

RECOGNITION ON BEHALF OF STUDENTS
FROM LICEO LA PRESENTACION HIGH SCHOOL TO THE USE
OF DIFFERENT TYPES OF RECASTS

By

MARIO GETIAL

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This work is dedicated to my daughter KAREN ESTEFANIA GETIAL ADARME and my parents who have allowed me to study not only in the high school but also at the university, giving me the opportunity to reach one more achievement in my life .

Besides, I want to express my gratefulness to them for their unconditional comprehension and support in my life

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Abstract

Taking into account that previous works have shown that recast is the most used technique to correct the students' utterances in the classroom. Besides, these researches have observed that students don't repeat and don't correct their utterances after recasts. Considering this conclusion, the present study explores whether students can or not recognize recasts as a means of oral error correction. It was carried out surveys where the students were faced to different hypothetical situations and they had to choose hypothetical answers too. These questions had a type different of recasts: an isolated declarative recast, an isolated interrogative recast, an incorporated declarative recast, an incorporated interrogative recast and the last one which was classified as Doughty and Varela's recast. After that the students' answers were statistical analysis. The findings suggest that recasts as a means of oral error correction could be recognized by the students from Liceo La Presentación High school although they don't give immediately responses to recasts. So this study concluded if students don't response or react to recasts, it doesn't mean that students don't understand or don't recognize the correction provided in recasts. This finding is only a hypothesis, because we can't have the real access to the students' internal behavior.

Resumen

Teniendo en cuenta que trabajos anteriores han demostrado que recasts es una de las técnicas más utilizadas en la corrección oral de los errores producidos por el estudiante dentro del salón de clases. Además, se ha observado en estas investigaciones que los estudiantes no repiten o corrigen sus oraciones después de recibir recasts. Apartir de esta conclusión, esta investigación tiende a averiguar si los estudiantes pueden o no reconocer recasts como un medio de corrección del error oral. Se aplicaron cuestionarios donde los estudiantes fueron enfrentados a diferentes situaciones hipotéticas y tenían que escoger repuestas hipotéticas también. Estas preguntas tenían un tipo diferente de recasts: un recast declarativo aislado, un recast interrogativo aislado, un recast declarativo incorporado, un recast interrogativo incorporado y el último fue clasificado como un recast de Doughty and Varela. Después las respuestas de los estudiantes fueron analizadas estadísticamente. Los hallazgos sugieren que recasts como un medio de corrección del error oral podría ser reconocido por los estudiantes del colegio Liceo La Presentación aunque ellos no den respuestas inmediatas a recasts. Entonces este estudio concluye que si los estudiantes no responden o reaccionan a recasts, eso no significa que los estudiantes no entiendan o no reconozcan la corrección dada dentro de recasts. Esta conclusión es únicamente una hipótesis, porque nosotros no podemos tener un acceso real al comportamiento interno de los estudiantes.

CHAPTER 1:INTRODUCTION TO THE PROBLEM

Introduction

In language teaching one of the most important aspects that English language teachers have faced is the treatment of errors or feedback, principally on the spoken form. For this reason, the English language teachers and language researchers are very interested in knowing more about feedback, which became an issue of growing concern in SLA research. However, many laboratory studies have been focused only on applying different kinds of feedback to academic groups and they don't keep in mind whether students recognize a kind of feedback, that is the researches have carried out studies in an experimental form (pretest, treatment and posttest), where the most important is if students give or not responses to feedback. For this reason, the main idea of this research is to know whether students recognize or don't recognize recasts as a means of error correction which is carried out in English language classes.

The main characteristic of recasts is that permits students to maintain their communication or flow (Carroll and Swain 1993, cited in Hand 2002). Besides, recasting has been employed frequently because it is considered as a relatively less obtrusive way to provide feedback. Some researchers claim that students can use recasts to connect the new knowledge (input) with the previous ones (output) without interrupting communicative flow (e.g., Doughty, 1999; Doughty & Varela, 1998; Long & Robinson, 1998).

In the research of Lister and Ranta (1997) (cited in Lightbown and Spada 1999) it was found that recasts were used more times in the correction of the students' errors than others types of feedback. However, students don't repeat and rarely correct their

errors. In contrast, there are other international researches that have found good results by using recasts. For instance, Mackey and Philip (1998) found that learners at the higher level who received recasts had a greater stage increase on the three posttest than the others learners who don't receive recasts.

In the same way in the research of Doughty and Varela (1998) where recasts were provided to the learners. They found that the experimental group had significant positive development on their interlanguage. Doughty and Varela (1998) (cited in Hand 2002) concluded that when an English language teacher uses recasts as a means of error correction he needs to develop activities where students must communicate with other ones, besides in these interaction moments teacher must provide recasts in a very frequent form.

This theme is important because it is not well developed in books or studies, they only seem to be interested in knowing if students correct or do not correct their errors when they receive a type of implicit feedback, for this reason, the main focus of this study is to know whether students recognize recasts as a means of oral error correction in an ordinary English language class. This question could provide much information about effects of recasts in the students learning and their internal behavior, that is to know what the students think about recasts when it is applied as a means of oral error correction.

Problem Statement

The problem that is chosen as a principal topic of this research study is concerned with whether students recognize recasts as a means of error correction in the Liceo La Presentación high school. Taking into account that international researches

have showed recast feedback as one of the most used to correct the students' oral errors, it is very important to know what the students think when they receive recasts.

In our context, English language teachers have given low importance to students' oral production, they only developed their syllabus in grammar and translation; and, it has been observed how the teachers' activities are based on the reading and writing skills, where the students don't have the opportunity to practice the speaking skill.

According to the last paragraphs, where the English language teachers want to develop students' oral production and apply a type of feedback in this case recasts, they need to know whether students can recognize recasts as a means of oral error correction. For this reason, it is necessary for the teachers to know the different kinds of feedback used in oral communication they can provide to their students. Besides, it is very important for English language teachers to know what kind feedback they can give to the student. According to Long (1996) (cited in Ji Kyun Kim n.d), there are two types of feedback that a teacher can provide to his/her students: explicit and implicit feedback.

Explicit negative feedback when teacher is based on the students' errors, that is teacher correct the students' utterance. In contrast implicit negative feedback when is based on the students' error in an indirect way. That is, when a teacher provides implicit feedback, students have to use their new and previous knowledge to correct themselves their errors in the sentence. One of the implicit corrections is recast, which was applied and observed in this research. According to Long (1996) (cited in Hand 2002) recasts are repetitions of the student's oral sentences changing one or more sentence components while the student's message is maintained.

Research Question

Could recasts be recognized by students as a means of oral error correction during English language classes in the Liceo La Presentación high school in 6th grade to 11th grade?.

Justification

One of the most important things in language learning is to give students correct forms of the target language, and though recasts the English language teacher can provide the students with correct forms, pronunciation, lexicon and use of L2. However, it is important to know whether students recognize implicit correction of any type of feedback, in this case recasts. That is, if they recognize recasts as a means of oral error correction.

This research work is important because it can provide a lot of information about how students react to recasts as a way of oral error correction. Taking into consideration that recasts are a type of feedback which have been applied in many international researches (Long 1996, Oliver, 1995, Doughty and Varela 1998, Lyster and Ranta 1997), and it is very interesting to know whether students can or not recognize recasts as a means of oral error correction in a new and different place like Pasto. In addition, it will be known if recasts could affect in a positive or negative way the students' oral production and their English language knowledge.

It is thought that this research is an important topic because it could permit English language teachers to realize whether students have the capacity to recognize recasts as a means of oral error correction. In other words, the description provided in

this research could tell English language teachers what should and should not be carried out when they want to use recasts in an EFL setting like Pasto with different audiences. Finally, this research brings us the opportunity to open new doors concerning language learning.

OBJECTIVES

General Objective

The main objective of this paper is to describe and analyze whether students of Liceo La Presentación recognize recasts as a form of oral error correction.

Specific Objectives

To apply recasts feedback as a means of oral error correction.

To know whether the students recognize recasts as a means of oral error correction.

To determine advantages and disadvantages of the use of recasts feedback as a means of oral error correction.

Definition of Terms

The words mentioned in this work are taken from several researches and books which were written by important authors.

Feedback: Rod Ellis (1993) defines feedback as a general cover term for the information provided by listeners on the reception and comprehension of messages.

Lightbown and Spada (1999) define corrective feedback as any indication to the learners that their use of the target language is incorrect.

Chaudron (1977) (cited in Chaudron 1988 pp: 149, 150) gave three denotations for feedback “the most general is equivalent to “treatment of error”, that is, it refers to

any teacher behavior following an error that minimally attempts to inform the learner of the fact of the error. The next most general meaning refers to some treatment which is explicit enough to elicit (or which makes great effort to elicit) a revised student response. And finally, this is “the true” correction which succeeds in modifying and is eliminated from further production”.

Recasts: According to Long (1996) (cited in Hand 2002) recasts are repetitions of the student’s utterances changing one or more sentence components while the student’s message is maintained.

Farrar (1992) (cited in Mackey and Philip 1998) identifies recasts as those utterances "in which parents explicitly correct the child's sentence by adding syntactic or semantic information".

Doughty and Varela (1998) (cited in Hand 2002) define corrective recast “as the teacher’s repetition of the learner’s incorrect utterance, with emphasis on the error, followed by a recast, with emphasis on the correct target feature”.

According to Lyster and Ranta 1997 (cited in Lightbown and Spada 1999 p: 104) define “recast as the teacher’s reformulation of all or part of a students’ utterance, minus the error”.

Error: John Norris (1993 p: 7) said “an error is produced by a learner when “he has not learnt something and consistently “gets it wrong”, an error”.

Corder 1967 (cited in Rod Ellis 1995 p:51) defines an error as a “deviation that arises as a result of lack of knowledge”.

Chaudron 1986 (cited in Allwright and Bailey 1991 p:134) defines “error as linguistic forms or contents that differ from native speaker norms or facts”.

Rod Ellis (1995 p:51) says “an error can be defined as a deviation from the norms of the target language”.

Tsui (1995 p:43) said “an error in the classroom is commonly understood as something that is rejected by the teacher because it is wrong or inappropriate”.

George 1972 (cited en Allwright and Bailey 1991 p: 47) also supports this point of view. He states “an error is a form unwanted by the teacher”.

CHAPTER 2: LITERATURE REVIEW

Many international researches have been carried out to know the effect of different types of feedback on students' oral production. These kinds of study have been carried out by many authors such as Oliver (1995), Mackey, Gass and McDonough (2000), Doughty (1994), Lyster and Ranta (1997), Lyster (1998), Nicholas, Lightbown, & Spada (2001), Hand (2002). However the focus of this observational study is to know whether the students recognize or not recasts as a means of oral error correction.

Keeping in mind the last paragraph, it is necessary to know some characteristics of feedback and recasts which are provided in the following literature review.

Feedback

In language teaching, English language teachers have faced in their classrooms the treatment of errors or feedback. In our context, the treatment of error has been based more on the writing skill, because it is observed that English L2 teachers based their syllabus only on a model and grammar translation. However the last time El Ministerio de Educación de Colombia had proposed changes, which look for the student's development in their oral skill. For this reason, it is important for the English language teachers to keep in mind some feedback meanings and its classification.

Chaudron (1988) gives three denotations for feedback, however the most general is equivalent to "treatment of error", that is, the teacher with any behavior, looks for informing the student that he has an error in his utterance.

In the treatment of oral error or feedback can be provided to learners in two forms: positive evidence and negative evidence (Long 1996, cited in Ji Hyun Kim n.d). The positive evidence is when the teacher gives students an example of any utterance,

which is accepted in the foreign language, and the negative evidence is when the teacher explains the students what is not accepted in the target language.

