

EL DEVENIR DE LA LINGÜÍSTICA Y LA CULTURA:
UN ESTUDIO INTERDISCIPLINAR SOBRE LENGUA,
LITERATURA Y TRADUCCIÓN

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THE USE OF ERROR ANALYSIS AND ACTIVE LEARNING TO WORK EFL MORPHOLOGY

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1. INTRODUCTION

Despite the effort to implement bilingual programs in primary and secondary education levels all over the country, which undoubtedly has helped to improve the English command of Spanish teenagers, 4th secondary education students still show a low performance regarding their English oral communicative competence (European Commission, 2016; 2019). Also, the Spanish legislation, which is regulated in the Organic Law 3/2020, highlights the importance of being fluent enough in, at least, one foreign language that can ease its students' professional careers. The application of active methodologies, together with the use of digital tools have been proved to positively influence the acquisition of the language (Yahyazade, Moghaddam & Attaran, 2014; Pedroso de Moraes & Alves de Oliveira, 2019; Devira, 2020), so their use may be beneficial to improve secondary education students' communicative competence.

It has been observed by the researcher that it is frequent to find basic morphological mistakes even when students have reached an intermediate level or B2 according to the Common European Framework of References for Languages (hereafter, CEFRL), common in previous linguistic levels (A1, A2), which have not disappeared. Thus, the aim of this paper is to demonstrate how the integration of six active learning methodologies, three designed especially for foreign language teaching, Task Based Language Teaching, Language Cooperative Learning and Content Based Instruction and three which are not exclusively intended for linguistic exploitation, Flipped Classroom Learning, Game

Based Learning and Gamification of learning, could have a positive impact on the development of students' oral skill accuracy regarding their use of morphology. Active learning methodologies have been widely recognized and recommended by researchers and teachers since they have been proved to positively influence the process of foreign language learning. As Yusuk states (2020), they can enhance students' achievement and motivation. They derive from two assumptions: "(1) learning is by nature an active endeavor and (2) people learn in different ways" (Mynard & Sorflaten, 2003, p. 6). Due to the use of active learning methodologies, students develop their high order thinking skills such as analyzing, synthesizing, evaluating and their own individual learning styles are better served than when only being passive listeners in a traditional lecture. The general characteristics of active learning methodologies could be summarized as follows (McKeachie & Svinicki, 2006):

- Learners have an active role by sharing their critical thinking and participating in interactive tasks.
- Teachers' talking time significantly diminishes and the teaching is focused on the development of the learners' linguistic skills.
- High order thinking skills are developed through tasks in which application, analysis, evaluation and creation skills are fostered.
- Students have the opportunity of exploring their own ideas and interests since they actively decide with the teachers the topics the sessions can focus on.

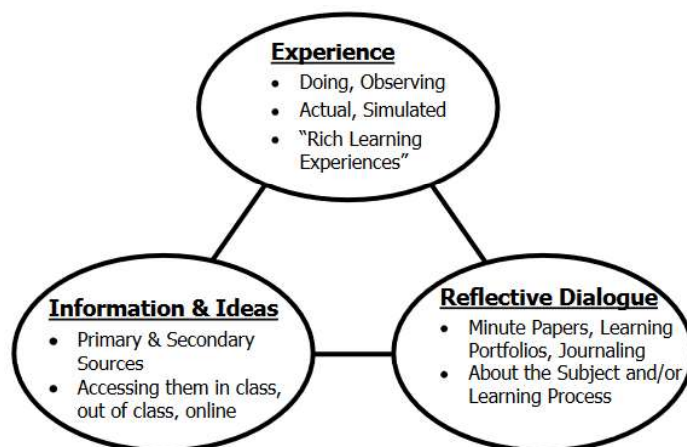
There is a wide variety of active learning strategies that can be applied in the EFL classroom, being the most efficient ones the following ones:

- Inquiry-based learning: learners ask questions, research a topic and use various approaches to reach conclusions.

