

ERROR CORRECTION IN ENGLISH COMPOSITION CLASS:

A COMPARATIVE STUDY OF

BANGLA MEDIUM AND ENGLISH MEDIUM SCHOOL

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BANGLA MEDIUM AND ENGLISH MEDIUM SCHOOL**

A Thesis

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by

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**This paper is dedicated to all my teachers for their valuable
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Abstract

In Bangladesh, both the Bangla medium schools and English medium schools follow different methods, different approaches and also follow different strategies for teaching the target language. The hypothesis of this paper is- Error has some positive and also some negative effect on the learners but this depends on the types and techniques of correcting students' errors. Both the teacher and the students play a very important role for the issue of error correction. For this, the researcher collected the data from both the students and the teachers. The researcher has designed same type of questions for both the teachers and the students. The researcher also made a comparative study by analyzing data from one Bangla medium school and from one English medium school. The students were from class III and the teachers were English teachers. After analyzing the findings, the hypothesis has been proven true and the researcher also found that the teachers follow different methods and techniques for both Bangla medium and English medium school.

Declaration

This thesis is a result of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Chapter 1

Introduction

Learning a second language needs some reinforcement which motivate the second language learners, lessens the fear and anxiety of them and which ultimately results in a successful learning. Most of the L2 learners regard writing skill in the target language as a fearsome and embarrassing. However, in Bangladesh, this trend is also found among the both Bangla and English medium students. Whatsoever, the most obvious and observable fact behind this students' belief is the lack of confidence with their writing standard. Students are very much anxious with their error made in writing. This anxiousness affects on the total process of learning a second language of an L2 learner. So, there needs an effective feedback to eliminate students' nervousness in writing the second language. Feedback in many cases has a positive impact on learning a second language. As, genuinely, Harmer (2001) entitles that "...feedback is part of a learning process (112). However, reducing or correcting the error in writing has occupied a great concern for both the second language teachers and students. However, there is an interconnection between the students' error and teachers' approaches to correct it. On the one hand, the types of error made by students may be different from each other while, on the other hand, teachers should adopt distinguished but effective method for correcting these students' errors. Teachers should undoubtedly take an efficient technique to correct their students' errors. Otherwise, lack of appropriate initiative by teachers or indifference to correct students' error may turn into fossilization of errors among the students.

Chapter 2

Literature Review

The concept of error correction is controversial for learning the target language. There are different types and techniques of error correction. However, the effectiveness of these different types and techniques vary according to the type of correction. By analyzing different authors' notions, views and opinions on error correction, the researcher is going to divide the literature review into four parts. In the first part, the researcher discusses the definition of error correction and also different theories and methods of ELT. However, the second part will consist of effectiveness of error correction while in the third part the researcher will focus on different types and different techniques of error correction. Finally, in the last part the researcher discusses the controversial issues and also some suggestions regarding error correction.

2.1. Error Correction

Different researchers delineate error correction in different ways. According to Kroll (2001), error correction is something that “teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity” (as cited in Basu, 2006 p.164). It refers to “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance” (Panova and Lyster, 2002, p.574). That means error correction is the response of the teacher for the improvement of the students' learning. John Hattie and Helen Timperley give a model of feedback in enhancing learning:

