Which Error An ELT Teacher May Correct: Accuracy or Fluency?

1. Dr Farida Yasmin Panhwar

1. Assistant Professor, Institute of English Language and Literature University of Sindh, Jamshoro, Pakistan

Abstract

This is a classroom observation which explores teachers' feedback on learners' errors committed in fluency (oral) and accuracy (grammar) activities in English as second language (ESL) classroom in Sussex University, Brighton, UK. In the field of ESL this is a pertinent question to decide that should a teacher give the feedback on accuracy or fluency in the classroom? The current study has carried out an inductive microanalysis of the classroom data. Relying on the quantitative methodology and structured classroom observation the findings reveals that ESL teacher provided on-spot feedback on errors committed in accuracy while over looked the errors committed in fluency. The data analysis illustrates that corrective feedback takes a special shape in form - oriented classrooms. The teacher used a series of feedback techniques such as scaffolding, nonverbal corrective feedback strategies, objects as corrective feedback techniques, clusters of corrective feedback strategies, socialisation between the teacher and the learners and peers as part of corrective feedback episodes. The features observed in this study reflect a need of extensive investigation in the area of feedback.

Key words: accuracy, fluency, form, content, feedback, error correction.

INTRODUCTION

In the classroom of English as Second Language (ESL) the teachers and learners focus on feedback to determine learners' learning performance. Feedback is defines as "the information that is given to the learner about his or her performance of learning tasks, usually with the objective of improving this performance" (Ur, 1996, p. 242). In other words feedback is the "treatment of errors" learners commit during learning process (Chaudron, 1988, p. 149). However, feedback persistently remains a problematic issue for pertains to the fact that learners commit various types of errors and it is almost an impracticable task for a teacher to provide feedback on each and every error committed by the learners. Such situation bewilders teachers to decide when and how the learners' errors may be corrected (Panhwar, 2012). Similarly, in ESL classroom teacher vacillates whether feedback may be provided on the error committed in accuracy or fluency. Accuracy, also known as *content,* focuses on grammar and vocabulary while fluency, also called *form*, is related to communicative and oral activities (Chaudron, 1987). A large number of studies on feedback

suggest that generally ESL teacher provide on-spot feedback on errors committed in accuracy while over look the errors committed in fluency (Chaudron, 1987).

The current study is a small vignette conducted in an ESL classroom at Sussex University, Brighton, UK, that explores the statistical ratio on teacher's preference of feedback on learners' errors in the classroom. The study follows the established hypothesis that 'generally either teacher provides feedback to learners on accuracy-errors and mostly ignores errors committed in fluency' (Chaudron, 1988). Applying quantitative methodology and using structured observation this study investigates whether teachers' prefer to give feedback to the learners when they committed errors on accuracy or fluency.

Objectives and Research Question

This study explores numerical findings on teachers' preference on errors committed in accuracy and fluency and how the feedback is provided. The following is the research question:

