

The role of self and peer correction in English as a foreign language learners' speaking

Inês Ribeiro Ramos

Relatório de Estágio de Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico

Ano letivo: 2024/2025

Relatório de Estágio apresentado para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Ensino de Inglês no 1º Ciclo do Ensino Básico realizado sob a orientação científica da Professora Doutora Carolyn Leslie.

*Sabemos muito mais do que
julgamos, podemos muito mais do que imaginamos¹.*

(Saramago, 1998, n.p.)

¹ We know much more than we think, we can do much more than we imagine [my translation].

ACKNOWLEDGEMENTS

I would like to thank my supervisor, Professor Carolyn Leslie, for her guidance and feedback throughout this project.

I would also especially like to thank my dear cooperating teacher, Sónia Deus, for all her words and support during the practicum. Her help played a crucial role in my growth as a teacher.

I would like to thank my students, not only for their participation in this project, but also for allowing me to learn from them.

Finally, I would like to thank my family and dear friends for supporting me and for patiently listening to me talk about this project.

THE ROLE OF SELF AND PEER CORRECTION IN ENGLISH AS A FOREIGN LANGUAGE LEARNERS' SPEAKING

INÊS RIBEIRO RAMOS

ABSTRACT

KEYWORDS: spoken production, spoken interaction, errors, self-correction, peer correction, uptake.

The present study focuses on the role of self and peer correction in English as a foreign language learners' speaking. As a result, it aims to quantify and identify the most common errors that occur in the primary classroom during moments of spoken production and spoken interaction; and the influence of self and peer correction in facilitating students' uptake. This action research was carried out with a 4th grade class of 19 students at a primary school in Portugal. After introducing the new vocabulary and necessary grammatical structures, data was collected from four pairs of learners for spoken interaction, and from the same eight students for spoken production. Data was gathered through both audio and video recording and analysed quantitatively. The analysis focused on counting and categorizing the errors per category (grammar, pronunciation, vocabulary, L1 use); as well as counting and categorizing the type of corrections (recasts, explicit corrections); and the uptake. The results show a general decrease in the number of errors compared to the first activity, which suggests a development in learners' communicative abilities. Furthermore, there was also a slight increase in both peer corrections and uptake, which highlights the beneficial effects of these strategies on young learners' language development.

O PAPEL DA AUTOCORREÇÃO E DA CORREÇÃO A PARES NA APRENDIZAGEM DO INGLÊS COMO LÍNGUA ESTRANGEIRA

INÊS RIBEIRO RAMOS

RESUMO

PALAVRAS-CHAVE: produção oral, interação oral, erros, autocorreção, correção a pares, assimilação

O presente estudo foca-se no papel da autocorreção e correção a pares na aprendizagem do inglês como língua estrangeira. Assim, o objetivo consiste em quantificar e identificar os erros mais comuns que ocorrem na sala de aula durante momentos de produção e interação oral; e a influência da autocorreção e da correção a pares em facilitar a assimilação. Este estudo foi realizado com uma turma do 4º ano, composta por 19 alunos, numa escola primária em Portugal. Após introduzir o vocabulário novo e as estruturas gramaticais necessárias, os dados de quatro pares de alunos relativamente à interação oral foram recolhidos, assim como os dados dos mesmos oito alunos para a produção oral. Os dados foram recolhidos através de gravações de áudio e de vídeo e foram analisados quantitativamente. A análise focou-se em contabilizar e categorizar os erros por categoria (gramática, pronúncia, vocabulário, uso da L1), assim como contabilizar e categorizar o tipo de correções (*recasts*, correções explícitas); e a assimilação. Os resultados mostram uma diminuição geral no número de erros quando comparando com a primeira atividade, o que indica um desenvolvimento nas habilidades comunicativas dos alunos. Para além disso, houve também um ligeiro aumento tanto nas correções a pares como na assimilação, o que destaca os efeitos benéficos destas estratégias no desenvolvimento da linguagem dos alunos.

TABLE OF CONTENTS

Introduction	1
Chapter I: Literature Review	2
1. The skill of speaking in the primary English classroom.....	3
1.1 Spoken production and interaction	3
1.2 Errors and Feedback.....	4
2. Self and peer correction in the classroom	4
2.1 Uptake.....	6
Chapter II: The Action Research	7
1. Context	7
2. Methodology.....	8
2.1 Action Research.....	8
2.2 Letters of consent	8
2.3 Classroom practices	9
2.4 Data collection tools.....	9
2.5 Recordings	10
2.6 Teacher journal	11
3. Results	11
3.1 Data Analysis.....	11
3.2 Discussion and Conclusion	29
References:	33
List of Figures.....	37
List of Tables.....	38
Appendix A- Letter of consent to parents	39
Appendix B- Letter of consent to the school director.....	40
Appendix C- Letter of consent to children.....	41
Appendix D- Halloween Cards.....	42
Appendix E- “Guess Who”	43
Appendix F-Ask each other’s routine	44
Appendix G- School places activity	45
Appendix H- Example of the show- and- tell activity	46
Appendix I-Transcription conventions	47
Appendix J: Transcription of pair 1 (oral interaction)	48
Appendix K: Grid (template).....	49
Appendix L:Spoken production 1- Grid	50

Appendix M: Spoken production 2- Grid	52
Appendix N: Spoken interaction 1- Grid	54
Appendix O: Speech of pair 4	56
Appendix P: Spoken interaction 2- Grid.....	57
Appendix Q: Spoken interaction 3- Grid	58
Appendix R: Spoken interaction 4- Grid.....	60

Introduction

Teaching a foreign language involves addressing four skills. Nonetheless, according to Wong et al. (2022), speaking “is one of the fundamental skills in learning a language and it is also one of the most difficult skills to acquire due to its complicated process” (p.2459). For young learners, the acquisition of a foreign language is a natural process that occurs almost effortlessly and develops with age. While the importance of input is well recognized, it is equally important to provide opportunities for language production in the primary classroom (Hosni, 2014). Therefore, as teachers, we must create meaningful opportunities for speaking in the classroom from an early age, particularly through activities that promote spoken production and interaction, as these contribute to language development. However, whether during peer interaction or individual production, errors are a common occurrence. Yet, while these were once regarded as something negative, they are now seen as a positive and important aspect of learning a language (Sultana, 2009). Thus, making errors while speaking is necessary evidence that learning is occurring. As someone who was once hesitant to speak during foreign language lessons, this project’s theme stems from the desire to analyse how errors, from a teacher’s perspective, can eventually facilitate learning; and how young learners can benefit from engaging in correction strategies. Moreover, since speaking is the primary skill, it is important to prioritize it.

One response to errors is engaging in error correction, which is frequently initiated by teachers. However, is it the only approach? To challenge this role, we must go beyond teacher-centred communication. Instead, as I importantly learned throughout this master’s degree, we must help students to take an active role by prioritizing a student-centred environment in the classroom. Actively interacting during activities can strengthen learning and help young learners become less dependent on the teacher. So, rather than being the sole authority in the learning process, the teacher should act as a facilitator or guide (López, 2021). Therefore, instead of being corrected by the teacher, students can benefit from the support of a classmate through peer correction. As López (2021) points out, “by working in pairs with a classmate... learners are not going to feel their mistake as a bad thing; they are most likely to understand why they made it” (p.14). Although peer correction requires careful implementation as some learners may resist being corrected by a classmate, it is generally beneficial. It enhances students’ speaking skills by increasing their awareness of the errors, ultimately fostering self-correction

(López, 2021). Consequently, as learners become more aware of their own language, they are more likely to engage in self-correction.

Through the act of peer correction, students provide corrective feedback to their peers, which can then be either ignored or “incorporated” into the speech. This response to feedback is referred to as uptake and constitutes important evidence of learners’ ability to use the language correctly. (Choi & Li, 2012). So, engaging in collaborative learning, along with internally monitoring their own language after gaining greater awareness of it, facilitates uptake.

Considering these points, the main objectives of this research project are to analyse the most common errors during moments of speaking; and demonstrate how peer and self-correction supports language learning. Therefore, as teachers, we must involve students in the correction process to create an innovative and supportive environment where they can actively participate and enhance their speaking. Hence, the present study was developed to answer the following research questions:

1. What types of errors are more frequent during spoken interaction and spoken production in the primary English classroom?
2. How can self and peer correction facilitate uptake and help young learners produce specific target language?

Chapter I: Literature Review

With the support of previous research, this section of the report aims to understand key concepts fundamental to this research: spoken production, spoken interaction, errors, peer correction, self-correction and uptake. This literature review will begin by examining the skill of speaking, with a particular emphasis on spoken production and interaction, errors and feedback. Then, the concepts of self and peer correction as tools for language development and means to facilitate uptake will be discussed. Therefore, focusing on speaking and corrective strategies, this literature review is divided into two main sections, each encompassing relevant subtopics.

1. The skill of speaking in the primary English classroom

Teaching a foreign language requires the teacher to work on the four key skills: listening, speaking, reading, and writing. Nonetheless, according to Ghafar & Raheem (2023), the skill of speaking is “widely regarded as one of the most crucial abilities among the four language skills” (p.508). This skill plays a crucial role in language development and its mastery, especially with young learners, as it is “the medium through which a new language is encountered, understood, practised and learnt” (Kirkgöz, 2018, p.172). Within the realm of speaking, special attention will be given to spoken production and spoken interaction.

1.1 Spoken production and interaction

According to Hortua et al. (2018) spoken production is “one facet of overall oral proficiency that involves the production of foreign language words and the way those words are blended together to create meaning” (p.13). Producing languages involves three key steps: the decision of what to express (conceptualization), determining how to express it (formulation) and the act of expressing it (articulation) (Marzona, 2017). However, spoken production can be challenging for young learners, particularly due to their limited language knowledge and vocabulary (Hortua et al, 2018). Yet, it is essential for language development learning since it enhances communication skills.

In addition to spoken production, it is vital to mention spoken interaction, which, according to Oliver and Philp (2014), is “the spoken language that takes place between two or more people” (p. 5). Beyond fostering a collaborative environment between the speakers, spoken interaction plays a key role in language development, as it allows learners to negotiate meaning, which consequently enhances their communicative abilities. Therefore, promoting oral skills in the classroom through pair work activities is fundamental. Also supporting the importance of oral interaction, Leslie (2021) writes that “... the need to make themselves understood can drive learners to produce appropriate, accurate linguistic forms...” (p.66).

However, young children are not expected to speak a foreign language without difficulty. In fact, their low levels of proficiency can lead to communication problems. Oliver and Philp (2014) refer to the fact that learners need to negotiate for meaning, which involves communication strategies that facilitate the achievement of mutual understanding. Therefore, learners adjust their speech by repeating something, rephrasing

ideas, and seeking clarification due to communication difficulties. So, they employ different conversational adjustments, such as repetitions, L1 use and feedback. These conversational strategies play a vital role in language learning, as they encourage learners to pay attention to the form of the language, which means that “they are forced into some kind of noticing with greater or lower levels of awareness or attention” (Lázaro-Ibarrola & Azpilicueta- Martínez, 2015, p.3).

1.2 Errors and Feedback

Errors, defined as “a deviation from the norms of the target language” (Ellis, 1994, p. 51), are an inherent part of learning and speaking a language. Some of the most common types of errors are related to grammar, phonology, semantics and pronunciation (Scrivener, 2005). Consequently, errors can lead to feedback, which, according to Kerr (2017), is “any kind of information that learners receive about their performance” (p. 2). Feedback that draws the learner’s attention to the errors is termed corrective feedback (CF), a form-focusing device. So, CF is pertinent because it helps students recognize discrepancies between their inaccurate L2 production and the target form, enabling them to adjust and improve the language.

Lyster and Ranta (1997) distinguish six types of CF: recasts, elicitation, repetition, clarification, explicit correction, and metalinguistic feedback. However, for the purposes of this study, the focus is on explicit corrections and recasts. While the former consists of “providing the correct form in such a way that the listener is expected to easily recognise the feedback as a correction” (Lázaro-Ibarrola & Azpilicueta- Martínez, 2015, p.8), the latter involves the rephrase of “a child’s utterance by changing one or more components (subject, verb, object) while still referring to its central meaning” (Long, 1996, p.434).

Nonetheless, both recasts and explicit corrections contain the correct forms and are categorized as input-providing.

2. Self and peer correction in the classroom

Self-correction plays an important role in language learning. The act of self-correcting reflects the process of noticing, which requires that learners “must have sufficient and coordinated working and long-term memory resources to enable the cognitive comparison” (Doughty, 2001, p.21). Leslie (2025) further emphasizes that the ability to self-correct indicates that students become more aware of their produced language because “they need to internally monitor their own language production and

externally monitor the speech of others” (p.106). Furthermore, Khosa et al. (2017), highlight that self-correction “plays a significant role in monitoring the errors made by the students while speaking because it enables the students to pay a greater attention to form” (p.216). Ultimately, self-correction is a crucial aspect of language learning, as it enhances learners’ understanding of the language and encourages them to engage more actively in their learning process (Ahangari, 2014).

With a focus on a student-centred environment, corrections can be more effective when made by a peer. In this context, Sato (2017) defines peer corrective feedback (PCF) as the provision of corrective feedback given by learners during peer interaction. As a result, to provide CF, the listener must identify the error, which may or may not result in a communication breakdown regarding their peer’s speech. Hence, the act of noticing the error can positively affect the language development of the student who is providing CF. (Sato, 2017). Wang (2023), also highlights advantages regarding peer correction: it encourages collaboration, increases learner autonomy, and provides opportunities for learners to engage in the learning process. Additionally, it is favourable for learners to “expand cognitive, social and emotional areas which contribute to develop speaking skills (López, 2021, p.21).