In agreement with Long (1996) (cited in Ji Hyun Kim n.d) feedback can be explicit or implicit. Explicit feedback is based on grammatical explanation or over correction. In contrast, implicit feedback is based on new and previous knowledge. That is, students have to find what their utterance error is using their own knowledge this kind of feedback is carried out through repetitions, recasts, clarification request, silence and even facial expressions that express confusion. That is, a language learner says the following utterance: “He go to school everyday”; corrective feedback can be explicit, “no, you should say goes; not go” or implicit “yes, he goes to school every day”, and may or may not include metalinguistic information, for example, “Don’t forget to make the verb agree with the subject”. In this part, it is very important to take into account that recasts are used in an implicit way where students have the task to know what their utterance error is.

How Errors Are Corrected

There are different ways that the teacher can use to correct the students’ oral errors. According to Tsui (1995); the teacher can decide to correct oral errors, to get the student who produced the errors to correct them, or to get other students to do so.

Whether the teacher decides to correct the error, he/she can repeat the students’ response with correction. This can be effective because it avoids providing explicit negative evaluation and exposes students to the correct form. For example:

(T= teacher S= students)

T: What is the reason?

S: Because he can play tennis and he can speak the German

T: He can speak German, and how about the girl?

S: The girl can also speak German.

If the teacher decides to get the student to self-correct, then the teacher can point out to the students the presence of an error, the location of an error or the identity of an error Long (1977) (cited in Tsui 1995). The presence of an error can be indicated implicitly or explicitly. The teacher may indicate the location of an error by repeating the error with a rising intonation (implicitly). For example:

(T= teacher S= students)

T: Carlos takes the bus and after what does Carlos do?

S: Carlos do his homework

T: No, not he DO his homework, pay attention

S: He does his homework

T: Right, he does his homework

The teacher could also indicate the location of the error by asking the student to repeat a certain word or phrase. For example: in the text above, the teacher instead of saying, “No, not he *DO* his homework”, could have said simply “He...” this implicitly indicating “do” as the error.

The teacher may indicate the nature of the error made. For example: in the text above the teacher tells the student that “does” is the right form, and “do” is wrong because the verb must be in concordance with the subject, in this case it is necessary to add “es” to the verb, because it is the third person of singular in the simple present tense.

Finally, the teacher may choose to get other students to correct an error. For example:

(T= teacher S= students)

S: How many years do you living?

T: How many years do you ---?

S: Teaching

T: Ok, ok, m... who can help? It's not very right, I'm afraid. It's not very ... it's not very right. It should be? Yes? Monitor, you look very smart today.

SS: (Laugh)

Monitor: How long have you been teaching in this school?

T: (writes on the blackboard). How long have you been living in this neighborhood.

(T-sui 1995 pp:51 52)

In this point, it is very important to distinguish cognitive and affective feedback. The former is information about the language that students use. The latter refers to emotional reactions in response to students' utterances which interlocutors provide each other with during an interaction. That is, we as teachers must look for the best ways to provide affective feedback because of this depends that the student has a good development. In other words, we can or can't give students motivation in language learning (Vigil and Oller 1976, cited in Rod Ellis 1995).

In summary both cognitive feedback and affective feedback are important parts that we as teachers have to take into account when we react learners' errors (Vigil and Oller 1976, cited in Rod Ellis 1995).

Types Of Corrective Feedback Used In Speaking

One of the most important studies about corrective feedback on oral production was developed by Lyster and Ranta (1997) (cited in Lightbown and Spada 1999). They

observed the different types of feedback provided by the teachers in French immersion classrooms, and categorized six different types of feedback:

Explicit correction is presented when the teacher explains and gives the correct form of the student's utterance in this way he clearly indicates that the student's utterance was in incorrect form.

For example:

(T: teacher) (S: student)

S: I does the homework

T: Don't use "does"... you should use "do".

Recasts takes place when the teacher provides the correct form of the student's utterance and the student has to find and recognize which his error was.

For example:

(T: teacher) (S: student)

S: I does the homework

T: Ok, I do the homework.

Repetition is presented when the teacher repeats only the student's utterance error in an isolated way.

For example:

(T: teacher) (S: student)

S: I does the homework

T: "does".

S: I do the homework

Clarification request is presented when the teacher uses words such as “pardon me” “excuse me” and so forth, for giving to understand that student’s utterance needs to be reformulated because it has not been understood by the teacher or it is constructed in a bad form.

For example:

(T: teacher) (S: student)

T: How often do you go to the supermarket on week?

S: Two

T: Excuse me

S: Two

T: Two what?

S: Two times for a week

In Metalinguistic feedback the teacher recognizes that student’s utterance has an error however he doesn’t provide any correction; he only gives comments to indicate that there is an error somewhere.

For example:

(T: teacher) (S: student)

S: She work in the office

T: what’s the ending we put on verbs when we use third persons?.

Elicitation takes place when the teacher obtains information from student by asking questions about his utterance.

For example:

(T: teacher) (S: student)

S: My mother cleans the platos

T: How do we say “platos” in English?.

S: Dishes.

In this research one of those types of feedback was chosen to carry out which is recast.

Recasts

We know that children acquire their native language in term of imitation, practice, reinforcement (or feedback on success), and habit formation. According to the behaviorists, all learning, whether verbal or non-verbal takes place through the same underlying processes. That is, in a classroom a student receives information about the target language. Next, learner makes some associations between the new words that he receives by the teacher. These words could be objects names or events (sentences). After the learner practices and repeats the structures or words which become stronger. It is known a child receives by his parents congratulations or encouragement for their correct imitations and correction on his errors. Then, in the same way students in a classroom receive them. Keeping in mind a child develops his language with formation of habits, it is assumed that a student uses these habits of his first language to learn the second language. In other words the first habits interfere with the formation of the new habits for learning the second language (Lado1964, cited in Lightbown and Spada 1999). Take into account this paragraph, if a child says “Daddy coat”, his father may elicit as a response, “yes, that’s daddy’s coat”; this is the principle of recasts.

In language teaching the researchers have defined in different ways the meaning of recast. In according to Long (1996) (cited in hand 2002) recasts are reformulated

sentences after that student gives the incorrect one. That is teacher changes some components of the student's utterance to give a real sense, this "new" sentence is based on the student's goal. In other words, the objective of recasts is to maintain the message meaning of the student.

Doughty and Varela (1998) (cited in Hand 2002) stated that recasts are carried out when teacher repeats the student's utterance, he gives a special emphasis on the error produced by the student and after that he provides recast with emphasis on the correct form.

For example:

(T: teacher) (S: student)

S: She work in the office

T: She **work** in the office...she **works** in the office

It is well-known fact that when a teacher provides feedback to students he wants students to recognize "notice the gap" Schmidt and Frota (1986) (cited in Allwright and Bailey 1991) so that they can correct their errors. That is, the teacher uses a type of feedback to give tools to the student to find their error, these tools could be given in an implicit or explicit form. According to Long (1996) (cited in Ji Hyun Kim n.d) feedback can be explicit where the teacher provides grammatical explanation. Implicit feedback where the students have to use both their previous and new knowledge to find their errors.

In the research study carried out by Lyster and Ranta (1997) (cited in Lightbown and Spada 1999) found that recasts were used more times in the correction of the students' errors than others types of feedback. However, students don't repeat and rarely

correct their errors. According to Mackey and Philip (1998) say that when a teacher provides recasts and students don't give a response or repeat the right sentence after recasts, it doesn't mean students don't use the correction of the teacher. In this part, it is important to keep in mind the goal of this study which is to know whether students can or not recognize recasts. That is, to know what the students think when they receive this kind of feedback.

Types Of Recasts


Lyster (1998) carried out a research using the 377 recasts from the database previously collected (Lyster and Ranta, 1997) he examined and classified recasts into the following types:

Type 1: An isolated declarative recast, which provides confirmation of a learner's message by correctly reformulating all or part of the utterance with falling intonation and no additional meaning.

For example:

(T: teacher) (S: student)

S: I does the homework in the house

T: I do the homework 

Type 2: An isolated interrogative recast, which seeks confirmation of a learner's message by correctly reformulating all or part of the utterance with rising intonation and no additional meaning.

For example:

(T: teacher) (S: student)

S: She work in the office

T: She works in the office



Type 3: An incorporated declarative recast, which provides additional information by incorporating the correct reformation of all or part of a learner's utterance into a longer statement.

For example:

(T: teacher) (S: student)

S: I have ten years old and I live on Pasto

T: I am Jhon I am ten years old and I live in Pasto with my parents.

Type 4: An incorporated interrogative recast, which seeks additional information by incorporating the correct reformation of all or part of a learner's utterance into a question. For example:

(T: teacher) (S: student)

S: She works in the office and she wash the dishes

T: She works in the office and she ...?

Thus, in addition to their function of implicitly providing a reformulation of all or part of an ill-formed utterance, recasts serve to respond to the semantic content of a learner's utterance by (a) providing or (b) seeking confirmation of the learner's message, or by (c) providing or (d) seeking additional information related to the learner's message.

Type 5: It exists another type of recasts which was not produced naturally in the Lyster' study. Keep in mind the definition about recasts given by Doughty and Varela (1998) (cited in Hand 2002) where they stated that recasts are carried out when teacher

repeats the student's utterance, he gives a special emphasis on the error produced by the student and after that he provides recast with emphasis on the correct form.

For example:

(T: teacher) (S: student)

S: She work in the office

T: She work in the office...she workS in the office.

Responses To Recasts

One of the most important pieces of research about recasts was developed by Mackey and Philip (1998). In this study, responses to recasts were categorized in four different ways: (a) continue, (b) repeat, (c) modify, and (d) other.

Continue: The participant does not modify or repeat a recast, but continues with the task with the topic. The participant may acknowledge the recast, for example, "hmmm" "yeah," or just continue on task.

For example: a Recast followed by continued task talk.

(NNS: no native speaker) (NS: native speaker)

NNS: yeah and they're eat lunch eat lunch

NS: yes they're eating lunch

NNS: and they are sleeping in their home.

In this study all verbal and nonverbal acceptances of recasts were considered to be "continued" because, even if participants "acknowledge" the recast (e.g., "yes" "mm" "yeah and ..."), it was not possible to identify the participants' intentions. In order to avoid ambiguity, all such responses were considered to be "continued".

Repeats: The participant repeats the recast. This may be a full or partial repetition

For example:

Partial repetition of a recast.

(NNS: no native speaker) (NS: native speaker)

NNS: oh (..) she go to the zoo and she is she fun?

NS: is she ?

NNS: fun

NS: is she having fun?

NNS: having fun

NS: yeah, yeah.

Modifies: The participant modifies the recast or the original utterance after the recast, or both. This is not a repetition of the recast, but a modification of it.

For example:

NNS: modifies utterance, incorporating a recast

(NNS: no native speaker) (NS: native speaker)

NNS: what what thinking?

NS: what does she think?

NNS: what does she thinking her friends?

NS: what is she thinking about her friends?

Other: In some cases, after recasts, there is no opportunity for the NNS to respond either with repetition, modification, or acknowledgment. This was considered to be a separate category and was labeled "other".

For example:

Following a recast, no opportunity given for a.

(NNS: no native speaker) (NS: native speaker)

NNS: turn NNS: take box ah shelf?

NS: that's right yeah he puts the box on the shelf and this is the price you know.

Example 2

Following a recast, no opportunity given for a.

(NNS: no native speaker) (NS: native speaker)

NNS: turn NNS: why why man business man very happy?

NS: why is he very happy? because he has poisoned this man.

In these cases, although the NNS does eventually take a turn, it is inappropriate to code as "continues" because the recast is given and followed by the NS continuing on task.

In the last paragraph, we talked about the types of responses to recasts. These categories are very important in this study, because they could permit to identify some reactions of the students in the English language class. However, it is important, to take into account that this is not the goal of this project, however these responses could be good as information in order to find an answer to the question: can students recognize recasts as a means of oral error correction?.

Studies Of Recasts

There are many findings and opinions about the use of recasts in classroom. Lyster and Ranta 1997(cited in Lightbown and Spada 1999) found that students don't repeat and don't correct their utterances after recasts. In contrast with ineffectiveness of

recasts, this study also pointed out that teachers use this type of feedback more times than other types of feedback such as clarification request, repetition, metalinguistic feedback and elicitation. In addition, it is very interesting to know more about recasts because the different studies could give much information about its advantages and disadvantages in the English language classroom.

