



# مجلة التربوي

## مجلة علمية محكمة تصدر عن كلية التربية جامعة المرقب

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يوليو 2023م

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## The Error Correction in second language writing

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**ABSTRACT:** Teacher feedback is no doubt a vital component in developing adequate writing proficiency and has a significant effect on the teaching and learning. This study mainly aimed to investigate the error correction in L2 writing.

In data collection section, a mixed-method approach was chosen to be followed to collect data that are required for the research. Data collection was included three phases which are qualitative and quantitative data, the first include teacher's interview and classroom observation that are both managed to a number of teachers and aimed to investigate teacher's maps and behavior in teaching process. The second phase included student's questionnaire and was conducted to elicit two goals; that are, student's responses and attitudes towards feedback and their preferences about feedback.

### INTRODUCTION

#### Background of the study:-

Among the most important skills students of English as a second language need to develop is writing skill. Writing is a productive skill and it is difficult task to teach or learn; also, it's considered as a vital part of English language course. When it comes to the classroom process, the teacher needs a techniques, practice, and method etc.... the teacher is responsible of creating, motivating environment and facilitating learning, so in writing task or activity, the teacher and the student interaction may therefore be seen in oral or written feedback that gives by the teacher to guide the student, error correction is one of the most powerful influences on learning and achievement, but the impact can be either positive or negative.

A lot of studies investigate the power of the feedback and it's types, each type has it's effect.

L2 writing student want, expect, and value teacher feedback on their written errors(Ferris and Roberts,2001, Lee,2004), and prefer to receive written corrective feedback over alternative forms such as peer and oral feedback(Leki,1991;Saito,1994;Ferris1995). Without corrective feedback, it is difficult for students to ascertain that a learning task has been completed correctly(Chastain,1988). Good instruction involves using data to assess the impact of, and inform improvements to your teaching, known as "reflective teaching" (Brookfield 2017).

Formative assessment by the teacher had traditionally been practised in the classroom, but the intended outcome could not reach its full potential of assessment for learning as

the scope is limited to between the teacher and the student (Schildkamp, van der Kleij, Heitink, Kippers, & Veldkamp, 2020)

### **Research problem:-**

In language learning a language instruction, including writing in English as a second language, the role of the feedback in student's learning is clear. In the classroom, especially in the exam when the teacher corrects the exam's paper, the teacher provides error correction to the students to help them to improve their writing performance. The teacher's feedback to student's writing is a key component and a crucial part of the process of writing. Error correction is thought to be guide which students follow to improve their writing and to motivate, encourage them to produce a readable and a good piece of writing texts, so providing feedback is viewed by both students and teachers as an important part in second language writing instruction; for this reason, providing error correction is principle in teaching writing. It is clear that the teacher's beliefs and practices which influence their writing instruction and student's responses and preferences regarding error correction are important.

The focus of this research will lie on the teacher beliefs and practices and student preferences regarding the importance of written corrective feedback.

### **Research questions:-**

- 1.what are the beliefs of second language writing teacher regarding feedback?
- 2.what are the student's attitudes and what do they prefer regarding error correction?
3. do the students achieve a progress by providing explicit or implicit or combination of both of feedback?

### **Objectives:-**

Corrective feedback is a vital aspect of writing instruction and teacher must be prepared to be qualified and sufficient enough to make it in a complete and carefully in order to achieve the goal of learning and teaching which is to improve the student's writing accuracy. Teacher's strategies also are important in the classroom. The result of this study will examine to which the teacher's beliefs are translated into written or oral error correction practice and how the teachers of writing will adapt their written error correction techniques to the needs of their students.

### **Scope of the study:**

The study focuses on the some types of written error correction on students, explicit(direct error correction) and implicit(indirect error correction);also, there will be other types such as oral corrective feedback by teacher and peer-to-peer corrective feedback from the student's part, also this study will focus on the teacher's beliefs and practice.

The study is conducted at university level with some teacher of writing in second language and groups of students.

### **Definition of feedback:-**

Before discussing the issue of the feedback, first we need to present a clear definition of the term feedback. Keh(1990) defines feedback as the;

“input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comment, question, and suggestions a reader gives a



writer to produce ‘reader-based prose’(Flower,1979) as opposed to ‘writer-based prose’(p.294).

The study of MMubark(2013) as cited in (keh,1990),feedback is defined as teacher’s notes in the student’s composition in the form of information that used to be a guiding for student’s instructions. I would define the feedback as the teacher’s responses toward student’s writing in oral or written form which purpose to help the students to improve their writing performance.

