

Teacher's Implementation of Error-Correction Strategies in L2 Classroom

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Abstract

This research aims to highlight the cruciality of error-correction phenomenon in l2 classroom setting by subjecting focus in exploring error-correction strategies amalgamated by teachers into their teaching methodology and its effect on L2 learners. It further encircles the following objectives: 1) to normalize errors for students, 2) to assert that linguistic errors require timed correction, 3) to bring awareness about student's need and preferences in l2 learning, and lastly 4) to examine whether a perceptive gap of students and teachers exists regarding error-correction. A mixed-method research design inclining towards qualitative study approach, making it lean towards quasi-qualitative research design (QUAL+quan), has been selected; additionally, the population consists of entire L2 student body and teaching faculty of Punjab from which forty-four students and two teachers of grade seven from two private schools are sampled via convenience non-probability sampling for in-depth investigation. The tools include observational checklist to identify error-correction strategies, students' questionnaire survey quantified via Likert Scale and structured interview from the teachers to study their perspective. The research finds a strong perceptive gap between students' needs and teachers' practices along with a practice gap between teacher's beliefs and her classroom practices with respect to method, frequency and time of correction due to which students' linguistic performance and their perception towards errors has been severely impacted. Hence, the research recommends synthesis of diversified correction techniques tactfully by the teachers in their teaching methodologies to cater students' needs along with commencement of teacher-training programs and students' feedback on classroom practices to enhance their learning.

Keywords: Error-correction strategies, Linguistic Errors, Convenience Probability Sampling,

*Perceptive Gap, Students' Needs.***1. Introduction**

This research stems from student's needs analysis and aims to accentuate significance to the phenomenon of error-correction in L2 classroom settings because errors require timed-correction for maximal benefit of the students; in many cases, students are not aware of the kind of errors they make and hence require teacher's appropriate corrective feedback to gain language proficiency. Peter James (2001) states that students' errors should be timely corrected to cater their L2 needs.

There is a dichotomous difference between mistakes and errors when student's language learning proficiency is analysed. According to Corder (2006), "the division of errors goes into systematic errors that takes place in second language learning and non-systematic errors that occur in native language and are referred as "mistakes".

Language acquisition process involves complexity and hence learners can make errors due to insufficient L1 transference or inadequate knowledge of L2. Rahman (2015) claims that students can commit errors due to internal factors such mis-execution of a rule, in attempt to gain fluency, forgetfulness or due to some external factors such as distraction, concentration etc. Additionally, according to Jing (2016) some other causes of errors are:

1. L1 interferences comprising of mother tongue restraints on the new language
2. Intralingual interference caused by faulty language representations in textbooks, overgeneralizations of the rules and inadequate comprehension of forms etc.
3. Adopted communicative strategies such as code-switching, code-mixing and use of synonyms etc in non-verbal/verbal mechanism of communication.

Error-correction is an aspect of corrective feedback and is effective because it:

1. Urges students to improve their linguistic performance
2. Prevents fossilization of errors
3. Motivates students to be aware of their linguistic production
4. Makes students receptive of variety of suggestions and comments
5. Decreases communicative gap between teachers and students as teachers respond accordingly to students' performance.
6. Highlights multiple and diverse needs of students in a classroom setting
7. Promotes students and teachers to be critical and evaluative of their practices.

The permanency of lexical, syntactic, morphological, or phonological errors could potentially lead to fossilization of incorrect linguistic forms; this phenomenon could lead to persistent adaption to incorrect language elements resultantly threatening one's "linguistic sophistication". In addition to this, if the learner is not given accurate correction within time or at the early stage of learning, it would be very difficult to unlearn the concept and hence would not be eradicated even with maximal explanation. Brown (2000) also provided an alternative terminology for fossilization i.e. "cryogenation" because it indicates unchangeable freezing at very low temperature. Moving on, Brown, Vigil and Oller (qtd. in Allwright and Bailey: 1999) suggests that fossilization has direct connection with the kind of corrective feedback learners get.

1.2 Problem-Defined Statement

According to Allwright and Bailey (1999), mistimed error treatment can be harmful for students when they are progressing in linguistic competence or interlanguage development. Teacher's positive attitude towards errors and effective management strategies can bring encouragement, confidence, and natural interest to the use of the language. However, with its mis-implementation, potential discouragement, conflicts, low self-esteem, and priority to form over content and meaning could easily prevail in the classroom environment. Hence, this research intends to evaluate execution of error-correction strategies by the teachers for grade 7 students in l2 classroom environment.

1.3 Research Objectives

The research encompasses the following objectives:

1. To normalize errors for students so that they do not feel conscious of committing them.
2. To assert that linguistic errors require timed correction to improve students' linguistic performance
3. To bring awareness about student's need and preferences in l2 learning
4. To examine whether a perceptive gap exists between students and teachers regarding error-correction.

1.4. Research Questions

This study aims to unveil significant answers from the following research questions:

1. How far does the notion of error-correction is being applied in l2 classroom settings?
2. What is the attitude of the teacher and students towards errors and employment of its correction strategies?
3. Is there any significant difference between attitude of teachers and students towards the need, frequency, time and method of error-correction?

1.5. Significance Of the Study

This research is significant as it sets goal to accommodate student-centred approach by highlighting their needs in L2 learning and suggesting teaching faculty to use wide range of error-correction strategies for multiple kinds of learners. The notion of errors and treatment is integral to every learning classroom making this research applicable to every other educational domain. Additionally, this research was primary field work in nature and took fresh sample of students and teachers that brought dynamic perspectives to the pedagogy.

2. Literature Review

Error-correction in second language has been a debateable matter of discussion from the longest times. Loewen and Nabei (2007, p. 363) conducted a study to investigate effects of oral corrective feedback on L2 knowledge to which results asserted that metalinguistic feedback, an explicit category of corrective feedback, prompts learners to cognitively engage themselves in the error-realization process more deeply and meaningfully that can substantially aid them in self-repair. Perhaps, it often disrupts

the communicative flow according to Lyster, (2002) while Ellis (2009) found that the sample receiving metalinguistic feedback displayed advantage over those who received recasts in the learning the knowledge of regular past tense. Ramzan et al. (2023) have suggested that in second language learning motivational are affected by second language pedagogy, learning situation and second language teachers.

With regards to explicit correction, Bartram and Walton (1994) observed that explicit correction, even though a less ambiguous corrective technique, invites interruptions in the communicative exchange that eventually diminishes learners' comfort, will and enthusiasm. These studies suggests that every strategy has its effectiveness that highly depends upon its implementation.

