

DEVELOPING SELF-TEACHING SKILLS IN EFL LEARNERS THROUGH CORRECTION TECHNIQUES¹

Eduardo Zamora Salazar
Henry Sevilla Morales

Resumen: el presente estudio aborda la implementación de la auto-corrección y la corrección en parejas en un grupo de 24 estudiantes universitarios como forma de desarrollar habilidades de auto-enseñanza en cursos de expresión oral de Inglés como Lengua Extranjera. El uso de tales técnicas no es una finalidad; de hecho, éstas forman parte de un proceso que opera bajo principios de aprendizaje cooperativo, enfoque en el alumno y perspectivas interaccionistas, los cuales complementan la noción de maximizar el tiempo de habla del estudiante en la clase. El paradigma propuesto se basa tanto en la enseñanza empírica como en investigaciones realizadas. Éste consiste en un proceso que inicia con la creación de una cultura en la cual todo el trabajo de clase se realiza utilizando exclusivamente la lengua meta. El segundo paso es fomentar la confianza de los alumnos para que puedan desarrollar su fluidez. Posteriormente, conforme analizan su producción oral y la de sus compañeros, logran expandir su conocimiento lingüístico. Finalmente, implementarán la auto-corrección y la corrección en parejas a través de trabajo cooperativo. El resultado será el mejoramiento tanto de sus habilidades lingüísticas como de su autonomía.

Palabras clave: corrección de errores, autocorrección, corrección en parejas, comunicación oral, aprendizaje cooperativo, estrategias para autonomía.

Abstract: This study addresses the implementation of self and peer correction in a group of 24 college learners as a means to develop self-teaching skills in EFL oral expression courses. The use of these correction techniques is not merely an end; as a matter of fact, they are part of a process that works under the tenets of cooperative learning, student centeredness, and interaction-based perspectives, which harmonize with the idea of maximizing student-talking time in the classroom. The proposed paradigm is based on experiential teaching and research. It consists of a process that starts by creating a classroom culture that focuses on communicating only in the target language as a foundation of the working dynamics. The second step is to foster students' confidence in order to facilitate the development of fluency. Then, the learners raise their linguistic

¹ PONENCIA PRESENTADA EN EL III CONGRESO DE LINGÜÍSTICA APLICADA CILAP (HEREDIA: UNIVERSIDAD NACIONAL, 31 agosto, 1 y 2 de setiembre 2011).

awareness as they analyze their own and their classmates' production. Finally, through cooperative work, they implement self and peer correction. As a result, they improve their linguistic skills as well as their autonomy.

Keywords: error correction (EC), self-correction (SC), peer-correction (PC), oral communication, cooperative learning, autonomy skills.

1 Introduction

The use of error correction (EC) while learning English as a Foreign Language (EFL) or as a Second Language (ESL) has been and remains highly controversial despite the existence of vast research. As a matter of fact, recent studies by Abedi, Latifi and Moinzadeh (2010), Büyükbay and Dabaghi (2010), Liang (2010), Maftoon, Shirazi and Daftarifard (2010), Shabani and Meraji (2010), Wang (2010), Zhu (2010), and De Paiva (2008) have drawn results that suggest divergent views about the most effective way to approach EC with language learners. Since there is not a unified position on such matter, correcting students' errors poses a dilemma to language teachers due to the many possible ways to do it (immediately or later, with positive or negative feedback, individually or involving the whole class, orally or in a written way, etc.). Moreover, factors such as the students' individual backgrounds, social and environmental aspects, the setting, and the teacher's expertise on corrective methods need to be taken into account as well. Consequently, further research on EC techniques is needed to elucidate all those issues.

The present paper proposes a novel paradigm, based on both experiential teaching and recent EC studies, which highlights the implementation of self-correction (SC) and peer-correction (PC). Its main objective is to develop students' autonomy in the EFL classroom through cooperative work. This paradigm requires that students interact with their peers to create opportunities to raise their linguistic awareness through SC and PC as a means to enhance their language skills. Besides, steady peer-feedback and self-assessment guide students to correct an ampler range of errors produced during communicative activities as they come to rely on correction sources other than teacher. Through the achievement of autonomy, it is expected that learners experience progress in their linguistic abilities even after they finish their college studies.

