

# Indonesian teachers' and students' preferences for error correction

SISILIA S. HALIMI

## ABSTRAK

Walaupun hasil penelitian menunjukkan bahwa manfaat koreksi kesalahan pada tulisan siswa bertentangan satu dengan yang lain, pengajar bahasa tidak dapat berhenti mengoreksi kesalahan-kesalahan karena siswa sendiri menginginkan pengajar mengoreksi kesalahan-kesalahan mereka (Walz 1982). Masalahnya adalah harapan siswa kerap kali berbeda dengan keyakinan pengajar tentang koreksi kesalahan (Diab 2006). Kajian ini ingin mengetahui keinginan para mahasiswa dan pengajar di Universitas di Indonesia tentang koreksi kesalahan tulisan mahasiswa. Sebuah kuesioner yang disusun berdasarkan kuesioner yang digunakan Leki (1991) dan kuesioner yang digunakan Diab (2006) digunakan untuk mengetahui keinginan pengajar dan mahasiswa tentang teknik koreksi dan keyakinan mereka tentang koreksi kesalahan tulisan yang efektif. Kuesioner ini dibagikan kepada mahasiswa dan pengajar di Indonesia. Jawaban pengajar dibandingkan dengan jawaban mahasiswa. Bila pengajar dan mahasiswa memahami tujuan dari teknik koreksi kesalahan tertentu dan setuju dengan penggunaannya, koreksi kesalahan diyakini akan sangat bermanfaat. Berdasarkan hasil kajian ini, beberapa implikasi bagi pengajaran bahasa di kelas dibahas.

## KATA KUNCI

surface-error correction, preferences, beliefs, error correction techniques, discrepancy.

## 1 BACKGROUND

Up to now teachers still do not know how to respond effectively to students' writing. It is a controversial topic in both second or foreign language teaching

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and theory. Several studies have been carried out to find out the effects of various types of teacher feedback in improving students' writing. However, very few studies have been done to find out teachers' and students' preferences for feedback and error correction although we know that this is very important. Diab (2006) believes that "[...], if teachers and students both understand the purpose of certain correction techniques and agree on their use, they are more likely to be productive." The present study replicated Diab's (2006) study that was carried out in 2003-2004 in Lebanon. This article will discuss the findings of a survey of 49 Indonesian university teachers' and 158 Indonesian university students' preferences for error correction.

Unlike Diab's (2006) study that compares teachers' and students' preferences for error correction and content feedback, the present study only focuses on surface-level error correction. The reason for focusing on this is the fact that research evidence of the effectiveness of surface-level error correction is far from conclusive (Ferris 1999, 2004; Leki 1990), while students want and expect this correction from their teachers (Leki 1991). Students equate good writing in English with error-free writing (Leki 1991) and English as a Second Language (ESL) teachers might lose their credibility with their students if they do not correct all surface errors (Radecki and Swales 1988).

Regarding teachers' and students' preferences about error correction, studies (Kern 1995; Schulz 1996, 2001) show some discrepancies. These discrepancies between teachers and students may result in unsuccessful teaching and learning. Therefore, it is important to explore this area of study in the English as a Foreign Language (EFL) writing context in Indonesia.

## 2 METHOD

### 2.1 SUBJECTS

The participants in the present study were 45 university English writing teachers who teach writing at the English Study Program, Faculty of Humanities/Letters in seven government universities in seven different provinces in Indonesia and 137 university students who were taking the writing course at these universities. In addition to this, the present study also included 10 English teachers who were teaching English writing at a government Institute of Technology and their 30 students who were taking the English writing course there. The students were taking a(n) paragraph/essay writing class when they were asked to fill in the questionnaire. Most of the teachers had taught writing for more than three years and they have either a Master's or Ph.D. degree.

### 2.2 DATA COLLECTION

Both the teacher and student versions of questionnaires were sent by post to eight writing teachers in the seven government universities and one Institute of Technology involved in the present study in February 2007 and it was these teachers who distributed the questionnaires to both the teachers and

the students and sent them back to the researcher. Six of the teachers' and nine of the students' returned questionnaires were not answered properly, so only 49-teacher and 158-student completed questionnaires were used in the present study.

