supporting the degree work.


In view of the above, authorization is granted to record the corresponding files on a CD in accordance with institutional regulations.

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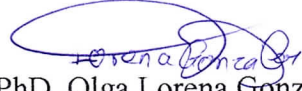
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GRATEFULNESS

First, we would like to thank our family for their infinite patience, understanding, and support. Your faith in us gave us the motivation and strength to persevere through the challenges faced during the course. We also express our thanks to our friends and colleagues for their advice and moral support. Your friendship has made this journey more enjoyable and fulfilling. We would like to express our deep gratitude to our thesis tutor, Dr Venegas Álvarez Gina Silvana PhD, whose expertise, guidance, and support have been fundamental to the completion of this thesis. Her constructive comments and suggestions have significantly enriched the quality of this research.

Anahí & Melany

DEDICATION

I dedicate this work to my parents who have always been my support and strength in any situation presented in my life. My mother Elizabeth and my father Santiago have given me wise advice that have given me the necessary strength to not give up. Their unconditional love, infinite patience, constant sacrifice and wisdom have guided my life towards a path of responsibility and respect, thanks to them I have been able to complete my university studies. To my sisters Sandra, Emily and Milena, who have given me encouragement and understanding in difficult moments.

To my daughter, she is my main motivation, having her in my life gives me the inspiration, energy and joy necessary to complete every project in my life. All my achievements are because of and for you.

To all the people who in some way have contributed to my academic and personal formation, this project is for you.

Anahí

DEDICATION

I would like to dedicate this project to my parents for their infinite support and for never ceasing to trust me. To my mother Nelly and my father Jorge whose example and sacrifice have taught me the importance of responsibility and effort. Thank you for helping me to face all the obstacles that I have encountered in my path. To my younger sister, Nayelie for being my confidant and constant support throughout my life. Who has always given me advice when I need it.

To my friends, whose company has motivated me to get this far. For the good and bad moments, we have lived together. Thank you for believing in me and for your sincere friendship. You will always have a place in my heart. And that is why today I share this achievement and happiness with all of you, my favorite people.

Darling

TECHNICAL UNIVERSITY OF COTOPAXI

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THEME: “STUDENTS' PREFERENCES AND PERCEPTIONS ABOUT ERROR CORRECTION IN SPEAKING ACTIVITIES”

Authors:

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ABSTRACT

Correcting errors in speaking activities is an essential pillar of the English language. Although some students may prefer to receive feedback for improvement, the fear of being publicly corrected, shyness, fear of making errors, and criticism can affect their confidence. Moreover, the students' point of view on feedback is related to time, provider, and speech errors that need attention. The main objective of the present research project was to identify students' preferences and perceptions about error correction in speaking activities in the Second Semester of the National and Foreign Language Pedagogy - English at the Technical University of Cotopaxi, academic semester April-August 2024. The participants were 31 students and their English teacher. The study used a mixed approach. The instruments included a questionnaire to establish students' preferences and perceptions and two interviews. The first applied to five volunteer students to go deeper into information on the reasons for these preferences, and the second was implemented to the English teacher to ensure that the students' responses reflected a common educational experience. The findings showed that most students prefer immediate correction of grammatical, vocabulary, and pronunciation errors. In conclusion, it is important to take into account the preferences and perceptions of the students, in order to improve their learning process through the adequate rectification of errors during speaking activities.

Keywords: Error Correction, Student´s Perceptions, Student´s Preferences, Speaking Activities.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TÍTULO: “PREFERENCIAS Y PERCEPCIONES DE LOS ALUMNOS SOBRE LA CORRECCIÓN DE ERRORES EN LAS ACTIVIDADES DE EXPRESIÓN ORAL”

Autores:

Buri Cumbicos Anahí Elizabeth
Molina Chicaiza Melany Darling

RESUMEN

La corrección de errores en las actividades orales es un pilar esencial del idioma Inglés. Aunque algunos estudiantes prefieren recibir comentarios para mejorar, el miedo a ser corregidos públicamente, la timidez, el temor a cometer errores y las críticas pueden afectar a su confianza. Además, el punto de vista de los estudiantes sobre la retroalimentación está relacionado con el tiempo, el proveedor y los errores del habla que requieren atención. El objetivo principal del presente proyecto de investigación fue identificar las preferencias y percepciones de los estudiantes sobre la corrección de errores en actividades de habla en el Segundo Semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés de la Universidad Técnica de Cotopaxi, periodo académico Abril-Agosto 2024. Los participantes fueron 31 estudiantes y su profesor de inglés. El estudio utilizó un enfoque mixto. Los instrumentos fueron un cuestionario para establecer las preferencias y percepciones de los estudiantes, seguido de dos entrevistas. La primera aplicada a cinco alumnos voluntarios para profundizar en la información sobre las razones de sus respuestas brindadas en el cuestionario, y la segunda implementada al profesor de inglés para garantizar que las respuestas de los alumnos reflejan una experiencia educativa común. Los resultados mostraron que la mayoría de los estudiantes prefieren la corrección inmediata de errores gramaticales, de vocabulario y de pronunciación. En conclusión, es importante tener en cuenta las preferencias y percepciones de los alumnos, con el fin de mejorar su proceso de aprendizaje mediante la adecuada rectificación de errores durante las actividades de habla.

Palabras claves: Corrección de Errores, Percepciones de los Estudiantes, Preferencias de los Estudiantes, Actividades de Habla.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: Students' preferences and perceptions about error correction in speaking activities.

Starting Date: April 2024

Ending Date: August 2024

Place of Research: Second semester in the National and Foreign Language Pedagogy, English

Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy, English

Macro project of the career: Educational intervention strategies associated with dyslexia in children of Basic General Education at the preparatory and elementary sublevels of educational institution in the Pujilí canton.

Work Team:

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Knowledge area: Education

Research line: Education, communication, and design for human and social development

Research sub-line: Prácticas pedagógico, didácticas, curriculares e inclusivas en las áreas del conocimiento.

2. PROBLEM STATEMENT

English is a universal language, connecting people from the whole world. Sreena and Ilankumaran (2018) mentioned that individuals frequently use English to convey their ideas and opinions when traveling to different countries with distinct languages. This language is essential in education, playing a significant role in teaching and learning.

In Ecuador, English language teaching has been compulsory in public and private institutions since 1992, thanks to an agreement between the Ministry of Education and the British Council. (UTPL, 2020). Despite this, the level of English in Ecuador is still very low. El Universo (2020) stated that Ecuadorian participants have difficulty introducing themselves and providing basic information such as name, age, or address.

Tuan and Mai (2015) mentioned that some of the problems students face when speaking are: lack of confidence, shyness, or anxiety, as they are worried about making errors, being criticized, or the attention their speech may draw. Another common problem is a lack of ideas, either due to lack of motivation or lack of knowledge about the topic. Also, in large groups, some students participate more than others. This significantly affects students' oral performance, along with external factors such as time pressure, planning, or performance level. This results in low participation and thus lower use of the target language in speaking activities. According to Fitriani et al. (2015) in their work entitled "A study on student's English speaking problems in speaking performance" mentioned that: "The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation". Similarly, Pratama, et al. (2022) in their research work stated that "In brief, students encounter three basic issues when it comes to speaking, namely word choice, sentence structure, and word pronunciation, all of which make it difficult for them to articulate an idea in front of the class". Therefore, "Teachers ought to bear in mind that excessive error correction may have a strong negative effect on students' motivation" (Matusiewicz & Firlit, 2009, p. 40). However, no error correction can cause the fossilization of errors. Students don't realize their errors "it should be borne in mind that learners output is at the same time input for themselves and other students in the classroom, therefore lack of corrective feedback may cause some hypotheses stay incorrect" (Schachter, 1998, as cited in Tomczyk, 2013).

Second Semester students at the Technical University of Cotopaxi face multiple challenges when speaking English, such as shyness, fear of making errors, and criticism. Students' perception of error correction is closely related to previously mentioned factors, some students may prefer to receive feedback to improve but the fear of being publicly corrected can exacerbate their anxiety and lack of confidence. This significantly affects their performance in speaking activities as difficulties in word choice, sentence structure, and pronunciation complicate the articulation of ideas. Based on these difficulties, it is evident that the correction of errors in speaking activities is an essential pillar of English language teaching. However, little is known about students' preferences and perceptions about error correction and its close relationship to time, provider, and speech errors that need attention.