The study was conducted during the first semester of 2011, with a group of 24 students of the English Associate's Program at Sede Interuniversitaria Campus, Universidad Nacional. This research is of particular significance because not only does it promote student autonomy and centeredness, but it also enhances linguistic awareness to help learners improve their target language proficiency. Furthermore, it describes a novel methodology to orient class dynamics under the tenets of cooperative work and the maximization of student-talking time. Hence, it is believed that learners will develop autonomy and enhance their proficiency by effectively using SC and PC through constant oral interaction and self and peer assessment.

2 Literature review

Error correction has drawn the attention of scholars, language trainers, and researchers worldwide for over four decades. As a result, several studies have addressed diverse aspects of error treatment in the language classroom. For instance, more than thirty years ago, Hendrickson posed five thought-provoking questions:

1. Should learner errors be corrected?
2. If so, when should learner errors be corrected?
3. Which learner errors should be corrected?
4. How should learner errors be corrected?
5. Who should correct learner errors? (389)

These questions, thereafter, have inspired vast research amongst language trainers and researchers in both ESL and EFL contexts. It must be noted, though, that the literature available reveals great focus explicitly on teacher correction (Truscott, "The Case Against" 360, Lyster and Ranta 37, Erdoğan 261, Ramírez 105, and Abarca 18). Nonetheless, Shabani and Meraji claim that "error correction in L2 writing [is] a heated topic... which has yet remained unresolved" (324), and Vásquez points out that "unfortunately, the best ways of addressing students' errors are still unclear" (Shabani and Meraji 2010: 85).

Through history, the views on EC have evolved mainly due to the appearance of claims that seemed unreasonable at first but were later supported by extensive research. One example deals with the significance of errors, for, in 1967, Corder pioneered a philosophy in which errors were seen as a sign of progress in the acquisition of the target language (Corder, 1967:167). In another instance, Brown warns that excessive concern on learners' errors yields negative results as he claims that "there is a danger in too much attention to learners' errors... [T]he classroom language teacher can become so preoccupied with noticing errors that the correct utterances in the second language go unnoticed" (Brown, 2007: 259). As a matter of fact, Hendrickson believes that "educators hold that producing errors is a natural and necessary phenomenon in language learning, and they recommend that teachers accept a wide margin of deviance from so-called "standard" forms and structures of the target language" (Hendrickson, 1978: 390). Besides, there seems to be general consensus amongst language teachers and researchers that overcorrection frustrates students, particularly in written compositions filled with comments in red ink, many crossed-out words, marginal comments, etc., that might be rather counterproductive because students may simply ignore the correction or just give up. To sum up, the understanding of errors has developed from a stigmatizing perception to a more broadminded one.

In recent years, a passionate debate regarding whether correction brings about benefits to second language acquisition has taken place. Firstly, Chandler argued that "to increase accuracy in student writing teachers should give error feedback and require students to make corrections" (Chandler, 2003: 290); however, Truscott criticizes her findings by claiming that "Chandler (2003) presents two studies on the effects of correction, neither of which included such a group [lacking EC]. This research may provide evidence about the relative effects of different types of correction but not about the effects of correcting relative to not correcting" (Truscott, 2004: 337). Similarly, when Truscott argued that "grammar correction in L2 writing should be abandoned, for... [s]ubstantial research shows it to be ineffective" (Truscott, 1996: 327), his view was contradicted by Ferris. She discredits Truscott by asserting that "If it were indeed true that many dissimilar studies pointed to the same result, Truscott would have an excellent point. But it is not. Not only do they report dissimilar findings, but they are not even asking the same questions to begin with" (Ferris, 2004: 52). Not surprisingly, Truscott rebutted a large number of her arguments. For example, he replied:

Ferris does not challenge my argument that correction leads students to shorten and simplify their writing to avoid being corrected, thereby reducing their opportunities to practice writing and to experiment with new forms. In fact, the suggestion that teachers should make students more aware of the importance of avoiding mistakes, if carried out, is likely to exacerbate the problem (Truscott, 1996: 117).

