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**The effect of oral error correction on
students' perception of impoliteness in English classes**

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Abstract

Teaching English as a foreign language involves many classroom practices. Among them, oral error correction stands out. It can affect students' feelings despite its necessity and frequency in class. This research aims to examine how different correction methods affect students' views on impoliteness and their discomfort with it. A quanti-qualitative method was used to investigate students' feelings about those techniques. Results showed that most students are comfortable with most error correction methods. However, methods involving teachers' insistence in correction and those requiring too much repetition tend to make students feel uncomfortable and perceive them as impolite. This work suggests that too much repetition or interruption can affect students' perceptions of impoliteness and interest in learning.

Keywords: Discomfort; Impoliteness; Methods; Oral error correction.

Resumo

O ensino de inglês como língua estrangeira envolve diversas práticas em sala de aula, entre as quais a correção oral de erros. Embora seja necessária e frequente nas aulas, ela pode impactar os sentimentos dos alunos. Esta pesquisa visa examinar como diferentes métodos de correção afetam a percepção dos alunos sobre impolidez e seu desconforto em relação a ela. Foi utilizado um método quanti-qualitativo para investigar os sentimentos dos alunos em relação a essas técnicas. Os resultados mostraram que a maioria dos alunos se sente confortável com a maioria dos métodos de correção de erros. No entanto, métodos que envolvem insistência excessiva do professor na correção e aqueles que exigem muita repetição tendem a fazer com que os alunos se sintam desconfortáveis e percebam essas abordagens como impolidas. Este trabalho sugere que a repetição excessiva ou a interrupção da fala do aluno pode afetar sua percepção sobre impolidez e o interesse em aprender.

Palavras-chave: Correção oral de erros; Desconforto; Impolidez; Métodos.

1. Introduction

Students' errors during a foreign language (FL) learning process are a common phenomenon a teacher may experience. Pawlak (2012, p.6) affirms, "once learners walk into the classroom, they expect to be corrected in their inaccurate oral and written production in the hope of learning something from their errors." Thus, error correction is important and expected to happen in an FL classroom. However, the problem arises when those students feel so uncomfortable speaking that they abstain from the practice. Yalçın and İnceçay (2013, p 2621) argue, "Anxious foreign language students identify speaking in the target language as

the most frightening language skill." This work is justified because high levels of speaking discomfort can impede students' progress and diminish their overall enjoyment of the learning process. Understanding the impact of error correction methods on FL students' speaking practices and investigating the relationship between error correction methods and students' emotional responses are essential for promoting their well-being in the classroom.

Noticeably, many could be the factors that may cause students to avoid speaking in their speaking practices. Even so, for the scope of this work, the research question is 'What error correction methods in speaking practices cause students to feel uncomfortable when speaking English in class?' It is necessary to analyze the process of speaking and correction to understand the causes affecting these students.

In Conversation analysis (CA), an approach that studies the everyday life interactions and speech actions embedded in these interactions, correcting students is called "repair." Recently, correction and repair have been incorporated into CA studies. According to Hall (2007, P. 511), in Conversation Analysis, repair is a crucial structural element for addressing issues or difficulties related to mutual understanding during interactions. One form of repair involves correcting errors explicitly.

In addition, research on impoliteness was done to address students' feelings towards uncomfortable situations in the classroom. According to Culpeper (2014, p.5), the way a social action is conducted affects the participants' perception of impoliteness. The feelings created by these social interactions are noticed in different scenarios, as well as in the classroom context.

To deal with that topic, this study employed a mixed-methods approach, utilizing online questionnaires to collect qualitative and quantitative data. The survey instruments investigated students' preferences regarding error correction methods and their attitudes toward such pedagogical practices. The specific objectives were: To inquire English students about their feelings about error correction speaking practices through online questionnaires; to analyze which error correction methods are the most frequently making students feel uncomfortable speaking and to identify which error correction methods cause a positive impact on students' feelings. Hence, this work aims to identify the effect of oral error correction methods on students' perception of impoliteness in English classes

2. Theoretical framework

According to Pawlak (2014, p.3), there is no agreement among specialists to define the concept of error in language. One of the most frequently used methods to define it involves

comparing learners' utterances with those of typical native speakers in similar contexts. This method typically evaluates utterances based on criteria of grammaticality and acceptability. In simple terms, grammaticality is related to accuracy, while acceptability involves a suitable use of the language in a given context. For instance, formal language is used in academic essays, and informal language is used in text messages. While this approach is essential for thoroughly analyzing learners' inaccurate expressions, relying solely on the native speaker standard presents several limitations.