The research questions guiding this study are:

- 1) What's the influence of error correction and English language in the Second Semester in the National and Foreign Language Pedagogy at the Technical University of Cotopaxi?
- 2) What are the instruments to gather the students' preferences and perceptions on error correction in speaking activities in the Second Semester in the National and Foreign Language Pedagogy at the Technical University of Cotopaxi?
- 3) What are the students' perceptions and preferences in timing, provider, and types of errors in speaking activities in the Second Semester in the National and Foreign Language Pedagogy at the Technical University of Cotopaxi?

3. OBJECTIVES

General objective:

To identify the students' preferences and perceptions about error correction in speaking activities in the Second Semester in National and Foreign Language Pedagogy at the Technical University of Cotopaxi, academic semester April-August 2024.

Specific objectives:

- 1) To define the influence of error correction and the English language.
- 2) To collect information on students' preferences and perceptions about error correction in speaking activities.
- 3) To analyze learners' perceptions and preferences regarding the timing, provider, and types of errors in speaking activities.
- 4) To determine conclusions and recommendations based on the research findings.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objectives	Activities	Verification Means
To define the influence of error correction and the English language.	<ul style="list-style-type: none"> ● Bibliographic review ● Organize and create the theoretical framework. 	<ul style="list-style-type: none"> ● Theoretical Framework
To collect information on students' preferences and perceptions about error correction in speaking activities.	<ul style="list-style-type: none"> ● Develop and apply the survey and the interview. ● Collect the information. 	<ul style="list-style-type: none"> ● Questionnaire ● Interview Guide ● Interview Recording
To analyze learners' perceptions and preferences regarding the timing,	<ul style="list-style-type: none"> ● Analyze the information. 	<ul style="list-style-type: none"> ● Google Forms questionnaire answers ● Interview Recordings

provider, and types of errors in speaking activities.	<ul style="list-style-type: none"> ● Explain findings and conclusions 	<ul style="list-style-type: none"> ● Data analysis report
To determine conclusions and recommendations based on the research findings.	<ul style="list-style-type: none"> ● Interpret the data analysis report. ● Analyze the findings and conclusions. 	<ul style="list-style-type: none"> ● Conclusions and recommendations

5. JUSTIFICATION

As future teachers of English, it is well known that it is necessary to make proper use of all four English language skills. Common European Framework of Reference for Languages (CEFR) establishes that Level A2, corresponding to the Second Semester “Can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list” (Council of Europe, 2020, p. 62). At this level, they are beginning to strengthen their ability to speak about simple, everyday topics although accuracy and fluency remain limited.

Second Semester A2 students tend to make errors related to grammar, vocabulary, and pronunciation. At this level, grammatical errors are frequent due to a lack of mastery of more complex sentence structure, pronunciation is not good enough, and they produce confusing utterances. Similarly, their vocabulary is limited, which can make it difficult to express ideas accurately. However, many problems arise in the early stages of learning a foreign language, and the most common errors are made in speaking activities, whether due to shyness, nervousness, lack of motivation, low self-esteem, or being teased. It is important to know learners' preferences and perceptions about error correction in speaking activities as learners may perceive feedback as an opportunity for improvement, but also as a source of stress.

Proper use of different strategies can create an optimal learning environment. Knowledge of students' preferences regarding the timing of correction, provider of correction, and type of errors they prefer to correct, improves self-confidence and will allow Second Semester students at

Technical University of Cotopaxi to risk speaking while avoiding the fear of making errors or being corrected, improving their fluency and fostering their autonomy.

This research is important because it fosters greater motivation, fluency, and accuracy in the use of English. In addition, knowing individual needs can encourage active participation in the learning process. Thus, the research aims to establish a relationship between error correction and learners' preferences and perceptions.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

In developing this project, several studies were considered to provide an understanding of how students feel about and respond to error correction in speaking activities for that reason it is important to identify information that contributes to the research.

García and Morales (2018) conducted a quantitative and qualitative approach. This study aims to investigate whether using a certain teacher's Corrective Feedback (CF) can help students self-correct their phonological errors in any way. The participants were 78 EFL accounting students who participated in an A1 general English course taught by a teacher-researcher. They applied a survey to collect data about students' points of view and the data was analyzed by tables and pie charts. The main findings proved that the participants wanted more frequent feedback. In addition, the participants seemed to be aware of the need for regular language-learning tasks. The study concluded that compulsory classes do not have the time or classroom conditions to adequately monitor pronunciation. Finally, self-correction and learner autonomy can be valuable, as the participants in this study showed a willingness to take risks and take small steps to advance their speaking development. Garcia and Morales found that participants desired more frequent feedback and were aware of the need to perform tasks regularly. This is consistent with the aim of this study to identify students' preferences for error correction, suggesting that students may similarly express preferences for the frequency and type of feedback they receive.

Daddi and Muhammad (2014) conducted qualitative grounded theory research to find out what strategies English teachers use and how they apply them, as well as the students' perception of those strategies. The participants were two non-native teachers from the private Islamic University of Makassar, and the instruments used were interview, document review, and observation. The results obtained showed that the students show a positive perception towards the 5 different strategies used by the teachers in their English classes, these are the strategy of checking attendance (numbering and one-off calling name), the strategy of seating arrangement (two circles or one big circle, U and island model), strategy of teaching-learning activity (presentation of audios, topics or sharing ideas in class, etc.), strategy of correction (correction by the teacher or among peers) and strategy of assessment (performance evaluation). In addition, the researchers found that students recognized that the correction was helpful in boosting their confidence and improving their vocabulary, pronunciation, and grammar when sharing ideas. Daddi and Muhammad found that students had a positive perception of the corrective strategies used by their teachers, and reported benefits such as improved confidence, vocabulary, pronunciation, and grammar. This is directly related to the aim of this research, which investigated students' preferences and perceptions of error correction, including how these strategies influence their speaking activities.

Additionally, Wiboolyasarini et al. (2022) aimed to understand EFL Thai learners' preferences for corrective feedback strategies in speaking/reading and explore potential differences across language proficiency levels. Conducted as a quantitative descriptive study, the research involved 418 participants from twenty Rajabhat universities in Thailand. With 10-20 years of English learning experience, participants completed an internet-based survey, utilizing a 6-point Likert scale. Findings revealed a preference for metalinguistic feedback ($M= 5.31$), direct identification of faulty utterances with error-free models ($M= 5.31$), and private chat feedback ($M= 4.57$). Notably, students preferred being informed of errors and asked to correct themselves ($M= 4.39$) but found teachers' lack of attention to errors unpleasant ($M= 2.41$) and disliked hearing their errors repeated with doubting intonations ($M= 2.63$). In conclusion, the study highlighted the significance of corrective feedback in EFL learning, emphasizing the need for precise models and tailored strategies to enhance language acquisition. Both studies focus on how learners perceive and respond to corrective feedback in language learning. Wiboolyasarini et al. (2022) specifically studied Thai EFL learners' preferences for different corrective feedback strategies in speaking and

reading, while the aim of this study was to explore preferences and perceptions about error correction in speaking activities.

Moreover, Fadilah et al. (2017) conducted a study that delves into the corrective feedback preferences of Indonesian EFL learners, focusing on timing, types of errors, feedback strategies, and providers. The quantitative approach employs a describe-and-compare method, aiming to understand how the preferences in corrective feedback and anxiety in the language are related. Conducted at the English Department of the State University of Malang, the research involves four speaking courses at the undergraduate level, comparing preferences across different levels of foreign anxiety in Basic Speaking and Speaking for Formal Interactions. With 130 subjects from the Intensive Course and 127 from Speaking II, data is collected through questionnaires adapted from various sources, supplemented by semi-structured interviews. Findings align with prior studies, revealing a preference for metalinguistic feedback and a tendency toward delayed correction, highlighting the significance of teacher-provided feedback in enhancing language learning. The present study paper, in relation to this previous research, studied what students' perceptions and preferences are using questionnaires and interviews as instruments to collect the information, with the difference that Fadilah et al. (2017) also studied what remediation strategies students prefer.

On the other hand, Zembytska et al. (2022) directed mixed-method research aimed to explore ESL students' perceptions and preferences of corrective feedback in speaking and reading. The study, conducted in Ukraine, at the National University Of Kyiv and Khmelnytskyi, included 78 EFL students from various majors and years. Utilizing both quantitative and qualitative approaches, the researchers employed an online survey through SurveyMonkey, observation checklists, and correction technique charts. Findings highlighted students' preferences for explicit correction for its ease and speed, while some favored repetition for error prevention. The study concluded that it is important to tailor corrective feedback methods to learners' proficiency levels, offering insights that could enhance students' responsiveness and increase the effectiveness of error treatment in second language acquisition. Concerning the research conducted by Zembytska et al. (2022), both works sought to know the preferences and perceptions of students to improve the teaching-learning process to enhance the effectiveness of corrections when learning a second language.