Nassaji (2007) conducted a research on two significant interactional feedback technique i.e. elicitation and reformulation and their impact on learner repair in dyadic interaction; the study's priority was set to investigate 42 adults second language learners enrolled in intermediate English and two native English teachers executing dyadic task-based interactions. The study founded six different subtypes of reformulation followed by five various categories of elicitation that differed in characteristics such as salience and degree to which they stimulated learner to respond. Analytical data showcased that both feedback strategies had higher rate of accuracy in repair when they were amalgamated with explicit verbal or intonational than when little explicit probes were given. These findings conjure to an idea that salience and driving learners positively reinforces effectiveness of feedback.

Moreover, Coskun (2010) carried out a classroom research with a focal to investigate spoken-error correction tactics used via the tool of self-observations; with the aid of Lyster and Ranta's (1997) model of error-correction strategies, the study concluded that explicit correction was most commonly used and suggested that teachers shall practice multitude of feedback techniques to cater students' needs, interests, lackings and pedagogical objectives because there variables largely influences factors like whether errors should be corrected, what kind and when shall they be treated. It also provided a lookout that more classroom researches shall be done in order to elevate awareness regarding students' and teachers' respective educational roles that gets manifested in each classroom with idiosyncratic dynamics.

With respect to recent studies on this central theme of study in Pakistan, research done by Jabeen,F. (2013) on implementation of indirect error correction strategy in grade 8 ESL learners' writings concluded that students found corrective feedback beneficial and it encouraged them to improve their quality of learning via elevating their morale and confidence level. Her paper supported the proposed theory of constructivism and Schmidt's Noticing Hypothesis and asserted that form focused feedback given by proficient educators positively impacts learners' language. It, hence, prove to be a stimulator for Pakistani institutions to modify their strategies of corrective feedbacks with alignment to students' needs.

In a study conducted by Crichton, Templeton, and Valdera (2014) on the concept of "face values" of students when error-correction is done in modern language classrooms, the aim was to narrow down the gap between students and teachers on an explicit pedagogical level. The researchers intended to investigate transparent sensitivity Scottish teachers employ while correcting errors so that students do not lose their credible face wants before their fellow mates; hence, they used implicit affective feedback and used strategies such metalinguistic cues, fuller reformulations, recasts to facilitate the correction process. This altogether promoted constructive and positive learning environment showcasing that

teachers need to use strategies with utmost caution to prevent linguistic and confidence loss of the students.

Another qualitative research was conducted by Alamri and Fawzi (2016) at Yanbu University College (YUC) in Yanbu Industrial City, Saudi Arabia in which teachers' and students' preferences and perspectives on the use of oral error correction techniques were studied in detail; its participants consisted of English students and teachers that were evaluated via observational checklist and questionnaires. The findings showcased that recast (majorly used) and explicit correction were the prevailing techniques used by majority of teachers and students, students projected positive attitude towards oral error correction. The study recommended that teachers shall amalgamate other correction techniques as well to facilitate learners' errors and that they shall always acknowledge purpose of the task (accuracy-based or fluency based) along with students' proficiency level to create a boosted learning environment.

In a study conducted by Khoso, Pathan, and Shah (2018) on identifying EFL learners' grammatical errors, 80 university students were sampled for google survey via questionnaire analysed through SPSS software; the results showcased that the students' interlingual and intra-lingual grammatical errors require timed error correction for utmost effectiveness. The teachers also projected a positive attitude towards using multiple techniques of error-treatment in order to decrease error occurrence. Ramzan et al. (2023) have also identified the social media usage for educators and policymakers that by using it academic engagement and performance of ESL learners can be enhanced. Ramzan et al. (2023) have also suggested that omission errors are the most frequently occurred errors and these are followed by mis-ordering and mis-formation errors.

In an attempt to explore teachers' behaviour to cater students' language speaking anxiety, Samad and Shah (2021) conducted a research on Pakistani EFL postgraduate non-major English university students to fill the research gap present in Pakistani context regarding attitudes that could potentially elevate students' speaking anxiety. For this purpose, 20 students were sampled for semi-structured interviews while 170 students were targeted for questionnaire survey. With the aid of SPSS analysis of qualitative data, the study found that teachers' attitude towards mistakes largely influenced students' anxiety; 81% of students agreed that if their teacher regard mistakes as language norms, they feel comfort and ease whilst learning. Similarly, 79.3% students agreed that their anxiety will holistically decrease if teachers' error correction technique is kind. The research further suggested some recommendations that teachers should be cautious about their manner and frequency of error-treatment because hyper-correction can lead to potential discouragement in students' participation.

2.1 Error Correction Strategies

Lyster and Ranta (1997) originally classified error-correction strategies in their study on Corrective Feedback and Learner Uptake that was then incorporated by Tedik (1998) in his investigation on error-correction and its pedagogical implications. This classification of error corrective-strategies was then repetitively used by Nassaji (2007), Carranza (2007), Coskun, (2010) , Crichton, Templeton, and Valdera (2014), Alamari and Fawzi (2016) and Ghani and Ahmad (2016) in their respective studies. For its valid and reliable executions in the previous authentic studies, this classification model would be used as an analytical tool to evaluate error-correction strategies used on grade 7 students; the model is as followed:

Table 1: Model of Error Correction Strategies (Alamari and Fawzi, 2016)

Explicit Correction	Apparent and obvious form of correction as the teacher traces the incorrect form and corrects it	Student: "We call such expressions para..paralingtic expression." Teacher: "Its paralinguistic"
Recast/ reformulation	The teacher indirectly reshapes student's error and provides the correction. She might also reformulate the sentence without having the incorrect form	Teacher: "what did the girl have?" Student: "The pretty very pretty girl had a dog." Teacher: "The pretty girl had a dog."
Clarification request	Phrases such as "sorry?", "I didn't get you" aids the teacher to showcase that the message is not integral for understanding, or it contains some portion of error that needs to be corrected.	Student: "The killer killed her miraculously. (mercilessly)" Teacher: "Sorry? I didn't get the sense of your question."
Metalinguistic clues	The teacher subjects query regarding the formulation of student's utterance	Student: "A ant bit her." Teacher: " Do we use a with vowels?"
Elicitation	The teacher directly asks questions from him to fill in her pause.	Students: " Weather forecasters said that it will rain today." Teacher: "what word do we use with weather forecasters instead of said? Its?" Students: "It is predict"
Repetition	The teacher explicitly repeats student's error and formulates her intonation pattern to emphasize upon the incorrect form in student's language usage.	Student: "The Paris" Teacher: ↗ "The Paris?"

3.0 Research Methodology

3.1.Research Design

This was a field research that incorporated mixed-method research design that inclined more towards

qualitative approach (QUAL+quan).

3.2.Population

The population consisted of entire L2 student body and teaching faculty of Punjab.