> Which are the most common errors that ELT teachers concentrate to correct in the ELT classroom: accuracy or fluency?
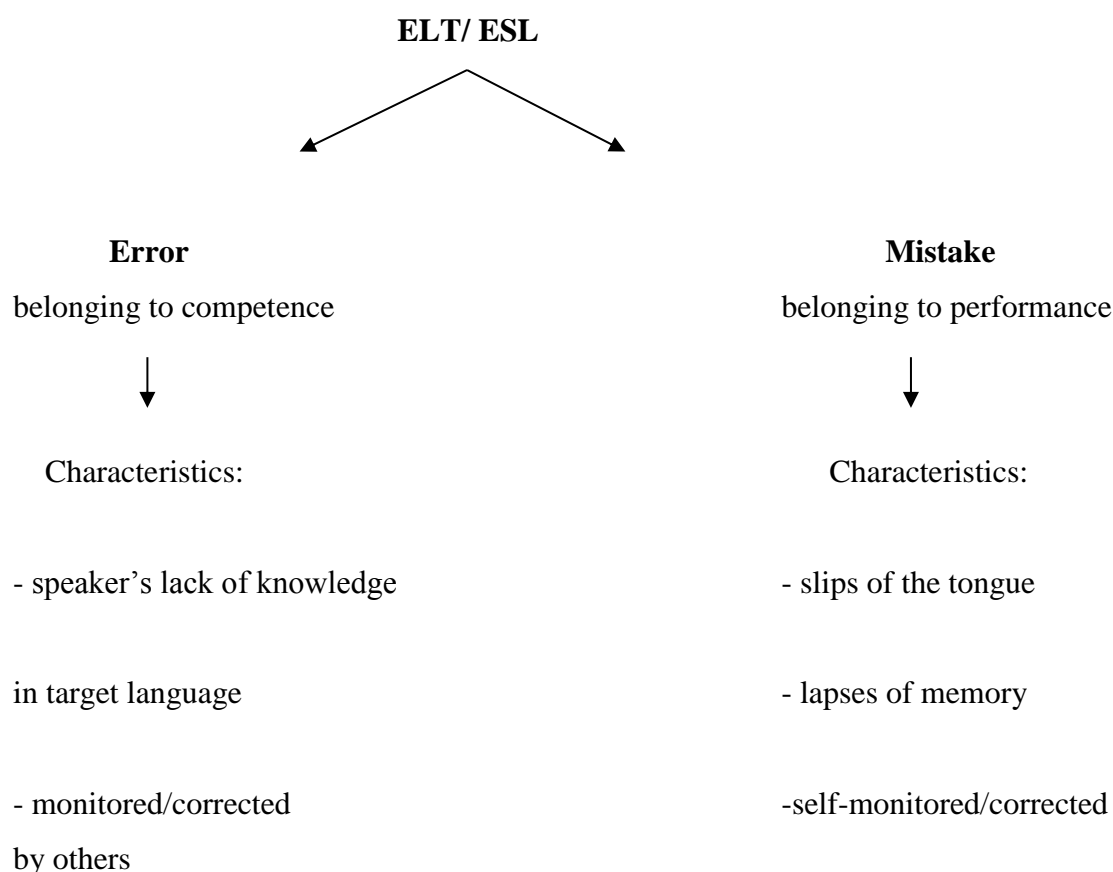
Scope of the study

Feedback is essential to know the progress of learning development of learners as well as to diagnose the gap in the learning process. The main purpose of this research explores teachers' preference to provide feedback to correct a fluency error and errors committed in accuracy. The data is collected through a classroom observation. The data is primarily quantitative to compare the ratio of teachers' preference to correct fluency errors and errors committed in accuracy. It is hope that the findings of the current investigation will provide the first hand information about the feedback that can help to understand and improve the methods of classroom feedback according to the needs of learners.

LITERATURE REVIEW

In ESL classrooms feedback is an essential part to provide treatments to the mistakes and errors committed during learning of second language (L2). Coder (1981) and Odlin (1989) differentiate between a mistake and error. Mistake is a slip of tongue or laps of memory and it is self-monitored and self-corrected while an error denotes to the linguistic incompetence and it occurs when learners apply the grammar-forming-mechanism of first language (L1) on L2.

In other words mistakes are inconsistent slips and errors are based on 'mis-learned' generalizations which are monitored and corrected by other (Ur, 1996). Lee (1990) illustrates the difference between mistake and error in the following diagram:

ELT/ ESL

Error	**Mistake**
belonging to competence	belonging to performance
↓	↓
Characteristics:	Characteristics:
- speaker's lack of knowledge	- slips of the tongue
in target language	- lapses of memory
- monitored/corrected by others	-self-monitored/corrected