Gamlo (2019) researched to explore students' preferences for corrective feedback in speaking activities. The study was carried out at the University in Saudi Arabia- English Language Institute of King. Employed a mixed approach and the participants were just female EFL students. The study aimed to comply with Saudi regulations of gender segregation. The research involved 60 pre-intermediate proficiency level students, selected through convenience sampling. Data was collected via a questionnaire and interviews, exploring students' preferences and perceptions of CF. Analysis using IBM SPSS Statistics and qualitative coding revealed that students generally preferred immediate CF provided by their teachers, emphasizing the importance of correcting grammatical errors. The study concluded that students favored immediate CF from teachers but varied in timing preferences. Gamlo (2019), as well as this research, focused on what students' perceptions of error correction are and what their preferences are related to time, provider, and errors that need correction. In order to collect the information, both documents used questionnaires.

Değirmenci and Aydin (2017) claimed their research set aimed to find out the perceptions of EFL English teachers about correcting oral errors in their classes, the strategies they use in addition to what types of errors they correct and why. The participants were 15 English teachers (8 female and 7 male) from Balekisir Public University located in Turkey. Instruments such as an interview, essay paper, reflections, and background questionnaire were used for data collection. The results indicated that (1) teachers correct oral errors intending to improve the accuracy of language use by focusing on grammar, vocabulary, and pronunciation, (2) the errors that are corrected are repetitive, (3) teachers use various correction strategies such as explicit correction, direct correction, repetition, giving clues, implicit and indirect corrections, etc. This research is related to the present report, it sought to identify the purpose of correcting speaking errors, the types of errors that tend to be corrected more, as well as the most common strategies used by English teachers.

6.2 THEORETICAL FRAMEWORK

6.2.1 Student's Preferences

Preferences refer to a greater acceptance of one thing over another, in this case, more acceptance for the timing of correction, provider of correction, and types of errors that need correction.

Every student, regardless of gender or age, has a particular way of learning. The teacher is responsible for ensuring the learning of their students through the use of various methods and strategies, providing the necessary motivation, analyzing the preferences of their students, and using optimal material to try to enhance their strengths. Good teachers are those who can adapt to each learning style of their students to transmit their knowledge. (Gyarmathy & Smythe, n.d.)

When students can decide what they want to learn or how they want to be corrected, they feel involved in the teaching-learning process, which makes them more responsible, develop their skills better, and retain more information.

6.2.2 Methods for collecting information from students

Teachers collect data about their students through surveys (questionnaires and interviews) and observations. This information is crucial for tailoring classes to the particular needs of the students. Faster Capital (2024) in their blog states “Surveys and questionnaires are widely used to collect data from students, teachers, parents, and other stakeholders. They provide a snapshot of opinions, preferences, and experiences”.

Useche et al. (2019) state that the survey is a technique that allows obtaining information from the primary source of the research. For this technique, instruments such as questionnaires or knowledge tests are applied. La Red (2017) mentions that it is appropriate to apply the survey when analyzing information from large groups when the observation technique cannot be used due to the context or economic situation, and when it is necessary to obtain information about the opinions, beliefs, or attitudes of students.

Likewise, Useche et al. (2019) also indicate that the interview is conducted face-to-face to obtain or exchange information and recognize aspects that were not taken into account. It is advisable to make an interview guide to optimize time and focus on the main topic.

Cohen et al. (2007) say that observation stands out for directly capturing the social phenomenon in its natural context, without intermediaries, offering more authentic and valid data. Classroom observation makes it possible to analyze interactions, such as conversations between teachers and students, or individual behaviors, or qualities.

6.2.3 English Language Skills

English language skills refer to the ability to understand, speak, read, and write in English effectively. These skills are essential for communication in various contexts, they include academic, professional, social, and personal interactions. Mastering English language skills opens up opportunities for education, career advancement, and cultural exchange in today's globalized world. Sreena and Iankumaran (2018) explain that the four skills are necessary to communicate effectively.

“For a good communication, communication skills are essential. The basic skills are listening, speaking, reading, and writing. These are called the “language skills”. The four language skills are related to each other in two ways. Language skills are divided into receptive skills and productive skills otherwise known as active and passive skills” (p. 670).

English language skills are crucial for effective communication. Listening, speaking, reading, and writing skills open doors to education, career success, and global participation.

6.2.4 Productive and Receptive Skills

Mastering the English language is essential in today's world, enabling individuals to communicate effectively across borders and access a wealth of educational and professional opportunities. These skills are divided into four main categories: speaking, reading, listening, and writing.

In the field of language education, the development of comprehensive language skills is crucial for effective communication and overall language proficiency. As Yuzar and Rejeki (2020) explain there are two types of language skills in English, receptive skills (understand and interpret) and productive skills (use the language).

On the other hand, Sreena & Ilankumaran (2018, p. 670) claim that “receptive skills are the ability to listen and understand a language”. Also, productive skills as the ability to express ideas. “Learners need to generate language to communicate their ideas either in speech or text”. Receptive skills encompass listening and comprehension, while productive skills involve generating language through speaking and writing.

6.2.5 Speaking Skills

The speaking skill in English involves proper pronunciation, vocabulary, and grammar and the ability to communicate and express ideas and opinions effectively with clarity, coherence, and fluency. Developing strong speaking skills is crucial for engaging in conversations, presentations, negotiations, and other interpersonal interactions in both personal and professional settings. Practice, exposure to native speakers, and receiving constructive feedback are key components in improving speaking proficiency. “Speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts” (Nazara, 2011, p. 31). In addition, Barrionuevo et al. (2020, p. 2) said that:

It is a productive skill which is difficult for some people and students to acquire because it involves more than just saying words. The speaker has to pronounce the distinctive sounds of a language, stress and rhythmic patterns, and intonation patterns of the language enough so that people can understand what they say.

Effective speaking in English requires accurate pronunciation, vocabulary, and grammar to convey ideas clearly and fluently. It is a complex skill involving social interaction and the ability to adapt to different contexts. Practice, exposure, and feedback are essential for improvement.

Moreover, Andrade and Naranjo (2021) explain that “speaking can be formal or informal: Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when people meet for the first time” (p.4). Speaking may be formal or informal, depending on the context and relationship between speakers.

In real-life situations, speaking is the skill by which learners are most frequently judged. It is a crucial aspect of daily interactions, and often, the initial impression of an individual is based on their ability to speak fluently and comprehensively. Therefore, educators have the responsibility to adequately prepare learners to effectively use English in real-life contexts (Rizqiningsih & Hadi, 2019).

Educators should have a responsibility to prepare students to use English effectively in authentic situations. This involves not only teaching grammar and vocabulary, but also developing communicative skills such as pronunciation, fluency, coherence, and the ability to interact with confidence.

6.2.6 The Importance of Accuracy and Fluency in Speaking Skills

Accuracy and fluency are both crucial components of speaking skills in English, and they serve different purposes: accuracy refers to the correctness of language use in terms of grammar, vocabulary, and pronunciation. Fluency: Refers to the smoothness and flow of speech without undue hesitation or pauses. Fluency allows speakers to express themselves effortlessly, maintain a natural pace of conversation, and engage in meaningful communication. Aziz and Kashinathan (2021) say that mastering speaking is essential for language learners, alongside other skills. It's a challenging skill to excel in, and proficiency marks a competent English speaker. Among English language qualities, speaking stands out prominently. Unlike other skills, speaking requires quick thinking and immediate responses with minimal hesitation or difficulty.

Learning these skills involves becoming accurate and fluent speakers. “Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation. Fluent speakers can express themselves

appropriately and without hesitation. Fluent speakers do not usually worry unduly about making mistakes” (Baker & Westrup, 2003, p. 7).

It is possible to communicate effectively without reaching a level of grammatical perfection. In addition, confidence and spontaneity are key elements for fluent communication.

6.2.7 Strategies for Improving Speaking Skills

Improving speaking skills in English requires consistent practice and exposure to the language. Teachers must organize speaking activities related to diary life to obtain better results.

In some classrooms, speaking means that the students repeat sentences or dialogues, or chant English words. Repetition is only one useful way of practicing a new language. It is important for learners to practice the language they are learning in situations which are similar to life outside the classroom. They need to practice real communication: talking about their lives, talking about news, expressing their ideas, discussing issues (Baker & Westrup, 2003, p.7).

It is important to simulate real communication situations in the classroom. students should practice the language by talking about their lives, news, and ideas and discussing relevant topics, which allows them to develop authentic communication skills.