3.3.Sample

Private School	Grade	Participant (Students)	Participant (Teachers)
2	7	44	2

3.4.Sampling Technique

Convenience non-probability sampling

3.5.Tools of the Research

- Observational checklist to aid identification of error-correction strategies being used in the classrooms.
- Students' questionnaire survey quantified via Likert scale to fetch an insight of how their errors are being treated in classroom and their perspective towards error-correction strategies.
- Structured interview comprising of four questions from the teachers to examine their attitude towards error-correction.

4. Results

4.1.Observational Checklist

Two-day observations were carried out on grade 7 students belonging to two different private sector schools. Error types were classified using the sub-categorization framework used by Saeed S. Ahmad, Hassan, Qureshi, and Qurashi (2015) in their study regarding effectiveness of direct feedback method of error-correction used on Urdu EFL intermediate learners.

Observational findings related to error-correction strategies for both the days are as followed:

Table 2: Types of Errors

TYPES OF ERRORS
<ul style="list-style-type: none"> • Capitalization error of proper noun • Spelling errors in conspirator and temperature • Grammatical error; student used joined instead of joint • Discourse error

“What was the disease Caesar was suffering from?”

One student replied, “anaemia” (wrong)

- Article error

“One of the student produced an article error by omitting “an” from the sentence “Eating too much is annoying habit.”

- Sentence structure errors

“I interested in cricket.”

“Cricket is exciting thing.”

“I am interest in tennis and badminton and video games. (wrong verb form) (unnecessary word phrase)”

- Wrong word order/ wrong verb form/ unclear expression

“Ma’am, if they kill dinosaurs meaning future change?”

- Verb errors

“I scared because I see a ghost.”

“I were embarrassed when I got no marks.”

“I think news programs is boring.”

“They was disappointed with their result.”

- Pronunciation errors

- | | |
|---------------------------------------|-------------------------|
| 1. Phlegm | 2. Penalty |
| | 4. Finicky |
| 3. Aurora | 6. Infinitesimally |
| 5. Vast pronounced as
“waist” | 8. 60 pronounced as six |
| 7. Breath pronounced as
breathe | 10. Disproportion |
| 9. Trinosaurus | 12. Temperament |
| 11. Ancient pronounced as
incident | 13. Measure |

*14. Slime pronounced as
smile*

Figure 1: Types of Errors Found

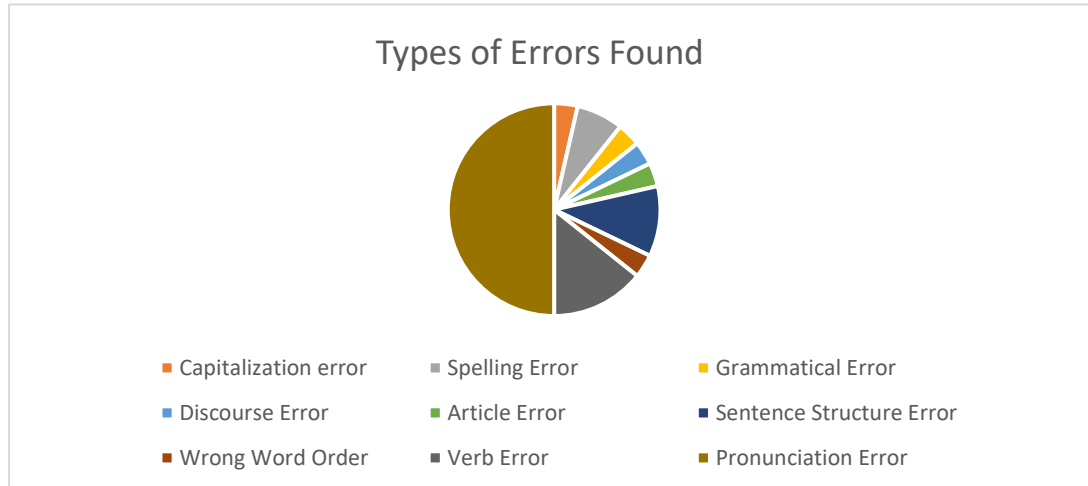


Table 3: Error Correction Strategies

ERROR- CORRECTION STRATEGIES	
Clarification request	<ul style="list-style-type: none"> • “Sorry, what is this? This is a question mark?” • I did not understand what did you say?

Explicit correction	<ul style="list-style-type: none"> • “Its joint not joined, correct this” • “All the proper nouns shall be in capital letters” • “Please check your work everyone proper nouns shall be with a capital letter” (when majority had this error”. • While locating the error on the copies, she directly reinforced the correct forms in the following way: • “write it down in capital letters” • “correct your answer” • “Eating too much is an annoying habit.” • “They were disappointed with their result.” • I was embarrassed when I got no marks. • I saw a ghost. • “Its documentary!” • “Don’t you know its were not where!” • “Its slime not smile”
Repetition	<ul style="list-style-type: none"> • “What was the disease Caesar was suffering from?” <p>The student responded “anaemia”, the teacher put intonation emphasis on the word “anaemia? ” she incorporated metalinguistic clue here and asked “was it anaemia” , the students then re-thought and gave the correct answer i.e. epilepsy</p>

Figure 2: Error Correction Strategies Found

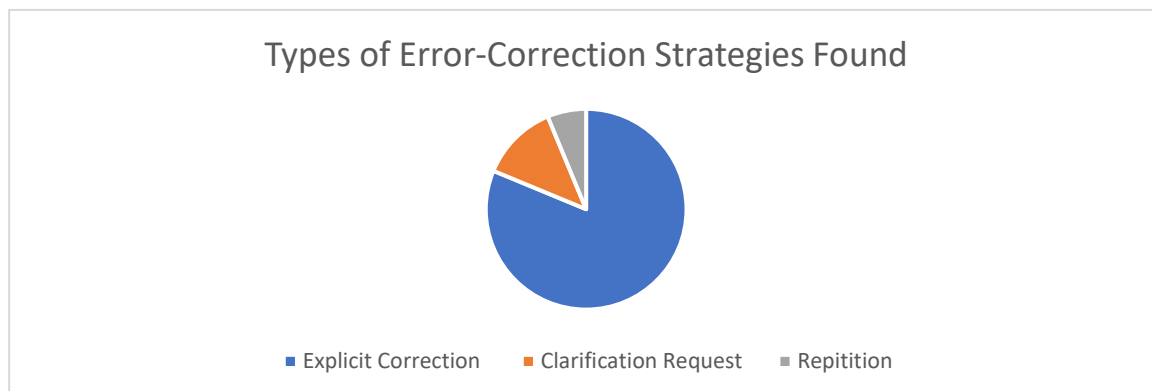


Figure 3: Observational Checklist

Neglected Errors	<ul style="list-style-type: none"> The teacher herself mispronounced “Celsius” [sel see uhs] as [sel she ush]. After that when the student mispronounced the same word as [shell see uhs], the teacher didn’t correct him. Mispronunciations of: <ol style="list-style-type: none"> Throttled Subtle Year mispronounced as ear Vast pronounced as “waist” Infinitesimally 60 pronounced as six Breath pronounced as breathe Trinosaurus Ancient pronounced as incident Disproportion Temperament Measure
Frequency of Correction	Rare Error-correction
Time of Correction	Errors were corrected at the point of occurrence even if it interrupted students’ conversation/speaking.
Keynotes	<ul style="list-style-type: none"> Hyper-correction: Teacher, during the activity, said: <i>oudly, loudly, loudly”</i> <i>erked up and blazed fire.</i> <i>ngulfed, stench loudly of lime”</i> “Read it again from the beginning!” she said blatantly. Interruptions during student’s conversations; the teacher scolded two students by saying, <i>“couldn’t you understand that its documentary !”</i>