However, many other studies suggest that EC is of significant value in both ESL and EFL contexts. Bula, for example, concludes that "...recasts in the pre-task and preparation stage did prevent oral errors from happening during the task cycle" (Bula, 2010: 237). Likewise, Abedi, Latifi, and Moinzadeh claim that EC "had a significant effect on the learners['] writing improvement" (Abedi, Latifi, and Moinzadeh, 2010: 171). On the other hand, there are also studies which provide unrelated findings. That is the case of Maftoon, Shirazi and Daftarifard who indicated that "two methods of error correction come to a mixed result. While self correction bettered the result of the posttest, recast worsened it" (Maftoon, Shirazi and Daftarifard, 2010: 25).

Unfortunately, not only do these investigations fail to establish an agreement on the most effective corrective methods, but also they often question and contradict the findings of other studies. A clear example was described in the paragraph above, in which Bula's view that recasts are effective challenges the findings of Maftoon, Shirazi and Daftarifard. Undoubtedly, novel research poses just as many new questions as answers.

Taking the previous facts into consideration, the present study provides room for a new type of correction scenario: self and peer correction in the EFL classroom as a means to encourage learners' autonomous language use. As supported by recent research, there are several implications and benefits of the learner's autonomy and peer correction in the scope of ESL and EFL learning. For example, "Autonomy... can help facilitate better learning (Shabani and Meraji, 2010:325) as well as "promot[e] a student-centered approach... fostering an autonomous learning" (de Paiva, 2008: 49) while interaction favors "collaborative learning" (Liang, 2010: 46), just to mention some advantages for second language learning. The autonomy obtained from the implementation of this new correction paradigm will be reflected on more proficient language users, growing awareness of the errors committed by both themselves and their classmates, and on the general progress into more advanced stages of second language acquisition.

As stated previously in this study, the literature available in this field of study is abundant. However, the studies reviewed in this investigation are particularly significant and pertinent to the study of error correction because they provide an overview of the issue from its start, and moves on to the latest investigations and theories proposed. Henceforth, the paradigm here presented departs from recent theory—which is so far inconclusive—, and seeks to yield convincing evidence on corrective issues that have long-since been under debate.

3 Main body

3.1 Method

Below are described the participants, methodology, instruments, and procedure of the study. The most noteworthy section of this paper is its methodology, for it presents a novel

paradigm to help learners develop self-teaching skills through linguistic awareness. In turn, it will be explained in detail.

3.1.1 Participants

This investigation was conducted with a group of 24 learners, eleven males and thirteen females. By the time the study started, eleven participants were seventeen years old, twelve were eighteen, and participant 6 was twenty. All of them were first-year college students (in their first semester) who had finished high school the previous year. Participant 14 was the only one who had a low-intermediate proficiency level as the rest were beginners with significant limitations all the target language communicative skills.

They were full-time EFL students in the English Associate's Program at Sede Interuniversita Campus, Universidad Nacional. It is a two-year program arranged in 4 semesters. The study took place in the first semester of the year 2011 (from February to June). At that time, the participants were taking a first level course named Oral Expression and Listening Comprehension I, which was taught by one of the researchers.

3.1.2 Methodology

The professor of the course implemented a learning model based on the tenets of student centeredness, cooperative learning, and interaction-based perspectives, which harmonize with the notion of maximizing student-talking time in the classroom. The process relies on the central idea that learners develop self-teaching skills through the application of self and peer correction techniques.

However, this model's success depends on the proper achievement of four goals: creating a "classroom culture", enhancing students' confidence, raising linguistic awareness, and using correction techniques. These goals must be accomplished in such order to guarantee the development of an integral process which acknowledges learners' cognitive and affective traits. Therefore, each goal serves as the foundation to reach the following one.

The first and most transcendental goal consists of creating a "classroom culture" that focuses on communicating only in the target language. That applies to the educator as well as to the students, and it stands as the central foundation of the classroom working dynamics. It is generally difficult to achieve such goal since the learners see themselves struggling to negotiate meaning with an unfamiliar communication code (i.e. the target language) as they know that they could do it more promptly and easily in their mother tongue. Therefore, the professor must be attentively monitoring them at all times in order to remind them to speak only in English. Establishing such "classroom culture" requires a great deal of patience and perseverance, for it may take at least a month (even if the group is highly motivated and has a positive attitude).