Speaking implies three areas as clarified by (Bashir et al., 2011).

Mechanics: it refers to elements such as (pronunciation, grammar, and vocabulary) Using words with the right pronunciation and in the right order.

Functions: (transaction/exchange of information) the message must be clear and (interaction/relationship building) not much understanding is required.

Social and cultural rules and norms: understanding who is interacting with whom, the circumstances, the reasons, and motives.

6.2.8 Importance of Speaking in the Classroom

Speaking in the classroom is essential for developing students' communication skills, language fluency, cultural understanding, critical thinking abilities, and confidence. It enriches the learning experience, promotes active engagement, and prepares students for real-life communication situations. Speaking is just as crucial a skill as listening, reading, and writing, and learners should recognize its importance in their education. It aids in building their confidence, and they should understand that regular practice is essential for improving their speaking abilities (McBain, 2011).

Rao (2019) highlights the significance of speaking skills for English language learners (ELLs) in achieving professional and personal success. With consistent practice, ELLs can significantly enhance their speaking abilities, performing well in class discussions and debates, and gradually improving their proficiency. This practice helps them build the confidence to present independently, overcoming initial fears, and enables them to deliver short speeches in class, building self-confidence and strengthening their decision-making and problem-solving skills.

ELLs will also excel in job interviews, securing better career opportunities. Furthermore, proficient speaking skills allow ELLs to excel in job interviews, secure better career opportunities, and collaborate effectively with colleagues, thus fostering career development. Thus, speaking skills are essential for the comprehensive performance and success of ELLs.

6.2.9 Definition of Error Correction

Bakan et al. (2020) delve into the dual nature of corrective feedback written and oral.

Corrective feedback can be written and oral. However, it is usually oral feedback that is of topical interest in various disciplines and theoretical frameworks and an issue concerning many teachers since the teacher has to make immediate decisions as to whether to correct a learner's erroneous utterance or not and which feedback technique to use. (p. 8)

In the same way, it is important to highlight the potency of oral correction by teachers “oral correction by teachers is a powerful way of correction because it is kind of an on-the-spot or direct correction which leaves the student with positive space to correct the error and learn the reasoning behind the suggested method” (Mishra, 2005, p.70). Corrective feedback can be given in both written and oral formats and is the most commonly researched and implemented. Oral correction, especially immediate correction, is considered very effective for language learning as it provides immediate opportunities for learners to correct errors and understand the rationale for correction.

6.2.10 The Influence of Error Correction on English-Speaking Skills

Error correction plays a significant role in improving English speaking skills, but its influence can vary depending on how it's implemented. Overall, error correction can positively influence English speaking skills by promoting accuracy, building confidence, and facilitating a supportive learning environment. However, it's important to strike a balance between correcting errors and allowing for fluency and experimentation to ensure learners develop well-rounded speaking proficiency.

When learning the English language, students tend to make errors, which should be corrected by teachers. Likewise, Andrade and Naranjo (2021) state that making errors, especially in speaking, is a natural part of the process of learning a new language. It is also important to encourage learners to actively use the language. However, correcting students while they are making an effort to use the language can sometimes be discouraging. Therefore, teachers should choose the appropriate time to correct errors and strive to maintain a positive atmosphere.

Teachers are responsible for correcting errors without affecting self-esteem. “Correction affects student’s confidence and has a great influence on a class environment. For students, being corrected constantly can be really de-motivating” (Andrade & Naranjo, 2021, p. 1). It’s necessary to know the needs of each class and apply the best way to correct “Some students feel bad when teachers interrupt the class to correct mistakes and they do not want to talk again in front of the class losing motivation and destroying the flow in class” (Andrade & Naranjo, 2021, p. 2). “Motivation is the most important cognitive skill to develop the communication abilities. It has several effects on learner’s learning and their behaviour. It promotes an interest in the studies and develops the

personality of a person. Motivation directs behaviour towards particular goal.” (Sreena & Ilankumaran, 2018, p. 671).

6.2.11 Importance of Error Correction in Language Learning

Jo Budden, from the British Council organization, emphasizes the nuanced decision-making process teachers face when it comes to correcting students. “It’s always tricky to know when and if to correct students and how to go about it” (Budden, 2008). By encouraging a more patient approach to error correction, educators contribute to students’ understanding. Likewise, granting them more time will help the student succeed and engage in a better understanding.

Loewen (2007) claims that error correction within language teaching has been the focus of attention in the last decade. It focuses on the meaning that makes up an activity or task and pays much attention to linguistic structures. Moreover, error correction transcends being merely a corrective measure; it serves as a facilitator of the learning process. In the process of learning a second language, errors are assured, which is a challenge for learners. As mentioned by Yin (2018) “For students, in the course of second language learning and acquisition, making errors is very common and inevitable” (p. 371).

Likewise, Gómez (2006) says the development of learning is the main objective of language teaching and learning, so sometimes, and if necessary, teachers should motivate their students to make errors and take on challenges.

6.2.12 Types of Strategies to Correct Errors and Give Feedback

The six main error correction strategies in speaking activities are described below.

6.2.13 Recast

One of the most commonly used strategies is recast. “Recast is implicit feedback where teachers reformulate learners’ errors into corrected discourse immediately” (Soe, 2022, p. 156). Furthermore, this definition is by Anderson & Stephens (2019) in which they mention the

following: “teacher implicitly reformulates all or part of the student’s utterance” (p. 3). By using this strategy, the student is encouraged to realize for himself where the error was made. This therefore greatly helps the error to be corrected and internalized to gain meaningful knowledge that will be used in the long term.

The way to apply this strategy can be in two ways, first by rephrasing only the incorrect word or repeating the whole sentence but with accentuation on the error. Second, tag questions can be used to confirm the information provided by the student. By way of solving students' communication problems, recasting consists of rephrasing a learner's statement. These recasts frequently take the form of confirmatory checks, in which the restatement is followed by a tag question, such as "Ah, so you were sick, were you?" (Sheen & Ellis, 2011).

Recast is a strategy to correct students' errors and give feedback on speaking activities in which teachers produce a sentence to correct errors that students have made.

6.2.14 Repetition

The next strategy is repetition. “Repetition refers to the teacher repeats the student’s error and changes intonation to draw student’s attention to it. S: He areT: He are...? But it’s one people, right?”. (Mulyadin, 2022, p. 48). The repetition strategy consists of repeating the complete statement but highlighting the error made.

6.2.15 Clarification Request

The clarification request strategy provides the opportunity for self-correction. “In clarification request feedback, teachers ask learners to clarify or to repeat the information in a correct form. This feedback does not provide learners the correction but gives them a chance of self-correction”. (Soe 2022, p. 156). This is a strategy in which the teacher expresses that the meaning or structure of the utterance has been unclear to him or her. Requests for clarification may be “Excuse me?” or “What do you mean by X?”. (Pham & Tho, 2018). The teacher asks clarification questions to get the learner to produce the information correctly.

6.2.16 Explicit Correction

This type of strategy shows directly and concisely the error made by the student. Mulyadin (2022, p. 48) mentions that “Explicit correction refers to the teacher indicating student’s utterance was not correct. The teacher provides the correct form. Some phrases are used such as “oh, you mean,” “you should say,” etc”. This definition agrees with Aranguiz & Quintanilla (2017) who define an explicit correction as “the teacher provides the correct form and he indicates what was incorrect” (p. 108). The teacher is responsible for correctly mentioning the utterance.

6.2.17 Elicitation

In this type of feedback, the teacher repeats the utterance, pauses where the error was made, and asks for self-correction by the learner. Aranguiz & Quintanilla explain that “Elicitation: consists of three main feedback moves. (a) Pausing to allow students to complete his statement, (b) Asking questions or (c) asking students to reformulate the utterance” (2017, p.109). In this strategy, the teacher offers the student the opportunity to reformulate the statement.

6.2.18 Paralinguistic Signal

The paralinguistic signal is a nonverbal strategy based solely on gestures. “It is an implicit error correction method where teachers hint learners about their errors by using paralinguistic features such as frowning, shaking head, etc” (Soe, 2022, p. 157). Therefore, in this strategy, the teacher's facial gestures prevail.

6.2.19 Provider to Error Correction

This section explores the different ways to correct errors, starting with the provider's. Teacher correction, Self-correction, and Peer correction are all integral parts of this process, each contributing to the student's learning experience.

6.2.20 Teacher Correction

Park (2010) states that the teacher is typically the primary source of feedback for learners in an L2 classroom. When the teacher does not correct the error, the teacher allows the student to correct his or her error or have a classmate correct the error. L2 learners need to recognize flaws in their speech and adjust their evolving language systems accordingly. Therefore, teachers must offer corrective and appropriate feedback for the learners' proficiency level to facilitate language development.