- Problem-based learning: students are presented certain situations and individually, in pairs or groups a solution needs to be offered to face the given problem.
- Language cooperative learning: students work in cooperative groups, which are formed by students with different capacities and skills. Each member provides the group with the best they can offer in order to fulfill the given tasks.
- Use of portfolios: they help to improve the language skills, as well as improve students' self-confidence and motivation, develop writing skills, as far as students work with different drafts of writing tasks, comments and revisions are made and learn actively and increase awareness, since students can also reflect their opinions about the instruction and develop assessment techniques for evaluating their language learning activities, being involved in setting learning goals.
- Case studies: students need to make decisions, analyze and reach conclusions.
- Simulated situations or games, panel discussions. Through panel discussions after a presentation of a given topic, students reflect their opinion, which helps them develop self-confidence when using English or through poster sessions or debates (Agbatogun, 2014; Hung, 2015).

Fink (2003) proposed a specific view of active learning, in which information and ideas obtained from the interaction with peers, teachers or secondary sources, experiential learning in which students are involved actively and the reflective dialogue are gathered. This concept is graphically represented as follows:

FIGURE 1: *Holistic View of Active Learning*



Source: Fink (2003, p. 17)

In the information and ideas stage, different ways of accessing the information should be provided to students (e.g. reading an article, watching a video before coming to class or completing extra activities which can further develop the contents to be worked in the face-to-face sessions). In the learning experience stage, students link the contents with their own experiences. Thus, collaborative, cooperative work or problem-solving activities related to their environment are examples of tasks that could be applied in order to make a rich learning experience. Finally, in the reflective dialogue stage, students are encouraged to reflect on their learning experience, through speaking tasks (e.g. debate, dialogues with peers or teachers) or writing activities (e.g. portfolios, diaries, self-assessment worksheets).

It has been studied that the use of active learning methodologies has a positive impact on students' outcomes. Critical thinking, problem-solving, interpersonal and adaptability abilities are enhanced, motivation increases and it can be observed that students' engagement in real-life tasks improves. Also, students develop their self-esteem since when working in cooperative and collaborative tasks they feel they perform well and can positively contribute to the group. Moreover, knowledge retention is enhanced because the understanding of the contents in engaging activities makes learning meaningful and relevant for students.

Nevertheless, the use of active learning methodologies can also provide negative impacts in the EFL classroom. Classroom management is difficult to handle so teachers should be aware that it needs to be carefully implemented. Thus, instructions always need to be clear to avoid misunderstandings and misinterpretations. It can be also time consuming for teachers and flexible lesson plans need to be created, which requires the preparation of different analogical and digital resources (Yusuk, 2020).

However, the general outcomes of the different research conducted in the EFL classrooms are very positive. Sivan et al's (2000) study demonstrated that thanks to the use of active learning methodologies, students independently applied the knowledge taught and increased their interest for the subject. Michel, Cater and Varela (2009) argued that due to the use of active learning methodologies, there is an increase of motivation, engagement in tasks and high order thinking skills and avoidance of passive listening observed in their sample of study. Watanapokakul (2011) stated active learning methodologies enhanced students' interaction and engagement and the use of authentic materials in various simulated situations promoted a positive classroom atmosphere. Gholami, Attaran and Moghaddam (2014) highlighted that students learned more, retained more information longer and enjoyed the class more thanks to the use of active learning methodologies. Young (2018) argued that the use of active learning methodologies was favorable thanks to the curriculum frameworks. Devira (2020) pinpointed the benefits of active learning methodologies, but the most important drawback was the fact that teachers were not trained, and therefore, the methodologies were not properly implemented.