Both questionnaires consist of four parts. These four-part questionnaires were based on Diab's (2006), but were adapted to focus only on surface-level error correction. Copies of the questionnaires are provided in the Appendix.

### 2.3 ANALYSIS

The results of the comparison of the teachers' and students' preferences were analysed according to the following three categories:

1. Degree of preference for accuracy in students' writing (responses to Part I, items 1 and 2);
2. Beliefs about the importance of various writing features (responses to Part I, items 3a-e and to Part II, items 3-5);
3. Degree of preference for paper-marking techniques (responses to Part II, items 1-2 and to Part III).

The response frequencies for Part I, II, and III were counted to find out the percentages and the responses to Part IV of the questionnaires were read to find out other error correction techniques not mentioned in the questionnaires.

## 3 RESULTS AND DISCUSSION

### 3.1 TEACHERS' AND STUDENTS' PREFERENCES FOR ACCURACY IN STUDENTS' WRITING

According to the responses to items 1 and 2 in Part I, 82% of the teachers agree that it is important that their students have as few errors as possible in their writing and 92% of the teachers feel that error-free writing is also important to their students. Since 89% of the students state that it is important to have as few errors as possible in their writing, and 76% indicate that fewer errors are important to their English teachers as well, the teachers and students seem to be in agreement regarding accuracy in students' writing. This finding confirms Diab's (2006) finding.

### 3.2 TEACHERS' AND STUDENTS' BELIEFS ABOUT THE IMPORTANCE OF VARIOUS WRITING FEATURES

The teachers' responses to items 3a-e in Part I reveal that 83% of them believe that it is important to respond to surface-level errors (grammar, spelling, punctuation, vocabulary choice and expressions that do not sound English) and that correction of grammar errors is more important than correction of other surface-level errors. However, they are divided in their opinions on when to provide error correction (item 5 in Part II). 32% of the teachers state that

they provide error correction on the first draft, 23% provide it on the second draft, 19% provides it on the final draft and 26% provide it on every draft. We can conclude from these findings that the teachers in the present study are not sure when it is best to respond to their students' errors.

In their responses to the same questionnaire items, 90% of the students believe that it is important for teachers to respond to surface-level errors and that grammar corrections are more important than correction of other surface-level errors. Unlike the teachers, there is minimal variation in the students' opinions on when to provide error correction. 71% of the students expect their teachers to provide error correction on every draft. This confirms Leki's (1991) finding which shows that students want all errors in their papers to be corrected.

While both teachers and students agree that teachers should respond to surface-level errors and that grammatical correction is the most important correction to provide, there is obviously a discrepancy between teachers' and students' views regarding when to provide error correction.

In response to item 3 in Part II, 77% of the teachers state that students mainly pay attention to direct corrections given by their teachers. In contrast, 63% of the students state that they read every correction carefully. Again, there is a discrepancy between teachers' and students' beliefs about surface-level correction to writing. Although they read every correction carefully, in response to item 4 in Part II, most students regard marks indicating errors in grammar as the most important teacher marks they look at. This is in line with the teachers' responses to the same questionnaire item. They believe that marks indicating errors in grammar are considered most important by their students.

### 3.3 TEACHERS' AND STUDENTS' PREFERENCES FOR PAPER-MARKING TECHNIQUES

As shown by the responses to item 1 in Part II, there is somewhat a discrepancy among teachers. Teachers did not generally choose one particular technique from among those listed. There are three techniques that are used by more than 60% of the teachers involved in the present study. The first is crossing out what is incorrect and writing in the correct word or structure; second, showing where the error is and give a clue/editing symbol about how to correct it; and lastly, providing general feedback in class on common errors. Of these three techniques, the last one is the most commonly used by the teachers. In contrast, 66% of the students prefer their teachers to use the first technique, for example, crossing out what is incorrect and writing the correct word or structure in their writing. Only 44% of the students prefer their teachers to provide general feedback in class on common errors. Thus, there seems to be a discrepancy between teachers' and students' preferences for error correction techniques. Despite this discrepancy, this finding, once again, confirms Leki's (1991) finding which shows that students expect all errors in their papers to be corrected by the teacher. With regard to the second technique, for example,

showing where the error is and giving a clue/editing symbol about how to correct it, nearly 60% of the students surveyed also prefer the use of this technique.