It is not exaggeration to say that feedback motivates learners and ensures linguistic accuracy However; linguistic scholars provided a list of functions of feedback. Joughin and Collom (2009) provide three broad categories: supporting the progress of the learning, judge the learners' achievement in relation to the course requirement and maintain the standards of profession and discipline. Explaining the reasons of errors during in learning L2 Richard (1974) indexe*s* six main causes of errors: interference of L1, overgeneralization, performance error, mark of transitional competence, strategies of communication and assimilation and teacher-induced errors. Thomas (1983) believes that *pragmalinguistic failure* (express linguistically in an inappropriate way) and *socio-pragmatic failure* (expression in a way which is socially unsuitable) are the main reasons to commit an error. Dulay et al (1982) and Ellis (1997) listed four reasons of errors in learning L2: *omission* (excluding an obligatory

grammatical item), *addition* (including a linguistic item that is grammatically not correct), *misinformation or overgeneralisation*(mixing linguistic items of L1 with L2) and *misordering* (inappropriate order of linguistic items).

The other scholars explain the various types of errors committed by learners in ESL classroom. Burt and Kiparsky (1972) divide learners' errors into two broad categories: *local errors and global errors*. The *local errors* are usage of incorrect morphological and grammatical element and do not pose any serious problem in the comprehensible communication (Burt and Kiparsky, 1972). *Global errors* are a serious issue because it because it directly affects the overall sentence organization and it conveys incomprehensive message (Burt and Kiparsky, 1972). In other words, local errors are surface errors i.e. related to pronunciation, punctuation, lexical items and global error are related with structure, organization and meaning. Richards (2004. P. 201) explains that L2 learners commit five types of errors: "lexical error (vocabulary errors), phonological errors (pronunciation error) and syntactic error (grammar error), interpretive error (misunderstanding of a speaker's intention or meaning) and pragmatic error (production of the wrong communicative effect)". Whatever the reasons and type of errors are committed; they should be corrected by the teachers or others in order to find out the gaps between actual performance and desired performance of learners of L2 for the promotion of the learners' learning abilities in their professional skills (Farrel, 2011).

In feedback the most pertinent questions are which learner's errors should be corrected, when should be corrected and how should the learner's errors be corrected? This is the debatable issue and various theories, notions and assumptions are contributed by scholars to resolve it. In regard the important questions are posed by Hendrickson (1978):

    i.   Should the learner errors be corrected?
    ii.   If so, when should the learner be corrected?
    iii.   Which learner's errors should be corrected?
    iv.   How should the learner's errors be corrected?
    v.   Who should correct the learner's errors?

Scholars render various opinions. Some scholars (e.g. Chaudron, 1988; Allwright and Bailey, 1991; Harmer, 2015; Panhwar, 2012) support feedback and regard it productive classroom activity. It is a highly valued for the learners and teachers because "most students

want and expect us [teachers] to give them feedback on their performance" (Harmer, 2004, p. 142). It does not only help teachers to know the gap in learning L2 but it also offers treatment to pacify learner's urge for improvement (Pfanner, 2015). Contrary, other scholars consider feedback as an obstacle in teaching and learning process. For instance Cohen and Robinson (1976) consider feedback as an ineffective exercise in reducing the errors of the learners because mostly the teachers' comments are inconsistent, arbitrary and idiosyncratic. In the same vein Krashen (1982, p. 75) considers error-correction as 'a serious mistake' that "put learners on defensive side". Similarly Truscott (1996, 1997, 2007) regard feedback not only ineffective but it leaves potentially harmful impacts on students' attitudes toward learning.

To reply the second question to decide time of feedback is another important area. Hendrickson (1978) suggests that grammatical errors should be addressed but error committed in oral activities may be overlooked. Other scholars believe in on-spot feedback when an error happens in order to draw learners' attention on their errors. While some scholars adapted a middle way and suggest feedback should be provided after completion of an activity because in the classroom the learner feedback is ineffective and psychologically harm learners as they feel negative impression before, their class-fellows.

