

ERROR TREATMENT IN THE DEVELOPMENT OF PRODUCTIVE SKILLS AMONG PRE-SERVICE ENGLISH TEACHERS



TRATAMIENTO DE ERRORES EN EL DESARROLLO DE LAS HABILIDADES PRODUCTIVAS EN LA FORMACIÓN DE DOCENTES DE INGLÉS

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ABSTRACT

The English curriculum in Ecuador has undergone substantial reforms in the past decade, emphasizing communicative competence and learner-centered approaches. Despite these efforts, low proficiency levels in productive language skills—specifically writing and speaking—remain a concern among English as a Foreign Language (EFL) learners. This quantitative study explores the impact of error treatment on the development of productive skills in pre-service English teachers at a pre-intermediate level. A total of 54 participants were selected and divided into control and experimental groups as part of a quasi-experimental design implemented over a 16-week period of regular English instruction. The experimental group received focused error correction through a range of pedagogical techniques, including immediate and delayed feedback, metalinguistic cues, and recasts, while the control group followed traditional instruction without targeted error treatment. Both groups were assessed through pre-tests and post-tests evaluating local and global errors in written and spoken performance. Statistical analysis using Student's T-Test revealed significant improvement in the experimental group, particularly in the accurate use of grammar and vocabulary in communicative contexts. These results highlight the positive influence of structured corrective feedback on enhancing productive language skills and suggest its potential in preventing fossilization of errors. The results revealed a 49.6% reduction in global errors which block meaning, and a decrease of 46% in local errors which emphasizes the need for systematic and intentional feedback strategies in EFL instruction.

Keywords:

Error treatment, Global errors, Local errors, Productive skills, Communicative competence.

RESUMEN

El currículo de inglés en Ecuador ha experimentado reformas significativas en la última década, con un enfoque en el desarrollo de la competencia comunicativa y métodos centrados en el estudiante. Sin embargo, persisten bajos niveles de dominio en las habilidades productivas del idioma, especialmente en la escritura y la expresión oral, lo que representa un desafío en la formación de docentes de inglés como lengua extranjera (EFL). Este estudio cuantitativo investiga el efecto del tratamiento del error en el desarrollo de dichas habilidades entre futuros docentes de inglés con un nivel pre-intermedio. Se escogieron 54 participantes, divididos en un grupo control y uno experimental, en un diseño cuasi-experimental aplicado durante 16 semanas de instrucción regular en inglés. El grupo experimental recibió corrección de errores mediante diversas técnicas pedagógicas, incluyendo retroalimentación inmediata y diferida, pistas metalingüísticas y reformulaciones, mientras que el grupo control siguió una enseñanza tradicional sin intervención. Se realizaron pruebas diagnósticas antes y después del tratamiento para evaluar errores locales y globales en producción oral y escrita. El análisis estadístico, mediante la prueba T de Student, evidenció mejoras significativas en el grupo experimental, particularmente en el uso adecuado de estructuras gramaticales y léxicas. Estos resultados



destacan la influencia positiva de la retroalimentación correctiva estructurada en el fortalecimiento de las habilidades lingüísticas productivas y para prevenir la fosilización de errores. Hubo una reducción del 49,6 % en los errores globales que bloquean el significado y una disminución del 46 % en los errores locales, lo que resalta la necesidad de implementar estrategias de retroalimentación sistemática e intencional en la enseñanza del inglés como lengua extranjera.

Palabras clave:

Corrección de errores, Errores globales, Errores locales, Destrezas productivas, Competencia comunicativa.

INTRODUCTION

In English as a Foreign Language (EFL) context, the development of **productive skills**, particularly speaking and writing remains a central objective for educators and learners alike, as these skills serve as tangible markers of communicative competence. However, productive skills are inherently **errorprone** due to the evolving interlanguage learners construct, which, while indicative of progress, can also propagate persistent inaccuracies when fossilization occurs. Fossilized errors present significant pedagogical challenges, often resulting from insufficient corrective feedback and affective barriers (Liu, 2024; Sanosi, 2022).