The teachers and students seem to be in agreement regarding the use of the other techniques. Very few teacher and students (less than 20%) think that simply marking the error, or ignoring errors completely while focusing on ideas are good teacher feedback techniques.

Regarding teachers' preferences for correcting students' papers that contain many errors (item 2 in Part II), teachers are fairly divided in their opinions on how much correction to provide. However, 55% of them agree that they should correct errors that they consider major ones and 39% state that they should correct errors that might interfere with communicating ideas. In contrast, only 19% of the students want teachers to focus on major errors; indeed, 59% of the students want their teachers to correct all errors, major and minor. Again, this indicates a discrepancy between teachers' and students' expectations regarding teachers' corrections to students' writing.

Part III of the questionnaires present various ways that an error can be corrected and asks both teachers and students to evaluate each one on a scale of 1 (very good) to 5 (very bad). Items 3 and 6, where the error is underlined with a clue for correction, received the most positive evaluation from the teachers (67% and 74% respectively). This finding is in line with the teachers' response to item 1 in Part II. This is one of the three correction techniques commonly used by the teachers. Item 4, where the error is underlined and the correct structure is provided, also receives a somewhat positive evaluation from 65% of the teachers. This is not surprising because they also prefer to use this technique. This finding, however, is different from the finding in Diab's (2006) study which shows that this technique receives a somewhat negative evaluation from the instructors in her study. In comparison, item 4 receives the most positive evaluation from 76% of the students. For items 3 and 6, the teachers and students are in agreement with their positive evaluations (70% and 74% of the students respectively). The students' responses to these items are also in line with their response to item 1 in Part II (see above).

While there are three items receiving negative evaluations from the teachers, for example, item 5, where the error is underlined and a personal comment relevant to the content is included, item 7, where the error is only indicated with a cross and item 8, where the error is completely ignored, there are four items receiving negative evaluations from students, for example, item 2, where the error is only underlined, and items 5, 7, and 8.

The teachers are divided in their evaluation of item 2, indicating a discrepancy in their evaluation of this technique of error correction. 41% of the teachers provide a positive evaluation, whereas 42% provide a negative evaluation. This finding is not in agreement with their responses to items 1c and 1d in Part II which state firmly that these two techniques are not good correction techniques. Regarding item 1, where the error is underlined and an instruction to consult the grammar book is included, both teachers

and students are divided in their evaluation. This might be caused by their unfamiliarity with this kind of error correction technique.

As mentioned earlier, the teachers are also divided in their preferences for correcting students' papers that contain many errors. These discrepancies show a lack of consistency that may be harmful to writing instruction.

### 3.4 OTHER ERROR CORRECTION TECHNIQUES

In addition to the techniques mentioned in the questionnaire, some of the teachers and students surveyed in the present study are quite familiar with peer evaluation and individual conference. 24% of the teachers use peer evaluation by putting students in pairs and allowing them to exchange their writing. According to them this technique is effective in making students more aware of the surface-level errors that they made. With regard to individual conference, only 16% of the teachers use this technique. Two of them explained that they used it when they felt it necessary to explain repeated errors individually in their student writing.

Some students also mentioned the use of these techniques by their teachers. In addition, some also mentioned that their teachers always reminded them to use the computer program to check their surface-level errors. It seems that this technique is not mentioned by the teachers because they do not feel comfortable using it.

## 4 IMPLICATIONS FOR CLASSROOM TEACHING

Although the present study only involves the teachers and students from big government universities and there is a possibility that they did not respond accurately to the survey questions, some implications for the EFL (English Foreign Language) classroom in Indonesia can be made based on the findings of the present study.

The present study reveals various discrepancies between teachers' and students' views regarding when to provide error correction, attention given to teachers' correction, preference for error correction technique, how much correction to provide, and how a teacher should correct errors. These discrepancies are similar to Kern's (1995) and Schulz's (1996, 2001) findings and could be the cause of ineffective correction. Therefore, it is important for teachers to explain why such a correction is provided and how it can help students improve their writing (see Ferris 1997).

