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A Constructive Perspective of Speaking Errors

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for the degree in Modern Languages English - French

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Acknowledgements

The ending of this project does not imply the ending of our studies in Foreign Languages; on the contrary, it enlightens the path towards the accomplishment of new achievements and means the personal pride as Modern Languages students, since it is the outcome of numerous efforts in the course of these five years of studies.

It would be selfish to attribute those efforts exclusively to ourselves; thus we want to thank God the love we have for our profession and the fact of counting on valuable persons who supported us all along this process; the understanding, tolerance and trust of our parents, the friendship of our classmates and the guidance of teachers. Finally yet importantly, we thank Julian and Juan Pablo for the love and companionship they gave us

"I didn't fail; I just found ten thousand ways that won't work"

Tomas Alba Edison.

"Identifying the things we do well helps maintain balance in our attitudes. But we also need to accept the fact that we will make mistakes and can learn from them. We may not find out what we need to know unless we allow ourselves to make mistakes, so we might as well accept it as a learning experience and get what we can out of it."

Brian L.

Foreword

In 2004 and after spending seven semesters studying English, some students of the cohort 2000 –2005 of the Foreign Language Program of the University of Cauca started thinking along similar lines about their English level. Some of them thought they should have a better English level, and once they dwelt on this statement for months, they turned the complaint into a more thoughtful attitude which moved them to deeply analyze their learning process. Bearing in mind that education is a social phenomenon characterized by its complexity, the group decided to try to cast some light on their concern. In February 2004 ten students registered research seminar which is one of the choices to develop the degree project. The group of students conducted different types of research on what we called "insider program evaluation of University of Cauca Modern Languages curriculum: educational constituents influencing English language learning, cohort 2000 - 2005". Nowadays the seminar on Academic Evaluation has cast further light on educational constituents such as:

• Students' representation of responsibility influencing their English academic performance.
• The existing relationship between learning styles and academic performance.
• The influence of sense of life on the academic performance.
• The study of sense of life, responsibility and identity.
• The linguistic and cognitive assessment of speaking.
• The influence of commitment on academic performance.

In February 2005, Adriana Medina, Liliana Velasco, Juan Pablo Lozada and Jairo Martinez decided to register as participants on the Seminar on Academic Evaluation. Adriana and Liliana were utterly convinced of the importance of studying error and their correction.

In their final paper Adriana Medina and Liliana Velasco will tackle the controversial subject of spoken errors and their correction. The paper you are about to read may have the advantage of brevity compared to the traditionally bulky degree projects, but every single paragraph shows not just the students' effort to provide nexus of thought in an intelligible fashion, but also the struggle to keep at bay their quick opinions. Casting aside judgmental attitudes Adriana Medina and Liliana Velasco tried to contribute to the study of one of the educational constituents influencing English language learning. In no way this is a research report, the composition hereinafter is the result of different reflections that took place during one and a half year of seminar, though the data collection and analysis may have more potential than it has been exploited hitherto, Adriana and Liliana try to sprout the readers' imagination with cogent arguments and possibilities.

Lic. James Rivera Zambrano

Contents

Appendix

Abstract

Errors are and will always be a part inherent to human beings. They may occasionally represent an evolutionary step to better conditions, but unfortunately, they have been regarded throughout the times as a punitive excuse, especially in learning processes, and even more in foreign language learning.

This unsuitable management that teachers usually give to errors, mainly the ones related to oral competence, leaves a sense of frustration in students, who restrain their desire to learn a foreign language and the possibility to develop the speaking ability successfully.

The purpose of this Project is to persuade teachers to change their conception about errors in learning, providing them with alternatives to consider oral errors from a constructive perspective and effectively assume their role in correction.

To accomplish this expectation, it is necessary to assume an analytic attitude towards errors and correction, considering both the nature of oral errors and the role of correction in the learning process.

In response to this interest in oral error and correction, we have decided to take this topic as the core subject of our research project, hoping to solve our doubts about it and discover new options to assume the error.

Introduction

Errors have been generally regarded throughout the times as an unpleasant experience which everybody wants to avoid because, very often, they leave a bad taste in the mouth. In educational contexts, this could be similarly compared with those situations in which students, especially beginners, are likely to commit errors and as a result, there is a general sense of frustration in them that seems to hinder their process in learning.

The content of this document will provide elements which most likely will help get rid of that negative connotation people have given to error, showing a different perspective that no longer considers it an obstacle that frustrates learning, but rather an opportunity to discover new alternatives and step forward in the development of knowledge.

It is true that what is new could mean a risk for anyone who is in search for it; failure may come up either because of our own deeds or because of external factors beyond our control. Nonetheless, when you take a risk there is also the chance to thrive on that attempt and gain even more than what was expected. At any rate, risks constitute an essential step in human existence; otherwise, we would not enjoy life as we always stay locked in fear.

Risk errors is worthwhile, for if the goal is not achieved, a new teaching remains depending on how much and how well we reflect upon that personal experience. There is no benefit from failure if there is no chance to see the shortcomings clearly as traits to improve for correcting the error.

Being errors so significant for humans, as they are likely to emerge in every step we take, several error-topics came as options to gain a place as a chapter in this composition. The study of errors and correction entails a great deal of exciting themes to explore; too many to "rack one's brain" for a while. Yet, to carry out this degree project, it was necessary to narrow down all those aspects found along the process and to select the ones that we deemed the most suitable to garnish the scene for the explanation of speaking errors and correction.

Having run into a great number of findings and ideas with the development of this project, it was too tough a job to find the specific topics to illustrate, tackle every aspect we found, and demonstrate how significant errors, along with correction, might be for humans in education.

The realization of this document implied many steps to be accomplished. The Research Seminar on Academic Evaluation gave us the guidance to methodically perform class observations at UNILINGUA, as well as the orientation to select, analyze and discuss the most appropriate points to develop.

The time and effort invested on this process hurled an outcome: this degree project whose essay is compiled in nine chapters that handle error and correction from various standpoints, to give the reader a nice taste when going through this interpretation made about the multidimensional world of errors.

The graphics and tables found in the appendix, reveal in terms of figures the findings resulting from the error and correction observation process, making an analysis of every student's errors and of the errors classified into categories.

As for the essay, it is divided into two variables, namely *Nature of Oral Errors and Oral Error* Correction. The first variable is composed of six chapters which analyze error taking account of its origin, the different reactions it involves and its level of importance with regard to the human being.

In the chapter "The Error from the Bible's Viewpoint", the reader will be introduced to the first spiritual conception about the error, which is sin, and natural fallibility of humans that is involved there. Sins and all kind of errors are part of the human existence; over the centuries, they have been considered as faults that are strongly linked to the natural human imperfection, figuratively or literally, they call for repentance, amendment and sometimes punishment to reach forgiveness. Committing sin leaves a sense of "uncleanness" on people, similar to that experienced when failing at any task in learning. That similitude is shown by means of analogies in which sin is to error as punishment is to correction.

Subsequently, "Multiple Dimensions in Error Terminology" is a chapter that deals with error seen from diverse language nuances. Here, the variety of wording concerning errors is explained according to the different contexts in which they are commonly used, including the widespread confusion between the terms mistake and error.

The various reactions resulting from the error event are analyzed in the chapter "Fear of failure", in

which the description of common anxiety when predicting the likelihood of an error introduces the learning environment to describe the students' feelings before their shortcomings, for which the outcomes from the class observation are taken as a support to illustrate better.

In the following chapter, the error is seen from a more personal perspective. "The error-personality relationship" puts personality traits as a significant factor in the error event, which might vary from one another, according to personal characteristics.

The following chapter, "What makes speaking errors particular", is a sort of justification for the project's core problem, as it establishes the causes involved in speaking errors, which are fairly different from those made in other skills like writing, arguing the conditions in which each of these errors is given and focusing on the oral ones.

Then, to restate the idea of error involvement in human existence, we wrote the chapter "The Philosophy of errors in Popular Sayings" in which errors are referred as an aspect culturally influenced. This facet of error can be easily found in our Spanish-speaking context and reflects some of the conceptions we use to have on them.

To develop the second variable Oral Error Correction, three chapters were written, which reflect much of our findings accomplished throughout the process of information analysis. "What does correction mean to error?" is a chapter that highlights the significant role of correction in the error event, as it is correction what defines the effectiveness in error treatment and might give errors the acknowledgment of something fruitful.

Just like errors keep a relationship with personality traits, correction keeps it as well; that is why the next chapter "Correction based on personality traits" suggests some aspects of the students' personality for teachers to re-evaluate their methods of correction, which are normally focused on the error event and rarely on the person committing the error. Most of the chapters in this essay handle error and correction from a perspective more human than academic, and that human component is also referred in the chapter "How students feel correction?", describing the different reactions that we as observers could notice in the students when being corrected.

The whole development of the project led us to draw some conclusions and suggestions regarding error and correction, for teachers in Unilingua and in the Foreign Languages Department, since we consider that exploring new alternatives in this field is vital for their integral development as professionals and human beings.

In this way we conclude the project and the essay, which is for us the chief contribution to the constructive perspective about oral errors and correction, also intended to be a support for further researchers interested in getting deeper into this fascinating topic that, besides the advantages it entails for an educator, will most likely leave personal teachings.

Justification

As teachers, we should have in mind that any learning process is ruled by certain stages which will gradually show progress in the students' level; and it is the error along with a pertinent correction what makes the transition from one stage to another possible, implying a sense of achievement in students. Errors are something unavoidable in learning a language, thus our attitude towards them must not be perceived as judging, since they prove that students are trying, within their capacities, new alternatives in their process.

Then the idea of learning from the errors eventually given in a class is not preposterous, considering that they contribute to the learning process, inasmuch as they constitute a point of reference to reflect upon, come to conclusions and gain experience in learning and teaching strategies, building a constructive conception of them.

The idea of working on error and correction in oral production arose, on the one hand, from our own experience as EFL[1] students, since when we began to study Modern Languages, we noticed that, just like many of our classmates, we were afraid of talking and hardly participated in English oral activities, feeling ashamed of our errors. On the other hand, the background we have acquired as English teachers has constituted a second element to develop this idea, given that now we are facing errors from the opposite perspective, which allows us to see the students' perceptions and reactions towards their own speaking utterances.

1 EFL stands for English as a Foreign Language.

In fact, it has been recognized that oral performance represents one of the most tension-producing activities in a class, especially in basic levels, given that students are, somewhat, forced to display their scarce knowledge on the language under the pressure of time and before an audience[2] . That elicits senses of fear, shame, stress and even self-discontent to speak, since they feel exposed to the criticism and even mockery of their classmates if they happen to commit an error.

What is more, given the short instant that an oral error takes, teachers use to pay little attention to this sort of errors; hence the way they correct them becomes a momentary and simple act of educational duty, which gives no chance to reflect upon the nature of speaking errors, therefore, no reflection on correction either. If a teacher considers this aspect in their students' oral performance and thinks of new strategies to deal with the resulting errors, then correction becomes more supportive and less negative for their motivation in the foreign language learning.

Taking into account that errors are a natural event in any process that implies learning, teachers should also learn to cope with them effectively by creating a self-assuredness environment and by paying close attention to every single act of correction, which must aim at encouraging the student to learn, and avoid to use destructive criticism causing negative effects in them, such as reticence towards the language and/or harmful traces in their self-esteem. We infer then that teachers' methodology and even attitude when correcting oral errors can make students feel frustrated and be no longer willing to speak or, in opposition, can foster their students' oral performance. Therefore, it should be a responsibility of the teacher to find a very wise and subtle way to deal with these errors, once he is aware of their characteristics and the way those may influence correction.

Then, as a requirement for the Modern Languages Program and of course, because we wish to enhance our knowledge in the field of pedagogy, didactics and education, we carried out this project about oral error and correction, not only for the sake of our knowledge but for our students' as well. Every so often, we as teachers use to pay little attention to oral errors, since they are not usually given the same level of importance than the written ones. For this reason, we just try to solve the "inconvenience" with a simple correcting-answer, ignoring that the real problem goes beyond the apparent simplicity of giving the student an immediate solution. Oral errors do have a complex nature which teachers do not usually have in mind at the time of performing correction, overlooking the fact that they require special treatment. Ignoring the nature of oral errors not only lessens the importance of errors as a trigger to improve, but also contributes to the enlargement of the distorted conception we use to have about them.

2 MAKAY, John J. (1977). Speaking with an Audience. p. 22

But knowing the nature of oral errors is of little use when there has been no reflection upon correction. Keeping in mind that correction constitutes the most important part of errors and that most of the responsibility lays on teachers as the guides of their class, it is essential for them to know how correction should be performed in a classroom and to what extent it might affect students' performance and attitude towards English.

Besides all the arguments and reasons presented to decide working on oral error and correction, we considered vital the fact that these kinds of language learning problems have scarcely been treated by local researchers, so it will be of great use for UNILINGUA's students to be the object of this study, since, even if errors frequently occur in English classes, there have been no proposals so far about this topic, which would facilitate UNILINGUA's teachers the analysis on their own performance as language error-correctors, and provide them with some theoretically supported elements to cope with errors.

As the focus of this degree project is on oral errors, UNILINGUA's English courses represented for us an excellent option as an object of study, given that their focal point in the teaching of the English language is the Communicative Approach, which guarantees for us a more recurrent use of the students speaking ability, therefore, a space full of more possibilities of studying oral errors.

Considering the importance of oral errors, we analyzed some of the factors concerning them, in order to discover the path leading us to the source of error production in speech, which at the same time provide UNILINGUA's teachers with useful elements to correct speaking errors in a better and constructive way, as well as to discover how those oral errors could be used as a fostering tool for students to improve their oral production in English.

Objectives

General Objective

To build a constructive perspective about oral errors, focusing on the identification of their nature and the implications of their correction.

Specific Objectives

•To analyze the factors influencing oral errors.
•To recognize the most common errors and their characteristics when eliciting speaking in students.
•To analyze the implications of correction in the students' English learning process.

Methodology

Personal Outlook of The Methodological Process

"An image is worth a thousand words", states a well known colloquial saying, which leads our minds to go beyond its apparent simplicity for demonstrating that words, assumptions or beliefs can become a truth when they are supported by consistent facts. The classroom observation provided us with significant "images" that allowed us to state that our words can also become truths opening a window to new beliefs.

Before the classroom observation process started, the information we had about errors and correction was constituted by assumptions and beliefs coming from our own experience and some vague memories of texts formerly read. Despite the fact that all this had already given us the idea of how fruitful it could be to analyze and observe a classroom full of reality, we did not get to imagine that the classroom was the best scenario that learners have to "bare" themselves, showing all their strengths and weaknesses.

Given that the purpose of this stage is not the mere observation of errors and correction but the student's perception about it as well, we also considered errors from a less pedagogical and more human position, aiming at the constructivism of teaching.

We as human beings, are inclined to disguise some of our main personality traits as pleasant and

agreeable qualities, intending to project a better image of ourselves to impress others; unfortunately, this effort ends up being as lasting as the one made by swimmers when

trying to hold their breath, which is abruptly broken up by the necessity of a normal inhaling. This particular behavior is seen in the classroom, where learners try day by day to build a respectful image to use it as a shield against any reaction if they happen to commit an error.

During this observation process, we as patient spectators should witness the learners' anxiety, fear, doubts and expectations grown around the error event and its correction, given that it is a transcendental fact for the learner's foreign language development process, even more than the error itself. Moreover, the class observation was an opportunity to get closer to the students and share some of the feelings they experienced at the moment they were exposed to failure or to success.

We started this degree project focusing on theoretically based information regarding oral error and its correction, intending to take the class observation as a support to illustrate the data gathered; nevertheless, observation became the main tool to study errors and correction from a more personal perspective, seeing each student as an individual world.