There are certain principles that teachers can implement when correcting students. As Ellis (2009) proposes, firstly, teachers should not hesitate to correct students' errors. Learners must be aware they are being corrected; teachers should not obscure the corrective nature of their feedback. One approach is to begin with an implicit form of correction, such as indicating that an error exists, and if the learner cannot self-correct, progress to a more explicit form, like direct correction. Teachers need to be attuned to the feedback they receive from learners regarding their corrective feedback. Oral CF can be provided immediately or delayed, and teachers should experiment with the timing to determine the most effective approach.

They should also be flexible in adjusting who, when, and how they correct based on the individual cognitive and emotional needs of each learner, rather than adhering to a uniform procedure for all students. Repeatedly correcting a specific error may be necessary to help learners achieve full self-regulation. Additionally, teachers should monitor and manage the level of anxiety corrective feedback may cause, adapting their strategies to ensure it is constructive rather than debilitating.

6.2.21 Self-Correction

According to García and Morales (2018), self-correction involves the correction of language errors after receiving corrective feedback from a teacher. They note that self-correction helps to demonstrate learners' ability to regulate themselves independently. This implies that students autonomously correct errors such as grammar or pronunciation errors.

Furthermore, self-correction plays a crucial role in enhancing students' educational experience. Involving students in their learning process also has several important benefits that contribute to their overall development. As noted by Ahangari (2014) self-correction engages students in their language-learning journey and boosts their confidence when they successfully correct themselves. This process makes their errors more memorable and less likely to be repeated. In addition, self-correction provides teachers with insights into students' knowledge, skills, and awareness.

6.2.22 Peer Correction

Peer correction not only encourages active participation but also fosters a collaborative learning environment. Sultana (2009) claims “peer correction in teaching speaking happens when the teacher orally asks anything to a student and s/he gives a wrong answer, then the teacher nominates a person (or asks the rest of the class) for giving the correct answer” (p.13). Peer correction encourages collaborative work and encourages the other students to analyze the statement to discover what the error was.

On the other hand, peer correction offers significant advantages in fostering a collaborative learning environment, “encourages cooperation providing a basis for a group work or a pair work” (Gumbaridze, 2013, p. 1662). By involving students in correcting each other, peer correction promotes teamwork and mutual support, enhancing the overall educational process.

6.2.23 When to Correct Errors and Give Feedback (Timing)

An important aspect of error correction is the timing of the correction. In the speaking activities, we find three moments to perform the correction.

6.2.24 Immediately

This correction is made as soon as the student makes the error. Ünsal (2020, p. 173) explains that:

The first form implies an immediate intervention and ought to be practiced when a learner commits an error involving the use of the linguistic feature that is the main focus which would also be explicit (overt) enough for the learner to notice.

Immediate correction occurs as soon as an error is made, providing immediate feedback for the learner.

6.2.25 At the End of the Activity

Corrections can also be made at the end of the activity. Ölmezer and Öztürk (2016) mention “Waiting till the students finish their sentences and providing feedback at the end of it without interruption” (p. 118). Corrections can also be provided at the end of a speaking activity to avoid interrupting students' fluency.

6.2.26 At the End of the Class

The third way of correcting is applied at the end of the class. (Ünsal 2020, p. 173, as cited in Pawlak, 2013) claims that “Finally, in the third form the provision of corrective feedback is postponed until the end of a class or even until the next meeting which is known as post-delayed CF”. Post-delayed corrective feedback involves providing corrections at the end of a class or even during the next session.

6.2.27 Speaking Errors

Phan et al. (2021) say speaking and vocabulary errors occur due to differences in the structure of sounds and symbols between the native language and English, resulting in similar ideas and responses in the native language while speaking a second language. This causes native speakers or teachers to misunderstand what learners mean when communicating, leading to errors and misinterpretations. Therefore, the influence of the native language on the English language is very noticeable. The different manifestations of cultural forms also make it difficult for learners to communicate with each other. For example, when learners fail to understand or do not know the answer they tend to say "Uh, Oh, Ah" to extend the response time.

6.2.28 Grammar Errors

Sholihah (2020) explains that grammar is essential for people to communicate effectively. When grammar is placed appropriately it is believed that real second language learning is achieved. Unfortunately, only some learners can express themselves using correct grammar. Passive speech comes from silent grammatical errors that appear during interactions. To express and let emotions, thoughts, and ideas flow, correct sentences must be framed.

6.2.29 Pronunciation Errors and Vocabulary Errors

Almuslimi (2020) claims that the essential element for success in any speech is pronunciation. This is why you should pay close attention to pronunciation, as it helps to convey the correct message in oral speech. Pronunciation is usually the first thing that people notice in any speaker or language learner which is why it is of crucial importance. Pronunciation can sometimes hinder communication or lead to misunderstandings when the message is not well articulated. Even though it is an important secondary skill of any language, its teaching is largely ignored throughout the language teaching process. That is, teachers should view pronunciation as a crucial and fundamental part of communication and should be incorporated into classroom activities to improve EFL learners' English articulation skills. Students should be instructed on pronunciation proficiency to improve and avoid speaking errors.

7. METHODOLOGY

7.1 Research Method

This research was conducted by using a mixed research method. As clarified by Johnson et al. (2007) mixed methods research involves a researcher or research team integrating aspects of both qualitative and quantitative approaches. The quantitative approach was used to collect and analyze the data from the questionnaire, using SPSS system. The qualitative approach was used to collect and analyze the data from the interviews in which the answers given by the interviewees were synthesized. Within the mixed approach, the chosen level was descriptive, which was conducted to recognize and categorize the crucial components or prominent characteristics and offered a

detailed account of the preferences and perceptions in correcting errors during speaking activities (Li et al., 2018).

7.2 Participants

This research was conducted at the Technical University of Cotopaxi, Pujilí Campus. At the time of the application of the questionnaire, 31 students enrolled in the Second Semester in the National and Foreign Language Pedagogy, between 17 and 27 years old, both genders, were present. At the end of the questionnaire, it was asked verbally which students wanted to participate voluntarily in the interview to deepen their answers, 5 students were the volunteers. In addition, an interview was conducted with the Second Semester English teacher. The selection of a single teacher is since this is the only teacher in charge of teaching English to these 31 students. Focusing the research on a single teacher ensures that the students' responses reflect a common educational experience, without the variability that could be introduced by including several teachers, allowing the results to be more relevant and applicable in similar contexts.

The participants were selected using a non-probability convenience sampling method. These individuals are available and accessible at the current time (Cohen et al. 2007). The participants were chosen because the teacher used corrective feedback in his English language classes. The researchers, who were former students of this teacher, were familiar with his teaching methods, especially his consistent use of corrective feedback. This firsthand knowledge positions them well to investigate the students' preferences and perceptions regarding error correction in speaking activities, as they have experienced the teacher's correction practices in the same academic setting. This targeted participant selection enhances the study's ability to provide contextually relevant findings.

7.3 Techniques and Instruments

This study used a questionnaire as an instrument and a survey as a technique. In addition, two interviews were used to deepen the information obtained. These instruments collected the necessary data to develop the study.

By using a quantitative survey, the researchers collected data that describes and quantifies students' preferences and perceptions, offering insights into the prevalent strategies during error correction in speaking activities. The questionnaire contained closed questions, Mcleod (2023) also states that the closed questions are standardized (same questions, same order), which makes it easier to replicate the instrument to check reliability. The questionnaire was taken and modified from (Gamlo, 2019); see Annex 1. It contains 15 questions with 5 response options corresponding to the Likert scale, where 1= Strongly Disagree, 2= Disagree, 3= Neither agree / Nor disagree, 4= Agree, and 5= Strongly Agree. The original Likert scale is based on a set of statements (items) in which participants are asked to show their level of agreement-disagreement with the items. (Joshi et al., 2015). On the other hand, the students' interview was also taken and modified from (Gamlo, 2019) and the second interview with the teacher was created by the researchers. (See annexes 2 and 3).

Through these instruments with both the teacher and the students, the main goal is to delve deeper into their opinions. The interviews uncovered the reasons behind each other's preferences and perceptions, contributing to a deeper exploration of oral error correction.