It is important to mention here that students' preference for error correction is not always the most effective one. While around 70% of the students in the present study prefer their teachers to correct directly all their errors, several studies (Corder 1967; Hendrickson 1981; Raimes 1983; Robb et al. 1986) have found that students whose English is not at the elementary level anymore make greater improvement when they are provided with indirect correction on their writing. Other studies (Bartram and Walton 1991; Makino 1993; Lee 1997) show that learners have some ability to correct their own errors. Therefore, it is important for teachers not to correct all learner errors and

give all the right answers. Although this is not the most commonly used technique, it is one of the three techniques commonly used by the teachers in the present study. According to Truscott (1996) this type of correction should be abandoned because it can have harmful effects. Consequently, teachers in Indonesia should try to change their practice by paying more attention to the research findings. Since both teachers and students are in agreement with the use of error correction technique which show where the error is and give a clue/editing symbol about how to correct it, the use of this technique should be reinforced. Another implication of this finding is that it seems necessary for writing teachers to administer a questionnaire like the one used in the present study at the beginning of the course and discuss the results with their students so that the technique used will be the one agreed upon by both teachers and students, and the students are aware why this technique is used.

The fact that the teachers in the present study are divided in their opinions on when to provide error correction and how much correction to provide shows that teacher education and teacher training programs should include sessions on error correction to student writing. These sessions will provide prospective teachers with clear knowledge about error correction, so that they do not hold misconceptions about this and transmit it to their students, either explicitly or through their teaching (Horwitz 1988).

## 5 CONCLUSION

The findings of the present study confirm the findings of previous studies (Kern 1995; Schulz 1996, 2001; Diab 2006) which reveal that there are discrepancies between teachers' and students' preferences for error correction. The teachers and students in the present study have different preferences for paper marking techniques and differences in their beliefs about when to provide correction. They, however, agreed that accuracy is very important and showing where the error is and giving a clue/editing symbol about how to correct it is the technique preferred to be used by both teachers and students in the present study. Research findings support the use of this technique because learners will usually retain correction only if they are forced to approach it as a problem-solving activity (Brumfit 1980; Corder 1981).

The present study recommends teachers to incorporate classroom discussion on error correction at the beginning of the course to help their students understand how correction is provided to improve their writing and why it is given in a particular way. In addition, it is also emphasized above that teacher education or teacher training should include sessions on error correction so that they become more informed and aware of their own beliefs about error correction.

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## APPENDIX 1

### Questionnaire 1

Dear students,

I'm conducting a research on error correction in the EFL writing classroom and need your help to get some information about it. The information will be used for writing a paper that will be presented in the 5<sup>th</sup> ASIA TEFL conference in Malaysia in June 2007. I would really appreciate if you could spend a few minutes of your time answering the following questions. Thank you for your help.

Sisilia S. Halimi  
Lecturer  
Faculty of Humanities  
University of Indonesia

**Directions to Part 1:** Below are some beliefs that some students have about providing error corrections on their writing. Read each statement and then decide if you (1) Strongly Agree, (2), Agree (3) Neither Agree nor Disagree, (4) Disagree, or (5) Strongly Disagree. Please tick the appropriate space. There are no right or wrong answers. I am simply interested in your opinions.

Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. In general, it is important to <i>me</i> that I have as few errors as possible in my written work.					
2. In general, it is important to <i>my teacher</i> that students have as few errors as possible in their written work.					
3. When responding to the students' written work, a teacher should always:					

Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. point out errors in <i>grammar</i> (verb tenses, subject/verb agreement, article use, etc.)					
b. point out errors in <i>spelling</i>					
c. point out errors in <i>punctuation</i>					
d. point out errors in <i>vocabulary choice</i>					
e. point out errors in <i>expressions that do not sound English</i>					

**Directions to Part II:** Answer the following six questions by circling the letter of the appropriate answer. You can circle more than one letter for each question. You can also add other answers in the space provided.