Bearing in mind the idea of individuality, we made a detailed classification of the errors committed during the class and the information gathered in a special profile for each student; hence we drew a specific distinction of error for each one.

Despite being a small group, this task was rather hard for us but especially interesting, since the range of speaking errors presented in first-levelers

is marked by standard points that eased the error classification and what is more, contributed to our experience as teachers.

Concluding this important stage of the project, we can say that one of the most difficult aspects about class observation was to avoid the sensation of judgment that it leaves on students, since they end up discovering that the observers are not a couple of "ghosts" in the classroom but students that "used" them as their "guinea pigs", aiming at learning something new. What we must clarify is that although the group under observation constitutes the "object" of study, they can not be deemed as objects but as persons.

Methodological Aspects

In order to carry out this degree project, we made a qualitative analysis of the data gathered during the whole process, which was taken from primary sources constituted by our object of study: a basic English level group from UNILINGUA.

This type of analysis implies that the corpora was studied once the information was collected and classified through the passive[3] class observation and the administration of tests and interviews.

We carried out this study based on some theoretical support concerning oral error and correction in the foreign language learning, making use of an applied level of abstraction. This methodology enabled us to make a more focused observation on the project's core problem, taking as a basis some of the experiences and findings previously made on the field.

The two variables, Nature of Oral Errors and Error Correction were studied and analyzed follow-

3 Passive observation is the technical term for the type of work in which there is no participation from the observers during the class; the word passive does not entail a connotation of inactivity.

ing a descriptive process from the observation of the English courses at UNILINGUA. From this first stage, the process became reflexive, since we got to conclude, with a more supported knowledge, the different implications of oral errors and how they should be corrected in a more suitable way.

For the observation process, two different formats were designed to register and classify the outcomes of each session (see appendix 7). One of these formats was handled during the class to clearly describe the error event, the correction and the conditions in which it was given, such as attitude and topic among others. The second one was used in the post- observation stage, when the descriptions taken from the class were itemized according to the correction features and the grammatical, phonological and linguistic aspects involved in the error event.

Based on those observation formats, a classification of errors was made, in order to illustrate them explicitly and to show the students' most frequent errors, which are common too in several English first-levelers (see appendix 2).

Simultaneous to the observation process, some interviews were administered to the five students observed, in order to get enough information for a better support of the essay contents. Equally, a test of personality was applied to support the chapters concerning the students' personality traits in relation to error and correction. (see appendix 9).

Having gone through the data gathering, the analysis of information was translated into tables and graphics with interpretations that describe and analyze the error event in each student, taking into account their personality traits. (see appendix 3). The process of written production concludes with the essay, which recreates all our findings throughout the making of this project, for the reader to perceive and closely intimate with constructive concepts about error and correction, as he identifies himself with the composition's focus.

A Constructive Perspective of Speaking Errors

Nature of Oral Errors

Chapter 1: The Error from the Bible's Viewpoint

This chapter was written with the purpose of establishing a relation between the Bible's philosophy with regard to errors and our findings in the process of building a constructive perspective about errors in English language learning; never is it a chapter intended to persuade the readers to change their spiritual or religious beliefs.

Perfection is something most humans aim at in every task to be performed; nonetheless, it would not be strange to hear someone saying that "nobody is perfect but God". The model of perfection that we have does not come from nothingness but from an ideal image; for some people that image could be God and for some others it could be another deity, the point is that the distance between those perfect images and human beings is given by our imperfections and the errors that we are likely to commit. In most learning contexts, this model of perfection is often attributed to the teacher, who constitutes an idealized image of knowledge for learners, with enough "intellectual authority" to correct their errors. All the students observed reflected that conception of reliance towards teachers when being asked who they trusted the most at the time of correction.

The Bible, besides narrating with an exceptional language the story of God, contains different conceptions that, some way or another, keep relation with real life issues of present and past, in which errors are likely to be involved. This chapter has the purpose of analyzing errors from that heavenly philosophy worldwide spread, aiming at providing teachers with less academic alternatives to understand and treat the error in English language learning from a wider perspective.

The Bible's language handles the error referring to the word sin, which is understood as everything that alienates humans from what is good and righteous[4]; and that implies a stage of "darkness" in the Christian path[5].

In a culture like ours, the conception of sin is normally managed from the influence of moral principles, and it is something principally marked in the patterns of thought and behavior that we have regarding the concepts of right and wrong.

As for the spiritual and cultural upbringing, we were raised under the menace of punishment as the payback for our misbehavior; the rules established by the Law account for it as they penalize crimes with prison, and the very belief in the existence of hell as the ending of sinners are some examples of the belief in punishment as the compensation for wrong actions. This principle sets a rational limit to the inclination towards lust, although it does not imply that rationality be always present in us, as we are also emotional beings. From this standpoint it comes the firm interpretation of sins as the obscure side of men, which is considered so shameful that forgiveness and even penance are needed to deserve Divine Grace.

The strict interpretation made from sins has created a mentality regularly present in our cultural context where errors have the implication of a definitive event; that is to say, if something is not right, then it is wrong and something good could not result from something bad at all. This is why, for a great number of students it is hard to get rid of the destructive connotation generally attributed to errors in learning and think that they may contribute to their personal and academic growth.

The Bible admits that all humans are prone to "fall into temptation" and that every human being owns the feature of fallibility as something endemic in their nature[6], which is nothing but the inheritance of our first parents in the Earth, Adam and Eve, as a consequence of their first error: the Original Sin. Since the very moment in which the Original Sin took place, the human race was deprived of the Divine benefaction and thereafter, the perfection of Paradise no longer reigned in the world. That first error meant the starting point in the continuation of human perversions and shows "the snowball effect of sin", as it triggered the chain of "wrong deeds"; some of them historically indelible as Cain's murder of his brother, and some others less universally stigmatized as errors in learning.

This conception of errors as a legacy of origin should lead us to reckon that error-avoidance is useless, for it is a part of our nature that we could not get rid of. Likewise, students should recognize that fallibility in themselves to evade the "feeling of culpability" when making oral errors assuming them as a natural step in learning. Neither is it a matter of doing our best to make as many errors as possible, nor of resigning ourselves to live in

4 Encyclopedia Encarta 2005. Pecado: Cosa que se aparta de lo recto y justo, o que falta a lo que es debido.

5 "For the wages of sin is death; but the gift of God is eternal life…". The Holy Bible (Romans 6, 23)

6 "If we say that we have no sin, we deceive ourselves and the truth is not in us". The Holy Bible (I John 1,8)

failure, but of changing pessimistic perceptions with positive attitudes that encourage taking errors constructively.

Being errors so normal in human existence, the Bible encourages all along God believers to mend their ways by making their best to quit those bad habits that spring up from their instinct and disregard reason[7].

The search of wisdom and perfection in Divine issues, which means for their followers the search of righteousness, demands great effort and implies going through difficulties, which might either hinder or ease this quest of virtues, depending on how well we deal with these pitfalls and the attitude assumed before them[8]. Those difficulties the Bible refers to are mainly identified as sins, from which we could establish an analogous relationship with educational contexts and translate sins as errors in language. Both errors and sins might be the stony ground we need to walk on to reach the path leading to perfection.

Likewise in learning issues, the search of wisdom is given in terms of a search for knowledge, where the students who really want to learn, pushed by their desire to improve, are obliged to make an effort and undergo "difficulties", in learning terms errors, which may constitute the "painful but fruitful" experience that will be the pride and the satisfaction in that search for knowledge. It is evident in students, who after having struggled with numerous failed attempts, get to understand the right form. This is the case of student D, who gave the word "tie" different pronunciation patterns until she was able to acquire the accurate form.

Following the relation to this study of errors, sins could be regarded as mistakes (see Mistakes in chapter 2), given the state of unconsciousness in which a person is at the time of committing the error. These faults are deeds that the sinner makes thoughtlessly; even if his reason is certain that what he is doing goes against the righteous, they are the result of impulse and inattention, not of logic, which is a characteristic of mistakes; thus sins and mistakes imply a state of absentmindedness rather than ignorance.

All the same, both sins and mistakes might be constructively taken as long as there is an intention to amend them or correct them conscientiously; if there is not such intention, the destructive implication they have would stay longer and the search for perfection might be more and more difficult.

Jesus was that Divine figure that played the "teacher's" role when in the earth, and as a teacher, one of his tasks was that of correction. God should apply wise measures, as a token of His fatherly love, for men to listen to His precepts[9], just like He corrected the Egyptian people by punishing them with ten plagues[10]. Although His purpose in this matter could be interpreted as one urging men to correct their faults by themselves with the help of His teachings.

Teachers might adopt Jesus correcting methods, which present the correction as a suggestion and not as an imposed rule. This fact demonstrates the importance of being a guide for students instead of an authority image in the classroom.

A sin, as well as an error, might mean a learning step for humans to aim at perfection. As a matter of fact, the Bible states that a sinner who sincerely regrets and amends his faults is worthy of Salvation[11] Equally, a learner that recognizes his errors and corrects himself or let others correct him deserves

7 "See then that ye walk circumspectly, not as fools but as wise, redeeming the time because the days are evil" .The Holy Bible(Ephesians 1, 15-16).

8 "Because straight is the gate and narrow is the way which leadeth unto life, and few there be that find it" . The Holy Bible (Mathew 7, 14)

9 "My son, despise not the chastening of the Lord; neither be weary of his correction; for whom the Lord loveth he correcteth; even as a father the son in whom he delighteth". The Holy Bible (Proverbs 3, 11-12)

10 The Holy Bible. Exodus, 11

11 "If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness" (I John 1, 9)

an acknowledgement in his learning process for the attempt made. Even if neither sinners, nor mistaken-learners are exempt from being wrong again, sin-amendment and error-correction are worthwhile recognizing in both life and learning processes. Inspired in that ideal image of Jesus whose job in the earth was also to educate men, teachers might recognize students' errors as a natural step in their learning process, encouraging them to do their best for the improvement of their performance in the foreign language and creating the consciousness of errors, as a necessary component in learning. Just as Jesus did with men, teachers should accept their students' fallibility without assuming a laissez-faire attitude, but approaching the learner with constructive methods that leave a real teaching in them.

Chapter 2: Multiple Dimensions in Error Terminology

Many teachers might think that some time in their life their students made errors when what they really made were mistakes; or they may even ignore that being wrong may evoke many more terms than the word "error". Around "error", which is the broadest term to name wrong actions, there are numerous terms attributed to specific situations that involve characteristics like context, attitude and background knowledge among others.

Apart from the words error and mistake, there are some others that describe particular circumstances of being wrong, like the term **blunder** (in slang terms **boo-boo** or **boner**), sometimes defined as a term that implies clumsiness and carries a strong suggestion of severe criticism, as the goalkeeper who lets his opponent score in the last minute; or else, defined as a term that is typically attributable

to faulty perception like the not reading of signs or the misinterpretation of available information, as it occurred in the attack on Pearl Harbor.

There is also the term **faux-pas** or **blooper**, which is attributed to those social errors in etiquette that cause embarrassment, like ignoring how to use silverware at an elegant dinner or realizing that giving a kiss when you first meet a person was not correct at all[12].

In learning processes particularly, there is something we call **slips**, which are those slight mistakes given in writing or speaking that are made inadvertently. A **slip of the pen**, as Michael Garman calls the mistakes in writing, might be the omission of the letter "f" in the word di_ficult; or the use of a comma in a sentence when a semicolon is needed instead. Slips in speaking are known as **slips of the tongue**; they occur, for example when there is a word exchange inside a phrase, or when there are imprecisions in phonological aspects of the utterance[13]. A syntactic error like *"How are old you?"* or an error in pronunciation like *"/sɛgurɪtɪgward/"* (security guard) are just some real examples of Slips of the Tongue in word exchange and pronunciation found during the observation process.

Now that we have given a general view to some different ways of being wrong, let's go back to the two broadest terms in this category which are the already mentioned words *mistake* and *error*. In English language normal contexts, the most frequent word is mistake; in fact the expression *"make a mistake"* is one of the input items an EFL student is acquainted with, for it is related to their tendency to make mistakes in early levels. On the other hand, the word error is generally understood as a term also attributed to wrong actions which only differs

12 NEUFELDT, Victoria et al (1988). Error. Collier's dictionary A to J (third edition p. 462). Simon and Schuster, Inc.
13 GARMAN, Michael (1990). Psycholinguistics. Cambridge

from the word mistake in terms of register, for error is thought of as being used in more formal contexts. However, those are not the definitions that a teacher should be content to know since these two words are closely linked to their performance in teaching and even more to the way they should correct. Deepening into a more etymological explanation, the word mistake is composed of the prefix **mis** and the verb **take**, whose literal sense refers to taking something wrongly. This definition could be interpreted in its most general sense as the confusion of taking one thing for another; in addition, this word does not entail a connotation of strong disapproval, since making a mistake is not but the result of inattention or just the effect of a misunderstanding, which means that, despite being an act of carelessness, the person is somehow aware of what the right form is. Errors in word order like "skirt black", "pants purple" and "suit brown" appear to be mistakes, since although this grammatical rule had already been explained in earlier classes, the student persisted in this same type of mistake. (see appendix 2, student D)

Something similar happens in legal issues with the way mistakes are assumed; a mistake of fact[14] , for instance, is occasionally permissible since there is certain state of unawareness on the defendant's behalf that makes him not to be considered the "guilty mind" in the crime; this means that the defendant breaks the law unintentionally because he may have little or no information about the existence of such law, even if he is in the conditions to know it; being this the result of a misunderstanding or just of inattention.

This reasserts the idea that mistakes should not be taken with the strong connotation of disapproval that they use to have in language learning; both the teacher and the student must take into consideration the reasons for which this type of errors takes place to avoid making a hard judgment of it. This implies that the teacher should treat the mistake with tolerance since, once corrected, the student is in conditions to admit his mistake and correct himself.

The word **error** springs from the latin term "*errare*", which in English means "to wander" or "to go astray". The conditions in which an error is made imply a deviation from truth that is, for the person committing the error, considered utterly correct. Thus, these people are certain that what they are doing or saying is right; unconsciously letting the fallacious truth wander in their mind, and with an erroneous certainty of being right[15].

Differently from mistakes, an error owns characteristics that denote a much more ingrained difficulty in the learning process. One of these aspects is the emptiness in the information; this means that even if the teacher has done his best to tackle successfully all the topics to be learnt, the student may have inadvertently overlooked certain points crucial in the explanations given in class, with the certitude that he really understood what was in fact partially assimilated. This situation may lead the teacher to observe some possible errors in a specific student, although he himself takes no notice of it and, conversely, believes that what he is saying is correct. That erroneous certainty of being right might be also the major hitch to reach the right way. A stu-

14 A mistake of fact may sometimes offer exculpation, by allowing a criminal defendant some relief from liability for having broken the law. http://en.wikipedia.org/wiki/Mistake
15 Ibid, p. 31

dent who does not recognize or simply ignores his own errors is further from reaching true knowledge than he who is aware of his errors. The former are likely to have serious problems in learning that have more significant causes than a simple act of carelessness. Hence errors, unlike mistakes, demand a more conscientious work on the teacher's side in the role of correction.

There are some particular cases in which the student makes an error because of his eagerness to communicate, giving more importance to the content of the message rather than to the grammatical structure. It drives him to use a higher level of language that he is not prepared to handle accurately. However, this type of errors constitutes a constructive experience, normally identified as learning steps. "In the bag of what color are the keys" can be taken as example of constructive error since it reflects a certain level of knowledge in the target language although it is not completely correct. (see appendix 2, student A)

The student who commits an error finds himself in an intellectual darkness and has no light to see clearly; the student who makes a mistake has a candle but needs a little help to light it up. It is on the teacher to provide that light, in such a meaningful way that his apprentice preserves it and tries his best to keep the fire of knowledge on.