Students’ Questionnaire

In the latter phase of the research, quantitative questionnaires, composed of one factual question, ten attitudinal questions followed by an open-ended anecdote question, were given to the students to

investigate their attitude towards the use of error-correction techniques in their classroom environment.

Figure 4: A, Age

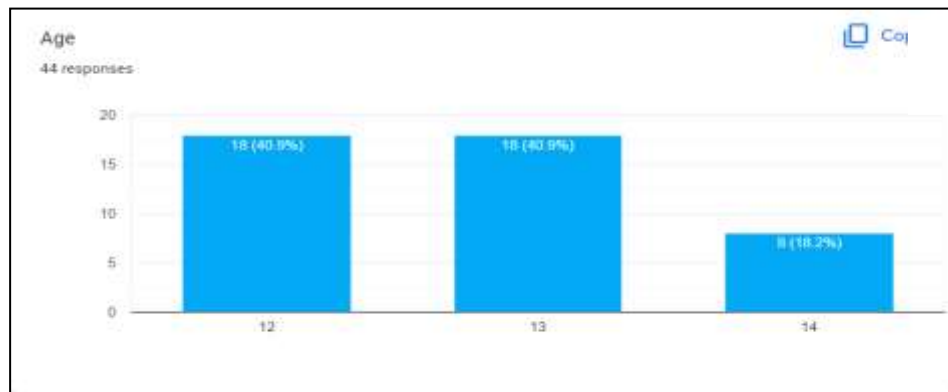


Figure A represents factual question of age to which expected diversity of age-groups responded.

Figure A showcases that half of the participants belonged to 12 and 13 age while very few aged 14 making the entire group of sample to fall under the age group of 12-14.

The cruciality of these age groups becoming the target sample added advantage of diversity and dynamicity of perspectives to the study. Every age group brought idiosyncratic perceptions regarding the core-statement elevating its generalizability quotient.

Figure 5: B, Student's nervousness level on committing mistakes

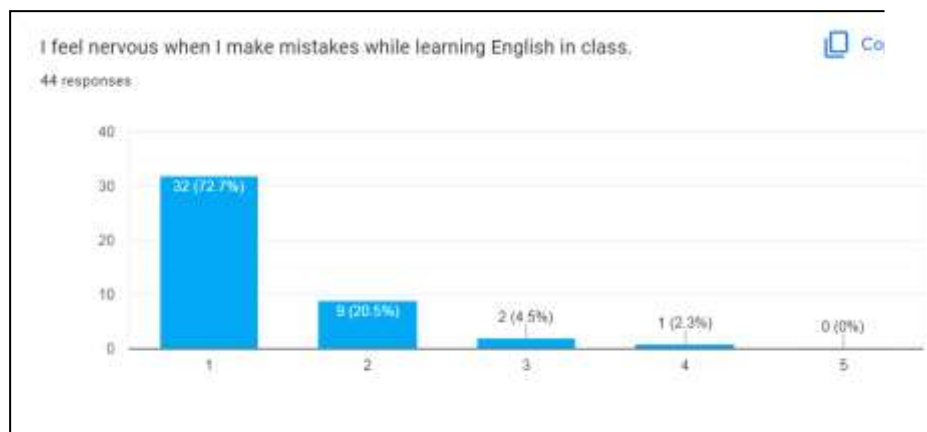


Figure B queries regarding students' nervousness level during error commission in the class.

Figure B depicts that majority of the students i.e. 72.7% strongly agreed and 20.5% agreed to their increased anxiety while making mistakes. On the contrary, a very small number responded neutrally and showed disagreement.

The statistics suggests an idea that majority of the students do feel anxious and tensed while witnessing their lingual errors; they negatively perceive their errors that directly hinders their learning progress.

Krashen asserted in his Affective Filter Hypothesis (1985) that nervousness is a variable that can get activated by stressful learning environment and so recommended teachers to maintain a low affective filter for maximum language learning.

Figure 6: C, Correction of mistakes

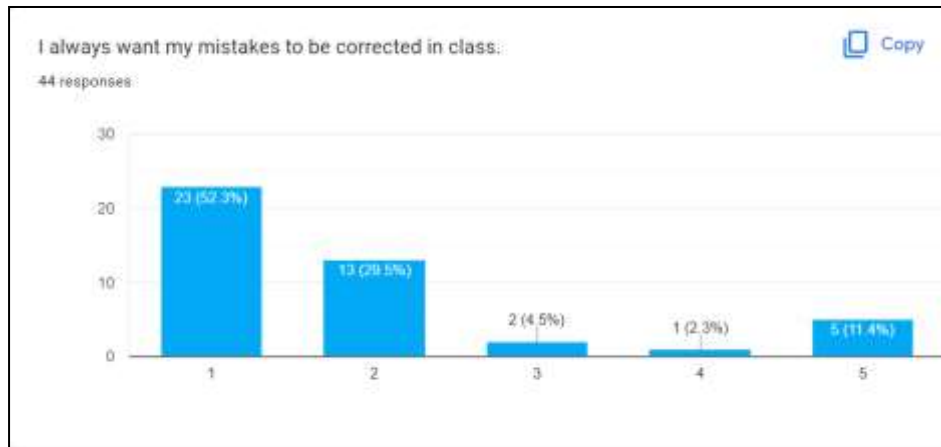


Figure C showcases an attitudinal statement that asked students whether they always wanted error treatment in class.

In Fig C, majority of the students' i.e. 52.3% strongly agreed and 29.5% agreed to get their mistakes corrected in class; on the contrary, a significant portion of 11.4% strongly disagreed to the statement. A small proportion of 4.5% took a neutral stance and disagreement respectively.