In addition to the use of active learning methodologies, the study of the errors made by a foreign language learner (in this case, EFL), becomes essential since the error analysis emphasizes the importance of studying errors to explore their causes and eradicate them. Error analysis is formulated under the psychological principles of mentalist approaches: it considers that language learning is thought to be a product of rule formation or hypothesis testing and human beings are born with a *language acquisition device* (LAD) (Chomsky, 1965), which is an innate

predisposition to induce the rules of the input language, which embodies a Universal Grammar (UG) (children, regardless their environment and the input language, are able to acquire a language). Corder (1967) invoked Chomsky's (1965) distinction between *competence* and *performance* to differentiate between true errors of competence and errors of performance which were mere *mistakes*, that is, the product of chance circumstances or lapses. *Mistakes* do not explain anything about the underlying speaker's competence. He pointed out that errors imply a positive cognitive contribution to learning. The learner is engaged in a process of discovering the language and forms hypothesis based on language input. Errors, thus, are a necessary feature of learner language, essential for improvement to take place. He defined the term *transitional competence* to explain the dynamism of a language learner's system. Errors embody the disparity between the transitional competence and the target language. He also described error analysis in different stages: the first stage is the recognition of idiosyncrasy. He enunciated a general law regarding error analysis: "every sentence is to be regarded as idiosyncratic until shown to be otherwise" (Corder, 1967, p. 22). If the 'normal' interpretation is acceptable in context, that sentence is not idiosyncratic. However, if the sentence is superficially well-formed in terms of the rules of the target language and it cannot be interpreted as 'normal' in context, that sentence is covertly idiosyncratic and is reconstructed since it is a translation equivalent. The second stage consists of considering a learner's idiosyncratic dialect. A learner thereupon, produces a set of categories which are common to L1 and L2. Finally, the third stage consists of the explanation of how and why the learner's idiosyncratic dialect is the nature it is. Errors demonstrate in which stage of his/her learning process the student is. The strategies the student may use are usually focused on four concepts:

- Simplification: in the same way a kid simplifies the morpho-syntactic structures of L1 which it is being acquired, the same phenomenon can occur in L2. Students can also apply part of a grammatical rule in order to simplify the syntax of the language. For example, it is common to find in indirect questions the typical word order of auxiliary verb + subject + verb that

has been already acquired: e.g. **Tim asked Peter where did he live?* (*Tim asked Peter where he lived*).

- Generalization: the learner generalizes the use of a norm to other contexts in which this rule cannot be applied. False analogies can occur, like for example, regularizing plurals with those nouns whose plural is irregular (e.g. **mouses*, **childs*) or using a regular ending for past simple or past perfect with irregular verbs (e.g. **drinked*, **leaved*).
- Omission: the L2 learner is aware he/she does not know a term or expression in L2 and can use a calque or loan translation of the L2 (e.g. use of *sympathetic* with the meaning of *friendly* as a calque of *simpático* in Spanish when this is the L1). Another common omission technique is the use of circumlocutions in order to avoid using the unknown term.
- Transference: when the L2 learner does not master the L2, he/she uses some rules of his/her L1. Sometimes, the transference can be positive since the same rule can be applied in both languages but some others, can be negative because it cannot be transferred from one language to another. Transfers can occur in the different levels of a language (regarding the language phonetics, morphology, syntax or lexicon).

The learner may have some habits established by his/her L1 that are transferred into the L2. These habits prevent the learner from acquiring the habits of the L2. It is also believed that language learning is a cognitive data-processing and hypothesis forming activity. Hence, the idiosyncratic utterances are signs of false hypothesis that are reformulated according to the L2 rules when the learner processes more data or is corrected by the teacher. The aim of error analysis is to study the theoretical aspects of language learning processes and to guide the remedial action that needs to be taken to correct unsatisfactory learners and teachers. Being part of the learning process, it is natural to find errors and they have become fundamental for the teaching practice of foreign languages. The analysis of their nature helps teachers use the most convenient strategies and techniques (Núñez Méndez, 2001). Students