In another research, Hand (2002) stated “recasts might be more effective for learners who possess lower level of proficiency”. He concluded it because in his research he found students of high proficiency when they received recasts on morphosyntactic errors don’t react though repetition or modification. In contrast, in the same conditions students of low proficiency showed different responses and perceptions when they received recast on their morphosyntactic errors. In conclusion, he says “there would be a possible relationship between learners’ proficiency level and the effectiveness of recasts as negative feedback”. Taking into consideration this conclusion, this project would give more information of recast because it is carried out in 6th grade to 11th grade where the age could be a very important factor which could influence in the students’ reactions.

Mackey and Philip (1998) carried out a research where a group of students receive recasts on their production and other group don’t receive recasts. They found that the first group had better development in the language structures than students who didn’t receive recasts. Consequently, they proposed that learners might benefit more from the intensive recasts than from interaction without recasts.

In other research of recasts Mariko Wei (n.d) found that “learners were most accurate in their perceptions about phonological feedback and were relatively accurate

about lexical feedback, but feedback on lexis and morphosyntax were seldom perceived correctly in the form of recasts”. That is, this study concluded recasts can be perceived by students in the phonological and vocabulary ways, but can not be perceived in the grammatical constructions.

Doughty and Varela (1998) investigated the effects of corrective recasting on the acquisition of past-tense forms by young L2 learners of English. They found the students who received recasts improved in their accuracy and they used in a frequent way the past-tense.

It is known that for students is hard to identify recasts as a means of oral error correction (Nicholas, Lightbown & Spada 2001, cited in Hand 2002). In agreement with Lyster (1998), it is due to the teacher uses recasts in a natural way and students don’t notice recasts as a means of oral error correction. However, in their literature review Long, Inagaki & Ortega (1998) found students can benefit in some way from recasts. That is, the students can use the information provided in recasts to develop in some way their knowledge of the target language.

Why Do Teachers Provide Feedback?

One point of view when students receive feedback they don’t only receive reinforcement, but also they can contrast their previous knowledge with the new information given by teachers through feedback to change their sentences for others (Zamel (1981) and Annett’s (1969), cited in Chaudron 1988).

According to Chaudron (1988) the information which is in feedback permit to students confirm, disconfirm and sometimes modify their language grammar rules, however it depends on the student's capacity to realize the information given in

feedback. In other words, the effect of any type of feedback depends on the students' capacity to perceive the information in feedback. In this part, it is important to keep in mind the main objective of this project which is to know whether students can or not recognize recasts as a means of oral error correction during English language classes in a public high school.

It is known that teacher's feedback affects student's learning. In agreement with Tsui (1995), when a teacher constantly provides negative feedback it could create a sense of failure and frustration among students, and inhibit student's contribution. That is, many students could feel offended when the teacher corrects each utterances that they give. For this reason, it is important to keep in mind the affective feedback (Vigil and Oller (1976, cited in Rod Ellis 1995). That is, teachers must look for the best time and the best ways to provide feedback to the students.

Mackey and Oliver (2002) carried out a study about feedback where concluded that "feedback seemed to lead to more immediate interlanguage destabilization and restructuring, and the effects of interactional feedback on L2 development were observed earlier than have been reported in adult studies".

From the teachers' point of view, the provision of feedback is a means by which teachers can inform students about their accuracy on the target language and their knowledge about it. Besides, from the learners' point of view, the use of feedback in repairing their utterances can improve their target language and their knowledge about it. However, it is unknown what the effect of the information which is contained in feedback in the students' language development progress is (Annett 1969, cited in Chaudron 1998).

According to Tsui (1995), through feedback teachers can evaluate the students' language and can also give comments about it. In other words, we, as teachers, can use feedback to know what the students' errors are, and in this way we can design techniques that permit students acquire the target language.

What Is An Error?

In agreement with John Norris (1993) when a child who is learning his own language, he always makes the same error, because he doesn't know the correct form and we can say that this is the same case in second language learning.

On the other hand, Tsui (1995) affirms that an error is carried out when a student gives answers or sentences which are inappropriate. That is, when an English language teacher designs any activity in his class, he waits for some answers which are appropriate for the exercise, however students give other ones which couldn't be accepted in a formal context.

Hendrickson (1980) (cited in Brown 1994) says we, as teachers, must recognize the difference between "global" and "local" error. The first one doesn't permit the learner's message to be communicated because he could be using incorrect structures or using an inappropriate vocabulary. The second one permits to know the students' message, although they use incorrect grammar or vocabulary.

When Should A Teacher Provide A Feedback?

Two advantages of recasts are that they provide learners with a model of the correct linguistic form and they do not interfere unduly with the communicative flow of an activity (Rod Ellis 2005). In this point, it is very important to know whether the English language teacher should provide feedback in the moment that occurs the error or after.

According to Tsui (1995), if a teacher is always correcting his students they could feel frustrating and inhibiting. That is, students could think if they give oral sentences, they will always be corrected.

On the other hand, Lightbown and Spada (1999) say that when a teacher gives his/her students correction on their errors, some students could feel uncomfortable and less enthusiastic to use the target language. While for others, it is exactly what they need to correct their errors and develop the target language.

According to Allwright and Bailey (1991) (cited in Tsui 1995) when a group of students recognize their errors, the teacher can use these errors to develop future activities which permit students to correct their errors. However Long (1977) (cited in Tsui 1995) affirms that when teacher decides to provide correction much time after that student carried out the errors, the error treatment becomes less effective.

In conclusion, it could say that we, as English language teachers, must look for the best way to treat the error taking into account the characteristics of each student or situation. “Because the effectiveness of immediate and delayed error treatment is an area that still needs to be researched” (Tsui 1995 p: 50).

Accuracy Or Fluency

One of the most important aspects that the English language teachers have to face is to define their lesson goals. That is, to determine whether our goals are based on accuracy or fluency (Brown 1994). This is important because another form that teachers consider an error is when learners want to give their utterances using incorrect grammar or vocabulary of the target language (George 1972, cited in Allwright and Bailey 1991). For example, an English language teacher is teaching the questions “what’s your

name?” And “ where are you from?”. The teacher asks any student the questions, however the student could give these answers “ Carlos” and “Pasto”. This kind of responses are considered as errors by many teachers (accuracy) and by others is considered as good answers (fluency).

As it can be seen “both fluency and accuracy are important goals to pursue in CLT” (Brown 1994 p:254).

Taking into account the last paragraph recast are tools which permit to correct the error in an implicit form and their goal is to provide to the students the right sentences. That is, recasts are focused on accuracy, because they provide correction to the students’ utterances.

Keeping in mind the literature reviewed above and the unclear results of previous research about recasts, this method of error correction was applied in a public high school of Pasto to describe and analyze about whether students could recognize recasts as a means of oral error correction and to determine the real effectiveness of recasts.

CHAPTER 3: METHODOLOGY

Right after the literature review, the methodology to be applied is presented. In here the purpose, design, the participants, the setting, the sample and the instruments that will be used to collect the necessary information are stated. Then, the data analysis and the necessary ethical issues are referred to do a better research.

Design Of The Study

This chapter aims to show how the problem has been managed, describing step by step the activities that are going to be followed during this research. First of all, the method used in this research has been based on a qualitative investigation, since it will make a specific study of the social and human phenomena by means of gathering data that allows to give a detailed description of the facts, to be able to understand better the reality and to be able to deepen in the classroom situations. In doing this, it has employed the method observation and the survey as the main instrument of data collection. It will describe the students' reactions or responses in the same moment when they receive recasts as a means of oral error correction, and in this from to know whether students can or not recognize recasts as a means of oral error correction.

In relation to the observation, it spent the time that was necessary with the groups; besides, it made a detailed description about the group's characteristics incorporating the socio-cultural aspects of the community which was observed analyzing the general language behavior and interaction in the groups. The collected data trough the survey was used to supplement the information it had gotten trough the classes observation.

Participants, Setting And Sample

Participants: It was held in a public high school where the socioeconomic class was between 2 and 3 social status. It was made in different grades of the high school, for this reason the age and the number of the students were different.

In the 6th grade, it was held both with male and female students between 11 and 14 years old. In this grade the number of students was 38.

In the 7th grade, it was held both with male and female students between 12 and 15 years old. In this grade the number of students was 45.

In the 8th grade, it was held both with male and female students between 13 and 17 years old. In this grade the number of students was 50.

In the 9th grade, it was held both with male and female students between 13 and 17 years old. In this grade the number of students was 36.

In the 10th grade, it was held both with male and female students between 15 and 17 years old. In this grade the number of students was 44.

In the 11th grade, it was held both with male and female students between 16 and 19 years old. The number of students was 38.

Setting: The high school is located in the South West part of Pasto. The neighborhood around the high school is of low-middle socio-economical status, in its right side, there is a Bienestar Familiar Institute and behind the high school there is a Police station.

Sample: It was carried out the observation (one month) and after that it was applied the survey in six courses from 6th to 11th . The total of students were 251

students. However, the students surveyed were 216 because 35 students didn't attend class the day in which the survey was applied.

Measuring Instruments

In this study were applied different techniques to collect data such as surveys, the direct observation and field notes. These instruments will provide the necessary support and reliability to the study.

Procedure

For the development of this research the selection of the subjects was done and the explicit permission to use the information they gave in the surveys was asked. It was talked to the high school director to ask for his permission to make the classes observation. After that it was talked with the English language teacher of the high school to give her information about the study. Besides, it was also requested that she will use recasts on the students' utterances as much as possible to obtain the students' reactions about recasts. Later, she gave the researcher her classes schedule, and it was started with the observation. In this period of time (February, 2006), it was observed in a special way the reactions of the students when they were exposed to recasts. After that, it was carried out a situational survey (see appendix) to collect data to know whether students recognize recasts. With the collected information, the analysis of the information was made. Finally, it would be donated a copy of this work including the conclusions and recommendations, as way of showing the gratefulness to the institution.

Pilot Study

In the pilot study, it was applied the sample survey to 12 students (two students of each grade) from other high school to see if the questions were made in right way.

Then, according to the answers given by the participants in the pilot study, it was necessary to give other possibilities to choose. Since, they wrote different possible answer choices. As for the rest of the questions they were clear and there was necessity of restating them.

Variables

Throughout this research it has found a few variables, which influence L2 learning process. However, keep in mind the main objective of this study is to describe and to know whether students can or can't recognize recasts as a means of oral error correction. For this reason, the variables which were taken into account were the types of recasts, that is an isolated declarative recast, an isolated interrogative recast, an incorporated declarative recast and an incorporated interrogative recast, and Doughty and Varela' recast. Besides, students feeling toward the different types of recasts and the students' attitudes toward the oral error correction.

Data Analysis

The data analysis was done by means of situational surveys and class observation (see appendix). This research information was performed using some steps that all researchers have to do (Bastidas 2001). First, data organization, identification of main ideas to classify them, and next to continue with the analysis, it is important to find categories and subcategories to make a final interpretation. it is important to highlight that it is a descriptive research.

The situational surveys was composed of 17 questions. The three first questions were used to introduce the students to the survey. The next 10 questions were used to obtain the information about the topic. Each question had 4 hypothetical answers which

were divided in opinions which explained a real situation (see appendix). The last four questions were used to know general opinions about the correction carried out in the classroom.

Ethical Issues

In this aspect to do this research, the high school was visited and it was asked for the permission to do the study, then the activity could not have harmful consequences neither to the students, nor to the institution. It was showed the ethical principles of confidence in the research giving them the reliance and talking to them and respectfully. Finally, it was donated the gratitude by collaborating with the high school and giving them a copy of this research.

In the following chapter the method which has been applied in this research will be showed to have a better view of the work. Moreover, it will be presented the collected data, the charts and figures to each hypothetical answer and their respective analysis.