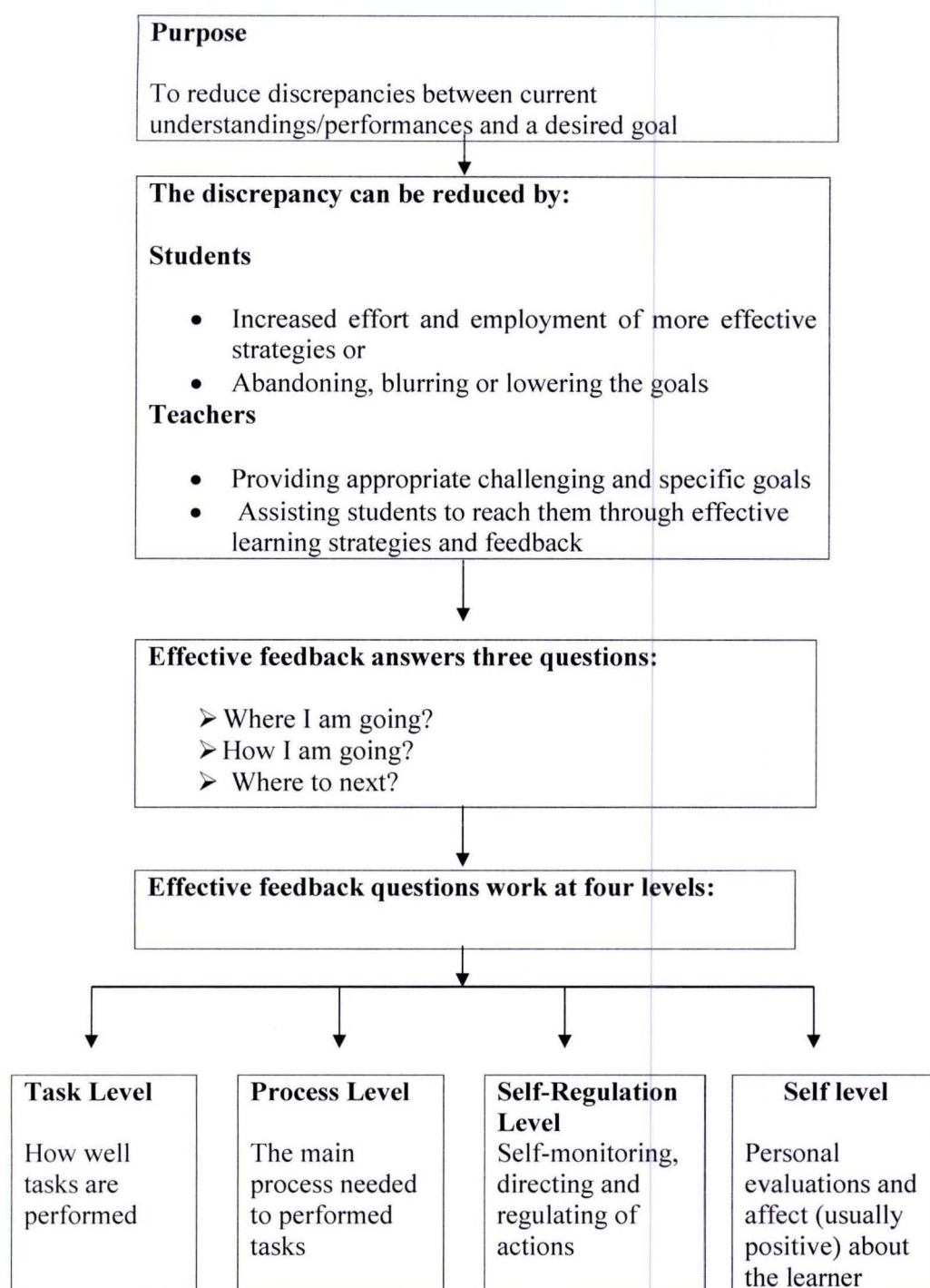


Figure 1: A model of feedback in enhance learning

Feedback itself is a task. To perform this task Hattie and Timperley(2007) has made this model of feedback. However, according to the above model it is clear that the aim of feedback in writing is to improve students' efficiency in writing. The teacher can fix this goal and therefore, helps the students to improve their efficiency in writing by giving an effective feedback. However, an effective feedback is supposed to answer three questions. First one is, "where I am going?" refers to the goal of giving feedback. The second one is, "How I am going?" that means which type of feedback is effective for the individual learner. And the third one is, "Where to next?" which means after deciding the effective technique for correcting students' errors does the student need something more care from the teacher. Whatever, we find the answers of these questions at four different levels. "Task Level" is the very first stage where the students mainly fix their goal with the help of the teacher. In the second stage which is "Process Level" students mainly take preparation about how well the tasks can be performed. However, in the next level which is named as "Self-regulation level", students monitor, direct, and regulate their actions toward the learning goal. And, in the last level the students can evaluate themselves which modify their learning. However, the effectiveness of the feedback only comes when the three aforementioned questions work together in the four levels and reduce the gap between students' goal in writing and their initiatives to achieve that goal. As, Sadler (1989) believed that feedback "... is closing the gap between where students are and where they are aiming to be that leads to the power of feedback" (as cited in Hattie and Timperley, 2007, p. 86-96).

2.1.1. Different Methods of ELT:

Grammar-Translation method: Grammar –Translation method which was known as Classical method mainly focused on the grammar rules and vocabulary of the target language. In this method the students learn grammar deductively, that means they learn the rules first and then they use the rules in the target language. This method mainly focuses on students' reading and writing skills. It is considered very important for the linguistic correctness. The teacher decides whether the answer is correct or not. If the student does not know the correct answer the teacher selects a different student to give the correct answer. If anyone cannot give the correct answer the teacher herself give the correct answer (Larsen-Freeman, 2004, p.11-19).