The second step is to foster students' confidence in order to facilitate the development of fluency. The key to do that is not to correct the learners at all. Correction at this point may cause feelings of frustration, embarrassment, fear, or even worriedness (among many others). What is desired, at this point, is that the learners become familiar with the target language and focus mainly on exchanging understandable general ideas (bear in mind that they are first level students).

Communication among learners is facilitated by the design of the lesson tasks. For example, the pupils watch a segment of a sitcom episode, and then, they are requested to narrate

what they saw. This provides them with common knowledge of information that will be exchanged. Another advantage is that the pertinent vocabulary is presented in context, so as one of them uses any given new word, it is reinforced for both persons. Furthermore, pupils have the chance to finish each other's sentences in order to communicate more effortlessly and fluently.

By the time the second goal has been achieved, the learners are accustomed to interacting with their peers. Their focus should now shift to increasing their linguistic awareness, the third goal. The type of task suitable for this objective is to have them record themselves in their interactions; then, they are asked to listen to the tape to identify mistakes that took place. After that, they provide each other with feedback. Naturally, this task needs to be carefully structured to be successful. Thus, at the beginning, they can focus only on the mistakes regarding one grammatical aspect (e. g. third person conjugation or past tense); eventually, they develop the ability to identify a wider range of mistakes.

Finally, the application of techniques for self and peer correction is carried out as the fourth and last step. The learners are asked and encouraged to apply these techniques as they interact, in order to continue raising their linguistic awareness and to avoid early fossilization. Naturally, the professor will instruct the pupils to correct their peers in a respectful and empathetic manner. The principle of cooperative learning will help the students to nurture themselves and develop significant self-teaching skills (evidenced by self-correction).

3.1.3 Instruments

A recording tape was the first instrument used to collect data. Each participant used a headset, which consists of a microphone and headphones, connected to a language-laboratory equipment (i.e. that is a console that reproduces audio to a set of booths; each has a recording device and a headset). One of the researchers controlled the equipment. He indicated the participants when to talk and recorded them.

The learners were asked four questions in order to elicit their oral production. Since the participants were first-level students doing an oral diagnostic test, the inquiries focused on topics for beginners. Consequently, they responded the following statements: 1) Describe your family. 2) Mention somebody's daily activities (a relative or friend). 3) Talk about Costa Rica. 4) Talk about the university. Furthermore, it should be noted that, before they were recorded, the learners had five minutes to brainstorm their responses and write keywords to comment their ideas.

In this task, the participants were instructed to talk until the researcher would ask them to stop. In each of the first two questions, they spoke individually for one minute. Nevertheless, in each of the other two inquiries, they talked with a peer for three minutes. Thus, each participant spoke for a total of eight minutes. A pause took place before responding question 3 in order to check that the equipment was working correctly and that every individual was able to listen to his/her peer before interacting.

The second instrument was a new recording task, characterized by identical conditions to the previous one (i.e. using a language laboratory, two individual questions, two pair questions, a time span of five minutes to brainstorm and eight minutes to answer). In this occasion, the participants responded to the following statements: 1) Talk about two of your favorite dishes; describe the ingredients. 2) Tell the story of a relationship that ended; explain what the people did and how they felt. 3) Talk about a holiday or celebration that you dislike; discuss the reasons with

your classmate. 4) Discuss aspects that provoke the extinction of animals; explain how the animals are affected.

A third and final recording was also carried out in the last week of class. Once again, the same conditions applied to this task. Just like in the second instrument, the inquiries focused on the topics that had been studied in the course *Expresión oral y comprensión auditiva I*. Such questions were: 1) If Costa Rica has no other option, should the country go to war to defend Isla Calero? 2) Do you think that computers and the internet can be considered an addiction? Explain why. 3) Describe some acts of vandalism and their consequences to society. 4) Discuss examples of violence within the family and ways to eradicate it.

The outcome of the recordings, as well as the participants' progress in the use of SC and PC, was documented in an Error Correction Assessment Chart (Appendix 1). In such instrument, the researchers kept track of the instances of SC and PC performed by the students in all three oral recordings. Consequently, it was a suitable tool to determine if, in fact, the learners had significantly improved their linguistic awareness.