This tension between error tolerance and correction underpins ongoing debates in the English teaching and learning field. Truscott's critique (2010) of grammar correction remains influential, yet more recent studies reaffirm that **well-designed corrective feedback**, including metalinguistic prompts and written clarification, can yield long-term benefits in both accuracy and fluency (Gebremariam, 2024; Nurfaidah et al., 2024). Simultaneously, Krashen's **Affective Filter Hypothesis** reminds us that **learner emotions**—motivation, anxiety, self-efficacy—shape responsiveness to feedback (Soto et al., 2024). Collectively, these perspectives call for empirical research that situates error treatment within authentic EFL contexts—especially those with limited input exposure.

Ecuador provides a fitting backdrop for such investigation. Despite curricular reforms emphasizing **communicative language teaching** and alignment with the Common European Framework of References for Languages (CEFR) standards (GuevaraPeñaranda et al., 2024; Ledesma Acosta et al., 2024), persistent proficiency gaps remain across public and private education systems (Soto et al., 2024; SevyBiloon et al., 2020). Studies highlight low levels of English competence among undergraduates, mediated by inconsistent teacher training and gaps in pedagogical continuity (Soto et al., 2024; Abad-Célleri et al., 2024). This underscores the urgency of empirical

research targeting **preservice EFL teacher training**, a domain where future educators' language proficiency and feedback strategies will have cascading influence on subsequent learners (Abad-Célleri et al., 2024).

Responding to this need, the present study investigates two interconnected research questions: What is the incidence of error treatment on the productive skills of EFL preservice teachers? And, how do the specific methods, strategies, and techniques applied during a 16-week intervention influence the occurrence of global and local errors? The study's main objective is to measure how structured corrective feedback impacts the oral and written performance of undergraduate English majors.

By grounding this inquiry within theoretical frameworks including **Error Analysis, Interlanguage and Fossilization Theory, Contrastive Analysis, Corrective Feedback Theory**, and the **Affective Filter Hypothesis**, the study offers practical insights for teacher education policy and practice in Ecuador and similar EFL contexts.

Understanding the role of corrective feedback in the development of productive English skills among EFL preservice teachers requires a solid grounding in theories that address the nature of language learning, the process of error production, and the psychological and instructional conditions that shape learner outcomes. The present study adopts a multidimensional theoretical approach that integrates perspectives from **Error Analysis, Interlanguage and Fossilization Theory, Contrastive Analysis, Corrective Feedback Frameworks**, and **Krashen's Affective Filter Hypothesis**. These theories are complementary in that they provide insights into both the cognitive mechanisms behind language errors and the pedagogical strategies that can facilitate their correction.

At examining the impact of targeted error treatment on learners' written and oral performance, the study aligns with current research emphasizing evidence-based approaches to improve communicative competence in foreign language education. Each theoretical lens offers a unique contribution: Error Analysis allows for a systematic classification of learner errors; Interlanguage Theory explains the evolving nature of second language production; Contrastive Analysis highlights the influence of the learners' first language; Corrective Feedback theory addresses the design and timing of pedagogical interventions; and the Affective Filter Hypothesis contextualizes the emotional variables that influence learners' receptiveness to feedback. Together, these frameworks support the design, implementation, and evaluation of the 16-week intervention plan, guiding both the interpretation of results and the pedagogical implications for teacher education programs.

Error Analysis and Pedagogical Evolution

The perception and pedagogical handling of learner errors have evolved significantly in the history of second language acquisition (SLA). Initially seen through the lens of behaviorism as undesirable habits to be eradicated, errors are now recognized—particularly within cognitive and constructivist paradigms—as vital windows into learners' developing linguistic competence. Error Analysis (EA), as formalized by Corder (1993), and later expanded by Ellis (2017), highlights the instructional value of identifying, categorizing, and interpreting learner errors to inform targeted pedagogical decisions. Recent empirical evidence from Sanosi (2022), confirms that consistent and tailored corrective feedback based on error analysis frameworks significantly enhances learners' grammatical accuracy and fluency, especially in writing. In the present study, EA serves as a foundation for interpreting changes in both global and local errors across written and oral tasks, offering a systematic route to assess the impact of intervention strategies.