Pawlak (2014, p.4) points out that in the case of foreign language teaching, the majority of teachers are non-native speakers, and, as a result, their English is far from native-like, so some errors can happen without being noticed by the teacher. For this reason, the definition claimed by Pawlak (2014, p. 4) considers that the primary factor in determining if a particular statement is incorrect is the teacher's response. This is because, in certain cases, learners might produce language that is considered grammatically correct and appropriate in real-life situations. However, if these statements are unexpected or violate the established norms of classroom communication, they may still be met with corrective feedback. Therefore, Pawlak's (2014, p.4) concept of error correction considers a linguistic form based on the native speaker's norms and any other behavior indicated by the teacher in the classroom. Due to the clarity and precision that the latter conveys, it is preferable to be reported in terms of error definition.

In learning a new language, Littlewood (2004, p. 505) says that humans obey the principle that learners make sense of new information by relating it to previous knowledge, in this case, the previous knowledge of the mother tongue or a second language previously learned. Some processes are likely to happen when producing a new language. Littlewood (2004, p. 505) states that the processes of Transfer and Generalization are common in language learning. Generalization and Transfer are processes by which speakers use their previous knowledge in their acquired languages to learn a new one. According to the author, Generalization is "the ability to go beyond the information given." The process means that the learners do not need to, for example, learn simple past separately for each verb; they generalize the norm, which speeds up the learning process. About Transfer, Littlewood (2004, p. 505) declares that when the mother tongue shares similarities with the new language, the process of Transfer can be a powerful tool for learning because it can ease the process, "For example, when French native speakers begin to learn English they already know how word order usually signals to mean; how the logical objects become the grammatical subject and passive voice is used(...)." (Littlewood, 2004, p. 505). However, at some stage,

Transfer may cause errors and Generalization. In these cases, the teacher must provide corrections.

According to Pawlak (2014, p.4), providing corrective feedback is, in fact, a main attribution to teachers in EFL settings. The prevalence of error correction within the foreign language classroom is unsurprising, given that much teacher-led interaction follows a three-phase discourse structure known as the IRF (Initiation-Response-Feedback) sequence. In this sequence, the teacher initiates by asking a question, the learner responds, and the teacher provides feedback, often culminating in corrective and evaluative remarks.

Within Conversational Analysis (CA), the proceeding is similar. Hall (2007, P. 512) points out that the repair process within discourse reveals sequence organization as the fundamental construct in interactive communication. This process revolves around *adjacency pairs*, which can be understood as pairs of speech. An adjacency pair involves an act of speech and a response; for example, when one says “good morning,” the adjacency pair is “good morning” as a response. The initiation of a speaker's turn-talk triggers the sequencer to give a response for mutual comprehension. In Speaking practices in the classroom, repair has two components: repair initiation and repair outcome. It depends on who starts the interaction. Repair might be produced with the initial speaker or the responsive. As the dialogue unfolds, a third turn-talk may necessitate the implementation of a self-righting mechanism designed to achieve comprehension. Within educational settings such as classrooms, this phenomenon becomes particularly evident. Here, error correction assumes a central role in sequence organization. Furthermore, when progressing into a third sequence, self-correction emerges as a crucial mechanism for resolving encountered errors, thereby facilitating smoother communication and comprehension within the learning environment. Misunderstandings can happen at any time during interactions:

For example, there can be misunderstandings about a reference made in a prior or present turn containing an ambiguous pronoun or other deictic item, or about whether a turn was meant to be serious or humorous, to be a compliment or a criticism. Difficulties can also arise when words are not available when needed. (Hall, 2007, P. 512)

Concerning error correction methods, there seems to be no consensus among language methodologies or educators regarding the appropriate methods for correcting students' errors. Teachers use the methods they feel more comfortable with and have to decide when to correct them. Nevertheless, some scholars provide methods that might help the teacher in error correction.