However, peer interaction presents some weaknesses, particularly the fact that learners’ perceptions of one another might undermine the effectiveness of correction effectiveness, as well as the tendency for students to prioritize task completion over the negotiation itself (López, 2021). As Sato and Lyster (2012) mention, students’ attention “rarely goes to linguistic form, and they do not indicate grammatical problems to one another unless they are provided with such guidance from the task” (p.598). Therefore, this emphasizes the importance of CF training. Sato and Lyster (2012) conducted a study, with Japanese university students, aimed at teaching how to provide CF during peer interaction. The results showed that students improved in accuracy and fluency after one semester. Yet, since the research focuses on university students, it may be too narrow for the nature of the present study. Additionally, these authors found positive correlations between PCF and L2 development. Ultimately, self and peer-correction play a vital role in entrusting students to review, evaluate, and refine their work. (Zen, 2006, as cited in López, 2021)

2.1 Uptake

The students' immediate response to CF is defined as uptake, which "refers to a student's utterance which immediately follows the teacher's feedback, and which constitutes a reaction in some way..." (Lyster, & Ranta, 1997, p.49). In this case, uptake is considered in relation to CF given by peers. Lyster and Ranta (1997) distinguish two types of uptake: one that results in "repair" of the error, which means "the correct reformulation of an error as uttered in a single student turn and not to the sequence of turns resulting in the correct reformulation" (p.49); and the uptake that results in an utterance that still requires correction. Additionally, there are four types of other initiated repair (Schegloff et al., 1977) which are repairs that occur after prompting. Lyster and Ranta (1997) distinguish the following four: repetition of the feedback provided; incorporation "which is then incorporated into a longer utterance produced by the student"; self-repair "in response to the teacher's feedback when the latter does not already provide the correct form"; and peer-repair which "refers to peer-correction provided by a student, other than the one who made the initial error" (p.50). While uptake plays a vital role in creating conditions for language acquisition, it can be constrained by some factors. For instance, Lyster and Ranta (1997) conducted a study in six French immersion classrooms at the primary level, using audio recordings to analyse errors, the feedback types used by four teachers, and students' response to teacher correction. The results revealed a low uptake rate (55%) in young learners' classes. While the study provides a significant insight into uptake, its scope is limited for this present study as it focuses only on the feedback provided by teachers. Nonetheless, there is a consensus about the positive relationship between uptake and second language development. So, through peer and self-correction, learners can identify misspellings, grammatical errors, or any other problem, which can influence the response to feedback (uptake).

In conclusion, with the support of relevant research, this literature review emphasizes the importance of speaking for language development. Additionally, it also underscores the role of self and peer correction as important strategies for fostering language development and facilitating uptake. The insights gained will contribute to understanding the positive impact of oral interaction and peer correction in the primary classroom.

Chapter II: The Action Research

1. Context

This study was conducted in a state primary school within a school cluster in Torres Vedras, between September and December 2024. It focused on a fourth-grade class of 19 Portuguese learners: 12 females and 7 males with ages between 9 and 10 years old. Additionally, there were 2 students diagnosed with special education needs (SEN), specifically dyslexia.

At this school, students start to learn English in the 3rd grade, which means that they were introduced to the language for the first time at that level (A1). This class had English lessons on Tuesdays and Thursdays, with each session lasting 60 minutes. Regarding the classroom arrangement, most of the tables were set in rows and children sat in groups of three or in pairs. The coursebook adopted by the school cluster was “*Start the Magic*” (Silva & Costa, 2023). These students were already familiar with listening and speaking activities with their teacher, although some emphasis was placed on using the book to practice reading and writing. While the coursebook aligns with the *Aprendizagens Essenciais*, which are “key curricular guidance documents for planning, implementation, and assessment of teaching and learning...” (Direção-Geral da Educação, 2018), it places a strong focus on listening and writing, and some of the speaking activities were not entirely suitable. Therefore, additional speaking activities were provided to supplement this. Furthermore, it is crucial that teachers consider the *Aprendizagens Essenciais*, which states that, in terms of speaking, 4th grade learners should be able to “communicate in a simple way if the interlocutor speaks slowly, clearly and is cooperative” (p.2). During the practicum, I taught the class twice a week and covered 2 units of the book: greetings and personal identification (unit 1) and routines and telling the time (unit 2). The lessons prioritized a student-centred environment that allowed opportunities for speaking interaction. In addition, learners did two written tests at the end of each unit.

2. Methodology

2.1 Action Research

The present report stems from an Action Research (AR) project. According to Burns (2010), “AR involves taking a self-reflective, critical and systematic approach to exploring your own teaching contexts” (p.2). It means identifying an area that could be improved, examining it, and, subsequently, developing new ideas (Burns, 2010). As a result, this can impact teaching skills, as well as the understanding of the classroom environment and the learners. Thus, the primary aim of this study was to explore the most common errors during spoken interaction and oral production; as well as students’ self-corrections and peer corrections and how these strategies can influence uptake.

To analyse this, I began by identifying the vocabulary and structures to be taught in each unit, ensuring that students received the necessary input before the speaking activities; and I asked for consent to implement the project (planning). Subsequently, during the data collection stage, I implemented the audio and video recordings, as well as teaching journals to collect data on learners’ speaking. The final stage consisted of analysing and interpreting the collected data (reflection).

2.2 Letters of consent

Before conducting this project, it was necessary to consider research ethics, which are concerned with “conducting research in a moral and responsible way” (Burns, 2010, p.34). Hence, this means that the researcher must ensure participants’ privacy and confidentiality, provide sufficient information about the project and its purpose, and explain how the data will be used (Dooly & Moore, 2017). To meet these ethical requirements, it was necessary to obtain permission from students’ parents, the school director (Appendices A and B) and students themselves. Thus, letters of consent were prepared and handed to the parents and school director at the end of September to ensure that everyone was informed about the research objectives and data collection methods.

As the core of this project, it was necessary to give the children the opportunity to choose whether they wanted to participate. Therefore, to facilitate the understanding of the project, I presented it in the classroom and provided them with their letters of consent (Appendix C). Considering their age, the language of the letters was child- friendly and included some pictures. Students also chose pseudonyms to ensure their privacy, and all 19 children agreed to take part in the project.

2.3 Classroom practices

Between September and December, each lesson was designed to foster a student-centred environment, providing opportunities for speaking practice. The focus on speaking was not only central to the present project, but it also reflected the importance of this skill for language development. Thus, as students were introduced to new vocabulary and grammatical structures, interaction and production activities were designed to help them practice. Yet, most of the times data collection did not occur immediately after the introduction of new vocabulary, as learners needed some time to acquire the structures. Therefore, it usually occurred in the following lesson. In terms of spoken interaction activities, learners engaged in four activities. In the first activity, students were given information about Halloween figures (name, pets, age, etc) but not the corresponding questions (Appendix D). This required them to formulate and ask each other questions about nationalities, birthday, pets, etc. The second activity was a “Guess Who” game featuring Halloween characters (Appendix E). In the third one, learners asked and answered about each other’s routines (Appendix F). For the final spoken interaction activity, they were handed some handouts depicting different school places and characters. Working in pairs, they had to take turns asking each other questions with the structures “Is/Are x in the canteen?”; “Yes, he/she/they is/are; No, he/she/they isn’t/aren’t” to guess the characters’ location (Appendix G).

For spoken production, learners took part in two activities: a self- presentation activity in October, where they were instructed to deliver a brief presentation about themselves. This involved greeting and sharing some personal aspects: surname, age, pets, favourite colour, nationality, and birthday date. These topics, which were covered in the 3rd grade curriculum, were also revised and served to complement the revision of Unit 1; and a show-and-tell activity about their daily routines in December. For the latter, they were asked to draw their routines at home and present them to their peers (Appendix H). At the beginning of the semester, learners were instructed to correct each other during pair work. Over time, they became more independent in identifying and correcting errors. Therefore, peer correction became an integral part of the speaking activities.

2.4 Data collection tools

The data collected in this study aimed to answer the research questions previously mentioned. To achieve this, video recordings (to recognize students’ voices) and audio recordings were used to transcribe the speech of 8 students (for spoken production) and 4

pairs (for spoken interaction). The transcription followed Seedhouse's (2004) conventions (Appendix I). Additionally, a teacher journal was also used, which was written after the lessons in which data was collected.

2.5 Recordings

Recordings of students' speech started by taking place once a week, but due to written tests and time constraints, a larger gap occurred between sessions. Therefore, there were some instances where data collection did not occur weekly. As previously mentioned, four pairs of students were recorded for spoken interaction (the pairs remained the same throughout the study) while for spoken production, the speech of eight students who formed these pairs was recorded. Therefore, in total, there are 16 recordings for oral interaction (covering 4 activities) and 16 recordings for two spoken production activities. The criteria for selecting pairs involved choosing some students with more difficulties and others with a higher English level. Thus, each pair consisted of one stronger learner and one weaker learner, with no pairs made up solely of stronger students. After recording, the students' speech was transcribed. On the other hand, due to time constraints, there were fewer opportunities to gather data on spoken production. As a result, data was only collected at the beginning of the semester and in December. In the first instance, students were instructed to correct each other, and all learners were encouraged to provide corrections.

The transcripts of both spoken interaction and oral production were analysed quantitatively and registered in a grid (Appendix K), using the following categories: pronunciation (the correct pronunciation of the words- stress and intonation, etc); grammar (accurate sentence structure regarding sentence order; subject-verb agreement, etc); vocabulary; and L1. Therefore, the number of errors in students' speech in relation to grammar, pronunciation and vocabulary was recorded for each utterance and a total count was provided at the end. Additionally, the number of self-corrections and peer corrections was recorded and provided at the end. The number of uptakes was also recorded by tracking whether learners corrected themselves following immediate feedback. These were counted based on the corrections made following the feedback. The data regarding the number of errors and corrections was recorded in a grid and later converted into graphs for a quantitative analysis.

2.6 Teacher journal

In addition to using audio recordings as research tools, journal writing was also employed in this study, as it provides valuable insights into the different aspects that occur in the classroom. Richard and Lockhart (1996) mention some aspects that can be explored through journal writing: “personal reactions to things that happen in the classroom...; questions or observations about problems that occur in teaching; descriptions of significant aspects of lessons or school events...” (p.7). For this study, the teaching journal focused on describing aspects in relation to the project itself, particularly any relevant observation during the speaking interaction activities rather than general aspects regarding the classroom environment. Although notes were taken, the journal entries were always written after the data collection lessons. Through them, it was possible to reflect on aspects related to errors and learners’ reactions to corrections, for example. In the present study, the journal entries are presented as quotes that served to complement the analysis of the audio transcripts.

3. Results

In this section, I will present and analyse the results obtained through the data collection tools (audio transcriptions and teaching journals) to answer the following research questions:

1. What types of errors are more frequent during spoken interaction and spoken production in the primary English classroom?
2. How can self and peer correction facilitate uptake and help young learners produce specific target language?

3.1 Data Analysis

First spoken production activity

This study is divided into two main sections: first, an analysis of the most common types of errors across all activities, and second, the interpretation of the corrections applied.

The first data collection occurred in early October through a spoken production activity where learners presented themselves. The performance of eight learners was

transcribed and analysed quantitatively by documenting the most common errors. The results are presented in Figure 1.

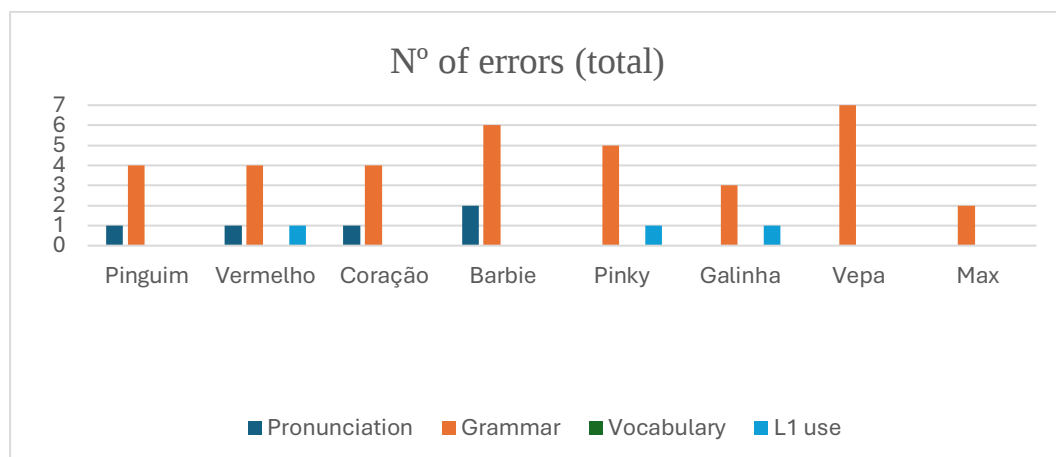


Figure 1- Total number of errors made by each learner

In this first activity, as we can observe, grammar emerged as the most challenging category for these eight students, followed by pronunciation (Appendix L). Although this was a structured activity and learners had time to practice, it was the first “serious” speaking task, which I believe led to some anxiety, particularly because learners had to speak in front of the class. As a result, nerves seemed to affect a few learners, such as Vepa, who recorded the highest number of grammatical errors (7 errors), while Max recorded the fewest (2 errors). Additionally, Pinguim, Vermelho and Coração also faced some challenges with grammar, each making 4 errors. On the other hand, pronunciation errors were minimal across this group, with Barbie recording the highest number (2 errors) with the words *'tʃu* and *ok.tu. 'ber*. This was followed by Pinguim, Vermelho and Coração (1 error). Significantly, no vocabulary errors were recorded during this activity. One surprising finding was the low frequency of L1 use, with only Vermelho, Pinky and Galinha resorting to their first language. This pattern continued throughout the other activities, with learners relying very little on L1.

Overall, grammar proved to be the problematic area, with common errors including the omission of the verb “to be”, the omission of prepositions and articles, and the incorrect use of ordinal numbers. The excerpt below illustrates the speech of a learner during this activity. As is noticeable, the errors made by this learner comprise the omission of the verb “to be” (L2), the omission of prepositions (L3), the omission of articles (L3, L4) the incorrect number format (L3), incorrect negation (L4) and the incorrect use of the verb “have”, instead of “be” in line 5.

Table 1- Transcription of Vepa's speech

Vepa	1	Hello
	2	My surname Ramos.
Vepa	3	My birthday is →twenty of November
Vepa	4	I→ have not pet
Vepa	5	I → have nine years old
Vepa	6	I'm Portuguese
Vepa	7	My favourite colour is red
Vepa	8	Goodbye ((laughter))
Galinha	9	<i>Tu disseste "I have not", acho que não é assim. ((tr.: You said 'I have not,' I don't think it's like that))</i>
Max	10	<i>Tu disseste "I have nine years old" e está mal porque tens de dizer "I'm nine years old" acho eu ((tr.: You said 'I have nine years old,' and it's wrong because you have to say 'I'm nine years old,' I think."))</i>
Vepa	11	I'm nine years old

3.1.3. Second spoken production activity

The second spoken production activity required students to draw their routine at home so that they could present it to their peers in class. Although learners had previously discussed their routines during a spoken interaction activity, this task required them to deliver a presentation about their drawings (Appendix H). The results regarding the number of errors are presented below.