In order to promote that students monitored themselves while speaking, a Self-assessment Form was designed by the professor of the course. Through this instrument, each participant assessed his/her performance using a five-item scale that ranged from "Outstanding use/production" to "Significant improvement is needed" in seventeen linguistic aspects. The first five aspects concern grammar command; the next five deal with vocabulary use; and other five focus on pronunciation. The penultimate aspect is fluency, and the last one is the use of native-like expressions (e. g. instead of saying "clueless", Costa Rican learners tend to translate the native-language expression "behind the tree", which does not have a figurative meaning in the TL). In addition, the Self-assessment Form presented four issues that indicate very serious mistakes, labeled as "Red Flags", for students to be careful with such problems. Since the forms were meant to motivate participants to increase linguistic awareness, their use was individual, so they did not have to be submitted to anybody. Finally, each Self-assessment Form recorded the participant's daily evaluations for a period of a month (Appendix 2).

The last instrument used in this investigation is a reflection. Each participant was requested to write a paragraph analyzing the learning process as well as the goals or improvement achieved throughout the learning experiences of the course. Also, they were asked to compare their proficiency level in the target language at the beginning and the end of the study (in other words, of the course). Considering that the learners are beginners, they had the chance to write their reflections in their native language in order to elicit more accurate and elaborate responses.

3.1.4 Procedure

The instruments were administered over a period of sixteen weeks. In the second lesson, the participants were instructed on the use of the Self-assessment Forms; there was a self assessment at the end of every lesson. The first recording took place the second week of the semester. After that, there were two intervals of six weeks to carry out the second and third recording. During such intervals, the participants did random self-recordings (for practice) in which they listened to themselves and to their peers. Furthermore, most of the class time was devoted to have them talking individually and in pairs at the language lab. They recorded themselves not only asking and answering questions, but also in activities such as narrations,

descriptions and prepared speeches. Finally, the reflection was requested a week after the final recording.

3.2 *Analysis and Results*

In the first recording, both self and peer-correction were scarce in the students' oral production. In fact, only a total of 11 instances of SC were identified from their individual speeches. The average of corrections per person is significantly low since each participant corrected her/himself 0.45 times during the two minutes of individual production; as a matter of fact, fifteen learners did not do any SC. Similarly, during the peer interactions, there were only 12 cases of SC and 18 cases of PC. Even though the average of SC is virtually the same as the one in the speeches, the instances of PC were a few more, but not as many to have an average of one per participant. Indeed, fifteen students did not do any SC or PC in the peer interaction.

As students moved along the semester, a remarkable evolution in their corrective practices was perceived, particularly in self-correction. The second recording evidenced 41 SC instances in the individual performances, 42 SC instances in peer interaction, and 24 cases of PC. The noticeable increase in SC practices (almost four times higher) suggests a considerable progress in the learners' linguistic awareness. Moreover, the numbers correlate in both recordings, going from 11 and 12 to 41 and 42 respectively.

Nevertheless, the tendency in SC was substantially different to the results in PC. The instances of PC increased only by one; they went from 18 to 19. It could be argued that such odd finding took place since each learner was focused mainly on his/her own performance since the task was being evaluated. However, a more plausible explanation is the fact that due to the increase of instances in SC, the learners did not have many opportunities to do as much PC, for the speakers corrected themselves right before the listeners could do so. In any case, in general terms, the data does prove a crucial linguistic achievement by the subjects of investigation.

According to the data collected in the third recording, the linguistic awareness evidently raised towards the end of the investigation. In this, the last recording, there were a total of 81 cases of SC in the individual speech, 86 cases of SC in the peer interactions, and 33 cases of PC in the peer interactions as well. Once again, the instances of SC increased considerably and in a correlated way; this time, they went from 41 and 42 to 81 and 86, respectively. In both types of speech, the instances of SC nearly doubled the ones in the second recording, and were nearly seven times higher than the ones in the first recording.

Regarding PC, the third recording also showed significant progress; the number of PC occurrences went up from 19 to 33. Even though such figures do not seem to be significant (especially when compared to the ones in SC), the fact is that the instances of PC managed to increase by 74% from the second to the last recording. Once again, it seems logical to hypothesize that the remarkable growth in SC somehow hindered a more evident improvement in PC.