Audio-Lingual Method: According to Harmer (2001), "Audio-lingual methodology owed its existence to the Behaviorist models of learning". Students learn the target language through habit formation (p.79). Larsen-Freeman (2004) also added something to this; he said that in this method students' successful responses are positively reinforced, when the give the correct answer the teacher says 'Very good' (p.43-45).

Communicative Language Teaching: According to Harmer (2001), "The Communicative approach or Communicative Language Teaching (CLT) - is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach". The aspect of 'what to teach' stressed on the function of language and 'how to teach aspect' of the communicative approach stressed to the idea that 'language learning will take care of itself' (p.84). This is an approach where a teacher sets up a real life situation and

the students use language by using appropriate forms and functions with the situation. The students may know the rules of linguistic terms but they cannot apply those rules in language. This approach helps the learners to use those linguistic terms appropriately according to the real life situation. This is basically a student centered class where the teacher only creates a situation and the students use language with their real life experience (Chowdhury, 2003, p. 286). Canale and Swain (1980), identified four communicative competence in learning the target language. These are:

- Grammatical competence: Chomsky also calls it as a “Linguistic competence”. This competence basically focuses the learners’ grammatical and lexical capacity.
- Sociolinguistic competence: It refers to use students’ ability to use language in particular social context.
- Discourse competence: It refers to the ability to make connection between the meaning of the text and the students’ interpretation.
- Strategic competence: It refers to the students’ ability to use different strategies to use language in every situation that the teacher creates.

(Richards and Rodgers, 2001, p.160)

The use of CLT in Bangladesh: Although this method was first used in late 1960s in the realm of ELT but in Bangladesh it was first introduced around 1998 in Secondary classroom before that GTM was used in the classroom (Siddique, 2004, para. 4). After starting using the method of CLT in Bangladesh there came a change in teaching materials with the newly designed *English For Today*. But with the change of the old traditional method of learning and also the newly designed text book the teachers and the students are facing many difficulties. For the teacher in Bangladesh it is quite

difficult to espouse this new method with their 'traditional beliefs, negative attitudes and lack of proper training'. Basanta (1996) said that, even 'super teacher' find it difficult (as cited in Sinha, 1999, para.5). Sinha conducted a study among fifty teachers from secondary and higher secondary levels and they were doing a teacher training course at NAEM. The intention of the study was to find out the problem that the teachers faced with the introduction of CLT and the new textbook. From the study Sinha(1999) found teacher negative attitude regarding the use of CLT in the classroom. The reasons behind this are:

- Psychological factors such as lack of motivation, enormous demand on the teachers, new text, unfamiliar, techniques, and teacher-student ratio create unpleasant feeling among our teachers.
- Socio-cultural variables like teachers' beliefs and expectations regarding teaching, their preferred teaching style, their belief on the traditional role of the teachers.
- Educational institutions such as lack of trained and efficient teachers, big class size, lack of logistic support are significant variables that largely determine the level of teaching.

These factors have tremendous negative effect on the teachers for using CLT in the classroom in Bangladesh (para 9).

2.1.2 Theories of learning:

Vygotsky's Social Constructivist Theory: According to Vygotsky(1978) , the intellectual development of a child is a function of human communities rather than individuals. His theory assures that a child develops his learning through interaction with the adults or the more competitive peers. He states that, "every function in the

child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)". So the transformation and internalization process of information occurs into two levels:

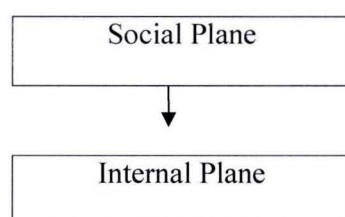


Figure 2: *Transformation and internalization process of information*

In the first level, the child observes thing from the environment and tries to imitate with the help of adults and parents guidance. In the second step the child becomes more competent and language is presented in the mind as thought or inner speech. That means a child's mental development first occurs from environment and then moves to individual plane. Without the help of adults and parents guidance, learning cannot take place (Marin, 2009, 214).