1. **How do you want your writing teacher to indicate errors in your written work?**
  - a. By crossing out what is incorrect and writing the correct word or structure
  - b. By showing where the error is and giving a clue/editing symbol about how to correct it
  - c. By only showing where the error is by for example by underlining it
  - d. By indicating there is an error in the sentence by for example putting a cross in front of the sentence
  - e. By ignoring the errors in grammar, spelling, punctuation, etc. and only paying attention to the ideas expressed.
  - f. By providing general feedback in class on common errors.
  - g. Other (please specify)

For example:

*My teacher asked questions, the answers to which help me correct my errors.*

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2. **If there are many errors in your written work, what do you prefer your writing teacher to do?**
  - a. Correct all errors, major and minor
  - b. Correct errors I consider major, but not the minor ones
  - c. Correct most but not necessarily all of the major errors if there are many of them, but not the minor ones
  - d. Correct only a few of the major errors, but not the minor ones
  - e. Correct all *repeated* errors whether major or minor
  - f. Correct only errors that might interfere with communicating ideas
  - g. Correct no errors and respond only to the ideas expressed
  - h. Other (please specify)

For example:

*My teacher asked me to come to her office and we go over mainly only those errors that interfere with meaning.*

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**3. In general, how carefully do you think you look at the teacher corrections on your written work?**

- a. I read every correction carefully.
- b. I look at some corrections more carefully than at others.
- c. I mainly pay attention to direct corrections given by the teacher.
- d. I mainly pay attention to corrections using clues/editing symbols.
- e. I mainly pay attention to corrections showing where the errors are.
- f. Other (please specify):

For example:

*I read all the corrections quickly.*

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**4. In general, which of the following do you think you consider most important to look at carefully?**

- a. Marks indicating errors in grammar
- b. Marks indicating errors in vocabulary choice
- c. Marks indicating errors in spelling
- d. Marks indicating errors in punctuation
- e. Other (please specify):

For example

*I believe all apply, but I do not take punctuation mistakes seriously.*

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**5. If your teacher requires you to revise your writing, when do you expect her/him to provide error correction?**

- a. On the first draft
  - b. On the second draft
  - c. On the final draft
  - d. On every draft
  - e. On other drafts (please specify):
-

**Directions to Part III:** The following sentence has been responded to in various ways by different teachers. Look over the different possible responses and rate each one. If you think the mark/comment is a very good way to indicate an error on a paper, tick the first column (1). If you think the mark/comment is a very bad way to indicate an error on a paper, tick the last column (5). If you think it is somewhere in between, tick the columns between 1 and 5 that best represents your opinion.

	Very good				Very bad
	1	2	3	4	5
<b>See section in grammar handbook</b>					
1. Since I started studying at university, I <u>make</u> very few friends.					
2. Since I started studying at university, I <u>make</u> very few friends.					
3. Since I started studying at university, I <u>make</u> very few friends.					
<b>have made</b>					
4. Since I started studying at university, I <u>make</u> very few friends.					
<b>I'm sorry to hear it. Why don't you join one of the student clubs available at the university to make more friends?</b>					
5. Since I started studying at university, I <u>make</u> very few friends.					
<b>tense</b>					
6. Since I started studying at university, I <u>make</u> very few friends.					
7. Since I started studying at university, I make very few friends. X					
8. Since I started studying at university, I make very few friends.					

**Directions to Part IV:** In the space provided, please write your response to the following question: Does your teacher provide any error correction techniques to your writing that is not included above?

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Thank you!

## Questionnaire 2

Dear teachers,

I'm conducting a research on error correction in the EFL writing classroom and need your help to get some information about it. The information will be used for writing a paper that will be presented in the 5<sup>th</sup> ASIA TEFL conference in Malaysia in June 2007. I would really appreciate it if you could spend a few minutes of your time answering the following questions. Thank you for your help.

Sisilia S. Halimi  
Lecturer  
Faculty of Humanities  
University of Indonesia

**Directions to Part 1:** Below are some beliefs that some teachers have about providing error corrections on a student's writing. Read each statement and then decide if you (1) Strongly Agree, (2) Agree, (3) Neither Agree nor Disagree, (4) Disagree, or (5) Strongly Disagree. Please tick the appropriate space. There are no right or wrong answers. I am simply interested in your opinions.

	Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	In general, it is important to <i>me</i> that my students have as few errors as possible in their written work.					
2.	In general, it is important to <i>my students</i> that they have as few errors as possible in their written work.					
3.	When responding to the students' written work, a teacher should always:					
	a. point out errors in <i>grammar</i> (verb tenses, subject/verb agreement, article use, etc.)					
	b. point out errors in <i>spelling</i>					
	c. point out errors in <i>punctuation</i>					
	d. point out errors in <i>vocabulary choice</i>					
	e. point out errors in <i>expressions that do not sound English</i>					

**Directions to Part II:** Answer the following six questions by circling the letter of the appropriate answer. You can circle more than one letter for each question. You can also add other answers in the space provided.

**1. How do you usually indicate errors in your students' written work?**

- a. By crossing out what is incorrect and writing the correct word or structure
- b. By showing where the error is and giving a clue/editing symbol about how to correct it
- c. By only showing where the error is by for example by underlining it
- d. By indicating there is an error in the sentence by for example putting a cross in front of the sentence
- e. By ignoring the errors in grammar, spelling, punctuation, etc. and only paying attention to the ideas expressed.
- f. By providing general feedback in class on common errors.
- g. Other (please specify)

For example:

*I asked questions, the answers to which help the students correct their errors.*

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**2. If there are many errors in a student written work, what do you usually do?**

- a. Correct all errors, major and minor
- b. Correct errors I consider major, but not the minor ones
- c. Correct most but not necessarily all of the major errors if there are many of them, but not the minor ones
- d. Correct only a few of the major errors, but not the minor ones
- e. Correct all *repeated* errors whether major or minor
- f. Correct only errors that might interfere with communicating ideas
- g. Correct no errors and respond only to the ideas expressed
- h. Other (please specify)

For example:

*I asked the student to come to my office and we go over mainly only those errors that interfere with meaning.*

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**3. In general, how carefully do you think your students look at the teacher corrections on their written work?**

- a. They read every correction carefully.
- b. They look at some corrections more carefully than at others.
- c. They mainly pay attention to direct corrections given by the teacher.
- d. They mainly pay attention to corrections using clues/editing symbols.
- e. They mainly pay attention to corrections showing where the errors are.
- f. Other (please specify):

For example:

*They read all the corrections quickly.*

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4. In general, which of the following do you think your students consider most important to look at carefully?

- a. Marks indicating errors in grammar
- b. Marks indicating errors in vocabulary choice
- c. Marks indicating errors in spelling
- d. Marks indicating errors in punctuation
- e. Other (please specify):

For example:


*I believe all apply, but students may not take punctuation mistakes seriously.*

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5. If you require your students to revise their writing when do you provide error correction?

- f. On the first draft
  - g. On the second draft
  - h. On the final draft
  - i. On every draft
  - j. On other drafts (please specify):
- 

**Directions to Part III:** The following sentence has been responded to in various ways by different teachers. Look over the different possible responses and rate each one. If you think the mark/comment is a very good way to indicate an error on a paper, tick the first column (1). If you think the mark/comment is a very bad way to indicate an error on a paper, tick the last column (5). If you think it is somewhere in between, tick the columns between 1 and 5 that best represents your opinion.

	Very good				Very bad
	1	2	3	4	5
<b>See section in grammar handbook</b>					
1. Since I started studying at university, I <u>make</u> very few friends.					
2. Since I started studying at university, I <u>make</u> very few friends.					
 3. Since I started studying at university, I <u>make</u> very few friends.					
<b>have made</b>					
4. Since I started studying at university, I <u>make</u> very few friends.					
<b>I'm sorry to hear it. Why don't you join one of the student clubs available at the university to make more friends?</b>					
5. Since I started studying at university, I <u>make</u> very few friends.					
<b>tense</b>					
6. Since I started studying at university, I <u>make</u> very few friends.					

	Very good				Very bad
	1	2	3	4	5
7. Since I started studying at university, I make very few friends. X					
8. Since I started studying at university, I make very few friends.					

**Directions to Part IV:** In the space provided, please write your response to the following question: Do you use any other error correction techniques to correct student writing that are not included above?

---

Thank you!