Chapter 3: Fear of Failure

The feeling of fear appears when something unknown is coming and we feel anxious about it. Before this situation there are two possibilities: to succeed or to fail, and everybody aims for sure at the former, since people have given a tremendous stress on success and besides, no one wants to be a loser, we then assume that the best way to get it is by thinking positively and taking for granted that everything is going to go smoothly; but what if things just do not work out in our plans? Are we prepared to face it?

Commonly, we expect too much from ourselves and from external circumstances, ignoring that "the ideal" does not exist and triumph may, all of a sudden, turn into failure; then the wisest attitude for us is to admit that even the most perfectionist person in the world is likely to make errors.

Little do we think of it, but errors have been so linked to humans that the very saying "we are all human beings" bears close relation to being wrong and making mistakes. Whatever context we think of is likely to have been the scenario of a human mistake. From the youngest child in a kindergarten to the most expert entrepreneur in a well-known company all have made mistakes and have felt that unpleasant taste of failure.

Even if there is a hard attempt to evade them and despite having been given the power of reasoning, the human race has not found the formula against errors; they are constantly chasing us like a shadow and it is utterly impossible to succeed without having fallen before in the dreadfully undesirable failure.

What we usually overlook is that failure should not be a reason to be afraid of as it might also become an advantage; in fact, the hundreds of failed attempts that Alba Edison made to accomplish the invention of the light bulb accounts for the idea that the greatest achievements are the result of numerous errors, which were a necessary step in the

search for his goal. Thus, such grand and useful discoveries would not have been known and employed by humans if perseverance had surrendered before the deception of failure. The "keep-trying" and "don't-give-up" philosophy has been in the end the support for those persistent people to fulfill their objectives, which constitute a contribution not only to their personal achievements but also to human evolution.

Actually, in the study of error, Myriam Torres[16] asserts that geniuses are not the result of exceptional intelligences; their qualities are attributed to different factors such as error, preparation, chance, creativity, effort and perseverance, which imply that grand inventions might be in our hands as well, and eventual errors should not discourage our readiness to try new things.

Additionally, the theory about the Rational-Emotive Therapy (TRE)[17]in psychology states that *irrational beliefs*, like the thought of extreme inferiority, and their subsequent negative emotions constitute a cause to intensify difficulties and hinder goals. Those irrational beliefs are somehow related to the fear of failure, inasmuch as they are perceptions exceedingly pessimistic about future (not current) events that lead to deem ourselves unable to tackle whatever task and avoid the risks that might lead us to succeed.

Furthermore, this theory suggests that a person is mentally healthy if failure is recognized as a normal component in human life. Experiencing negative emotions constitutes a constructive motivation that fosters goal-achievement and successful adaptation in society; this implies that individuals have the capacity to evaluate, analyze, tolerate and accept

fallibility in themselves and in the rest of people. On the other hand, it is likely that errors be also the result of external factors that we cannot control. According to Myriam Torres[18,] one of the semantic directions of error is understood as an irreversible failure that depends on external factors like nature, technique, the hand of men, or the fortuitous ups and downs of life. The irreversibility of these errors implies that the results have a definitive and destructive connotation as it is the case of natural disasters, road accidents, murders and unexplainable catastrophes.

There are some other less dramatic situations related to error which are inherent to life like disease and aging; they are figuratively the destroyers of a stage, since they mark the transition from one stage to another. For both cases, those imperfections of nature are somewhat hurtful and hard to assimilate for humans, especially if they are assumed as the consequence of a wrong action, or if they are unfamiliar to what we are used to living.

When those people who are not used to facing failure run into it, there is a resistance to accepting errors, which might have its roots in past times filled with fortune and perfection. What is more, people feel sorry for losers and nobody wish to be the victim of somebody else's compassion, which means that more than rejection, failure implies a feeling of embarrassment. Therefore errors, in their general sense, are seen as troubles which must be avoided and they do not usually represent an opportunity to learn and grow.

Within these irreversible errors we might find a good many cases in real life that show evidence of humans' repulsion to them. The fear of setting up

16 TORRES, Myriam. Teoría del Error Aplicada al Aprendizaje Autónomo(1999); p. 238
17 GONZALEZ, José de Jesús. Psicoterapia de Grupos(1999).Chapter 7: Teoría de la Terapia Racional Emotiva. The Rational-Emotional Therapy proposes the idea that knowledge is specially influenced by personal appreciations that men impose to their own perceptions, to the extent that knowledge does not absolutely exist.
18 TORRES, Myriam.. Teoría del Error Aplicada al Aprendizaje Autónomo.(1999) ;p.221

a new business, the fear of flying by plane and the more general fear of death, depict how apprehensive humans can be when feeling exposed to situations that imply risk or big changes.

Even in literature, which is somehow a mirror of reality, some authors describe that strong worry to escape failure embedded in human nature. "The picture of Dorian Gray" by Oscar Wilde[19] depicts how greedily men go after a perfect life by escaping errors. Nonetheless, Dorian's desire to maintain the charm of eternal youth that he was given turns him selfish, obsessive, unfortunate and intolerant with imperfections, which lead him to his unhappy ending.

Life, as learning, involves stages and processes that every single person must go through progressively in order to reach knowledge and experience, which at the same time, are likely to bring about errors. Dorian Gray wished his youth stage would last much longer than normal, skipping regular processes and eventual pitfalls that would have constituted a natural component in his life.

We cannot escape reality and keep ourselves hidden in a shell, just as Dorian Gray did; rather it is worthwhile considering that Dorian's error-avoidance was of little use with regard to Alba Edison's risk-taking. It is possible that we do not get the expected results in the first attempt of taking a risk, but at least we realize what we should not do again; by avoiding errors we would never get to know that and would live in the uncertainty of something unknown.

But despite the harmful effects of failure fear, its opposite side is not completely beneficial. Contrary to the fear of failure, the myth of positive thinking [20] leads people to live immerse in an atmosphere of excessive self-confidence, which fades away when eventual pitfalls come up and vanish idealized perceptions about future plans.

People need to learn how to fail, since everyone may commit errors at some time in their life. The problem is when only one failure is sufficient to defeat our longing for success, keeping us away from attempting new ventures.

The point here is not to replace the fear of failure coming from errors for an attitude of extreme idealization about reality, but rather to find the middle point between those two positions and be prepared to face the obstacles that life circumstances may entail to successfully overcome the situation; bearing in mind that we all make mistakes and as human beings, we are likely to fail.

Students' attitudes and feelings in the error event

The study of the attitudes and feelings in the error event was carried out taking as a source an actual experience of class observation. For a complete illustration of the ideas stated in this chapter, real examples are given with names changed, considering that errors imply a negative and sometimes unpleasant connotation for some learners.

Mentioning the word "error" elicits a shared sense of rejection among students. That feeling turns into anxiety when they are to show their achievements in learning before an audience. There is a general tendency to forestall the scene if they are "invited" to oral participation and happen to make an error: mockery, disapproval or rejection fly around the student's mind while he decides to speak or not to speak[21]. Even if making such a decision takes only some seconds, the student takes a whole stock of

19 WILDE, Oscar. The picture of Dorian Gray (1945)
20 Confronting The Fear Of Failure. http://www.chally.com/enews/failure.html
21 ARNOLD, Jane. Affect in Language Learning (1999); p. 62

the situation to judge how convenient it is for their image and self-assuredness to dare participate in class.

A teacher must consider that error-management not only involves a well-designed methodology but also entails much from personal insight, since some errors like those caused by factors that imply students' attitudes and feelings require that the teacher own more than an intellectual education, the ability to perceive and deal with them.

Students neither have a unique learning style, nor do they have the same behavioral pattern, and that is even more evident in the study of errors, since it reflects somehow the attitudes they take and the various strategies they make use of in their learning process.

The class observation gave us an idea of the manifold ways in which a student may react in error events, which led us to think that learners need much more than a mere grammatical explanation, the involvement of affection, for their errors to be corrected appropriately.

There are some learners for whom image is something important to keep before classmates. This is the case of student B[22], given that her state of mind regarding her performance in class depends especially on others' opinions and judgments about her. Consequently, successful participation might greatly enhance her esteem, whereas the sense of failure in her performance might cause contrary effects. Then, the dependence on external judgments to build her self-image might narrow the opportunities to go further in the learning process, as she will regard errors as a destructive and shameful step.

Some of those learners prefer to remain silent before taking the risk of expressing themselves in a foreign language and eventually committing errors; the idea of being exposed to the different reactions that errors provoke causes them "panic"; instead, they find it much safer to remain nameless and pretend that effort and self-study might be enough for their oral skill development.

Moreover, there is the sense of failure before classmates when some or most of them show a higher level in English. This sensation is related to language anxiety which is expressed at high or low degrees, depending on some student's personality traits. For instance, an introverted student is more likely to feel limited when speaking in the target language, considering that even oral interaction in their mother tongue is a hard step to take. When this type of students compare themselves to others or to an idealized image, they tend to undermine their self-esteem, consequently affecting their academic efficacy as well as their error perception[23]

On the other hand, there are also the extroverted students; some of them with a marked tendency to see errors as an opportunity to improve and some others just assume a carefree attitude to face errors when being corrected. In both cases, the risk that they take to participate in oral activities is worthy of acknowledgement in their learning process. Those students are able to handle anxiety in oral activities better than the introverted ones, feeling self-confident at the time of speaking and, therefore, risk-taking in oral participation is one of their assets. Student A is an extroverted student, who does not feel restrained or restricted in oral participation; if he happens to commit an error, he certainly takes it as a support in his learning process and does not feel ashamed of being wrong as he has the idea that learning is given if there exists error acceptance.

22 The five students observed are named with letters, from A to E (see appendix 1)
23 ARNOLD, Jane. Affect in Language Learning (1999); p. 63

Student E belongs to the second classification that we have made of extroverted students who just do not worry if errors come up. This kind of students might seem apathetic towards the class since their reactions are not emotionally evident. Neither anxiety, nor excessive self-confidence are shown in their attitudes, but rather a neutral behavior towards success or failure. Actually, this student presented the least number of errors in oral activities, which means that her scarce errors were due to any other factor different from anxiety.

We all know that as human beings we are exceptional and unique; but to deem ourselves extremely incomparable is the evidence of a perfectionist tendency in personality, which usually leads the person to have an idealized image of himself, turning into self-confidence magnification. Student D seems to show this tendency in both the errors she made in class and the attitudes she assumed towards the error event. Her syntactic errors, for instance give a picture of a resistance to assume failure; hence weakness and fear before the error event become reactions that student D cannot afford to show in front of her classmates, since this type of emotional expressions can represent the decline of her solid image.

Image maintenance is one of the most common concerns in this group; it is expressed in different ways according to their personal interests, personality types and ages. Student B and student C account for it, since they approach life differently not only because of their two different personality types but because of the great age difference (see appendix 1). While student B behavior has the eagerness and the enthusiasm proper of teenagers, student C turns out to be more reflexive.

This difference of ages becomes an influencing factor in any learning process, as it conveys particular behaviors and reactions towards certain situations. In the error event for instance, if a young student or a teenager happens to commit an error, he generally does not take a great deal of time to analyze its causes, whereas an older student tends to reflect more upon the reasons and the consequences of it. Being student C the oldest in the group, the difference of age did not represent a language barrier; in this particular case, patience and reflectiveness gave him the opportunity to make the most of his errors and the feedback provided by the teacher. He used to take notes of his errors and their corrections in order to clarify and overcome the difficulties. This attitude towards errors not only demonstrates student C's willingness to learn a foreign language by overcoming failure, but also shows the positive conception he might construct about the error, a fact that will help him go further in his foreign language learning process.

The distorted perception about errors would change if we realized that the negativism they often involve is within us. As a matter of fact, the positive or negative attribution is on the reaction we have before failure; the attitude and strategy assumed to face errors define their constructive or destructive quality. Taking errors as a constructive experience not only helps us to go further in any learning process but also to take a positive teaching from a negative situation, since in life we will normally have to face failure almost as a requirement to attain success.

Chapter 4: The Error-Personality Relationship

"An individual's self-concept is the core of his personality. It affects every aspect of human behavior: the ability to learn, the capacity to grow and change. A strong, positive self-image is the best possible preparation for success in life."

Dr. Joyce Brothers

All through this study of error-correction, we have consecrated a great deal of time and effort to the analysis of error from different perspectives, all this aiming at finding the nature of the oral error in English learning. During this chapter, error study takes a different (but not deflected) direction, which is intended to tackle errors from a psychological perspective that involves the analysis of some personality traits as influential factors in oral error making.

All beings on earth were given the capacity to behave ruled by certain principles of reason, instinct, reality or pleasure. Human beings however, are the only ones able to differentiate each of the principles and decide when "to make them shine". This decision-making capacity is what detaches us from the other species inasmuch as it was given only to men. Yet, it is not an isolated attribute of humans' complexity; conversely, it belongs to a complete system comprising different social and individual traits known as personality.

Being personality a system composed of diverse social and individual traits, it is worthwhile to highlight that despite the sense of uniqueness and exclusivity it conveys, its components or traits can be widely shared by different people. That is why; people can feel natural affinity with others even when there is

no relationship previously established. A classroom becomes the perfect scenario to make this behavior evident, for it is the place where people of different types and different personalities meet and establish new relations without thinking of any psychological implications.

The class observation experience has been vital for the whole project development, especially for the students' personality analysis and classification, given that despite the noticeable differences between their behaviors and attitudes towards English learning, there was a marked tendency to make a similar type of error.

This likelihood to find similarities and affinities among differences is what called our attention, since it can suggest psychological factors influence on error making. Hence, oral error analysis was carried out in the light of different psychological theories regarding personality classification and the relationship personality-learning. These theories provided us with useful elements to better understand the oral error nature and the possible psychological implications.

Over the centuries, philosophers and psychologists have tried to classify personality into some specific types. One of the first philosophers in so doing was Hippocrates, who is seen as the father of medicine. He proposed one of the first personality theories considering the importance of the physical component in personality development. This theory categorizes personality according to the four bodily humours that represent four different natures of the human being –blood or sanguineous, phlegm, black bile or choleric and yellow bile or melancholic[24] . With this personality classification, Hippocrates not

24 MARKS, David F. et al. Health Psychology: Theory, Research and Practice (2000); p. 76

only opened a door to later theories based on the individual's morphology or physical structure, but also demonstrated that physical similarities can lead to discover psychological affinities.

As we said before, Hippocratic theory about personality served as an introduction to further studies and theories proposing different types of personality classification. For the sake of this analysis, we will only cite in this chapter Sheldon's theory regarding personality classification as it offers a focused and complete classification of personality.

This theory based on the assumption of personality is determined by three varieties of human physique or somatotypes, which Sheldon labelled as ectomorph (tendency to be fat), endomorph (tendency to be muscular) and mesomorph (tendency to be thin). Each of these types is governed by a particular temperament consisting of at least twenty personality traits. The ectomorph, for instance is related to viscerotonia, which involves love for comfort, sociability, affection, and gluttony. Somatotonia is linked to the endomorph type; this is reflected by a craving for the muscular activity, love for power, ruthlessness, and risk-taking. Finally, cerebrotonia is demonstrated by inhibited behavior, perfectionism tendency, and social contact avoidance; this temperament is related to the mesomorphic type[25].

At this point of oral error analysis, Sheldon's theory becomes the main support for this project, as it provided us with helpful guidance to classify students' personalities into the three different temperaments proposed in his theory. Students' personalities were analyzed with the aid of different information-gathering instruments, such as interviews, tests and class observation. The use of interviews led us to identify some of their interests and objectives in relation to English learning; whereas, the application of a special test allowed us to recognize and classify their strongest personality traits according to the three temperaments proposed in Sheldon's theory. Finally, the class observation offered us a worthwhile opportunity to recognize the influence of some of the strongest personality traits on certain factors of the English learning process, and what is more, it enabled us to establish our own criteria about personality traits implications in the oral error event and error correction[26].