All in all, along the study, there is a clear trend that demonstrates that the learners did enhance their linguistic awareness by means of the EC techniques they used. Every new recording showed improvement in every type of scenario: SC in individual speech, SC in peer interaction, and PC in peer interaction. The data can be better perceived in figure 1, which presents the information previously analyzed.

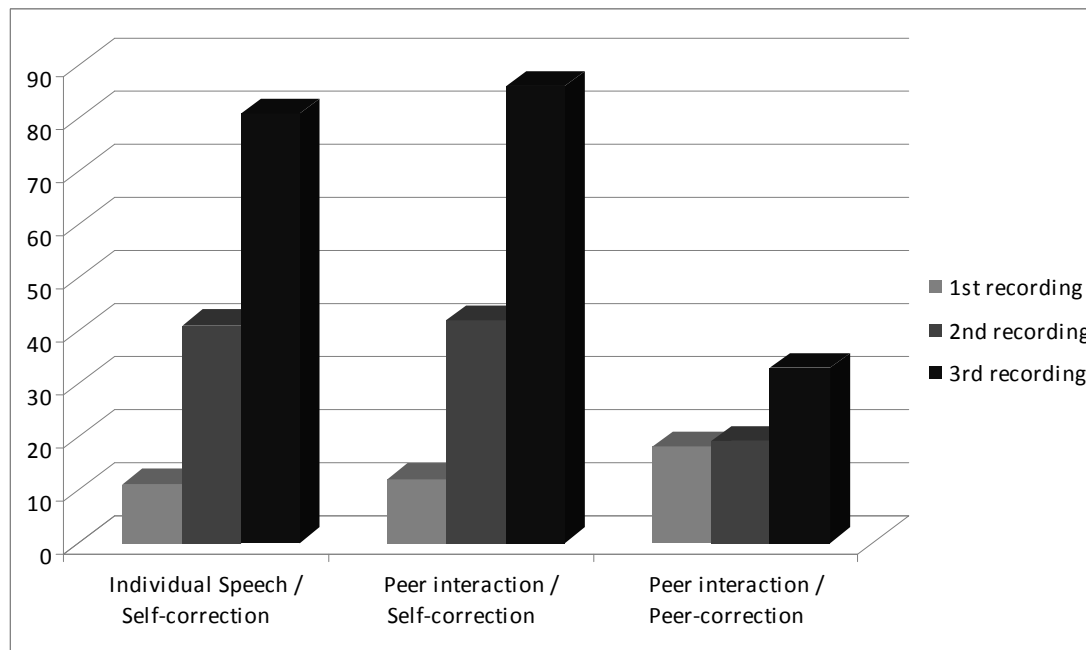


Figure 1. Instances of self-correction and peer-correction in individual speeches and peer interactions in the three recordings.

The reflections show consensus that the teaching paradigm was effective. All the participants claimed that they considerably improved their communicative skills, particularly in oral production, vocabulary, and listening. As they elaborated on their ideas, 15 learners (63% of the population) explicitly referred to their overall evolution in oral expression abilities. In addition, while 10 students reported to have fostered vocabulary acquisition, 8 pupils indicated to have enhanced their listening skills substantially. Finally, even though 5 participants implied that they still need to improve, not a single one provided a negative comment towards their progress, the methodology, the working dynamics, or any other aspect regarding the course.

Along the same lines, learners perceived important progress in their confidence as they became more proficient in the target language. Nine learners stated that they developed self-confidence along the process, and that they now feel more secure about communicating and interacting in English. Moreover, three students affirmed not only to have enhanced their own confidence but to have learned to help their peers through the class activities. According to the premises of the investigation, these views reinforce central notions of the paradigm proposed, particularly those about fostering students' confidence and cooperative learning as a means to improve their linguistic skills.

4 Conclusions

The implementation of the present method did develop the participants' linguistic awareness as, at the end of the process, the learners were able to identify and correct a considerably larger number of errors than at the beginning of the study. In fact, the total number of errors corrected in the first recording increased by nearly 500% in the third recording (from 41 to 200 instances). Furthermore, while 12 students (50% of the population) were not able to do any type of EC in the

first recording, in the last recording all 24 participants performed at least three corrections; actually, 22 learners did at least five corrections.