According to Pawlak (2014, p.19), providing corrective feedback may help learners immediately apply the structures they have been taught or eliminate errors right after correction; these benefits are ephemeral and are likely to diminish rapidly. This is because such pedagogical intervention does not impact the formation of implicit knowledge of the second language. James (1998, p. 236-237) explains at least three major types of error correction methodologies. First, the teacher may inform students of an error in the utterance and leave them to discover what is wrong. Second, the teacher provides treatment that leads to revision and correction of the specific error, and third, the teacher may provide information that leads students to reject the wrong form they were using. Different error correction methods may cause different effects on students, so teachers must consider them according to their profiles. Considering updated methods for error correction, Hall (2007 p.516) brings some methods based on Conversational Analysis that will be addressed in the table below.

Corrective Feedback

Explicit Correction: Giving the correct form

S: Put in my box.

→T: You're missing the direct object pronoun *it*. It should be Put *it* in my box.

Clarification Request: Asking for more or more clearly stated information.

T: How long have you been here?

S: Ten

→T: Ten what?

S: Ten days.

Repetition: Repeating the student's utterance with the error and usually with rising intonation.

S: She have the book.

→T: She have the book?

Prompt: Repeating part of an utterance, leaving the student to fill in the rest with the correct form

S: She have the book.

→T: She...?

Recasts or Reformulations: Restating all or part of a student's utterance but using the correct form

S: My mother go home last night.

→T: Your mother went home last night?

Metalinguistic Feedback: Providing information on the form needed but without providing the correct form to the student

S: My mother go home last night.

→T: What is the past tense of go?

Figure 1: Hall's oral error correction methods

Source: Hall (2007, p.516)

Hall's (2007, p.516) methods do not have an instruction guide indicating appropriate methods to use with different levels, ages, etc. So teachers may choose their preferred methods. However, oral error correction is an assessment that can be felt differently among students. When dealing with correction, teachers might misuse or overuse methods and even

choose the least feasible method for the class, and that impacts directly students' perceptions of impoliteness.

For a better understanding of the term impoliteness, the definition of politeness must be primarily considered. Al-Hindawi (2016, p.1538) defines politeness as a “means to avoid conflict and promote smooth communication”. Thereby, the author conceptualizes politeness as acting in conformity with the expectations of the people involved in the social interaction. So, politeness aims to promote easy, smooth, and trouble-free communication.

Inversely, Barreto Filho (2019, p.439) defines impoliteness as a social evaluation of discourses, which means that how the social actors evaluate the discourse in the interactional context is as important as the linguistic choices. The author points out how discursive approaches affect the evaluation of common speakers rather than linguistic choices. Simply, how something is spoken causes more impact than what is spoken. Regarding the aspects of impoliteness, there are some aspects to consider, such as Emotions, Metalanguage, and Context. For the scope of this work, only the emotional aspect will be considered.

According to Culpeper (2014, p.70), people experience hurt when they perceive that someone else has said or done something that emotionally affects them. According to the author, embarrassment is a “self-conscious” emotion which means the emotion is mostly perceived by those who feel it and not by others, differently from anger and happiness for example that can be easily perceived by others. Culpeper (2001 p.6 and 29) highlights that the emotional aspect is associated with feelings comparable to anger, humiliation, and embarrassment.

Along with this idea, Impoliteness is usually described as an uncomfortable feeling while participating in a social situation that can culminate in such feelings. In the classroom context, these feelings can appear when the teacher provides feedback on students' speaking errors. Students might be uncomfortable with the interactional context depending on the chosen technique as Culpeper (2014, p.5) states: “Emotions interact with information about situations and their norms”. So, according to this idea, when teachers misuse oral error correction methods, exaggerating the use of the method or not even analyzing what error should be corrected, students perceive it negatively, and their feelings towards the situation demonstrate it. This research aims to analyze the effect of oral error correction on students' perception of impoliteness in English classes.