Interlanguage and Fossilization

Central to this study is Interlanguage Theory, which posits that L2 learners construct an interim linguistic system shaped by their first language (L1), target language (L2), and learning environment. This system is fluid but can stagnate due to fossilization, wherein erroneous structures become permanent despite continued exposure to the L2. Fossilization often occurs in productive skills, particularly when learners lack corrective feedback, or when emotional and cognitive barriers impede linguistic restructuring. Liu (2024), in a recent study, emphasizes that fossilization is a pervasive issue among adult and university-level learners, and that overcoming it requires deliberate, varied, and scaffolded instructional interventions. By employing a quasi-experimental design with targeted error correction strategies, this study addresses the gap in empirical evidence on how fossilized forms can be mitigated in pre-service EFL teachers, particularly in speaking and writing.

Language Transfer and Contrastive Analysis

Language transfer—both positive and negative—plays a significant role in shaping the interlanguage of L2 learners. Contrastive Analysis Hypothesis (CAH) provides a framework for predicting areas of linguistic interference based on differences between L1 and L2 structures. For Ecuadorian learners, interference from Spanish often manifests in errors related to syntax, article usage, tense, and prepositions. The use of contrastive insights can inform corrective strategies that target frequent transfer-induced errors. Sanosi (2022) underlines that corrective feedback rooted in contrastive analysis not only increases learners' awareness of L1 interference but also enhances

metalinguistic reflection, a key factor in productive skill development. Thus, understanding transfer effects is crucial for this study's treatment design and error categorization.

Corrective Feedback Strategies

Corrective Feedback (CF) is a central pedagogical tool in L2 instruction, encompassing a range of methods—direct vs. indirect, oral vs. written, explicit vs. implicit—that aim to scaffold learners toward more accurate language production. CF is particularly effective when it is timely, individualized, and adapted to learners' developmental stage and emotional readiness. Recent studies, such as the one by Gebremariam (2024) show that written CF with metalinguistic explanations is especially effective in reducing both global and local errors, outperforming more traditional unfocused correction approaches. Furthermore, feedback strategies such as recasts, clarification requests, and peer correction have been shown to yield higher learner uptake in communicative classroom contexts (Nurfaidah et al., 2024).

Affective Filter and Motivation in Error Treatment

Krashen's Affective Filter Hypothesis underscores the importance of emotional variables—such as anxiety, motivation, and self-confidence—in second language acquisition. When learners experience negative affective states, their ability to process input and produce output is diminished. Conversely, emotionally supportive environments facilitate risk-taking, self-correction, and deeper engagement with language. Personalized and empathetic corrective feedback significantly reduces learners' resistance to correction and enhances retention and language accuracy. Nurfaidah et al. (2024) highlight that learner who receive constructive, non-punitive feedback not only improve their language performance but also internalize these strategies for future teaching practice. In this study, affective factors are considered integral to both the design and delivery of feedback strategies, ensuring that interventions promote not only linguistic but also psychological readiness for language development.

METHODOLOGY

This study employed a quantitative, quasi-experimental design to examine the incidence of error treatment on the development of productive language skills—specifically speaking and writing—among undergraduate English major students in Ecuador. The research was carried out at Técnica del Norte University in Ibarra and targeted third-year students from the English Pedagogy program. The total sample included 54 participants, divided equally into an experimental group (n=27) and a control group (n=27), selected through purposive sampling based on their pre-intermediate English proficiency (Common European

Framework of Reference for Languages - A2 level). Due to logistical constraints related to class schedules and infrastructure, random assignment was not feasible, justifying the quasi-experimental nature of the design.