The respondents of both the schools project strong inclination towards wanting corrective feedback on mistakes in the class that suggests their expectations from the teachers. Perhaps, on the basis of observations, many occurrences of neglected errors were found where the teachers did not locate the errors and treated them; the students of both the schools had checked copies where their mistakes were not highlighted; consequently, these factors can increase susceptible risks of fossilized errors and restricted learning in the students.

Figure 7: D, Teacher's supportiveness in error correction

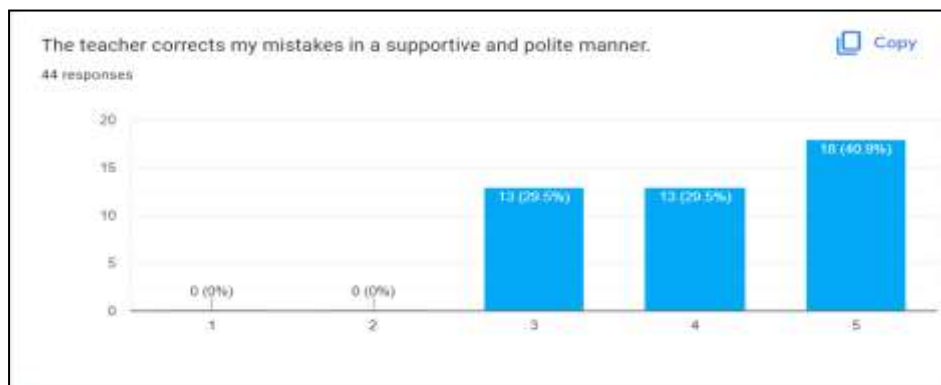


Figure D showcased students' responses with respect to their teacher's attitude towards their mistakes.

In figure D, it is evidently highlighted that student's responses falls on the other part of the continuum because more than half of the sample strongly disagreed that their teacher treat their errors optimistically. In addition, a significant proportion of 29.5% maintained a neutral stance.

The vivid reactions of the respondents reveals dichotomous attitudes of their teachers towards error-treatment; it significantly portrays that the teachers strictly gave negative evaluation to their students upon error occurrence. This idea can be justified with the observational findings that revealed instances of hyper-corrections and interruptions by the teachers.

Figure 8: E, Student's discouragement on receiving negative remarks

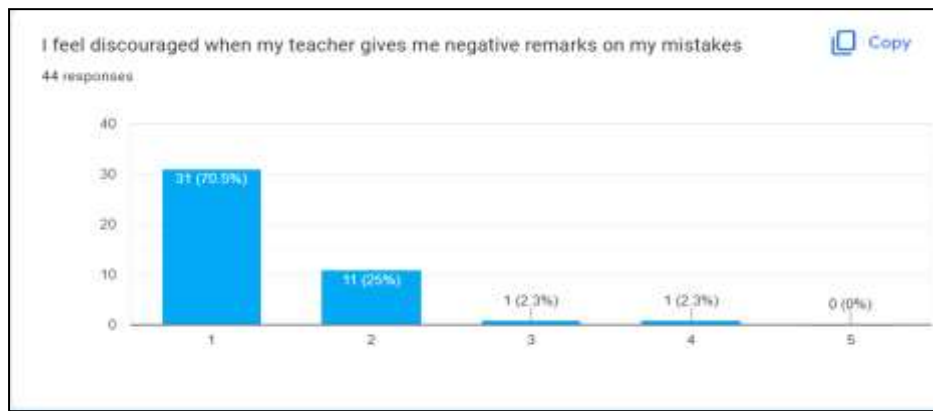


Figure E demonstrates students' responses towards their discouragement level when their teacher gives them negative feedback on their mistakes.

In figure E, majority of the entire sample manifests agreement; 70.5% strongly agreed while 25% agreed that they do feel disheartened on teacher's negative appraisal.

Students of both the schools were inclined more towards discouragement level because the students seemed nervous and shunned while performing in the class ; some of them stuttered while talking to the teacher and others remained quite throughout the session. Perhaps, this reflects that students prefer positive feedback from the teachers.

Figure 9: F, Student's preference on positive comments

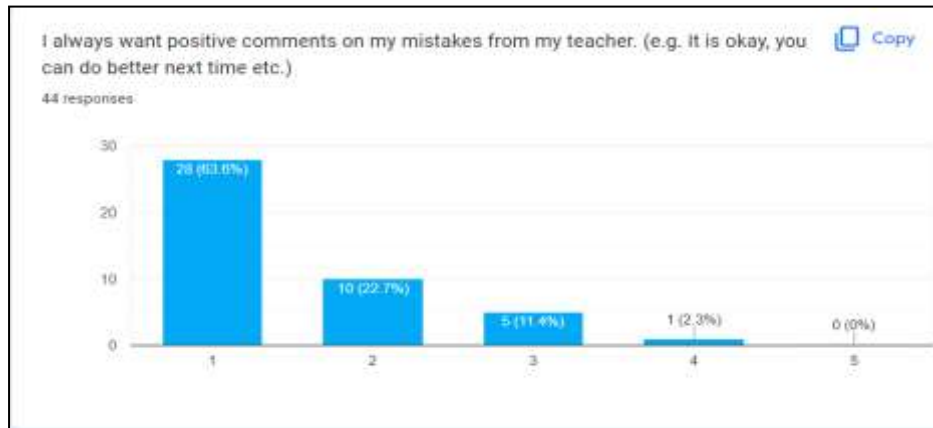


Figure F exhibits results of students' preference on desiring for positive feedback from the teacher on their mistakes.

Figure F demonstrates that majority of 63.6% agreed on favouring positive feedback from the teacher. Perhaps, nearly a fifth proportion of 11.4 % resided with a neutral stance and minority of 2.3% disagreed with the statement.

The results depict that students opted for receiving constructive feedback from the teacher so that they can efficaciously learn from their mistakes; this further established a necessity for a positive student-teacher relationship to be cordially optimistic because it leads to motivating learning environment.

Figure 10: G, Private Vs Public Correction

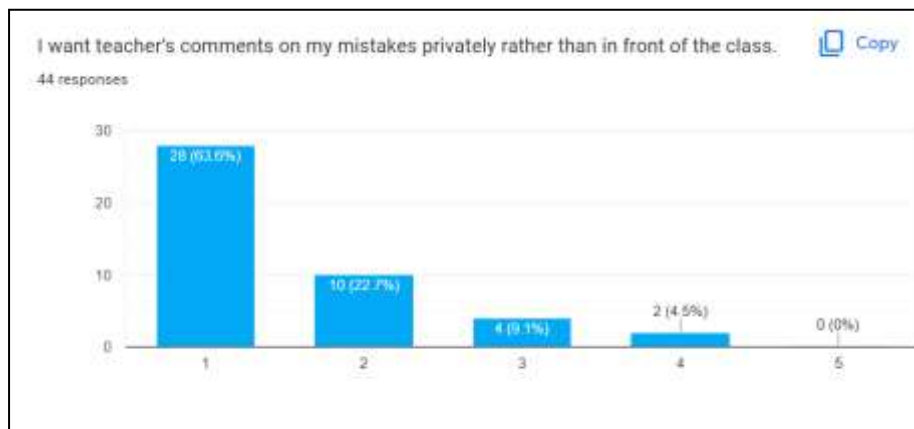


Figure G queries students' preference on private vs public error correction.