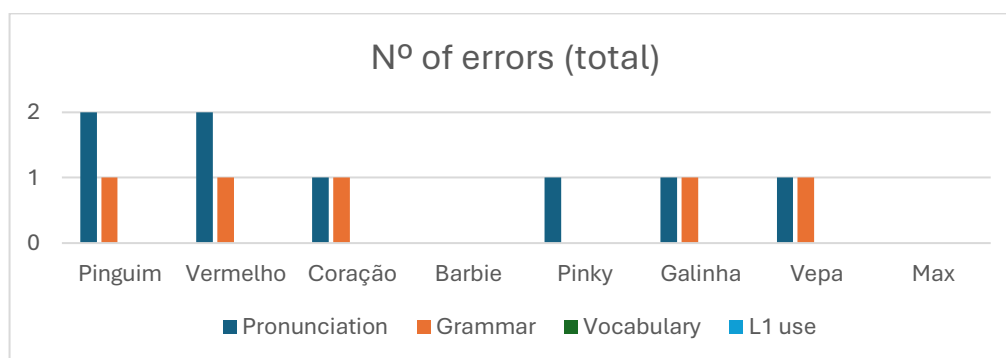


Figure 2- Total number of errors made by each learner

In this spoken production activity, there was a noticeable decrease in the number of grammatical errors compared to the previous activity, which can be attributed to the fact that it was the final task, and, at this point, students were more familiar with the language. Thus, they showed a development of the linguistic competence, in contrast to the first spoken production activity, for example.

This time, pronunciation emerged as the most challenging area, with Pinguim and Vermelho making two pronunciation errors each (Appendix M). On the other hand, Max and Barbie were the only learners who delivered an error-free performance. Again, it is possible to verify that learners did not use L1. Excerpt 2 illustrates Barbie's speech, showing an error-free performance.

Excerpt 2

Barbie: Hello, this is my routine: I get up at seven o'clock; I have breakfast at half past seven; I, I go to school at half past eight; I have lessons at nine o'clock; I have lunch at half past ten; I do my homework at a quarter past six; I, I have dinner at eight, half past eight; I go to bed at nine o'clock; Bye.

3.1.4. Spoken interaction activity 1

For this data collection activity, students were given information about some Halloween figures (name, pets, age, etc) but not the corresponding questions (Appendix D). As a result, this required them to practise asking questions, to each other, related to nationalities, birthdays, pets, etc. The general results regarding the students' number of errors in this activity are shown in Figure 3.

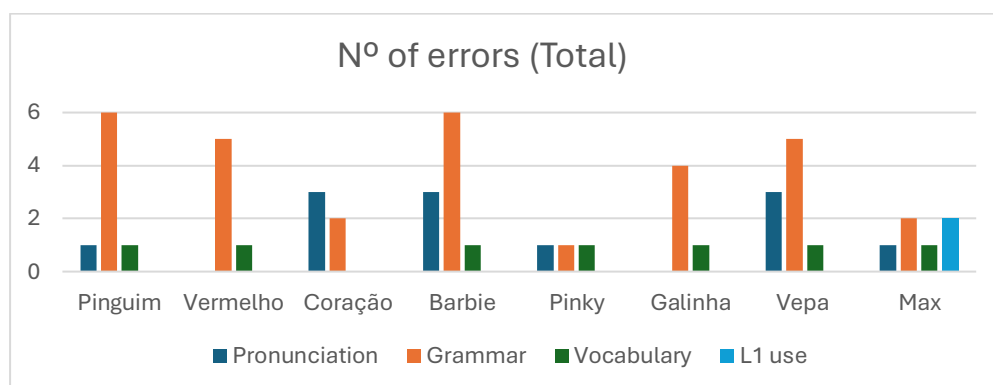


Figure 3- Total number of errors made by each learner

In this first spoken interaction activity, grammar emerged as the category with the highest number of errors (primarily involving errors of syntactic nature, subject-verb

agreement, omission of prepositions and articles) followed by pronunciation (Appendix N). I believe this happened because learners were primarily focused on conveying meaning rather than the accuracy of the speech. This time, the students who made the most errors were Pinguim and Barbie (6 errors), followed by Vermelho and Vepa (5 errors). In terms of pronunciation, Barbie, Coração and Vepa recorded the highest number of errors (3 errors). Additionally, contrary to the results of the previous activity, Coração was the only student who did not make any vocabulary errors, meaning that all other learners made at least one such error. Finally, L1 was used by Max twice. In the transcription excerpt (Appendix O) between pair 4, it is possible to observe some of the errors mentioned with more detail. The errors made by this pair were mostly of grammatical nature, with a focus on the omission of articles and prepositions (L11, L14, L20) as well as a few issues with vocabulary (L15 and L16). Moreover, in this pair interaction, there was also a significant number of pronunciation errors (L15, L16, L20) which challenged the typical patterns of primarily grammatical problems.

3.1.5. Spoken interaction activity 2

At the end of October, another data collection activity was conducted. Each learner was provided with a handout, and, in pairs, they had to guess each other's character by asking questions with the structures "Is it wearing x?" "Is it a y?" (Appendix E). These structures were modelled beforehand. The results regarding students' most common errors are shown in Figure 4.

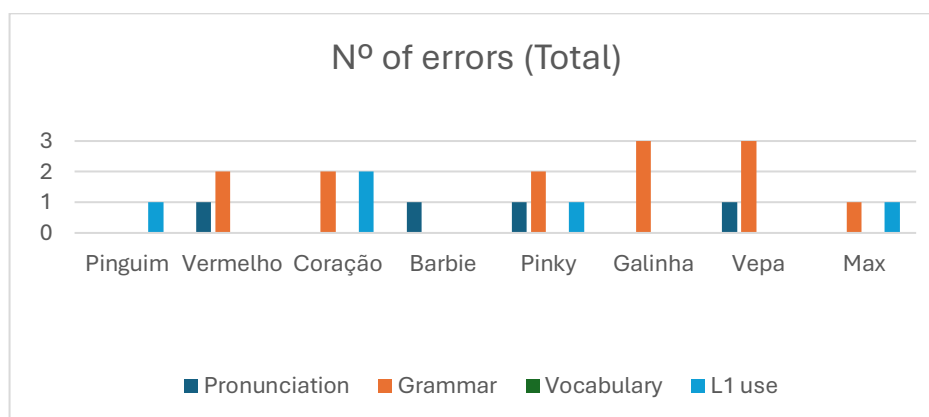


Figure 4- Total number of errors made by each learner

In this data collection activity, grammar continued to be the category with the highest number of errors (Appendix P) with Vepa and Galinha standing out as the learners who made the most errors (3 errors). One of the most common errors in this

activity was the incorrect formation of the interrogative question “Is it wearing?”, as learners asked “It is wearing?”.

In contrast, Max and Pinguim were the students who better performed, making minimal or no errors. Nonetheless, compared to the previous activity, there was a decrease in both grammar errors and pronunciation errors. While the previous activity featured a significant number of errors, this activity showed a noticeable reduction, with some errors no longer occurring, such as the omission of the verb “to be” for example. Thus, in this second spoken interaction activity, learners were beginning to show a greater awareness of their language, not only due to the corrections but also because of the possible familiarity with the language and activities. Table 2 illustrates the interaction between pair 3, where the most common errors relate to syntax (L1,L3,L5) and the omission of the definite article in line 8.

Table 2- Transcription of the speech of pair 3

Galinha Coróro	1	→ It's wearing a dress?
Pinky	2	No, it isn't
Galinha Coróro	3	→ It's wearing a t-shirt?
Pinky	4	No, it isn't.
Galinha Coróro	5	→ It's a mummy?
Pinky	6	No, it's a... hm... esqueleto?
Galinha Coróro	7	Skeleton?
Pinky	8	→ Is wearing → shirt?
Galinha Coróro	9	<u>Is it wearing a shirt?</u>
Pinky	10	Is it wearing a shirt?
Galinha Coróro	11	No, it isn't.
Pinky	12	Is it ui. 'rĩg a shirt?
Galinha Coróro	13	Is it <u>wearing</u> !
Pinky	14	wearing!
Galinha Coróro	15	No, it isn't

3.1.6. Spoken interaction activity 3

This data collection activity occurred after students had been introduced to Unit 2 (routines and telling the time). Following exposure to the vocabulary and structures, learners were instructed to interact with each other by asking and answering questions about their own routines. The general results regarding students' most common errors are shown in Figure 5.

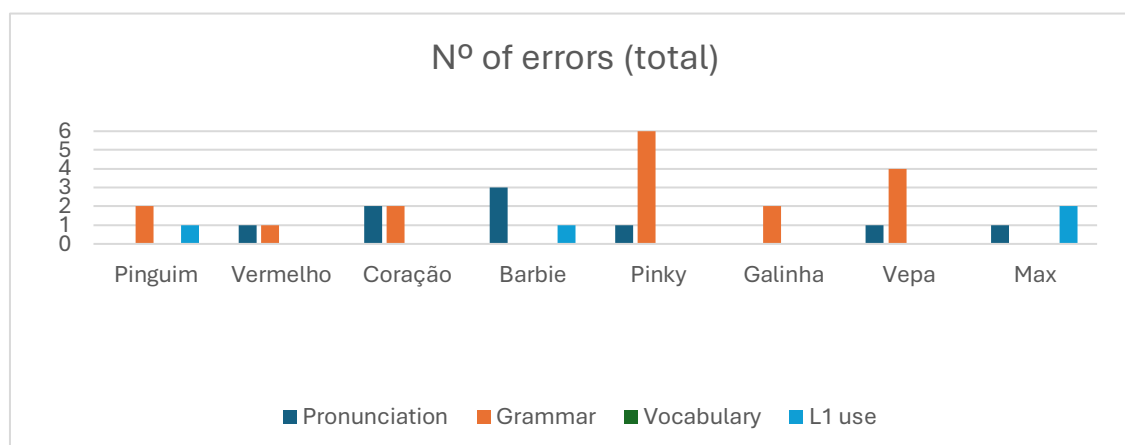


Figure 5- Total number of errors made by each learner

In this activity, while grammar remained the category with the highest number of errors (17 errors in total), the overall frequency of these types of errors continued to decline. Again, I believe this happened because, at this stage, after receiving repeated corrections by their peers, learners began to incorporate those corrections. Additionally, the fact that there were more opportunities for speaking also played a role in this progress.

In this case, Pinky and Vepa were the students who made the most grammatical errors, with 6 and 4 errors, respectively. The remaining learners recorded fewer than 3 errors each. The only learners who did not make grammatical errors were Barbie and Max. Additionally, despite their prevalence, pronunciation errors remained relatively low, with Barbie recording the highest number of these errors, followed by Coração. Excerpt 4 illustrates the interaction between pair 2, in which we can verify that the most frequent errors relate to pronunciation (L6, L8, L12, L15) and syntax issues (L4). The notes for the remaining pairs can be found in Appendix Q.

Table 3- Transcription of the speech of pair 2

Barbie	1	What time do you have lessons?
Coração	2	I have lessons at nine o'clock
Barbie	3	<i>És tu, és tu</i> ((tr.: It's your turn, it's your turn))
Coração	4	→At time do you get up?
Barbie	5	<u>What time do you get up?</u> I get up at seven o'clock. What time do you have lunch?
Coração	6	→I'm have <i>tê./i</i>
Barbie	7	→ I have
Coração	8	→I have <i>tê./i</i>
Barbie	9	→ lunch, lunch
Coração	10	I have lunch at twelve o'clock.
Coração	11	What time do you go to bed?
Barbie	12	I <i>gud</i> to bed at <i>u. 'atf</i> past nine
Coração	13	I <u>go</u> to bed
Barbie	14	I go to bed
Barbie	15	What time do you play in the...→ <i>płej. 'gard</i>
Coração	16	→ <u>playground</u>
Barbie	17	playground
Coração	18	I play in the playground at... hmmm... half past ten.

3.1.7. Spoken interaction activity 4

This data collection activity took place at the beginning of December, following the introduction of the school places vocabulary. For this activity, each learner was provided with handouts depicting different places in a school and characters. Working in pairs, they had to take turns asking each other questions to guess the characters' location (Appendix G). In figure 6, we can see the general results regarding the most common errors.

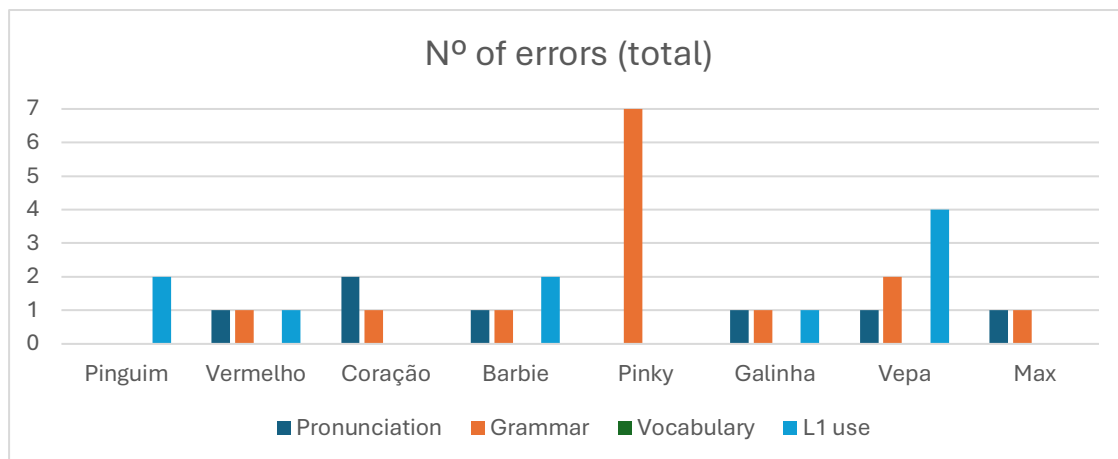


Figure 6- Total number of errors made by each learner

As observed, the grammar category displayed very few errors across all learners, except for Pinky, who made seven errors during her interaction with Galinha (Appendix J). Similarly, pronunciation errors were also minimal, with Coração recording the highest number in this category (two errors) (Appendix R). Thus, this suggests that, in comparison to the earlier stages, most learners started to make fewer errors. I believe that the familiarity with the activities played an important role in this outcome. So, the errors that were common in the beginning gradually decreased as students' familiarity with the language grew. Table 4 illustrates the interaction between pair 3 in which we can verify that the most common errors relate to grammar, more specifically, syntactic errors (L5), the omission of prepositions and articles (L11, L13).