The research formulated four hypotheses, both null and alternative, to test whether statistically significant differences existed between the experimental and control groups in the frequency of local and global errors in pre- and post-intervention stages. A pretest-posttest design was employed to collect data. Both groups completed four writing tasks and two speaking assignments before and after the 16-week intervention. The writing tasks included formal and informal genres such as cover letters, descriptive essays, and emails, while the speaking tasks involved rehearsed speeches and spontaneous dialogues. Error analysis followed a five-stage procedure: sample collection, error identification, error description, error explanation, and error evaluation. This process drew on established analytical frameworks and categorized errors by linguistic category (e.g., morphology, syntax, semantics), surface structure (e.g., omission, addition, misformation), interlanguage influence, and communicative effect (global vs. local errors).

The intervention applied exclusively to the experimental group incorporated a total of twelve pedagogical strategies and techniques for error correction. These included four writing-focused techniques—self-correction, peer correction, group correction, and teacher correction—and six oral correction strategies, namely recast, elicitation, clarification request, metalinguistic feedback, explicit correction, and repetition. Error treatment for writing also differentiated between implicit and explicit corrective methods. These strategies were applied in regular class activities, and their frequency was recorded and adjusted in response to student needs and classroom dynamics.

The data obtained from pre and posttests were quantified using Microsoft Excel and subjected to statistical analysis with SPSS. Descriptive statistics were used to summarize the types and frequency of errors, while inferential statistics—including the Shapiro-Wilk test for normality, Levene's test for variance equality, and either t-tests or Mann-Whitney U tests—were used to compare means and determine the significance of the intervention's effects. The error data were also categorized and coded (33 descriptive codes in total) to facilitate detailed analysis and ensure the reliability and replicability of findings.

The results from this systematic procedure enabled the researcher to assess the efficacy of different error treatment strategies in fostering students' linguistic competence. Ethical considerations such as informed consent, anonymity, and respect for participants' academic integrity were strictly observed throughout the research process.

RESULTS AND DISCUSSION

To evaluate the effectiveness of the error treatment intervention, a T-test was employed as the principal inferential statistical method in this quasi-experimental study. This parametric test facilitated the comparison between two independent groups—an experimental group and a control group—both composed of undergraduate English major students with comparable academic backgrounds and language proficiency.

The primary objective of applying the T-test was to determine whether observed differences in mean performance between the groups were attributable to the influence of the independent variable (i.e., Error Treatment) or merely the result of exposure to regular English instruction over time. By analyzing both pretest and posttest scores, the test provided a basis for accepting or rejecting the null hypothesis (H_0), which posited that the intervention had no statistically significant effect on students' productive skills (speaking and writing).

The criteria for interpreting the results were as follows:

- If the p-value $\leq \alpha$ (0.05), the alternative hypothesis (H_a) was accepted, indicating a statistically significant effect of the error treatment.
- If the p-value $> \alpha$ (0.05), the null hypothesis (H_0) was retained, suggesting no statistically significant difference attributable to the intervention.

Hypothesis - Pretest

1(H_a) There is a significant difference between the experimental and control group of students in the pretest regarding local errors in the productive skills.

1(H_0) There are no significant differences between the experimental and control group of students in the pretest regarding local errors in the productive skills.

Table 1: Independent Samples: Local Errors Report – Pretest

Undergraduate English Major Students	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	27	10.00	3.251	.442
Control Group	27	9.57	3.190	.434

An independent-samples T-test was performed to assess whether there was a statistically significant difference between the experimental and control groups concerning the number of local errors in the pretest (see Table 1). The experimental group obtained a mean score of 10.00 (SD = 3.25), while the control group recorded a mean of 9.57 (SD = 3.19). These figures suggest that both groups produced a comparable number of local errors prior to the intervention. The results indicated no significant difference, supporting the conclusion that both groups demonstrated a similar level of performance in their productive language skills before the application of the error treatment.