Third and forth questions are significant as well as debatable to decide 'which error should be corrected and how it should be correct? Replying third question Hendrickson states that grammar is the high risk error and must be corrected while discourse related errors may be delayed. Long (2015) indexes three main areas of feedback: first, 'focus on form' that includes phonology, lexis, and grammar; second is to 'focus on forms' contains linguistic forms like traditional grammar; and third, 'focus on meaning' which is related to proper transfers of communication of meaning or message. On the contrary Krashen (1982) in his famous 'Input Hypothesis' opposed the classroom feedback and consider it a potential obstruct in creating anxiety in learning process.

Hendrickson (1978) refers error correction in fluency as the delicate issue. He suggests three types of errors which demands repair: "errors that impair communication significantly; errors that have highly stigmatizing effects on the listener or reader; and errors that occur frequently in students' speech and writing" (1978, p. 392). Panhwar (2012) and Long (2015) recommend the special focus on errors in fluency in the early stage of learning otherwise it

will fossilize. Richard and Lokhart (1997) suggest some feedback techniques on fluency error:

1. Ask learners to repeat their answer
2. Ask for self correction
3. Explain how is the answer is incorrect
4. Ask for peer correction
5. Using gestures to indicate learners' errors.

Lyster & Ranta (1997, p. 49) introduced the *uptake model* for the treatment in fluency-errors:

> Uptake in our model refers to a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance (this overall intention is clear to the student although these teacher's specific linguistic focus may not be).

Lyster (1997), Lyster et al (2013) suggest six methods for classroom feedback:

1. Explicit correction: The teacher may point out the errors correct on and correct them on the spot;
2. Clarification request: The teacher may communicate some hints to make learner realize their error and ask for reformulation;
3. Recast: the teacher may reformulates the learner's error without pointing out that learners' error;
4. Metalinguistic clues: The teacher asks some questions or provides information related to the formation of the learners' utterance;
5. Elicitation: The teacher asks direct questions to elicits the correct form;
6. Repetition: The teacher repeats the learner's error to draw his/her attention.

The similar error correction methods are suggested by Harmer (2015): Asking the learners to rephrase; Emphasising phrase which contains mistake; making polite statements; using expressions and gestures; giving hints; and reformulating the sentence. On the other hand Chaudron (1988) provides a long list of thirty ways for error corrections but he discourages

the repetition feedback techniques by teacher on the ground that such echo of wrong utterance may be misinterpreted by learners and they consider it a correct form. Chaudron (1988) and Hyland (2019) recommended the self-correction and peer-correction feedback. Schegloff et al (1977, p. 89) oppose it and state that there is a 'strong propensity for self-initiate and self repair', especially in conversation while other initiated and other repair is 'relatively rare in normal conversation'. Furthermore, some scholars (e.g. Chaudran, 1988; Nassaji, 2017 and Lee, 2019) suggested the midway' and support feedback on both 'form' (accuracy) and 'content' (fluency). Chaudran (1988) states "oral-error may be treated in order to achieve the communicative goals of classroom interaction" (p. 47).

There is another point of confusion is how and when teacher provides feedback on fluency error. Permatasari (2016) states that feedback on the errors committed in accuracy and fluency depend teachers' preference for error correction, attitude and level of learners, objectives of lesson plan and context in which the instruction takes place. For example, in grammar translation method, teachers, at the initial stage, address accuracy errors to improve structure and organisation. Dignen (2014) consider morpho-syntactic error in speaking as the most dangerous because it seriously hinders the communicative message, therefore it needs immediate treatment.

Replying question four there are three schools of thoughts. The first group who follow the audio-lingual method favour immediate feedback in order to make learners conscious to notice their errors. While second group (Hendrickson, 1978; Chaudron, 1988; Alshuraidah and Storch 2019) believe that correction of grammatical error have no significant effect to improve students' proficiency in learning process. Chaudron states that "over-correction of errors, especially at the early stage of learning, may be unproductive" (1988, p. 135). Third group (Hedge, 2000; Ellis and Shintani 2013) believe that the feedback may be delayed because it interrupts the flow of speech. Psycholinguistic scholars also favour the delay in feedback because the cognitive abilities of a learner cannot focus upon content and form simultaneously (Quinn, 2014).

