



**UNIVERSITY OF THE AUTONOMOUS
REGIONS OF THE NICARAGUAN
CARIBBEAN COAST
URACCAN**

Monograph:

Error Analysis and Feedback for Improving English Skills, in Second-Year English
Students at URACCAN, 2024

To obtain the Bachelor's Degree in Science Education with a Major in English

Authors:

Br. Franklin Daniel Gonzaga Orozco

Br. María Isabel Méndez

Tutor:

Lic. Mario José Mercado Sánchez

Nueva Guinea, August, 2024

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I dedicate this monograph to God, because I recognize that without Him none of this would have been possible, to my mother Aura Rosa Méndez because she is my reason and motive for wanting to improve myself. She has been my support in everything, to my teacher Mario José Mercado Sánchez who has been my tutor and teacher, he has shared his knowledge and time, which is something very valuable and significant for me. In general, I want to thank the URACCAN authorities, the program coordinator and all the teachers who guided and accompanied me during these years in the professional training process to reach this goal.

Thank you to the rest of my family and friends who have shown me that they are proud of me.

Maria Isabel Méndez

I dedicate this monograph to God, for being my guide and source of strength at all times.

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Franklin Daniel Gonzaga Orozco

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ABSTRACT

The present work was carried out at the URACCAN University with the objective of determining the effectiveness of Error Analysis and Feedback in improving writing and speaking skills among second-year English students at URACCAN in the year 2024. This study used a qualitative approach to identify the errors that students make in the process of teaching and learning English as a second language. The data was collected through interviews, observation guides, and a pedagogical intervention. The study was classified as descriptive because it aims to evaluate error analysis and feedback strategies used to improve students' writing and speaking skills.

The study found that error analysis and feedback strategies are effective and highlights frequent student errors such as incorrect use of commas, pronunciation and writing errors, and grammatical problems. To effectively address these errors, error analysis and feedback strategies were implemented during lessons, which together improved skills and confidence and encouraged students to take ownership of their learning, promoting a supportive environment that encourages active participation in language learning activities. Feedback was identified as a vital component of the teaching process that involves providing students with regular feedback on their performance and progress, tailored to their specific needs based on error analysis.

The conclusions of this study highlight the crucial role of error analysis and feedback strategies in teaching English. The research showed that these strategies help to identify and address common errors made by students. Implementing these methods not only helps to improve students' language skills but also increase their confidence and enthusiasm for learning. Implementing error analysis and feedback strategies is vital to improve English proficiency. These strategies help teachers to provide focus feedback to the students needs to encourage self-reflection, and create a supportive learning environment.

Keywords: Common errors, error analysis, feedback, strategies.

RESUMEN

El presente trabajo se realizó en la Universidad URACCAN con el objetivo de determinar la efectividad del Análisis de Errores y la Retroalimentación en la mejora de las habilidades de escritura y habla entre los estudiantes de segundo año de inglés en URACCAN en el año 2024. Este estudio utilizó un enfoque cualitativo para identificar los errores que los estudiantes cometen en el proceso de enseñanza y aprendizaje del inglés como segunda lengua. Los datos se recolectaron mediante entrevistas, guías de observación y una intervención pedagógica. El estudio se clasificó como descriptivo porque tiene como objetivo evaluar las estrategias de análisis de errores y retroalimentación utilizadas para mejorar las habilidades de escritura y habla de los estudiantes.

El estudio encontró que las estrategias de análisis de errores y retroalimentación son efectivas y destaca errores frecuentes de los estudiantes como el uso incorrecto de comas, errores de pronunciación y escritura, y problemas gramaticales. Para abordar eficazmente estos errores, se implementaron estrategias de análisis de errores y retroalimentación durante las lecciones, que juntas mejoraron las habilidades y la confianza y alentaron a los estudiantes a tomar posesión de su aprendizaje, promoviendo un entorno de apoyo que fomenta la participación activa de los estudiantes en el aprendizaje del idioma al desarrollar las actividades. La retroalimentación se identificó como un componente vital del proceso de enseñanza que implica proporcionar a los estudiantes retroalimentación regular sobre su desempeño y progreso, adaptada a sus necesidades específicas basadas en el análisis de errores.

Las conclusiones de este estudio resaltan el papel crucial de las estrategias de análisis de errores y retroalimentación en la enseñanza del inglés. La investigación mostró que estas estrategias ayudan a identificar y abordar los errores comunes cometidos por los estudiantes y que la implementación de estos métodos no solo ayuda a mejorar las habilidades lingüísticas de los estudiantes, sino también a aumentar su confianza y entusiasmo por el aprendizaje. Implementar estrategias de análisis de errores y retroalimentación es vital para mejorar la competencia en

inglés. Estas estrategias ayudan a los maestros a proporcionar retroalimentación dirigida, fomentar la autorreflexión y crear un entorno de aprendizaje de apoyo.

Palabras clave: Análisis de errores, estrategias, errores comunes, retroalimentación.

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I. INTRODUCTION

In the teaching-learning process of English language, teachers and students use many strategies to improve and ensure more effective learning. Error analysis and feedback are teaching-learning strategies that constructively help to improve different areas in English language skills, but currently it is a challenge to capture the attention and interest of students, for this reason it is necessary to innovate and rely on strategies that also involve technology. It is essential to highlight the importance of exploring more options that are focused on better understanding and mastery of the second language.

Many second-year English students at URACCAN struggle with their language skills, which impacts their academic and professional development, for this, the focus of this research was to determine the effectiveness of Error Analysis and Feedback in improving writing and speaking skills and to demonstrate its potential as a powerful tool for enhancing English language learning. This study was carried out in the second year of English in the Saturday modality, group A and B of the URACCAN University Nueva Guinea campus, the study covered different strategies focused on addressing the difficulties that may arise due to the lack of feedback or because the students do not know how to recognize the errors they make during their learning.

This research aims to contribute to language education by demonstrating Error Analysis and Feedback (EAF) as an effective teaching strategy. By showcasing its effectiveness, the study seeks to encourage educators and institutions to adopt EAF, potentially leading to improved language learning outcomes for students. Ultimately, the findings and recommendations could benefit not only second-year English students at URACCAN University but also other students who could face similar challenges in learning English.

II. OBJECTIVES:

2.1. General objective

- To determine the effectiveness of Error Analysis and Feedback in improving writing and speaking skills among second-year English students at URACCAN in 2024.

2.2. Specific objectives

- To Identify the most common errors made by second-year English students at URACCAN in their writing and speaking.
- To describe Error Analysis and Feedback strategies to improve the English language proficiency of second-year English students.
- To apply Error Analysis and Feedback strategies to improve the English language proficiency of second-year English students.
- To propose strategies for the implementation of Error Analysis and Feedback to enhance the English language proficiency of second-year English students.

III. THEORETICAL FRAMEWORK

3.1. Definitions

In this theoretical framework, different concepts and definitions are addressed, so that it is more understandable and also contributes to carrying out a more in-depth analysis of the results.

3.1.1. Error analysis

Center for Advanced Research on Language Acquisition (2021) in its article expresses its opinion and deduces that “Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them”. (para.2)

Error analysis is a method used to examine and document errors that students make that occur in the acquisition of a new language. These errors can occur in various aspects of language, such as grammar, vocabulary, pronunciation, and more.

“Error analysis is defined as a type of linguistic analysis that focuses on the errors learners make during their learning process”. (Khansir, 2012,p.1029)

Error analysis is a way of looking at the errors people make when learning a new language and helps us understand what types of errors are common and whether there are patterns to them.

Rustipa (2011) knowing what is necessary about the subject says that “Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics”. (p.18)

Error analysis helps us understand what kinds of mistakes people make when learning a language and how often they make them.

3.1.2. Types of Error Analysis

3.1.2.1. Overgeneralization

Khansir (2012) write regarding this error that occurs in learning argued that “Overgeneralization is one of the errors that students do in the learning process that

consist in instances where the learners create a deviant structure on the basis of his experience of other structure of the target language”. (p.1029)

This means that overgeneralization as an error that students make during their learning process regarding what they know from other learning structures.

Matiini (2016) through your experience of noticing that students confuse or change the rules, writes that “overgeneralization is often defined as the learners' own way to make rules of the second language because of their incapability to differentiate between L1 and L2 rules”. (p.145)

The previous information described overgeneralization as a prevalent error among language learners, emerges as a consequence of struggling to discern between the grammatical norms of their native tongue (L1) and the target language (L2).

Al-Baldawi and Saidat (2011) “Overgeneralization is the phenomenon when one overextends one rule to cover instances to which that rule does not apply”. (p.185)

It means using a grammatical or linguistic rule in places where it does not fully apply, which can cause errors or confusion.

3.1.2.2. Ignorance of rule restriction

Khansir (2012) recognize the problem by ignoring the restriction rules and express that “Ignorance of rule restriction, occurring as a result of failure to observe the restrictions or existing structures”. (p.1029)

Ignorance of rule restriction is when students do not follow the specific rules or limits that exist because students either did not notice or understand them.

Richards (1971) in his study found that Ignorance of rule restriction is closely related to overgeneralization and it kind of errors happen when the learners fail to observe the restrictions of certain structures, an example of this is not knowing grammatical rules.

3.1.2.3. Incomplete application of rules

Khansir (2012) finds that by not applying the rules completely or correctly it prevents the student from developing his or her level of learning and says that “Incomplete application of rules, arising when the learners fail to fully develop a certain structure required to produce acceptable sentences”. (p.1029)

Incomplete application of rules occurs when students do not fully use a rule to create a sentence that sounds good in a new language. They know the rules, but they do not use them in the language.

Verwanto (2019) defined incomplete application of rules like something that arising when the learners fail to fully develop a certain structure required producing acceptable sentences and this type error occurs when the student fails to learn the more complex types of structure because he finds that he can achieve communication by using relatively simple rules.

3.1.2.4. False concepts hypothesized

Khansir (2012) lack of understanding results in continually making mistakes and says that “False concepts hypothesized, deriving from faulty comprehension of distinctions in the target language”. (p.1029)

False concepts hypothesized happen when learners come up with incorrect ideas or beliefs about a new language because they did not understand some important differences in that language this means having wrong ideas about how the language works because you missed or misinterpreted some key details.

Verwanto (2019) has discovered that students create wrong ideas in what they learn and this generates false concepts and describes that “False concepts hypothesized, deriving from faulty comprehension of distinctions in the target language. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized”. (p.121)

False concepts hypothesized occur when students come up with incorrect ideas about a new language because they did not fully understand the differences in that

language. It means having wrong ideas about how language works because you did not fully understand the distinctions between certain elements of language.

3.2. Error vs mistake

James (1998) wrote about the main difference between error and mistake for example if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error.