## APPENDIX 2

## Results of Teachers' Questionnaires

## Part I

Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. In general, it is important to <i>me</i> that my students have as few errors as possible in their written work.	3	40	6		
2. In general, it is important to <i>my students</i> that they have as few errors as possible in their written work.		45	2	2	
3. When responding to the students' written work, a teacher should always:					
a. point out errors in <i>grammar</i> (verb tenses, subject/verb agreement, article use, etc.)	3	43	3		
b. point out errors in <i>spelling</i>	1	41	5	2	
c. point out errors in <i>punctuation</i>	1	39	8	1	
d. point out errors in <i>vocabulary choice</i>		40	4	5	
e. point out errors in <i>expressions that do not sound English</i>	1	40	8		

**Part II**

- |   |    |
|---|----|
| <b>1. How do you usually indicate errors in students' written work?</b>   |    |
| a. By crossing out what is incorrect and writing the correct word or structure  | 31 |
| b. By showing where the error is and giving a clue/ editing symbol about how to correct it                            | 32 |
| c. By only showing where the error is by for example by underlining it  | 9  |
| d. By indicating there is an error in the sentence by for example putting a cross in front of the sentence            | 13 |
| e. By ignoring the errors in grammar, spelling, punctuation, etc. and only paying attention to the ideas expressed.   | 10 |
| f. By providing general feedback in class on common errors.   | 33 |
| g. Other (please specify):  | 2  |
| By asking the students to see me in my office   |    |
| By asking their friends to correct the errors   |    |
| <b>2. If there are many errors in a student written work, what do you usually do?</b>                                 |    |
| a. Correct all errors, major and minor  | 20 |
| b. Correct errors I consider major, but not the minor ones  | 27 |
| c. Correct most but not necessarily all of the major errors if there are many of them, but not the minor ones         | 28 |
| d. Correct only a few of the major errors, but not the minor ones   | 5  |
| e. Correct all <i>repeated</i> errors whether major or minor  | 25 |
| f. Correct only errors that might interfere with communicating ideas  | 19 |
| g. Correct no errors and respond only to the ideas expressed  | 10 |
| h. Other (please specify)   | -  |
| <b>3. In general, how carefully do you think your students look at the teacher corrections on their written work?</b> |    |
| a. They read every correction carefully.  | 15 |
| b. They look at some corrections more carefully than at others.   | 13 |
| c. They mainly pay attention to direct corrections given by the teacher.  | 38 |
| d. They mainly pay attention to corrections using clues/ editing symbols.   | 30 |
| e. They mainly pay attention to corrections showing where the errors are.   | 29 |
| f. Other (please specify):  | -  |
| <b>4. In general, which of the following do you think your students consider most important to look at carefully?</b> |    |
| a. Marks indicating errors in grammar   | 45 |
| b. Marks indicating errors in vocabulary choice   | 39 |
| c. Marks indicating errors in spelling  | 40 |
| d. Marks indicating errors in punctuation   | 38 |
| e. Other (please specify):  | -  |
| <b>5. If you require your students to revise their writing when do you provide error correction?</b>                  |    |
| a. On the first draft   | 16 |
| b. On the second draft  | 11 |
| c. On the final draft   | 9  |
| d. On every draft   | 13 |
| e. On other drafts (please specify):  | -  |

## Part III

	Very good				Very bad
	1	2	3	4	5
<b>See section in grammar handbook</b>					
1. Since I started studying at university, I <u>make</u> very few friends.		20	11	23	5
2. Since I started studying at the university, I <u>make</u> very few friends.	1	20		21	2
3. Since I started studying at university, I <u>make</u> very few friends.	2	33	10	4	
<b>have made</b>					
4. Since I started studying at university, I <u>make</u> very few friends.	1	32	5	11	
<b>I'm sorry to hear it. Why don't you join one of the student clubs available at the university to make more friends?</b>					
5. Since I started studying at university, I <u>make</u> very few friends.			13	30	6
<b>tense</b>					
6. Since I started studying at university, I <u>make</u> very few friends.	1	35	6	5	
7. Since I started studying at university, I make very few friends. X		5	12	33	5
8. Since I started studying at university, I make very few friends.		6	4	34	5

## Part IV

<i>Peer correction</i>	: 12
<i>Individual conference</i>	: 6
<i>Circle the error</i>	: 5
<i>Discuss the problems with members of their group</i>	: 5