In reply of the last question that "who should correct the learner's errors" Hendrickson (1978), Chaudran (1988) and Hyland (2019) recommend reformulation and self-repair, peer feedback and teacher feedback but it would be "more appropriate to allow the learner to self-correct" (Chaudran, 1988, p. 63). Teacher may also directly 'elicit or recast' the correct

utterance or can take help of peers (Panhwar et al, 2018). Richard and Lokhart (1997) suggest some feedback techniques for accuracy or content error correction:

1. Acknowledge correct answer
2. Praise and give compliments on correct answer
3. Indicate an incorrect answer
4. Modify and expand learners' answer if necessary
5. Repeat incorrect answer to make learners conscious of their errors.
6. Give a brief analysis of the learners answer.

Related works

As explained earlier the research of Chaudron (1988) is of particular relevance to the present study who explored almost all the questions posed by Hendrickson (1978). Focusing on the French teachers he observed various classrooms in order to investigate on the priorities of teachers' correction of errors and students' reaction on correction. Using the observation technique Chaudron paid specially focus whether teachers' preference for errors correction is accuracy or fluency. He concludes that teachers' preferable feedback is to correct the errors committed in 'form' while generally the feedback on fluency is overlooked or delayed. On the bases of the findings Chaudron (1988) created an intricate model of the error correction process where he compares various types of teachers' preferred error correction. Chaudron (1988) cites the various empirical researches and concludes that only 41% to 46% errors committed in fluency are corrected whereas 95% to 100% accuracy-errors were corrected by the teachers.

In the same line is the study of Schulz (2001) who collected the perception of the ELT teachers in US and Colombia. The findings of this research reveal that the noticeable ratio 41% US teachers and 40% of the Colombian teachers disagreed that oral errors should be corrected. However, teachers' majority favours the accuracy-errors should be repaired on the spot or outside the classroom. Similar are the findings of a survey conducted by Bell (2005) which displays the inconsistent results and he does not give the reason of inconsistency. His findings displays that 34% teachers favour to corrected learners when they commit error in accuracy and 34% were in favour of delay feedback when they make a fluency error. The study of Bitchener and Young (2020) and Wang et al (2018) suggest that the teachers refrain themselves to render feedback when the errors are committed during oral activities.

The review of literature on current research reflects that a lot of the work is conducted in this area but there a need to research into the feedback on accuracy and fluency. The most of scholars pay attention to young second language learners while feedback paradigm is investigated in ESL classroom where the learners are elder and professional and their L1 linguistic habit are strong to transform into L2. The studies show that age factor and social dimension of the learners are generally neglected areas and focus is on the acquisition of L2 or interlanguage development of young learners. This review of literature on the classroom feedback implies that the scholars are in favour and oppose the feedback. Furthermore majority agreed to correct the grammar related errors. They are in favour to delay feedback on fluency in order to maintain the flow without any interruption. They suggest that the fluency errors may not be over looked in order to convey focus on meaning and do not consider form-oriented classes where the instruction of the teachers focuses on learners' acquisition of linguistic forms.

Theoretical Framework

The theoretical framework of current study relies on the work of Hendrickson (1978) who posed the five important questions related to feedback as explained earlier. These questions are:

1) Should learner errors be corrected?
2) If so, when should learner errors be corrected?
3) Which learner errors should be corrected?
4) How should learner errors be corrected?
5) Who should correct learner errors?

Hendrickson (1978) had not followed any systematic research rather he relies largely on non-empirical in nature but the significance of these questions cannot be denied, in fact, the solutions of these questions may help to resolve the issues in ELT as well as explore the a new direction for future ELT teachers and scholars. In this regard a large number of scholars extensively conducted research to find the answers of these pertinent questions.

The current study investigates question 3rd which learner errors should be corrected [accuracy or fluency]. Hendrickson (1978, p. 392) provides valuable suggestions that which learners' errors can be addressed. He suggests that three errors are important to be repaired in the classroom:

(i)   errors which impart incorrect communication;

(ii)   errors which stigmatizing effects on the listener and

(iii)   errors which occur frequently in students' writing.