Despite the fact that the group taken as object of study was composed of only five students, the outcomes of this analysis are both consistent and reliable, inasmuch as they are theoretically supported, and besides, their source is constituted by real classroom experience and students real information. Extraversion, sociability and joviality are three of the strongest traits characterizing student A's personality; these are reflected in many of his everyday actions in either academic or social contexts. This type of characteristics originates a secondary line of personality traits that are also evident in student A's behavior, for instance, his spontaneity and capacity to express freely. Although these are mentioned here as "secondary traits", they are of relevant importance in student A's learning environment, for they influence essential aspects of his learning process such as class activities participation and group work.

In the first stage of student A English learning process, the "secondary traits" previously mentioned played a vital role in the development of his oral skills. They provided him with an inner motivation to participate in oral activities, even when he was not very certain about the correct answers. This inner

25 EWEN, Robert B. An Introduction to Theories of Personality (2003); p. 434
26 The topic of correction regarding personality traits will be enlarged on in chapter 8

motivation can be translated as self-assuredness, which while not being a personality trait, derives from the extroversion of some personality characteristics like spontaneity, tolerance and emotional uniformity.

When talking about emotional uniformity, we are referring to that natural capacity some human beings have to handle emotions, feelings and emotional reactions in different environments. It is not feelings or emotions inhibition; on the contrary, it is a tendency to express and react appropriately in accordance with the situation. Student A, for instance is a person, whose reactions towards positive and negative situations are rather similar: neither too emotional nor emotionless. It means that he is able to face failure without falling into frustration and assume success without magnifying his achievements. In addition, the positive conception he has about errors accounts for it. (see appendix 8)

This characteristic is evident in his learning environment, namely in his English learning process, where he demonstrated that taking errors as a constructive step can increase the opportunities to improve communicative language skills, particularly speaking. We must highlight here that speaking, among students, is considered as the source of frustration when participating in oral activities, since oral errors can cause embarrassment and even self-esteem and image decline.

Although student A's most common errors during the first level were related to pronunciation, he never showed discouragement; conversely, his capacity to handle failure and his positive conception of errors drove him to keep trying, albeit it signified the recurrence of oral errors.

Finally yet importantly, we can conclude student A's personality analysis, highlighting the importance of extroversion, sociability and joviality as the most noticeable characteristics of student A's personality. In addition these remarkable personality traits correspond to the description of the viscerotonia temperament proposed by Sheldon in his theory. Moreover, these characteristics constitute the source of a secondary line of personality factors that have been of big use for student A's speaking skill development and oral error improvement.

In the same way student A's oral errors appear to have been influenced by some of his strongest personality traits, student C's errors are also particularly characterized by some of the most noticeable characteristics of his personality. In this case, the implications of these personality traits vary according to the Somatotonia temperament, which corresponds to his personality classification.

This temperament is specially characterized by the tendency to face problems and difficulties assuming a thoughtful attitude, analyzing the possible causes and the possible consequences from different angles. This tendency was evident in Student C's behavior during the English classes, since he preferred to participate in the oral activities when he considered his response was accurate; if he was not sure about the answer, he rather stayed silent. In these short periods of time, he tried to clarify his doubts by himself through conscientious analysis of structures.

Furthermore, the concern about self-image appears as a secondary personality trait influencing his oral errors recurrence. This concern might be translated into the fear of being judged as a not knowledge-

able student if he happened to commit an error; this anxiety towards the error event led him to consecrate more effort and time to the analysis of morphosyntactic structures and the internalization of new sounds.

As far as feelings, attitudes, and sensations are concerned, we can say that they constitute a significant factor in the learning process, given that the manifestation of students' feelings and emotions represents inner engagement with their learning process. Besides, the construction of links between their academic endeavour and their emotional life allows the reflection upon their weaknesses and strengths leading to further improvement[27].Considering the importance of feelings in the learning process, it is essential to bear in mind that the natural and free expression of feelings is only possible if the class atmosphere is appropriate.

At this point, it is paramount to recall the importance of the classroom environment for it is the source of the students' interest and motivation. Besides, the maintenance of a warm class atmosphere "captures" students' attention and fosters their learning process[28]. On the other hand, the lack of motivation and interest from the teacher usually ends up in low levels of interaction or absentmindedness generating an unsteady atmosphere, where anxiety and apprehension are the protagonists. The silent manifestation of feelings, like anxiety and apprehension, conditions the development of the whole group, since not all the students have the same capacity to recognize and face this kind of feelings. Therefore, students that are able to deal with them continue to improve, whereas students that are more likely to feel anxious during "inspiring" classes, like student C, tend to inhibit participation in oral activities.

Concluding the analysis of personality in student C, we can say that thoughtfulness, analytic attitudes, and excessive preoccupation about self-image, which seem to be student C's main personality traits, have directly influenced and affected his performance in English learning. For they have provoked a sensation of lack of confidence and anxiety when participating in oral activities, which has led him to inhibit and restrain his oral participation, reducing the opportunities to better his speaking skills. Cerebrotonia is the last personality temperament proposed by Sheldon in his personality classification theory. It is shaped by some traits like mental intensity, tendency to perfectionism, and apprehension. These three characteristics were found to be the most salient ones in student D personality temperament. Likewise, some of the strongest personality traits might have affected and influenced students' English language performance and error making in the two former cases; student D personality highlights also an important role in her English language learning process.

Most of her oral errors have been influenced by her strong tendency to be perfectionist, characteristic that is defined as the inclination to think that every task needs extra improvement leading the person to an exhaustive pursuit of excellence[29]. It entails a certain degree of perseverance that occasionally turns into unconscious obstinacy. This ambiguity leads to mistake the reasons driving people to make decisions, since the difference between unconscious obstinacy and perseverance becomes very slight. Both obstinacy and perseverance might be taken as the root of student D's morphosyntactic and pronunciation errors. As for the pronunciation errors, we can say that they are the result of a constant

27 BAKER, Anne C, et al. Conversational Learning: An Experiential Approach to Knowledge Creation. p. 71, 72, 73.
28 MOORES, S. Interpreting Audiences: From Theory to Practice. (2005) p.422, 423
29 http://en.wikipedia.org/wiki/Perfectionism

attempt to internalize the different vowel sounds. The word "tie" is one of the most recurrent words in pronunciation errors; it represents the attribution of new patterns of pronunciation to the vowels "i" and "e". The correct pronunciation of these two sounds together denotes a difficulty for student D's internalization process that she is probably trying to overcome. Thus, the recurrence of this specific error denotes student D's perseverant attitudes.

In contrast, adjective position is her most persistent morphosyntactic error. This type of error occurs mostly due to the influence of the mother tongue on the target language. It means that some people present a certain degree of difficulty in changing the Spanish word order into English constructions; this difficulty is not fortuitous, since its origins can vary from similarity between both languages (the use of the same alphabet) to personal and external factors of the learner.

As for student D, we must bear in mind that her main personality trait appears to be perfectionism, which is a characteristic that entails a negative side that is unconscious obstinacy. This personality trait might become a personal factor of the learner that influences a specific aspect of the foreign language learning process, which is the internalization and correct use of the morphosyntactic system rules (adjectives and nouns position). Despite the numerous attempts to correct this type of error, it still emerges in her oral participation. Thus, student D morphosyntactic errors are also likely to be the result of perfectionism due to the slight interference of obstinacy. As a matter of conclusion for this chapter, we can say that the implications of our personality can and indeed go beyond the simple intention of leaving a good impression before others. It is not an attribute that we can display in especial occasions; on the contrary, it is the conjunction of every single characteristic, trait, feature or attitude that shapes our behavior in any context and our image being with others and even alone.

Chapter 5: What Makes Speaking Errors Particular

In a foreign language learning process, the development of the four basic skills is an aspect that both teachers and students should be working on to have an integral academic performance. These four skills -speaking, writing, listening and reading- have been classified in two categories, namely receptive and productive skills; however, the latter demand great effort from the learner, for they imply much more mastery in the target language and their active attitude to be able to display all their knowledge output[30].

But in spite of sharing the productive quality, writing and speaking are skills that also differ from each other in terms of difficulty, involving aspects like time and pressure. Even if writing is an "output skill", it turns out much easier than speaking because it takes place in more stress-free circumstances; the time required and dedicated to this process might leave out pressure from the student and let them analyze more logically and less impulsively; therefore, errors are not as likely to occur in writing as they are in speaking, and in case of appearing, they are less noticeable and less shameful, given that there is a more private and discrete teacher-student contact.

Conversely, in speaking students are asked to "display their knowledge" immediately, in just a short period of time, which means a cause of anxiety for

30 AIIS Advanced Language Programs.http://www.indiastudies.org/aiislang/academic.htm

them as they feel the pressure from both classmates and teacher. As a matter of fact, speech tension is recognized as a normal state in speaking situations[31], which might lead the teacher to consider the likelihood of fallibility in their students' oral performance and assume a more flexible attitude regarding to it.

Because of the open environment in class oral activities, speaking errors are markedly much more evident than other types of error, and it is manifest in "panic-stricken" students and even in those who do not let themselves be controlled by their nerves, since the pressure to come up with a good remark either for self content or for "showing off", pushes these students to try new alternatives in the language and make learning attempts[32].

In an English class where the communicative ability is the main focus, speaking is the most important skill to be developed in the learner, and the spaces they are given to express themselves freely are crucial in so doing. Speaking, just like other skills, is also in the widespread dilemma of being fluency-focused or being accuracy-focused, being these two essential elements in language learning. Teachers are constantly intending to develop their students' language correctness and at the same time, they propend for their fluency when speaking. Nevertheless, we consider important to keep in mind that these two approaches should not be combined simultaneously. According to the elements provided by the error analysis, we consider that teachers should establish certain moments to focus speaking activities on the accurate use of language, and some other times to center the attention on the development of fluency, in which it is essential for students that their words be heard as an act of com-munication and not as their mere performance in speech production.

When more attention is fixed on fluency, the teacher might not only be helping learners to develop speed in verbal communication but also to strengthen his student's self-esteem, as he feels somebody is really listening to what he intends to say, avoiding in that moment the use of the frequent "on-the-spot correction techniques"[33] , which may constitute factors that break off the natural communication occurring between student and teacher.

Speaking without restraint might provoke many wrong utterances, but it is for sure an opportunity for the learner to be spontaneous that will reinforce self-assuredness in their capacities. For that reason, errors must be given a space in the class as long as they are methodically treated, considering that all of them have a founded explanation and each of them deserves particular treatment; likewise, a teacher must establish conscientiously right methods, right aspects and right moments to perform a suitable correction, for his students to see speaking errors no longer as a "stain" in their learning process but rather as learning steps. Consequently, error treatment in oral class activities involves directly the subjective world of the learner, that is to say, their emotional perceptions and reactions in the error event.

On the contrary, the teacher-student closer contact given in oral error correction makes this type of errors much more significant in students' learning, since this direct relationship involves more dynamic and lively situations for the learner than the correction made on paper, and what is more, many students show reluctance to the complexity of writing and prefer the activeness of speech. Thus, for either

31 MAKAY, John J. Speaking with an Audience (1977). Speech tension can be viewed as a normal state of anxiety occurring in anyone confronting with a speaking situation in which the performance is important and the outcome is uncertain. MAKAY, John J. Speaking with an Audience (1977)

32 When a teacher knows that the student has not yet learned the language necessary to express what they want to say, or when it is not clear what the students want to mean or what structure they are trying to use, we call these mistakes attempts. EDGE, Julian. Mistakes and Correction. (1990)

33 On-the-spot correction techniques are used for dealing with errors as they occur. http://www.teachingenglish.org.uk/think/methodology/error_correct2.shtm

visual, auditive or any kind of learning style, it is feasible that the correction of speaking errors contributes more considerably in their learning process. Conversely, when accuracy is given the major stress in certain moments of the class, the emotive implications of speaking errors are generally left aside, given that the teacher primarily focuses his attention on the appropriate use of spoken language, which is equally crucial in the students' academic learning support. One fundamental aspect in accuracy-focused speaking classes is the emphasis on Prosodic Factors, which are more directly related to the production of speech. These factors study the different characteristics of speech production, involving particular aspects like pronunciation, meaning and perception of the foreign language. Stress, intonation, and rate are the most characteristic factors of Prosody, which are decisive at the time of expressing in spoken activities, to be understood and assimilate effectively, at the same time, the information given. In first level courses, it is usual for these Prosodic Factors to be discarded by the teacher, since the exigency on oral production is very little and more attention is focused on receptive abilities like listening, and -on productive abilities like writing, given that this level is seen as the 'warming up' of the learning process.

Consequently, the greater number of errors during the observation process was presented in the category of phonology, which demonstrates the initial immaturity in prosody and might be also a good sign to start thinking about the early reinforcement of prosodic factors in English first levelers, as these elements of speaking mean the ABC of accurate production of speech, which may contribute to the successful understanding of English in both, foreign and second language contexts.

From both perspectives, fluency and accuracy, speaking errors deserve a conscientious treatment as they have numerous academic and personal implications, and just for that reason the trace left on the student might be a significantly fruitful experience that will be remembered for long, or conversely, it might be one of the most unpleasant incidents ever experienced in learning a language. It is on the teacher to make oral errors something significant for students, or on the contrary, something extremely shameful to be remembered.

Chapter 6: The Philosophy Of Error In Popular Sayings

As we could see throughout the different standpoints of error handled in the preceding chapters, errors are and have always been present everywhere in everyone: in different times of history, in different personalities and in different circumstances of our social life like the learning context. However, little do we think of errors as an aspect influenced by culture and more specifically, by the Spanish-speaking culture, this is why this chapter will be dedicated to that popular philosophy around diverse error-situations which identify somehow our cultural background in that field and tells much of the way we often react before errors, especially those given in language learning.

In our context, popular sayings play an important cultural role for they reflect much of the popular philosophy that somehow identifies our behavior; furthermore, they reflect certain knowledge in life experience. Actually those sayings are frequently

used by elder people who, because of their age, are supposed to know much more about life than younger people. Their experience is what permits them to assume the responsibility of transmitting knowledge through that cultural inheritance so ingrained in a rich-in-language context like the Spanish speaking one.

Popular sayings constitute an oral language to communicate and express, by means of metaphors, different perceptions of reality. Some of those perceptions of happenings involving errors are reactions resulting from the fear of failure present in those people who are not familiar with taking risks. It is noticeable in sayings that evoke a certain attitude of prevention towards errors such as *"Cuando el río suena piedras lleva"*, *"En boca cerrada no entran moscas"* or the saying *"Hombre prevenido vale por dos"*. Being cautious and attentive to any possibility of failing is relatively beneficial because it might deliver us from very dangerous situations, but excessive cautiousness may be the hitch to prevent oneself from taking risks, avoiding the opportunity to learn from the unknown, like those cautious students that prefer to remain silent because of failure fear.

Some of these "anti-error" sayings may even seem threatening, like *"Soldado avisado no muere en guerra"*. This saying, one way or another leads us to the idea of punishment as payback for errors, since it is related with death, generally considered as a painful ending. Just like the sayings already mentioned, this one owns the connotation of failure-avoidance and in some way, a strong longing for success as well; nevertheless, more than prudence with errors, there is a sense of moral intimidation

34 TORRES, Myriam.. Teoría del Error Aplicada al Aprendizaje Autónomo.(1999) ; pag. 226

that might push to desist from a new attempt. But despite the desire of being successful at everything, the connotation of fallibility in humans is also accepted in the popular philosophy of sayings, evident in expressions like *"Todos cometemos errores"* or *"Eso ocurre hasta en las mejores familias"*. These expressions might serve the purpose of error justification from a conformist attitude, but may be also the beginning to acquire constructive perspectives as learners, from the recognition of our fallible nature.