Table 2: Independent Samples: Local Errors Report - Pretest T-test for Equality of Means Significance

Local Errors - Pretest	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference
Experimental Group	.687	106	.247	.493	.426	.620
Control Group	.687	105.962	.247	.493	.426	.620

The **independent-samples T-test** was used to test the hypothesis that a significant difference existed between the experimental and control groups regarding the frequency of **local errors** in the pretest (Table 2). The resulting **p-value of .493** exceeded the established alpha level of 0.05, indicating that the test failed to reject the **null hypothesis**. This outcome demonstrates that the difference in local error production between the two groups was not statistically significant prior to the intervention. Specifically, the experimental group produced **540 local errors**, while the control group produced **517**, resulting in a **mean difference of 0.43**, which is minimal and statistically inconsequential. These findings reinforce the premise that both groups were comparable at the start of the study. Following this analysis, the next hypothesis addressed the presence of **global errors** in each group.

2(H_a) There is a significant difference between the experimental and control group of students in the pretest regarding global errors in the productive skills.

2(H₀) There are no significant difference between the experimental and control group of students in the pretest regarding global errors in the productive skills.

Table 3: Independent Samples: Global Errors Report – Pretest

Undergraduate English Major Students	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	27	15.43	12.654	1.722
Control Group	27	14.78	9.125	1.242

An independent-samples T-test was administered to determine whether significant differences existed between the experimental and control groups in terms of global error production during the pretest (Table 3). The experimental group reported a mean of 15.43 with a standard deviation of 12.65, reflecting greater variability than the control group, which had a mean of 14.78 and a standard deviation of 9.10. Although there was a slight numerical difference in the mean number of global errors, the result was not statistically significant. Both groups demonstrated comparable frequencies of local and global errors prior to the intervention, thereby confirming the initial equivalence of the groups. This baseline similarity strengthens the validity of subsequent findings by ensuring that any post-intervention differences are more likely attributable to the error treatment intervention rather than pre-existing discrepancies.

Table 4: Independent Samples: Global Errors Report - Pretest T-test for Equality of Means Significance

Local Errors - Pretest	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference
Experimental Group	.305	106	.380	.761	.648	2.123
Control Group	.305	96.388	.380	.761	.648	2.123

The hypothesis testing about significant differences in the global errors made by experimental and control students during the pretest was conducted by means of the independent samples T-test. A two-way analysis of variance was

conducted; the experimental students showed a p-value=.761 that is greater than the significance level 0.05. Thus, it failed to reject the null hypothesis evidencing there are no significant differences in the number of global errors made by the experimental and control students in the pretest. Experimental students made 833 global errors and control students 798, reporting a Mean difference=.65 which is a slight but not significant difference in the number of local errors.

The T-test application in the hypothesis testing related to the pretest have reported that the experimental and control group evidenced homogeneity in the production of local and global errors in the written and oral samples. The following hypothesis testing is about posttest errors reported by the experimental and control group.

Hypothesis - Posttest

3(H_a) There is a significant difference between the experimental and control group of students in the posttest regarding local errors in the productive skills.

3(H₀) There are no significant differences between the experimental and control group of students in the posttest regarding local errors in the productive skills.

Table 5: Independent Samples: Local Errors Report – Posttest

Undergraduate English Major Students	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	27	13.91	7.456	1.015
Control Group	27	10.50	3.179	.433

The independent samples T-test was applied to evaluate the incidence of the Error Treatment application regarding local errors. The experimental students had a Mean=13.91 and a Standard Deviation=7.45 which was more dispersed than that of the control group, with a Mean=10.50 and a Standard Deviation=3.17. This proves that there is a significant difference between the number of local errors in both groups. This must be verified with the significance value described below.