Types of feedback:-

In this section, different types of feedback are defined and discussed with examples.

**Direct corrective feedback:-**

Direct feedback is also known as explicit feedback, Hyland(2006) defined direct feedback as the preparation or the supplying side of the teacher that provides the correct linguistic forms to the students ,so direct feedback is the correction that the teacher provides the correct form to the students directly; also, this type has many forms such as cross-out, that means the teacher omits any wrong item from the student’s text, then rewrites it in the correct form.

**Indirect corrective feedback:-**

Indirect feedback or implicit feedback is another type of feedback, in this type, the teacher’s job is just underlining or circling the error of the student’s text without correcting them but at the same time the teacher provides a hint to the students to help them to edit their errors. The significant role of indirect feedback that it pushes the students to understand their errors and correcting them without helping from the teacher side." Implicit error correction is implied by restating the mistake correctly, rather than the correction being overtly stated or explained. If you recast the misspoken phrase into correct use, you will implicitly correct the error." Behrooz Ghoorchaei,Fatemeh Mamashloo,Mohammad Ali Ayatollahi &Ayesheh Mohammadzadeh

Article: (Implicit vs. Explicit Error Correction in Language Instruction2022)

**Peer feedback:-**

Peer feedback simply refers to the type of feedback that a learner receives from another learner, it can be oral or written. Nelson and Murphy(1993) argue that the rationale for employing peer response is; “students providing other students with feedback on their preliminary drafts so that the student writers may acquire a wider sense of audience and work toward improving their compositions” (p.135).

**The effectiveness and ineffectiveness of the teacher feedback:-**

The effectiveness of teacher feedback is still a matter of argument among researcher of writing. As in a study (MA-thesis cited in Knoblauch and Bramnnon,1981;Semke,1984;Hillocks,1986), these studies have shown that providing feedback is un useful and it’s waste efforts of the teacher. The student’s achievement will be just in practice; also the result adds the study that was conducted by Fathman and Whally(1990) illustrate that students in all four groups achieved a great developments in their rewrites. According to(Raimes,1983) he indicates that when the students receive their writing paper after error correction by teacher, they may feel sadness, but they hope to get a better grade next time.



### **Types of errors:-**

Researchers have categorized errors in various ways, Burt(1975) classified errors into two types global and local errors, he stated that global errors refer that errors that block the communication and don't convey the message of communication and affected all the elements in the sentence such as wrong word order ,missing, wrong, or misplaced sentence connectors; on the other hand, local errors refer to the errors that don't block the communication and it affect just one element in a sentence such as errors in noun and verb inflections, articles, and auxiliaries.

### **Teacher beliefs and practice:-**

The study of victor(2011,cited in Borg(2001)defines teacher's beliefs as :

“a set of consciously or un consciously held a proposition that serves as a reflection and a guide to the teacher's thoughts and behavior” (p36).

Very few studies that conducted about teacher's beliefs and practice about error correction. Some of studies were conducted to investigate the effect of first language and experience on teacher's attitudes regarding error correction, and the result of this study told that although all the members showed errors correction as a positive strategy, they performed the task in varying ways. This determines their judgment and acceptability in second language writing, this illustrates that teacher's perception of grammatical errors in L2 writing are highly influenced by their beliefs about language learning and might have an effect on the type of written error correction they provide to develop their student's L2 writing accuracy

### **Student's responses:-**

The study of MA-thesis(cited in Gee,1972), mentioned that the teacher can play an important role in structuring student's positive responses toward writing, by motivating the students for the development they achieve, because student's confidence and the feeling of satisfaction about their efforts, and their awareness in writing are improved by positive reactions and comments that has been given by the teachers.

### **Methodology:-**

This paper designed into two method which are quantitative study and qualitative study. Through the qualitative study, the research is divided into two phases; in the phase one the observation will take place in some classes and interview will take carry out with some teachers. on the other hand, quantitative study will be one phase which is questionnaire with students. The sample were selected randomly and they were thirty-one students. On the other hand, teachers were a part of this study. They were seven teachers, three for classroom observation and four for interview. Two of them have PHD degree and the others have MA degree.