The critique of Chaudran on 3rd question of Hendrickson provides a thorough explanation. He accumulated various research and statically presented. According to his findings in various studies illustrates that "percentages of errors produced among the studies are: phonological - 29%, grammatical - 56%, lexical - 11%, content - 6%, and discourse - 8%." (1988, p. 52). The result of proportion of errors corrected reflect that in classrooms a teacher focuses on grammar (accuracy) and least attention teacher pay to the errors committed in fluency (Chaudron, 1987).

To answer the 4th question that how the feedback may be provided in the classroom research Schegloff, et al. (1977) and Chaudron (1977-1988) conducted the research. Majority of the scholars believe that "confirmation checks, clarification requests, repetition, models, explanations" are common error correction techniques (Chaudron, 1988, p. 63). Provide the reasons of such behaviour Chaudron elaborates that the impact of grammar and oral errors correction is different. Teachers frequently intervene for feedback on writing activities "because errors in writing are not as transitory as errors in speech" (Chaudron, 1987, p. 68). Despite extensive investigation on the feedback in ELT classrooms still there is a need to know the validity of these suggestions through the statistically data. The current study is a contribution to provide the statistically measure the effectiveness of feedback.

METHODOLOGY

This research applies quantitative methodology collecting data through a classroom structural observation. The quantitative methodology is used to provide the statistical data to measure the error correction in fluency and accuracy while observation provided information regarding the various feedback techniques.

I have observed an undergraduate ELT classroom in Sussex University, Brighton. The class comprises of twelve students of which seven were women and five were men and their age of the learners was in-between 17-20. In this ELT classroom all the learners were non-native English speaker who belong to various European, Asian and African countries. The methods of data collection were the audio recording and classroom observation. Audi recording is the authentic tool to record each word of teacher and students while observation is considered as the first-hand information about the participants' language performance and teachers' professional skills that is otherwise impossible to know (Panhwar, et al 2018). My role in the

classroom was as an 'outsider onlooker observer' who without any intrusion following salience hierarchy note-taking strategy (Patton, 1987, p. 81). I observed the classroom activities and teacher's use of feedback techniques for error correction. Simultaneously, taking notes on significant aspect of error-correction by teachers.

Classroom proceeding

The class I have observed included all four teaching skills: listening, writing, speaking and reading. The teacher divided the task into three stages. In first stage learners listened the recording, in second stage they wrote a small paragraph, in third stage they explained about the content of recording and in final stage they loudly read the paragraph they have written down. The teacher commenced her teaching by distributing some pictures to the learners and then wrote five tasks on the board:

(i)   Listen the recording and match it with the given pictures.

(ii)   Make notes on any one picture as described in the recording.

(iii)   Arrange your notes to make a small paragraph.

(iv)   Keeping your notes in mind, speak on the picture of your choice.

(v)   Finally read your paragraph loudly.

In the first stage the teacher switched on a small recording which comprises the conversation between a man and woman talking about the pictures in an art gallery. During the recording students were matching pictures with the description of the conversation and were also writing notes. When recording was over, the teacher asked learners to rephrase their sentences before they explain any one of the match-picture with the recorded description. In the second stage each learner holds the picture of their choice and briefly described what picture is about without reading the notes. It was an oral activity and teacher focused on fluency. During this activity teacher refrained herself to intervene or correct the errors of the learners except at two occasion when learner was extremely ambiguous in their explanation. In the third stage, teacher asked everyone to hold picture again and read their written paragraphs one by one. This task was complex in nature because many times the learners explained the pictures of their choices where they felt comfortable without follow the order of recordings. So teacher was moving back and fore to trace the recordings that matches the description of the learners. Many times, more than one learner spoke on same pictures therefore their descriptions were similar.