Table 6: Independent Samples --Test: Local Errors Report - Posttest T-test for Equality of Means Significance

Local Errors - Pretest	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference
Experimental Group	3.089	106	.001	.003	3.407	1.103
Control Group	3.089	71.648	.001	.003	3.407	1.103

As observed in Table 6, the T-test showed a change in the posttest after applying the Error Treatment intervention in revealing a significance value of .001 < 0.05. This result rejects the null hypothesis of no significant differences between the number of local errors in the posttest. Thus, it accepts the alternative hypothesis confirming a significant difference between the experimental and the control group in the production of local errors. Experimental students made 751 local errors whilst the control students 567, reporting a Mean difference=3.41, which is a significant difference in the local errors made by the experimental and by the control students.

Local errors cause minor violation of one segment of a sentence and global errors hinder overall communication (Pescante & Samson, 2017). Hence, although experimental students made a higher number of local errors, their communication skills were not hindered. These results must be complemented with the global errors report to evaluate the error treatment holistically. Finally, the last hypothesis about global errors must be tested to accept or reject the hypotheses of the study.

4(H_a) There is a significant difference between the experimental and control group of students in the posttest regarding global errors in the productive skills.

4(H₀) There are no significant difference between the experimental and control group of students in the posttest regarding global errors in the productive skills.

Table 7: Independent Samples: Global Errors Report – Posttest

Undergraduate English Major Students	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	27	8.93	8.246	1.122
Control Group	27	13.41	9.535	1.298

The incidence of the Error Treatment application on the global production was evaluated by the T-test. The experimental group evidenced a Mean=8.93 and a Standard Deviation=8.24, whilst the control group reported a higher Mean=13.41 and Standard Deviation=9.53. These results suggest a significant difference between the number of global errors made by each group.

Table 8: Independent Samples --Test: Global Errors Report - Posttest T-test for Equality of Means Significance.

Global Errors - Posttest	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference
Experimental Group	-2.612	106	.005	.010	-4.481	1.716
Control Group	-2.612	103.838	.005	.010	-4.481	1.716

The independent samples T-test revealed a significance p-value of $.010 < 0.05$, which indicates a highly significant difference (Figure 1). This result rejects the null hypothesis and accepts the alternative hypothesis confirming a significant difference between the experimental and the control group in the production of global errors.

Experimental students made 462 global errors while the control students made 724, reporting a Mean difference=4.48 which is a significant difference in the global errors made by the experimental and by the control students.

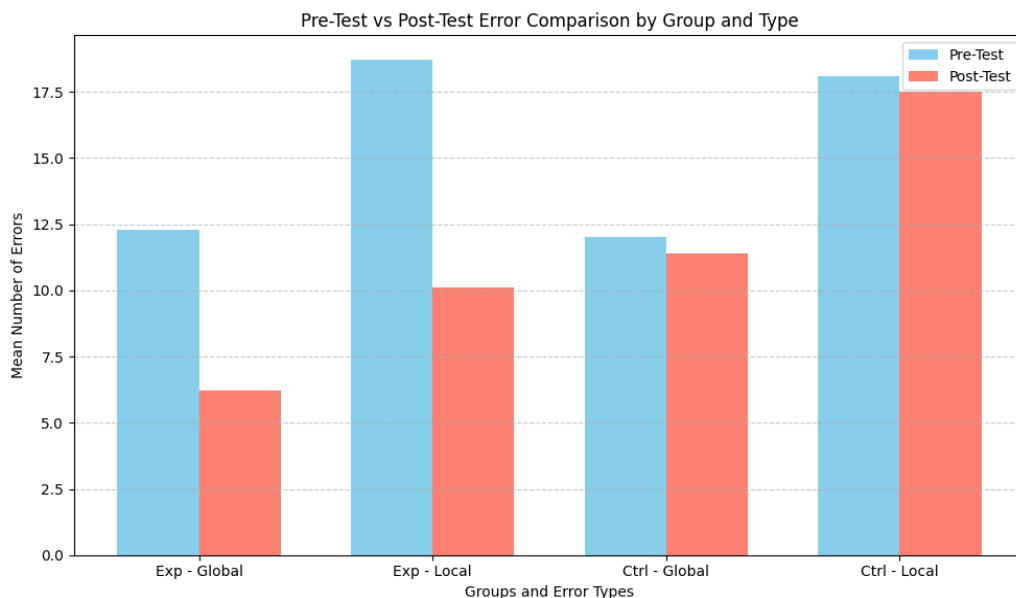


Figure 1: Pretest vs Posttest Error Comparison by Group and Type

The bar chart above contrasts means error counts before (blue bars) and after (red bars) the 16week error treatment for both the experimental and control groups, separated into global errors (which impede overall communication) and local errors (which cause minor disruptions).