3. Methodology

The present study utilizes a quanti-qualitative methodology employed through online

questionnaires sent via WhatsApp to English students, which are aimed to cover students' preferences in oral error correction and their feelings towards such practices. The full version of the questionnaire translated into English is available in Appendix A. The participants were distributed in mixed-age groups, so there were varied profiles regarding occupation, gender, age, and dwelling. Students ranged from lower to higher English levels, so the questionnaire was conducted in Portuguese. The results were translated into English and reviewed by peers to be present in this article. The data collected showcases students' perspectives in dealing with situations of impoliteness in oral correction practices. 62 English students agreed to participate and answered the survey from March 23rd to June 7th, 2024.

The first survey question asked whether participants accepted to participate in the study. The answers were 100% “yes.” The next three questions are demographic questions that aimed to identify the participants better. Of those 62 students, 63.5% identified themselves as women, 33% as men, and 3.2 % as nonbinary. 90.5% of students' ages ranged from 13 years old to 61. Students ranging from 13 to 18 years old were 18.5%. The range of students aged between 19 and 28 had the highest number, 79.5%, and participants between 29 and 61 were in the number of 30%. Moreover, 90.5% of the participants live in Pernambuco, and 9.5% are from other states like Piauí, Rio de Janeiro, Rio Grande do Norte, Paraná, and one from Mannheim in Germany. Graphics showing the survey's results will be found in the Data Analysis section.

The situations of correction described in the questionnaire were based on the methods pointed out by Hall (2007). For each method, an example was provided to illustrate how the correction would happen in the classroom so students could visualize it. A Likert scale was used to represent the rate of discomfort during error correction practices. If the method did not cause discomfort, students would mark number 1. The more discomfort students felt, the higher the number would be. The highest number was 5, which means total discomfort. The question “*How would you feel in this situation?*” was used after giving students the methods with their examples to trigger their feelings towards the techniques.

Furthermore, two other oral corrections observed in my teaching experience were added, corresponding to two Hall methods, but this time being misused or overused: Reformulation with Interruptions and Repeated Reformulation. In Reformulation with Interruptions, the teacher reformulates the student's statement interrupting him or her at every mistake made. In Repeated Reformulation the teacher restlessly insists on a perfect answer, it usually happens regarding pronunciation. In the examples to be found in the Data Analyses section, P stands for teacher, and A stands for Student. Finally, a box for comments was

opened so the participants could express their feelings regarding each method. Also, a final open question was provided for them to report situations of impoliteness in oral error correction practices.

4. Data analyses

This section intends to analyze the collected data and identify the level of discomfort students feel when they are corrected in speaking classes using Hall's (2007) error correction methods. Illustrations are provided for each method to help students better understand the technique. The following questions aimed to examine students' perceptions of impoliteness regarding each method presented by rating their discomfort with them. The two last methods were based on my personal experience according to Hall's (2007) Theory. They were derived from the Reformulation method.

4.1 Explicit Correction

The first question addresses the Explicit Correction technique. In this technique, the teacher points out the mistake explicitly by commenting on the student's speech. The graphic below shows students' answers.

Question 1: The teacher interrupts and says what the correct form of speech is.

Example: P: What do you do? A: I'm student. P: You need the indefinite article before 'student'. In this situation, how would you feel?

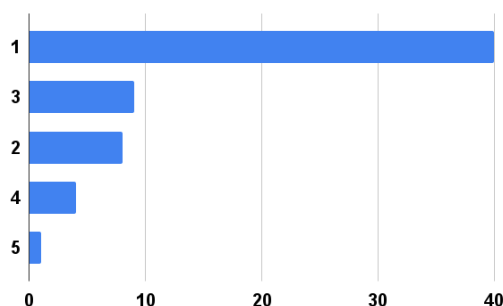


Figure 2: Explicit Correction

Most students—64.5%—said they feel no discomfort with this technique. A single student answered for total discomfort, which represents only 1.6%. This shows that students are mostly comfortable with it. Also, 12.9% rated their discomfort as number 2, which might represent a negative experience but is insufficient to cause a big disturbance. So, 77.4% of the

answers described very low or no discomfort.