7.4 Data Analysis Process

The numerical analysis was performed using SPSS to analyze the questionnaire answers. SPSS is a useful software “It is a suite of software programs that analyzes scientific data related to the social sciences. SPSS offers a fast-visual modeling environment that ranges from the smallest to the most complex models” (Williams, 2024). The software program SPSS was used to obtain the mean and calculate the frequency for each question and the final average. The results were summarized in four tables: (1) Students' perceptions of error correction; (2) Time of error correction; (3) Types of errors that need corrective feedback; and (4) Provider of corrective feedback. The mean obtained in SPSS Software was interpreted on the same Likert scale. To interpret numbers on a Likert scale

generally rounds to the nearest whole number to assign the corresponding category. That is, the interpretation of the Mean on a 5-point Likert scale is represented as follows:

1 to 1.49: Strongly Disagree

1.50 to 2.49: Disagree

2.50 to 3.49: Neither agree / Nor disagree

3.50 to 4.49: Agree

4.50 to 5: Strongly Agree

To analyze interviews, it was necessary to use qualitative data. It refers to words, opinions, and information non-numerical. Grounded theory analysis involves the use of the comparative method, that is, researchers analyze and code the data (Timar, 2024). For that reason, researchers compared the different opinions of the students to summarize them in the results. Likewise, the most relevant answers given by the teacher in the interview were presented.

8. ANALYSIS AND DISCUSSION OF RESULTS

The questionnaire was applied in Google Forms and was divided into four topics (1) Students' perceptions of error correction; (2) Time of error correction; (3) Types of errors that need corrective feedback; and (4) Provider of corrective feedback.

The students' interview contained three questions, while the second interview was applied to the English teacher, and contained five questions.

8.1 Questionnaire

Using the IBM SPSS software, the results were organized in terms of frequencies (n), percentages (%), the mean for each question, and the final average.

n: Represents the frequency, which is the number of students who selected a particular response option (Strongly Disagree, Disagree, Neither Agree / Nor Disagree, Agree, Strongly Agree).

%: Shows the percentage of students who chose each response option.

Table 1

Students' perceptions of error correction

Students' perceptions of error correction	Strongly Disagree		Disagree		Neither agree / Nor disagree		Agree		Strongly Agree		Mean	Mean
	n	%	n	%	n	%	n	%	n	%		
1. Oral corrective feedback will help me not to repeat my speaking errors in the future.	3	9,7 %	2	6,5%	0	0%	16	51,6%	10	32,3%	3.90	Agree
2. I prefer my teacher to correct my errors during speaking activities.	2	6,5%	2	6,5%	3	9,7%	13	41,9%	11	35,5%	3.94	Agree
3. Teachers' oral CF can improve my speaking skills.	3	9,7%	1	3,2%	0	0%	16	51,6%	11	35,5%	4.00	Agree
4. I am not worried about making errors when I speak English.	5	16,1%	8	25,8%	8	25,8%	8	25,8%	2	6,5%	2.81	Neither agree / Nor disagree

5. When my teacher corrects my speaking errors, I feel embarrassed.	1	3,2%	2	6,5%	13	41,9%	12	38,7%	3	9,7%	3.45	Neither agree / Nor disagree
6. When my teacher corrects my speaking errors, I don't feel uncomfortable.	1	3,2%	7	22,6%	12	38,7%	9	29,0%	2	6,5%	3.13	Neither agree / Nor disagree
Average											3.53	Agree

Table 1 provides an analysis of students' perceptions of error correction in their speaking activities, measured across six statements using a Likert scale.

Regarding statement 1, *“Oral corrective feedback will help me not to repeat my speaking errors in the future”*, 16 students representing 51,6% answered “Agree”; while 10 students representing 32,3% chose “Strongly Agree”. On the other hand, 3 students corresponding to 9,7% showed “Strongly Disagree”; followed by 2 learners with 6,5% in “Disagree”, and 0% with “Neither agree / Nor disagree”. The mean for this statement is 3.90 which is categorized as “Agree” on the Likert scale.

In statement 2, *“I prefer my teacher to correct my errors during speaking activities”*, 13 students corresponding 41,9% selected “Agree”; 11 students representing 35,5% chose “Strongly Agree”. On the other hand, 3 corresponds to 9,7% selecting “Neither agree / Nor disagree”. Lastly, 2 learners represented by 6,5% showed “Strongly Disagree” and the same number of students and percentage indicated “Disagree”. The mean of this statement is 3.94 which also reflects “Agree”.

In statement 3, *“Teachers’ oral CF can improve my speaking skills”*, 16 students interpreting 51,6% chose “Agree”; 11 students representing 35,5% selected “Strongly Agree”; 3 students corresponding 9,7% chose “Strongly Disagree”; only 1 student corresponds to 3,2% chose

“Disagree”, and 0% “Neither agree / Nor disagree”. This statement with a mean of 4.00 represents “Agree” on the Likert scale.

In statement 4, *“I am not worried about making errors when I speak English”*, the same number of 8 students corresponding to 25,8% answered "Disagree", "Neither agree / Nor disagree" and "Agree". On the other hand, 5 students representing 16,1% chose "Strongly Disagree" and 2 students representing 6,5% chose "Strongly Agree". The mean for this statement is 2.81 indicating “Neither agree / Nor disagree” on the Linkert scale.

In statement 5, *“When my teacher corrects my speaking errors, I feel embarrassed”*, 13 of the respondents represented with 41,9% opted for “Neither agree / Nor disagree”; 12 students with 38,7% answered “Agree”; 3 respondents corresponding to 9,7% chose “Strongly Agree”; 2 students representing 6,5% were in “Disagree” and finally, only 1 student corresponds to 3,2% chose “Strongly Disagree”. The mean for this statement is 3.45 which is classified as “Neither agree / Nor disagree” on the Likert scale.

In statement 6, *“When my teacher corrects my speaking errors, I don't feel uncomfortable”*, 12 students representing 38,7% answered, “Neither agree / Nor disagree”. In addition, 9 of the respondents corresponding to 29,0% were “Agree”. On the other hand, 7 respondents corresponding to 22,6% answered “Disagree”. The item “Strongly Agree” was chosen by 2 students representing 6,5% and only 1 student corresponding to 3,2% chose “Strongly Disagree”. The mean 3.13 of this statement represents “Neither agree / Nor disagree” on the Likert scale.

Table 1 reveals that students agree and have a generally positive perception of the correction of speaking errors, with a final average of 3.53 interpreted as "Agree". Whereas, about the students' concern about making errors and feeling worried, embarrassed, and uncomfortable with correction, the majority of students answered “Neither Agree/Nor Disagree”.

The result showed that students value corrective feedback and consider it useful to not repeat their errors and recognize that it helps them improve their speaking skills. This result concurs with Muslem et al. (2017) who showed that in their questionnaire results, students considered teachers' oral corrective feedback an important part of speaking lessons and second language learning.

Similarly, the respondents stated that the teachers' corrective oral feedback helped to improve their speaking skills as it was beneficial.

Table 2

Time of error correction

Time of error correction	Strongly Disagree		Disagree		Neither agree / Nor disagree		Agree		Strongly Agree		Mean	Mean
	n	%	n	%	n	%	n	%	n	%		
7. I prefer my teachers to provide immediate oral CF.	3	9,7%	1	3,2%	2	6,5%	19	61,3%	6	19,4%	3.77	Agree
8. I prefer my teachers to provide oral corrective feedback after the speaking activity ends.	2	6,5%	9	29,0%	5	16,1%	12	38,7%	3	9,7%	3.16	Neither agree / Nor disagree
9. I prefer my teachers to provide oral corrective feedback at the end of the class.	2	6,5%	8	25,8%	7	22,6%	13	41,9%	1	3,2%	3.10	Neither agree / Nor disagree
Average											3.34	Neither agree / Nor disagree

Regarding statement 7, “*I prefer my teachers to provide immediate oral CF*”, 19 students representing 61.3% answered “Agree”; while 6 students representing 19,4 % chose “Strongly Agree”. On the other hand, 3 students corresponding to 9,7% showed “Strongly Disagree”; followed by 2 learners with 6,5% in “Neither agree / Nor disagree”, and 1 student representing 3,2

% with “Disagree”. The mean for this question is 3.77 which is categorized as “Agree” on the Likert scale.

In statement 8, *“I prefer my teachers to provide oral corrective feedback after the speaking activity ends”*, 12 students corresponding 38,7 % selected “Agree”; 9 students representing 29,0% chose “Disagree”. On the other hand, 5 corresponds to 16,1% selecting “Neither agree / Nor disagree”. Lastly, 3 learners representing 9,7% showed “Strongly Disagree” and just 2 students representing 6,5% selected “Strongly Disagree”. The mean of this question is 3.16 which also reflects “Neither agree / Nor disagree” on the Likert scale.