Vygotsky's Zone of proximal development, points out that cognitive development results from a dialectical process whereby a child learns either through problem-solving experiences shared with someone else, usually a parent or teacher but sometimes a sibling or peer or through independent problem solving. Zone of proximal development is in Vygotsky's word, "the distance between the actual developmental levels as determined by independent problem solving under adult guidance or in collaboration with more capable peers. "So it can be said that ZPD

bridges the gap between things that can be done with little support and things that can be done with much support (Marin, 2009, 214).

From Vygotsky's theory we can understand that language learning is something that a student can learn with the help of others like their teacher or their peer. So correcting students' errors is the part of language learning (as cited in Herrera, 2002, p. 8).

Behaviourist Theory: The think-tanks of Behaviourist theory belief that, environment plays an important role of learning a language. A child learns everything from the environment through positive and negative enforcement. For an example, a child says (dada) seeing his farther and his father smiles. Through his smile the father shows his approval, thus the child may learn to say (dada) whenever he sees his father. By a process of "stimulus generalization" the child may use (dada) when he sees all the men but when he gets negative responses then the child may learn to limit the expression simply to his own father (Cruttenden, 1979, p.103). In Pavlov (1927) Experiment it was shown that dogs, which generally salivate when they see the meat, can be made to salivate when they hear a tuning of the fork. The dogs have been taught that when they hear a tuning of the fork they have to salivate. As a consequences, when they hear the tune of the fork they start to salivate. So, Cruttenden (1979) has affirmed that "a child learns everything from the environment through positive or negative enforcement" (as cited in Cruttenden, 1979, p.103).

2.1.3. Students' Educational Level and Error Correction:

In the book *The Teacher's Manual* for German, Level One, prepared by the Modern Language Materials Development Center (1961), it is mentioned that the teacher should correct students' errors immediately and the students are not permitted to

correct their own mistakes. It is the teachers' responsibility to correct the students and it is much more effective for the beginning level of students when they are more dependent on their teacher for achieving their goal (as cited in Hendrickson 1978, p. 388). According to Lightbown and Spada, the teacher should give emphasis on different types of errors according to the students' level of accuracy (as cited in Dekeyser, 1993, p.504). Otherwise students can make the errors again and again.

2.1.4. Fossilized errors:

There are some errors that the students do make again and again. These types of errors are called "fossilized errors". According to ESL term 'fossilized errors' means, "When an error becomes a habit of speech in a second language learner. This happens especially when the error does not interfere with communication, and hence, the speaker does not get corrective feedback." There are some reasons behind the errors that are fossilized. These are:

- Because of L1 interference or due to interlanguages development;
- Due to lack of correction;
- When there is a connection between interlanguage and errors;
- Sometimes some errors come from previous stages of learning because of lack of correction;
- Lack of motivation to correct oneself;
- Sometimes the students are fully dependent on "teachers' correction" which increases the chance of fossilization of the errors.

(Wei, 2008, p.128-130)

It is very important for the learners' to correct all the errors. The teacher can follow some strategies for these types of errors. Hendrickson (1980) give seven activities for the teachers' to correct students errors. These are:

- The teacher can use a master chart for analyzing individual student's types of errors. So that teacher can decide which errors should receive high, medium or low priority for correction.
- The teacher can motivate the student for self correction before submitting their writings.
- The teacher can also give some sentences or a paragraph containing the errors that they are making frequently and ask the students to locate and correct them.
- The teacher can also discuss with the individual students to discover why they are making same mistakes again and again in the very initial step. So that they do not repeat those errors again.
- The can supply the students' a comment concerning tap record. This is a "highly personalized approach" for correcting students' high frequency errors.
- The teacher can apply communicative drill for the vocabulary items that are most difficult for the students to memorize.
- Pair work is also effective for the students' because while correcting their pair's error they can correct their own mistakes.

(Hendrickson, 1980, p. 220)

According to Gray (2004), "If the teachers do not correct their students' grammatical mistakes, 'fossilization' will occur, and it will become very difficult to later eliminate these errors" (as cited in Basu, 2006, p.165).

2.2. Effectiveness of Error correction

Making errors is a natural phenomenon when the students try to learn any new skill. Sultana (2009) said that, "Errors are no longer looked at as a result of 'no learning' rather it is viewed as the 'outcome of natural development' in language learning" (p.11). But they can learn new things from their mistakes when they get effective feedback (Hendrickson, 1978, p.388). However, Allwright (1975) speculated that error correction is effective for learning the target language because it provides effective information and knowledge for learning the target language. Furthermore, Ferris (2004) suggested that "The presence of error feedback may be beneficial and its absence may be harmful" (as cited in Basu, 2006, p. 167). The teacher not only gives feedback for correcting a student's errors but also help the students' for improving their skills in the target language (Harmer, 2001, p.99). Ferris (2002) also has suggested that students "need distinct and additional intervention from their writing teachers to make up their deficits and develop strategies for finding, correcting, and avoiding errors" (as cited in Herrera, 2002, p.4).