4.2 Clarification Request

The second question showcases the Clarification Request method. The teacher asks questions to clarify students' intentions until they provide the necessary information. The graphic below reveals how students feel about it.

Question 2: *The teacher asks questions to try to clarify.*

Example: P: *How old are you?* A: *18.* P: *18, What?* A: *18 years old.* In this situation, how would you feel?

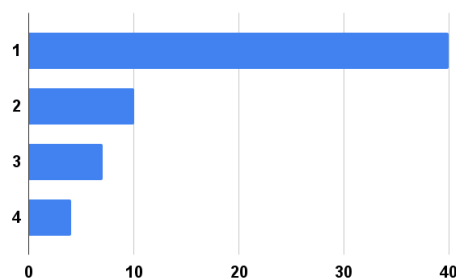


Figure 3: Clarification Request

Most students answered that they did not feel discomfort when the teacher used this type of error correction, namely 66.1%. Together with those, 16.1% of participants also find it very little uncomfortable, representing 82.2% of answers describing it as low or no discomfort.

4.3 Repetition

The third question presents the Repetition Method. This technique uses a change in voice intonation to represent interrogation and uncertainty about the answer given.

Question 3: *The teacher repeats the mistake and raises his voice intonation while asking a question.* Example: A: *He speak English* P: *He speak English???*

How would you feel in this situation?

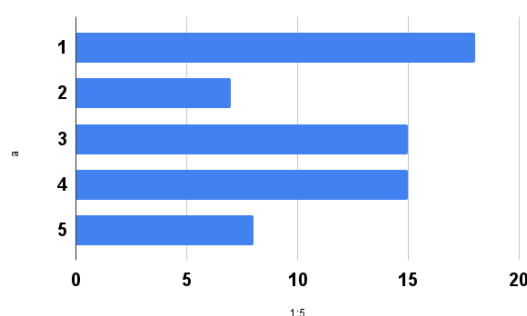


Figure 4: Repetition

Compared to the previous questions, it is noticeable that more students now fit in categories 4 and 5. The fact that might be causing discomfort here is the rising intonation. 24.2% of students answered number 4, and 12.9% answered number 5. Altogether, the percentage goes to 37.1%, which is not a high number; however, considering other results ranging from 1 to 10%, it is important data.

4.4 Prompt

The fourth question presents the Prompt method. In this method, the teacher stimulates students to correct answers by repeating what is correct and expecting the student to rephrase the sentence correctly.

Question 4: The teacher repeats only the correct part of the sentence and expects you to complete it with the appropriate correction: Example: A: She wants to go to home P: She wants to go...?

How would you feel in this situation?

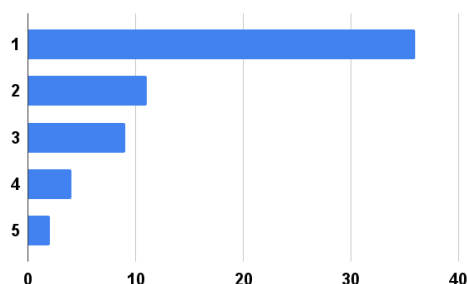


Figure 5: Prompt

Students seem to be pretty comfortable with this technique. Although there appear to be some indecisive students, the majority feel little or no discomfort with this error correction method.

4.5 Recasts or Reformulations

The fifth question illustrates the Recasts or Reformulations method. This method requires students' attention once the teacher repeats the incorrect question correctly. They must identify what the teacher's mistake was and what the correct form is.

*Question 5: The teacher reformulates the incorrect sentence correctly. Example: A: Teacher I made my homework P: You **did** your homework? How would you feel in this situation?*

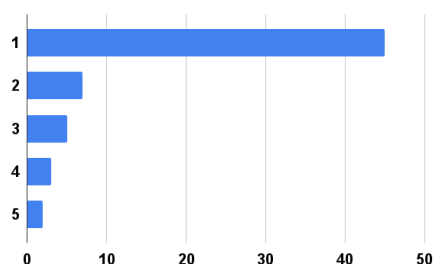


Figure 6: Recasts or Reformulations

The results in this case are similar to the previous one. It seems to be a method that makes students comfortable when being corrected. 72.6% marked option 1.