Experimental Group

Global errors fell dramatically from 12.3 at pretest to 6.2 at posttest (a 49.6% reduction), indicating that participants substantially reduced errors that block meaning.

Local errors decreased from 18.7 to 10.1 (a 46.0% reduction), showing greater overall accuracy even in less critical error types.

Control Group

Global errors showed only a slight decline (from 12.0 to 11.4, a 5.0% reduction), suggesting minimal spontaneous improvement under standard instruction.

Local errors remained virtually unchanged (from 18.1 to 17.8, a 1.7% reduction), reflecting the persistence of minor errors without targeted correction.

The stark contrast between the experimental and control groups confirms that the error treatment intervention was highly effective at reducing both global and local errors, especially those that critically affect communication. The experimental group's large percentage decreases in error rates demonstrate that structured corrective feedback and varied error-treatment techniques can markedly enhance learners' productive skills. Conversely, the control group's negligible changes imply that regular instruction alone does not sufficiently address entrenched error patterns—particularly global errors associated with communication breakdowns. These findings align with the hypothesis testing and reinforce the pedagogical value of explicit, systematic error correction in fostering stronger, more intelligible L2 production.

As aforementioned, global errors are defined as the wrong use of L2 structures that cause a breakdown in communication because the major constituents of the utterances are being affected (González, 2018). Therefore, if experimental students report fewer global errors than control students, it might be concluded that the error treatment intervention has had a positive impact on the communicative competence of experimental students because they evidence less communication errors in their writing and speaking performance. This clearly suggests that the implementation of different error correction techniques in EFL environments may enhance students' oral and written communicative competence by reducing the number of global errors that usually hinder communication and cause misunderstanding.

CONCLUSIONS

This study confirms that systematic and intentional error treatment plays a significant role in the development of productive English skills among EFL learners, particularly pre-service teachers. The quasi-experimental intervention revealed that participants who received structured corrective feedback showed a marked improvement in both spoken and written accuracy, significantly reducing both global and local errors. In contrast, the control group—exposed only to traditional instruction—displayed minimal improvement, especially in errors that affect overall communication. This demonstrates the value of pedagogical strategies that go beyond routine instruction and directly target learners' interlanguage challenges.

The effectiveness of the intervention is especially evident in the sharp reduction of global errors within the experimental group, which are the most disruptive to communication. These results indicate that learners not only improved

their grammatical accuracy and lexical precision but also developed greater control over their language production in communicative contexts. By reducing fossilized structures and promoting more intelligible output, corrective feedback clearly contributed to strengthening students' communicative competence, a core objective of modern EFL curricula.

Moreover, the findings validate the theoretical frameworks discussed in the study—particularly those concerning interlanguage development, fossilization, and affective factors in L2 learning. The integration of metalinguistic feedback, recasts, and immediate correction, when applied with sensitivity to learners' affective needs, created an environment conducive to reflection, engagement, and growth. These insights stress the importance of feedback strategies that are not only linguistically informed but also emotionally supportive, aligning with the Affective Filter Hypothesis and communicative language teaching principles.

In light of these results, teacher education programs in Ecuador and similar EFL contexts should prioritize training future educators in evidence-based corrective feedback techniques. Doing so will not only enhance the language proficiency of pre-service teachers but also prepare them to effectively guide their own students through similar language learning challenges. The implementation of such pedagogical practices has the potential to break cycles of fossilization, bridge proficiency gaps, and contribute meaningfully to national efforts aimed at improving English education outcomes.

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