CHAPTER 4: RESULTS AND DISCUSSION

After having followed all the previously mentioned steps, this chapter presents the method, the description about cognition of the students to the use of different types of recasts, the results which are supported with evidence extracted from class observations and surveys. Then, at the end of the chapter the reader can find the conclusions and recommendations according to the research carried out in the high school.

Before presenting the method that was used for the analysis of the information, it is desirable to remind the reader that this is a descriptive study, however it will make use of some basic statistics in order to show the frequency of the answers given in the survey.

Method

Throughout this study the method applied include different elements that we have to keep in mind to analyze the gathered information. First of all the overview, that is to say, the introduction to the process of analysis of the collected data. Second the sample, third the sample technique, fourth the procedure, fifth the materials, and finally the statistical treatment. To know whether students could or not could recognize recasts as a means of oral error correction has been the statement proposed in this research to carry out a qualitative work where the data was collected by means of surveys and class observation. For the sample , a public high school was selected where the data of six different groups were gathered (6Th to 11Th) . The total of the students were 216 which constitute the sample of this paper. All these students were chosen to get the required information.. The procedure that was followed is presented next.

The groups were tested one by one in a different class schedule. First of all, the grade 6th grade was visited, then the 7th grade, after the 8th grade, next 9th and 10th grade, and finally 11th grade was visited. In these groups the surveys were applied and the time required to answer the survey was around 15 to 20 minutes in each classroom.

The instruments employed in this study were surveys and classroom observation, which allow the research to extract the information to know whether the students have the capacity to recognize recasts as a means of oral error correction during regular English language classes in a public high school. This survey contains 17 closed questions which were made in a progressive way to introduce the participants in the survey. The first three questions had to do with the general knowledge of English language, the English language importance and the students' participation in the English language class. Since the fourth until the thirteenth questions were based on hypothetical situations. These questions had in an implicit type of recasts, which were analyzed to know its effectiveness keeping in mind whether students have the capacity to recognize recasts as a means of oral error correction. Besides, the examples of each type of recast were changed according to the grade. That is, the examples applied to recasts in the survey of the 6th grade were different to the examples of the 11th grade, because they were learning different topics about the English language. And the last four questions had to do with the students' attitudes about the oral error correction. These last questions were used to know what the students' preference on error correction is. The survey is presented in the appendix.

Taking into consideration that my research problem is to know whether students could recognize recasts as a means of oral error correction and with this to know the

effectiveness of recasts, the analysis was carried out since the fourth question because this question was related with the first kind of recasts, in this case an isolated declarative recast.

With all this information a chart was designed including the item and the corresponding answers given by the students. Finally, the students' answers were analyzed by percentages, by choosing the answers that each students marked in the survey and by classifying them according to the number of students who answered every item. It is necessary to take into account that the answers were statistically analyzed both individual and as a general result.

Following you will find the analysis of each item, presented in a chart where the statistical result is given.

The next process was followed in order to obtain the percentage:

1. The surveys applied were counted one by one and the number of this result was 216, which corresponds to the total number of students.
2. The students carried out the survey according to their corresponding courses, in which the number of students were between 26 to 44 students in each course.
3. The answers of the students were grouped according to the items showed in the survey (a), (b), (c), (d).
4. According to the item chosen, the answers were summed up in order to find out the total of each answer.
5. Once the answers of each student were collected, the answers were assigned to the respective group.

6. The procedure to obtain the percentage was: first of all, the results of each answer choice were grouped by courses, so the number of students who answered the same question in each group were divided by the total of students of each group and finally, the result was multiplied by 100% and in this way the percentage in each course was calculated. For example, keeping in mind that there are 37 students in the 6th grade. 19 chose the answer (b). Then, $19/37$ and multiplied by 100% is equal 51,35%.

7. In order to find the total percentage the procedure to follow was the same for each course. The students who marked the same answer choice were summed up course by course and this total result was divided by the total of the students, in this case 216 students. Then, this result was multiplied by 100% to find the total percentage.

8. In addition to the table, a figure is shown for each item by following the next steps as an additional information of this analysis. First of all, from the table No 1 the complete item was selected with the all the answer choices. Second, the total of students and the total percentage were chosen, too. Third, the segment selected was added to the figure aids from windows and finally, the figure was chosen and the figure was made by means of windows graphic assistant.

The charts and graphs were grouped in the following categories to understand the analysis of the survey in a better way:

1. An Isolated Declarative Recast (type 1)
2. An Isolated Interrogative Recast (type 2)
3. An Incorporated Declarative Recast (type 3)
4. An Incorporated Interrogative Recast (type 4)
5. A Doughty and Varela's Recast (type5)
6. Students' feelings toward the different types of recasts.
7. Students' attitudes toward the oral error correction.

*Results Of The Survey**An Isolated Declarative Recast*

1) A student is in the English language class and says the following sentence:

Are he working?

The English language teacher says him:

Is he working?

You think that:

- A. The teacher is repeating the students' utterance.
- B. The teacher is correcting the students' utterance.
- C. At the same time, the teacher repeated and corrected the utterance.
- D. I don't know what the teacher says to the student.

To know the results, the following table was designed:

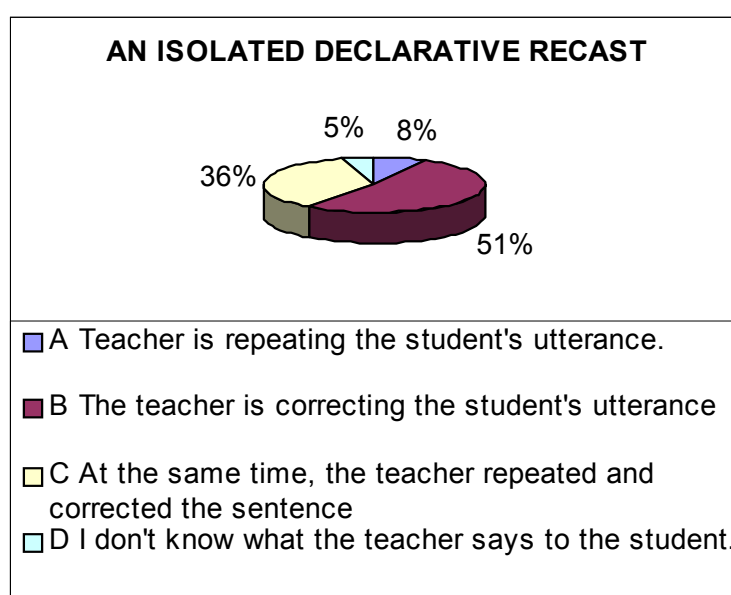
Table 1

	A	B	C	D	T Sts
No Sts 6	10	19	7	1	37
%	27,03	51,35	18,92	2,70	100%
No Sts 7	4	23	15	2	44
%	9,09	52,27	34,09	4,55	100%
No Sts 8	2	23	18	1	44
%	4,55	52,27	40,91	2,27	100%
No Sts 9	0	30	4	1	35
%	0,00	85,71	11,43	2,86	100%
No Sts 10	1	8	18	3	30
%	3,33	26,67	60,00	10,00	100%
No Sts 11	0	9	15	2	26
%	0,00	34,62	57,69	7,69	100%
No Total Sts	17	112	77	10	216
%	7,87	51,85	35,65	4,63	100%

According to the first item and taking into account the general results in the survey; 7, 87 % of the participants chose (A) "The teacher is repeating the students'

utterance”; 51,85% chose (B) “The teacher is correcting the students’ utterance”; 35,65% chose (C) “At the same time, the teacher repeated and corrected the utterance”; 4,63% chose “I don’t know what the teacher says to the student”. Taking into consideration these answers, a figure was designed to understand the percentages described above in a better way.

Figure 1



According to the first item and taking into account the highest total percentage, the two chosen answers were (b) “The teacher is correcting the students’ sentence” with 51,85%, and answer (c) “At the same time the teacher repeated and corrected the sentence” with 35,65%. We can see in the table that the answer (b) was chosen with the highest percentages in the 6th, 7th, 8th, and 9th grades. While the 10th and 11th grades the answer (c) was chosen with the highest percentages.

In addition, we can see that the chosen answers are similar because both provide the correction of the students’ utterance. Taking into account the last information, it can

be said that an isolated declarative recast could be recognized as a means of oral error correction when that is provided in an ordinary English language class.

In the study developed by Lyster (1998) revealed that the teachers used this type of recast more often than the others. That is, out of the 377 recasts, 251 were type 1. Keeping in mind this finding and the results of this type of recasts in the survey, it can be said that although the students don't give a response when they receive a type of recast, it doesn't mean that they don't recognize the correction given in this type 1. Moreover, the information obtained from the survey and the statistical analysis can be supported by the fact revealed during the class observation. In most of the case the students didn't show any signal when they receive recast type 1 or they continue attending the English language class. Besides, it was difficult to know whether students understand or not the correction provided through this type of recasts.

An Isolated Interrogative Recast

2) In the English language class, you say the following utterance:

She were walking in the park

And the teacher says:

She was walking in the park

You think that:

- A The teacher repeats your utterance.
- B The teacher is indicating your utterance needs something.
- C The teacher is indicating the error of your utterance is on the verb.
- D I don't know what the teacher says to me.

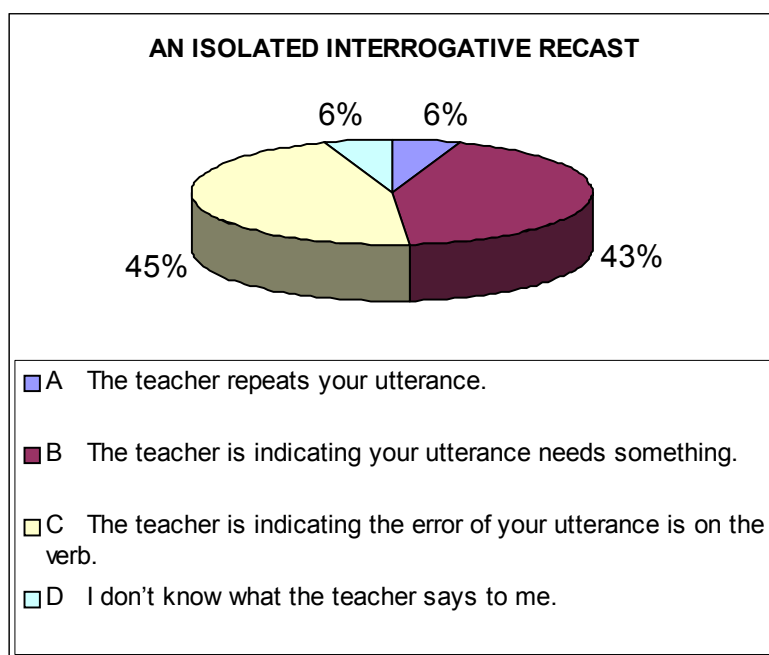
To know the results, the following table was designed.

Table 2

	A	B	C	D	T Sts
No Sts 6	6	14	14	3	37
%	16,22	37,84	37,84	8,11	100%
No Sts 7	2	27	10	5	44
%	4,55	61,36	22,73	11,36	100%
No Sts 8	1	35	7	1	44
%	2,27	79,55	15,91	2,27	100%
No Sts 9	1	3	30	1	35
%	2,86	8,57	85,71	2,86	100%
No Sts 10	2	9	17	2	30
%	6,67	30,00	56,67	6,67	100%
No Sts 11	0	5	21	0	26
%	0,00	19,23	80,77	0,00	100%
No Total Sts	12	93	99	12	216
%	5,56	43,06	45,83	5,56	100%

According to this item and taking into account the general results; 5,46% of the participants chose (A) “The teacher repeats your utterance”; 43,06% chose (B) “The teacher is indicating your utterance needs something”; 45,83% chose (C) “The teacher is indicating the error of your utterance is on the verb”; and 5,56% chose (D) “I don’t know what the teacher says to me”. Taking into consideration these answers, a figure was designed to understand the percentages described above in a better way

Figure 2

Figure 2

According to this item and taking into account the global percentages, the chosen answer was (C) “The teacher is indicating the error of your utterance is on the verb” with 45,83%. Keeping in mind this is the right answer and it corresponds with the chosen answer by 6th, 9th, 10th and 11th grades. It can be said that this type of recast could be recognized by the students of these grades, since their answer was (C) “The teacher is indicating the error of your utterance is on the verb”. In addition, in the Lyster (1998) study out of the 377 recasts, 12% was type 2, that is the English language teacher applied or provided the 12% in the isolated declarative recasts. According to these findings it can be said, that if a teacher uses or provides recasts in a constant way, the students could have the opportunity to recognize the correction given in it. This is supported by Mackey and Philip (1999), they proposed that learners might benefit more from the intensive recasts than from interaction without recasts.