James (1998) explained that

Where the deviance is the product of the learners' own IL grammar, and is well-formed in terms of that grammar, we have error; and where the utterances are at odds with their authors' own grammar, leading them to reject the utterances on reflection, since they were not as intended, we have a mistake. (p.78)

When a language learner says something incorrectly because they don't yet know the correct way to say it, that's called an "error." It's like they're using rules from their own version of the language, which aren't entirely correct. However, if the student says something incorrect but then realizes that it doesn't match what she actually knows or intended to say, that is a "mistake." So mistakes come from not knowing the correct rules, while errors occur when someone knows the right way but makes a mistake.

3.1.3. Error

Rustipa (2011) frames that you must correctly apply the rules of the language you want to learn and says that "An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language". (p.18)

Language learning error occurs when a learner makes a notable error that reveals their level of linguistic ability and occurs because they have not fully learned or mastered the rules of the new language.

3.1.4. Orthographic errors

College of English Language (2023) has identified the problem that causes not understanding the difference between the phoneme and grapheme according to the language and suggests that “Orthographic errors occur when students fail to understand the relationship between graphemes and phonemes. For example, the student will write skool instead of school or kik instead of kick”. (para.6)

Orthographic errors happen when students make errors in writing because they do not grasp the connection between letters and the sounds they represent.

MW LITERACY (2022) identify the cause of spelling errors and explained that “Orthographic errors are made when incorrect spelling patterns are used to map the sounds, but they are somewhat logical errors”. (para.8)

Orthographic errors are bad writing by applying patterns that may seem reasonable but do not follow established rules.

3.1.5. Morphological errors

MW LITERACY (2022) identifies the source of errors and comments that “Morphological errors occur when the spelling error is with inflectional and derivational endings. These errors indicate the need to focus on how these endings connect with meaning”. (para.11)

Morphological errors happen when there are mistakes in spelling, specifically with inflectional and derivational endings. These types of errors suggest that there is a need to pay attention to how these endings relate to the meaning of words. In simpler terms, it is about getting the word endings wrong and highlighting the importance of understanding how these endings affect the meaning of words.

3.1.6. Apostrophe for plural

Hamilton College (2023) recognizes the problem of misusing apostrophes and explained that “Apostrophes may indicate possession or mark omitted letters in contractions. Writers often misuse apostrophes when forming plurals and possessives”. (para.1)

Apostrophes are punctuation marks that usually show possession or indicate omitted letters in contractions. However, one common mistake is misusing apostrophes when forming plurals. Plurals typically do not require an apostrophe, but some writers mistakenly use them. For instance, saying "apple's" instead of "apples" or "dog's" instead of "dogs." So, when discussing apostrophes for plurals, it is about avoiding the incorrect use of apostrophes in plural forms and understanding that they are generally not needed for simple plurals.

The Punctuation Guide (2023) outlines the importance of knowing how to add the apostrophe and suggest that “The possessive of a plural noun is formed by adding only an apostrophe when the noun ends in s, and by adding both an apostrophe and s when it ends in a letter other than s”. (para.16)

The apostrophes indicate possession or mark omitted letters in contractions as the previous information says when it comes to converting plural nouns into possessives, the rule is to add only an apostrophe if the plural noun already ends in "s," and to add an apostrophe and “s” if the plural noun ends in a letter other than "s".

3.1.7. The comma splice

Grammarly INC (2023) reveals the most common error when joining two independent clauses and comments that “A comma splice is a particular kind of comma mistake that happens when you use a comma to join two independent clauses”. (para.5)

The comma splice occurs when two independent clauses, or complete sentences, are improperly connected with just a comma. It is a specific type of punctuation mistake where writers try to link two standalone thoughts using only a comma, which

is not grammatically correct. This can lead to confusion in the structure of a sentence because independent clauses should typically be separated by a conjunction (like "and," "but," or "or") or joined by a semicolon. A comma splice disrupts the flow of ideas and is considered an error in proper punctuation.

Ryan, E. (2023) reveals the grammatical error that is committed by not using conjunctions between two clauses and states that “A comma splice is a grammatical error that occurs when a comma is used to join two independent clauses without a conjunction”. (para.1)

Comma splice is a grammatical misstep that happens when a comma is employed to connect two independent clauses without the necessary conjunction.

Indiana University of Pennsylvania (2023) Write about the error that is made when incorrectly using a comma when joining clauses and explained that “Comma splices occur when two independent clauses are incorrectly joined with a comma. In other words, the words on each side of the comma could form their own sentence”. (para.1)

Comma splices happen when two independent clauses are erroneously linked by a comma. This creates a structural issue in the sentence, as independent clauses usually require appropriate punctuation or a conjunction to connect them seamlessly.

3.1.8. Quotation Marks for Emphasis

Trusler (2016) emphasize the usefulness of double quotes and suggest that “Double quotation marks are commonly used for emphasis or to highlight any words or phrases of text”. (para.6)

Double quotation marks serve as a common punctuation tool for emphasizing or drawing attention to specific words or phrases within a text.

The Visual Communication Guy (2020) Share important facts about the use of quotes and explained that “That is right—never. Quotation marks should never, ever be used to communicate emphasis”. (para.6)

Quotation marks solely for emphasis is a practice to be avoided at all costs. It is a punctuation misstep that goes against proper conventions.

Wordvice (2023) addresses the issue of the usefulness of quotes in any writings and states that “Quotation marks are punctuation marks that are used to indicate direct speech or emphasize a given word or phrase”. (para.1)

When employed quotations marks for emphasis, they draw attention to particular terms, adding a layer of significance to those elements in the overall context of the writing. In essence, quotation marks function as versatile tools, facilitating clear communication in both dialogue and emphasis within written content.

3.1.9. Grammatical error

Fadhila (2013) in her research defines that “If there is classification of word as a verb, the question needs auxiliary. The auxiliary depends on the subject. The auxiliary also depends on the tenses”. (p. 11)

The omission of the auxiliary in questions depends on the grammatical tense and the type of word, the student must know how to determine when to use it and why they use it.

Norquist (2020) in her writing states that “Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense”. (para.1)

Grammatical errors are very common and are made when using grammar incorrectly, such as conjugating verbs incorrectly or using an inappropriate grammatical tense, this distorts the idea that teachers want to convey, which is why it is important to know how to identify them in order to correct them.

3.1.10. Repetition

Fadhila (2013) investigates the information obtained about the frequent repetition of words says that:

Repetition occurs when the speakers produce speech sound and the speakers repeat one or more words before they finish their sentence, such as turn on the heater/the heater switch. The researcher finds 58 utterances containing repetition. There is an example of repetition “What do you/what do you call today?” According to this question, the speaker repeats the words what, do, and you. After repeating the words, the speaker completes the question. (pp.7-8)

When students talk, sometimes accidentally say a word more than once before they finish their sentence. That is repetition. Like the example in the definition, if you say "turn on the heater" and then add a bit more by saying "the heater switch." It is just a little thing people do when they talk.

3.1.11. Retraced

Fadhila (2013) focused on the cause of word repetition in expressions adds that:

The speaker corrects the word, but before correcting the word, the speaker repeats one word or more words, such as turn on the stove/the heater switch. The researcher finds 14 of retraced. This is an example of retraced. “After the end of you/after you finish your assignment”. Speaker repeats the word “after”, and then she corrects the next word into “you finish your assignment”. (p.8)

Retraced refers to a speech phenomenon where a speaker, before correcting a word, repeats one or more words in the same sentence.

3.1.12. Filled Pause

Fadhila (2013) Observe in detail how the speaker fills the gaps with sounds and wrote that:

The speaker produces speech sounds, and in the speech sound there is a gap filled by ah, er, uh, mm, such as turn on, uh, the heater switch. The researcher finds 43 of filled pause. The example is “So it likes just, ee, an elaboration”. In the middle of the sentence, the speaker stops for a second, but it is not silent. The speaker fills it by producing sound “ee”, and then she continues her sentence. (p.9)

Filled pause refers to a moment in speech where a speaker inserts sounds like "uh," "er," "ah," or "mm" to fill a brief pause or hesitation in their communication.

3.1.13. Silent Pause

Fadhila (2013) In this article he explains how common it is to use silent pauses and said that:

Silent pause occurs when the speaker takes a second or more between words. The speaker thinks the next word or forgetting the next word. So, the speaker keeps silent for a second to produce the next word such as turn on the // heater switch. There 21 of silent pause in data. There is a sentence of silent pause. “I have some // exercise for you”. After the word “I have some”, the speaker stops and keeps silent for few minutes. Then the speaker completes the sentence by saying “exercise for you”. (p.9)

Silent pause is when someone talking takes a moment, usually a second or more, between words. It happens when the speaker is thinking about what to say next or momentarily forgets the next word, leading to a brief silence before they continue speaking.

3.1.14. Mistake

BOTLEY (2015) in her research expresses that:

Mistakes, on the other hand, are usually seen as unintentional, accidental slips resulting from simple laziness or forgetting, or insufficiently internalized rules. If a learner makes a mistake, he or she will normally be capable of correcting it, because of awareness of the rule that has been. (p.83)

Mistakes happen when someone accidentally messes up, often due to carelessness, forgetting something, or not fully understanding the rules. These mistakes are usually unintentional, and the person making them can often correct them because they know the right way to do it.

3.3. Feedback

Hattie and Timperley (2007) in his research express that “feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding”. (p.81)

Feedback is like receiving advice or information. This information helps you understand how well you are doing on a certain task or how well you have understood a concept.

Feedback can be considered as a tool to enhance the teaching-learning process that can help both teachers and students may benefit from relevant information which highlights strengths and achievements as well as areas for improvement. (Ovando,1994)

3.4. English Skills

Humes (2021) Share important information regarding language skills and said that :

Language Skills Are Communication Skills That Help You Convey Your Ideas With Clarity And Precision. Not Only Do You Learn To Speak Well But Also

Listen Attentively. Writing Clearly With Brevity Is Another Skill That is Considered Crucial In A Professional Setting. Reading Helps You Make Sense Of Vast Amounts Of Data And Information. (para.5)

Language skills are like tools for effective communication; they can help you express your thoughts clearly and accurately, allowing you to make sense of a large amount of information and data.

3.4.1. Listening

Schmitt and Rodgers (2020) according to their knowledge on this topic defined that “Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening”. (p.14)

Listening is the process of understanding spoken words, usually while there are other noises and things to see around us.

Gulam (2015) Contributes his knowledge regarding this skill defined listening as an “ability in which we can understand to receive and interpret messages accurately in the communication process, which means that speech has an important part that we can use as a tool to share a message”. (para.4)

Listening is an essential skill that allows us to receive and understand messages when we communicate with others.

3.4.2. Speaking

Burns and Joyce (1999) they frame the importance of speaking and said that “Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking”. (para.3)

Speaking It is a dynamic process where we create and exchange meaning. This involves not only talking but also listening and understanding what others say.