FINDINGS

The findings of current study reveal that during oral activity learners committed 47 errors and teachers addressed only two errors at the point when teacher was unable to infer the meaning. First, error was related to pronunciation and second feedback was given when learner ran short of words. Overall teacher addressed only 4% errors committed in fluency while 96% fluency-errors were over looked as displays in the following chart:
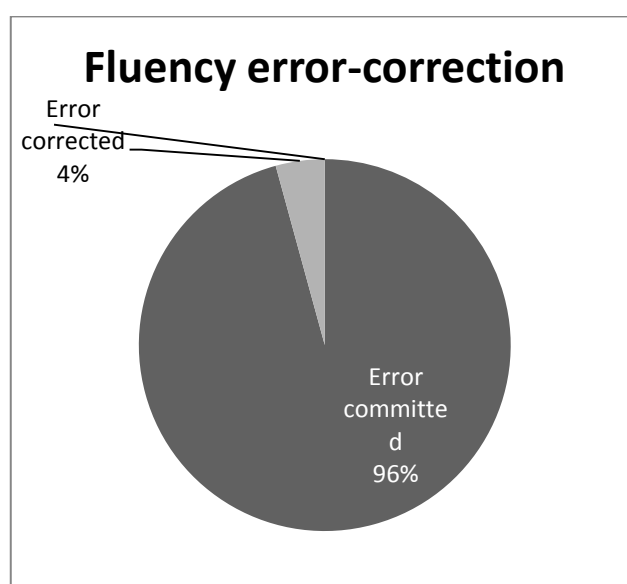
On the contrary, teacher frequently intervened and corrected the errors when learner committed during reading their written paragraph. In case of errors in accuracy, the learners committed 12 errors in their writings and teacher corrected 11 errors on the spot and ignored only one error. It means that she corrected 95% errors committed in accuracy and only 5% ignored as illustrated in the following chart:

accurcy error correction

■ Errors committed   ■ Error ignored

5%

Errors correction 95%
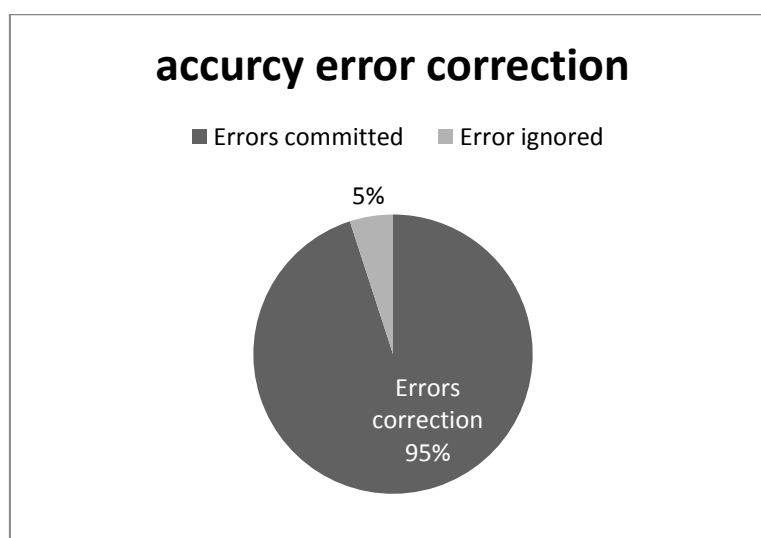
DISCUSSION

This study positively approved the assumptions that ELT teacher's main concern for error correction stems from established ELT concepts that accuracy should be corrected on the spot, ignoring the errors in fluency as predicted by Chaudron (1988), Panhwar (2012) Long (2015). "The correction of fluency requires 'the minimal intervention' from teacher's side during the learners' expression to encourage learners' speaking habit" and therefore she allowed more speaking chances to her learners (Panhwar, 2012, p. 298).