Taking into consideration the other answer which is (B) “The teacher is indicating your utterance needs something” with 43,06% and this answer corresponds with the highest percentages of the 6th, 7th and 8th grades. We can say that this type of recast could generate in the students confusion, due to this type of recast is used in the two ways to confirm and disconfirm the students’ utterances and this is carried out in a very natural way. This is supported by the observations in which the English language teacher sometimes used this type of recasts to confirm the student’s and other ones to disconfirm the utterance, and it could be observed the students gave facial reactions of confusion when they received this type of recasts. That is, the emphasis given in the students’ utterance by the teacher in the type 2 could generate a few of confusion. However, we have to consider that the effectiveness of any type of feedback depends on the student’s capacity to perceive the information given or provided in feedback (Chaudron 1998).

An Incorporated Declarative Recast

3) In the English language class, you say the following utterance:

Carlos is not a letter

And the teacher says:

Carlos is not reading a letter and he is not working in his house.

You think that:

- A The teacher repeated your utterance and after that he corrected it.
- B The teacher corrected your utterance.
- C The teacher doesn’t know what your utterance means.
- D I don’t know what the teacher says to me.

To know the results, the following table was designed.

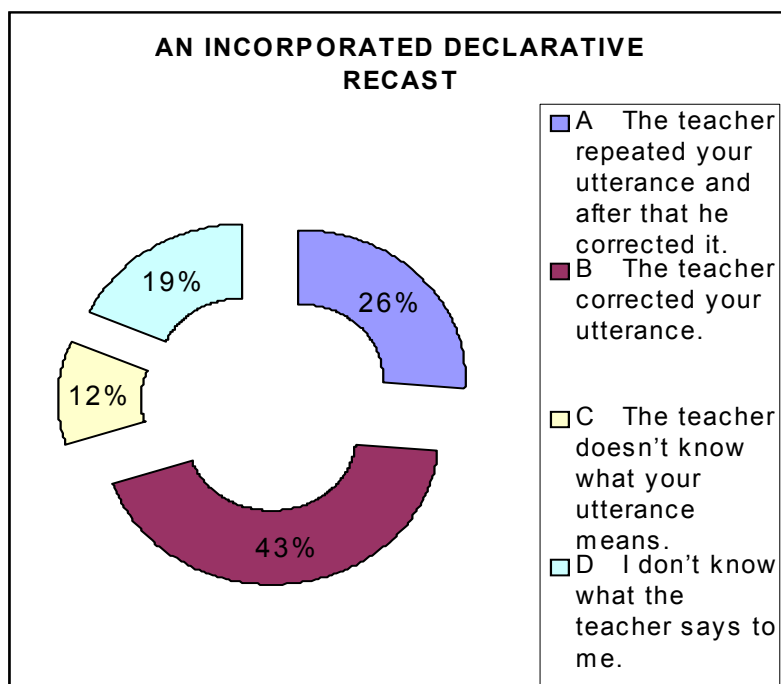
Table 3

	A	B	C	D	T Sts
No Sts 6	12	17	5	3	37
%	32,43	45,95	13,51	8,11	100%
No Sts 7	9	21	2	12	44
%	20,45	47,73	4,55	27,27	100%
No Sts 8	20	11	5	8	44
%	45,45	25,00	11,36	18,18	100%
No Sts 9	3	15	10	7	35
%	8,57	42,86	28,57	20,00	100%
No Sts 10	5	14	3	8	30
%	16,67	46,67	10,00	26,67	100%
No Sts 11	8	16	0	2	26
%	30,77	61,54	0,00	7,69	100%
No Total Sts	57	94	25	40	216
%	26,39	43,52	11,57	18,52	100%

According to this item and taking into account the global results; 26,39% of the participants chose (A) “The teacher repeated your utterance and after that he corrected it”; 43,52% chose (B) “The teacher corrected your utterance”; 11,57% chose (C) “The teacher doesn’t know what your utterance means”; and 18,52% chose (D) “I don’t know what the teacher says to me”. Taking into consideration these answers, a figure was designed to understand the percentages described above in a better way.

Figure 3

Figure 3



According to this item and taking into account the highest percentage, the chosen answer was (B) ““The teacher corrected your utterance”. Taking into consideration that this is the right answer. We can say that this type of recast could be recognized by the students in this high school, since their answer was (B) “The teacher corrected your utterance”. In the Lyster (1998) study out of the 377 recasts, 17 % were type 3 and this led students to any repair of their utterances. During the observations carried out it was observed the same situation, the English language teacher applied this type of recast on a few opportunities, due to the English language level of the students was very low, and the English language classes were done in the most of the time in Spanish. Then, the researcher didn't observe any reactions of the students when they were exposed to this type of recast. Keeping in mind this finding, it can be concluded that this type of recast must be provided to students with a higher English language level. However, this type

of recast could permit to the students of the low English level to know more complex structures which could permit to develop their language knowledge as well.

An Incorporated Interrogative Recast

4) The English language teacher says to student the following utterance:

Are you working?

And the student response:

Yes, I am work in my office.

The teacher say him:

Yes, I am...?

You think that:

A The teacher corrected the student's utterance.

B The teacher is indicating that it is necessary something in the student's utterance.

C The teacher doesn't know what the students' utterance means.

D I don't know what the teacher says to him.

To know the results, the following table was designed.

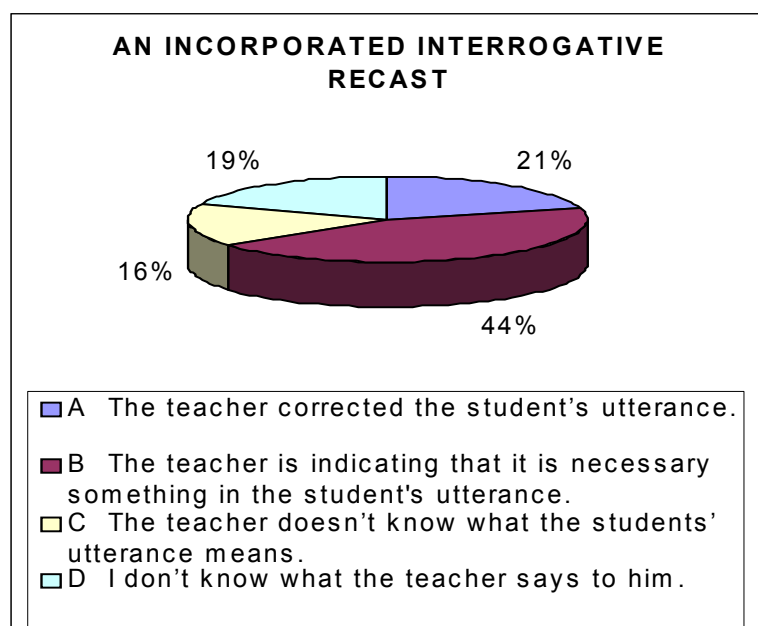
Table 4

	A	B	C	D	T Sts
No Sts 6	11	16	6	4	37
%	29,73	43,24	16,22	10,81	100%
No Sts 7	13	15	5	11	44
%	29,55	34,09	11,36	25,00	100%
No Sts 8	17	12	7	8	44
%	38,64	27,27	15,91	18,18	100%
No Sts 9	2	23	3	7	35
%	5,71	65,71	8,57	20,00	100%
No Sts 10	2	12	8	8	30
%	6,67	40,00	26,67	26,67	100%
No Sts 11	0	17	6	3	26
%	0,00	65,38	23,08	11,54	100%

No Total	45	95	35	41	216
Sts					
%	20,83	43,98	16,20	18,98	100%

According to this item and taking into account the global results; 20,83% of the participants chose (A) “The teacher corrected the student’s utterance”; 43,98% chose (B) “The teacher is indicating that it is necessary something in the student's utterance”; 16,20% chose (C) “The teacher doesn’t know what the students’ utterance means”; and 18,98% chose (D) “I don’t know what the teacher says to him”. Taking into consideration these answers, a figure was designed to understand the percentages described above in a better way.

Figure 4



According to this item and taking into account the highest percentage, the chosen answer was (B) “The teacher is indicating that it is necessary something in the student’s utterance” with 43,98%. Considering that this is the right answer, we can say that this

type of recast could be recognized by the students of this high school, since their answer was (B) “The teacher is indicating that it is necessary something in the student’s utterance”. In Lyster (1998) study this type of recasts was used in a very low frequency, only 6%. Besides the type 3 and the type 4 never led to repair the students’ utterances. However in the class observation, this type of recast was one of the most effective, because the students gave responses to the teacher recasts. Keeping in mind that the teacher gave some utterances such as “He is working in the house”, and the students said utterances such as “She swimming in the house”, the teacher uses the type 4 of recasts such as “She....”; students noticed the correction and produced right utterances. This type of recast was working in the Saxton (1997) study, and he concluded that “implicit negative feedback through simple recasts facilitated language learning in L1 laboratory studies (cited in Helen Carpenter 2002).

A Doughty and Varela’s Recast

5) In the English language class, you say the following utterance:

I am study English

And the teacher says:

I am study English...I am studying English.

You think that:

- A The teacher repeated your utterance and after that he corrected it.
- B The teacher is indicating that it is necessary something in your utterance.
- C The teacher doesn’t know what your utterance means.
- D I don’t know what the teacher says to me.

To know the results, the following table was designed.

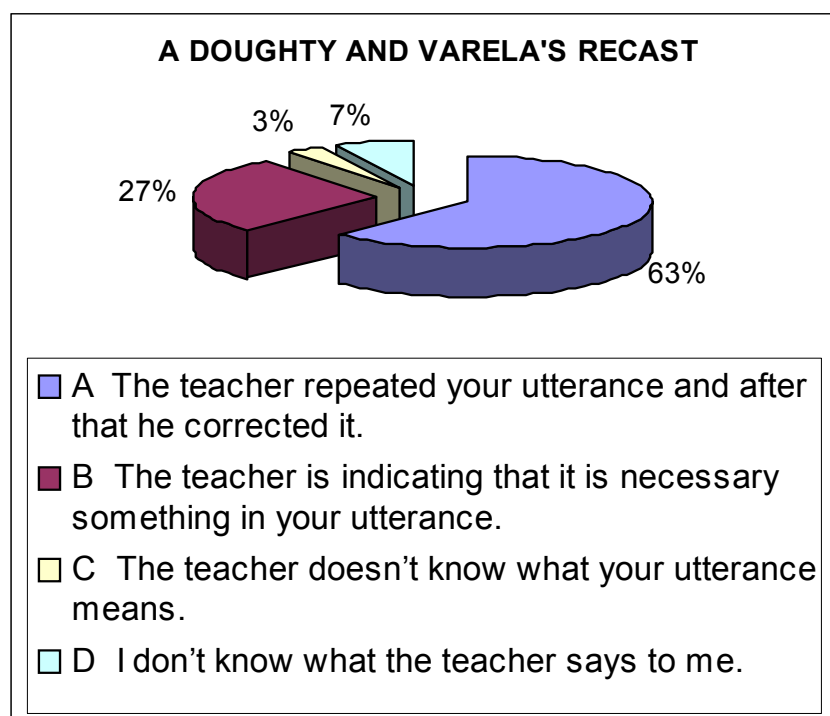
Table 5

	A	B	C	D	T Sts
No Sts6	23	9	3	2	37
%	62,16	24,32	8,11	5,41	100%
No Sts7	25	15	0	4	44
%	56,82	34,09	0,00	9,09	100%
No Sts8	30	10	0	4	44
%	68,18	22,73	0,00	9,09	100%
No Sts9	28	7	0	0	35
%	80,00	20,00	0,00	0,00	100%
No Sts10	17	6	4	3	30
%	56,67	20,00	13,33	10,00	100%
No Sts11	12	12	0	2	26
%	46,15	46,15	0,00	7,69	100%
No Total Sts	135	59	7	15	216
%	62,50	27,31	3,24	6,94	100%

According to this item and taking into account the global results; 62,50% of the participants chose (A) “The teacher repeated your utterance and after that he corrected it” 27,31% chose (B) “The teacher is indicating that it is necessary something in your utterance”; 3,24% chose (C) “The teacher doesn’t know what your utterance means”; and 6,94% chose (D) “I don’t know what the teacher says to me”. Taking into consideration these answers, a figure was designed to understand the percentages described above in a better way.