In statement 9, *“I prefer my teachers to provide oral corrective feedback at the end of the class”*, 13 students interpreting 41,9 % chose “Agree”; 8 students representing 25,8% selected “Disagree”; 7 students corresponding 22,6% chose “Neither Agree / Nor Disagree”; 2 student corresponds to 6,5 % chose “Strongly Disagree”, and just one student corresponding to 3,2% “Strongly Agree”. This statement with a mean of 3.10 represents “Neither Agree / Nor Disagree” on the Likert scale.

Table 2 indicates that the mean of 3.77 indicates that most students “Agree” to receive immediate correction for speaking errors. The mean of 3.16 suggests a tendency toward a neutral stance about oral corrective feedback after the speaking activity ends, as it falls on the “Neither Agree / Nor Disagree” item of the Likert scale. This indicates that the majority does not have a strong preference. As in the previous case, the mean of 3.10 indicates that students “Neither agree / Nor disagree” and do not have a strong preference for receiving correction at the end of class. Therefore, the overall preference leans toward immediate correction.

This result is similar to that of Nhac (2021), as he mentions that EFL learners prefer immediate CF delivered by their teacher, they think they can benefit as they show favorable progress in their oral accuracy on grammar, vocabulary, and pronunciation when correction is applied in that way.

Table 3*Types of errors that need corrective feedback*

Types of errors that need corrective feedback	Strongly Disagree		Disagree		Neither agree / Nor disagree		Agree		Strongly Agree		Mean	Mean
	n	%	n	%	n	%	n	%	n	%		
10. I need more oral corrective feedback on my grammar errors.	2	6,5%	2	6,5%	4	12,9%	15	48,4%	8	25,8%	3.81	Agree
11. I need more oral corrective feedback on my pronunciation errors.	1	3,2%	1	3,2%	3	9,7%	14	45,2%	12	38,7%	4.13	Agree
12. I need more oral corrective feedback on my vocabulary errors.	1	3,2%	0	0%	3	9,7%	18	58,1%	9	29,0%	4.10	Agree
Average											4.01	Agree

In statement 10, “*I need more oral corrective feedback on my grammar errors*”, 15 students representing 48,4% chose "Agree". Furthermore, 8 students corresponding to 25,8% chose "Strongly Agree". On the other hand, the item “Neither Agree / Neither Disagree” was selected by 4 learners with 12,9%. Lastly, the same number of 2 students corresponding to 6,5% answered "Strongly Disagree", and "Disagree". The mean for this statement is 3.81 indicating “Agree” on the Linkert scale.

In statement 11, “*I need more oral corrective feedback on my pronunciation errors*”, 14 of the respondents represented with 45,2% opted for “Agree”; 12 students with 38,7% answered

“Strongly Agree”; 3 respondents corresponding to 9,7% chose “Neither agree / Nor disagree”; and, finally, 1 student corresponding to 3,2% answered “Strongly Disagree” and the same percentage “Disagree”. The mean for this statement is 4.13 which is classified as “Agree”.

In statement 12, “*I need more oral corrective feedback on my vocabulary errors*”, 18 students representing 58,1% answered, “Agree”. In addition, 9 of the respondents corresponding to 29,0% were “Strongly Agree”. On the other hand, 3 respondents corresponding to 9,7% answered “Neither agree / Nor disagree”. The item “Strongly Disagree” was chosen by only 1 student corresponding to 3,2%. The mean 4.10 of this statement represents “Agree” on the Likert scale.

Table 3 reveals that most students agree they need oral corrective feedback. The mean of 3.81 indicates that most of the students “Agree” that they need more corrections on their grammar errors. Similarly, the mean of 4.13 represents that students “Agree” need more corrections in their pronunciation errors. Finally, it is shown that students “Agree” need more corrections in their vocabulary errors with a mean of 4.10. This indicates that students value correction in all the language areas mentioned.

These results suggest that students recognize the importance of oral correction to improve their skills. In a similar study by Zembytska et al. (2022) most students give most importance to grammatical errors, followed by vocabulary errors, and finally, pronunciation errors. Therefore, teachers could take these preferences into account, balancing the correction of grammatical errors with attention to pronunciation and vocabulary, according to the needs and priorities of their students.

Table 4
Provider of corrective feedback

Provider of corrective feedback	Strongly Disagree		Disagree		Neither agree / Nor disagree		Agree		Strongly Agree		Mean	Mean
	n	%	n	%	n	%	n	%	n	%		
13. I like it when my teacher corrects my oral errors in the class.	1	3,2%	2	6,5%	9	29,0%	17	54,8%	2	6,5%	3.55	Agree
14. I like it when my classmates correct my oral errors in class.	4	12,9%	6	19,4%	10	32,3%	10	32,3%	1	3,2%	2.94	Neither agree / Nor disagree
15. I like it when my teacher asks me to correct my errors in class.	1	3,2%	1	3,2%	6	19,4%	19	61,3%	4	12,9%	3.77	Agree
Average											3.42	Neither agree / Nor disagree

Regarding statement 13, “*I like it when my teacher corrects my oral errors in the class*”, 17 students representing 54,8 % answered “Agree”; while 9 students representing 29,0 % chose “Neither agree / Nor disagree”. On the other hand, 2 students corresponding to 6,5% showed “Disagree”; the same number of students and percentage indicated “Strongly Agree”, and 1 student represented 3,2 %

with “Strongly Disagree”. The mean for this question is 3.55 which is categorized as “Agree” on the Likert scale.

In statement 14, *“I like it when my classmates correct my oral errors in class.”*, 10 students corresponding to 32,3 % selected “Neither agree / Nor disagree”; and the same number of students and percentage indicated “Agree”; 6 students representing 19,4% chose “Disagree”. On the other hand, 4 corresponds to 12,9% selecting “Strongly Disagree”. Lastly, 1 learner represented by 3,2% showed “Strongly Agree”. The mean of this question is 2.94 which also reflects “Neither agree / Nor disagree” on the Likert scale.

In statement 15, *“I like it when my teacher asks me to correct my errors in class.”*, 19 students interpreting 61,3 % chose “Agree”; 6 students representing 19,4 % selected “Neither Agree / Nor Disagree”; 4 students corresponding 12,9% chose “Strongly Agree ”; just 1 student corresponding to 3,2 % chose “Strongly Disagree”, and the same number corresponding to 3,2% “Disagree”. This statement with a mean of 3.77 represents “Agree” on the Likert scale.

Table 4 shows the learners' preferences for the corrective feedback provider. The mean of 3.55 shows that students “Agree” with the teacher correcting their oral errors in class. However, there is a neutral attitude towards peer correction, with a mean of 2.94 representing “Neither Agree / Neither Disagree” on the Likert scale. Finally, with the mean of 3.77 the students “Agree” with the correction when it is requested by the teacher. It means that there is a greater acceptance of the correction when it is given and requested by the teacher.

Taking these results into account, it was shown that teachers are the most appropriate to correct errors in the classroom because students think that the teacher has a better proficiency in the target language. This coincides with the results of Fadilah et al. (2017) who refer to correction providers. In this research the most popular source of feedback among teachers, self-correction and peer correction, the most chosen was the teacher. This may be related to the fact that students tend to prefer what they already know and are used to. Two reasons can be inferred for this choice (1) students believe that the teacher has a more valid and reliable opinion which makes him/her more competent, (2) the source of correction should be the teacher as it is a cultural belief.

8.2 Students interview

The interview contained three questions related to the timing of error correction, provider of error correction, and types of errors that require error correction.

The students surveyed show different preferences, which helps to demonstrate the diversity that exists in the same classroom. Students are presented as follows: Student 1 (*S1*), student 2 (*S2*), and so on.

8.2.1 Timing of error correction

S1 mentions that he prefers to be corrected when the class is over as he is uncomfortable being corrected in front of his classmates.

S2 and *S4* prefer correction at the end of the speaking activity as immediate correction causes nervousness and affects fluency. This information is in line with the results found by Fadilah et al. (2017) where students indicate that they prefer correction at the end of speaking activities as interruption affects the continuity of the activity.

S3 and *S5* indicate that they prefer immediate correction and like the feedback offered by the teacher because it helps them to understand directly what mistake they made and not to repeat it. Moreover, this information coincides with the data found by Gamlo (2019) where the students interviewed prefer immediate correction in order not to forget which errors were made.

A group of students (*S1*, *S2*, and *S4*) prefer delayed correction to avoid embarrassment and maintain fluency. Their perspective aligns with research findings that suggest immediate correction can disrupt the flow of speech. Conversely, another group (*S3* and *S5*) favors immediate correction, believing it offers timely feedback and prevents error repetition. Their views corroborate research indicating that students appreciate prompt clarification of errors. These contrasting preferences highlight the need for teachers to consider individual student needs and preferences when determining the most effective approach to error correction.