Figure G indicates that very large number of, 63.6%, preferred private error-correction; however, minor proportion of 9.1% kept a neutral stance and very few, 4.5%, preferred error-correction in front of the class.

The responses of both the sample groups establishes an idea that majority of the students preferred error-correction individually and privately instead of in front of the class; their preference contrary to what was evidently seen in classroom observations because students were openly in front of the peers. Both the teachers rarely went to the students for in person error-correction and hence here we find gap in students' preferences and teachers' practice.

Figure 11: H, Preference on Clarification Request



Figure H implicitly queries students regarding their preference to clarification request corrective strategy.

Figure H showcases that majority of 47.7% strongly agreed while 15.9% maintained a neutral stance on preferring their teachers to probe for questions on their errors. On the other hand, less than a fifth disagreed to the statement.

The responses suggests that majority of the students felt comfortable in receiving clarification request as an error-corrective treatment; however, this technique was not predominantly used in both the schools. This yet again highlighted the existing gap between students' preferences and teachers' practices that consequently affects learning environment. In both the schools, some students also dis-preferred its usage that infers students' inclination towards a different strategy that showcases different needs of learners in a class.

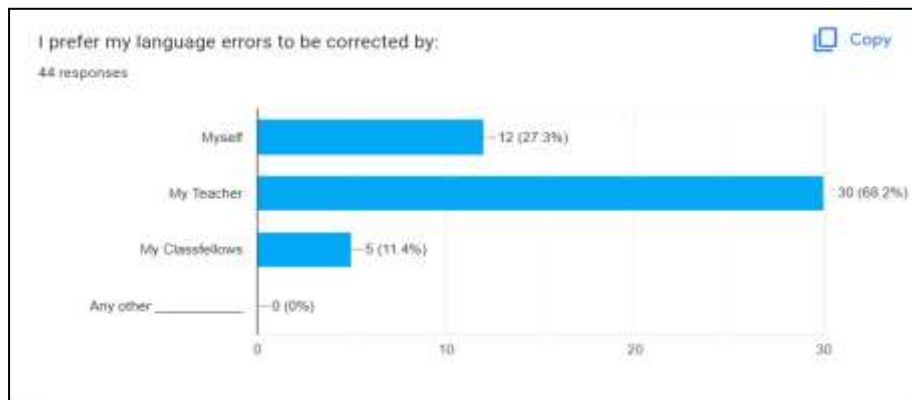
Figure 12: I, Preference on manner of error-correction

Figure I queried students regarding their preference on teacher-correction, self-correction, or peer-correction; they were also given an open-ended option to write their preferable corrector to which no one reacted.

Figure I represented that majority of the students, 68.2%, looked up to their teachers for correction while a significant proportion of 27.3% opted for self-correction. In addition, very few, 11.4%, chose peer-correction.

The results depicted an idea that many students idealized their teachers to correct them in an encouraging and supporting manner and hence it puts a responsibility on the teachers to judiciously apply corrective strategy as per students' needs.

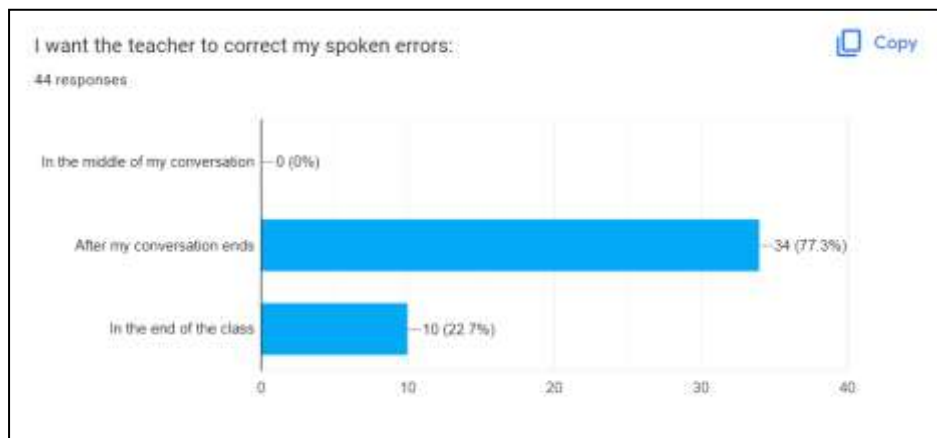
Figure 13: J, Preference on manner of error-correction

Figure J illustrated students' preferences towards time of spoken errors correction.

In Figure J, majority of 77.3% students preferred error-correction in the end of their conversations; on the other hand, more than a quarter i.e. 22.7% chose error correction in the end of the class while none preferred correction in the middle of their conversation.

The results ushered an idea that majority of the students were in the favour of error-correction of their spoken errors after their conversation ends because interruption could lead to disruption of ideas, rush of nervousness and face-threatening for them. In addition, students' preference of correction after the class also counted value but some teachers assume in-time correction of spoken errors to be appropriate because it certainly prevents delayed response. Furthermore, teachers and students might forget their mistakes if they wait for correction after the class and possibility of learner's uptake might also decreases. Apart from this, none of the students preferred correction in the middle of their conversation that further draws hollow gap between student's needs and teacher's practices.

Figure 14: k, Preference on error-correction strategy



Figure K queried students regarding their choice of correction strategy.

The figure represents that majority of the students, i.e. 34.1% preferred repetition and 31.8% opted for metalinguistic clues as a corrective technique. Additionally, significant proportion of 20.5% went for explicit correction and recast respectively as favoured corrective technique.

The responses of the sample exhibits idiosyncratic inclinations towards correction-strategies depicting an idea that every learner withhold distinctive needs. It further stresses on the need of amalgamation of various corrective strategies in teacher's classroom practices.

4.1.1 Open-Ended Opinionated Question

An open-ended question was merged with the quantitative questionnaire to which there were variety of responses from both the schools.