Figure 5

Figure 5



According to this item and taking into account the highest percentage, the chosen answer was (A) “The teacher repeated your utterance and after that he corrected it” with 63%, and it corresponds with the chosen answer by all grades. We can say that this type of recast could be recognized by the students of this high school, since their answer was (A) “The teacher repeated your utterance and after that he corrected it”. In Lyster (1998) study this type of recasts was not applied in a natural way, for this reason to analyze this type of recasts it is necessary to keep in mind the study of Douhgty and Varela (1998). In this research, they applied this recast and they had good results, because when they provided it the students gave repair to their utterances (cited in Hand 2002). According to these findings, it can't be supported by the class observation because when students received recasts type 5, they never show reactions. However, in agreement with Mackey

and Philip (1998) the fact that students don't give responses to recasts, it doesn't mean that students can't use the information given in the recasts.

Students' feelings toward the different types of recasts.

6) If you were this students. How could you feel?

- A Afraid
- B Confused
- C Peaceful
- D No Feelings

To see the results a table was designed.

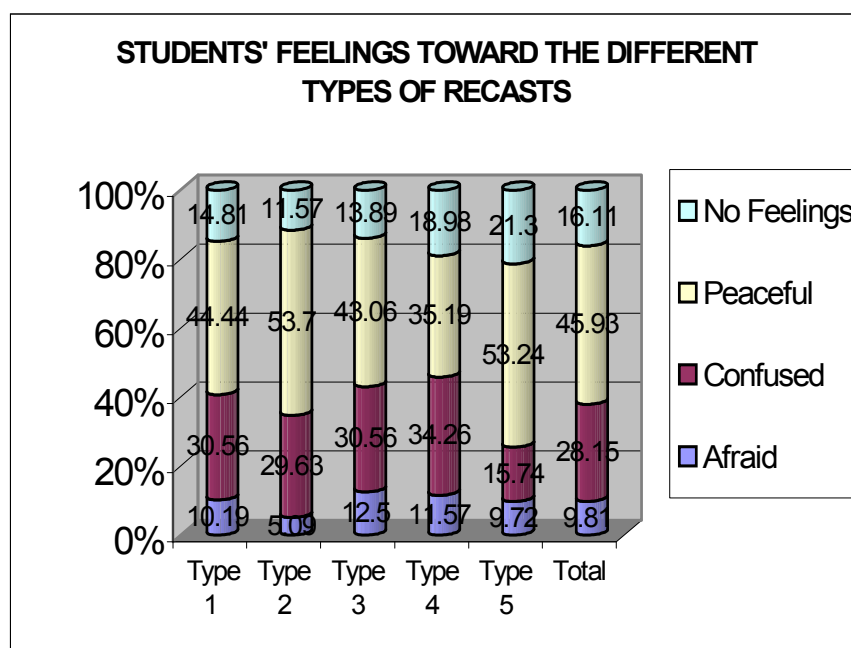
Table 6

Type 1	Afraid	Confused	Peaceful	No Feelings	Total Sts
No Total Sts	22	66	96	32	216
%	10,19	30,56	44,44	14,81	100%
Type 2	Afraid	Confused	Peaceful	No Feelings	Total Sts
No Total Sts	11	64	116	25	216
%	5,09	29,63	53,70	11,57	100%
Type 3	Afraid	Confused	Peaceful	No Feelings	Total Sts
No Total Sts	27	66	93	30	216
%	12,50	30,56	43,06	13,89	100%
Type 4	Afraid	Confused	Peaceful	No Feelings	Total Sts
No Total Sts	25	74	76	41	216
%	11,57	34,26	35,19	18,98	100%
Type 5	Afraid	Confused	Peaceful	No Feelings	Total Sts
No Total Sts	21	34	115	46	216
%	9,72	15,74	53,24	21,30	100%

To understand these results in a better way. It was designed the following picture.

Figure 6

Figure 6



The question “if you were this student. How could you feel?” was asked to the students after each type of recast. Based on the table No 6 and the graphic information, we can see that the chosen answer was “peaceful”, this answer corresponds with all the grades of the high school. Keeping in mind these results; we can say that when the students receive these types of feedback, in this case recasts. They could feel peaceful, according to Tsui (1995) when the teacher repeats the students’ response with correction, it avoids providing explicit negative evaluation. Keeping in mind this, it can be concluded we, as teachers, can use these types of recasts to provide correction to the students’ utterance in an indirect way, with that we could avoid the negative feeling of students toward English language class.

On the other hand, we can see that the other chosen answer with the highest percentage was (B) “confused”. Considering this result, we can say recasts could generate confusing feeling in the students. This finding corresponds to other researches

which concluded recasts are confusing. For instance, Fanselow (1977) (cited in Lyster 1998) found that teachers presented the right answer after correcting as good as incorrect responses, in addition the teacher displaying identical behavior for two separate purposes. In agreement with Lyster and Ranta (1997) (cited in Han 2002), the teachers must pay attention to how they use recasts. Taking into account these opinions, we can conclude that when we want to use recasts, we must be careful with providing and using in a better way recasts to avoid ambiguity or confusion.

Students' attitudes about the oral error correction

7) What technique do you like that the English language teacher uses to correct your errors?

A That the English language teacher explains or says what the utterances errors are.

B That the English language teacher permits you to find your errors.

C That the English language teacher helps you to find your errors.

D That The English language teacher doesn't correct your errors.

To know the results the following table was designed.

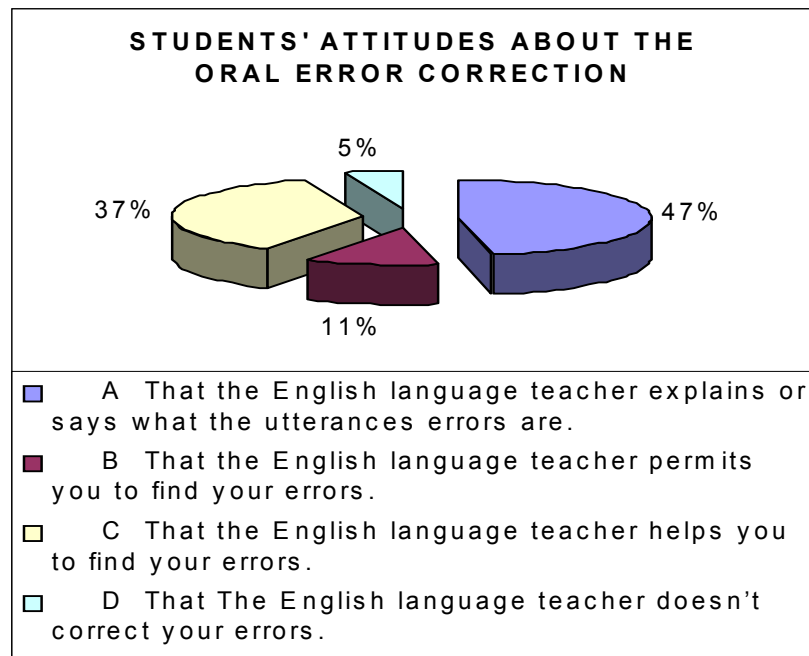
Table 7

	A	B	C	D	T Sts
No Sts 6	19	5	12	1	37
%	51,35	13,51	32,43	2,70	100%
No Sts 7	13	7	17	7	44
%	29,55	15,91	38,64	15,91	100%
No Sts 8	21	2	20	1	44
%	47,73	4,55	45,45	2,27	100%
No Sts 9	25	1	8	1	35
%	71,43	2,86	22,86	2,86	100%
No Sts 10	11	7	11	1	30
%	36,67	23,33	36,67	3,33	100%

No Sts 11 %	13 50,00	2 7,69	11 42,31	0 0,00	26 100%
No Total Sts %	102 47,22	24 11,11	79 36,57	11 5,09	216 100%

According to this item and taking into account the global results; 47,22% of the participants chose (A) “That the English language teacher explains or says what the utterances errors are”; 11,11% chose (B) “That the English language teacher permits you to find your errors”; 36,57% “That the English language teacher helps you to find your errors”; and 5,09% of the participants chose (C) “That The English language teacher doesn’t correct your errors”. To understand these results in a better way. It was designed the following picture.

Figure 7



Taking into account the data showed in the graph No 7, it can be said that most of the students consider that the teacher must explain or say what the utterances errors

are, since their chosen answer was (A). Moreover, this result is supported by the class observation because it could be observed that in this high school the students always want the English language teacher to give them the right answers. Taking into consideration these findings, it can be concluded that we, as language teachers, must provide the right answer when we have already provided all the correction forms. That is, when we have used different types of feedback such as repetition, request, metalinguistic feedback, recasts, facial expressions that express confusion and so forth. So that the students have the opportunity of correcting themselves their utterances, it could permit that other classmates correct the errors of the other ones.

Limitations

First of all, this survey was limited for a reduced number of hours per week, two in this case.

Second, there are large groups in each classroom, so with few hours and large groups, students do not have enough time to participate and demonstrate their reactions when recasts were applied on their utterances.

Third, it could be this survey doesn't get true information, and this research study was conditioned to accept this information as truth.

Fourth, the bad behavior of the students during English language classes was another very important limitation, because many students didn't do "anything" in class.

Fifth, the activities of the high school such as festivities and celebrations, which did not permit the accomplishment of the English language classes.

Sixth, the low English language level of students was a limitation, because they did not participate as it was expected.

Seventh, when the survey was applied. 35 students didn't do the survey, because they didn't attend classes that day.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

conclusions

Implicit feedback has been investigated by many researchers because this is the most useful means to provide corrections on students' utterances. Implicit negative feedback through recasts has been observed and applied in many researchers (Lyster and Ranta 1997, Lyster 1998, Doughty and Varela 1998). Many of these researches have faced the problem that recasts may not be able to be noticed by students. This study was motivated by these previous findings and conclusions.

This work on recasts as a means of oral error correction permitted to know the students could have the possibility of recognizing recasts as a means of oral error correction taking into account the collected data in the public high school.

In order to explore the effectiveness of recasts the survey was developed. The test that the students of the high school carried out was made with the purpose of obtaining data which can't be obtained with observations. We have to keep in mind the answers that were collected by the survey which are hypothetical because with these information we only come closer to the students' thinking, and give hypothetical conclusions which could be applied in this group of students.

So, according to the results, it could be said that recasts are effective because the students can recognize the correction providing in recasts, however we must have into account that there are many factors which could influence in the learning process of the students such as age, economic problems, sex, methodology of the language teacher, social conditions, family and personal problems. In addition, recasts could have good results when these are applied with other type of implicit feedback such as request,

metalinguistic feedback, repetition, and so forth. This is supported by many authors such as Lyster (1998), Lyster and Ranta (1997), Doughty and Varela (1998), Mackey and Philip (1998), Han (2002).

According to the results found in this research, recasts could generate in the students a peaceful feeling when they receive recasts. This is an advantage of implicit feedback, in this case recasts.

Furthermore, the English language teacher could have excellent tools to correct the error, because through recasts the teacher can provide correction without provoking in the students bad feelings or bad behaviors which could generate in the students negative reactions to learn a foreign language.