Even though there is mismatch in the number of instances of SC and PC and the growth each experimented, this fact does not discredit any of the findings. Both types of corrections experimented an increase in the number of instances, and their presence serves to account for an undeniable enhancement of participants' linguistic awareness. Evidently, the learners successfully developed the strategy to monitor themselves while having oral interactions.

Through the implementation of the proposed methodology, the participants greatly improved their L2 proficiency levels, as they accurately sustained in their reflections. Moreover, they also fostered their skills in cooperative work and social skills since none of them manifested any feeling of discomfort while being corrected, which is a common problem in the learning of a target language. The importance of such affective issues, and others, are crucial in the achievement of the objectives.

The creation of a classroom culture was a central component to guarantee the success of the paradigm. It must be highlighted that every single step is crucial, and that every new stage requires accomplishments of the objectives of the previous one. The fact that students understood and accepted that they could only speak in the target language in class (as challenging as it was for many) served as the foundation of the whole paradigm.

Guiding the learners to develop autonomy is a long process. Unfortunately, strategies like the ones presented in this investigation will not make students autonomous in a short period of four months. However, achieving autonomy is a goal that cannot be accomplished that quickly or in only one college course. In contrast, this goal requires the contribution of a vast number of learning experiences that help learners develop and refine skills. The methodology described does provide examples of class activities and dynamics that will certainly help in the building of such autonomy.

Appendices

Appendix 1: Error Correction Assessment Chart

Universidad Nacional

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Diplomado en Inglés

Expresión Oral y Comprensión Auditiva I

ERROR CORRECTION ASSESSMENT CHART

Participant # _____:

RECORDING # 1	Question 1	Question 2	Question 3	Question 4
Type of production	Individual	Individual	In Pairs	In Pairs
Allotted time	1 min	1 min	3 min	3 min
Instances of self correction				
Instances of peer correction	X	X		
Total instances of self correction: ____		Total instances of peer correction: ____		

RECORDING # 2	Question 1	Question 2	Question 3	Question 4
Type of production	Individual	Individual	In Pairs	In Pairs
Allotted time	1 min	1 min	3 min	3 min
Instances of self correction				
Instances of peer correction	X	X		
Total instances of self correction: ____		Total instances of peer correction: ____		

RECORDING # 3	Question 1	Question 2	Question 3	Question 4
Type of production	Individual	Individual	In Pairs	In Pairs
Allotted time	1 min	1 min	3 min	3 min
Instances of self correction				
Instances of peer correction	X	X		
Total instances of self correction: ____		Total instances of peer correction: ____		

I repeated corrected mistakes										
I used incomplete sentences										
I didn't make myself understood										

About the Authors

Eduardo Zamora Salazar holds a Master's and a Bachelor's Degree in Teaching English to Speakers of Other Languages from Universidad de Costa Rica, and an Associate's Degree in Computer Programming from Colegio Universitario de Alajuela. He is a professor of English at Universidad Nacional where he has taught courses at the graduate and undergraduate levels. He also has experience designing and teaching English for Specific Purposes (ESP) courses. His research has been presented in congresses held at Universidad de Costa Rica, Universidad Nacional, Instituto Tecnológico de Costa Rica and Centro Cultural and published in the Revista de Lenguas Modernas from the UCR. eduardozs@yahoo.com

Henry Morales Sevilla holds a Bachelor's Degree in English Teaching from Universidad de Costa Rica. He has concluded the Licenciatura Program in English Teaching at Universidad Latina de Costa Rica and is currently taking his Master's Degree in Second Languages and Cultures at Universidad Nacional. He is a professor of English at Universidad Estatal a Distancia, where he has been teaching courses to MEP English teachers for two years with the CONARE-MEP Program. He also has experience in teaching adults with the CONARE-UNED and English for Adults Programs, as well as in teaching English for Specific Purposes courses (ESP) at Universidad de Costa Rica. His research has been presented in the XXVII National Conference for Teachers of English, at Centro Cultural Costarricense Norteamericano, and is currently conducting research on Error Correction and Foreign Language Teaching. al_deron@hotmail.com