4.6 Metalinguistic Feedback

The sixth question presents the Metalinguistic Feedback method. When correcting using this method, students can also review grammar points once the teacher uses the language to discuss the language.

Question 6: The teacher points out where the error is and informs which element needs to be corrected. Example: A: Patrícia go home because she was sick. P: What is the past tense of go? How would you feel in this situation?

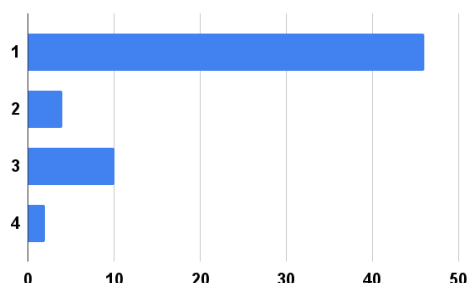


Figure 7: Metalinguistic Feedback

The answers to this question show zero percent of students answering number 5. Thus, as in the two previous methods, informing students of the elements that need to be corrected

appears to have very little negative impact on students' perceptions of impoliteness. 82.2% of the participants answered that they felt no or very little discomfort with the presented technique.

4.7 Reformulation with interruptions

Question number seven shows the Reformulation with Interruptions method. This method was developed based on Hall's Reformulation method but with interruptions added. In my teaching experience, I have seen teachers using this method with repetition. In this case, the teacher reformulates what the student said correctly, cutting in him or her right after every mistake made, interrupting the speech flow.

Question 7: The teacher interrupts you for every grammar, pronunciation or vocabulary mistake. Example:

A: Today, I am.. P: I was. A: I was watching movie. P: A movie. A: .. a movie, it's called...

P: Which is called. A: Which is called "Titanic." How would you feel in this situation?

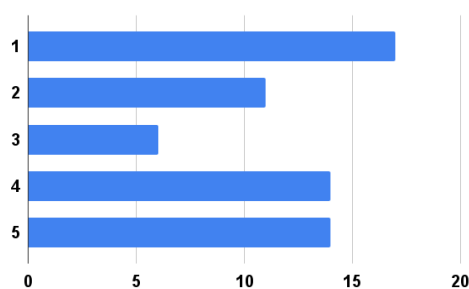


Figure 8: Reformulation with interruptions

Overall, this is one of the most significant graphics of this research. 22.6% of the answers were number 5, and the same number appeared for number 4. Those numbers together represent 45.2% of the total. That is the highest survey percentage, which showcases that the problem is different from the Reformulation method used. In fact, in that method, only 3.2% of the answers were 5. So, what causes students' discomfort in this "technique" is the interruptions or its overuse. Student A's comment exemplifies how negative these interruptions are: "This way, the teacher does not give the student time to think and remake the sentence correctly". In some speaking practices students are expected to formulate ideas that involve sentence production, so students' thinking time is affected. Thus, interrupting students' speaking flow impacts the perception of impoliteness.

4.8 Repeated Reformulation

The last question introduces the Repeated Reformulation method. This method was also developed based on Hall's Reformulation method but with repetition added. Similarly to the previous one, the teacher reformulates correctly what the student said but restlessly insists on the correct form even if the student can not achieve it at the moment. This usually happens with pronunciation, as exemplified in the question.

Question 8: The teacher corrects your pronunciation multiple times until they are satisfied with it.

A: Thank you (Fénkyu) P: Thank you ('THaNGk ,yoō) A: Thank you? (Fénkyu) P: Thank you! ('THaNGk ,yoō) A: Thank you! (Fénkyu) P: No, Thank you. ('THaNGk ,yoō). How would you feel in this situation?