It is important to mention that the students are used to learning grammatical content without having a real opportunity to explore the different methods and techniques to acquire the language. Considering this latter aspect and the results of the survey where the students prefer that the English language teacher explains or says what the utterances errors are. We as teachers must look for activities where the students have to use the language, and in this form, to increase the interest of the students about the language and do a better class.

Finally, in this chapter the results have been analyzed by means of percentages to show the reader the participants' answers for the different formulated questions. The importance of the results were described bearing in mind the purpose of the work as well as the objective of the study. These findings are supported with evidence extracted from class observation and surveys.

RECOMMENDATIONS

Pedagogical purpose

Once having carried out the pertinent study, the first recommendation is for the teachers who should be careful with the use of recasts, because if we provide recasts in a bad form, we could generate in the students confusion and in add couldn't permit to the students to know or learn more about the target language. Secondly, the teachers of high school should be updated with studies about the error correction in language classroom, teaching styles and strategies. This may help the students in the learning process and it can create an alternative to learn through both traditional teaching styles and the new techniques to work in the learning environment because learning is not limited to theoretical learning but to a practical one, too. Thirdly, the teachers should know how to make use of the different types of feedback in their students' learning process, since it offers a lot of possibilities for both teachers and students to learn and practice the language.

Finally, a teacher in high school should avoid the direct correction on the students' utterances, because the students could think everything that they say is constructed in a bad way. In contrast, we should use implicit feedback to permit the students to contrast the new information with the their previous knowledge.

For future research

For next research works about recasts it would be advisable to apply interview or surveys to the teachers to know in another place whether students could or couldn't recognize recasts as means of oral error correction.

Recasts is a topic which has to be taken into account from the different points of view, that is recasts is more effective in small groups than in large groups.

Applying the different types of recasts in another place and making a comparison of the results with this study results.

Finally, in this way the information gathered and analyzed gave us an important information, to come closer to the students' thinking in the moment when they receive a type of feedback, in this case recasts. Hopefully, this work would contribute to the improvement of the teaching and learning process of a foreign language in the place where this research was carried out. Also it takes into account the research problem, the objective of the study, the literature review, the method, the result of the surveys, the class observation and the analysis of each one, to give reliable information to comprehend and understand the purpose of the study.

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Applying

NOMBRE:_____ FECHA:_____ GRADO: 6

Encuesta Aplicada A Los Estudiantes Del Colegio Liceo La Presentación J.T.

En Los Grados 6° a 11° .

1. ¿Cómo considera su nivel de Inglés?
a) Alto b) Medio c) Bajo
2. ¿Que importancia tiene para usted las clases de Inglés?
a) Mucha b) Poca c) Ninguna
3. ¿Con que frecuencia participa en las clases de Inglés?
a) Siempre b) A veces c) Nunca
4. Para contestar las siguientes preguntas tenga en cuenta la situación dada para cada caso.

Un estudiante esta en la clase de Inglés y dice la siguiente oración:

Is you tall?

Y el profesor le dice:

Are you tall?

Usted piensa que:

- a) El profesor esta repitiendo la oración del estudiante.
 - b) El profesor esta corrigiendo la oración del estudiante.
 - c) El profesor al mismo tiempo repitió y corrigió la oración del estudiante.
 - d) No sé que intenta decir el profesor al estudiante
5. Si usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c) Tranquilo d) No sentiría nada
 6. En la clase de Inglés usted dice la siguiente oración:

She are a student.

Y el profesor le dice:

She is a student.

Usted piensa que:

- a) El profesor repitió tu oración.
- b) El profesor esta indicando que hace falta algo en tu oración.
- c) El profesor esta indicando que el error de tu oración esta en el verbo.
- d) No sé que intenta decirme el profesor.

7. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

8. En la clase de Inglés usted dice la siguiente oración:

You is a student.

Y el profesor le dice:

You are a student. You are intelligent.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
b) El profesor corrigió tu oración.
c) El profesor no sabe que quiere decir tu oración.
d) No sé que intenta decirme el profesor.

9. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

10. El profesor de Inglés le hace la siguiente pregunta a un estudiante:

Are you angry?.

Y el estudiante responde:

No, I am.

El profesor le dice:

No, I am...?

Usted piensa que:

- a) El profesor corrigió la oración del estudiante.
b) El profesor esta indicando que hace falta algo en la oración del estudiante.
c) El profesor no sabe que quiere decir la oración del estudiante.
d) No sé que quiere decirle el profesor al estudiante.

11. Sí usted fuera ese estudiante. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

12. En la clase de Inglés usted dice la siguiente oración:

They is students.

Y el profesor le dice:

They is students.... They **are** students.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
 - b) El profesor esta indicando que hace falta algo en tu oración.
 - c) El profesor no sabe que quiere decir tu oración.
 - d) No sé que intenta decirme el profesor.
13. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c) Tranquilo d) No sentiría nada.
14. Que técnica le gusta a usted que el profesor utilice para corregir sus errores
- a) Que el profesor explique o diga cuales son los errores de la oración.
 - b) Que el profesor deje que usted encuentre sus errores.
 - c) Que el profesor lo ayude a encontrar sus errores.
 - d) Que el profesor no le corrija sus errores.
15. Como se siente usted cuando el profesor de Inglés lo corrige frente a todos sus compañeros.
- a) Avergonzado b) Tranquilo c) Atemorizado d) otro ¿cuáles?.....
16. ¿Que importancia tiene para usted la corrección de los errores tanto en la forma oral como escrita en la clase de Inglés?
- a) Mucha b) Poca c) Ninguna
17. ¿Cree que en un curso con gran cantidad de estudiantes, es muy difícil que el profesor corrija los errores orales cometidos por los estudiantes?.
- a) Sí b) No

MUCHAS GRACIAS POR SU COLABORACION

NOMBRE: _____ FECHA: _____ GRADO: 7

Encuesta Aplicada A Los Estudiantes Del Colegio Liceo La Presentación J.T.

En Los Grados 6° a 11° .

1. ¿Cómo considera su nivel de Inglés?
a) Alto b) Medio c) Bajo
2. ¿Que importancia tiene para usted las clases de Inglés?
a) Mucha b) Poca c) Ninguna
3. ¿Con que frecuencia participa en las clases de Inglés?
a) Siempre b) A veces c) Nunca
4. Para contestar las siguientes preguntas tenga en cuenta la situación dada para cada caso.

Un estudiante esta en la clase de Inglés y dice la siguiente oración:

Are he working?

Y el profesor le dice:

Is he working?

Usted piensa que:

- a) El profesor esta repitiendo la oración del estudiante.
 - b) El profesor esta corrigiendo la oración del estudiante.
 - c) El profesor al mismo tiempo repitió y corrigió la oración.
 - d) No sé que intenta decir el profesor al estudiante
5. Si usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada
 6. En la clase de Inglés usted dice la siguiente oración

She singing a song.

Y el profesor le dice:

She is singing a song.

Usted piensa que:

- a) El profesor repitió tu oración.
- b) El profesor esta indicando que hace falta algo en tu oración.
- c) El profesor esta indicando que el error de tu oración esta en el verbo.

- d) No sé que intenta decirme el profesor.
7. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
8. En la clase de Inglés usted dice la siguiente oración
- Carlos is not a letter.
- Y el profesor le dice:
- Carlos is not reading a letter. He is not working in his house.
- Usted piensa que:
- a) El profesor repitió tu oración y después la corrigió.
- b) El profesor corrigió tu oración.
- c) El profesor no sabe que quiere decir tu oración.
- d) No sé que intenta decirme el profesor.
9. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
10. El profesor de Inglés le hace la siguiente pregunta a un estudiante
- Are you working?
- Y el estudiante responde
- Yes , I am work in my office
- El profesor le dice:
- Yes, I am..?
- Usted piensa que:
- a) El profesor corrigió la oración del estudiante.
- b) El profesor esta indicando que hace falta algo en la oración del estudiante.
- c) El profesor no sabe que quiere decir la oración del estudiante.
- d) No sé que quiere decirle el profesor al estudiante.
11. Si usted fuera ese estudiante. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
12. En la clase de Inglés usted dice la siguiente oración
- I am study English
- Y el profesor le dice:
- I am study English.... I am studying English

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
 - b) El profesor esta indicando que hace falta algo en tu oración.
 - c) El profesor no sabe que quiere decir tu oración.
 - d) No sé que intenta decirme el profesor.
13. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c) Tranquilo d) No sentiría nada.
14. Que técnica le gusta a usted que el profesor utilice para corregir sus errores
- a) Que el profesor explique o diga cuales son los errores de la oración.
 - b) Que el profesor deje que usted encuentre sus errores.
 - c) Que el profesor lo ayude a encontrar sus errores.
 - d) Que el profesor no le corrija sus errores.
15. Como se siente usted cuando el profesor de Inglés lo corrige frente a todos sus compañeros.
- a) Avergonzado b) Tranquilo c) Atemorizado d) otro ¿cuáles?.....
16. ¿Que importancia tiene para usted la corrección de los errores tanto en la forma oral como escrita en la clase de Inglés?
- a) Mucha b) Poca c) Ninguna
17. ¿Cree que en un curso con gran cantidad de estudiantes, es muy difícil que el profesor corrija los errores orales cometidos por los estudiantes?.
- a) Si b) No

GRACIAS POR SU COLABORACION

NOMBRE: _____ FECHA: _____ GRADO: 8

Encuesta Aplicada A Los Estudiantes Del Colegio Liceo La Presentación J.T.

En Los Grados 6° a 11° .

1. ¿Cómo considera su nivel de Inglés?
a) Alto b) Medio c) Bajo
2. ¿Que importancia tiene para usted las clases de Inglés?
a) Mucha b) Poca c) Ninguna
3. ¿Con que frecuencia participa en las clases de Inglés?
a) Siempre b) A veces c) Nunca
4. Para contestar las siguientes preguntas tenga en cuenta la situación dada para cada caso.

Un estudiante esta en la clase de Inglés y dice la siguiente oración:

Is you going to work today?

Y el profesor le dice:

Are you going to work today?

Usted piensa que:

- a) El profesor esta repitiendo la oración del estudiante.
 - b) El profesor esta corrigiendo la oración del estudiante.
 - c) El profesor al mismo tiempo repitió y corrigió la oración.
 - d) No sé que intenta decir el profesor al estudiante
5. Si usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c) Tranquilo d) No sentiría nada
 6. En la clase de Inglés usted dice la siguiente oración

I going to go to the park.

Y el profesor le dice:

I **am** going to go to the park.

Usted piensa que:

- a) El profesor repitió tu oración.
- b) El profesor esta indicando que hace falta algo en tu oración.
- c) El profesor esta indicando que el error de tu oración esta en el verbo.
- d) No sé que intenta decirme el profesor.

7. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

8. En la clase de Inglés usted dice la siguiente oración

She will goes to the park.

Y el profesor le dice:

She will go to the park. She will play basketball.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
b) El profesor corrigió tu oración.
c) El profesor no sabe que quiere decir tu oración.
d) No sé que intenta decirme el profesor.

9. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

10. El profesor de Inglés le hace la siguiente pregunta a un estudiante

Are you going to go to the supermarket?

Y el estudiante responde:

No, I am going to go to the supermarket.

El profesor le dice:

No, I am..?

Usted piensa que:

- a) El profesor corrigió la oración del estudiante.
b) El profesor esta indicando que hace falta algo en la oración del estudiante.
c) El profesor no sabe que quiere decir la oración del estudiante.
d) No sé que quiere decirle el profesor al estudiante.

11. Sí usted fuera ese estudiante. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

12. En la clase de Inglés usted dice la siguiente oración

You is going to work today.