Table 4- Transcription of the speech of pair 3

Galinha	1	Is Molly in the → 'lɛ.brɐ.ri?
Pinky	2	<u>library</u> . No, →is it
Galinha	3	No, → <u>she isn't</u>
Pinky	4	No, she isn't
Galinha	5	Molly is a canteen?
Pinky	6	No, she isn't
Galinha	7	Is Molly in the gym?
Pinky	8	Yes, is it
Galinha	9	It's yes, → <u>she is</u>
Pinky	10	Yes, →she is
Pinky	11	→Is Mike and Sarah →library?

Galinha	12	<i>Inês, com dois are.</i> ((tr.: With two “are”))
Pinky	13	Are Mike and Sarah library?
Galinha	14	→Are Mike and Sarah in the library? No, isn’t→ they Aren’t!
Pinky	15	Are Mike and Sarah in the classroom?
Galinha	16	Yes, they are

3.1.8. Peer and self-corrections

This section presents data related to peer correction, self-correction and uptake. In the case of peer correction, the graphics represent the number of corrections received. So, instead of interpreting it as, for example, “Coração corrected Barbie twice” it should be interpreted as “Coração received two corrections from Barbie”.

First spoken production activity

Prior to their presentations, learners were explicitly instructed to pay close attention to their peers’ errors and correct them at the end. The results related to the first activity are presented in Figure 7.

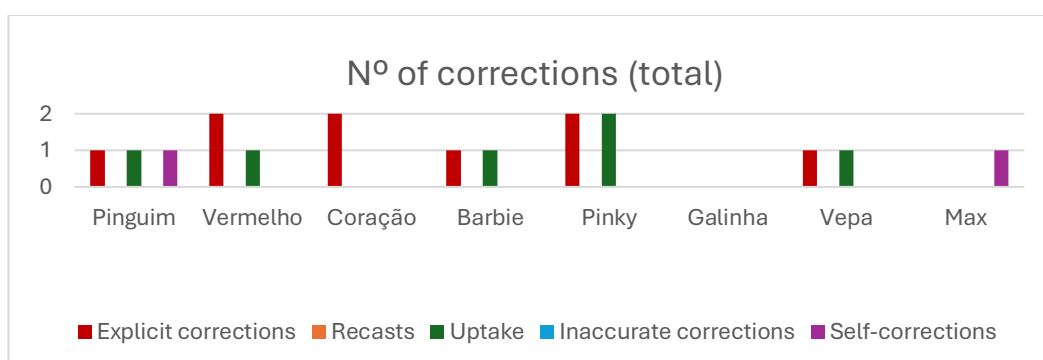


Figure 7- Number of corrections provided to the learners above and consequent uptake

In terms of corrections, explicit correction was the sole type of feedback provided (Appendix L). Since this was a spoken production activity, corrections were handled in the following way: learners were instructed to listen carefully and take note of their peer’s errors. After each presentation, the other seven students were encouraged to identify the errors, giving the peer who was presenting an opportunity to correct himself. The students who received the most explicit corrections were Vermelho, Coração and Pinky (2 explicit corrections), all provided by different peers. Additionally, all children who received corrections demonstrated uptake, except for Coração, who disregarded the correction. Besides, since Galinha and Max did not receive any corrections, there was

nothing for them to incorporate. However, I expected more children to respond in a similar way as Coração (by not incorporating corrections), given that this was the first activity. Yet, most students integrated the corrections made to them. For instance, Pinky was corrected twice (by Barbie and Max) and she incorporated both of those corrections.

Excerpt 3

9 Barbie: Teacher, ela disse u. 'red. Está mal porque é is red só ((tr.: "Teacher, she said u. 'red. It's wrong because it's just **red**."))

10 Pinky: My favourite colour is red

11 Max: e é is, My surname is

12 Pinky: My surname is

Furthermore, two instances of self-correction can be observed: one by Pinguim and the other by Max. However, at this initial stage, most learners did not self-correct when errors occurred, which indicates a limited awareness of their own speech. Also, no inaccurate corrections were observed, which contradicts what could be expected at an initial stage of correction. Most of the corrections were related to grammar, particularly the omission of the verb “to be” and the incorrect use of the verb have.

Second spoken production activity

Figure 8 presents the results regarding corrections, self-corrections and uptake from the second spoken production activity.

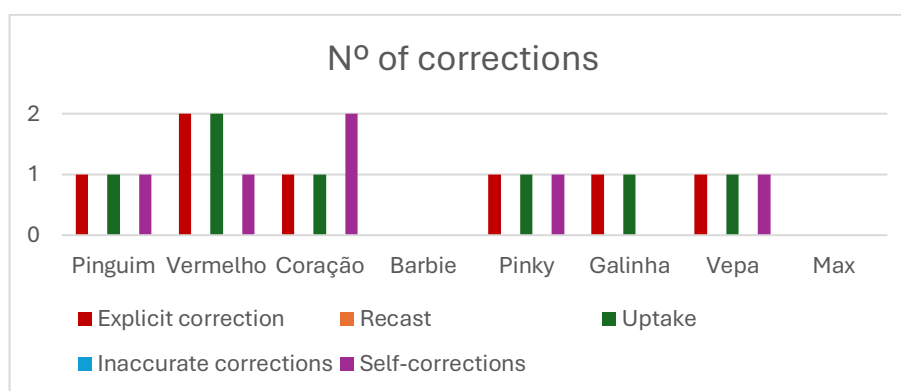


Figure 8- Number of corrections provided to the learners above and consequent uptake

Regarding corrections, there is a clear progression from the initial activities to this one. In this case, there is more balanced relation between the corrections provided to the learners and their uptake. Thus, we can see that all students who were corrected incorporated the corrections that were made into their speech. Moreover, as mentioned, Barbie serves as an example of a learner who frequently made a lot of pronunciation errors. Yet, through consistent correction given by learners during the activities, it is possible to verify that she demonstrated a significant improvement, achieving an error-free performance in this activity. Tost (2013) mentions that “if another classmate corrects a student repeatedly, it is going to contribute to encourage their reading skills, pronunciation and fluency in a positive way” (Tost, 2013, as cited in López, 2021). Overall, learners demonstrated notable progress in both providing corrections to one another and successfully incorporating those corrections into their speech. Yet, it is important to mention that, in the spoken production activities, Max, Galinha and Barbie were the students who provided the most corrections. There were learners who did not raise their hands to offer correction. In contrast, during this second spoken production activity, which was one of the final data collection sessions, the opposite pattern can be observed: almost all learners engaged in self-correction. As we can see, Pinguim, Vermelho, Pinky and Vepa self-corrected once while Coração self-corrected twice. This suggests that, at this stage, students had become more aware of their language and their ability to self-correct improved.

Table 5- excerpt of Coração’s self-correction

Coração	2	I get up six o’clock. <u>At</u> six o’clock
Coração	9	I have dinner eight o’clock. <u>At</u> eight o'clock

Spoken interaction activity 1

Figure 9 presents the results of corrections, self-corrections and uptake from the first spoken interaction activity.

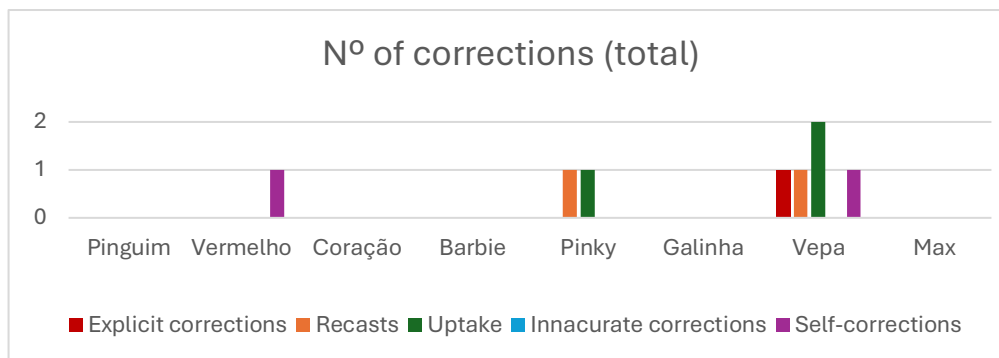


Figure 9- Total number of corrections provided within the pairs

As evident from the results, the approach to correction shifted noticeably from the first spoken production activity to the first spoken interaction activity. Although learners were told to correct each other, it is evident that peer correction was minimal during this interaction. I believe this was likely due to the less controlled nature of the activity and students' probable greater focus on conveying meaning rather than addressing grammar. As observed, only pairs 3 and 4 engaged in peer correction, but many errors remained unaddressed. Galinha corrected Pinky using a recast and Pinky incorporated it successfully.

Table 6- Corrections between pair 3

Pinky	1	What's your name?
Galinha	2	My name is witchy. I'm seventy-eight years old. →How is your birthday?
Pinky	3	On the Five of July.
Galinha	4	My birthday is on the →twelve of March. Have you got a pet?
Pinky	5	Yes, a → 'bəd and you?
Galinha	6	bat?
Pinky	7	Yes, I have got a bat and you?
Galinha	8	Yes, I've got a →one bat. What's your nationality?
Pinky	9	My nationality is →America and you?
Galinha	10	My nationality is →Ireland
Galinha	11	What are you wearing?
Pinky	12	A skirt and you?

Galinha	13	I'm wearing a black dress, black shoes and →black hat.
---------	----	--

During the interaction between pair 4, Max corrected Vepa through both a recast (L7) and an explicit correction (L13) and Vepa incorporated both corrections. Overall, this activity resulted in minimal corrections between the pairs. Additionally, in this spoken interaction activity, only two learners engaged in self-correction, which aligned with a current pattern during interactions: students tend to self-correct less during oral interactions compared to the production activities. Below, is an excerpt of a self-correction instance during the interaction between pair 4.

Table 7- excerpt of Vepa's self-correction

Vepa	14	I have got a spider and → bat. <u>A bat</u> . What's your →nɐ.sɪ.u.nɐ.ʃi.'ti?
------	----	---

Spoken interaction activity 2

Figure 10 presents the results of corrections, self-corrections and uptake from the second spoken interaction activity.

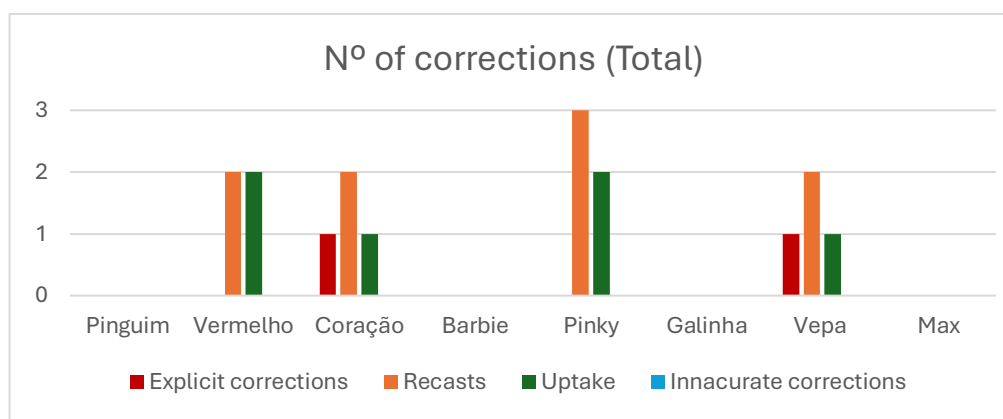


Figure 10- Total number of corrections provided within the pairs

Unlike the previous spoken interaction, this activity revealed an alteration in the correction pattern: all four pairs engaged in correction and uptake, although some students in the pairs were not corrected. Learners' differences in proficiency are likely the cause for this pattern, as some learners might find it more difficult to identify errors. As mentioned, recasts were the most common type of feedback, with Coração, Pinky and

Vepa receiving the most corrections (3). Vermelho was the only student who incorporated all the corrections given, while Coração incorporated 1 out of 3; Pinky 2 out of 3 and Vepa 1 out of 3. A surprising aspect was the fact that Galinha, who typically makes very few errors, committed some grammatical errors during this activity and was able to correct her peer's error but not her own (L9). During the dialogue, we can see that Galinha assumes a dominant role by correcting some of her peer's utterances (L9, L11). However, Pinky does not correct Galinha (excerpt 3).

Spoken interaction activity 3

Figure 11 presents the results regarding the corrections, self-corrections and uptake from the third spoken interaction activity.

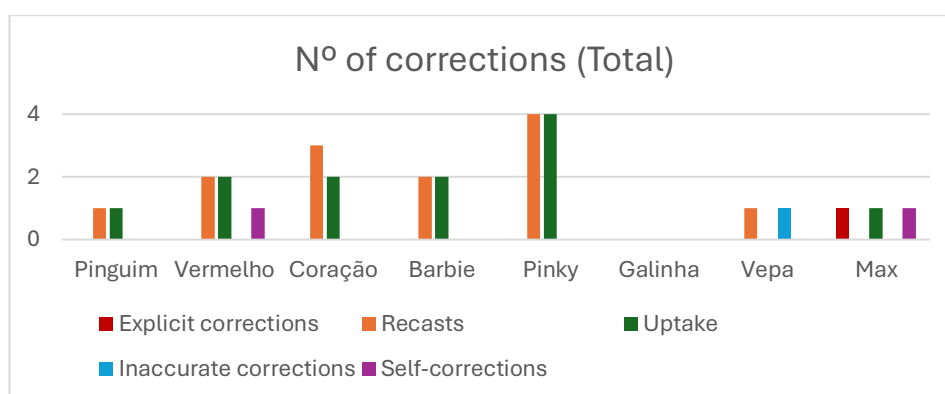


Figure 11- Total number of corrections provided within the pairs

In figure 11, we can see that all pairs engaged in corrections, with recasts being the most frequent type of feedback. This remained a consisted aspect across all the activities, which highlights the importance of recasts as they “allow learners to compare new linguistic forms to the linguistic forms that encode the same meaning that they had attempted to convey...” (Nicholas et al, 2001, p. 721). For instance, Barbie corrects Coração through recasts in lines 5, 7 and 9.