should consider their errors as an unavoidable step in their learning process. Thus, they would be more autonomous and aware of their learning processes. When teachers penalize students' productions with errors that differ from the 'correct' native-like speech, the learning process is hampered. These errors should be welcome since they demonstrate the process that is taking place in the first stages of the language learning process (Estrada, 2014). Students' interlanguage (Selinker, 1972), that is, their own use of their linguistic system which needs to undergo through different stages in the acquisition of the target language, needs to be used freely, and errors play a key role in its development. This way, the teacher could adapt the foreign language teaching process by enhancing communication among students avoiding constant corrections of the errors made and considering errors as natural elements which are necessary in the acquisition process (Corder, 1981). Students could formulate their own linguistic hypotheses and feel free when producing the target language. These hypotheses could be evaluated and reconstructed by negotiating meaning with their peers and/or teacher, so students would, little by little, create their own use of morphosyntactic rules. Only when errors lead to misinterpretations or misunderstandings and hinder communication, teachers can decide to take action, always bearing in mind and valuing the correct speech also produced by the student (Zayas, 2002). Teachers should not offer the correct answer to students since it has been widely proved not to be beneficial for students' development of interlanguage (Krashen, 1982; Harmer, 1983; Brumfit, 1984; Richards and Farrell, 2011). The teacher should guide the creative acquisition process of the target language by providing them with the proper meanings to make students reflect and make up their own linguistic hypothesis (Scrivener, 2012). Thus, students would develop their own learning criteria and would make their own generalizations about the language. By interacting with the teacher and other classmates, negotiating meaning and fostering their critical thinking, formulation, checking and restructuring the hypothesis about the new language, students would freely acquire the foreign language without any pressure (Estrada, 2014). Error description needs to be established in order to study in which stage students are and offer them the most efficient tools to diminish them. When errors are diagnosed,

teachers can assess the stage in which L2 students are and can apply and adjust the instruction to what seems to be appropriate for their students and foster the acquisition of new structures. On their part, students should now worry excessively about the errors they may make since they need to understand they are part of the acquisition process of the L2. Teachers should only interrupt and correct students when errors avoid communication or can even propose peer correction. Teachers should also facilitate the reflection on the errors made. The classification and analysis of errors can ease the understanding of their behavior, and by reflecting on it, student not only learn the language, and therefore, develop their linguistic competence, but also the learn to learn competence. When combining error analysis and active learning methodologies, students freely interact, enjoy and are aware of their learning process and acquire the language naturally. Moreover, students learn to master the language and diminish the number of errors, as it is demonstrated in this work.

2. OBJECTIVES

The objective of this study is to determine if the integration of six active learning methodologies, together with their strategies, approaches and techniques (three linguistically oriented: Task Based Language Teaching, Language Cooperative Learning, Content Based Instruction, and some not exclusively focused on its linguistic exploitation: Flipped Classroom Learning, gamification of learning and Game Based Learning) have an impact on 4th year of Compulsory Secondary Education students' oral mastery of English morphology. The correct use of the English morphology may positively influence the sample of study's general English communicative competence.

3. METHODOLOGY

A mixed analysis has been applied, in which action research through which the integrated active learning methodologies are implemented, and error analysis are combined. The research is experimental whose objective is to show the causal relationship between the different

variables in a deductive process. The research had a duration of a whole school year. Action research was used with the aim of analyzing and interpreting what is really happening within the classroom, reflect on it, draw some conclusions and implement a new cycle with the improvements the researcher considers convenient. Its aim is to solve an immediate or progressive problem and solve it by producing the best practice guidelines (Denscombe, 2010). Also, error analysis theory is used in order to interpret and analyze the data collected in the oral interviews, which are the instruments used, at the beginning and at the end of the school year. A quantitative analysis (study of the amount of morphological errors made at the beginning and at the end of year oral interviews) was conducted in order to check if there was a significant improvement due to the use of the integrated active learning methodologies.