Students wanted error-treatment to “improve their english”, to get “smarter”, for “grades in examination”, for “confidence”, “fluency”, “topping in exams”, “personality” and to avoid repetition. However, there were some surprising revelations from the students that picturizes their learning environment explicitly; one student stated,

“Actually I do not want my mistakes to be corrected in class because I think me or someone else

would feel embarrassed”

Furthermore, other students wrote,

“As if my teacher corrects them I can do much better than after.”	i am want your mistakes because confidence	“I
“So I can better grades and correct myself”	Flueting, goodly	
“so I can be confidence and I can speak it.”	I want your mistakes to be corrected confidence in class	
“because I would want my mistakes to be corrected in class so I could learn them right their.”	because I top in exams	

don’t want my big mistakes like telling if I have done something wrong or a silly mistake in the class should be private by telling in the end of the class.”

“I not want my errors to corrected in class because my teacher scolds me on making them, so I want to correct them myself to get more confidence.”

This statement conjures an idea that students feel humiliated when their mistakes are openly dealt in class due to which they prefer private correction in the end of the class. The responses also suggests that learners are receiving negative corrective feedback on their errors that weakens their credence to learn the language. The two-day observations of the class revealed that the teacher openly corrected students’ mistakes and even hypercorrected some by standing behind them consequently intimidating them adversely. Moving on, another student commented:

“This is because when the exams come and we are revising our copy work where there are lots of mistakes which are not corrected its hard to learn it.”

These responses highlighted teachers’ tendency to neglect written errors present in students’ copies that hinders their language comprehension while preparing exams; this can substantially increase the possibility of fossilization. Moreover, in cases where students do not trace their errors or apply self-correction, unchecked errors-filled copies automatically make students to use language in exams in a pretty similar way where teacher could deduct marks; resultantly, having a discouraging impact on students’ drive to learn.

Apart from this, student’s inadequate language performance could be evidently seen in the following comments:

These comments clearly depicted students’ weak grip and grasp on language and one probable answer could be their fragile interest in learning the language that further gets decremented by teachers’ negative error-evaluation; in addition, it may be inferred that learner uptake had been significantly low because students’ preferences largely differed from teacher’s practices in terms of implementation of corrective technique. Perhaps, their language use evidently portrayed their restricted and limited knowledge of language.

4.2. Teacher-Oriented Interview

Structured interviews were conducted with both the teachers with an aim to holistically gauge their perspective regarding errors-correction strategies. To the first question, the teachers associated importance to errors by claiming that their treatment is one step to their language “development”. They further asserted that timed corrective feedback is “beneficial” for students because it hinders their learning otherwise; additionally, they elaborated that errors need to be corrected at the point of occurrence. To the second question, the teachers reflected that they aren’t aware of formal corrective techniques being used to teach English; they further said that they adopt private to general feedback strategy depending upon the learner and situation. To the third question, the teachers preferred direct explicit correction and repetition for student’s errors while to the fourth question, they preferred individually correcting students’ spoken errors after their conversation ends to avoid distraction and threatening of their confidence. According to them, the technique of repetition drill urges students to activate their cognitive capacity to memorize vocabulary and structural composition of the sentence; they tend to repeat linguistic items in order to learn them successfully. However, (Kani, 2015) mentions that Ibnu Khaldun (1958) reviews drilling technique as a weaker strategy to teach language because it does not necessitate linguistic proficiency and fluency for the students; moreover, conditioned repetition does not stimulate higher order thinking skills and broaden cognitive capacity of them because concept-formation and deep understanding is given less focus. Apart from this, Barlotti in Caxton, (2000) argues that drilling technique catalyzes rote memorization rather than conceptual grasping and intellectual comprehension; furthermore, he asserts that it weakens students’ imaginative and creative skills while possibly becoming boring activity for them. Lastly, it makes language learning controlled and mechanical where students would produce same linguistic responses as they will imitate language than generating it. In the open-ended questions of students’ questionnaire, their insubstantial grip and command on language was transparently evident; additionally, students’ classwork (figure) showcases that they uses identical sentences in essays inferring bounded accommodation of innovative language production. The findings of (Ahmad, 2017) showcased that rote learning and academic performance holds inversely proportional relationship.

5. Discussion

5.1. Nervousness level of students while committing errors in class

The statistics of both the schools established that students felt consciously nervous during error-commission; in the two-day classroom observations of both the schools, instances of hyper-correction and interruptions in the middle of students’ conversations were found by the teachers that strongly discouraged and demoralized them. In a study conducted by (Melouah, 2013) on foreign language anxiety in EFL speaking classrooms, it was found that students’ anxiety elevates with the fear of teacher intending to correct every mistakes they make because it questions their linguistic competence performance and so apt care was recommended for the teachers to review their techniques of corrective feedback for the students. In addition, the students showed greater degree of agreement towards their nervousness probably because their errors are not effectively dealt by their teacher; on the basis of the observational evidences, many of their mistakes were neglected while some were negatively reinforced bringing humiliation and embarrassment to the students. Gregersen (2003:31) also asserted that insensitive error-treatment can harm students’ self-esteem.

5.2.Students' attitude towards frequency of error correction in class

The statistics established that students of both the schools strongly preferred error correction in class; however, observations revealed that their teachers neglected and overlooked their errors increasing the risks of fossilization. Studies such as of I. Ahmad, Saeed, and Salam (2013) on the effects of corrective feedback on academic achievements of students highlighted that timed corrective feedback aids students to improve their weaknesses and become proficient and hence errors should be timely dealt.

5.3.Teacher's manner of error-correction

The responses showcased that school A students positively rated their teacher's manner of correction while school B brought negative evaluation of their teacher; it further suggests that implementation of dynamic corrective strategies cater students' needs and urges them to positively view that teacher. On the other hand, negative evaluation increases student-teacher gap and hinders meaningful learning in the class (in the case of school B). These manners and conducts substantially affects students because Horwitz, E. K (2010) study established that when students are given emotional support on their language errors, they tend to feel motivated, enthusiastic and less apprehensive. Malik et al., (2020) too aided this viewpoint by conjuring that a teacher who compliments and appreciates students with patience acts as viable source in eradicating speaking anxiety of the students; all these findings correlate with the conclusions of MacIntyre & Gregersen (2012), Sadighi & Dastpak (2017) and Toubot & Seng (2018).

5.4.Students' discouragement level on negative error evaluation

The results showcased that both the schools showed significant discouragement level on negative evaluation and hence builds an impression that cordial student-teacher relationship is vitally essential in effective teaching environment because according to the study of Sadighi & Dastpak (2017), teacher's discouraging and unfriendly behaviour can induce nervousness, worry and uneasiness in students that can consequently diminish their language uptake. Harmer (2001, p.99) also asserts that teachers shall facilitate students their learning process rather than criticizing students' errors because they are a natural component of second language acquisition. Additionally, MacIntyre, Burns and Jessome (2011) conjured upon a notion that confidence and stress-free learning environment are key crucial-components in learners' desire and will to learn a language.