### **Data analysis:-**

In the teacher's interview, a list of questions was addressed to the teachers with a chance for discussion. The teachers were firstly asked about if they provide a feedback to their students or not, all of their responses were positive and they agreed that giving feedback is important for teaching process;also, the second one about writing comments on the paper's of the students, they completely insist hindered percent on this technique because it will guide the students to the right way. There were more questions about the methods that they use in teaching writing and in error correction. To sum up, interview is





considered as foundational data because of its richness. Teachers believe that providing feedback to the learners is important, the results of the interview is that the interview's responses are varied from teacher to teacher and every teacher has own strategies in teaching.

Age group	Number	Percentage
18-20	19	52%
19-22	11	48%

The population of the (Student's perception questionnaire)

### **Finding:**

Results of this study, teachers considered that providing feedback to their students is an important in improving student's writing proficiency. Results attained from classrooms observation of writing skill are that most of the teacher's beliefs and practice are affected on the teaching process because their beliefs and views conflicted in their ways and responding to students error. Also this study showed that most of the teachers are aware to the student's interactions and the use of a mixture of error correction methods so most of them are able to create collaborative environment where team work and grouping are taken place and play a basic role in developing student's level of participations; on the other hand, there are some finding reveal some problems in teaching of L2 writing, some of the teacher's ways in teaching is traditional style where the teacher is centered and the student's participation is ignored. There is much focuses on the grammar and vocabulary explanation, so the focus on the structure approach than the meaning approach; in addition, the practice of the feedback is limited in some classes. Also providing feedback and explanation of it is time consuming.

With regards to the results from student's questionnaire are enough to indicate findings among their responses. It was noticed that the feedback is valued by the students because they believe that the teacher's feedback helps them to improve their writing and achieve a progress in writing. The findings also showed that the students prefer the explicit error correction method rather than other methods that is they like if their teacher correct their error directly rather than underlining it because they believe that it's easier for them to recognize their errors and they feel unsure about if their correction is correct or not.

Students like to be corrected by their teachers rather than by their peers. What also to find out in the questionnaire is that students do not always understand the handwriting of their teachers correction, however most of the students don't see that providing feedback makes them feel encouragement to do the task again

The result attained from teacher's interviews, teacher believe that the feedback is an basic element in teaching and learning and it has a significant benefits on student's performance. Most of the teacher prefer to use indirect error correction method because they feel that it is helpful and motivate the students to check their errors and correct it. Result showed that the focus should be on structure and meaning are correlated to each other and can't be separated and when the piece of writing is well organized with good grammar and vocabulary the result is good piece of writing with suitable meaning. Most of the teachers insist on involving interaction, pair work and peer's correction in teaching process, they see that the feedback is effective tool in learning and teaching and establish the goal of teaching.



### **Recommendation:-**

The conduct study focused to investigate the results and the effectiveness of error or feedback in second language writing. Different instrument were used to collect data, based on the research findings; the teachers are mainly recommended to:-

1. Teachers should be able to adapt and link their beliefs to the student's level and should adapt their feedback strategies according to the writing needs of the students.
2. It is obvious that the students sometimes don't understand teacher's written feedback, so the teachers have to explain the feedback that they provide to their students in order to facilitate learning.
3. Teacher have to arrange their time of the lesson plan to have extra time spent on providing feedback.
4. Teacher's use of error correction methods approaches shouldn't be on one method, they should combine different approaches, methods and strategies of providing feedback to their students.
5. It is recommended that the teachers are responsible to create collaborative and motivated environment, this will help to achieve the goal of teaching and learning writing.

### **Recommendations for further study:-**

The field of the error correction or the feedback in writing is quite wide and varied, this study has raised a number of issues concerning error correction. There are other areas are need to be analyzed, I think there is a need to investigate some areas such as;

- the impact of various types of feedback on student.
- what are the student's preferences of feedback?

### **Summary:-**

This study has answered the research question about error correction in second language writing where the results showed, discussed and clearly presented to conclude with this study. The chapter ended with recommendations for teachers as well as recommendation for further research.

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Effect of direct and indirect corrective feedback on Iranian EFL writers' short and long term retention of subject-verb agreement

Behrooz Ghoorchaei,Fatemeh Mamashloo,Mohammad Ali Ayatollahi &Ayesheh Mohammadzadeh



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Corrective feedback plays a crucial role in developing L2 acquisition theories as well as in teaching second languages

The articles of MUHAMMADIYAHUNIVERSITY Hanin Afriani SaryOF KOTABUMI  
ACADEMIC YEAR 2018/2019



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