3.1. PARTICIPANTS

The sample population of this study is made up by twenty-two fourth year of compulsory secondary education students of a semi-private school with three sections per grade in Madrid downtown (Spain). Participants' age ranges from 14 to 15 when the experimentation started ($M: 14,77$; $SD: 0,42$) with a larger percentage of female students 81.81% versus 18.19% of male students. The choice of the informants corresponds to a non-probability convenience sample by accessibility (Sabariego & Bisquerra, 2012). The inclusion criteria for the sample were to be enrolled in the fourth year of compulsory secondary education at the school, to attend class regularly, to have signed parental/legal guardian consent and not to have a diagnosis of specific learning difficulties, attention deficit hyperactivity disorder or other neurodevelopmental disorder or sensory and/or psychological problems.

3.2. INSTRUMENTS

As instruments for data collection, in order to identify and classify the participants' morphological errors, two oral interviews took place before and after the implementation of the active methodological proposal. Both interviews were recorded and transcribed following the

transcription system of VOICE (Vienna Oxford International Corpus of English), version 2.1. (Breiteneder, Pizl, Majewski, & Klimpfinger, 2006). MacWhinney's (2000) taxonomy, which is included in the CHILDES Project (Child Language Data Exchange System) was chosen to describe the different types of morphological errors. It distinguishes the basic types of errors: morphological agreement errors (agreement errors, missing third person singular -s suffix, superfluous third person singular agreement, missing plural on noun, superfluous plural on noun), morphological errors (errors regarding the wrong use of progressive, past or perfective tenses, plural, third person singular or possessive) and other morphological errors (regarding the wrong use of case, number, missing -s suffix, missing possessive -s suffix, missing possessive plural suffix, missing past -ed suffix, including irregular verbs, missing perfective -ed suffix, including irregular verbs, missing third person singular -s suffix, missing progressive -ing suffix, overregularized -ed, overregularized -s, superfluous plural, superfluous past, superfluous progressive, superfluous third person singular -s suffix, morphophonological errors and comparative errors).

3.3. PROCEDURE

The English department agreed on the proposal of applying an integrated active learning methodology for fourth-year compulsory secondary education students. After being accepted by the principal of the school, parental consent forms were sent to all the families whose children were part of the experimentation. They were also informed they had withdrawal possibility at any stage.

All the data were collected in compliance with the ethical guidelines of Helsinki Declaration and the confidentiality of the data was guaranteed.

All the contents worked in this experimentation always respected the curriculum established by the State and the Madrid community, the Royal Decree 1105/ 2014 of December 26th, 2014 (Spanish Ministry of Education) through which the minimal teachings are established which is further developed by the Madrid Community in the Royal Decree 48/2015 of May 14th (BOCM May 20th).

This educational experience took place during a whole school year, from September to June. The teaching took place in the students' usual classrooms with optimal lighting, ventilation and sound conditions.

4. RESULTS

The Social Science Statistical Package SPSS (Windows version 25) was used to carry out the analyses. First, descriptive correctional statistics were used to find out the means and standard deviation of the studied variables. Provided the sample size, the Saphiro Wik test was used for formality, obtaining 0,14, which requires the use of parametric coefficients and inferential test. Thus, to analyze the effect of the proposed methodology on the participants' oral speech, and to analyze the amount of morphological errors made before and after the experimentation, a paired sample T-Student test was applied. The percentage of speech with morphological errors (considering the total number of words uttered in both interviews, before and after the implementation) were analyzed. The descriptive statistics of the different variables (types of morphological errors) as classified by MacWhinney (2000) is first presented.

TABLE 1. Number and percentage of errors of the three categories of morphological errors: morphological agreement errors, morphological errors and other morphological errors made at the beginning of the year interview (BYI) and end of the year interview (EYI) (MacWhinney, 2000).

