

---

# The Relation Between Self-correction and L2 Oral Proficiency of Korean EFL Learners\*

---

In-young Kym (International Graduate School of English)

**Kym, In-young. (2008). The relation between self-correction and L2 oral proficiency of Korean EFL learners. *Korean Journal of Applied Linguistics*, 24(3), 421-441.**

This paper presents self-correcting features of Korean EFL learners and their relevance to L2 oral proficiency. ... .. From these findings, pedagogical implications are briefly discussed.

## Keywords

self-correcting features, interlanguage features, awareness of language form, noticing, corrective (or interactive) feedback / 자기교정 자질, 중간언어 자질, 언어형식 인식, 인지, 교정(상호작용) 피드백

## I. Introduction

Second language (L2) learning involves enormous variation in speed and ultimate level of attainment among different learners. Many serious attempts have been made to explain these individual differences in L2 learning by looking into contextual and personal factors (Ellis & Barkhuizen, 2005). One of the arguments explaining these L2 learning variation is the learner's cognitive ability to notice language form in the L2 input

Related to this argument, Schmidt proposes 'Noticing Hypothesis,' which claims that "target language forms will not be acquired unless they are noticed and that one important way that instruction works is

---

\*This article reports on ...

by increasing the salience of target language form in input so that they are more likely to be noticed by learners” (1994, p. 195).

## II. Background

### 1. Development of the Internal Grammar in Children

Givón (1979) makes a clear distinction between ‘pragmatic mode’ and ‘syntactic mode’ in language use. According to him, pragmatic mode occurs mostly in the early stage of language acquisition, whereas syntactic mode arises later in the language development as a results of ‘syntactization’. Syntactization is defined as “the process by which a learner’s interlanguage gradually incorporates grammatical properties” (Ellis & Barkhuizen, 2005, p. 116).

... ..

... .. Finally, when they reach a Stabilization (or Fossilization) stage, learners are able to self-correct their interlanguage.

### 2. L1 Influence in L2 Development

After Li and Tompson (1976) first ... ..

... ..

## III. Method

### 1. Subjects

Subjects for this research were sixth graders attending J primary school in 2006. ... .. Besides the regular school program, most of the subjects had been learning English, at private language institutes or at home.

... ..

## 2. Materials

### 1) Background Questionnaire

Background questionnaire ... ..

### 2) Elicitation Task

For this study, a series of elicitation tasks were given to the subjects. At first, there was a writing task using a part of the cartoon *Hansel and Gretel*. Then, ... .. Since they completed story writing before story telling, they were more likely to be conscious about the use of the language form during their oral productions.

Identical processes were repeated ... ..

**Figure 1**  
Scenes Used in the Elicitation Tasks: from *Hansel & Gretel*



## 3. Procedure

There were two steps taken for this study. ... ..

**Table 1**  
Procedure Summary for Data Collection

Step	Task	Data gathered
1st step	Elicitation tasks	Learner language (written & spoken)
2nd step	Standardized oral test (PhonePass test)	English Proficiency Level

... ..

## IV. Results

### 1. Description of Learner Language

... ..

... ..

... ..

## References

- Bernstein, J., DeJong, J., Pisoni, D., & Townshend, B. (2000). Two experiments on automatic scoring of spoken language proficiency. *Integrating Speech Technology in Learning, 2*, 57-61.
- Brown, D. H. (2003). *Language assessment principles and classroom practices*. NY: Pearson Education, Inc.

### Author's Biodata

Inyoung Kym received ... ..

### Author's Address

Inyoung Kym  
202-ho, ...  
Email: helenkym@yahoo.com

Received: September 30, 2008

Revised version received: November 25, 2008

Revised version accepted: November 26, 2008