References

- Abarca, Yohanna. "Learner Attitudes toward Error Correction in a Beginners English Class." *Revista Comunicación* 17.1 (2008): 18-28. Web. 07 Mar. 2011.
- Abedi, Razie, Mehdi Latifi, and Ahmad Moinzadeh. "The Effect of Error Correction vs. Error Detection on Iranian Pre-Intermediate EFL Learners' Writing Achievement." *English Language Teaching* 3.4 (2010): 168-174. Web. 22 Mar. 2011.
- Brown, Douglas. *Principles of Language Learning and Teaching*. New York: Pearson-Longman, 2007. Print.
- Bula, Olmedo. "The Use of Recast in the EFL Classroom through Action Research Approach." *Revista de Lenguas Modernas* 13 (2010): 225-240. Web. 04 Mar. 2011.
- Büyükbay, Seçil, and Azizollah Dabaghi. "The Effectiveness of Repetition as Corrective Feedback." *Journal of Language Teaching and Research* 1.3 (2010): 181-193. Web. 22 Mar. 2011.

- Chandler, Jean. "The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing." *Journal of Second Language Writing* 12.3 (2003): 267–296. Web. 04 Mar. 2011.
- Corder, S. Pit. "The Significance of Learner's Errors." *International Review of Applied Linguistics* 5.4 (1967): 161-170. Web. 18 Mar. 2011.
- De Paiva, Claudio. "Using Wiki-based Peer-correction to Develop Writing Skills of Brazilian EFL Learners." *Novitas-ROYAL* 2.1 (2008): 49-59. Web. 26 Mar 2011.
- Erdoğan, Vacide. "Contribution of Error Analysis to Foreign Language Teaching." *Mersin University Journal of the Faculty of Education* 1.2 (2005): 261-270. Web. 22 Mar. 2011.
- Ferris, Dana. "The Grammar Correction Debate in L2 Writing: where are we, and where do we go from here? (and what do we do in the meantime...?)." *Journal of Second Language Writing* 13 (2004): 49-62. Web. 24 Mar. 2011.
- Hendrickson, James. "Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice." *Modern Language Journal* 62.8 (1978): 387–398. Web. 09 Feb. 2011.
- Liang, Mei-Ya. "Using Synchronuous Online Peer Response Groups in EFL Writing: Revision-related Discourse." *Language Learning & Technology* 14.1 (2010): 45-64. Web. 22 Mar. 2011.
- Lyster, Roy, and Ranta, Lelia. "Corrective Feedback and Learner Uptake: Negotiation of form in communicative classrooms." *Studies in Second Language Acquisition* 19.1 (1997): 37-66. Web. 22 Mar. 2011.
- Maftoon, Parviz, Masoumeh Shirazi, and Parisa Daftarifard. "The Effect of Recast vs. Self Correction on Writing Accuracy: The Role of Awareness." *BRAIN* 2.1 (2010): 17-28. Web. 22 Mar. 2011.
- Ramírez, Jimmy. "How can EFL Students be Corrected without Hindering Oral Participation?" *Letras* 41 (2007): 105-130. Print.
- Shabani, Enayat, and Seyyed Reza. "Preference Consequentialism: An Ethical Proposal to Resolve the Writing Error Correction Debate in EFL Classroom." *International Journal of Language Studies* 4.4 (2010): 313-332. Web. 22 Mar. 2011.
- Truscott, John. "Evidence and Conjecture on the Effects of Correction: A response to Chandler." *Journal of Second Language Writing* 13 (2004): 337-343. Web. 09 Feb. 2011.
- _____. "The Case Against Grammar Correction in L2 Writing Classes." *Language Learning* 46.2 (1996): 327-369. Web. 09 Feb. 2011.
- _____. "The Case for 'The Case Against Grammar Correction in L2 Writing Classes: A Response to Ferris.'" *Journal of Second Language Writing* 8.2 (1999):111-122. Web. 09 Feb. 2011.
- Wang, Ping. "Dealing with English Majors' Written Errors in Chinese Universities." *Journal of Language Teaching and Research* 1.3 (2010): 194-205. Web. 16 Mar. 2011.
- Zhu, Honglin. "An Analysis of College Students' Attitudes towards Error Correction in EFL Context." *English Language Teaching* 3.4 (2010): 127-130. Web. 26 Mar 2011.