Table 8- excerpt of peer correction between pair 2

Barbie	5	<u>What time do you get up?</u> I get up at seven o'clock. What time do you have lunch?
Coração	6	→I'm have <i>tê./i</i>
Barbie	7	→ I have
Coração	8	→I have <i>tê./i</i>

Barbie	9	→ lunch, lunch
--------	---	----------------

Additionally, there are two instances of self- correction made by Vermelho and Max. Once again, the number of corrections increased compared to the initial activities, which reflects a greater engagement in this process. As shown in figure 11, most students incorporated the correction made, as in the case of Pinguim, Vermelho, Coração, Barbie, Pinky and Max. As seen in excerpt 9, Barbie takes on a dominant role in the pair, correcting many of Coração's sentences (L7, L8). I noted in my journal that "Coração did not seem to enjoy her peer's corrections, as her facial expression was somewhat a bit stiff. In contrast, Barbie was happy to be able to correct her peer". Additionally, an interesting aspect to highlight is that this was the first instance of an inaccurate correction made by Vepa. Yet, as we can see below, Max did not uptake the correction, as he recognized that it was incorrect.

Table 9- excerpt of peer correction between pair 4

Vepa	1	What time do you get 'op?
Max	2	I get up at half past seven.
Vepa	3	<u>Seven past</u>
Max	4	<i>Isso está mal, como eu disse é que está bem</i> ((tr.: that's wrong. It is correct as I said))

Although there were fewer corrections at the beginning compared to this stage, the corrections that were made were applied with some consistency, which might have helped learners become more familiar with the process.

Spoken interaction 4

Figure 12 presents the results regarding the corrections, self-corrections and uptake from the fourth spoken interaction activity.

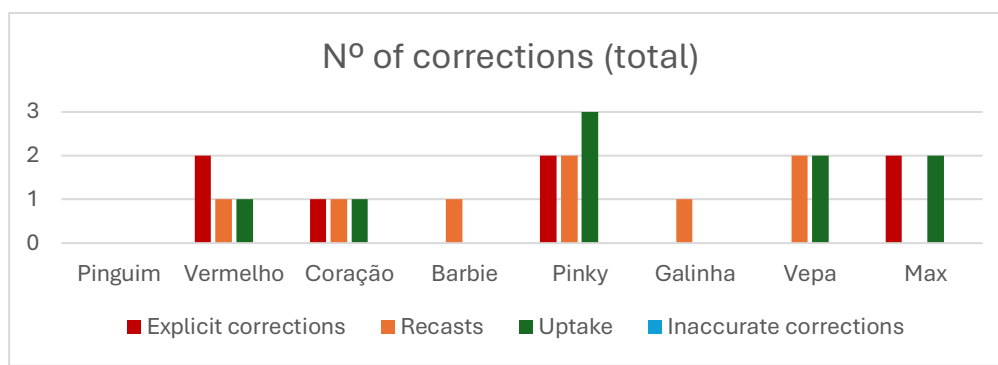


Figure 12- Total number of corrections provided within the pairs

In terms of corrections, all pairs engaged in the correction process during this activity. Unlike the initial activities where some learners did not participate in providing corrections, all children contributed to this instance, with the majority successfully incorporating all the corrections made. Since this was the final spoken interaction activity, learners were much more confident in both providing and incorporating corrections. In this case, recasts were the most frequently used type of correction. In pair 1 (Vermelho and Pinguim), Vermelho was corrected through two explicit corrections and one recast, integrating one of the corrections. As Pinguim did not make any errors, there were no corrections. In pair 2 (Coração and Barbie), Coração also received two corrections (one recast and one explicit correction) and incorporated one. In pair 3 (Galinha and Pinky), Galinha corrected Pinky with two explicit corrections and two recasts, three of which Pinky successfully incorporated into her speech. Finally, in the last pair, Vepa was corrected twice through recasts, and incorporated those corrections, as well as Max. Furthermore, as shown in excerpt 5, Galinha stands out as the student who makes more corrections, correcting nearly every sentence spoken by Pinky. This demonstrates a clear dominance by Galinha within this pair. According to my journal, notes were made about Pinky staring to feel somewhat frustrated due to the frequent corrections. I wrote: “One student corrected almost every error. This was very interesting! However, her peer didn’t find that very funny. This was the first time I saw someone feeling a bit bothered and frustrated by being corrected”.

Below, two tables present data on the total number of errors and corrections per activity. Table 10 displays the types of errors identified in spoken production activities, along with the total number of self-corrections, peer corrections, and uptakes. As we can see, there was a noticeable decrease in the number of errors from the first spoken production activity to the second one. In terms of corrections, it is possible to verify the

opposite: an increase in the number of self-corrections (from 2 to 6) and on the number of uptakes (6 to 7).

Table 11 provides a general overview of the number of errors and corrections for spoken interaction activities. Notably, the total number of errors shows a general decrease across activities, despite an increase during activities 3 and 4. In terms of corrections, there was a significant rise in both peer corrections and uptakes. Therefore, this suggests that, over time, students became more engaged in correcting each other and incorporating peer feedback more actively. So, both self-correction and peer correction contributed to facilitate uptake.

Spoken production table

Table 10- Total amount of errors and corrections per activity during spoken production

Spoken production 1	Type of error	Nº of errors	Total self-corrections	Total peer-corrections	Total uptakes
	Grammar	35			
	Vocabulary	0			
	Pronunciation	5			
	L1 use	3			
	Total	43	2	9	6
Spoken production 2	Grammar	5			
	Vocabulary	0			
	Pronunciation	8			
	L1 use	0			
	Total	13	6	7	7

Spoken interaction table

Table 11- Total amount of errors and corrections per activity during spoken interaction

Spoken interaction 1	Type of error	N° of errors	Total self-corrections	Total peer-corrections	Total uptakes
	Grammar	31			
	Vocabulary	7			
	Pronunciation	12			
	L1 use	2			
	Total	52	2	3	3
Spoken interaction 2	Grammar	13			
	Vocabulary	0			
	Pronunciation	4			
	L1 use	5			
	Total	22	0	11	6
Spoken interaction 3	Grammar	17			
	Vocabulary	0			
	Pronunciation	9			
	L1 use	4			
	Total	30	2	14	12
Spoken interaction 4	Grammar	14			
	Vocabulary	0			
	Pronunciation	7			
	L1 use	10			
	Total	31	0	15	9

3.2. Discussion and conclusion

3.2.1. Research questions and findings

The aim of this study was to analyse the most frequent errors made by young learners during moments of isolated spoken production and spoken interaction; and to determine the influence of self and peer correction on learner uptake. Data analysis

revealed that grammar, particularly syntax, posed the greater challenge for all participants. This can be attributed not only to the difficulties young learners face when acquiring a foreign language, but also to the tendency place more importance on meaning than on grammar accuracy. In this study, common errors included the omission of prepositions and definite articles, along with issues related with plural and singular agreement, and the omission of the verb “to be”. Thus, throughout the six activities conducted to collect data, grammar consistently emerged as the area with the highest frequency of errors, followed by pronunciation.

Regarding the influence of peer and self-correction on uptake, the results suggest that, particularly peer correction, had a positive impact on language acquisition, as certain errors were no longer repeated after being corrected. For example, Barbie, a learner who initially exhibited several pronunciation errors, demonstrated a reduction in such errors over time. Additionally, other learners progressively increased their engagement in providing corrections over time, such as Vepa, for example. Thus, peer correction proved advantageous for students since it promoted their language awareness and contributed to collaborative learning. However, while students engaged in corrections during the first spoken production activity, there was a noticeable reduction in peer correction during the first spoken interaction activity, which was probably caused by the activities’ less controlled nature. Since spoken interaction is more spontaneous, learners are more likely to make errors during these activities. Yet, following this second interaction activity, most learners began to participate more actively in peer correction within their pairs. Consequently, they demonstrated an increased ability to incorporate the corrections received from one another, likely due to their growing familiarity with the correction dynamic. Additionally, self-correction was more frequent in spoken production activities, where learners demonstrated increased awareness of their errors from the first to the second activity. Yet, there were also a few instances of self-correction during spoken interaction, although these were less frequent. This may be because, during moments of spoken production, learners tend to focus more on their speech, whereas in interactive “settings” they are more likely to prioritize maintaining the flow of the conversation over pausing to self-correct.

Over time, as learners engaged in this practice, there was a gradual rise in both the frequency of corrections and the uptake, although not all corrections were immediately followed by uptake. Among the four spoken interaction activities, Pinky (Pair 3) was one

of the learners who incorporated more corrections into her speech, along with Vepa (Pair 4) and Vermelho (Pair 1). Interestingly, these learners faced more difficulties initially, but they appeared to demonstrate notable improvement and performed better as the activities progressed. I believe that the rise of corrections happened due to the influence of repetition, which contributed to increase self-awareness.

3.2.2. Relevance of peer correction

Given the results presented, we can infer that spoken interaction between young learners is crucial for second language development, as it can provide opportunities for peer correction to emerge. As shown throughout this study, engaging in peer correction enabled some learners to avoid repeating errors. Additionally, students started to incorporate more corrections into their speech, whereas initially they tended to disregard them. Consequently, as they engaged in peer correction, they developed a greater awareness to identify the errors. Hence, peer correction influenced both the uptake and learners' ability to identify errors. Yet, it is important to highlight that, although many corrections were incorporated, some were still disregarded by students, even during the final activities. At times, some learners simply ignored their peers and did not make any corrections. Yet, the majority incorporated the feedback provided. A particularly surprising aspect was the fact that despite expecting more inaccurate corrections, only one instance was observed. Rather, learners either corrected the errors or opted not to correct them at all. Regarding self-correction, it is feasible to affirm that the most frequent instances occurred during spoken production activities rather than in spoken interaction ones. Interestingly, students were able to self-correct some of their errors from the first to the second activity.

3.2.3. Reflection over the AR

This research project has given me the opportunity to gain a deeper understanding of the most common challenges young learners encounter and how, as a teacher, I can address these in the classroom. Specifically, it has highlighted the importance of creating a student-centred environment that challenges the traditional teacher-student correction dynamic. Therefore, through this study, I learned how peer correction can impact learners' communicative skills. Additionally, it taught me that there can be unexpected resistance to correction or even some frustration as I quoted from my teaching journal. Despite this, it is possible to verify that, by the end of the project, learners gained

confidence in correcting one another, which contributed to foster a supportive learning environment. Additionally, it is also important to underscore that although this study focused on the errors made by young learners, the primary goal was to improve their communicative abilities rather than attain perfect accuracy.

Although with a different focus, Sato and Lyster (2017) also revealed in their study with Japanese learners that corrective feedback positively influenced language development, as it showed a positive impact on accuracy development. After completing this study, I can now reflect on what could have been done differently. Firstly, I believe that, at times, there was a larger gap between activities than there should have been. Thus, the activities could have been conducted more frequently. Additionally, there were more spoken interaction activities than oral production ones. So, I believe that a more balanced number of both production and interaction activities would have allowed for more solid conclusions for each aspect. Lastly, the duration of this project was relatively short, which means that a longer timeframe could have led to more significant benefits for the learners.

3.2.4 Future research

As previously mentioned, I believe a longer project would be desirable to monitor learners' development more closely, especially to analyse other possible factors: the impact of peer correction in students' anxiety, self-esteem. Furthermore, it would have been valuable to include more pairs of learners who did not have the opportunity to participate in this study; and incorporate more oral production activities so that there could be a greater focus on this type of activity.

References:

- Ahangari, S. (2014). The effect of self, peer and teacher correction on the pronunciation improvement of Iranian EFL learners. *Advances in Language and Literary Studies*, 5(1), 81-88. <https://journals.aiac.org.au/index.php/all/article/view/239>
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Choi, S. Y. & Li, S. (2012). Corrective feedback and learner uptake in a child ESOL classroom. *RELC Journal*, 43(3), 331-351. <http://rel.sagepub.com/content/43/3/331>
- Direção-Geral da Educação. (2018). *Aprendizagens Essenciais*. Direção-Geral da Educação.
- Doughty, C. (2001). Cognitive underpinnings of focus on form. In P. Robinson (ed.) *Cognition and Second Language Instruction* (pp. 206-257). Cambridge: Cambridge University Press.
- Gagné, N. and Parks, S. (2013) Cooperative learning tasks in a grade 6 intensive ESL class: Role of scaffolding. *Language Teaching Research* 17 (2), 188-209.
- Dooly, M., Moore, E. (2017). Introduction: Qualitative approaches to research on plurilingual education. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education* (pp. 1-10). Research-publishing. net. <https://doi.org/10.14705/rpnet.2017.emmd2016.618>
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Ghafar, Z., & Raheem, B. (2023). Factors affecting speaking proficiency in English language learning: A general overview of the speaking skill. *Journal of Social Science*, 2(6), 507-518.
- Gómez Aguilera, F. (Org.). (2010). *As palavras de Saramago*. Companhia das Letras
- Hortua, N., García, L., & Arévalo, N. (2018). *Oral production in language learning: An analysis of teachers' feedback used to correct IV semester students oral mistakes* [Thesis dissertation, Universidad del Quindío]. Biblioteca Digital <https://hdl.handle.net/20.500.14550/6216>
- Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30. https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners

- Kerr, P. (2017). *Giving feedback on speaking*. Part of the Cambridge Papers in ELT series. Cambridge University Press. https://www.cambridge.org/us/files/4515/7488/5712/CambridgePapersinELT_FeedbackOnSpeaking_2018_ONLINE.pdf
- Khosa, D., Sharif, S., & Malghani, M. (2017). The phenomenon of self-correction in the speaking skills of undergraduate students: a case study of SBKWU. *Asia Pacific Journal of Advanced Business and Social Studies*, 3(1), 215-223.
- Kirkgöz, Y. (2018). Fostering young learners' listening and speaking skills. In S. Garton, & F. Copland (Eds.), *The Routledge handbook of teaching English to young learners*. (pp. 171-187). Routledge. <https://bayanebartar.org/file-dl/library/Linguistic/The-Routledge-Handbook-of-Teaching-English-to-Young-Learners.pdf>
- Lázaro, A., & Azpilicueta, R. (2015). Investigating negotiation of meaning in EFL children with very low levels of proficiency. *International Journal of English Studies*, 15(1), 1-21. <https://doi.org/10.6018/ijes/2015/1/203751>
- Leslie, C. (2025). Comparing primary and lower secondary EFL learners' oral collaboration. In D. Karoulla-Vrikki, & L. Lopriore, L. (Eds.), *Oracy acquisition and development in early second language learning: Voices from diverse international contexts*. Multilingual Matters.
- Leslie, C. (2021). Interaction patterns and support for learning in the primary foreign language classroom. *Porta Linguarum*, 36, 65–82. <https://doi.org/10.30827/portalin.v0i36.15712>
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of language acquisition: Vol. 2. Second language acquisition* (pp. 413-468). Academic Press.
- López, T. (2021). *The use of peer- correction strategies to improve speaking skills when learning English as a foreign language* [Thesis dissertation, Universidad Autónoma de Nuevo León]. Repositorio Institucional UANL <http://eprints.uanl.mx/22242/>

- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19 (1)37-66.
https://www.researchgate.net/publication/252160472_Corrective_feedback_and_learner_uptake
- Marzona, Y. (2017, April, 378-392). Spoken language production: a psycholinguistic approach. International Conference on Global Education V, Padang.
<https://zenodo.org/records/2617228>
- Nicholas, H., Lightbown, P. & Spada, N. (2001). Recasts as feedback to language learners. *Language Learning*, 51(4), 719-758. <http://dx.doi.org/10.1111/0023-8333.00172>
- Oliver, R., & Philip, J. (2014). *Focus on oral interaction*. Oxford University Press.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Sato, M., & Lyster, R. (2012). Peer interaction and corrective feedback for accuracy and fluency development: Monitoring, practice, and proceduralization. *Studies in Second Language Acquisition*, 34(4), 591-626. 0.1017/S0272263112000356
- Sato, M. (2017). Oral peer corrective feedback: Multiple theoretical perspectives. *Corrective feedback in second language teaching and learning*, 19-34.
[10.4324/9781315621432](https://doi.org/10.4324/9781315621432)
- Schegloff, E., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361-382.
<https://muse.jhu.edu/pub/24/article/453740/summary>
- Seedhouse, P. (2004). The interactional architecture of the Language classroom: A conversation analysis perspective. *Language Learning*.
- Scrivener, J. (2005). *Learning Teaching*. Macmillan.
- Silva, J. & Costa, V. (2023). *Start the Magic! 4*. Texto Editores.

- Sultana, A. (2009). Peer correction in ESL classrooms. *BRAC University Journal*, 1(1), 11-19. <http://hdl.handle.net/10361/450>
- Wang, Y. (2023). Peer corrective feedback: A review of its unique contributions to enhancing second language development. *International Journal of New Developments in Education*, 5(8), 50-54. 10.25236/IJNDE.2023.050809
- Wong, S., Rakey, S., Sabari, N., Samuel, C., Shamsul, N., & Hashim, H. (2022). Language learning strategies for English speaking skill among level 2 primary school pupils. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 2619 – 2631.

List of Figures

Figure 1- Total number of errors made by each learner

Figure 2- Total number of errors made by each learner

Figure 3- Total number of errors made by each learner

Figure 4- Total number of errors made by each learner

Figure 5- Total number of errors made by each learner

Figure 6- Total number of errors made by each learner

Figure 7- Number of corrections provided to the learners above and consequent uptake

Figure 8- Number of corrections provided to the learners above and consequent uptake

Figure 9- Total number of corrections provided within the pairs

Figure 10- Total number of corrections provided within the pairs

Figure 11- Total number of corrections provided within the pairs

Figure 12- Total number of corrections provided within the pairs

List of Tables

Table 1- Transcription of Vepa's speech

Table 2- Transcription of the speech of pair 3

Table 3- Transcription of the speech of pair 2

Table 4- Transcription of the speech of pair 3

Table 5- excerpt of Coração's self-correction

Table 6- Corrections between pair 3

Table 7- excerpt of Vepa's self-correction

Table 8- excerpt of peer correction between pair 2

Table 9- excerpt of peer correction between pair 4

Table 10- Total amount of errors and corrections per activity during spoken production

Table 11- Total amount of errors and corrections per activity during spoken interaction

Appendix A- Letter of consent to parents



Pedido de autorização aos Encarregados de Educação

Caro (a) Encarregado (a) de Educação,

O meu nome é Inês Ribeiro Ramos e é com muito gosto que irei estagiar com o(a) seu/sua educando(a) durante os meses de setembro a dezembro. Estou a tirar um Mestrado em Ensino de Inglês no 1º Ciclo, na Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa. Desta forma, uma vez que o mestrado implica a realização de um projeto de investigação para ser incluído no relatório final, partilho o meu trabalho: *The role of self and peer correction in English as a foreign language learners' speaking [O papel da autocorreção e da correção a pares na aprendizagem do inglês como língua estrangeira]*. Assim, venho por este meio solicitar a sua autorização para poder incluir o(a) seu/sua educando(a) neste projeto que decorrerá entre setembro e dezembro de 2024, durante o meu estágio.

Depois de pedir autorização ao/(à) seu/sua educando(a) para o (a) incluir no meu projeto, a recolha de dados será efetuada através da gravação de voz e imagem quer durante a realização de atividades de interação oral a pares, quer durante pequenas apresentações orais (realizadas individualmente). No entanto, apenas as transcrições dos dados da gravação de voz serão incluídas no projeto. O estabelecimento de ensino, todos os seus funcionários e **as crianças permanecerão anónimas** em qualquer circunstância.

O objetivo deste projeto é desenvolver a capacidade comunicativa de forma que o(a) seu/sua educando(a) seja capaz de identificar os seus próprios erros; os erros dos colegas e, consequentemente, melhorar o seu discurso em inglês. Informo que todas as crianças podem deixar de participar a qualquer momento.

A informação recolhida fará parte do relatório final de estágio e eventualmente em artigos académicos e conferências.

Se tiver questões a colocar, agradeço que me contacte através da professora titular da turma.

Ficarei muito grata caso a autorização seja concedida. Solicito que a mesma seja assinada e entregue o mais rápido possível.

Com os melhores cumprimentos,

Inês Ribeiro Ramos

Lisboa, 21 de setembro de 2024

Inês Ribeiro Ramos

Professora Doutora Carolyn E. Leslie

Orientadora de Estágio

FCSH, Universidade Nova de Lisboa

Assinado por: **Inês Ribeiro Ramos**
Num. de Identificação: 30066760
Data: 2024.09.25 15:01:26+01'00'

Assinado por: **Carolyn Elizabeth Leslie**
Num. de Identificação: PASGB-575073822
Data: 2024.09.25 07:29:32+01'00'



Eu, _____ Encarregado de Educação de
declaro que fui informado(a)
dos objetivos do projeto intitulado *The role of self and peer correction in English as a foreign language learners' speaking [O papel da autocorreção e da correção a pares na aprendizagem do inglês como língua estrangeira]* e autorizo o (a) meu/minha educando(a) a participar no estudo.

Data: ____/____/____

Assinatura: _____

Appendix B- Letter of consent to the school director



Inês Ramos

Aluna de Mestrado

Universidade Nova de Lisboa

Exma. Sra. Diretora,

No âmbito do protocolo estabelecido entre a Universidade Nova de Lisboa e este Agrupamento para a realização do meu estágio em Ensino de Inglês no 1.º Ciclo, solicito a vossa autorização para a realização do projeto de investigação que constitui parte do relatório final do mestrado. O meu trabalho intitula-se "*The role of self and peer correction in English as a foreign language learners' speaking*" [O papel da autocorreção e da correção a pares na aprendizagem do inglês como língua estrangeira] e irá decorrer entre setembro e dezembro de 2024, durante o meu estágio.

O estudo tem como objetivo desenvolver a capacidade comunicativa das crianças de forma que estas sejam capazes de identificar os seus próprios erros; os erros dos colegas e, consequentemente, melhorar o seu discurso em inglês. A recolha de dados será efetuada através da recolha de gravação de voz e imagem. No entanto, apenas os dados relativos à gravação de voz serão utilizados. A informação obtida será analisada e utilizada no meu relatório final de mestrado e, eventualmente, em artigos académicos e conferências. Serão igualmente solicitadas autorizações aos alunos e encarregados de educação. A qualquer momento, no decorrer da investigação, os envolvidos poderão escolher não participar.

A escola, os professores, funcionários e as crianças permanecerão anónimas em qualquer circunstância. Agradeço desde já a vossa colaboração para proceder à implementação do estudo em causa e manifesto a minha inteira disponibilidade para prestar qualquer esclarecimento através do e-mail inesramos84@hotmail.com. Solicito, igualmente, que a autorização seja concedida até ao próximo dia 30.

Inês Ramos

Aluna de Mestrado

FCSH, Universidade Nova de Lisboa

Professora Doutora Carolyn E. Leslie

Orientadora de Estágio

FCSH, Universidade Nova de Lisboa

.....

Eu, _____, declaro que fui informada dos objetivos do projeto "*The role of self and peer correction in English as a foreign language learners' speaking*" e autorizo os alunos a participarem no estudo.

Data: ____/____/____

Assinatura: _____

Appendix C- Letter of consent to children



Eu e o projeto da Inês

Hello! 🙋😊



Querido(a) aluno(a),

O meu nome é Inês Ramos e estou a estudar numa Universidade em Lisboa para poder ensinar inglês a crianças da tua idade! 🧐 Vou estar com a tua turma 3 meses e, durante esse tempo, estarei a ensinar inglês e a desenvolver um pequeno trabalho. Durante as nossas aulas vamos fazer algumas atividades a pares e outras individualmente para eu poder ver como falas inglês e também se és capaz de corrigir os/as teus/tuas colegas. Para isso vou usar a gravação da tua voz. 🗣️ O projeto terá a duração de 3 meses, até ao final de dezembro.

A tua participação é voluntária, ou seja, podes decidir participar ou não. Se aceitares tens sempre a possibilidade de desistir a qualquer momento, é só dizeres. 😊

As informações que eu vou recolher vão ser incluídas no relatório final do meu curso. Não vou usar o teu nome nem fotografias tuas. Por isso podes inventar um nome para ti (um pseudónimo). Os teus pais têm conhecimento de que irei realizar este estudo. Se tiveres alguma dúvida podes perguntar à profª de inglês ou a mim. 😊

Thank you! ❤️

Torres Vedras, 21 de setembro de 2024

Inês Ramos



Eu, _____ aluno(a)

Quero participar no estudo da Profª Inês Ramos

Não quero participar no estudo da Profª Inês Ramos

(sublinha a frase que corresponde à tua resposta)

Data: __/__/____

Assinatura _____

Para teres um pseudónimo escolhe um nome (pode ser o teu animal preferido, cor, herói, flor) e escreve-o aqui _____ 😊



Appendix D- Halloween cards



Name: Katherine, 
Age: 99 years old
Birthday: 1st /12
Pets:  and 
Nationality: 
Clothes:
Best friend: 



Name: Greeny, 
Age: 100 years old
Birthday: 5th / 7
Pets: 
Nationality: 
Clothes:
Best friend: 



Name: Dr. Ned, 
Age: 83 years old
Birthday: 23rd /10
Pets: 
Nationality: 
Clothes:
Best friend: 



Name: Witchy, 
Age: 77 years old
Birthday: 11th /3
Pets: 
Nationality: 
Clothes:
Best friend:  

Appendix E- “Guess Who?”



Appendix F- Ask each other's routine



Appendix G – School places activity



ENGLISH WORKSHEET – 4th GRADE Unit 2

Trainee teacher: Inês Ramos

Oral interaction (A)

1. Look  and ask  your peer.

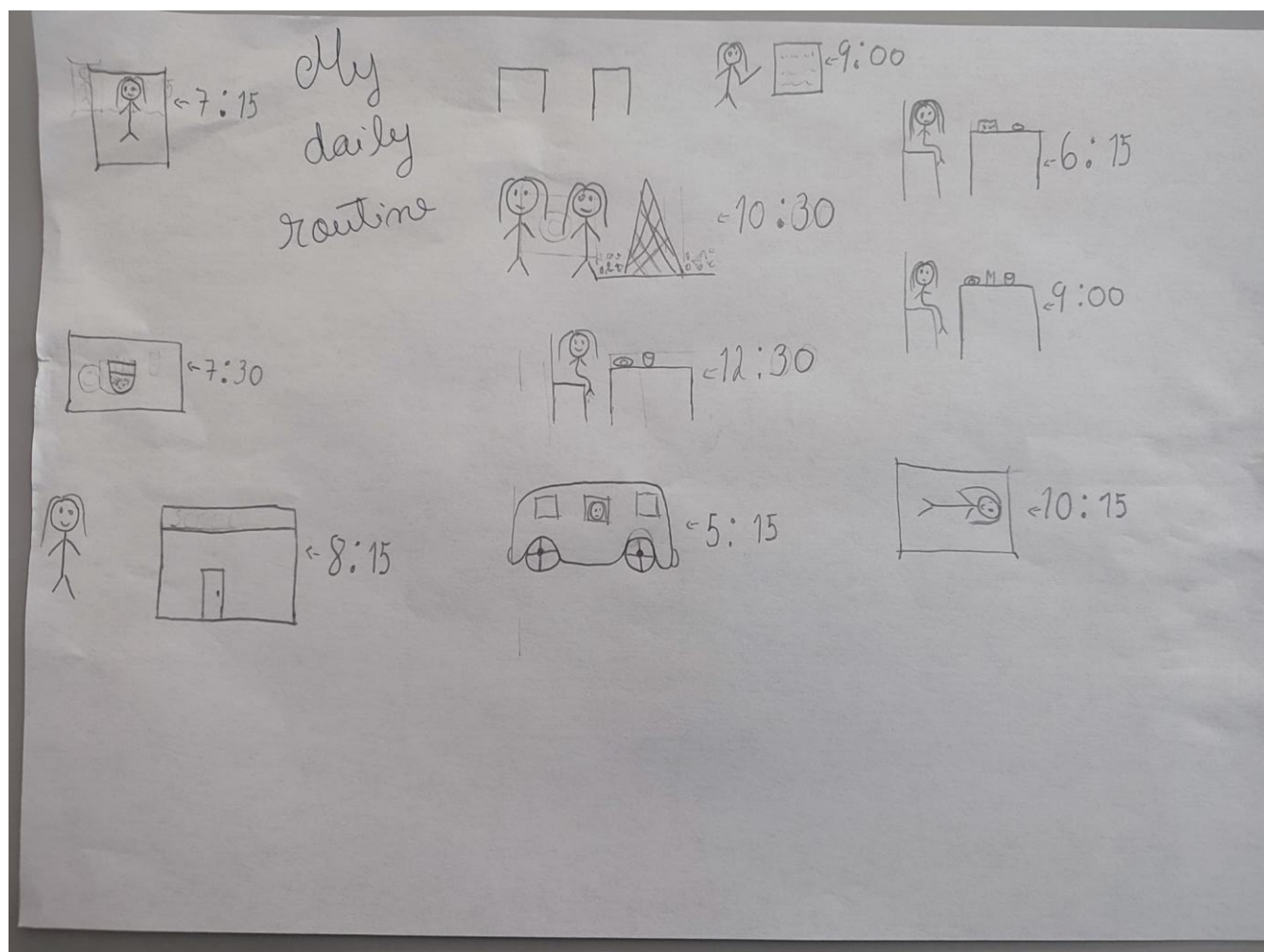
E.g:

A: Is Molly in the canteen?