It is noticed that to give feedback during oral activity is most critical features of language teaching because in certain situations teacher finds it difficult to interrupt and correct learners during communication because it interrupts the flow of speech (Bitchener and Storch 2016). It was observed during observation that teacher employed various feedback techniques including organisation, structure, punctuation and use of appropriate vocabulary. The observation notes reveal that teacher immediately corrected learners' errors during reading activity by using rephrasing, sign-language, clues, repetition of the sentences feedback techniques. Most times she took help of peers to correct the errors as well as she herself corrected some errors when she realised that those errors are beyond the level of learners' linguistic competence. It was observed that the teacher was conscious of accuracy-errors and provided feedback almost on every error committed in accuracy. I justify teacher's control during accuracy drill because pedagogical perspective feedback to correct the content is the pillar in L2 learning. Teacher may be following Krashen's (1982) suggestions that learners consciously learn grammar as attempts to improve performance, therefore one way is that learners may be given comprehensible input.

The findings of the current investigation revel that there are many constraints that force an ELT teacher to provide or ignore feedback depending on teacher's choice for errors correction and the objectives of the lesson plan (Panhwar, 2012). Though teachers are free to choose what error should be repaired, it is essential for teachers to judge "whether the error is within the learners" grasp in terms of their "interlanguage continuum" (Allwright and Bailey 1991, p. 102). It is futile to correct an error "until the learner will reach at the stage of interlanguage development where they can make the most of teacher's feedback as productive activity to modify their hypothesis" (Allwright and Bailey 1991, p. 102). It is also observed that for the teachers the *institutional obligations and paedagogical requirements* are important factor to restrict feedback (Panhwar, et al, 2018). Teachers are also conscious that they should not address every error in order to complete the syllabi in the given academic time. They generally dwells in confusion that whether to give importance to the finish syllabi in the given time frame, which is the basic requirement of the institutions, or focus linguistic needs of the learners. The more corrective treatment in the content may be associated with the type of the tasks (Panhwar, et al, 2018). It is the *pedagogical issue* that content-errors are comparatively is straightforward to repair while fluency errors are difficult in the sense that it interrupt the flow of learner' oral activity and it is time consuming (Lee, 1990).

SUGGESTIONS

The findings of the current research reveal that teacher's attitude towards unnoticed errors committed in fluency is very high as expected (95%). The teacher nor noted the fluency-errors and neither corrected it on-spot or in the end. I am not sure t whether learners understood the teacher's strategy of '*nil-interference*' in fluency but I am concerned that learners may not be able to realise their deficiency in speaking (Panhwar, 2012, p. 282). I am afraid to say that the learners may live with the feelings that they committed zero-error in oral activities. The unobserved errors do not contribute in their learning development. Teacher may use various ways to provide feedback on these errors. For example teacher can record the replies of the learners and allow them to listen and repair their errors or teacher can discuss it after the class time, if not possible to address in the classroom. Teacher may choose some errors randomly and in the end of activity or next day make the starting point of new lecture (Bacha, 2001). The hypothesis of Le' Pienemann (1984) *learnability or teachability* provided some suggestions, for instance, learner may find a stage 'learnable' that is next stage of natural development and teacher must wait for that stage.

LIMITATIONS OF THE CURRENT STUDY

The researcher noticed that teacher consider error correction more pedagogical problem and she has strictly control to correct errors committed in reading activity. Another shortcoming was that though teaching task comprises listening, speaking, reading and writing activities but the tasks were very short to collect the sufficient data therefore, all classroom activities were fused together for analyse. I would suggest for future researcher they may observer more than one classroom in order to include more teachers, participants, tasks and activities to inspect classroom feedback.

CONCLUSION

The findings of the current study approves the general assumption in ELT classroom that teacher pay more attention to correct accuracy-errors than fluency-errors. It also enhances the idea of more investigation in error-correction in fluency because one reason of negligence in error correction in form is that it interrupts the speech of learners. The findings also reveal that there is a dire need to investigate and suggest valid feedback techniques to ELT teachers to provide the feedback on learners' errors committed in fluency. It will also be a colossal help to ESL learners to receive proper feedback for advancing their language learning abilities.

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