"El que tiene boca se equivoca" is a saying closely related to the frequent errors in speech. It admits as normal happening the likelihood of speaking what is incorrect, implying the absence of embarrassment and a relaxed or unperturbed attitude towards the erroneous utterance that we could notice in students during the observation process at some time. In addition, this expression gives the idea of errors in speaking as something totally rectifiable that may be compensated with right rewording.

Following the idea of error acceptance in human nature, there are some other sayings that insist on error amendment, based on the conception of errors as something endemic in human beings. Sayings like *"Más vale tarde que nunca"*, *"No hay mal que por bien no venga"*, *"A mal tiempo, buena cara"* or *"Todo tiene solución menos la muerte"* encourage the spirit to not giving up and keep trying new alternatives, in spite of the eventual pitfalls. This is a positivist outlook to deal with errors and alludes to the metaphor of the "half-full glass"[34] in which, an optimistic perspective would consider "half-full" a glass with half of water, instead of seeing a "half-empty" glass, which in opposition, is the destructive viewpoint of errors.

Different from those who "run away" from errors because of the destructive perception they have about them, optimistic people are determined to face any situation with no fear of failure. *"Quien no arriesga, no gana"* is a saying that characterizes those risk-takers who may experience and discover, just like Alba Edison, ten thousand ways that won't work, for not falling back into those wrong ways and what is more, to obtain exactly what was expected as a reward for all the failed attempts.

In the world of errors everything is relative; extreme positivism has its negative implication as well. The desire to be always successful at every attempt might turn into a stubborn attitude, that is translated into the non-acceptance of failure and sometimes the obstinacy to keep on tasting what is already known as bitter. From this so inflexible position, correction might not be gladly taken, as the intervention of other perspectives would be considered offensive for personal pride. Although some people assume their errors effectively, some others just do not recognize in themselves the likelihood of fallibility in human nature, for whom the saying *"No hay peor ciego que el que no quiere ver"* might be attributed.

Going towards a more critical assumption of errors, we can make reference to sayings like *"Tú miras la paja del ojo ajeno pero no el roble que tienes encima"*, which alludes to the difficulty of admitting our own errors and on the contrary, the tendency to make hard judgments about others' errors. From this perspective, the condition of fallibility is exclusively reserved for the external world, and the self-denial of error is still evident in attitudes of arrogance and stubbornness, which lead to see the own shortcomings with a microscope and the other's imperfections with a magnifying glass.

On the other hand, popular sayings are not only associated with errors but also with the way in which we assume correction. For instance, God believers agree with the saying *"Dios no castiga ni con palo ni con rejo"*, to express their acceptance of misfortune as a divine punishment, necessary to mend errors made in the past. Here, the philosophical content is seen from a Christian perspective, which gives an idea about the way some God followers assume failure: as the resultant effect of bad deeds which is a consequential and not fortuitous result. The philosophy of sayings is filled with manifold semantic nuances that characterize the perception and reaction that we have towards life circumstances, sometimes courageous and sometimes fearful. In the case of errors, world visualization would be more promising if they were recognized as natural and constructive pitfalls that may lead us to the target with a wider background in experience. Errors should not be the cause for discouragement but a reason to keep on trying new options, not only in learning but also in any daily situations; let us not forget the saying that identifies optimistic people *"A la tercera va la vencida"*.

Oral Error Correction

Chapter 7: What Does Correction Mean To Error?

If people interested in error-correction go to the researches made about this topic, they will mostly come across aspects such as how, what and when to correct. This degree project does not deal with those aspects as the core of correction; instead, we opted to take correction from the learner's perspective and not from the error event, as it is normally dealt with. This student-focused analysis was made not as a whimsical impulse, but in response to what we deemed interesting and essential to be analyzed in this field, the subjective world of the student, with the purpose of making a new contribution to the study of error-correction.

Throughout this study of error-correction, we have concluded that the most important part in the error event is correction itself, for it is the factor that determines the constructiveness, the unfruitfulness or, at worst, the destructiveness of error. Positively thinking, we might say that errors can lead us to perfection as we explained in the case of the numerous Alba Edison's failed attempts (see chapter 3); however that affirmation might seem superficial if correction is taken for granted.

Being correction such an important complement in the error event, it is vital for teachers to become errors a significant opportunity in learning, for applying appropriate correcting methods. That is why, to find new and appropriate correction ways has been the core throughout this study; yet, this goal can draw away if the nature of error is not taken into consideration, for it is the basis of future possible errors. Hence, correction analysis was carried out in the light of a more subjective perspective, which provided us with useful elements to understand the psychological factors influencing oral errors.

In any learning process, the error represents a worthwhile opportunity to learn something, even beyond the formality of the academic curriculum; yet this opportunity becomes worthless if no correction is applied.

A clear example of this is that long time ago, before the parents of our parents existed, the human kind was immersed in the erroneous belief that the earth was flat. The horizon did not inspire any dream of future; the idea of falling into the void if getting close to that line called horizon scared people to death. Fortunately, around the 5th century Before Christ, Protagoras appeared diffusing a new conception of the earth, which stated that it had a curved shape. Thanks to this philosopher and to Christopher Columbus, who dared challenge all the 15th –century-misconceptions about the earth and start a journey to India, when accidentally discovered America, we do not fear that horizon now.

If we consecrate more of our time and interest in compiling a list of memorable errors for the human kind, we would have a long list of exemplifying situations in which correction has played a paramount role to make of errors a valuable opportunity to learn. Situations in which, without correction, errors would not have been evident and what is worse, they would not have been taken as errors and learners run the risk of acquiring them as part of their learning.

The class observation showed that some particular teacher's errors which were not corrected, like the mispronunciation of the word "wearing", were assumed as a right utterance, unconsciously affecting the students' speaking skill development.

Having understood the importance of correction, we must state now that it is a need and not an option to apply significant correction to all error-types; from the simplest one to those that make us fear the horizon. The significant correction leaves a teaching in us. In a language learning process for instance, correction plays a decisive role, inasmuch as it can foster the student's learning or conversely, it might hinder it. The efficacy of correction depends on certain factors that are directly related to the nature of error as well as students and teachers' attitudes towards the error event and towards correction itself.

Chapter 8: Correction Based On Personality Traits

When talking about error-correction, we cannot refer to correction and error as isolated facts, inasmuch as they are not independent variables; conversely, we must see correction as the complement to error and error as the essence of correction. For this reason, correction must be thought of considering the nature of error.

In this study, error origin is presented from a different perspective, which considers personality traits as influential factors in error making, for this reason correction in this chapter is thought of according to the three personality temperaments presented in Sheldon's theory, which was the basis for students' personality analysis in this project. (See chapter 4)

Viscerotonia is the first temperament analyzed in this study; it is shaped by relaxed and toler-ant attitudes that sometimes turn into easygoing behavior. These attitudes drive the student to make a particular type of error in English learning, which is characterized by the spontaneity and the lack of analysis. For this reason, correction for the viscero-tonia temperament errors must be well focused and straightforward, as it is the case of *on-the-spot correction*, which is the type of correction developed at the time of making the error. For this kind of learner, we suggest techniques that will be certainly better assimilated as they do not entail the "exhaus-tion" of grammar explanations, like *using fingers and gestures*, which are techniques of great use to highlight an incorrect form or to indicate a word order mistake; likewise, the technique of *mouthing* to correct speaking errors, especially the phonologi-cal ones.

The second temperament is Somatotonia, which is ruled by attentiveness and thoughtfulness, char-acteristics that end up in analytic and systematic tendencies. Students categorized in this tempera-ment prefer descriptive corrections explaining and comparing the wrong and the right forms. In this case, we propose *delayed correction techniques* like grammatical explanations, along with descrip-tive examples. These techniques might supply the learner with enough elements to evaluate how effective and profitable was that correction in his learning improvement, inasmuch as they must be more supported in content than on-the-spot correc-tion techniques.

The last temperament is Cerebrotonia, which is specially characterized by perfectionism and ap-prehension. Students characterized by this type of temperament demand conscientious and focused corrections that not only clarify doubts but also fulfil

their expectations about the correcting role in the learning process. For this temperament, we advise both, *on-the-spot and delayed correction techniques*, as long as they imply a personalized treatment teacher-student, which involves deep familiarity of the teacher with the student's human qualities. Last but not least, it is important to bear in mind that despite the significant role that correction plays in the error event, excessive correction can raise students' affective filters[35], blocking out the language input in the learner; whereas too little correction can end up in fossilization of errors[36], which leads to consider that correction is not a matter of quantity but quality. Thus, it is crucial for the teacher to establish different types of correction that besides responding to his learners' needs in the foreign language, adjust their personality traits as well.

Chapter 9: How Students Feel Correction?

In former chapters, we had talked about the frequent attitudes that students experience before and at the time of making errors, however, we wrote this chapter that involves students' attitudes and feelings when being corrected as a complement that finds support in the observation analysis made of English first-levelers.

As foreign language students, we also experienced different reactions towards correction; confusion, embarrassment, attentiveness, tolerance or unawareness are just some of those feelings and attitudes that students use to assume when the teacher is letting them know that something is wrong in their performance.

Given that the display of affection along with the academic foundations complement each other for the student's integral education as human beings, aspects such as the learners' subjective perceptions of teaching methods are worthwhile considering, since, from the teacher's outlook, that aspect more emotional than academic, is unfortunately unnoticed and very often, more attention is focused on language learning.

It is true that oral correction is more difficult than any other type, since the teacher is obliged to immediately decide on what, when and how he should correct[37], that is why it is crucial for teachers to anticipate possible speaking errors in class and think of suitable correcting strategies in advance, involving in this analysis the emotional implications that their correction may entail.

Correction may seem threatening if done inappropriately. If teachers are somewhat "aggressive" to correct, students are going to feel that their participation in oral activities is being belittled and their performance in spoken English will be negatively affected. Students perceive every little thing in teacher's correction; content, methodology, intention and attitude are transmitted to learners when they are being corrected, therefore, teacher's methodological and emotional sensitivity in correction is essential in the successful perception of the message, which means having the certitude that the correction that has been done does not have temporary but long-lasting effects.

Having errors a widespread negative connotation, their correction is often equally taken. For some students, making oral errors is something that questions their learning capabilities before teacher and classmates. This brings up serious implications in the emotional response of students towards correction, since some of them feel embarrassed before

35 Affective filter: This is an imaginary wall that is placed between a learner and language input. If the filter is on, the learner is blocking out input. The filter turns on when anxiety is high, self-esteem is low, or motivation is low. Hence, low anxiety classes are better for language acquisition. bogglesworld.com/glossary/errorcorrection.htm

36 Fossilization of errors: When an error becomes a habit of speech in a second language learner. This happens especially when the error does not interfere with communication, and hence, the speaker does not get corrective feedback. Ibid.

37 GOWER, Roger. Teaching Practice Handbook (1983).; pag. 148

the rest of the class, believing that they should not participate again in other opportunities and what is worse, feeling that their self-image is more and more diminished with the teacher's rectifications. A number of students experience confusion as they are corrected, which directly affects their insight of language. This often happens when teachers take some aspects for granted in their explanations, skipping the possible emptiness in information that learners may have, either because of inexperience or because of inattention. Nonetheless, this confusion not only has its roots in students' personal features; much of that bewilderment is due to the methodology applied to explain, hence the importance of having enough sensitivity in the field of correction as an essential component in the teacher's role.

For those who dare ask the teacher to clarify their doubts, being confused is not as serious as it would be for reticent students; they may pretend to understand the teacher's explanations but their real knowledge about English is evident in class activities such as evaluation or class participation. This kind of learners deserves a more considerate follow-up that allows the teacher to establish appropriate strategies to correct, adjustable to their students' personality traits.

On the contrary, some other students show themselves attentive to the teacher's explanations, demonstrating an attitude of clear understanding, or at least, their intention of involvement in the class, which shows a great compromise with the role of learner that sooner or later will be reflected on the their language performance.

There are cases in which the learner may seem apathetic towards the correction that he is being made, as he demonstrates an attitude of acceptance to whatever the teacher says. This position might be considered conformist and absolutely non-inquisitive towards spoken English, which does not imply any disturbance in the acquisition of the speaking skill, but does not promise the advance in learning either.

In most cases, students are not aware of their oral errors, but the worst occurs when neither the teacher remarks them. This happens when the teacher is not attentive enough to perceive that students are doing wrong, or when he does not have enough expertise in the matter to suggest any correction. This has unfortunate implications in students' learning process, for learners will mostly acquire that wrong form, being the teacher regarded as the image with authority to correct their errors.

Great part of the correction effects is teachers' responsibility, given that the cases in which peers correct each other are very few and self-correction is rarely seen. Therefore, the emotional effects of correction may be strongly influenced by the methods applied by teachers, which besides the academic expertise involve personal commitment as well. Constructive methods might present correction not only as a guidance enabling students to solve "learning problems", but also might give students a positive conception about errors.

Conclusions

•Failed attempts might lead us to succeed sooner or later. It is a matter of changing destructive for constructive perceptions towards errors, resorting to effort and perseverance, not in the same errors but in the expectation of alternative choices that may guide us to knowledge. The stress-free attitude assumed by students with regard to error is crucial in so doing.

•The significance of errors is determined by the effectiveness of correction; if no correction is applied the importance of error as a learning step can be reduced to a negative or careless fact.

•Errors are neither negative, nor positive if there is no reflection upon this experience. Students can make their errors significant in their learning process by taking conscience of the multiple benefits they may offer to their proficiency in oral class activities; conversely, they have also the choice of assuming their errors as destructive pitfalls hindering their performance in learning.

•The error event is not only determined by the weaknesses of the error maker but also by the class conditions, inasmuch as all the factors involved in the class development can and indeed influence the students' learning process. Our job as teachers is to construct a warm class atmosphere so that its influence on learners' development can be positive.

•After this analysis, the idea that oral errors in English language learning can have at least part of their roots in the personality of the error maker becomes a shining light for further study and analysis of errors from different perspectives.

•Errors in pronunciation were the most frequent in Oral errors category; hence the imperious necessity of strong reinforcement in teaching Prosodic factors of speech to English first-levelers, in order to contribute to their oral communication in the foreign language.

•The study of errors from various perspectives was enriching for both, professional and personal growth. It helped us to analyze our own reactions towards failure and learn to cope with it more effectively than before.

Suggestions

•The Modern Languages Program bears close relation to human aspects that imply a certain psychological sensitivity, since as future teachers we need to know how to lead the students towards their integral development in both academic and personal qualities. For this reason, we suggest the Foreign Language Department to consider the inclusion of some psychological components in the curriculum that complement the ones existing in the Program. They would provide Modern Languages students with powerful basis that widen their perspectives, usually restricted to academic issues, to a more human-related approach. Those components might be focused on the importance of human relations and personality traits, involving a more theoretically-based support and including the student-error relationship. This would contribute to cope with eventual problems given in the educational context that Modern Languages students are to face in advanced semesters.

•Developing the skill of speaking requires that teachers have also certain education and preparation on the matter. Teachers are not in the capacity to correct properly if they do not own enough educational elements to teach.

As foreign language teachers, the mother tongue interference might be also evident in the way we pronounce or make the intonation in a sentence; and if we are teaching a foreign language, there must be a great effort to get rid of that influence and try to make use of the appropriate English speaking rules. Being intonation one of the aspects involved in the speaking skill, we suggest Unilingua to support its teachers' formation in speaking with in-depth courses, taking into account aspects like phonetics and intonation, which are factors hard to tackle for a foreign language teacher, given that English is not our native language. Those courses would considerably help teachers in the accurate English pronunciation, necessary to interact with learners.