B: Yes, she is/No, she isn't



Appendix H- Example of the show- and- tell activity



Appendix I: Transcription conventions

<u>word</u>	Speaker emphasis
!	Animated or emphatic tone
CAPITALS	Loud sound relative to surrounding talk
()	Unclear or unintelligible speech or attempt to transcribe such speech
→	A feature of special interest
<i>sim</i> ((tr.: yes))	Non-English words are written in italics and followed by English translation in double brackets
T:	Teacher
L1:	Unidentified learner
LL:	Several or all learners simultaneously
[]	Indicates overlap with portion in the next turn that is similarly bracketed
(())	Comments e.g. non - verbal behaviour ((laughter))

Transcription conventions (abridged from Seedhouse, 2004)

Appendix J: Transcription of pair 1 (oral interaction)

Galinha	1	Is Molly in the → 'tɛ.brɐ.ri?
Pinky	2	<u>library</u> . No, →is it
Galinha	3	No, → <u>she isn't</u>
Pinky	4	No, she isn't
Galinha	5	Molly is a canteen?
Pinky	6	No, she isn't
Galinha	7	Is Molly in the gym?
Pinky	8	Yes, is it
Galinha	9	It's yes, → <u>she is</u>
Pinky	10	→Is Mike and Sarah →library?
Galinha	11	<i>Inês, com dois are.</i> ((tr.: With two “are”))
Pinky	12	Are Mike and Sarah library?
Galinha	13	→Are Mike and Sarah in the library? No, isn't→ they Aren't!
Pinky	14	Are Mike and Sarah in the classroom?
Galinha	15	Yes, they are

Appendix K: Grid (template)

	N° of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds- mispronunciation)	N° of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	N° of vocabulary errors p/utterance and examples, (word form errors)	N° of times L1 is used p/utterance & examples
Pair n° 1				
Pair n° 2				
Pair n° 3				
Pair n° 4				

	N° of explicit corrections per utterance & example (pointing out the error and providing the correct form)	N° of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	N° of inaccurate corrections p/sentence
Pair n° 1				
Pair n° 2				
Pair n° 3				
Pair n° 4				

Appendix L: Spoken production 1-grid

	Nº of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds- mispronunciation)	Nº of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	Nº of vocabulary errors p/utterance and examples, (word form errors)	Nº of times L1 is used p/utterance & examples
1 Barbie	U3- 'tʃu; ok tu; ber (mispronunciation)- 2 errors p/u Total= 2 pronunciation errors	U3- "My birthday is twenty-two" - incorrect number format and omission of the preposition "on" and definite article "the" (3 errors p/u) U4- "I have got rabbit"- omission of the definite article (1 error p/u) U5- "My surname Silva" - omission of verb "to be" (1 error p/u) U7- "My favourite colour blue"- omission of the verb "to be" (1 error p/u) Total= 6 errors	0	0
2 Coração	U5- have gut" (mispronunciation)- 1 error p/u Total= 1 pronunciation error	U3- "My from Portugal" - sentence structure error (1 error p/u) U6- "My birthday is twenty second of..."- omission of the preposition "on" and definite article "the" (2 errors p/u) U7- "My favourite colour purple"- omission of the verb to be (1 error p/u) Total=4 errors	0	0
3 Vermelho	U5- di.zê."ber (mispronunciation)- 1 error p/u Total= 1 pronunciation error	U3- "My surname Velhinho" - Omission of the verb to be (1 error p/u) U5- "... is on second December"- omission of the article "the" and the preposition "of" (2 errors p/u) U7- "My favourite colour pink"- omission of the verb to be (1 error p/u) Total=4 errors	0	U6- gato (used once)
Pinguim	U4- 'maɪ (mispronunciation) 1 error p/u Total= 1 pronunciation error	U2- "I have nine years old"- incorrect use of the verb have (1 error p/u) U4- My birthday is eleventh..."- omission of the preposition "on" and definite article "the" (2 errors p/u) U7- "My favourite colour green"- omission of the verb "to be" (1 error p/u) Total= 4 errors	0	0
4 Pinky	0	U3- "My surname Oliveira"- omission of the verb to be (1 error p/u) U4- "My birthday is fourteen of April..."- omission of the preposition "on" and the definite article; incorrect number format (3 errors p/u) U7- "My favourite colour red"- omission of the verb to be (1 error p/u) Total= 5 errors	0	U7- "Vermelho"- used once
5 Galinha	0	U5- "I have got a bird and cat"- missing article "a" (1 error p/u) U7- "...Is on four of July"- omission of the definite article "the" and incorrect number format (2 errors p/u) Total= 3 errors	0	U6- Roxo (used once)
6 Vepa	0	U2- "My surname Ramos"- omission of the verb to be (1 error p/u) U3- "My birthday is twenty of November..."- omission of the preposition "on" and definite article "the" and incorrect number format (3 errors p/u) U4- "I have not pet"- incorrect negation and omission of the article "a" (2 errors p/u) U5- "I have nine years old"- incorrect use of the verb "have" (1 error p/u) Total=7 errors	0	0
7 Max	0	U7- "My birthday is third of January" - omission of the preposition "on" and the definite article "the" (2 errors p/u) Total=2 errors	0	0

	Nº of explicit corrections per utterance & example (pointing out the error and providing the correct form)	Nº of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	Nº of inaccurate corrections p/sentence
Barbie	U9- "My surname is Silva"- corrected by Galinha Total=1 explicit correction	0	U10- "My surname is Silva" (immediate uptake)	0
Coração	U9- It's "I'm from Portugal"- corrected by Max U10- "Got"- corrected by Vepa Total= 2 explicit corrections	0	U9- No uptake U10- No uptake	0
Vermelho	U9- "a cat" U11- "is Velhinho" Total= 2 explicit corrections- corrected by Max	0	U10- "I have got a cat" (immediate uptake)	0
Pinky	U9- "is red"- corrected by Barbie U3- "My surname is"- corrected by Max Total= 2 explicit corrections	0	U10- "My favourite colour is" U12- "My surname is" (immediate uptake)	0

Galinha	0	0	0	0
Vepa	U10- "I'm nine years old"- corrected by Max Total= 1 explicit correction	0	U11- "I'm nine years old" (immediate uptake)	0
Max	0	0	0	0
Pinguim	U9- "I'm nine years old"- corrected by Max Total= 1 explicit correction	0	U10- Ok, I'm nine years old" (immediate uptake)	0

Appendix M: Spoken production 2- grid

	N° of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds- mispronunciation)	N° of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	N° of vocabulary errors p/utterance and examples, (word form errors)	N° of times L1 is used p/utterance & examples
1 Barbie	0	0	0	0
2 Coração	U8- pte.i.'grüd (mispronunciation)- 1 error p/u Total= 1 error	U5-I have lesson (singular/plural noun error) (1 errors p/u) Total= 1 error	0	0
3 Vermelho	U5- 'fi.səf (mispronunciation)- 1 error p/u U10- I 'gu to (mispronunciation)- 1 error p/u Total= 2 errors	U7- "I lunch at half past twelve"- verb usage error (1 error p/u) Total= 1 error	0	0
4 Pinky	U5- pte.i.'gard (mispronunciation) (1 error p/u) Total= 1 error	0	0	0

5 Galinha	U9: 'tʃu (mispronunciation) (1 error p/u) Total= 1 error	U6-"I play the playground"- omission of the preposition "in" (1 error p/u) Total= 1 error	0	0
Vepa	U2- get 'op (mispronunciation)- 1 error p/u Total=1 error	U1- "this is my routines"- singular- plural agreement (1 error p/u) Total= 1 error	0	0
Max	0	0	0	0
Pinguim	U4- I 'gu (mispronunciation)- 1 error p/u U10- I 'gu (mispronunciation)- 1 error p/u Total= 2 errors	U7- "in playground"- omission the definite article "the"- (1 error p/u) Total= 1 error	0	0

	Nº of explicit corrections per utterance & example (pointing out the error and provide the correct form)	Nº of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	Nº of inaccurate corrections p/sentence
Barbie	0	0	0	
Coração	U11- “lessons” (Max)	0	U12- I have lessons	0
Max	0		0	0
Vermelho	U12- It’s not ‘li.sôf], it’s lessons U13- “I have lunch” 2 e.c Galinha and Pinguim	0	U13- lessons (immediate uptake) U14- I have lunch (immediate uptake)	

Pinky	U13- “playground”	0	U14- uptake	0
Galinha (corrected by Max and Vermelho)	U12- “Não é ‘tjũ, é <u>two</u> ”		U13- Immediate uptake ✓	0
Vepa (Corrected by Vepa and Max)	U13- <i>Não é</i> get ‘op, é get up	0	U14- “I get up”- immediate uptake	0
Pinguim (corrected by Galinha)	U12- “Não é I gu, é I go”	0	U13- “I go to school” (immediate uptake)	0

Appendix N: Spoken interaction 1-grid

	N° of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds- mispronunciation)	N° of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	N° of vocabulary errors p/utterance and examples, (word form errors)	N° of times L1 is used p/utterance & examples
Pair n° 1 Pinguim and Vermelho	U7 di.zê.'ber (mispronunciation) (1 error p/u) Total= 1 error made by Pinguim	U3- "What's years old"- syntactic error (1 error p/u) U5- "What's your birthday?"- pragmatic error- use of what instead of when (1 error p/u) U6- "My birthday is twenty third..."- omission of the preposition "on" and the article "the" (2 errors p/u) U7- "On first of"- omission of the definite article (1 error p/u) U9- I have got a spider and bat"- omission of the definite article "a" (1 error p/u) U13- "What's are you wearing?"- syntactic error- incorrect subject verb agreement (1 error p/u) U14- "I'm wearing purple hat"- omission of the definite article (1 error p/u) U15- "A grey hat, grey dress"- omission of the definite article (1 error p/u) U16- "My best friends is goblin"- subject verb agreement (1 error p/u) U17- "My best friend is ghost"- omission of the definite article (1 error p/u) Total= 11 grammatical errors Vermelho: 5 errors	U10- "My nationality is France"- incorrect word choice (1 error p/u) U11- "My nationality is England"- incorrect word choice (1 error p/u) Total= 2 vocabulary errors Vermelho: 1 error Pinguim: 1 error	0

		Pinguim: 6 errors		
Pair n° 2 Coração and Barbie	U8- ok.tu.'ber (mispronunciation) (1 error p/u) U9- di.zê.'ber (mispronunciation) (1 error p/u) U14- 'gri 2x (mispronunciation); 'at (3 errors p/u) U15- 'at (1 error p/u) Total= 6 errors Coração: 3 errors Barbie: 3 errors	U7- "What's your birthday?"- pragmatic error- use of what instead of when (1 error p/u) U8- "I'm birthday is"- subject-verb agreement (1 error p/u) U9- "My birthday is first of"- omission of the definite article and preposition "on" (2 errors p/u) U11- "Your nationality?"- syntactic error (1 error p/u) U15- "I'm wearing purple dress..."- omission of the definite article "a"; "purple hat"(2 error p/u) U16- "Who is you best friend?"- pronoun error (1 error p/u) Total= 8 errors Coração: 2 errors Barbie: 6 errors	U13- "My nationality is England"- incorrect word choice (1 error p/u) Total= 1 error (Barbie)	0
Pair n° 3 Galinha and Pinky	U5- 'bed (mispronunciation) (1 error p/u)- Pinky Total= 1 pronunciation error	U2- "How is your birthday?"- semantic error (1 error p/u) U3- "On the five of July"- incorrect ordinal number usage(1 error p/u) U4- "Twelve of March"- incorrect ordinal number usage (1 error p/u) U8- "I've got a one..."- incorrect article usage (1 error p/u)	U7- My nationality is America- incorrect word choice (1 error p/u) U8- My nationality is Ireland- incorrect word choice (1 error p/u) Total= 2 errors Pinky: 1 error Galinha: 1 error	0

		U11- "... black hat"- omission of the definite article (1 error p/u) Total=5 errors Pinky: 1 Galinha: 4		
Pair n° 4 Max and Vepa	U14- What's your ne.si.u.ne.fi.'ti? (mispronunciation) 1 error p/u U15- ne.si.u.ne.fi.'ti 1 error p/u U15- ne.si.u.ne.fi.'ti 1 error p/u U20- a gri hat (mispronunciation) 1 error p/u Total= 4 errors Max:1 error Vepa: 3 errors	U6- "What's are you?" syntactic error (1 error p/u) U10- "My ninety-nine years old"- subject verb agreement error (1 error p/u) U11- "is first of December"- omission of the preposition and definite article (2 errors p/u) U12- I spider- verb usage error- 1 error p/u) U14- "and bat"- omission of the definite article (1 error p/u) U20- "and dress"- omission of the definite article "a" (1 error p/u) Total= 7 errors Max: 2 errors Vepa: 5 errors	U15- My ne.si.u.ne.fi.'ti is France- incorrect word choice (1 error p/u) U16- My ne.si.u.ne.fi.'ti is England incorrect word choice (1 error p/u) Total= 2 vocabulary errors Max: 1 error Vepa: 1 error	U3- "És tu" (once) U13- Explanation (once) Max