## Results of Students' Questionnaires

### Part I

Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. In general, it is important to <i>me</i> that I have as few errors as possible in their written work.	3	140	15		
2. In general, it is important to <i>my teacher</i> that they have as few errors as possible in their written work.	8	120	25	5	
3. When responding to the students' written work, a teacher should always:					
a. point out errors in <i>grammar</i> (verb tenses, subject/verb agreement, article use, etc.)	7	142	9		
b. point out errors in <i>spelling</i>	5	140	13		
c. point out errors in <i>punctuation</i>		135			
d. point out errors in <i>vocabulary choice</i>	5	100	53		
e. point out errors in <i>expressions that do not sound English</i>		125	25	8	

### Part II

1. **How does your teacher usually indicate errors in your written work?**
  - a. By crossing out what is incorrect and writing the correct word or structure 104
  - b. By showing where the error is and giving a clue/editing symbol about how to correct it 95
  - c. By only showing where the error is by for example by underlining it 32
  - d. By indicating there is an error in the sentence by for example putting a cross in front of the sentence 32
  - e. By ignoring the errors in grammar, spelling, punctuation, etc. and only paying attention to the ideas expressed. 32
  - f. By providing general feedback in class on common errors. 70
  - g. Other (please specify): -

- 2. If there are many errors in your written work, what do you prefer your writing teacher to do?**
- |   |    |
|---|----|
| a. Correct all errors, major and minor  | 93 |
| b. Correct errors I consider major, but not the minor ones  | 30 |
| c. Correct most but not necessarily all of the major errors if there are many of them, but not the minor ones | 67 |
| d. Correct only a few of the major errors, but not the minor ones   | 15 |
| e. Correct all <i>repeated</i> errors whether major or minor  | 89 |
| f. Correct only errors that might interfere with communicating ideas  | 45 |
| g. Correct no errors and respond only to the ideas expressed  | 12 |
| h. Other (please specify)   | 3  |
- Ask me to see him/her*  
*Ask my friend to help me correct my errors*
- 3. In general, how carefully do you think you look at the teacher corrections on your written work?**
- |  |     |
|--|-----|
| a. I read every correction carefully.                                  | 100 |
| b. I look at some corrections more carefully than at others.           | 75  |
| c. I mainly pay attention to direct corrections given by the teacher.  | 145 |
| d. I mainly pay attention to corrections using clues/editing symbols.  | 89  |
| e. I mainly pay attention to corrections showing where the errors are. | 24  |
| f. Other (please specify):   | -   |
- 4. In general, which of the following do you think you consider most important to look at carefully?**
- |   |     |
|---|-----|
| a. Marks indicating errors in grammar           | 120 |
| b. Marks indicating errors in vocabulary choice | 67  |
| c. Marks indicating errors in spelling          | 125 |
| d. Marks indicating errors in punctuation       | 99  |
| e. Other (please specify):                      | -   |
- 5. If your teacher requires you to revise your writing when do you expect her/him to provide error correction?**
- |                                      |     |
|--------------------------------------|-----|
| a. On the first draft                | 15  |
| b. On the second draft               | 3   |
| c. On the final draft                | 28  |
| d. On every draft                    | 112 |
| e. On other drafts (please specify): | -   |

**Part III**

	Very good				Very bad
	1	2	3	4	5
<b>See section in grammar handbook</b>					
1. Since I started studying at university, I <u>make</u> very few friends.		67	35	56	
2. Since I started studying at the university, I <u>make</u> very few friends.			25	78	55
3. Since I started studying at university, I <u>make</u> very few friends.	6	105	37	10	
<b>have made</b>					
4. Since I started studying at university, I <u>make</u> very few friends.	10	110	30	8	
<b>I'm sorry to hear it. Why don't you join one of the student clubs available at the university to make more friends?</b>					
5. Since I started studying at university, I <u>make</u> very few friends.			45	80	33
<b>tense</b>					
6. Since I started studying at university, I <u>make</u> very few friends.	3	114	41		
7. Since I started studying at university, I make very few friends. X			36	98	24
8. Since I started studying at university, I make very few friends.			5	23	130

**Part IV**

<i>My friend correct the errors</i>	: 12
<i>Group work</i>	: 14
<i>Using computer</i>	: 13