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Appendix

Appendix 1

Personal Information Of The Students Observed

Student	Age	Profession
A	16	Student
B	19	Student
c	55	Electronic Technician
D	26	Lawyer
E	20	Student

Appendix 2

Students' Error Description

This classification was made taking into account the information gathered from the formats used during the 23 sessions of class observation at UNILINGUA from November the first to December the ninth, 2005. Here we can see the description of errors in every student (A, B, C, D and E), at the same time, the different categories in which they failed, and the number (N) corresponding to the class in which the errors took place.

Student A

Syntax

N 7
How are old you (how old are you)
Question simple (simple question)
What's your number phone? (What's your phone number?)
How you last name you spell? (How do you spell your name?)
N 8
Hair black and long (black and long hair)
N 13
Shorts white (white shorts)
N 15
What time it is? (what time is it?)

Semantics

N 1
Good night (good evening)
T: your second name? S: Diego
N 4
T: Where are the pictures? S: The picture is… (description)
It's behind (in front of) the clock

Morphosyntax

N1
My best friend he is…
What is a fine? (What is fine?)
Nice to meet you you (too)
N 3
Her ___ (name) is Nayda
N 4
Under __ (the) newspaper
The umbrella __ (is) in front of the wall
The dictionary is __ (on the) table
The pictures is (are) above the sofa
The dictionary is ___ (on) the table
N5
T: Are you from Brazil? S: No, it's from Montreal
Are they Celina and Carlos from Mexico?
My shoes is (are) not dirty
N6
Are we in the class the Dr. Roberts?

N7
What __ (is) she like?
What diamonds is she?
In the bag of what color are the keys? (what color is the bag where the keys are?)
How old years…?
How old is (are) you?
N9
Peter's is t-shirt is yellow
N12
Where is __ (she) from?
She works of (as a)waitress
Where is (are) my keys?
N13
Lips is (are) big
N15
Is (are) you from Thailand?
N 16
What are (is) happening to the tents?

N 17
The Jason's sister
N 18
He go (goes)to work
He__ (is) reading
Do (does) your mother work?
My sister haves (has)

N 19
Say that call to Juan (tell him to call Juan)
Maria, Fredy and I goes (go)…
I want __ (to) speak
Sandra, is for to invitation
Are you want go? (Do you want to go?)
Hello Sandra, is for want the cinema

N 21
There is a (are) windows
There are some mirror_ in the Rachel's apartment
N 22
__ (the) musician has __ (a) relaxing job

Vocabulary

N 1
Too (to)
N 2
Presentation (introduction)
N6
Presentation (introduction)
Bag pack (purse)

N 9
Bob uses (wears) glasses
N 13
Shorts (socks)
N 14
What is appearance? (What does he look like?)
It's ten for (to)seven
N 15
Upnight (midnight)
N 20
To the (at) eight
N 22
Excitant (exciting)

Pronunciation

N 1
"/ai/" (a)
 "/tɛlɛvitʃən/" (television)
"/tIrtin/" (thirteen)
"/bɔard/" (board)

N 2
"/ɪm/" (m)
"/e/" (i)
"/etʃ/" (eight)
N 3
"/nɔtɛbuk/" (notebook)
"/kes/" (keys)
N 4
"/pɛncɪl/" (pencil)
"/bɛhɪnd/" (behind)
"/tʃair/" (chair)
"/umbrɛla/" (umbrella)
N 5
"/ɪndɔnɛʃiə/" (Indonesia)
"/hɔb/" (job)
/kes/" (keys)
N 6
"/frɪdai/" (friday)
N 7
"/simplɛ/" (simple)
"/diamɔndz/" (diamonds)
N 8
"/ʃapɛd/" (shaped)
N 9
"/snekɛrs/" (sneakers)
N 12
"/bridʒ/" (bright)
"/bɛsɪds/" (besides)
N 14
"/tʃɪna/" (china)
"/tirti/" (thirty)
"/pɪlɔt/" (pilot)
"/pladʒɛr/" (player)
N 15
"/hi∂rs/" (hers)
N 16
"/pladʒɪŋ/" (playing)

"/raivɛr/" (river)
N 17
"/mɔrɔrcɪclɛ/" (motorcycle)
"/mi/" (my)
"/bus/" (bus)
"/et/" (eat)
"/laiv/" (–my parents–live)
N 18
"/gu/" (go)
"/sur/" (sure)
"/sunde/" (sunday)
N 19
"/witꓘ/" (with)
"/tɪrtɪsɪks/" (thirty–six)
N 21
"/ani/" (any)
N 22
"/sɛgurɪtɪgward/" (security guard)

Student B

Syntax
N 9
Jacket dark blue (dark blue jacket)

Semantics
N 1
Good night (good evening)
N 2
Kitchen (chicken)
N 10
Black (white)
N 13
T: What is his last name? S: Bogotá (Peñaloza)
T: What is his first name? S: Medellin (Botero)

Morphosyntax

N 1
Her __ (name) is Maria
My phone number __ (is) 8…
N 2
Sarah's number __ (is) 2…
N 4
The book ___ (is) on the table
N 7
What ___ (is) your name?
N 9
This is Sandra__('s) new shirt
N 11
Cameron Diaz ___ (is) wearing…
N 12
She has (is) 24
N 14
T: His name… S:___ (is) Pedro
What ___ (is) her name?
She's ___ (from) Buenos Aires
What ___ (are) they?
N 15
What do (are) you doing?
They ___ (are) having breakfast
N 16
The hamburgers is (are) burning
N 22
___ (the) musician has ___ (a) relaxing job

Vocabulary

N 3
Bomb (balloon)
N 10
Black (blanca)

N 11
Hat (cap)
N 14
Nueve AM (nine AM)

Pronunciation

N 1
"/tri/" (three)
"/asternun/" (afternoon)
"/tʃar/" (chair)
N 3
"/hɪft/" (gift)
"/ne/" (name)
"/nɔtebuk/" (notebook)
"/kes/" (keys)
"/kamara/" (camera)
N 4
"/beʃ/" (behind)
"/under/" (under)
"/tʃair/" (chair)
N 7
"/dɪamɔnds/" (diamonds)
"/min/" (mine)
"/mi/" (my)
"/namɛ/" (name)
"/friɛnd/" (friend)
N 8
"/ɛdʒɛs/" (eyes)
"/wiθ/" (white)
N 9
"/sɪa/" (sea)
"/faɪs/" (face)
"/bɔts/" (boots)
"/ɛdʒɛs/" (eyes)

N 10
"/ors/" (ours)
N 11
"/blus/" (blouse)
"/turn/" (turned)
"/lIgɛns/" (leggings)
"/swit/" (suit)
N 12
"/hair/" (hair)
N13
"/pretI/" (pretty)
"/buʃI/" (bushy)
N 14
"/tIrtI/" (thirty)
"/wi/" (why)
"/ai/" (A)
"/wi/" (why)
"/no/" (now)
N 15
"dɔlIŋ" (doing)
N 16
"mɔvIŋ" (moving)
"/ski/" (sky)
N 20
"/tʃIkən/" (kitchen)
"/ɛat/" (eat)
N 22
"/pilɔt/" (pilot)

Student C

Syntax
N 10
Blue dark (dark blue)
N 14
They're students not (They're not students)

Is she who? (Who is she?)
N 21
There is in Rachel's apartment curtains

Semantics
N 1
"Good night" (good evening)
N 11
T: Are Klare and Phil swimming? S: No, she's not
N 14
T: Where is Moriko from? S: Que si es de America?

Morphosyntax
N 2
The eraser is it in the desk
N 4
Your sunglasses they are…
The watch are (is) in the table
The address book are (is) in the purse
N 5
She's Laura from the US?
Where are they in the park? (Where are they?)
N 7
Where is ___ in the car?
Where is he's from? (he)
N 9
Elizabeth's scarf are (is) red
N 10
…friends of mines (mine)
N 15
What do (are) you doing?
She's a driving (She's driving)
N 16
___ (is) the sky getting cloudy?
N 19
He also use_ public transportation

N 21
There is (are)curtains…
N 22
__ (the) musician has ___ (a) relaxing job
N 23
He ___ (is) wearing…
Is he has…? (Does he have?)
No, he don't (doesn't)

Vocabulary
N 4
Box (waste basket)
N 7
The articles (objects) of China are cheap
N 22
T: Ellos caminan…? S: They run

Pronunciation
N 4
"/undɛr /" (under)
"/apɛl/" (apple)
N 10
"/friɛndz/" (friends)
"/mains/" (mine)
"/raini/" (rainy)
"/sumɛr/" (summer)
N 11
"/bluz/" (blouse)
"/kɔl/" (cool)
N 12
"/praktɪŋ/" (practicing)
N 15
"/runɪŋ/" (running)

Student D

Syntax
N 9
Skirt black (black skirt)
N 11
Skirt blue (blue skirt)
Pants purple (purple pants)
Suit brown (brown suit)
N 18
A tie orange (an orange tie)

Semantics
N 1
"Good night" (good evening)
N 6
T: What's her last name? S: Segundo nombre ?
N 10
"Who's that dinner?" (money)
N 17
T: Paul is Ann's…? S: wife (husband)

Morphosyntax
N 3
What is ball? (this)
N 4
Cells phones
N 5
The car is behind of the house
This is house is big

N 9
His pants ___ (are) green
Elizabeth's pants ___ (are) green
His jacket are …(is)
N 10
The raincoat's colors…
Whose books is (are) these?
N 11
The Bruce (Bruce)
N 12
She has (is) 24
N 14
Are they a teachers?
N 19
I'll say (tell) him
N 21
A lamps
There is a bed in the Rachel's apartment
N 22
What does Ben ___ (do) in the restaurant?
Is Claudia ___ (a) teacher?
___ (the) musician has ___ (a) relaxing job
___ (the) salesperson has ___ (an) easy job
N 23
What does she like ____ (to do) with the people
Does he has…? (have)
He is wears (wearing)
He has your (his) office

Vocabulary
N 3
T: What's his? S: … a pencil (marker)
N 6
"How…?" (who…?)

N 12
Her work (job)
He is of Paris (from)
N 19
I have an habitation (room)
N 22
An excitant (exciting) job

Pronunciation
N 3
"/kes/" (keys)
"/ivɛnɪŋ/" (evening)
"/nɔtɛbɔk/" (notebook)
"/kju/" (K)
"/dʒe/" (G)
N 4
"/ðɛs/" (these)
N 5
"/kes/" (keys)*
N 6
"/glesis/" (glasses)
N 9
"/skairt/" (skirt)
"/blos/" (blouse)
"/ti/" (tie)
"/skirt/" (skirt)
"/rond/" (round)
N 10
"/dainɛr/" (dinner)
"/ors/" (ours)
"/ðɛs/" (these)
N 11
"/swit/" (suit)
"/ti/" (tie)

"/blakɛtdʒak/" (black jacket)
"/tiɛ/" (tie)
N 12
"/tɔlk/" (talkative)
"/ʃuldɛr/" (shoulder)
"/kes/" (keys)
"/hɔb/" (job)
"/baild/" (build)
"/favɔrit/" (favorite)
"/kind/" (kind)
"/funi/" (funny)
"/rɛli/" (really)
N 16
"/tapIŋ/" (typing)
"/dɔIŋ/" (doing)
"/isi/" (essay)
N 17
"/ras/" (rice)
"/hɔb/" (job)
"/werɪŋ/" (wearing)
"/gus/" (goes)
"/tʃIld/" (child)
N 18
"/ti/" (tie)
"/werIŋ/" (wearing)
N 19
"/hɛr/" (here)
"/sai/" (say)
N 20
"/brak/" (break)
"/fInalI/" (finally)
"/Iɛm/" (A.M.)

N 21
"/apartamɛnt/" (apatment)
N 22
"/segurItIgward/" (security guard)
"nurs" (nurse)
"/dandʒɛrəs/" (dangerous)
"/hɔb/" (job)
"/sIndʒɛr/" (singer)
"/musIkans/" (musician)
N 23
"/wetɛr/" (water)
"/pIlot/" (pilot)
"/wers/" (wears)

Student E

Morphosyntax
N 3
T: Que son estos?   S: What are those?
There is (are) pencils
N 5
Hers parents are from Russia
…No, I'm Japan (Japanese)

Appendix 3

Error Graphics Interpretation
Student A
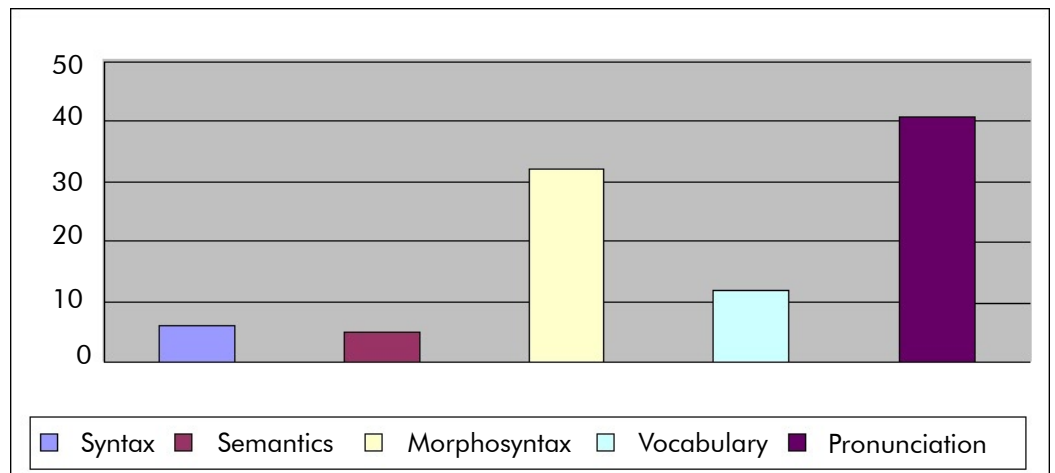
Interpretation:

As it is illustrated in some graphics, pronunciation errors constitute the most common weakness among this group of students. The origin and its implications in each one are quite different, tough. Many students of the same group can wander in a very similar way, but every error event is framed by particular students' attitudes or feelings, which in many occasions might constitute a reliable explanation for those failed attempts.

The constant errors in pronunciation show an apparent weakness in student A English learning process; nonetheless, it might be the result of multiple attempts to achieve a higher fluency level. This fact may have affected the balanced development of the other linguistic skills. For student A, speaking performance represents a challenge to interact with others in a different atmosphere. This fact motivates him to take oral errors as a constructive step in English language learning rather than a barrier for his learning goals achievement.

Student B
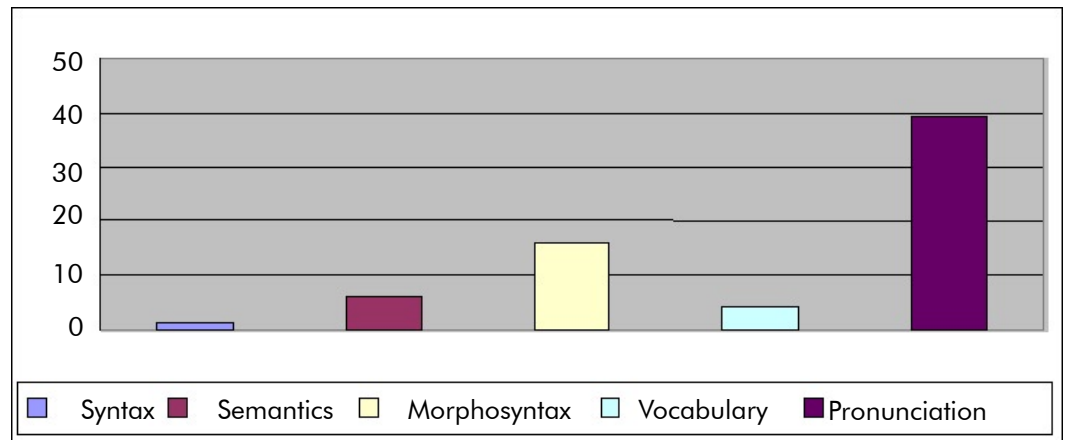
Interpretation:

At first sight student B errors are similar to those made by the rest of her classmates, who have the same tendency to make more phonological errors; the difference is that phonological errors in student B have a particular source, which might be her personality type.