5.5.Students' attitude towards positive feedback for error correction

The results showcased students majorly preferred positive constructive feedback on their errors; at the stage of grade 7, motivation, a fundamental product of positive feedback/reinforcement, is essentially important for students because their minds are more receptive to language input and the greater learner uptake they experience, higher are the chances of authenticity in their language. Hutchinson and Waters (1987) reflects a notion that students' motivation is an integral stimulator of effective learning because it caters essential catalyst to pass the language developmental progress. F. Hyland, 1990, mentioned in I. Ahmad, Saeed, and Salam (2013), concluded that students' accuracy of expressions, comprehension of concepts and production of language improves with positive feedback of the teachers.

5.6.Students' choice on private vs public corrective feedback

The students of both the schools exhibited inclination to private feedback which was contrary to what was found in observations i.e. the teachers openly corrected students' mistakes.; it can be inferred that the students rarely communicated with one another and with the teacher because of their speaking anxiety and their need of wanting private error-correction being not met. Katayama (2007) also asserts that some students tend to feel inhibited, diffident and self-conscious upon apparent linguistic correction that can eventually diminish their tempt to communicate within the classroom setting.

5.7.Students' preference on clarification request as a corrective technique

The responses highlights that majority of the students from both the schools preferred clarification request; according to Loewen and Nabei (2007), Ammar & Spada, 2006 and Lyster, 2004, clarification request prompts learners to cognitively assess their utterance to clarify and justify their form; consequently, it promotes deeper processing of the language that can elevate effectiveness of learning. Additionally, the study of Ghariblaki (2017) highlighted that clarification requests can best put students into a situation of interactional negotiation where they can modify their linguistic knowledge. However, in both the schools, this technique was not predominantly found to be exercised consequently elevating gap between teacher and students.

5.8.Students' preference among self-correction, peer-correction and teacher-correction

The responses showcases that majority of the students wanted teacher's correction on their errors; it can also be said that students often assume that only their teachers are supposed to trace their errors and hence gets depended on them. Chunhong & Griffiths, (2012) and Kang & Han, (2015) also highlighted that students greatly expects teacher's correction on their errors.

5.9.Students' preference on spoken error-correction in the middle/between/after their conversations

The responses reflected that majority of the students are in the favour of error-correction after their conversation ends; however, in both the schools, excessive interruptions by the teachers were found while treating students' errors highlighting an apparent gap between students' preferences and teachers' practices. Crichton, Templeton, and Valdera (2014) highlighted the caution with which teachers should employ corrective techniques so that students do not lose their face values and confidence in the class.

5.10. Students' preference amongst all error-correction techniques

The responses suggest wide acceptability of different corrective techniques by the students; school A majorly preferred metalinguistic clues while school B opted for repetition. However, in both the schools, explicit correction was evident in spoken and written errors while other techniques were less prevailing. This finding clearly draws connection between students' dissatisfaction level from the teacher illustrated in figures d, e, g and h and figure l because the teacher is certainly not fulfilling their needs and necessities. Apart from this, in the cases of no-correction, as found in school B more than school A, students could potentially learn the incorrect form resulting in fossilization of incorrect linguistic forms. These findings exhibits congruency with Coskun (2010), Alamri and Fawzi (2016),

Khoso, Pathan, and Shah (2018) who strongly asserted that teachers shall practice multitude of feedback techniques to cater students' needs and pedagogical objectives.

5.11. Teachers' response in structured interview

Structured interviews revealed a transparent practice gap between teachers' classroom practices and beliefs along with a perceptive gap between their and students' preferences; both regarded errors a significant factor of learning that requires treatment whereas many instances of neglected errors were found. They also stated that they adopt flexible approach of private to public error-correction; however, observations revealed that students were majorly corrected publicly when majority of the students preferred private feedback. Additionally, the strategies teachers opted for correction were differential to their actual classroom practices and students' need. As mentioned earlier, the teachers widely interrupted students in their conversations. Bai (2006) portrays strong condemn on interruptions because it could give way to embarrassment and discouragement for the students eventually causing them to withdraw from learning. These findings corresponds to the findings of Coskun (2010) and Amara (2015) who asserted that teachers should replenish their classroom practices according to students' needs for their progressive growth and development as well as prevention of communicative gap.

6. Conclusion

This research found an evident perceptive gap, with the aid of data collection instruments, between students' expectations and teacher's practices because the students favoured usage of multiple error-correction strategies; however, its employment was rare in both the schools. They always wanted their errors to be corrected; however, many errors were neglected during the class that potentially increased the risk of fossilization. Additionally, they preferred private correction while the teachers openly corrected them in front of the class; they wanted error-correction after their conversation ends whereas the teachers massively interrupted them for the correction. Furthermore, instances of hypercorrection were found where students were intimidated by teacher's responses. Students wanted positive constructive feedback from their teachers; on the contrary, they negatively evaluated students for producing incorrect linguistic forms. Apart from this, a transparent difference between teacher's classroom practices and interview responses was also found because both the teachers viewed errors as an important aspect that shall be vigilantly treated; however, many errors were not timely corrected. They publicly corrected students' errors in the classrooms while preferred private error-correction in the interview; in addition, they preferred error-correction in the end of students' conversations whereas they corrected them in the middle of their conversation. This had certainly impacted students' perception on errors as they were conscious of committing errors and felt discouraged on receiving corrections; these disparities had also harmed students' language performance exhibiting an idea that their linguistic proficiency had been directly affected.

7. Research Limitations

With an aim to bring pedagogical enlightenment in Pakistan, the research does carry a limitation that it has selected only two schools as a sample making it unrepresentative of the entire teaching institutions of Punjab. Moreover, qualitative analysis of classroom observations and quantitative questionnaire would invariably bring some degree of subjectiveness to the study that decreases reliability and consistency of data.

8. Recommendations

Negative perception of errors shall be eradicated from students' minds by providing correcting them with positive attitude so that they can learn language in a stress-free environment and avoid developing language complexes. Positive attitude towards errors would induce greater learner uptake and would increase learner's autonomy so that do not always depend upon the teacher for error-correction. Additionally, wide array of error-correction strategies should also be used so that majority of learners' preferences are accommodated; the teachers shall also encourage students to realize their mistakes so that they apply self-correction and build autonomous confidence.

Furthermore, teachers are advised to consider linguistic proficiency, age, needs and desires during error-correction by addressing to multiple kinds of learners with multiple techniques; they shall further refrain from giving negative correction on errors to prevent humiliation for the students. Moving on, teacher-training programs shall be held in schools for guidance regarding the existence of multiple error-correction techniques and their positive/negative aspects so that they could best plan framework of correction in their pedagogical activities. Lastly, students shall be asked for their feedback on classroom practices to examine their need and attitude towards second language learning; this would additionally decrease student-teacher gap.

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