	Nº of explicit corrections per utterance & example (pointing out the error and providing the correct form)	Nº of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	Nº of inaccurate corrections p/sentence
Pair n° 1	0	0	0	0
Pair n° 2	0	0	0	0
Pair n° 3	0	U6- "Bat? (1 recast p/u) Galinha corrected Pinky	U7- "I've got a bat" (immediate uptake)	0
Pair n° 4	U13- "I have got" (Max)	U7- "How old are you?"	U8- "How old are you" (immediate uptake) U14- "I have got..." (immediate uptake)	0

Appendix O: Speech of pair 4

Max	1	What's your name?
Vepa	2	My name is Dr. Ned
Max	3	<i>És tu</i> ((t.: It's your turn))
Vepa	4	And you?
Max	5	My name is Katherine. How old are you?
Vepa	6	→What's are you?
Max	7	<u>How old are you?</u>
Vepa	8	Ah. How old are you?
Max	9	I'm one hundred years old.
Vepa	10	→My ninety-nine years old.
Max	11	My birthday is →first of December. Have you got a pet?
Vepa	12	Yes, I →spider. And you?
Max	13	<i>Isso está tudo mal! Tens de dizer I have got primeiro, está no quadro</i> ((tr.: That's all wrong. You have to say "I have got", it's on the board))
Vepa	14	I have got a spider and → bat. A bat. What's your →nɐ.sɪ.u.nɐ.ɦi.'ti?
Max	15	My nɐ.sɪ.u.nɐ.ɦi.'ti is →France and you?
Vepa	16	My nɐ.sɪ.u.nɐ.ɦi.'ti is →England
Max	17	What are you wearing?
Vepa	18	What are you wearing?
Max	19	I'm wearing a purple dress, a black hat and black shoes
Vepa	20	I'm wearing → a gri hat and dress...

Appendix P: Spoken interaction 2- grid

	N° of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds- mispronunciation)	N° of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	N° of vocabulary errors p/utterance and examples, (word form errors)	N° of times L1 is used p/utterance & examples
Pair n° 1 Pinguim and Vermelho	U1 ui. 'rīg (mispronunciation) (1 error p/u) Total= 1 error Pinguim: 0 Vermelho: 1 error	U1- "a boots"- incorrect agreement (1 error p/u) U5- "It's a bat?"- syntax error (question formation) (1 error p/u) Total= 2 grammatical errors Pinguim: 0 Vermelho: 2 errors	0	U6- "Pergunta" (once) Pinguim
Pair n° 2 Barbie and Coração	U1 ui. 'rīg (mispronunciation) (1 error p/u) Total= 1 pronunciation error (Barbie)	U4- "It's wearing a dress?"- syntax (1 error p/u) U6- "She it's"- syntax error (1 error p/u) Total= 2 errors (Coração)	0	U8 U16- Cachecol Used twice (Coração)
Pair n° 3 Pinky and Galinha	U10- ui. 'rīg (1 error p/u) Total= 1 error p/u- Pinky	U1- "It's wearing?"- syntax (1 error p/u) U3- "It's wearing a t-shirt?"-syntax (1 error p/u) U5- "It's a mummy?"- syntax (1 error p/u) U8- "Is wearing shirt?"- subject omission; omission of the definite article "a" (2 errors p/u) Total= 5 errors Galinha=3 erros Pinky=2 erros	0	U6- esqueleto (Pinky)

Pair n° 4 Vepa and Max	U13- 'et (mispronunciation) (1 error p/u) Total: 1 error (Vepa)	U2- "No, isn't" syntax error (1 error p/u) U9- "Is it bat?"- omission of the definite article "a" (1 error p/u) U10- "Is it ghost?" Omission of the definite article "a" (1 error p/u) U15- "a boots" (sing and plural agreement) (1 error p/u) Total= 4 errors Vepa: 3 Max:1	0	U11 once (Max)
----------------------------------	--	---	---	----------------

	N° of explicit corrections per utterance & example (pointing out the error and providing the correct form)	N° of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	N° of inaccurate corrections p/sentence
Pair n° 1	0	U2- "Wearing boots?" (1 recast p/u) U6- "Is it a bat? (1 recast p/u) Corrected by Pinguim	U3- "Is it wearing...?" (Immediate uptake- Vermelho U7- "Is it a bat?" (immediate uptake)- Vermelho	
Pair n° 2	U5- "No is wearing, Is it wearing?" (1 explicit correction)- Barbie corrects Coração	U7- "Is it wearing?" U9- "Is it wearing?" Barbie corrects Coração	U6- no uptake U8- no uptake U10- immediate uptake	0
Pair n° 3	0	U6- "skeleton?" U9- "Is it wearing a shirt?" U11- "Is it wearing?" (3 recasts made by Galinha)	U6- no uptake U10- "Is it wearing a shirt?" (Immediate uptake) U12 "wearing" (immediate uptake)	0
Pair n° 4	U11- "Is it a ghost?" (1 explicit correction)- Max corrects Vepa	U3- "No, it isn't" (1 recast p/u) U14- "hat" (1 recast p/u) Corrected by Max	U4- "No it isn't"- immediate uptake U15- No uptake	0

Appendix Q: Spoken interaction 3- grid

	N° of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds-mispronunciation)	N° of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	N° of vocabulary errors p/utterance and examples, (word form errors)	N° of times L1 is used p/utterance & examples
Pair n° 1 Pinguim and Vermelho	U8- 'elh (mispronunciation) (1 error p/u) Total= 1 errors Vermelho=1	U5- "What time do you play playground"?- omission of the preposition "in" and the definite article "the" (2 errors p/u) U15- "What time do you go bed?" omission of the preposition "to" (1 error p/u) Total=3 grammatical errors Pinguim- 2 Vermelho-1	0	U11- "almoco"- Pinguim (once)
Pair n° 2 Barbie and Coração	U6- fê.fî (mispronunciation) (1 error p/u) U8- fê.fî (mispronunciation) (1 error p/u) U12- 'gud; u 'atf (mispronunciation) (2 errors p/u) U13- ptej. gard (mispronunciation) (1 error p/u) Total= 5 pronunciation errors Barbie: 3 errors Coração: 2 errors	U4- At time do you get up?"- syntax-improper sentence structure- omission of the interrogative pronoun (1 error p/u) U6- "I'm have"- incorrect combination of auxiliar verb "am" with the verb "have" (1 error p/u) Total= 2 errors Coração: 2 Barbie=0	0	U3- "Ês tu, és tu" (1)- Barbie

Pair n° 3 Pinky and Galinha	U10- 'iê.fî (mispronunciation) (1 error p/u) Total= 1 error made by Pinky	U1- "At time"- syntax error (question formation)- (1 error p/u) U3- "What time you go?"- omission of the auxiliar (1 error p/u) U8- "I have lunch quarter to five"- omission of the preposition "at" (1 error p/u) U9- "What time do go.?"- omission of the auxiliar (1 error p/u) U13- Do you play playground?- omission of the preposition and definite article (2 errors p/u) U14- "I playground"- lexical error (1 error p/u) U15- "Do go"- omission of the auxiliar (1 error p/u) Total= 8 grammatical errors Pinky-6 Galinha-2	0	0
Pair n° 4 Max and Vepa	U1- Get 'op (mispronunciation) (1 error p/u) U12- fi. 'sôns (mispronunciation) (1 error p/u) Total= 2 pronunciation errors Max- 1 Vepa- 1	U3- "seven past"- syntax error 1 error p/u) U6- "I have dinner is- syntax error (1 error p/u) U8 "is seven o'clock"- syntax error (1 error p/u) U14- "What time you have"- omission of the auxiliar verb (1 error p/u) Total=4 grammatical errors Vepa-4 Max-0	0	U4- Max U7- "Agora és tu" (1)- Max

	N° of explicit corrections per utterance & example (pointing out the error and providing the correct form)	N° of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	N° of inaccurate corrections p/sentence
Pair n° 1	0	U9- "half past ten" (1 recast p/u)- Pinguim corrects Vermelho U12- "Lunch" (1 recast p/u)- Vermelho corrects Pinguim U16- "What time do you go to bed?" (1 recast p/u) Pinguim corrects Vermelho	U10- "I have lessons at half past ten" (immediate uptake) U13- "hunch" (immediate uptake) U17- What time do you go to bed? (immediate uptake)	0
Pair n° 2	0	U5- "What time do you get up?" Barbie corrects Coração U7- "I have" (1 recast p/u) Barbie corrects Coração U9- "lunch" (1 recast p/u) Barbie corrects Coração U13- "I go to bed" (1 recast p/u) (Coração corrected Barbie) U16- "playground" (1 recast p/u) (Barbie corrected Barbie)	U6- No uptake U8- "I have lunch" (immediate uptake) U10- "I have lunch" (immediate uptake) U14- "I go to bed" – Barbie U17- "Playground" (immediate uptake)	0

Pair n° 3	0	U2- "What time?" U4- "Do you?" U10- "Do you?" U16- "Do you!" Galinha corrected Pinky	U3- "What time?" (immediate uptake) U5- "Do you go to school?" (immediate uptake) U11- "What time do you get up?" (immediate uptake) U17- "What time do you go....?" (immediate uptake)	0
Pair n° 4	U13- "no lissons, lessons" (1 explicit correction) Vêpa corrects Max	U7- "at?" (1 recast p/u) Max corrects Vêpa	U8- No uptake U14- uptake	U3- "Seven past" Vêpa inaccurately corrects Max

Appendix R: Spoken interaction 4- grid

	Nº of pronunciation errors p/utterance & examples (phonetics- substitution of sounds (e.g: wabbit instead of rabbit); omission of sounds; distortion of sounds- mispronunciation)	Nº of grammar errors p/utterance & examples (Subject-verb agreement; word order; articles and prepositions)	Nº of vocabulary errors p/utterance and examples, (word form errors)	Nº of times L1 is used p/utterance & examples
Pair nº 1 Pinguim and Vermelho	U13- 'le.bre.ri (mispronunciation) (1 error p/u) Total= 1 error (Vermelho)	U2- "No, isn't" (1)- subject verb agreement (1 error p/u) Total= 1 error (Vermelho)	0	U3 U5- Explanation U9
Pair nº 2 Coração and Barbie	U1- 'kã. 'ten? (mispronunciation) (1 error p/u) U8- le.bre.ri (error p/u) U10- le.bre.ri (mispronunciation) (1 error p/u) Barbie- 1 Coração- 2 Total= 3 errors	U5- "Is Lisa in staff room?"- omission of the preposition and definite article (1 error p/u) U8- "Is Tom and Mia in the...?"(subject-verb agreement) (1 error p/u) Total= 2 errors Barbie= 1 error Coração= 1 error	0	U7 U9 Barbie
Pair nº 3 Galinha and Pinky	U1- 'le.bre.ri (mispronunciation) (1 error p/u) Total= 1 error (Galinha)	U2- "Is it"- morphosyntactic error (1 error p/u) U5- "Molly is a canteen?"- syntactic error- sentence formation (1 error p/u) U8- "Yes, is it"- morphosyntactic (1 error) U11- "Is Mike and Sara library?" (subject-verb agreement; omission of the preposition "in" and the definite article "the" (3 errors p/u)	0	U12- Explanation- "com dois are" (1 time)

		U13- "Are Mike and Sarah library?" (omission of the prep. and article) (2 errors) Total=8 errors Pinky-7 Galinha-1		
Pair nº 4 Max and Vepa	U5- ʒi (1 error p/u) U13- ke.tin (1 error p/u) Total= 2 errors Vepa=1 Max=1	U1- "Is Tom and Diasy" (subject-verb agreement); "in staff room?" (omission of the definite article) (2 error p/u) U9- "Is Molly the Gym?" (omission of the preposition) (1 error p/u) Total= 3 errors Vepa-2 Max-1		U7: computadores U10 U14 U16 Vepa

	Nº of explicit corrections per utterance & example (pointing out the error and providing the correct form)	Nº of recasts per utterance & example	Uptake (per sentence) ✓ - Immediate uptake X - No uptake	Nº of inaccurate corrections p/sentence
Pair nº 1 Pinguim and Vermelho	U3- "No, she isn't" Pinguim corrects Vermelho U5- "No, she isn't" (Pinguim corrected Vermelho)	U14: Library (Pinguim corrected vermelho)	U4: no uptake U6: "No, she isn't (immediate uptake) U14: No uptake	0
Pair nº 2 Coração and Barbie	U9: "Não é is, tens de dizer "are" (1 e.c) Barbie corrects coração	U2- "canteen"- Coração corrects Barbie U11: Library – Barbie corrects coração (1 recast p/u)	U3- (no uptake) U10: "Are Tom and Mia...?" (uptake)- Coração U12- no uptake	0
Pair nº 3 Galinha and Pinky	U9: "It's yes, she is" (1 e.c)- Galinha corrects Pinky U12: "Com dois are" (1 e.c) (Galinha corrects her peer)	U2- "library" (Pinky corrects Galinha) U3: "No, she isn't" (1 recast p/u)- Galinha corrects Pinky U14- "Are Mike and Sarah in the library?" (Galinha corrects the peer)	U4: "No, she isn't"(immediate uptake) U10: "Yes, she is" (immediate uptake) U13- "Are Mike and Sarah" (uptake) U15- no uptake	0
Pair nº 4 Vepa and Max	U10- "Is Molly in the gym"? Vepa corrects Max U14: canteen Vepa corrects Max	U2: "Are in the staff room?" (1 recast p/u)- Max corrects Vepa U6- "gym?"- Max corrects Vepa	U3: "Are Tom and Daisy in the staff room?" (immediate uptake) U7- "gym"- immediate uptake U11- "Is Molly in the gym?" (immediate uptake) U15: canteen? (immediate uptake)	0