Despite students A and B have the same personality type; a single personality trait can make a difference. Student B may feel as courageous as her classmate A and take the risk to participate in oral activities even if she is not sure about the answer. Yet, being image one of her main concerns; the idea of appearing not as knowledgeable as another student in front of her class does represent a real perilous situation for her. With this idea fixed in her mind, she prefers to remain silent for a while after having committed a phonological error, which seems to be less serious than a morphosyntactic one.

Student C
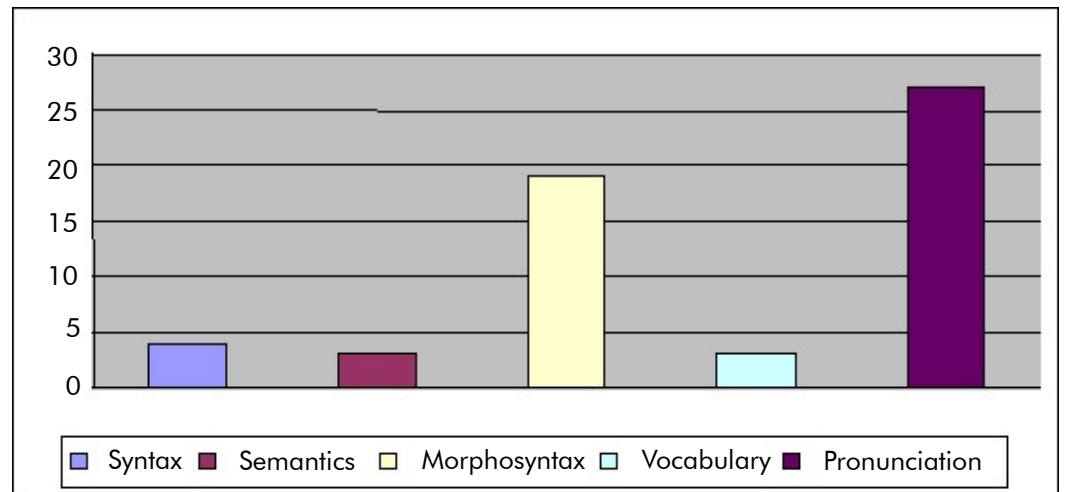
Interpretation:

Student C is characterized by his tendency to feel anxious and worried about what other people can think of him, fact that makes him reflect more before talking and acting. This attitude is evident in different aspects of his life, since it is one of his strongest personality traits. Student C committed from 12 to 26 pronunciation errors less than his classmates; so then his total amount of oral errors is lower. It shows that as a consequence of his fear of being misjudged, he took a short period of time after each error event to reflect upon the error itself. For this reason student C errors do not show a repetitive pattern.

Student D
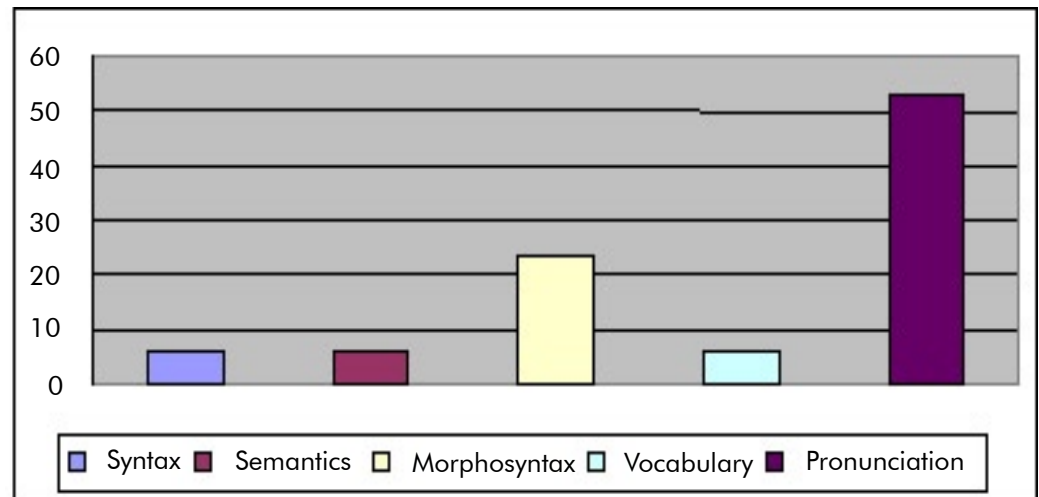
Interpretation:

Student D errors are clearly influenced by one of her strongest personality traits, which is the perfectionism. It is defined as the tendency to think that every task needs extra improvement leading the person to an exhaustive pursuit of excellence. It entails a certain degree of perseverance that occasionally turns into obstinacy.

Both obstinacy and perseverance can be taken as the root of student D morphosyntactic and pronunciation errors. As for the pronunciation errors, they are the result of a constant attempt to internalize the different vowel sounds. The word "tie" is one of the most recurrent words in pronunciation errors; it represents the attribution of new patterns of pronunciation to the vowels "i" and "e". The correct pronunciation of these two sounds together denotes a difficulty for student D internalization process.

Student E
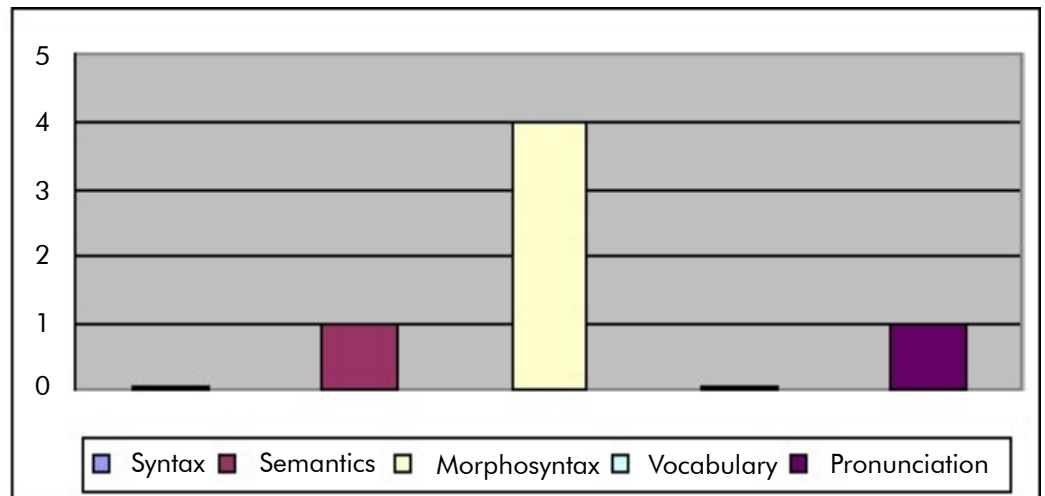
Interpretation:

For student E the highest number of errors made during the level belongs to the morphosyntactic category; it means that she had some problems with the use of certain structuring rules. A clear example of this is that her errors vary from the pluralization of the possessive adjectives to the confusion of the demonstrative adjectives "these" and "those". However, we cannot assume this is a tendency, since the scarce number of errors (only four) does not support this idea.

Student E is a very reflexive and analytic person, she prefers to take a time to consider the whole situation before making an important decision for her. This characteristic is one of her strongest personality traits; for this reason, it governs most of the aspects of her life. In her foreign language learning process, for instance; we can say that the low number of errors made by this student is not a casualty; it is a direct consequence of the influence of this personality trait, inasmuch as it led her to a better internalization of the grammatical rules and pronunciation patterns.

Appendix 4

Error Counting Table

This table is the most general one taken from the class observation process. It includes the counting of the errors made in each category observed (Syntax, Semantics, Morphosyntax, Vocabulary and Pronunciation) and at the same time, the number of errors that each one of the 5 students observed (A, B, C, D and E) made in every category.

Syn = Syntax
Sem = Semantics
Mor=Morphosyntax
Voc= Morphosyntax
Pron=Pronunciation

Category / Students	Syn	Sem	Mor	Voc	Pron	Total ss' Errors
A	6	5	32	12	41	96
B	1	6	16	4	39	66
C	4	3	19	3	27	56
D	6	6	24	6	53	95
E	0	1	4	0	1	6
Total Category Errors	17	21	95	25	161	319

Appendix 5

Error Counting Graphic.
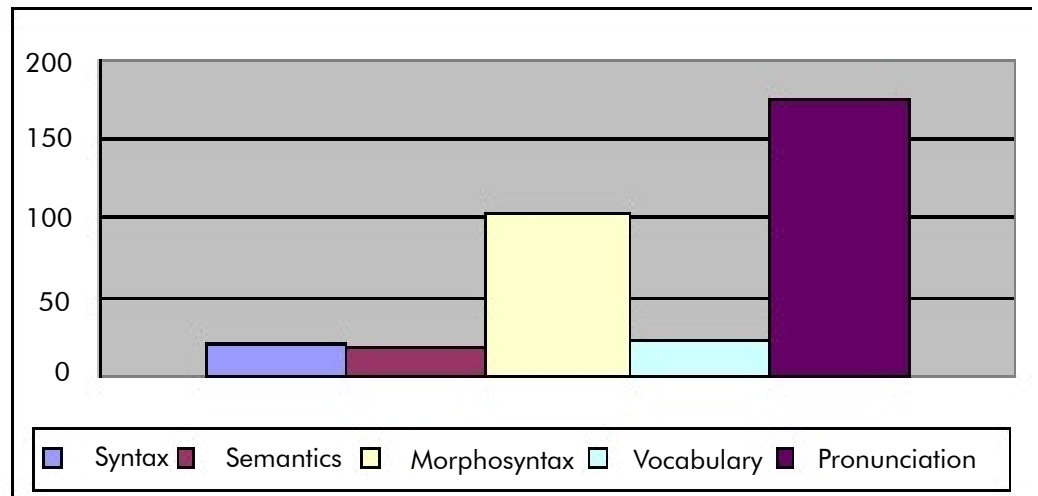
Interpretation:

This error counting graphic shows the increasing tendency to make more errors in the phonological category than in those concerning linguistics during the basic stage of the English learning process. This fact depicts that first levelers are prone to make more pronunciation errors due to their eagerness to speak and develop fluency over any other grammatical ability. In second place, there is the morphosyntactic error, which is mostly made as a secondary consequence of this same feeling. It shows that the pressure exerted by the enthusiasm of expressing in the target language hinders the correct construction of the speech.

When a student is too concerned about the betterment of only one part of the target language, tends to disregard linguistic and grammatical aspects that are essential in the speech construction.

Appendix 6

Students' Error Analysis

The process of class observation gave lights to come to important conclusions with regard to the study of spoken errors in foreign language students. According to the findings made throughout this study, some variables were identified as standard ranges in the errors made by the 5 students observed. Most of these variables share the particularity of being significantly influenced by the Mother Tongue, in this case Spanish, and make evident the relationship that the student establishes between the two languages, the native and the foreign one in this first stage of their learning. These variables are classified as follows:

Oral Production

Tendency to pronounce the way it is written:
This inclination in the pronunciation of words is influenced by the reading system used in Spanish, which is given by the individual sound of letters, contrary to English language that is read by phonemes. This means that the student tends to pronounce each word by forming sounds from the patterns of pronunciation learnt from their native language. Some examples are:
• "/hift/" (gift)
• "/kes/" (keys)
• "/pɪlɔt/" (pilot)
• "/edʒes/" (eyes)
• "/tiɛ/" (tie)

Confusion of sounds in both languages:
This confusion is given particularly by the Mother Tongue Interference, which leads the student to resort to the background achieved in pronunciation during his native language acquisition. Some examples are:
"/apartamɛnt/" (apartment)
"/sɛgurɪtɪgward/" (security guard)
"/musikans/" (musicians)

Construction of hypotheses in pronunciation rules:
This implies that the student is unconsciously inferring rules in pronunciation, since he tends to pronounce an unknown word by resorting to the patterns of pronunciation already learnt in the foreign language. Some examples are:
• "/skairt/" (skirt) *might be related to the word* "/kaind/"(kind)
• "/gu/" (go) *might be related to the word* "/du/" (do)
• "/laiv/" (live) *might be related to the word* "/nais/" (nice)
• "wetɛr" (water) *might be related to the word* "/tekɛn/" (taken)

Linguistics

Errors in grammar rule's application:
As it is shown in the graphics and tables that describe the frequency of errors, the second most regular category in the students' errors was Morphosyntax, fact that makes evident the difficulty

to form accurate grammar structures at this initial stage of learning, but that paradoxically shows certain achievements in the knowledge of grammar. Some examples are:

•*"What do you doing?"*: Although there is an error in the structure used for present progressive, this example shows that the student has already some knowledge about the structure of questions in simple present.

•*"Maria, Fredy and I goes…"*: Even if the form of the verb is not properly used, the student demonstrates with this error that he is somehow acquainted with this verb form of simple present in third person, although he does not know exactly the right use of it and mistakes the plural subject for individual third persons.

The errors in grammar rules' application also keep demonstrating that these first stages of learning a foreign language are principally interfered by Mother Tongue's grammar structures:

•*"The Jason's sister"*: Despite having already been explained the use of possessives in English, the student tends to use the article "the", which, contrary to some cases in English grammar, is never omitted in Spanish grammar structures.

•*"In the bag of what color are the keys?"*: This error is particularly a case of a learning attempt, since it demonstrates an intellectual effort from the learner to make himself understood in the foreign language, by making use of his native language's grammar structures. This type of errors is worthwhile recognizing as an achievement in the student's vocabulary and fluency development.

•*"She works of waitres"*: The right use of prepositions in English is an aspect a first leveler is not yet familiar with. Even, most of these students do not notice at first sight that some expressions in English require certain prepositions different from those used in our language, thus they tend to apply the prepositions normally used in Spanish.

In general terms, one of the grammar most frequent difficulties the in basic English students is the confusion in the application of rules with regard to plural and singular nouns, particularly in the verb agreement to be made in simple present tense. Some examples are:

•"Does he has..?"
•"My father go to work"
•There is a windows
•Are they a teachers?
•There are some mirror_

Errors in word order:

Although not in all cases, this type of errors is given especially in the confusion of order adjective-noun, which is also influenced by Spanish grammar structures. Some examples are:

•Jacket blue
•Hair black and long
•Shirt brown
•Pants purple

False cognates:

False cognates are not errors by themselves; in fact, the problem with them is in not knowing the correct contextual use of these words. Taken or not as errors, they demonstrate certain advance in the students' learning, as these learners show to be acquainted with some English wording, different from what has been taught in the classroom. Some examples are:

•Habitation to mean room
•Presentation to mean introduction
•Balloon to mean ball
•Excitant to mean exciting

Appendix 7

Observation Formats

Observation #_____   Level: _____   Place: _____

Date: _____   Time: _____   Teacher: _____

Topic: _____   # students: _____   Observer:_____

STUDENT	#	EVENT	CORRECTION	STUDENT ATTITUDE	TEACHER ATTITUDE	TEACHER ERROR

REMARKS:_____

_____

Observation #_____ **Level:** _____ **Place:** _____

Date: _____ **Time:** _____ **Teacher:** _____

Topic: _____ **# students:** _____ **Observer:**_____

NATURE OF ORAL ERRORS					ORAL ERROR CORRECTION			
		Student	#	Event			#	Event
Ling.	**Syntax** (syntactic error)				**Who**	**Self-c.**		
						Teacher's		
	Semantics (interpre_ tative errors)							
	Morphosyn					**Peer's**		
Oral Prod.	**Vocabulary** (lexical errors)				**How**	**Attitude**	S	
							T	
						Method.		
	Pronunc. (phono_ logical errors)				**What**	**Accuracy**		
						Phonology		
						Vocabul.		