	BYI		EYI	
	Number of errors	Percentage of errors per minute	Number of errors	Percentage of errors per minute
1. Morphological agreement errors	48	0,77%	33	0,40%
1.1. Agreement error	8	0,12%	17	0,20%
1.2. Missing 3 rd person singular	4	0,06%	0	0%
1.3. Superfluous 3 rd person singular	26	0,42%	8	0,08%
1.4. Missing plural on noun	10	0,10%	5	0,06%
1.5. Superfluous plural on noun	3	0,04%	4	0,04%
2. Morphological errors	12	0,19%	0	0%
2.1. Progressive	2	0,03%	0	0%
2.2. Plural	1	0,01%	0	0%
2.3. 3 rd person singular	1	0,01%	0	0%
2.4. Past tense	7	0,11%	0	0%
2.5. Perfective	2	0,42%	0	0%
2.6. Possessive				
3. Other morphological errors	35	0,56%	31	0,38%
3.1. Case	2	0,03%	0	0%
3.2. Number	2	0,032%	0	0%
3.3. Missing -s suffix	8	0,12%	1	0,01%
3.4. Missing possessive -s suffix	1	0,01%	0	0%
3.5. Missing past -ed suffix	7	0,11%	0	0%
3.6. Missing perfective -ed suffix	1	0,016%	1	0,012%
3.7. Missing 3 rd person singular -s suffix	1	0,016%	1	0,012%
3.8. Missing progressive -ing suffix	5	0,08%	8	0,09%
3.9. Overregularized -s	1	0,016%	1	0,012%
3.10. Superfluous plural	1	0,016%	1	0,012%
3.11. Superfluous past	2	0,032%	7	0,08%
3.12. Superfluous progressive	3	0,04%	8	0,09%
3.13. Superfluous 3 rd person singular	1	0,016%	2	0,02%
3.14. Other morphological errors	5	0,08%	0	0%

Source: elaborated by the author

As it can be observed, the most common errors were those corresponding to the morphological agreement category. Before the experimentation, there were forty-eight morphological agreement errors, which corresponds to 0.77% of the participants' speech. This figure substantially decreased once the integrated active learning methodological proposal had been implemented, since students made thirty-three errors, which corresponds to 0.40% of the speech uttered. Special attention needs to be paid to the missing third person singular errors which decreased from

0.06% to 0%, the superfluous use of the third person singular which started with twenty-six errors that covered 0,42% of the speech and diminished to eight errors and 0.08% of the speech. Regarding morphological errors in general, the difference is even more significative: twelve errors were produced before the experimentation (0.19% of the speech) but after it, there was not a single error made (0% of the speech). Finally, regarding other morphological errors, such as the overregularized -s or problems with case or number, the participants of the study made thirty-five errors before the implementation of the methodological proposal (0,56% of the speech), but after the use of the methodology these figures decreased to thirty-one errors, which supposed 0,38% of the speech. All these data show very satisfactory results since students have drastically reduced morphological errors in their oral speech, and therefore, have improved their communicative competence in the English language.

By analyzing these data with the paired sample T-student test, it can be observed morphological agreement errors and morphological errors considerably decline, with a significant difference of $p=,05$ and $p=,015$ respectively:

TABLE 2. T-student for related sample analysis of the categorized variables (percentage of errors found in the speech before and after the experimentation according to the number of words uttered per minute in each of the three main morphological error categories).

	Average	Deviation	Average deviation	t	gl	Sig (bilateral)
Morphological agreement errors	0,17	0,026	0,05	3,09	21	0,05
Morphological errors	0,008	0,015	0,03	2,65	21	0,015
Other morphological errors	0,008	0,048	0,010	0,815	21	0,424

Source: elaborated by the author

As it is shown in table 2, there is a significant difference of $p=,05$ for morphological agreement errors. General morphological errors, which covers general morphological errors such as the wrong use of progressive, perfective and past tenses, the use of the third person singular and the possessive and the plural suffixes, diminish too. There is a significant difference of $p=,015$ in the participants' speech. Finally, other

morphological errors which have not been classified in the previous types (e.g. case, number) does not obtain such favorable results. There is not a significant difference, $p=.42$, despite the fact the participants' speech also reduced the amount of these errors: at the beginning of the year these morphological errors supposed 0.56% of the speech whereas at the end of the year it covered 0.38%. The results are also positive, though the difference is not statistically significant.