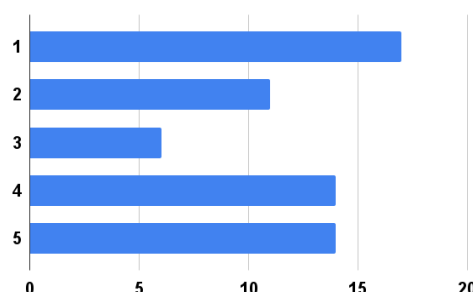


Figure 9: Repeated Reformulation

Together with the previous graphic, this last one also points out significant information about students' perceptions of impoliteness. 25% answered 5, while 15.6% answered number 4. Those numbers represent 40.6% of the answers. As stated before, Reformulation did not show a high number in answers 4 and 5, so the issue resides in the repetition. Student A's comment addresses the problem in this method: "I think pronunciation's refinement happens through time and not in an insistent and instantaneous way" This means that the repetition and insistence required to correct a mistake that will probably not be solved in a few minutes may also affect students' perceptions of impoliteness.

Finally, one last question was attached: "Have you ever been in a situation where your speech was corrected in English classes that made you uncomfortable? If you wish, describe it." Students A and B respective answers were: "Yes, when the teacher assumes that I know something that I do not know and insists on that many times with no success in making me get to the correct answer, because I really don't know." and "No, we are there to learn but it is all about the way it is corrected, respectfully teaching your student." Although Student A answered "yes" and Student B answered "no", both of them agree that there are positive and

negative ways to perform error correction. Insisting and repeating proved to be quite negative as a technique because students need time to think about their own mistakes and also to process new information. Certainly, other forms of error correction are seen as more respectful and polite.

5. Discussion

After analyzing the collected data, it was identified that even though most students do not feel discomfort while receiving oral error correction in most methods, some do, and according to the survey, this is shown to be intrinsically related to the method used.

Oral error correction methods illustrated in questions 1, 2, 4, 5, and 6 had a much higher rate of not causing any discomfort or causing very little. Students marked number 1 mostly for methods in which the teacher explicitly tells them where the mistake is, correcting them with some grammatical or similar information as it happens in Explicit correction, Clarification request, and Metalinguistic feedback methods. They also showed to be comfortable with methods in which they have another opportunity to speak with little help from the teacher, as it is in Prompt and Reformulation Request. In these methods, the teacher corrects students like a friend would correct another, as in the example: “I *buyed* some chocolate, what did you buy? “umm, I bought some crisps.” This correction flows so nicely through the conversation that the person being corrected sometimes does not even realize it was a correction and repeats what the more experienced speaker said by instinct.

On the other hand, the students described the three methods related to repetitions and interruptions as the most impolite. Repetition, Reformulation with Interruption, and Repeated Reformulation received the highest rate of discomfort. The last two ones are precisely those brought up from my teaching experiences. In the Repetition method, 37.1% of the answers described a high level of discomfort that can be related to the teacher’s request to repeat. However, students’ feelings might also come from the intonation raising used in this method. Despite not being a very high percentage, these results deserve some attention compared to other methods, with no more than 10 - 12 % of discomfort rated. Besides that, In Reformulation with Interruption, the percentage of students deciding between 4 and 5 (22.6% and 22.6%= 45.2%) together was similar to 1 and 2 (27.4% and 17.7% respectively= 45.1%). That means half of the students see that practice as impolite. Similarly, in Repeated Reformulation, 40.6% of the answers agreed that this method causes a lot or complete discomfort, and comments such as Student C’s - “I think there are less embarrassing ways to correct” - show how embarrassing and impolite that technique can be. Forms of repetition and

insistence in the methods seem always to bring some type of discomfort to students.

Finally, although some scholars, such as Pawlak (2012 p.6), affirm that students expect to be corrected when they enter the classroom, the technique can affect students' perspectives of impoliteness in the classroom, resulting in negative feelings about oral practice. It might make them leave or suspend the EFL course, as student D states: "I would leave the classroom straight away." Misusing oral error correction methods could permanently affect students' paths through the language. Research on the number of times a teacher asks a student to repeat, to correct him or her, is still necessary to improve the existing method corrections and understand if some error corrections should be avoided, enhancing the quality of oral correction methods.