REMARKS:_____

Appendix 8:

Interview: Students' Perception Of Error And Correction

ENTREVISTA

Nombre: *Carlos H Paredes*
Fecha: *Dic 17/05*

- **¿Que importancia tienen para usted los errores en el aprendizaje del Inglés?**
  Que al cometer los errores tratemos de correjirlos para mejorar mas adelante

- **¿Cómo se siente usted al cometer un error al hablar en Inglés?**
  Que tengo que esforzarme mas y corregir

- **¿Cómo se siente al ser corregido?**
  Mejor porque asi Aprendo

- **¿Cuándo usted habla Inglés en la clase, recurre primero al Español o recurre primero a sus conocimientos en Inglés?**
  Recurro al español y luego al ingles

- **¿Que tipo de corrección prefiere: corrección del profesor, del compañero, o autocorrección? ¿Por qué?**
  Del Profesor porque sabe mas

- **¿En que momento de la clase le gustaría ser corregido: en el momento en que se comete el error o al terminar la clase? ¿Por qué?**
  En el Momento para no olvidarlo

ENTREVISTA

Nombre: Mª Alexandra Páz Muñoz

Fecha: 13 – 12 – 05

- ¿Que importancia tienen para usted los errores en el aprendizaje del Inglés?

Cuando uno comete un error al corregirlo se va a aprender mejor.

- ¿Cómo se siente usted al cometer un error al hablar en Inglés?

Normal, pues no soy experta, apenas estoy apendiendo a hablarlo.

- ¿Cómo se siente al ser corregido?

Bien, porque así no voy a seguir cometiendo el mismo error.

- ¿Cuándo usted habla Inglés en la clase, recurre primero al Español o recurre primero a sus conocimientos en Inglés?

Como no estoy acostumbrada hago las preguntas en español, pero fuera de clase practico mucho yo sola.

- ¿Que tipo de corrección prefiere: corrección del profesor, del compañero, o autocorrección? ¿Por qué?

Todas, despues de que tengan razón no importa de quien venga.

- ¿En que momento de la clase le gustaría ser corregido: en el momento en que se comete el error o al terminar la clase? ¿Por qué?

En el momento, para saber de una vez y no seguir toda la clase en las mismas.

ENTREVISTA

Nombre: LAURA JULIANA JOAQUI

Fecha: 14 - NOV - 2005

- **¿Que importancia tienen para usted los errores en el aprendizaje del Inglés?**

muchos porque poco a poco los herrores
me ayudan mucho a correjirme.

- **¿Cómo se siente usted al cometer un error al hablar en Inglés?**

un poco mal a lo que pienso el profesor y
los compañeros de clase

- **¿Cómo se siente al ser corregido?**

Bien porque si que asi los correjire.

- **¿Cuándo usted habla Inglés en la clase, recurre primero al Español o recurre primero a sus conocimientos en Inglés?**

Regularmente ocurro al español

- **¿Que tipo de corrección prefiere: corrección del profesor, del compañero, o autocorrección? ¿Por qué?**

Del profesor porque se que ella tiene mas
aprendizaje, que cualquier otra persona.

- **¿En que momento de la clase le gustaría ser corregido: en el momento en que se comete el error o al terminar la clase? ¿Por qué?**

En el momento en que se comete porque voy teniendo
más aprendizage

ENTREVISTA

Nombre: _Sandra Ximena Acosta Monroy._

Fecha: _Dic. 14. 05_

- ¿Que importancia tienen para usted los errores en el aprendizaje del Inglés?

Mucho porque debido a ellos se aprende más y al corregirlos quedan claros y si se presta atención nunca se olvidará la corrección

- ¿Cómo se siente usted al cometer un error al hablar en Inglés?

Normal la verdad dependiendo del error me da risa.

- ¿Cómo se siente al ser corregido?

Agradable porque me queda claro al ser corregida.

- ¿Cuándo usted habla Inglés en la clase, recurre primero al Español o recurre primero a sus conocimientos en Inglés?

Ahora iniciando al español pero me di cuenta que al avanzar en el curso y por orientación de la prope al contrario.

- ¿Que tipo de corrección prefiere: corrección del profesor, del compañero, o autocorrección? ¿Por qué?

del profesor porque es el que sabe y lo corrige con exactitud.

- ¿En que momento de la clase le gustaría ser corregido: en el momento en que se comete el error o al terminar la clase? ¿Por qué?

en el momento que cometo el error porque luego se me olvida cual era el error y además llegan más errores entonces se puede imaginar al terminar cuantos errores existirían!

ENTREVISTA

Nombre: Joan Diego Izquierda Daza

Fecha: 13-12-05

- **¿Que importancia tienen para usted los errores en el aprendizaje del Inglés?**

Son importantes. Ya q' uno se da cuenta d'estos, y puede aprender

- **¿Cómo se siente usted al cometer un error al hablar en Inglés?**

Pues normal xq' si uno vino a un curso de ingles fue a aprender

- **¿Cómo se siente al ser corregido?**

q' me apoyan para poder mejorar

- **¿Cuándo usted habla Inglés en la clase, recurre primero al Español o recurre primero a sus conocimientos en Inglés?**

a mis conocimientos en ingles

- **¿Que tipo de corrección prefiere: corrección del profesor, del compañero, o autocorrección? ¿Por qué?**

Yo pienso q' de todos es importante

- **¿En que momento de la clase le gustaría ser corregido: en el momento en que se comete el error o al terminar la clase? ¿Por qué?**

cuando se comete el error, xq' despues uno se olvida y no le pone atencion

Appendix 9:

Personality Test

1	Sé como dar ánimo a los demás	1○ 2○ 3○ 4○ 5○
2	Disfruto reuniendo personas.	1○ 2○ 3○ 4○ 5○
3	Me emocionan los sentimientos ajenos.	1○ 2○ 3○ 4○ 5○
4	Me intereso por la vida de otras personas.	1○ 2○ 3○ 4○ 5○
5	Divierto a las personas.	1○ 2○ 3○ 4○ 5○
6	Hago sentir cómodas a las personas.	1○ 2○ 3○ 4○ 5○
7	No me gusta involucrarme en los problemas de otras personas.	1○ 2○ 3○ 4○ 5○
8	Intento no pensar en las personas necesitadas.	1○ 2○ 3○ 4○ 5○
9	Hago observaciones esclarecedoras.	1○ 2○ 3○ 4○ 5○
10	Conozco las respuestas para muchos interrogantes.	1○ 2○ 3○ 4○ 5○
12	Tiendo a analizar las cosas.	1○ 2○ 3○ 4○ 5○
13	Aprendo rápidamente.	1○ 2○ 3○ 4○ 5○
14	Me opongo a los argumentos de los demás.	1○ 2○ 3○ 4○ 5○
15	Reflexiono antes de actuar.	1○ 2○ 3○ 4○ 5○
16	Me considero una persona común.	1○ 2○ 3○ 4○ 5○
17	Me confundo con facilidad.	1○ 2○ 3○ 4○ 5○
18	Tengo un vocabulario pobre.	1○ 2○ 3○ 4○ 5○
19	Cuando estoy leyendo paso por alto las palabras difíciles.	1○ 2○ 3○ 4○ 5○
20	Raramente me siento triste.	1○ 2○ 3○ 4○ 5○

21	Me siento cómodo conmigo mismo.	1○ 2○ 3○ 4○ 5○
22	Supero rápidamente las dificultades.	1○ 2○ 3○ 4○ 5○
23	Estoy tranquilo la mayor parte del tiempo.	1○ 2○ 3○ 4○ 5○
24	No me siento frustrado con facilidad.	1○ 2○ 3○ 4○ 5○
25	Frecuentemente cambio mi estado de ánimo.	1○ 2○ 3○ 4○ 5○
26	Me desanimo con facilidad.	1○ 2○ 3○ 4○ 5○
27	Asumo la responsabilidad de lo que hago.	1□ 2○ 3○ 4○ 5○
28	Digo lo que pienso sin temor.	1○ 2○ 3○ 4○ 5○
29	Tengo control sobre los acontecimientos.	1○ 2○ 3○ 4○ 5○
30	Puedo tomar medidas estrictas.	1○ 2○ 3○ 4○ 5○
31	Espero que los demás tomen la iniciativa.	1○ 2○ 3○ 4○ 5○
32	No tengo actitudes desafiantes.	1○ 2○ 3○ 4○ 5○
33	Dejo que los demás tomen decisiones.	1○ 2○ 3○ 4□ 5○
34	Adoro las fiestas prolongadas.	1○ 2○ 3○ 4○ 5○
35	Me gusta hacer bromas.	1○ 2○ 3○ 4○ 5○
36	Me agradan los eventos multitudinarios.	1○ 2○ 3○ 4○ 5○
37	Soy el último en festejar una broma.	1○ 2○ 3○ 4□ 5○
38	No me gusta escuchar música con volumen alto.	1○ 2○ 3○ 4○ 5○
39	Creo que las leyes deben ser respetadas estrictamente.	1○ 2○ 3□ 4○ 5○
40	Intento cumplir las reglas de comportamiento.	1○ 2○ 3○ 4□ 5○

41	Creo en una única religión verdadera.	1○ 2○ 3○ 4○ 5○
42	Respeto la autoridad..	1○ 2○ 3○ 4○ 5○
43	Me gusta ponerme de pie durante el himno nacional.	1○ 2○ 3○ 4○ 5○
44	Utilizo malas palabras.	1○ 2○ 3○ 4○ 5○
45	Sé como evadir las reglas de comportamiento.	1○ 2○ 3○ 4○ 5○
46	No temo de ser el centro de la atención	1○ 2○ 3○ 4○ 5○
47	Hago amigos con facilidad.	1○ 2○ 3○ 4○ 5○
48	Inicio las conversaciones.	1○ 2○ 3○ 4○ 5○
49	Generalmente no tengo mucho para decir.	1○ 2○ 3○ 4○ 5○
50	Normalmente mantengo un perfil bajo.	1○ 2○ 3○ 4○ 5○
51	Me gusta leer.	1○ 2○ 3○ 4○ 5○
52	Disfruto las conversaciones sobre cine o literatura.	1○ 2○ 3○ 4○ 5○
53	No me gustan las películas de acción	1○ 2○ 3○ 4○ 5○
54	Lloro durante las películas.	1○ 2○ 3○ 4○ 5○
55	Adoro las flores.	1○ 2○ 3○ 4○ 5○
56	No disfruto los espectáculos de danza	1○ 2○ 3○ 4○ 5○
57	No me gusta la poesía.	1○ 2○ 3○ 4○ 5○
58	Me desagradan las obras de ficción.	1○ 2○ 3○ 4○ 5○
59	Rara vez percibo mis reacciones emocionales.	1○ 2○ 3○ 4○ 5○
60	Desconfío de la gente y pienso que las personas tienen intenciones ocultas.	1○ 2○ 3○ 4○ 5○

61	Creo que la gente es esencialmente mala.	1 2 3 4 5
62	Confío en lo que dicen las personas.	1 2 3 4 5
63	Creo que las personas son básicamente buenas.	1 2 3 4 5
64	Hago cosas que los demás encuentran extrañas.	1 2 3 4 5
65	Me gusta perderme en mis pensamientos.	1 2 3 4 5
66	Disfruto dejando volar mi imaginación.	1 2 3 4 5
67	Adoro soñar despierto.	1 2 3 4 5
68	Siempre voy contra la corriente.	1 2 3 4 5
69	Tomo posiciones opuestas a las normas sociales.	1 2 3 4 5
70	Hago las cosas de manera estructurada.	1 2 3 4 5
71	Revelo poco de mí mismo.	1 2 3 4 5
72	Me cuesta darme a conocer.	1 2 3 4 5
73	No hablo mucho.	1 2 3 4 5
74	Soy reservado con mis pensamientos.	1 2 3 4 5
75	Soy reservado respecto a mis sentimientos.	1 2 3 4 5
76	Tengo miedo de equivocarme.	1 2 3 4 5
77	Me hieren con facilidad.	1 2 3 4 5
78	Me preocupo demasiado.	1 2 3 4 5
79	Siento culpa cuando digo "no".	1 2 3 4 5
80	Generalmente los problemas me abruman.	1 2 3 4 5

81	Las situaciones y errores no me preocupan.	1○ 2○ 3○ 4○ 5○
82	No permito que los demás me desalienten.	1○ 2○ 3○ 4○ 5○
83	Creo en la importancia del arte.	1○ 2○ 3○ 4○ 5○
84	Me gusta imaginar nuevas formas de hacer las cosas.	1○ 2○ 3○ 4○ 5○
85	Disfruto escuchando nuevas ideas.	1○ 2○ 3○ 4○ 5○
86	Trato de elevar el nivel de las conversaciones.	1○ 2○ 3○ 4○ 5○
87	Me gusta más la variedad que la rutina.	1○ 2○ 3○ 4○ 5○
88	Evito las discusiones filosóficas.	1○ 2○ 3○ 4○ 5○
89	Casi nunca investigo el significado profundo de las cosas.	1○ 2○ 3○ 4○ 5○
90	No me interesan las discusiones teóricas.	1○ 2○ 3○ 4○ 5○
91	No me interesan las ideas abstractas.	1○ 2○ 3○ 4○ 5○
92	Trato de evitar a las personas complejas.	1○ 2○ 3○ 4○ 5○
93	Me gusta estar solo.	1○ 2○ 3○ 4○ 5○
94	Prefiero hacer las cosas por mí mismo.	1○ 2○ 3○ 4○ 5○
95	Disfruto dedicando tiempo para mí mismo.	1○ 2○ 3○ 4○ 5○
96	Busco la tranquilidad.	1○ 2○ 3○ 4○ 5○
97	No me molesta comer solo.	1○ 2○ 3○ 4○ 5○
98	Disfruto el silencio.	1○ 2○ 3○ 4○ 5○
99	Disfruto siendo miembro de un grupo.	1○ 2○ 3○ 4○ 5○
100	Disfruto trabajar en grupo.	1○ 2○ 3○ 4○ 5○

100	Disfruto trabajar en grupo.	1○ 2○ 3○ 4○ 5○
101	Hago las tareas inmediatamente.	1○ 2○ 3○ 4○ 5○
102	Me agrada el orden.	1○ 2○ 3○ 4○ 5○
103	Persevero hasta que todo esté perfecto.	1○ 2○ 3○ 4○ 5○
104	Soy muy preciso en mi trabajo.	1○ 2○ 3○ 4○ 5○
105	No me molesta la gente desordenada.	1○ 2○ 3○ 4○ 5○
106	Dejo mis cosas en cualquier lado.	1○ 2○ 3○ 4○ 5○
107	Me irrito con facilidad.	1○ 2○ 3○ 4○ 5○
108	Me molestan los errores de la gente.	1○ 2○ 3○ 4○ 5○
109	Juzgo a las personas por su apariencia.	1○ 2○ 3○ 4○ 5○
110	Intento olvidar y perdonar las cosas que me han hecho.	1○ 2○ 3○ 4○ 5○

Opciones de Respuesta

1	Muy en desacuerdo con esta descripción de mí mismo
2	En desacuerdo con esta descripción de mí mismo
3	Ni de acuerdo ni en desacuerdo con esta descripción de mí mismo
4	De acuerdo con esta descripción de mí mismo
5	Totalmente de acuerdo con esta descripción de mí mismo

NOMBRE: _____

A Constructive Perspective of Speaking Errors

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