8.2.2 Provider of error correction

All the students interviewed prefer the correction provided by the teacher since he has the knowledge and experience necessary to do so. Students 2 and 5 affirmed that they do not like their classmates to correct their errors because they do it to make fun and not to help. This result is the same as the study by Gamlo (2019) and Fadilah et al., (2017) who found that most of their students prefer the teacher to be the one to offer the correction as he/she possesses more experience and makes them feel more comfortable.

Both student participants and previous research indicate a strong preference for teacher-provided error correction. Students express discomfort with peers correcting their errors, often perceiving it as teasing rather than constructive feedback.

8.2.3 Types of errors that require error correction

Students 1, 2, and 5 consider that all the errors should be attended to in equal percentages since being future teachers they should improve their oral expression in order not to make those errors in front of their future students.

Student 3 mentions that he requires more attention to grammatical and vocabulary errors to improve her fluency. Student 4 indicates that he prefers more attention to her vocabulary. In contrast to the results found by Zembytska et al. (2022) students prefer more attention to grammatical errors (46.2%), vocabulary (33.3%), and pronunciation (20.5%). These results show a diversity of preferences among students.

As a result of the students' interview, it was found that there are differences in preferences within the same class, while 3 out of 5 students interviewed prefer delayed correction to avoid interruptions, the other two remaining students opt for an immediate correction because they consider it timely. Regarding the second question, all 5 interviewees mentioned preferring the correction given by the English teacher, which coincides with previous research where participants showed a greater inclination toward teacher correction. In addition 3 of the 5 students mentioned that they prefer equal attention to grammatical errors, pronunciation, and vocabulary. A balanced

approach that incorporates learners' needs can be beneficial to maximize language learning outcomes.

8.3 Teacher interview

The teacher was interviewed to find out what strategies he uses, how he applies them, and what types of errors he considers need more attention during speaking activities. Questions 2 and 3 were combined for better analysis.

8.3.1 Do you apply error correction in speaking activities? Why?

The teacher mentions that it is important to make corrections in speaking activities because the students should improve their English language production such as fluency, grammatical errors, and pronunciation, since this will help them to be confident and achieve the correct reproduction of the language in their students when they face the professional environment. This result is similar to Değirmenci and Aydin (2017) who found the following “In summary, results show that EFL teachers aim to correct errors, as they believe that corrections contribute to the appropriate use of the target language, meaning-making, self-correction and accuracy.”

Both the teacher and research by Değirmenci and Aydin emphasize the importance of error correction in speaking activities to enhance students' fluency, grammar, pronunciation, and overall language proficiency.

8.3.2 Which strategies do you use most frequently in error corrections in oral activities? Recast, Repetition, Clarification Request, Explicit Correction, Elicitation, Paralinguistic Signal. Why?

8.3.3 How do you apply error correction in speaking activities?

The teacher mentions that the most used strategies in his class are "repetition" and "explicit correction", the teacher emphasizes pronunciation and corrects errors as soon as the students finish speaking because later they tend to forget the errors. In contrast to the study of Değirmenci and

Aydin (2017) teachers use several implicit correction strategies, mainly "Explicit/direct correction" and "Repetition".

The teacher interviewed states that the students of the career must reach a high level of English because they will make this their professional life, the future teachers of English must help their future students not to make the same errors. "The correction must be timely, it must be just when the student is making that error" he considers that when the student is corrected in time, the other students also learn and everyone improves their pronunciation while avoiding making the same error. "To be able to make a correction one has to go to the precise moment, also using an appropriate vocabulary, without being offensive, if not giving to understand that we are all here to learn, without being disrespectful and that the student also feels comfortable redoing the corrections, the teacher must know when, how and why to do it".

The teacher mainly employs repetition and explicit correction, focusing on immediate error correction to improve pronunciation and avoid repetition to maximize learners' learning and comfort. Agreeing with Değirmenci and Aydin's findings on habitual correction strategies.

8.3.4 How do your students receive error correction?

Students receive the correction the instant they make the error, the teacher likes to suggest certain activities that they can review to improve. In comparison with Daddi and Muhammad (2014) the results of this research show that of the two teachers participating in the research, the first one performs immediate correction, while the second teacher makes corrections at the end of the speaking activity so as not to interrupt fluency.

The teacher's approach to error correction involves immediate feedback and supplementary practice activities. This contrasts with findings from Daddi and Muhammad, where teachers varied in their correction timing, with one opting for immediate correction and the other delaying it.

8.3.5 What errors do you consider require more attention in teaching oral expression? Why?

The teacher mentions that pronunciation errors require more attention, as non-native speakers will always have difficulties in this area. However, the teacher also stresses that the lack of confidence leads students to make many more errors. Working in small groups with friends makes students feel comfortable, but the exposure in front of their peers and their nervousness lead to more frequent errors. Similarly, in the research conducted by Değirmenci and Aydin (2017) the researchers found that teachers focus mainly on pronunciation errors. “As the course is about speaking, naturally, pronunciation errors should be corrected by pointing the correct use of stress, pitch, and the intonation of the words”

The teacher prioritizes correcting pronunciation errors due to the persistent challenge for non-native speakers. They also recognize that student confidence significantly impacts error frequency, with public speaking situations exacerbating this issue. These findings align with Değirmenci and Aydin's research, which also highlights the importance of addressing pronunciation errors in speaking classes. As a result, the interview with the teacher shows that he prioritizes the correction of errors in speaking activities to improve the production of utterances and achieve effective communication, using appropriate language to create a comfortable learning environment. The teacher applies immediate correction as he considers it timely. In addition, emphasis is placed on pronunciation correction since non-native speakers have difficulties in this area.

9. RESEARCH IMPACTS

This research had a significant social and educational impact since it allows to know in depth the level of preferences and perceptions of students about the correction of speaking activities in the Second Semester in the National and Foreign Language Pedagogy - English at the Technical University of Cotopaxi. By understanding these preferences, teachers can apply more appropriate pedagogical strategies to create a comfortable and safe learning environment, where students feel motivated to take risks when speaking, without the fear of being criticized or corrected in public. This not only improves the quality of teaching but also promotes greater confidence and active participation of students in their learning process.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Error correction in speaking activities directly influences and encourages students to analyze their thought processes. By reflecting on what went wrong and why, students develop better critical thinking skills, enabling them to address problems more effectively in the future. Errors allow students of the Second Semester to identify what they don't know and open the way to deeper understanding. When students make errors, they are encouraged to engage in problem-solving, critical thinking, and self-reflection.

Knowing students' preferences and perceptions of the Second Semester about error correction in speaking activities is a critical step in better understanding their needs and expectations in the English learning process. By focusing on how students experience and value feedback in these activities, a more responsive learning environment is promoted. This not only improves the quality of learning but also contributes to reducing anxiety and increasing students' confidence in using the language, thus facilitating more sustained progress in the development of their communicative skills.

Second Semester students show positive acceptance when their errors are corrected in speaking activities. Immediate correction is preferred by the learners and the teacher because it allows them to know which errors need to be modified at that moment for better learning. Errors requiring correction focus on three areas (pronunciation, grammar, and vocabulary). In addition, the correction provided by the teacher is the most accepted by the students.

When learners actively participate in the correction process, they can perceive error correction as a fundamental part of their second language learning process. Therefore, timely correction of errors allows Second Semester learners to improve their speaking skills and acquire good proficiency in the language, not only for the learner who made the error but also for their classmates to avoid making the same error. By using immediate correction and being in the same environment, the correction is directed to all learners in general so that others can also learn from it as well.

Recommendations

- The researchers recommend encouraging the participation of students in the National and Foreign Language Pedagogy in speaking activities to identify their shortcomings and make the respective corrections, since timely correction positively influences the improvement of this productive skill, achieving the adequate use of the English language.
- It is recommended to collect students' preferences and perceptions of error correction in speaking activities regularly in the National and Foreign Language Pedagogy. Allowing to adjust error correction strategies according to students' changing needs and expectations, thus promoting a more personalized and effective learning environment.
- It is recommended to maintain the immediate correction offered by the teacher, as students feel it is the most favorable. Fostering a safe learning environment so that students do not fear criticism and can speak accurately. It is also important to understand and determine the different needs and expectations of the Second Semester students in terms of error correction through various means, such as in-class observations.
- The use of regular remediation, combined with new strategies, is recommended because effective feedback practices reduce anxiety and build Second Semester students' confidence, creating an environment that fosters continuous learning and increased participation in speaking activities.

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