6. Conclusion

This article has discussed the perceptions of impoliteness in oral error correction practices through students' perceptions of the classroom content. The research collected students' feelings through online questionnaires, identifying their level of discomfort using a Likert scale. The answers showed how significant it is to use the techniques carefully because participants usually did not show much discomfort with using the illustrated techniques, as Hall (2007) described.

Data analysis on oral error correction methods reveals that while most students do not experience discomfort with Hall's (2007) methods, some do, and their discomfort is closely linked to the correction technique used. Methods such as Explicit Correction, Clarification Request, and Metalinguistic Feedback, which involve explicit error correction, are generally well accepted. Similarly, Prompt and Reformulation Request, which offer indirect correction, are also perceived positively. On the other hand, methods that were observed in my teaching and academic experience, which involved repetition, namely Repetition, Reformulation with Interruption, and Repeated Reformulation, are viewed as more discomforting and impolite, with significant percentages of students reporting levels of discomfort. These findings suggest that constant repetition or interruption methods may negatively impact students' perceptions of politeness and affect their engagement and permanence in language courses.

Finally, this study highlights the need for further research into error correction techniques to enhance the effectiveness and sensitivity of oral error correction in teaching. The results call for further investigation into how much those oral error correction techniques influence students' failure in continuing to learn the language. Comments as student D's suggest that students who experience such discomfort in class can in fact quit English classes.

So, more profound research on the two methods, which are pointed out as the most impolite ones, could help clarify why students perceive them this way and find better alternatives for oral error correction.

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APPENDIX A - Questionnaire: Students' Perceptions of Impoliteness in English Language Speaking Practices.

<p>This research aims to assess the level of discomfort among English language students in response to situations that occur during oral correction by teachers in English classes. Do you agree to participate in this research? yes/no</p>
<p>What gender do you identify with? Male/female/non-binary</p>
<p>Where do you live? (Brazilian states)</p>
<p>The teacher interrupts and says what the correct way to say it is. Example: P: What do you do? A: I'm student P: No, you need the indefinite article before "student."</p> <p>How would you feel in this situation? zero discomfort 1  5 total discomfort</p>
<p>The teacher asks you to clarify: Example: P: How old are you? A: 18 P: 18, What? A: 18 years old</p> <p>How would you feel in this situation? zero discomfort 1  5 total discomfort</p>
<p>The teacher repeats the mistake and raises his or her voice intonation, turning it into a question. Example: A: He speak English P: He speak English???</p>

How would you feel in this situation?

zero discomfort 1  5 total discomfort

The teacher repeats only the correct part of the sentence and waits for you to complete it with the proper correction.

Example:

A:She wants to go to home

P:She wants to go...?

How would you feel in this situation?

zero discomfort 1  5 total discomfort

The teacher rephrases the incorrect sentence in the correct way.

Example:

A:Teacher I made my homework

P:You *did* your homework?

How would you feel in this situation?

zero discomfort 1  5 total discomfort

The teacher indicates where the error is, specifying which element needs to be corrected.

Example:

A: Patrícia go home because she was sick.

P: What is the past tense of go?

How would you feel in this situation?

zero discomfort 1  5 total discomfort

The teacher interrupts you for every minor mistake in grammar, pronunciation, vocabulary, etc.

Example:

A:Today, I am..

T: I was

A: I was watching movie

T: a movie

A:.. a movie, it called..

T: which is called.

A: which is called “Titanic”

T:nice!

How would you feel in this situation?

zero discomfort 1  5 total discomfort

The teacher corrects your pronunciation numerous times, repeating it until he is satisfied with your pronunciation.

Example:

A:Thank you (Fénkyu)

T:Thank you (‘THaNGk ,yoō)

A:Thank you? (Fénkyu)

T:Thank you! (‘THaNGk ,yoō)

A:Thank you! (Fénkyu)

T:No, Thank you. (‘THaNGk ,yoō)

...

How would you feel in this situation?

zero discomfort 1  5 total discomfort