3.4.3. Reading

English Club, (1997) highlights the importance of reading and wrote that:

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. (para.1)

Reading is a process in which our brain interprets letters and symbols and converts them into words, on other words reading is the process to identify and give a meaning for each one of the letters of symbols in this way it is possible share a message to the reader.

Johnson, (2017) points out the fundamentals of being able to read and explains the following “The most fundamental definition of reading is being able to interpret written symbols and understand printed material”. (para.1)

Reading means that we can look at written symbols and make sense of what is written.

3.4.4. Writing

Mark (2011) write about what writing entails and its relevance and explained that “Writing is the physical manifestation of a spoken language”. (para.1)

Writing is like the way we capture spoken language and put it on paper or a screen. This is how we create words and ideas from our thoughts and turn them into something we can see and share with others.

Olson (2024) in this article points out the structure of correct writing and opines that “Writing, form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language”. (para.1)

Writing is when we use marks, like letters or symbols, to share our thoughts or messages with others where each mark represents a sound or meaning in our language.

3.5. Teaching process

MANGAL (2018) In this research he highlights the importance of teaching shows that:

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related. (para.2)

Teaching is a crucial part of education and its main task is to help students understand and acquire new skills.

3.5.1. Teaching learning process

Kansanen (1999) wrote that the teaching learning process can be defined as a process:

The teaching-learning process is expanded to a teaching-studying-learning process where the active role of the student is emphasized. Interaction is suggested as the central concept in this process. Interaction can be divided into the phase preceding the interaction proper and the phase following it. In addition to pre-interaction and post-interaction, direct and indirect interaction as well as the symmetrical and asymmetrical nature of this interaction are considered. The role of the student and the place of learning are emphasized by the activity of studying. The potential passive nature of the concept of process is also analyzed. (para.1)

The student plays a role in taking part in this process, thus becoming a process where the student takes more presence by emphasizing the students in the activity of studying which creates a teaching-studying-learning interaction.

IGI Global (2023) wrote guiding that the teaching-learning process is an essential complement to obtain positive results, comments that “The teaching-learning process, or the education process, has been defined as a systematic, sequential, planned course of action on the part of both the teacher and learner to achieve the outcomes of teaching and learning”. (para.1)

To previous information offers a starting point to understand the teaching-learning process, active participation and collaboration between teachers and students are essential elements for effective learning.

eduTinker (2022) In this articles suggests that “The teaching-learning process is a relationship that exists between teachers and students where knowledge in a certain area is transmitted among each other”. (para.1)

Fundamental aspect of education is highlighted: the connection between teachers and students and it is expressed that teaching and learning is not just about one person giving information to another; It is more like a partnership where everyone contributes and learns from each other. Therefore, the importance of the relationship between teachers and students in the educational process is emphasized.

Amy Havens (2023) In this research explained that “Teaching is the process of attending to people’s needs, experiences and feelings, making specific interventions to help them learn particular things”. (para.1)

Teaching is not just about imparting information; it is about understanding and responding to students' individual needs, experiences and emotions. Teaching involves actively addressing these aspects to facilitate learning effectively. It is like adapting education to each person's unique circumstances and emotions, intervening in specific ways to guide them in understanding concepts or skills.

3.5.2. Language Proficiency

Lectura books (2018) In this article submits that “Language proficiency is the ability to use a language in real world situations during spontaneous interactions or in a non-rehearsed context in a way that is appropriate and acceptable for native speakers of the language” (para.1)

Language proficiency means being very good at using a language in everyday situations, such as when having a normal conversation with native speakers. It is about speaking and understanding the language naturally, without the need to plan or repeat what you want to say.

International Language Testing (2023) wrote about the ability to learn and master a language and say that “Language proficiency relates to a person's ability to produce and understand a particular language”. (para.4)

Language proficiency has to do with how well someone can speak and understand a specific language. It is about your ability to use that language effectively.

Harsch (2017) in this research states the following:

it is worth unpacking the notion of ‘proficiency’, due to the fundamental role it plays in language teaching, learning, and assessment. It is generally recognized that the concept of proficiency in a second or foreign language comprises the aspects of being able to do something with the language (‘knowing how’) as well as knowing about it (‘knowing what’). (para.2)

Language learning and testing means more than just knowing a language; It is about what you can actually do with it, like having a conversation, and what you understand about the rules of the language, like grammar and vocabulary.

3.5.3. Learning strategies

O'Byrne (2020) refers to learning strategies and expresses that:

Learning strategies refer to methods that students use to learn. A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in academic and nonacademic settings. (para.1)

Learning strategies are like the techniques or methods that students use to help them learn better. These strategies are how each person organizes and uses their skills to make learning easier and more efficient, whether for school or other activities.

The question of reading skill includes definitional and substantive components. The definitional question is answered as follows: reading skills an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard. (Perfetti, 1985)

3.5.4. Error Analysis strategies

Khansir (2012) emphasizes that the analysis of abstract errors is essential for learning a language and states that "Abstract-Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning". (para. 1)

In the study of learning a second language, one important area is called "Error Analysis." This means looking closely at the mistakes people make when they are learning a new language. These errors are a natural and important part of the learning process.

3.5.4.1. Self-Reflection

Holstee. Journal Better (2023) highlights the role that self-reflection plays in the learning process and comments that:

Simply put, self-reflection (also known as “personal reflection”) is taking the time to think about, meditate on, evaluate, and give serious thought to your behaviors, thoughts, attitudes, motivations, and desires. It is the process of diving deep into your thoughts and emotions and motivations and determining the great, “Why?” behind them. (para.4)

Self-reflection is the process in which students take the time to recognize their errors, this allows them to look for strategies appropriate to their level and the magnitude of their error to solve them.

The open University (2023) wrote about the importance of self-reflection and the ability to recognize errors, explained that:

Self-reflection is like looking into a mirror and describing what you see. It is a way of assessing yourself, your ways of working and how you study. To put it simply ‘reflection’ means to think about something. Reflecting and composing a piece of self-reflective writing is becoming an increasingly important element to any form of study or learning. (para.1)

Self-reflection consists of the ability to know our cognitive and mental functions, this allows to know our learning abilities and difficulties with this guarantees that what we learn is used correctly.

Gonzalez-Berrios (2022) contributes on the topic of self-reflection and defined that “Self-reflection is the process to understand, evaluate, and give thought to one’s inner mental workings. It is about reviewing and mulling over the cognitive and emotional aspects that make you who you are”. (Para. 8)

The ability to know our cognitive and mental functions, the student has the ability to self-evaluate their performance and this allows them to improve what they need or polish the skills they have already acquired.

Name: Self-reflection for error analysis

Time: 20 to 25 minutes

Materials: pencil and paper, notebook or any preferred method for recording thoughts and reflections.

Description:

Self-reflection is essential in the analysis of errors in the learning process. It involves taking the time to thoroughly review and evaluate yourself in the context of learning and problem solving. By engaging in self-reflection, students can gain deeper insights into the underlying reasons behind their mistakes and misunderstandings.

Steps:

Western Reserve University School of Medicine (2016) states the following steps to carry out the self reflection:

Step 1: Look back at a situation or experience

Look back at something that happened or some thought you find yourself focusing on and describe it briefly.

Step 2: Think in depth about your experience or thought.

Think in depth about why your experience happened or why your thought is so important to you. What hunches, ideas, guesses, interpretations come to mind as you analyze your experience? (Probably the most important piece.)

Here are some phrases to use to get your thinking started:

“significant aspects were” or “important ideas were” or “useful issues arose from”

“previously I thought/felt/noticed or did not know, did not question ...”

“this might be because of” or “this is perhaps due to”

Step 3: Describe what you learned about yourself or your role

Write what you've learned about yourself, your role, or the situation.

Here are some phrases to get you started:

“I have learned that ...” or “I now realize ...” or “I now feel ...” or “I find myself wondering if ...”

Step 4: Plan what you will do next

Describe what you're going to do next/ your action plan, next steps. This may be resolving to do something differently the next time; it may be adopting a new attitude or changed thinking; it may be needing to puzzle further. (para.1-14)

3.5.4.2. Provide opportunities to practice

Vanderbilt University (2023) Share your point of view based on this topic and explained that:

Teachers can support ELLs by providing opportunities to practice not only their academic skills but also their use of the English language. Before students practice a task, teachers should ensure that they understand its demands, both linguistic and academic. In addition to creating ample opportunities for practice, teachers should provide corrective feedback, constructive comments on the student's performance. (para.1)

Vanderbilt University believes that the importance of providing opportunities for English learners to practice both their academic skills and their use of the English language. Before performing practice tasks, teachers should ensure that students

understand the requirements of the task, including its linguistic and academic components. This ensures that students have a clear understanding of what is expected of them. Additionally, teachers should create plenty of opportunities for students to practice, allowing them to develop and refine their language skills over time.

Name: Provide opportunities to practice.

Time: 20 minutes

Materials: Relevant learning materials, teaching materials such as flashcards, telephones, digital platforms for evaluation such as online dictionaries (<https://www.ingles.com/>).

Description:

Providing opportunities to practice is a structured approach to error analysis intended to help English language learners (ELLs) develop their academic skills and language proficiency. By providing opportunities to practice and offering constructive feedback, teachers create an environment conducive to learning and improvement.

Steps:

Decoding the Disciplines (2016) suggest the following steps to develop the strategy provides opportunities for practices:

To help students overcome most bottlenecks to learning, it is necessary to augment modeling (Step 3) with opportunities for them to practice these steps and to receive feedback on the extent to which they have mastered each.

Here are some things to bear in mind when creating occasions for practice:

This practice can come in a wide variety of forms — brief in-class assignments or Classroom Assessment Techniques, on-line exercises, collaborative tasks,

etc. Just-in-Time Teaching and Team-Based Learning have proven to be particular useful approaches to consider for this step.

It is important that the exercises initially be focused on a particular mental operation that is problematic for many students. Complex tasks, which require the simultaneous application of multiple skills, can confuse students and do not provide them specific feedback on their mastery of particular operations. Once individual skills are clearly mastered, then an instructor can give them more complex assignments that allow them to practice the integration of multiple operations.

With challenging operations it may be necessary to give students multiple opportunities for practice in a variety of forms.

Practice exercises should be arranged in logical order and integrated with modeling, so that the two steps reinforce one another.

Practice can often be integrated with crucial content from the course, so that the work on skills also increases student understanding of the particular material that is used as examples in the exercise.

Students should generally receive some form of information about the extent to which they are succeeding at the essential task that they are practicing. This can come in the form of specific comments on their individual attempts to do the tasks that they have been assigned, or the instructor may discuss typical examples of successful or unsuccessful student work using techniques of Just-in-Time teaching.

Students need to understand the reason for the practice. They should understand that it offers them a chance to find out where they have gained mastery of essential steps and where they still need work with minimal negative impact on their grade. (para.1-7)

3.5.4.3. Use technology

Simplilearn (2023) highlights the evolution of technology and its contribution to education and pointed out that “Technology has witnessed impressive evolution in the past few decades, which has in turn transformed our lives and helped us evolve with it”. (para.1)

The use of technology allows significant advances in learning, making it easier and more effective, for teaching and learning it is a very useful tool to obtain information, self-study, etc.

SANAKO BLOG (2023) addresses the topic of technology and its impact on the world and concludes that “Technology is having a growing impact on foreign language learning worldwide”. (para.1)

Technology in the world has allowed great advances and new teaching and learning methods, it offers the student a variety of options for their learning, it allows them to develop their skills by practicing or self-correcting the errors they make.

Motteram (2013) recognizes the importance of technology in learning wrote the following “Technology is very much part of language learning throughout the world at all different levels. We are as likely to find it in the primary sector as much as in adult education”. (para. 2)

Technology plays an important role in language learning around the world, regardless of age or educational level. Whether in primary schools or adult education settings, technology is deeply integrated into the language learning process. This means that from young learners to adults, everyone uses technology as a tool for language acquisition.

Name: Technology Integration for Error Analysis in Language Learning

Time: 30 minutes

Materials: Computers, tablets, smartphones, language learning applications, online platforms, multimedia resources, interactive whiteboards and other technological devices and tools.

Description:

The use of technology in language learning offers ample opportunities to put error analysis and correction into practice, giving students access to interactive resources, self-paced learning modules and feedback mechanisms. This approach leverages technology to improve language acquisition and proficiency in various educational settings.

Steps:

eLearning Industry (2024) recommends the following tips for the correct use of technology during the class:

To effectively use technology in the classroom to enhance student engagement, teachers should consider the following tips:

Choose technology that aligns with your teaching goals

Before introducing any technology into your classroom, think about what you want to achieve and how the technology will support those goals.

Integrate technology seamlessly into your lesson plans

Technology should be used to supplement, rather than replace, traditional teaching methods. Consider how the technology will fit into your existing lesson plans and how you can use it to enhance student learning.

Provide clear instructions and support

Make sure that students understand how to use the technology and have access to the resources they need to succeed. Consider offering training sessions or setting up a tech support system to help students who are struggling.

Monitor and assess student progress

Use technology to track student progress and provide feedback on their learning. This can help you identify areas where students need additional support, and can help you adjust your teaching strategies accordingly.

(para.6-15)

3.5.4.4. Corrective feedback

Community tool box, (2023) determines that corrective feedback is a tool and details that:

Corrective feedback is information provided to an individual or group about how her or its behavior, actions, style, strategies, etc. are perceived by and affecting others. It is meant to lead to positive change, and, in the case of community advocacy, to more effective advocacy or public policy. (para.3)

Corrective feedback helps students by commenting on their understanding or performance on the topic being taught with the purpose of achieving positive changes.

Gayathri, (2021) define the objective of the feedback and states that “Corrective or formative feedback has been defined as the communication to the learner that is intended to modify his/her thinking or behavior for the purpose of improving learning. It redirects students and provides support when they make an error”. (para.5).

Corrective feedback encourages the student to improve by providing support for the weaknesses found, allows mediation between teacher and student and knowing the level of achievement in learning.

Coleman (2020) In this research, the feedback proposal is explained and proposed that:

Corrective feedback is correction of errors made by students. It is important that teachers focus on the performance and not personal traits of a student when correcting. Teachers want to think about the goal of the activity at hand. When an ELL makes a mistake, is it fluency or content related? The type of error will influence what the teacher corrects. (para.2)

Corrective feedback allows the teacher to know the error that the student makes and provide methods to improve their learning performance, starting by helping the student to correct their basic errors and then helping them solve more complicated errors.

Name: Corrective Feedback

Time: 30 minutes

Materials: written feedback forms, verbal feedback sessions, digital feedback platforms, checklists.

Description:

Corrective feedback is a vital element in error analysis intended to guide learners toward improvement and mastery of learning objectives. By providing specific feedback on students' understanding, performance, and errors, educators facilitate positive changes in learning behavior and promote continued growth and development.

Steps:

K-12 Teachers Alliance (2024) described the strategies to implement corrective feedback:

How to Give Corrective Feedback

Corrective feedback can be accomplished in different ways. Explicit correction of an error and explanation of a language rule helps clarify what is wrong with a response so that a student can be aware of how to produce the correct form in the future.

Recasting is a quick way to implicitly give corrective feedback. A teacher will simply restate the student's error in the correct format. It is important though that students are aware of the recasting so that they know what was incorrect in their statement.

Another version of corrective feedback is requesting clarification of an answer. A teacher can ask for the student to state it again or ask the student to explain what was meant in their response.

Metalinguistic clues can also help a teacher elicit the correct response from a student. By giving students clues about the correct format of the language, students may figure it out on their own and produce the proper utterance.

Finally, repetition also is an easy corrective feedback technique. Teachers can repeat the incorrect answer given by a student in a different tone, so that the student knows that it is incorrect. This will signal the student to try again and fix the mistake.

Teachers want to make sure that they are not using ineffective corrective feedback. This type of feedback can hamper a student's language development. By constantly correcting every part of a sentence or phrase that a student offers, his/her confidence in the language may disappear. This will impact the student's language output for the rest of their lives. Feedback that is constantly negative with no support or explanation will not help a student.

Marks on an essay with no explanation as to why it is incorrect does nothing to teach the language.

All of these strategies are excellent ways to help ELLs progress with their language. Whether a teacher is focusing on pronunciation, grammar, or meaning, effective corrective feedback will help develop a student's language acquisition. Encouraging students to explain their choices and giving them an opportunity to learn from their mistakes will become a natural part of their language learning and help them progress in their language development. (para.8-15)

3.5.4.5. Use sentence frame

Houghton Mifflin Harcourt (2023) points out the usefulness of using tools such as the sentence frame, explained that "Sentence frames serve as a scaffolding tool, providing students with a framework for oral and written language. With sentence frames, students have the support to take part in academic discourse and organize ideas when writing". (para.4)

The sentence frame helps students use grammar correctly and ensure that their writing communicates the intended message.

Learning at the primary Pond (2020) wrote based on the sentence framework and suggests that "A sentence frame is a way to support sentence writing. It provides the framework for what a correct sentence looks and sounds like". (para.5)

The use sentence frame provides with sentence frames that help them organize, It is a tool that you can use in your oral and written activities, forming clear and precise ideas.

Name: Sentence frames for error analysis

Time: 25 to 30 minutes

Materials: sentence frame templates, writing prompts, instructional materials, whiteboards, digital devices (if applicable).

Description:

Sentence frames serve as tools for error analysis and language development, providing students with structured support to construct grammatically correct and coherent sentences. By providing a framework for oral and written language, sentence frames allow students to express their ideas effectively and participate in academic discourse with confidence.

Steps:

Colorín Colorado (2023) explained the following steps to use the sentence frame correctly:

Step-by-Step Instructions

Before presenting a sentence frame to students:

Explain what the sentence frame is and how you'll be using it.

Show students if the sentence frames are posted in the classroom or in their materials for reference.

In order to create a sentence frame that fits the type of response you are looking for, follow these steps:

Write or say a model response to your question or prompt.

Analyze the structure of the sentence(s) in that response. Look for sentence structures that meet the language function (argue, explain, inform, narrate, justify, describe, etc. of the prompt or question).

Write one or more sentence frames to support students. (para.11-18)

3.5.4.6. Provide timely Feedback

LinkedIn (2023) highlights the importance of correcting errors in time and wrote that “Timely feedback, which is feedback given as soon as possible after an event, action, or behavior that needs to be addressed, has a number of advantages. It helps team

members to correct mistakes, recognize strengths, and gain from experience”.
(para.2)

Providing timely feedback and offering the opportunity to correct errors in a timely manner and learn in the process, the student recognizes his errors with the help of his teacher and this facilitates him to easily memorize the correct grammatical form.

Bradley University (2023) in this research and explained that “Regular feedback helps learners efficiently direct their attention and energies, helps them avoid major errors and dead ends, and keeps them from learning things they later will have to unlearn at great cost”. (para.1)

Periodic feedback provides timely help to students, since what they learned poorly can be unlearned over time and improved without much difficulty. It is used by capturing their attention and focusing on recognizing and correcting the error that the teacher indicates.

Angola Transparency (2023) wrote about the topic regular feedback and comments that:

Regular feedback helps learners efficiently direct their attention and energies, helps them avoid major errors and dead ends, and keeps them from learning things they later will have to unlearn at great cost. It also can serve as a motivating form of interaction between teacher and learner, and among learners. (para.2)

Regular feedback to students has advantages such as interacting with their teacher and being able to clarify doubts regarding topics that are complex or difficult when using grammar correctly.

Name: Timely Feedback

Time: 20 minutes

Materials: notebooks, pencil.

Description:

Timely feedback plays a very important role in analyzing errors and advancing the learning process, providing students with immediate guidance and support to address errors, recognize strengths and learning opportunities. By providing feedback immediately after an event or activity, educators facilitate continuous improvement and help students develop a deeper understanding of concepts and skills.

Steps:

LinkedIn (2024) determines key points for feedback to be effective and argued that:

To ensure feedback is timely, specific, and actionable, you need to follow some best practices and use feedback tools and platforms effectively. In this article, we will explore how to do that in six steps.

Step 1: Set clear goals and expectations

Before giving feedback, you need to establish what you want to achieve and what you expect from the feedback receiver. This will help you align your feedback with the desired outcomes and avoid misunderstandings or conflicts. You can use tools like SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals or OKRs (Objectives and Key Results) to define and communicate your goals and expectations clearly and consistently.

step 2: Choose the right time and channel

Timing and delivery are crucial for effective feedback. You want to give feedback as soon as possible after the event or behavior you want to address, while it is still fresh and relevant. You also want to choose the appropriate channel for your feedback, depending on the urgency, sensitivity, and complexity of the issue. For example, you may use face-to-face or video calls for more serious or personal feedback, and email or chat for more routine or positive feedback. You can also use feedback platforms like Lattice or 15Five to schedule regular feedback sessions and track progress and results.

Step 3: Be specific and objective

Feedback should be based on facts and evidence, not opinions or emotions. You should provide concrete examples and data to support your feedback and avoid vague or general statements. For example, instead of saying "You did a good job on the project", you could say "You delivered the project on time, within budget, and with high quality standards". This will help the feedback receiver understand what they did well and what they need to improve, and avoid confusion or defensiveness.

Step 4: Focus on behavior, not personality

Feedback should target the actions and results of the feedback receiver, not their traits or characteristics. You should avoid personal attacks, judgments, or labels that may hurt their self-esteem or damage your relationship. For example, instead of saying "You are lazy and irresponsible", you could say "You missed the deadline and did not communicate with the team". This will

help the feedback receiver accept your feedback and focus on changing their behavior, not their identity.

Step 5: Provide suggestions and resources

Feedback should not only point out the gaps or problems, but also offer solutions and support. You should provide constructive and realistic suggestions on how the feedback receiver can improve their performance or behavior, and share resources or tools that can help them achieve their goals. For example, you could say "To improve your presentation skills, you could take this online course or join this Toastmasters club". This will help the feedback receiver feel empowered and motivated to take action and learn from your feedback.

Step 6: Ask for feedback and follow up

Feedback should be a two-way conversation, not a one-way lecture. You should invite the feedback receiver to share their thoughts, feelings, and questions about your feedback, and listen to their perspective and feedback. You should also follow up with them regularly to monitor their progress, provide recognition or encouragement, and adjust your feedback as needed. You can use feedback platforms like Lattice or 15Five to collect and exchange feedback and track goals and achievements. (para.2-14)

3.5.4.7. Error correction

TEFL Hong Kong (2023) points out that correction is a fundamental part of teaching and defines that "Error correction is a vital part of the language classroom, but can

also be a minefield. No-one likes to be told that they are wrong, so sensitivity and care are required when dealing with errors and mistakes from learners". (para.1)

Correcting errors is vital, each correction must be made assertively with an adequate explanation so that the student does not feel uncomfortable being corrected but rather feels encouraged to learn and feels motivated.

Rouse (2011) wrote in this article about the error correction, states that "Error correction is the process of detecting errors in transmitted messages and reconstructing the original error-free data. Error correction ensures that corrected and error-free messages are obtained at the receiver side". (para.1)

Error correction consists of the process of correction, the message is restructured without any error to convey a clear and correct idea to others.

Name: Effective Error Correction Strategies for Language Learning

Time: 20 minutes

Materials: Blackboard, markers, written exercises, notebook, pencil.

Description:

Error correction is an essential element of language learning, but it requires observation and care to ensure that learners feel supported and motivated rather than discouraged. Effective error correction strategies aim to help students recognize and correct their errors while maintaining a positive learning environment.

Steps:

How To ABA (2014) said that:

6 Steps in Performing an Error Correction Procedure

1. Identify the Error

The first step in error correction is recognizing the error. This involves being observant and catching errors as they occur. Immediate recognition allows us

to intervene promptly, thus making the correction more effective. The teaching trial where the error occurred would be marked as incorrect and no reinforcement would be provided.

2. Transfer Trial

Represent the instructions, but this time, we're going to predict the error and prevent it. We want the student to get to the correct response as seamlessly as possible. Anticipating potential errors, it's crucial to choose the least intrusive but most effective prompt to ensure success.

On this trial, you can provide differential reinforcement. This means that you provide a little bit of reinforcement for a little response and a lot of reinforcement for a correct, independent response. If they needed a lot of prompting to get to the correct response, the reinforcement would be lower.

Positive reinforcement plays a significant role here. Encourage your learner for their effort and ensure they feel supported throughout the process.

3. Practice the Correct Response

Practicing the correct response is crucial in reinforcing learning. Repetition helps learners understand and remember the correct behavior. Ensure you use strategies that keep practice sessions engaging and effective. We can do these expanded teaching trials up to three times for practice, and we do not collect data on the transfer trials.

4. Expanded Trial

Put in a trial of something they can do, a task you know they can be successful with, like a simple imitation (“Do this”) or 1-step instruction (“Touch your head”).

5. Present a New Opportunity

Now that the learner has had some practice with the correct response, provide a new opportunity to try again. Give the learner the instruction again (ready to prompt if needed!). If they respond correctly, provide lots of reinforcement! If they err again, go back to the transfer trial step.

6. Reinforce the Correct Response

Positive reinforcement is ultimately key in error correction. This could involve praise, tokens, or preferred activities. The goal is to motivate the learner to continue exhibiting the correct response. (para.6-21)

3.5.4.8. Positive Feedback

Birt (2022) in this research say that “Positive feedback is communication that recognizes another's strengths, achievements or successes. Giving and receiving positive and feedback is beneficial for everyone”. (para.3)

Positive feedback allows us to recognize errors in a positive way, noting strengths, achievements and interacting with others while obtaining learning benefits.

Echtelt (2023) wrote about positive feedback and its impact on learning assures the following “Positive feedback emphasizes an employee’s strengths while negative feedback mostly focuses on changing or eliminating ineffective or undesirable behavior”. (para.3)

Positive feedback corrects errors but focuses on highlighting the strengths of the student's learning, the student takes the good and adds his correction, it is a process that allows practicing and minorizing what has been corrected.

Name: Positive Feedback

Time: Integrated into learning activities and communication interactions.

Materials: verbal communication, written comment forms, notebook, pencil.

Description:

Positive feedback is a tool applied to correct errors and improve learning, highlighting students' strengths and achievements while addressing areas that need improvement. Focusing on strengths and providing appropriate observations and feedback in a positive manner motivates students to continue their efforts by promoting a supportive learning environment.

Steps:

Atherton (2023) postulated the following steps as part to provide positive feedback.

STEP 1: READ AND HIGHLIGHT STUDENT WORK

As with all grading, whole-class feedback begins by collecting student work and reading it. Yet, this is also where the differences start.

Rather than scribbling detailed individual comments in the margins, read with a highlighter in your hand. If you read something you like, highlight it. It could be an idea, the way a student has phrased something, or where they've met an agreed success criterion.

We do this for two reasons. First, it's a far quicker way of showing students that we have read and paid attention to their work. Second, it provides an

opportunity for metacognitive reflection, as students reflect on exactly why something may have been highlighted.

STEP 2: IDENTIFY INDIVIDUAL NEXT STEPS

Once you've read a piece of work, provide the student with a targeted next step, ideally drawn from a premade template. This is a specific goal that they need to work on for their next piece of similar work. Like highlighting, this serves a motivational function. It shows students that you've attended to their work and are offering them something specific and personal to act on.

STEP 3: IDENTIFY EXAMPLES OF EXCELLENCE

While reading student work, seek out examples of excellence. This is going to form a core part of the feedback lesson.

Aim for at least two examples of excellence drawn from student work. As you read, make a note of any such examples on a piece of paper. During the feedback lesson, share these with the whole class, live-modeling them and explaining why they're excellent. Students see what excellence looks like, and this step discloses the nature of success in a concrete and actionable manner.

It's crucial that these examples come from student work. In my experience, this provides a significant boost to student motivation. To those students whose examples you use, there is public recognition for their work, although you may wish not to disclose names (I keep the examples anonymous). To everyone else, there is a specific model that they can adopt and adapt, as well as accruing all the benefits that come with any live modeling. By using

student work, we communicate a clear message: If one person can do it, then so can everyone.

STEP 4: CREATE THE TEMPLATE

By the time you reach the final piece of student work, you should have completed the following:

1. Highlighted student work, focusing on what you like.
2. Given each student an individual target, ideally drawn from a prewritten template.
3. A couple of examples of excellence, jotted down on paper and drawn from student work.

For a full set of class grading, getting to this point usually takes me just under an hour.

With the student work in hand, now it's time to give it back. This is the premade template I use, printed out beforehand and attached to each assignment with a target highlighted.

STEP 5: THE FEEDBACK LESSON

Hand assignments back, asking students to reread their work and to pay particular attention to what has been highlighted. Encourage students to pause over these highlights, considering why they might be highlighted.

Next, share the chosen examples of excellence. I do this by placing a blank template under a visualizer, live-modeling the example and verbalizing what

precisely makes it excellent. If you don't have a visualizer, you could just as easily type your comments onto a screen or write on the board. Use the notes you jotted down while reading student work as a point of reference. Here's an example of live-modeled feedback.

As you live-model, students should follow along with you so that they have their own version. In many ways, this is the most important part of the entire process, so move slowly and carefully. Pause to ask questions, invite comments from students, and discuss together what makes "excellence" excellent.

Now, move on to next steps. Ask students to look at their individual targets, perhaps returning to their work to try to identify specific moments where they could change something to make it better. It's likely that you would have used the same target for multiple students or maybe even just a handful across the class. Take a few moments to address these high-leverage areas for development, explaining what might've been done differently. It's even better if you can link certain targets back to the examples of excellence already modeled.

STEP 6: COMPLETE A TASK TOGETHER

As the lesson comes to a close, I like to finish with a final task that everyone completes. This "together task" might take many forms, but try to link it to the examples of excellence or an especially frequent next step. The goal is for students to practice deploying the skills you've addressed during the feedback lesson in a different but similar context to the original task.

And with this, the lesson ends. Consider how far we've come. We read and marked the work of an entire class in an hour. In the lesson itself, students engaged more fully with the feedback, reflecting on their work and coming to understand what defines excellence. No more scattered glances before pushing their graded work to one side, unread. And the teacher got their time back. (para.5-23)

IV. METHODOLOGY AND MATERIALS

4.1. Location of the Study

The study was carried out in second-year English students in the first semester of 2024 at URACCAN University, which is located in zone #8 of Nueva Guinea city.

4.2. Type of Study

This research was categorized as descriptive because it focused on determining the effectiveness of Error Analysis and Feedback in improving English language skills. It was important to identify the most common errors made by second-year English students at URACCAN in their writing and speaking, as well as to describe Error Analysis and Feedback strategies to improve English language proficiency.

4.3. Approach

This study was conducted using a qualitative approach because it aimed to identify the most common errors made by second-year English students at URACCAN in their writing and speaking. Because instruments such as student interviews, teacher interviews, observation guides and pedagogical intervention were applied.

4.4. Unit of Analysis

Participants	Grade	F	M	Total	Students and teachers for interview
Second year English students A	2 nd	20	7	27	6
Second year English students B	2 nd	17	13	30	6
English Teacher	Teachers		5	5	4
Total				65	15

A systematic approach was used to conduct the interviews, employing a random sampling technique. Specifically, six students were selected from each group, ensuring an equal representation of three male and three female students. Additionally, four teachers of the English subject, who taught classes in both groups, were included in the sample.

4.5. Selection and Exclusion Criteria

4.5.1. Selection Criteria

In this research, second-year English students at URACCAN University who were studying English in groups A and B were selected, along with the English teachers teaching during this academic year. This selection was made because the main goal of the study was to determine the effectiveness of Error Analysis and Feedback in improving English language skills.

4.5.2. Exclusion Criteria

- Professors who were not teaching English in the second year.
- All students who were not enrolled in the second year of the English Degree program.
- Students from other majors were not included in the study.
- Authorities and staff of the University were also excluded from participation.

4.6. Information Sources

4.6.1. Primary sources

In the development of this study, Pedagogical intervention, interviews with both students and teachers, and observation guides were applied. These instruments and techniques were considered as primary sources in the investigation.

4.6.2. Secondary Sources

To develop this research, various sources were consulted, including books, monographs, articles from the internet, blogs, magazines, and websites that provided the necessary information to support the study.

4.7. Techniques and Instruments

In this study, specific instruments were used to gather the data that was essential for our analysis and to help us achieve the goals. These tools included:

4.7.1. Pedagogical intervention

The pedagogical intervention consisted of designing a class plan that was applied to the sampled group to implement the strategies and methods being investigated.

This tool was applied to the groups through four different classes, during which the strategies suggested in the research were tested to determine how they could help achieve proficiency in the language.

4.7.2. Interview

Interviews involved organized discussions in which an interviewer posed questions to another person or group, called interviewees. The purpose was to gather information, gain perspectives, or form judgments about a specific topic.

The interviews were applied to the students and teachers individually, in order to gather opinions and experiences about errors and feedback in the English learning process, specifically regarding speaking and writing skills.

4.7.3. Observation guide

UNIVERSITY OF CALIFORNIA, BERKELEY (2001) wrote that:

Observation Guide is designed to help your analysis of a class you are observing, in turn being able to identify the key components relevant to your

teaching, and finally being able to reflect on how to translate those observed components into your pedagogical practice. (p.1)

The observation guide was an instrument that helped to observe more easily what was happening in a class, including the behavior of students and teachers during the development of the class.

By using the observation guide, it was possible to identify common errors made by students and how these errors arose during the class. This instrument helped to notice the errors, and with this information, techniques could be suggested to provide feedback to the students with the objective of correcting those errors.

4.8. Data Analysis and Processing

4.8.1. Microsoft Word

This tool was employed to write the research study, and as the study progressed, it was also utilized to manage and analyze all the data gathered from the instruments and methods that were implemented.

4.8.2. Power point

PowerPoint served as a tool to create slides, present our research, and defend it. It allowed us to create presentations using images and other tools to organize the information in a way appropriate for the audience.

4.9. Descriptors Matrix

Specific Objectives	Descriptor	Dimension of the Descriptor	Techniques and Instruments
To Identify the most common errors made by second-year English students at URACCAN in	Common errors	<ul style="list-style-type: none">• Grammatical errors• Orthographic errors.• Morphological errors.	Interviews Observation guide

<p>their writing and speaking</p>		<ul style="list-style-type: none"> • Apostrophe for Plurals. • The Comma Splice. • Quotation Marks for Emphasis. • Repetition • Retraced • Filled pause • Silent pause 	
<p>To describe Error Analysis and Feedback strategies to improve the English language proficiency of second-year English students</p>	<p>Error Analysis and Feedback strategies</p>	<ul style="list-style-type: none"> • Self Reflection • Provide opportunities to practice • Use technology • Corrective feedback • Use sentence frame • Provide timely Feedback • Error correction • Positive Feedback 	<p>Pedagogical intervention</p>
<p>To apply Error Analysis and Feedback strategies to improve the English language proficiency of</p>	<p>Application of Error Analysis and Feedback strategies</p>	<ul style="list-style-type: none"> • . Self Reflection • Provide opportunities to practice • Use technology 	<p>Pedagogical intervention</p>

second-year English students		<ul style="list-style-type: none"> • Corrective feedback • Use sentence frame • Provide timely Feedback • Error correction • Positive Feedback 	
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4.10. Ethical Aspects

For ensuring a reliable study, the following aspects were considered:

- ✓ Reality of students with the observation guide.
- ✓ To respect the copyright in the found theories.
- ✓ To respect the opinion of professor and students.
- ✓ Consent support paper filled by the director of the university approving the study at the University.

4.11. Delimitation and Limitation of the Study

4.11.1. Delimitation

This research was used to determine the effectiveness of Error Analysis and Feedback in improving English skills in second-year English students at URACCAN, in the first semester of 2024, as well as proposed strategies for the implementation of error analysis and feedback to improve language proficiency of second-year English students.

4.11.2. Limitation

One of the limitations that was found could be the veracity of the information, as the people with whom the research was conducting. the research may have given us inaccurate information.

Another limitation was the willingness of the teachers to help us develop the instruments.

V. ANALYSIS AND RESULTS

To achieve the objective of this research, different instruments there were applied each objective. For the first objective an observation guide was applied. To achieve the second objective of this research, interviews were conducted with both students and teachers. For the third objective a pedagogical intervention was implemented.

5.1. Common errors made by second-year English students at URACCAN in their writing and speaking.

Rustipa (2011) frames that you must correctly apply the rules of the language you want to learn and says that “An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language”. (p.18)

Based on the observation guide applied, several aspects could be observed such as aspects classroom dynamics and student performance, in particular, while most students show engagement and interest in class activities, they occasionally make errors, also in their speech and written work, grammatical, spelling and morphological errors prevail; some of the common errors that were presented are the incorrect use of apostrophes for pluralization, the incorrect placement of commas, and the incorrect use of quotation marks to emphasis. Additionally, during oral communication, students frequently presented challenges in grammar and pronunciation, such as word repetition and long pauses.

In agreement to what was observed, in the interview to the teachers, they pointed out that the main errors that students make in their writing are: common writing errors include spelling errors, unorganized sentences, lack of connectors, overuse of basic words, and punctuation errors. On the other hand, the teachers affirm that the common speaking errors identified include grammar issues such as tense conjugation and subject-verb agreement, pronunciation challenges, vocabulary limitations, and difficulties with fluency, especially when expressing opinions.

In relation to what the teachers mentioned, and through the problems that were observed there in the observations, the interviews to the students reaffirm that some

common errors in both speaking and writing, including pronouncing words as they are written, neglecting to learn correct pronunciation, and inconsistently using contractions and intonation. Additionally, students expressed struggles with nervousness during expression, difficulty maintaining coherent ideas, and ongoing pronunciation challenges, prevalence of grammar issues, pronunciation challenges, limited vocabulary, and fluency difficulties among students.

5.2. Error Analysis and Feedback strategies used by teachers to improve the English language proficiency of second-year English students.

O'Byrne, (2020) refers to learning strategies and expresses that:

Learning strategies refer to methods that students use to learn. A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in academic and nonacademic settings. (para.1)

With the implementation of the observation was possible to realize some strategies that teachers used during class such as: Individual attention to the students, and general attention to the students, provide opportunities to practice and self-reflection.

According to the interview with the teachers, was found numerous strategies that teachers use to give feedback to students during class and thus help them improve as part of the teaching-learning process.

The following strategies are the ones mention by the teachers:

Strategies used by teachers	Way to apply the strategy
Opportunities to practice	Once everyone seems clear on the instructions, the teacher gives the students a few minutes to practice the activity on their own. This hands-on time helps the students get comfortable with the new material and figure out any

	parts they might still be unsure about, with the teacher available to help if needed.
Indirect Correction	After observing the students as they work on the activity, the teacher provides general feedback to the entire class. They address common errors and misconceptions, discussing these issues with the students to help them understand and correct their errors.
Rephrasing	After noticing the errors, the teacher provides general feedback to the students. Then, the teacher discusses the specific errors the students made during the activity, explaining why these errors happened and how to correct them. This helps the students understand their errors and learn how to improve.
Asking Clarifying Questions	Encouraging students to think about the correct structure themselves involves prompting them to reflect on their sentence and identify any errors. You might ask guiding questions to help them recognize and correct errors.
Direct Correction	The teacher talks with the students and correct the error at the same time when the teacher notice the error of the student provide the corrections to the students at this way the students check and correct it's errors.

Offering the correct form	the teacher uses the strategy "offering the correct form" corrects errors, reinforcing previous knowledge example: in different activities the teacher pointed out pronunciation errors to each student to improve their speaking skills.
Peer Feedback	The teacher implemented the use of feedback in pairs, the teacher told the students what the activity consisted of and what corrections they should make, practice pronunciation by practicing questions and answers.
Error Marking	The teacher applied the Error Marking strategy and told the students what weaknesses they observed in the different activities, such as literal interpretation when translating a phrase or sentence.
Margin Comments	The teacher used marginal comments when guiding the students in the correct writing of their ideas when formulating and writing them.
Model Sentences	The teacher used the model sentence with the students and explained to them how to structure their ideas, suggesting the appropriate order to improve their writing.

According to the interview with the students, was able to realize that they have their strategies to correct their own errors, among which the students mention the

following: use pronunciation applications, check the pronunciation of unknown words, compare notes with their classmates, listen to the teacher's explanations, ask the teachers, use applications that teachers recommend or other tools to learn more. Likewise, they mentioned some strategies that teachers use to correct the errors they make during classes, among which they mentioned: they point out the words that they should practice, use dictionaries, read texts, listen to audios to practice, practice at home, use applications or dictionaries that teachers recommend to support our learning.

5.3. Teaching experience: Application of Error analysis and feedback strategies in second year English students.

O'Byrne, (2020) refers to learning strategies and expresses that:

Learning strategies refer to methods that students use to learn. A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in academic and nonacademic settings. (para.1)

Khansir (2012) emphasizes that the analysis of abstract errors is essential for learning a language and states that "Abstract-Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning". (para. 1)

According to the pedagogical intervention applied to second-year English students at URACCAN University, various feedback strategies were implemented to improve students' writing and speaking skills. Based on observations, the following conclusions were drawn for each applied strategy:

5.3.1. Provide opportunities to practice

It is a strategy used to provide students with spaces where they have the opportunity to practice and share their knowledge.

To apply this strategy, the teacher explained to the students that they should review the vocabulary, check the correct writing and pronunciation with the dictionary, and practice in pairs.

a- Materials used for vocabulary:

Online dictionary

Pencil

Notebook

Headphones

b- Teaching experiences:

The teacher achieved the proposed objective by integrating all the students effectively in the activity and promoting the habit of practice with them.

c- Student's evaluation:

This strategy helps students share their knowledge and skills through the practice space provided to them. This builds confidence in them and helps reinforce the habit of practice in learning the language. Some were afraid of being corrected, but they integrated anyway.

d- Recommendations:

This activity is important to implement because it helps the student become familiar more quickly with the vocabulary they acquire during class, motivates their interest in learning more and expanding their vocabulary without losing focus on the class objectives.

5.3.2. Use of technology

Technology is a very useful tool, its use facilitates the teaching-learning process, attracts the attention of students and facilitates access to extensive information and platforms that serve as support.

To implement this strategy, the teacher explained to the students how and how to use digital dictionaries to practice pronunciation and know the different meanings.

a- Materials used to develop the strategy:

Tv
Internet
Cell phones
online dictionary
Headphones

a- Teaching experiences:

The teacher assured that the students used the technological tools appropriately, they actively integrated into the activity, their attention was obtained on the content of the class, the result was positive.

b- Student's evaluation

This strategy allowed students to participate actively and effectively in the teaching-learning process. Digital tools allowed them to feel relaxed and confident in what they were doing and to be able to participate more spontaneously. Some were embarrassed by some corrections and didn't know what to say.

c- Recommendations:

The activities to start or develop a class are attractive and better capture the attention of the students if technology is used, this awakens the student's interest in learning and allows the class to be more attractive and dynamic focused on the objectives set.

5.3.3. Corrective feedback

This strategy was applied with the objective of allowing students to develop their skills and be able to identify their errors more easily and thus solve them.

To carry out these activities it is necessary for the teacher to pass and visualize how the students develop said activity, it can be speaking or writing, during this time the teacher will teach the students how to identify the error they are making and thus get over it.

a- Materials used to develop the strategy:

Notebooks

Pencil

Pen

b- Teaching experiences:

The students were a little insecure when developing the strategy because they felt a little shy when interacting with the teacher. At the time of developing the activity, the students accepted the proposed strategies to overcome errors. They could also identify where they were making the errors and try to improve on that aspect.

c- Student's evaluation:

The students managed to correct the aspects where they had difficulties and correct the errors made.

d- Recommendations:

Some students feel embarrassed when being corrected in front of other students, so it is advisable to make these corrections discreetly or in a general way without directly saying who made the error.

5.3.4. Use sentence frame

This strategy aims to help students develop new skills using appropriate phrases and structures to write or speak about a given topic in a more organized way.

To develop this activity, the teacher gives a specific topic and tells the students that we are going to write or speak about that specific topic. Afterwards, the teacher will provide students with a structure to write their own information but using the structure.

a- Materials used to develop the strategy:

Notebooks

Pencil

Pen

b- Teaching experiences:

There was good student acceptance of this strategy because it allows them to have a clearer way of what they want them to speak or write and also helps them start with the information in a simpler and more orderly way.

c- Student's evaluation:

The students were able to correctly use the structures given and were also given time to memorize and practice what was going to be talked about at that moment, allowing them to have better results because they felt confident in how they were going to start and knowing what they wanted them to talk about.

d- Recommendations:

It is good to give students different structures with which to start talking about the topic in question so that they can choose the one with which they feel most comfortable and obtain better results.

5.3.5. Provide timely feedback

This strategy was carried out with the objective of seeing the reaction of each student when being corrected at the time of making the error.

To carry out this teaching strategy of following students while they carry out said activity, it can be practicing for a conversation or a verbal presentation or writing a summary or paragraph on a certain topic for which the teacher must be attentive to what they are doing. the students. saying. the students are doing. And if they make a errors, correct it as soon as the error is observed.

a- Materials used to develop the strategy:

Tv

Notebook

Pencil

Pen

b- Teaching experiences:

The students seemed comfortable with this strategy because it seemed routine for the teacher to walk around the section and check what they were doing. Likewise, when one gave them the suggestion of how or what they could change to improve the structure or what they said, they agreed and took note instantly.

c- Student's evaluation:

The students acted calmly regarding this strategy and also made the changes and suggestions given by the teachers. At the time of developing this activity, the improvements that had been suggested to each one could be seen.

d- Recommendations:

It is good to approach the students and ask if they need help with something or if they understood the activity correctly, then the teacher can show curiosity in what he is doing and thus look for what errors the student may be making.

5.3.6. Error correction

This strategy was used with the objective of correcting the errors made by the students once the activity was done.

To carry out this, the teacher must carry out the activity carried out by the students. Likewise, take note of the errors found so that at the end you can provide feedback to the students and suggest how they should improve and not make that error again.

a- Materials used to develop the strategy:

Tv

Notebook

Pencil

Pen

b- Teaching experiences:

The students showed good acceptance of the development of this strategy because they themselves helped identify what the errors we were talking about were and how the error can be overcome.

c- Student's evaluation:

The students showed good acceptance of this strategy. Likewise, they took notes on what error we were talking about and what was the correct way to say or write the phrase or word we were talking about.

d- Recommendations:

It is also important to listen to the students' opinion because they can also suggest other methods to overcome said error and it may be even more useful to their classmates than the one the teacher can give them.

5.3.7. Positive feedback

Positive feedback was applied with the objective of helping students reinforce, motivate and encourage them through their performance.

To develop this strategy, the teacher explained to the students the meaning of positive feedback, what it consisted of, and during the course of the class it was put into practice with each one.

a- Materials use

Pencil

Notebooks

b- Teaching experiences:

The teacher achieved the proposed objective by implementing this strategy, the students actively participated with enthusiasm, this allowed the class to develop in a pleasant and positive environment.

c- Student's evaluation:

This strategy allowed the students to feel motivated, understood and, above all, excited to continue participating in the different activities. They were active, however, some of them were shy and unsure about participating voluntarily.

d- Recommendations:

This strategy is very important to achieve the effective and active integration of the entire group since it promotes the safety of the students and motivates them to perform better in the activities and their learning, this allows them to achieve the objectives of each class.

5.3.8. Self-reflection

Self-reflection is a strategy that was used with the objective that students can develop the ability to self-evaluate, this allows them to know their abilities but also their weaknesses in learning.

To implement this strategy, the teacher explained to the students that they had to read the words and identify the difficult words, analyze the writing and pronunciation problems in these words with the help of a dictionary, the teacher chose students at random, and the student had to say the word. what was difficult for him and the correction he made in writing or pronunciation.

b- Materials used to develop the strategy:

Pencil

Notebook

c- Teaching experience:

The teacher got the students to analyze their vocabulary and correct errors or learn new words, the students participated actively, the results were positive.

d- Student's evaluation:

This strategy allows students to analyze their difficulties and be able to improve them immediately with the help of the teacher through the activity, this allows them to have assets, however some are embarrassed for making their difficulty known to others.

e- Recommendations:

Applying activities like this allows students to actively participate and immerse themselves in the teaching content, always focused on the objectives set for that class.

VI. CONCLUSIONS

In conclusion, the qualitative study carried out with second-year English students at URACCAN demonstrated the importance of implementing Error analysis strategies. Using interviews, observation guides and pedagogical intervention, the results of the research highlighted that the implementation of Error Analysis strategies is a fundamental part of the English language teaching process.

With the analysis of results, it was possible to observe many errors that students commonly make while learning English. Likewise, seek the effectiveness of the error analysis and feedback strategies by applying each of the instruments.

The second-year students make several errors during their learning process, among the most common errors found are: incorrect use of commas, quotation marks to emphasize, pronunciation and writing errors, grammatical problems grammatical errors, orthographic errors, the comma splice, repetition, retraced, filled pause, silent pause.

The pedagogical intervention implemented in the classroom involved well-prepared lessons, introduction of error analysis and feedback strategies, these strategies were carried out in pairs, individually and through self-assessment activities. These activities not only improved the students' language skills but also increased their confidence and willingness to learn.

With the implementation of the observation guide and the interview to the students and teachers, it was concluded that the feedback strategies were applied by the teachers to the students, regularly throughout the classes by providing feedback to the students on a regular basis with. This helps students to get over those errors found during the teaching-learning process and are made regularly by students.

Feedback is a crucial aspect of the teaching process, where teachers periodically provide information to students about their performance, understanding or progress in a particular subject or skill, such as language learning. However, some teachers are not fully aware of the wide range of strategies available to provide feedback

effectively or they know the strategies but are not aware that they are part of the error analysis and feedback strategies.

In essence, teachers often offer feedback as part of their teaching routine, for example, some educators may provide feedback based on their intuition or general observations without using structured methods to analyze errors or tailor the feedback to the individual needs of students.

The application of error analysis and feedback strategies is essential to improve the English language proficiency of second-year English students. Through error analysis, teachers can identify common errors in students' writing and speaking, allowing them to tailor feedback and instructional approaches to address specific areas of weakness effectively. By identifying errors such as grammatical inaccuracies, pronunciation problems, and vocabulary limitations, teachers can provide specific feedback that helps students understand their errors and guide them toward improvement.

Feedback strategies not only help correct errors but also foster the development of effective learning strategies and self-reflection skills among students. By implementing feedback mechanisms, such as positive reinforcement and self-reflection activities, educators create a supportive learning environment where students feel motivated to actively participate in language learning. Students are encouraged to take ownership of their learning process, using tools such as pronunciation apps and consulting dictionaries to improve their language skills. Ultimately, the application of error analysis and feedback strategies fosters a positive attitude towards language learning and empowers students to achieve their academic goals in English proficiency.

VII. RECOMMENDATIONS

The following recommendations aim to improve the teaching-learning process of the English language, particularly, to provide some ideas to motivate students in learning through error analysis and feedback strategies.

To the teachers:

- To apply error analysis and feedback strategies as an introduction to teaching English, the proposals contained in this research on pages 18-42 can be taken as reference.
- To use interaction dynamics to help students to get motivated and to capture their attention.
- To explain to students the content of the classes and the different activities, ensuring that they have assimilated them correctly.
- To use variety of strategies so that the student recognizes their oral and written errors.
- To prepare the classroom so that the student have visual support material to be focus on class and to be more productive during class.
- To provide feedback in each class and in its different activities to reinforce what has been learned.
- To provide feedback individually to students who have greater weaknesses in their learning.

To students:

- To pay attention during English class.
- To actively participate in different class activities.
- To use the cell phone only when necessary.
- To correct errors found or pointed out immediately.
- To put into practice teamwork and student-to-student correction.

-To implement self-study and self-reflection for a better learning process.

To URACCAN.

-To train all teachers regarding the use of strategies that they can implement during classes.

-To provide teachers with more technological tools to facilitate and improve their teaching.

-To apply and raise awareness among students about the regulations and vision of the URACCAN university.

-To continue updating teachers and providing them with training spaces regarding the use of technology, strategies, and activities to facilitate the teaching-learning process in the different careers offered by the university.

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IX. APPENDIXES

9.1. Interview to teachers



University of the Autonomous Regions of the Nicaraguan Caribbean Coast

Interview to teachers

As students of URACCAN University in the career of Bachelor's Degree in English Language Teaching, we are carrying out our research called "Error Analysis and Feedback for Improving English Skills, in First-Year English Students at URACCAN, 2024". The purpose of this interview is to identify the most common errors made by first-year English students at URACCAN in their writing and speaking.

Subject: _____

University: _____

Topic: _____

Date: _____

What is feedback for you? And how often do you use it?

What is error for you?

What speaking errors do you know?

What are common errors that students make when speaking?

What writing errors do you know?

What are common errors that students make when writing?

What strategies do you use to correct the student's errors in speaking and writing?

9.2. Interview to students



University of the Autonomous Regions of the Nicaraguan Caribbean Coast

Interview to students

As students of URACCAN University in the career of Bachelor's Degree in English Language Teaching, we are carrying out our research called "Error Analysis and Feedback for Improving English Skills, in First-Year English Students at URACCAN, 2024". The purpose of this interview is to identify the most common errors made by first-year English students at URACCAN in their writing and speaking.

Subject: _____

University: _____

Topic: _____

Date: _____

What is feedback for you?

What is error for you?

What speaking errors do you know?

What are common errors you make when writing?

What writing errors do you know?

What are common errors you make when speaking?

What strategies do you use to correct these errors?

What strategies does the teacher use to correct your errors in listening and speaking?

9.3. Observation Guide



University of the Autonomous Regions of the Nicaraguan Caribbean Coast

Observation Guide

As students of URACCAN University in the career of Bachelor's Degree in English Language Teaching, we are carrying out our research called "Error Analysis and Feedback for Improving English Skills, in First-Year English Students at URACCAN, 2024". The purpose of this observation guide is to identify the most common errors made by first-year English students at URACCAN in their writing and speaking.

Subject: _____

University: _____

Topic: _____

Date: _____

In the following observation guide, the statements will be read and marked with an X In the columns. According to the criteria of each category (check Yes or No)				
Opening activities				
Class development	yes	No	No applicable	Observation
Is the classroom adequate to carry out the classes?				
Do students show interest during the class?				
Do students show confusion to the teacher's instructions?				
Types of errors				
Did the students make errors during class?				
Do students make speaking errors?				
Do they make orthographic errors?				

Do they make morphological errors?				
Do they make apostrophe for plural?				
Do they make comma splice?				
Do they make quotation marks for emphasis?				
Are there recurring grammatical errors that manifest in oral communication?				
Do they make pronunciation errors?				
Do they make Omission errors?				
Do they make addition errors?				
Teacher's attitudes towards errors				
Does the teacher identify errors?				
Does the teacher provide feedback?				
Does the teacher provide individual attention to the student?				
Does the teacher provide general attention to students?				
Does the teacher use strategies to provide feedback?				
Do the strategies have individual focuses?				
Do the strategies induce teamwork?				
Final Remark				

9.4. Teaching Unit (lesson plan # 1)



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST, NUEVA GUINEA CAMPUS

LESSON PLAN 5

I. GENERAL INFORMATION

Class Number: 5

Date: 27-04-2024

Major: Bachelor's Degree in English Language Teaching

Subject: EIS III – L&S

Academic Year: II

Period: From 8:30 A.M. to 12:00 P.M.

Shift: Once a week

6. UNIT XII: Urban life

- Talking about public places
- Changes in the city
- Listening for topics
- Listening for gist
- Listening for details

II. OBJECTIVES

- **Conceptual**

- Enhance students' ability to recognize and comprehend various topics related to public places and changes in the city.

- **Procedural**

- Enhance students' capacity to articulate and express their understanding of the discussed topics.

Attitudinal

- Encourage students to actively interact with their peers, demonstrating respect during classroom activities..

Organizational Teaching Forms (OTF):

I do, we do, and you do. Assessment.

- **Teaching Media:**

Lesson Plan, Whiteboard, Eraser and Markers, Computers, Pictures, TV, Google forms.

Link to the google forms:

https://docs.google.com/forms/d/e/1FAIpQLSfdvCFvdrS5D_LZKMxbIGjAPFTUOXFHBWlpqchHTyhv8dOqpQ/viewform

Link to the Online Egg Timer

<https://www.online-stopwatch.com/egg-timer-countdown/full-screen/>

- **Bibliography:**

Jack C. Richards., Brioux S, & Gordon D. (2003) *Basic Tactics for Listening: Teacher's Book*, 3rd Edition, Oxford University Press.

III. INTRODUCTION

-Welcome students

(20 min) (Start at 8:30 am and end at 8:50 am)

-Greet all students and ask them how they feel.
-Call the list.

-Warm up:

The students form two lines, the teacher will put a drawing on the board about the writing of the colors, but the words are written in different colors, the students must say the color of the word, not read the word.

Mind warm up!

Say the colours of the words underneath.

RED GREEN YELLOW RED
PINK BROWN BLUE GREEN
BLUE BLACK YELLOW RED
ORANGE PURPLE GREEN

-Test Feedback

Interview about the kinds of news

(25 min) (Start at 8:50 am and end at 9:15 am)

-The teacher begins by reviewing the questions discussed in the previous class with the students.

-Next, the teacher writes down key vocabulary related to the interview on the whiteboard and selects students to demonstrate how they would ask questions using each type of new vocabulary.

-Following this, the teacher invites the students to participate in practicing the questions to ensure they feel confident and comfortable before proceeding to the next activity.

This activity serves as an initial step in applying the first strategies.

first strategy (Provide opportunities to practice)

-Application of the second strategy (corrective feedback) while students practice the information.

The students practice the questions and answers in pairs to complete the activity correctly, the teachers monitoring them and listen for some mistakes and provide corrective feedback.

-Application of the third strategy (positive feedback) while students develop the activity in pairs the teachers walk around the classroom to provide positive feedback to the students as possible.

Here's the link to the interview:

https://docs.google.com/forms/d/e/1FAIpQLSfdvCFvdrS5D_LZKMxbIGjAPFTUOXFHBWlpqchHTyhv8dOqpQ/viewform

IV. CLASS DEVELOPMENT

Introduction of the new unit (10 minutes, from 9:15 to 9:25)

- - The teacher discusses with the students what they understand by urban life.
- - After defining what urban life is, the teacher will present the following activity to the students.
- - Students will choose what like it and don't like it about their city by checking the boxes. (25 minutes, from 9:25 to 9:50)

What do you like about your town or city? Check (✓) your answers and compare them with a partner.

	Like a lot	Like a little	Don't like
the parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the nightlife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the restaurants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the air quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Writing activity** (40 minutes - Start at 10:20 am and end at 11:00 am)

Explain the writing activity about expressing personal opinions and discussing others' opinions on city services.

Task Explanation:

Write a paragraph about personal likes/dislikes using provided sentence frames. Then the teachers listen to each student.

While the students write the teachers going to carry out the strategies (**error correction, provide timely Feedback, use sentence frame, use of technology**).

Here's the sentence frame and the example:

When it comes to [service], I [like/dislike] [aspect], because [reason]. For example, [specific example]."

Students can fill in the blanks with their own thoughts and experiences regarding each service:

Example:

"When it comes to parks, I like the peaceful atmosphere they provide, because I can relax and enjoy nature. For example, I often go for walks with my friends in the park near my house.":

Then the students will present their short paragraph orally, but before present the paragraph the students going to look for the pronunciation of some words with this dictionary.

Here's the link to the dictionary:

<https://www.ingles.com/pronunciacion/quality>

- **Listening activity** (35 minutes - Start at 11:00 am and end at 11:35 am)

-

The students will complete the following activity, but before completing the activity the students will recognize the pronunciation of each word on their own, the students will use an online dictionary called Quality| pronunciation in English.

Here's the link to the dictionary:

<https://www.ingles.com/pronunciacion/quality>

- **After the students heard the pronunciation of each word, they began to complete the activity.**
- **To complete this activity the students going to use the following strategies: (Self-Reflection, use technology).**

02-18))) **Listening 1**

People are describing their cities. What topic are they talking about?
Listen and circle the correct answer.

- | | | |
|--|---|--|
| 1. a. the economy
b. the traffic | 3. a. places for children
b. the public transportation | 5. a. the safety
b. the restaurants |
| 2. a. the safety
b. the shopping | 4. a. the economy
b. the cleanliness | 6. a. the noise
b. the air quality |

Use chatgpt as your English teacher (15 minutes - Start at 11:35 am and end at 11:50 am)

Explain to students that they can use chat gpt like an English teacher if given the right instructions.

"Me gustaría que actuases como un profesor de inglés. Yo te hablaré en inglés y tú me responderás en el mismo idioma para que así me sirva de práctica. Quiero que me respondas de manera clara, limitando las respuestas a 150 palabras. Me gustaría que corrigieras de manera precisa mis errores tipográficos y gramaticales. Cada vez que me respondas quiero que termines con una nueva pregunta para mí. Empecemos ahora a practicar haciéndome tú la primera pregunta"

V. CONCLUSIONS

-Class Evaluation

(5 min) (Start at 11:50 am and end at 11:55 pm)

- Did you like today's class?
- Ask three students to participate.
- What did you like about today's class?
- What did you hate about today's class?

-Homework

9.5. Research endorsement



UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE NICARAGUENSE

URACCAN

AVAL

CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio Universidad De Las Regiones Autonomas De La Costa Caribe Nicaraguense del municipio de Nueva Guinea por medio del presente escrito, otorga el consentimiento previo, libre e informado a URACCAN para que se realice la investigación titulada: Error Analysis and Feedback for Improving English Skills, in Second-Year English Students at URACCAN, 2024.

Con el objetivo de: To determine the effectiveness of Error Analysis and Feedback in improving English language skills among second-year English students at URACCAN in 2024.

la cual se desarrollará del 20 de marzo al 20 de mayo. Información que será utilizada única y exclusivamente con fines académicos.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Msc. Luis Antonio López Mairena

Cargo: Director del centro universitario regional

Firma: 

Lugar: Nueva Guinea

Fecha: 15 de marzo 2024

9.6. Tutor endorsement



UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA COSTA
CARIBE NICARAGUENSE
URACCAN
CENTRO UNIVERSITARIO REGIONAL - NUEVA GUINEA

Aval del tutor

El tutor/a: **Mario José Mercado Sánchez**, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación de estudio (especifique): _____

Al producto titulado: **Error Analysis and Feedback for Improving English Skills, in Second Year English Students at URACCAN, 2024**, desarrollada por el o los estudiantes: **Br. Franklin Daniel Gonzaga Orozco, Br. María Isabel Méndez**.

De la carrera: **Licenciatura en Ciencias de la Educación Con Mención en Inglés**

Cumple con los requisitos establecidos en el régimen académico.

Nombre y apellido del tutor o tutora: **Mario José Mercado Sánchez**

Firma: 

CUR: **URACCAN Nueva Guinea**

Fecha: **11 de junio 2024**

9.7. Application of interviews with teachers and students.

Picture 1. Application to the interview to the teacher



Source: Méndez, (2024)

Picture 2. Application to the interview to the teacher



Source: Méndez, (2024)

Picture 3. Application to the interview to the teacher



Source: Méndez, (2024)

Picture 4. interview application to the second-year English students' group B



Source: Gonzaga, (2024)

Picture 5. interview application to the second-year English students' group B



Source: Méndez, (2024)

Picture 6. interview application to the second-year English students' group B



Source: Gonzaga, (2024)

Picture 7. interview application to the second-year English students' group A



Source: Gonzaga, (2024)

Picture 8. interview application to the second-year English students' group A



Source: Gonzaga, (2024)

Picture 9. interview application to the second-year English students' group A



Source: Méndez, (2024)

11.1. Application of pedagogical intervention

Picture 10. Application of pedagogical intervention



Source: Garmendia, (2024)

Picture 11. Application of pedagogical intervention



Source: Garmendia, (2024)