Finally, the total number of errors produced before and after the experimentation, according to the number of words uttered per minute, is finally analyzed. It can be observed there is a difference between the two samples ($p=.030$), which confirms the hypothesis: a significant difference is observed in favor of the integrated active methodological proposal, since thanks to its use, students made less morphological errors in their speech:

TABLE 3. *T-student for related sample analysis of the sum of the categorized variables (percentage of errors found in the speech before and after the experimentation according to the number of words uttered per minute).*

	Average	Deviation	Standard deviation	t	Sig (bilateral)
Morphological errors	0,62	1,26	0,27	2,32	0,030

Source: elaborated by the author

5. DISCUSSION

The purpose of this research is to analyze to what extent the integrated use of active learning methodologies is suitable in the EFL secondary education classroom to diminish morphological errors in an oral speech, and as a consequence, improve students' linguistic proficiency too. The study aimed to analyze the different types of morphological errors made by the sample of the study and to study their amount regarding the number of times they appear in their speech and the percentage they represent regarding the total amount of words uttered, both before and after the use of the proposed methodology.

The analysis of the results obtained before and after the experimentation concluded that morphological errors substantially diminish after

the experimentation and therefore, they improved their speech. The use of the integrated active learning methodologies proposed in this study seems to be beneficial when working with secondary education students. These data also show that this methodological proposal improved students' general linguistic competence, since their speech offered a more accurate use of the English morphology.

The use of active learning methodologies comprises numerous benefits, as scientific literature has revealed. As it has been observed by the teacher of this study, students were more participative and engaged in all the proposed tasks. Similarly, Sivan et al (2000) argued active learning methodologies increased students' motivation and interest for the subject of study, and Michel, Cater and Varela (2009) argued that thanks to the use of active learning methodologies their participants were more engaged in the different proposed tasks which also helped them to develop their high order thinking skills. Moreover, Watanapakul (2011) argued active learning methodologies fostered students' interaction and therefore, interpersonal competence was developed. In addition, the use of authentic materials in the contexts provided by the teacher benefitted the classroom atmosphere, since students were engaged in motivating hands-on approach real tasks. Gholami, Moghaddam and Attaran (2014) stated students learned more and remember more content information in enjoyable lessons. In this research, similar findings were also obtained since students diminished their morphological errors, which means they remembered the fundamentals of the English morphology. Young (2018) argued that the use of active learning methodologies was positive due to the use of curriculum frameworks. Finally, Devira (2020) stated that active learning methodologies comprise multiple benefits, but they may encounter a substantial inconvenient: a percentage of teachers may not be properly trained in all the active learning methodologies and thus, they may not be properly implemented in the classrooms.

6. CONCLUSIONS

In the light of the results obtained in this exploratory research, it would be suitable for EFL secondary education teachers to choose the use of active methodologies, such as the ones used in this study, to improve both, students' EFL learning process and accuracy when communicating orally in the English language. As it has been demonstrated in this study, due to the integrated use of six active learning methodologies (Task Based Language Teaching, Language Cooperative Learning, Content Based Instruction, Flipped Classroom Learning, gamification of learning and Game Based Learning), students improved their use of the English morphology in their spoken speech, substantially enlightening their speech as far as accuracy is concerned.

In future research, it would be also advisable to study which of the used methodologies are more beneficial for improving students' morphology by making a research on the use of each of them independently. Also, it would be convenient to increase the sample size, or to implement this methodological proposal in other educational stages such as primary or tertiary education to check if similar findings are obtained. It would also be convenient to check if other kinds of errors (e.g. grammatical, semantic, lexical) diminish with this methodological proposal.

This exploratory research work presents certain limitations due to the unique real-life context of participants and the sample size. Therefore, it may not be representative of the larger population. Nonetheless, this research proposes a great ecological validity due to the fact it describes a real and natural teaching and learning process in a real-life setting.

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