Y el profesor le dice:

You is going to work today... You are going to work today

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
 - b) El profesor esta indicando que hace falta algo en tu oración.
 - c) El profesor no sabe que quiere decir tu oración.
 - d) No sé que intenta decirme el profesor.
13. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
14. Que técnica le gusta a usted que el profesor utilice para corregir sus errores
- a) Que el profesor explique o diga cuales son los errores de la oración.
 - b) Que el profesor deje que usted encuentre sus errores.
 - c) Que el profesor lo ayude a encontrar sus errores.
 - d) Que el profesor no le corrija sus errores.
15. Como se siente usted cuando el profesor de Inglés lo corrige frente a todos sus compañeros.
- a) Avergonzado b) Tranquilo c) Atemorizado d) otro ¿cuáles?.....
16. ¿Que importancia tiene para usted la corrección de los errores tanto en la forma oral como escrita en la clase de Inglés?
- a) Mucha b) Poca c) Ninguna
17. ¿Cree que en un curso con gran cantidad de estudiantes, es muy difícil que el profesor corrija los errores orales cometidos por los estudiantes?.
- a) Si b) No

MUCHAS GRACIAS POR SU COLABORACION

NOMBRE: _____ FECHA: _____ GRADO: 9

Encuesta Aplicada A Los Estudiantes Del Colegio Liceo La Presentación J.T.

En Los Grados 6° a 11° .

1. ¿Cómo considera su nivel de Inglés?
a) Alto b) Medio c) Bajo
2. ¿Que importancia tiene para usted las clases de Inglés?
a) Mucha b) Poca c) Ninguna
3. ¿Con que frecuencia participa en las clases de Inglés?
a) Siempre b) A veces c) Nunca
4. Para contestar las siguientes preguntas tenga en cuenta la situación dada para cada caso.

Un estudiante esta en la clase de Inglés y dice la siguiente oración:

Yesterday, I go to Cali

Y el profesor le dice:

Yesterday, I went to Cali.

Usted piensa que:

- a) El profesor esta repitiendo la oración del estudiante.
 - b) El profesor esta corrigiendo la oración del estudiante.
 - c) El profesor al mismo tiempo repitió y corrigió la oración.
 - d) No sé que intenta decir el profesor al estudiante
5. Si usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c) Tranquilo d) No sentiría nada
 6. En la clase de Inglés usted dice la siguiente oración

I do my homework last week.

Y el profesor le dice:

I **did** my homework last week.

Usted piensa que:

- a) El profesor repitió tu oración.
- b) El profesor esta indicando que hace falta algo en tu oración.
- c) El profesor esta indicando que el error de tu oración esta en el verbo.
- d) No sé que intenta decirme el profesor.

7. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
8. En la clase de Inglés usted dice la siguiente oración
I work in my house last year.
Y el profesor le dice:
I worked in my house with my father.
Usted piensa que:
a) El profesor repitió tu oración y después la corrigió.
b) El profesor corrigió tu oración.
c) El profesor no sabe que quiere decir tu oración.
d) No sé que intenta decirme el profesor.
9. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
10. El profesor de Inglés le hace la siguiente pregunta a un estudiante
Did you study English yesterday?
Y el estudiante responde:
No, I did.
El profesor le dice:
No, I did..?
Usted piensa que:
a) El profesor corrigió la oración del estudiante.
b) El profesor esta indicando que hace falta algo en la oración del estudiante.
c) El profesor no sabe que quiere decir la oración del estudiante.
d) No sé que quiere decirle el profesor al estudiante.
11. Sí usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c)Tranquilo d) no sentiría nada.
12. En la clase de Inglés usted dice la siguiente oración
Yesterday, I play football.
Y el profesor le dice:
Yesterday, I play football... Yesterday, **I played** football.
Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
 - b) El profesor esta indicando que hace falta algo en tu oración.
 - c) El profesor no sabe que quiere decir tu oración.
 - d) No sé que intenta decirme el profesor.
13. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.
14. Que técnica le gusta a usted que el profesor utilice para corregir sus errores
- a) Que el profesor explique o diga cuales son los errores de la oración.
 - b) Que el profesor deje que usted encuentre sus errores.
 - c) Que el profesor lo ayude a encontrar sus errores.
 - d) Que el profesor no le corrija sus errores.
15. Como se siente usted cuando el profesor de Inglés lo corrige frente a todos sus compañeros.
- a) Avergonzado b) Tranquilo c) Atemorizado d) otro ¿cuáles?.....
16. ¿Que importancia tiene para usted la corrección de los errores tanto en la forma oral como escrita en la clase de Inglés?
- a) Mucha b) Poca c) Ninguna
17. ¿Cree que en un curso con gran cantidad de estudiantes, es muy difícil que el profesor corrija los errores orales cometidos por los estudiantes?.
- a) Si b) No

GRACIAS POR SU COLABORACION

NOMBRE:_____ FECHA:_____ GRADO: 10

Encuesta Aplicada A Los Estudiantes Del Colegio Liceo La Presentación J.T.

En Los Grados 6° a 11° .

1. ¿Cómo considera su nivel de Inglés?
a) Alto b) Medio c) Bajo
2. ¿Que importancia tiene para usted las clases de Inglés?
a) Mucha b) Poca c) Ninguna
3. ¿Con que frecuencia participa en las clases de Inglés?
a) Siempre b) A veces c) Nunca
4. Para contestar las siguientes preguntas tenga en cuenta la situación dada para cada caso.

Un estudiante esta en la clase de Inglés y dice la siguiente oración:

Was you driving a car?

Y el profesor le dice:

Were you driving a car?.

Usted piensa que:

- a) El profesor esta repitiendo la oración del estudiante.
 - b) El profesor esta corrigiendo la oración del estudiante.
 - c) El profesor al mismo tiempo repitió y corrigió la oración.
 - d) No sé que intenta decir el profesor al estudiante
5. Si usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada
 6. En la clase de Inglés usted dice la siguiente oración:

She were walking in the park.

Y el profesor le dice:

She **was** walking in the park.

Usted piensa que:

- a) El profesor repitió tu oración.
- b) El profesor esta indicando que hace falta algo en tu oración.
- c) El profesor esta indicando que el error de tu oración esta en el verbo.
- d) No sé que intenta decirme el profesor.

7. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

8. En la clase de Inglés usted dice la siguiente oración:

I were playing football.

Y el profesor le dice:

I was playing football. I was drinking water.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
b) El profesor corrigió tu oración.
c) El profesor no sabe que quiere decir tu oración.
d) No sé que intenta decirme el profesor.

9. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

10. El profesor de Inglés le hace la siguiente pregunta a un estudiante:

Were you reading a book?

Y el estudiante responde:

No, I was.

El profesor le dice:

No, I was...?

Usted piensa que:

- a) El profesor corrigió la oración del estudiante.
b) El profesor esta indicando que hace falta algo en la oración del estudiante.
c) El profesor no sabe que quiere decir la oración del estudiante.
d) No sé que quiere decirle el profesor al estudiante.

11. Sí usted fuera ese estudiante. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

12. En la clase de Inglés usted dice la siguiente oración:

They was doctors.

Y el profesor le dice:

They was doctors...They were doctors.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
 - b) El profesor esta indicando que hace falta algo en tu oración.
 - c) El profesor no sabe que quiere decir tu oración.
 - d) No sé que intenta decirme el profesor.
13. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
- a) Atemorizado b) Confundido c) Tranquilo d) No sentiría nada.
14. Que técnica le gusta a usted que el profesor utilice para corregir sus errores
- a) Que el profesor explique o diga cuales son los errores de la oración.
 - b) Que el profesor deje que usted encuentre sus errores.
 - c) Que el profesor lo ayude a encontrar sus errores.
 - d) Que el profesor no le corrija sus errores.
15. Como se siente usted cuando el profesor de Inglés lo corrige frente a todos sus compañeros.
- a) Avergonzado b) Tranquilo c) Atemorizado d) otro ¿cuáles?.....
16. ¿Que importancia tiene para usted la corrección de los errores tanto en la forma oral como escrita en la clase de Inglés?
- a) Mucha b) Poca c) Ninguna
17. ¿Cree que en un curso con gran cantidad de estudiantes, es muy difícil que el profesor corrija los errores orales cometidos por los estudiantes?.
- a) Si b) No

GRACIAS POR SU COLABORACION

NOMBRE:_____ FECHA:_____GRADO: 11

Encuesta Aplicada A Los Estudiantes Del Colegio Liceo La Presentación J.T.

En Los Grados 6° a 11° .

1. ¿Cómo considera su nivel de Inglés?
a) Alto b) Medio c) Bajo
2. ¿Que importancia tiene para usted las clases de Inglés?
a) Mucha b) Poca c) Ninguna
3. ¿Conque frecuencia participa en las clases de Inglés?
a) Siempre b) A veces c) Nunca
4. Para contestar las siguientes preguntas tenga en cuenta la situación dada para cada caso.

Un estudiante esta en la clase de Inglés y dice la siguiente oración:

She study English.

Y el profesor le dice:

She studies English.

Usted piensa que:

- a) El profesor esta repitiendo la oración del estudiante.
 - b) El profesor esta corrigiendo la oración del estudiante.
 - c) El profesor al mismo tiempo repitió y corrigió la oración.
 - d) No sé que intenta decir el profesor al estudiante
5. Si usted fuera ese estudiante. ¿Cómo se sentiría?
a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada
 6. En la clase de Inglés usted dice la siguiente oración:

She have one brother.

Y el profesor le dice:

She **has** one brother.

Usted piensa que:

- a) El profesor repitió tu oración.
- b) El profesor esta indicando que hace falta algo en tu oración.
- c) El profesor esta indicando que el error de tu oración esta en el verbo.
- d) No sé que intenta decirme el profesor.

7. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

8. En la clase de Inglés usted dice la siguiente oración:

Carlos go to the stadium.

Y el profesor le dice:

Carlos goes to the stadium. He does the homework.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
b) El profesor corrigió tu oración.
c) El profesor no sabe que quiere decir tu oración.
d) No sé que intenta decirme el profesor.

9. Si la situación anterior fuera verdad. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

10. El profesor de Inglés le hace la siguiente pregunta a un estudiante:

Do you work?

Y el estudiante responde:

No, I do.

El profesor le dice:

No, I do...?

Usted piensa que:

- a) El profesor corrigió la oración del estudiante.
b) El profesor esta indicando que hace falta algo en la oración del estudiante.
c) El profesor no sabe que quiere decir la oración del estudiante.
d) No sé que quiere decirle el profesor al estudiante.

11. Sí usted fuera ese estudiante. ¿Cómo se sentiría?

- a) Atemorizado b) Confundido c)Tranquilo d) No sentiría nada.

12. En la clase de Inglés usted dice la siguiente oración:

She do the homework.

Y el profesor le dice:

She do the homework....She **does** the homework.

Usted piensa que:

- a) El profesor repitió tu oración y después la corrigió.
 - b) El profesor esta indicando que hace falta algo en tu oración.
 - c) El profesor no sabe que quiere decir tu oración.
 - d) No sé que intenta decirme el profesor.
13. Si la situación anterior fuera verdad. ¿Cómo se sentiría?
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 - b) Que el profesor deje que usted encuentre sus errores.
 - c) Que el profesor lo ayude a encontrar sus errores.
 - d) Que el profesor no le corrija sus errores.
15. Como se siente usted cuando el profesor de Inglés lo corrige frente a todos sus compañeros.
- a) Avergonzado b) Tranquilo c) Atemorizado d) otro ¿cuáles?.....
16. ¿Que importancia tiene para usted la corrección de los errores tanto en la forma oral como escrita en la clase de Inglés?
- a) Mucha b) Poca c) Ninguna
17. ¿Cree que en un curso con gran cantidad de estudiantes, es muy difícil que el profesor corrija los errores orales cometidos por los estudiantes?.
- a) Si b) No

GRACIAS POR SU COLABORACION

UNIVERSITY OF NARUÑO

HUMAN SCIENCES FACULTY

ENGLISH – FRENCH PROGRAM

HIGH SCHOOL: LICEO LA PRESENTACION

CLASS OBSERVATION FORMAT

GRADE:

DATE:

CLASS TOPIC:

TIME:
OBJECTIVE:
OBSERVATION: