



**APPROPRIATE ERROR-CORRECTION STRATEGIES IN SPEAKING LESSONS
FOR THE SECOND-YEAR ENGLISH MAJORED STUDENTS
AT HUNG YEN UNIVERSITY OF TECHNOLOGY AND EDUCATION**

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Abstract:

This study is aimed at investigating how error correction is carried out in speaking lessons for the 2nd English majored students at Hung Yen university of Technology and Education (UTEHY) and finding out appropriate error-correction strategies. The data were collected by means of class observation and questionnaire administered to 7 teachers of English and 83 students. The results show that the majority of the teachers themselves gave corrections to unselective errors, mostly grammatical and phonological errors, by means of explicit correction while the activity is in progress. The study suggests that the teachers should have at their disposal a wide variety of error-correction strategies to be able to deal more appropriately and effectively with student oral errors. In addition, they should develop more positive attitudes toward oral errors and error correction. For pedagogical implications for second-language classrooms, error correction is of great use when an error is corrected in an appropriate way.

Keywords: *error- correction, oral errors, correction strategies.*

1. Introduction

Over a long period, considerable attention has been paid to errors and error correction in speaking classes (Ellis, 1994). Different authors have different views. Some consider an error as something natural. They claim that people cannot avoid making errors and even can learn from them. Making errors is a part of learning, and error correction should be done selectively in order to have better results in the classroom. Others, however, regard an error as something negative which must be avoided. As a consequence, language teachers have always adopted a repressive attitude towards it. They usually hold most authority to correct learners' errors automatically, regarding the fact that learners value and expect teachers' correction.

To most language teachers, correcting learners' oral errors is one of the most frustrating tasks because it has more potential for subjectivity due to individual variables (Cohen, 1998). In considering the individual variables as influential parts in speaking, error correction is highly challenging and possibly perplexing. Therefore, error correction should be done appropriately; lest, it will discourage learners from learning and practicing the language.

It should be noted that although error correction has been the focus of research for a long time, a large number of authors have concentrated mostly on the causes of errors, whether to correct oral error or not and the techniques to correct

errors. However, there is little research dealing with appropriate error-correction strategies in general and in speaking classes in particular.

The above situation of error correction in speaking classes and the gap of knowledge in the research area have aroused our interest and encouraged us to carry out the study entitled: "Appropriate Error-Correction Strategies in Speaking Lessons for the second-year English majored Students at UTEHY".

2. Methodology

In the study both qualitative and quantitative methods are used. That is the data serving the research analysis and discussion are collected by means of survey questionnaires and classroom observation. Qualitative method is applied to analyze the results from data collection of the survey questionnaires on 83 second- year English majored students and 7 teachers of English at UTEHY. Besides, quantitative method is employed to analyze the data from classroom observation forms (COFs). The COFs are then synthesized and analyzed by the researcher. By using each of the methods, relevant information to support the study will be achieved.

3. Literature Review

3.1. Definitions of Error Correction

A lot of studies have dealt with the issue of error correction. 'Error correction' is defined as "a

response either to the content of what a student has produced or to the form of the utterance” (Richards and Lockharts, 1996). Similarly, Chaudron (1986) sees that the concept of correction is “any reaction by the teacher which transforms a students’ behavior or utterance”. In a more practical view, Edge (1989) clearly states that correction does not always mean making everything absolutely correct but helps learners learn to express themselves more accurately.

In language teaching and learning, the term ‘correction’ is used to indicate that the teacher supplies an appropriate item in response to what is perceived to be an error (Chun et al., 1982). In their view, in supplying an appropriate correction, the teacher has to do more than just give modeling. Clearly, it is advisable to make it explicit to the student on how the right form of language should be produced.

3.2. Error Correction Strategies

Brown (1994) found that teachers and learners employ a multiplicity of strategies for teaching and learning the target language and that one teacher or learner’s strategies for success may differ markedly from another’s. Seeing this, teachers must not underestimate the importance of developing a set of teaching strategies for themselves and learning strategies for their learners in language learning process. As Mitchell (1998) claims that appropriate strategies facilitate and make students’ language learning effective.

3.3. Common Approaches to Errors

3.3.1. Behavioristic Approach

The behaviorists viewed an error as a symptom of ineffective teaching or as evidence of failure and they believed that when errors occur they are to be remedied by provision of correct forms. In this respect, Littlewood (1984) sees that errors are simply the result of imperfect learning, so errors must be corrected at any cost. According to Skinner (1957) untreated errors would lead to fossilization and therefore rigid and immediate correction was required to avoid forming bad habits.

3.3.2. Humanistic Approach

According to Canh (2004), humanistic approach lays emphasis on the learner’s internal world and the individual’s thoughts, feelings and emotions are considered the most important in human development. The main concerns of the teachers are with emotional needs and keenness on developing lesson plans that make learners feel good about themselves while learning.

In this approach, error correction is relevant since it sees learners as whole persons, taking into

accounts their feelings, needs, personal situation, and own experiences. Truscott (1996) argues that learners do not like to have their errors pointed out and therefore inappropriate correction may lead them to have negative attitudes towards language learning. This is because of their fear of appearing unintelligent or losing face when making errors or being corrected. Besides, it is very distressing for a learner to be given a lot of corrections when (s)he is talking as it can interfere with her/his progress by causing embarrassment and shame.

3.3.3. Cognitive Approach

Chomsky (1959) approached errors in language learning from a cognitive point of view, according to which errors are the result of the learner thinking through the process of rule formation. According to Corder (1967), errors provided evidence of progress. With the same view, Selinker (1972) claimed that errors are a natural part of the learner’s developing interlanguage.

According to cognitivists, learning involves mental processes in which the learners learns by thinking about and trying to make sense of what he or she hears, sees, and feels. This approach considers errors to be the result of the social-cognitive interaction. This means that the error implicitly cardres a social norm as well as a cognitive process. In other words, according to cognitive approach the making of errors is an inevitable and necessary part of language learning.

3.3.4. Communicative Approach

As the Communicative Approach emerged, a common perspective was that errors were not important as long as they did not affect communication (Littlewood, 1981). This approach emphasizes that communication is more important than the focus on structures, thus error correction should be limited. With the same view, Maicusi et al. (1999) sees that in Communicative Approach there is a minimal focus on forms. There is also a lack of emphasis on error correction. If it occurs, it is likely to be meaning focus. Through errors the teachers and the students can get improvement in language teaching and learning.

3.4. Timing of Error-correction

Correcting errors enables the students to acquire the correct forms of the target language. However, when to correct is one of the most important tasks in the language classroom. Allan (1991) states that the teachers’ failure to correct oral errors at the appropriate time might lead to a negative reaction to language learning in general

and to error correction in particular.

3.5. Immediate Correction

Vigil & Oller (1976) see that correcting errors immediately helps the teacher draw students' attention to problems while they are still fresh in their minds. However, it interrupts their flow of speech. Hendrickson (1980) shows that learners hate to be corrected while they are talking because the correction, to some extent, makes them feel nervous and lose confidence. With the same view, Hammerly (1991) affirms that immediate correction interrupts learners and can lead to loss of face which may discourage them to speak. Moreover, immediate corrections may cause sensitive children to develop aggressive behavior towards their classmates or teacher. Thus, correction must not be applied unless errors obstruct communication.

3.6. Non-Immediate Correction

Postponing error correction to a future time will be less effective, as time elapses between the error and correction (Chaudron, 1987). However, this may be necessary, particularly if the error is common to the whole class (Holley & King, 1971). Teachers may note errors and deal with them later, either at the end of the task, lesson, or in a following lesson. This can also provide time for the teacher to design efficient and effective practice tasks and allow the learner a greater opportunity of self-correction and help the development of autonomous control processes.

3.7. Teacher Correction

Hendrickson (1978) is in favour of providing the learners with teacher correction which concentrates on correcting communicative errors rather than linguistic errors. As far as teacher correction is concerned, teachers should correct the error in an interactive way as it is beyond students' language proficiency. This correction is necessary and may become an effective learning means because the learning is based on the communicative need. However, Maicusi et al. (1999) claim that teachers' frequent correction of errors actually makes the learner dependent on correction by others, especially by their teachers. It is better for learners to be motivated to do so themselves and teachers should help them become conscious of their error and give them incentive as well as hints to correct the error in order to avoid repeating it in the future.

3.8. Peer Correction

Peer-correction is provided by a student different from the one who initially made the

error. Cohen (1975) suggests that peer correction may improve the learners' ability to recognize errors. In this respect, Bruton and Samuda (1980) claimed that peer-correction is beneficial in the language classroom. The advantage of peer correction is to help learners cooperate and involve in the process of learning. Besides, it also makes them less dependent on the teacher. According to Bailey (2005), peer correction can be very effective if it is done in a positive and supportive way. Teachers might as well leave the correction for their learners in the hope that errors can be corrected through peer work since the language proficiency of the learners in a group varies. That is what one student cannot correct may be corrected by other students. For the errors that are out of the range of students' language proficiency, it is up to the teachers to give corrections.

3.9. Self Correction

Hendrickson (1978) defines "self-correction is the correction of one's own errors". Self-correction is of great significance to language learners. Bailey (2005) stresses that learners may learn more if they themselves correct their errors. In this way, they may be memorable and could promote actual learning. According to Carroll (1955), self-correction not only gives learners more opportunities to improve their speaking ability but activates their linguistic competence as well (cited in Corder, 1967). However, learners have much difficulty in self-correcting. Thus, self-correction should be done with the help of other students or teachers. When a learner has made an error, the teachers or other students are advisable not to provide him or her correct form immediately but give him or her chance to correct it by supplying some necessary hints.

3.10. Criteria for Selecting Errors

Previous literature agreed with the effectiveness of selective correction of oral errors. Celce-Murcia (1985, cited in Stern, 1992) claims that selective correction is one of the most effective strategies. In this respect, Hammerly (1991) states that teachers should set the priorities about errors and correct them selectively. In speaking lessons, with the goal to develop learners' communicative competence, the choices of errors to correct vary according to pedagogical focus, errors impairing communication, and errors of high frequency (Hendrickson, 1980).

3.11. Pedagogical Focus

Nunan & Lamb (1996) suggested that the

choice of errors to correct in speaking class depends on the objectives of a lesson. With the same view, Cohen (1975) asserts that errors related to a specific pedagogical focus deserve higher attention than other less important errors (cited in Hendrickson, 1980). Thus, the teacher adopting the pedagogical focus usually chooses errors to correct depending on the objectives of a particular lesson. In order to do so, the teacher is to know the objectives of the lesson clearly and sets priorities about which errors to correct. In current speaking lessons, the focus is on communication. Consequently, teachers have a tendency to correct the errors which seem to obstruct communication (Maicusi et al., 1999).

3.12. Errors of High Frequency

Allwright (1975) claims that high frequency error deserves special priority attention in error correction. ‘High frequency error’ indicates repeated occurrence of the same error on the part of an individual student. In a broader view, Walz (1982) defines that “frequent errors are frequently committed by individual learners and by many learners in a class”. It provides a sure source of information about whether or not an individual learner or group has mastered a rule or not.

3.13. Types of Error-correction Methods

What is the appropriate correction of learners’ errors? In the past decades, this has been a worthy debated issue, especially in the view of the errors of L2 speaking. As a language teacher and as a language learner, it is important to know how to correct errors in general and in speaking class in particular. However, the issue of dealing with oral errors in second language learning is complex. Once we have decided that correction is necessary, we must focus on how to correct in a way that is both appropriate and effective. Allwright and Bailey (1991) claim that error correction should be varied. Carroll and Swain (1993) suggest various types of correction of which explicit and implicit corrections are very helpful for L2 learners.

3.14. Explicit Correction

Hendrickson (1980) sees that “Explicit correction is detailed direct correction indicating

that teachers provide learners with exact forms or structures of their erroneous utterances”. According to Fanselow (1977), the most popular correction of errors carried out by the teachers is giving the right answer. That is explicit correction. The benefit is that when the teachers give the right answers to the learners who make errors, the learners might not be confused. They directly recognize that their answers were wrong. However, Norrish (1983) asserts that explicit correction of errors not only hinders the improvement of the communicative competence but also produces negative consequences in learners.

3.15. Implicit Correction

Ferris & Hedgcock (1998) defines that “Implicit correction is indirect correction, which teachers indicate the presence of an error or provide some clues and leave the students to diagnose and correct it”. In this way, after showing the error and giving hints to correct, the teachers let the students initiate a self-correction or ask for peer assistance. Learners have to discover the right forms or structures by themselves in order to produce the accurate language. Therefore, the teachers’ implicit clues are considered to be more useful than explicit correction (Hammerly, 1991). Some detailed cues given by the teachers led to higher ratio of learner’s self-correction and consequently, their linguistic competence would be improved. The type of correction that is widely encouraged and accepted in CLT is implicit correction as it does not interfere with communication.

4. Results and Discussion

4.1. Facts about Error Correction

As regards to types of correction, there was a tendency that the teachers employed more teacher correction than peer and self correction. This fact does not support the conclusion made by Bailey (2005). In his view, more student correction should be used. Practically, the teachers showed errors and nominated students to correct them. However, most of the students could not correct the errors. Therefore, teacher correction was employed as the teachers thought it was effective and less time-consuming. Moreover, too much teacher correction made students dependent on the teachers.

Table 1. *The types of errors made and the timing of error-correction*

Lessons of Teacher	Types of Errors								Timing of Error-correction			
	Discourse Errors		Grammar Errors		Lexical Errors		Phonological Errors		Immediate Correction		Non-immediate Correction	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2	8.69	7	30.43	2	8.69	12	52.17	7	77.77	2	22.22

2	1	3.44	15	51.72	3	10.34	10	34.48	19	100	0	0
Total	3	6.06	22	41.07	5	9.51	22	43.32	26	88.86	2	11.11

Considering the timing of error correction, it was found that the teachers often used immediate error correction. In other words, the correction of errors mostly occurred during the activities or while the activities were in progress. This

destroyed learners' motivation. In another sense, non-immediate correction was less employed as it required more time and effort from the teachers and the students. Moreover, the teachers were not patient enough to wait for student's correction.

Table 2. *The types of error-correction and error-correction methods*

Lessons of Teacher	Types of Error-correction						Types of Error-correction Methods			
	Self Correction		Peer Correction		Teacher Correction		Explicit Correction		Implicit Correction	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	1	11.11	2	22.22	6	66.66	6	66.66	3	33.33
2	2	10.52	4	21.05	13	68.42	15	78.94	4	21.05
Total	3	10.81	6	21.63	19	67.54	21	72.80	7	27.19

The results of the study also demonstrated that the teachers used both explicit types and implicit types of correction methods. However, explicit error correction was used in most cases. They tended to provide explicit correction for every type of errors, especially phonological and grammatical ones.

On giving correction, it was found that much work was done to the correction of detailed linguistic errors such as grammatical and phonological ones. This made the students think that the teacher did not pay attention to their ideas and views in their speech.

4.2. Teachers' Awareness of Error Correction

Table 3. *Teachers' judgement on the error-correction in speaking lessons*

Questions	Options	Number of Responses	Percentage
1. How often are learner errors corrected in your speaking lessons?	a. Always	2	28.57
	b. Usually	3	42.85
	c. Sometimes	1	14.28
	d. Seldom	0	0
	e. Never	1	14.28
2. Which types of errors are often corrected?	a. Lexical errors	3	50.00
	b. Grammatical errors	3	50.00
	c. Phonological errors	5	83.33
	d. Discourse errors	0	0
3. When do you often initiate error correction?	a. During the activities	5	83.33
	b. At transition periods	2	33.33
	c. At the end of the lesson	0	0
	d. In the next lesson	0	0
4. Which type(s) of correction is/are often used?	a. Teacher-correction	5	83.33
	b. Peer-correction	2	33.33
	c. Self-correction	0	0

5. Which criteria for selecting errors do you base on?	a. Errors hindering communication	1	16.66
	b. Errors of high frequency	2	33.33
	c. Learners' variables	5	83.33
	d. Pedagogical focus of the lessons	4	66.66
6. How do you usually correct errors?	a. Rejecting what the students have just said.	0	0
	b. Showing the error and giving clues about how to correct it.	3	50.00
	c. Giving direct corrections of the errors.	5	83.33
	d. Ignoring the errors and only paying attention to the ideas.	2	33.33
7. What do you often do for the sake of successful error-correction?	a. Use appropriate error correction strategies	2	33.33
	b. Make suitable changes to the teaching material	1	16.66
	c. Give clear instructions with examples	4	66.66
	d. Get insight of lesson focus	2	33.33

The results of the study indicated that despite the current trend of language teaching, most of the teachers frequently confronted their students' errors and made an effort to reduce them. They constantly corrected the errors which did not influence the intelligibility. Besides, the teachers showed negative attitudes towards error making and error correction. They did not always correct errors in a friendly manner. They preferred to nominate students to correct errors as it was a way of making them work. However, too much nominating would make students more passive. They were afraid of giving a wrong correction and being laughed at or criticized by classmates.

Moreover, the teachers were still influenced much by the traditional teaching methods. That is they talked too much and gave lengthy explanations, which not only consumed a lot of time but also caused confusion to the students. The students have a lot of difficulty understanding their words, so their error making is unavoidable. Also it seems that there is a huge gap between theory and practice in language classrooms.

4.3. Problems for Error Correction

In reality, the textbook is the only material for the teachers to use in classroom. The teachers use the exact copies from the textbook without adaptation and extension. Many tasks seem to be beyond most of the students' ability, so the students easily make errors. Moreover, activities for input are limited, so the students lack language knowledge related to the topic. This also contributes to the students' error making.

To the students, the result showed that they were passive and did not work hard in class. When

the teachers called them to correct errors, they often said "No, I can't" or kept silent or waited to get help from their classmates. In these cases, teachers had no choice but correct the errors.

From all the problems mentioned above, the use of appropriate error-correction strategies must be taken into consideration in order to be applied in language classrooms, especially in speaking lessons. An inappropriate strategy is to correct errors immediately, unselectively, explicitly most of the time, without paying attention to learners' variables. If this situation continues, the work of error correction is of little use, not to say counter-productiveness.

5. Recommendations

5.1. Raising Teachers' Awareness

It is important for teachers to be aware of the view that errors should neither be tolerated nor corrected excessively. Error correction should help learners become more accurate and not insist too much on standard English, so it should not be a kind of criticism or punishment. Teachers bear in mind that learner's errors are a natural and necessary part of the learning process. Not all errors are signs of learners' failure to learn, so the teachers should make use of errors with a view to having better results in the classroom. In order to do so, the teachers must regularly improve their teaching methods by attending conferences, workshops and refresher courses; learning online; and/or regularly updating teaching methods through books, journals and periodicals, etc.

5.2. Getting Insights into Students

Students' level of language proficiency

should be taken into account when correcting errors. It is suggested that the teachers pay more attention to less-advanced students, as they need more help and may benefit more from corrections. This kind of students needs to be encouraged to produce the target language. For L2 proficient learners, the teachers should use error-correction strategies that require their reflection on language knowledge. The types of error-correction strategies that elicit student-generated corrections are appropriate for this kind of students.

It is necessary not to criticize students when they make an error. The teachers should praise them for answering and then ask them to say again, and tell them the correct answer. Thus they don't feel afraid of making errors and have confidence in speaking English. In error correction, giving positive corrections and acknowledging students' progress in L2 speaking are important. Such constructive comments and sincere compliments will enhance students' willingness to speak. Students should be given encouragement in situation where errors arise and when they attempt to express their thoughts and opinions.

5.3. Reducing Error-correction Frequency

Too many corrections would probably discourage the students from speaking. The teachers are encouraged to be more tolerant toward the students' oral errors because they may have a rather special problem in terms of their ability to notice errors and they will be interrupted when they are talking. Additionally, it is believed that when teachers tolerate the students' errors in speaking lessons, they often feel more confident of using the target language.

5.4. Making Pre-speaking Activities Meaningful

As a matter of fact, many teachers seldom consider the importance of input activities. Their teaching follows rigidly the tasks designed in the textbook. In speaking lessons, it is advisable to provide the students with both background and language knowledge related to the topic so that they can speak better. Thus, input activities should be interesting and meaningful for the students. The better the input activities are the fewer errors the students make.

Through input based activities, the teachers provide students with basic grammatical knowledge, vocabulary and pronunciation, and enable them to use the language appropriately in different contexts. A clear understanding of objectives and focus of a lesson helps teachers make better input activities. Besides, the teachers should take students' variables

into consideration. As the number of students in a class is large, the teachers' input activities should meet the majority.

5.5. Redesigning Inappropriate Tasks

The findings of this study suggest redesigning some tasks to make them more suitable for the students. In reality, some tasks are difficult for most of the students, especially those whose are from rural areas. One of the causes of students' making errors is the complexity of the tasks. Therefore, material development is of great use and the teachers should decide which tasks are beyond their students' proficiency level. It is a good idea to give tasks which are suitable for the students so that they will make fewer errors in the lessons.

In order to design the appropriate materials to constantly answer learners' needs and to meet their learning goals, teachers should take into consideration a variety of factors affecting learning outcomes such as learner needs, interest, preference, and levels of English, etc...

5.6. Correcting Errors Strategically

5.6.1. Choosing Errors to Correct

With oral correction, teachers must not let the correction of linguistic errors discourage the learners from wanting to express meanings. It is suggested that errors which do not block comprehension should receive a lower priority of correction than those that prevent comprehension or mislead the listener. Communication breakdown often happens not because of grammatical errors but phonological ones, so phonological errors should have a priority to be corrected. Besides, emphasis should be placed upon common and persistent errors. Moreover, simple errors should be more often corrected than complex ones, as they are easy for the teachers and learners to recognize and understand. In other words, the teachers should not correct errors which are advanced for the learners' level of development because it doesn't result in learning.

5.6.2. Deciding Time to Correct Errors

When to correct errors poses a big question. Both immediate and non-immediate correction have advantages and disadvantages. Pointing out and correcting errors on the spot will interrupt the students and may make them embarrassed. Dealing with the errors later, it is hard for teachers to arouse full attention. Thus, the right time to correct errors is not when the activity is in progress. While the speech is going on, teachers should go round listening to the students, provide encouragement

and write down errors on a piece of paper. In some cases, teachers should deal with errors later, either at the end of the task or lesson.

5.6.3. Diversifying Types of Correction

Teachers should not insist on any kind of correction. Besides teacher correction, it is important to let learners self-correct. Teachers should bear in mind that their students may well be more capable than they think. As teachers we often feel an urge to rush in with the correct response before students have had enough time to process the information. If suitable time and appropriate cues are provided for the learner to carry out peer and self correction, the results will be better. The least effective strategy for correcting a student's error is simply to give them the answer.

5.6.4. Applying Different Error-correction Strategies

For successful error correction, teachers should understand that one size does not fit all so they must be familiar with and master as many different error-correction strategies as possible and choose appropriate ones to deal with their students' different types of errors. There are a number of error-correction strategies available such as error-accepting strategy, correction-avoiding strategy, cue-giving strategy, gesture-using strategy, direct strategy, verbal strategy, etc. Each strategy has its own advantages and disadvantages and is suitable for certain types of errors and certain stages of error-correction process. Thus it should be used with care so that it will bring about more and more benefit and success.

One of the most important strategies is to educate learners to be able to carry out self-correction. Learner-centered correction in which the control rests on learners may contribute to learners' autonomy of learning, and may further result in the effectiveness of error correction. In doing so, the teachers should adopt more implicit error-correction strategies which may vary from person to person according to individual needs. For the errors that have been corrected incorrectly, the teachers should provide the students with the correct forms.

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6. Conclusion

This study carried out to investigate error correction in 2nd year English majored students' speaking lessons at UTEHY, to find out what appropriate error-correction strategies are, and to suggest some recommendations, applications and pedagogical implications in order to improve the situation. The findings indicate that error correction is really a problem for both teachers and learners. The teachers are not fully aware of errors and error correction in speaking lessons, so the effect of error correction was low. From this situation, a good command of error-correction strategies and how to use them appropriately in speaking lessons will lead to the success in correcting errors. A number of error-correction strategies have been recommended. However, there is no perfect strategy so it is suggested cooperating error-correction strategies when correcting learners' oral errors. Besides appropriate error-correction strategies include choosing errors to correct based on certain criteria, using more student correction and implicit correction at suitable time so as not to interrupt students' speech, and taking students' variables into account. Significantly, error correction will help improve students' language knowledge as well as skills. In brief, the study successfully fulfils its aims as stated in research questions.

This study opens up other areas for investigation into error correction. Although much research was done to find out appropriate error correction strategies for speaking classes, the area of correcting students' errors according to their needs, demands and preferences was not much mentioned. If the teacher turns to consider student individual differences thoroughly and uses several different correction strategies according to their needs, demands, and preferences, then the effect might be more satisfying for the students.

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