For supporting the effectiveness many researchers conducted different studies. For example; Bitchener and Knoch (2008) conducted ten month longitudinal investigation among ESL students of 52 universities in New Zealand. However, the investigation was divided into pre-test, immediate post-test, and three delayed post-tests. After ten months investigation they found that those students who received feedback performed better than those who did not receive feedback from the teacher in all four tests (as cited in Herrera, 2002, p.22). Ashwell (2000), Fathman and Whalley (1990), and Ferris and Roberts (2001) also did work on corrective/non corrective comparison

among the students. They divided the students into two groups where one group received feedback and another group did not get feed back. Whatever, "All the three studies show the effectiveness of doing correction" (Gue'nette, 2007, p.43) in improving L2 students' English writing.

2.2.1 Types of Error Correction

Then it comes to the effective type of error correction. There are many types of error correction in L2 writing skill. However, different types of error correction have different effectiveness on students' learning writing skill. In According to Ferris (2002), correcting students' error is effective when it "focuses on patterns of error, allowing teachers and students to attend to, say, two or three major error types at a time, rather than dozens of disparate errors" (as cited in Lee, 2003, p.156). The effectiveness of error correction varies with whom the error is being corrected should be the first issue before correcting students' errors. If we consider this issue related to feedback then there are three types of feedback.

The first one is "Teacher feedback". In most of the classes it is the teachers' responsibility to correct all the errors of the learners. A teacher can also give explanations, descriptions and also verifying learners' hypothesis about the target language (as cited in Hendrickson, 1978, p. 395). Ferris (2004) said that, students are not always able to judge their own writings (as cited in Basu, 2006, p.176). Lee (2005) investigated perception, belief and attitude towards the error correction among L2 learners and he found that they preferred that their teacher should correct their mistakes. However, it is because the teachers are more competent and they are more

knowledgeable than the students. Another thing is that the students do not feel confident to correct their own mistakes (as cited in Herrera, 2002, p.27). Moreover it is not always effective for the students that the teacher always correct their errors, the teacher can act just a 'facilitator' as a consequences they can be engaged in the process of correcting their errors (Sultana, 2009, p.11). Zamel(1985), also criticized teachers' feedback. He said that teachers' feedback is "unspecific, incomprehensible, contradictory, inconsistent, meaningless, vague, over general, abstract, formulaic and idiosyncratic" (as cited in Rollinson, 2005, p.25). Zheng(2007) conducted a study and his study found that teachers' feedback have negative impacts on the students for learning the target language (p.25).

The second one is "Peer feedback". A student can also correct his/her peer's copy and it is more effective for grammatical errors than lexical errors. Peer feedback helps the learners to gather new ideas, different strategies and different structures of learning. Sultana (2009) also added something to this. She said that, "Peer correction is implemented in classrooms to enhance learner autonomy, cooperation, interaction and involvement" (p.12). However, peer correction helps the learners to develop their critical thinking skills, editing skills and also to improve their writing skills (Ferdous, 2011 p.109). Witbeck (1976) finds out that peer correction helps an individual to write more accurately and also create a better classroom atmosphere for learning the correctional aspects of composition (as cited in Hendrickson, 1978, p.396). To find out that whether the peer feedback is effective for the students of Bangladesh, Sultana (2009) conducted a study among 43 students and she found that only 20% students supported peer feedback on the contrary 80% students did not find any positive side

for doing peer feedback. The reasons that the students gave behind not supporting peer feedback are:

- ✓ Their friends do not know better than their teacher.
- ✓ Their friends are as much knowledgeable as them.
- ✓ Their friends can also make mistakes.

(Sultana, 2009, p. 15).

Rollinson (1998), conducted a study in Japan and from his study he found that peers could give very effective feedback and 80% of the feedbacks that came from their peers were highly effective (as cited in Rollinson, 2005, p.24). So peer feedback can be effective for the students of other countries, but not for the students of Bangladesh.

The third one is "Self correction". It is also effective for the learners. If the learners discover their own errors and also find out the explanation, then it will help them to memorize these mistakes in their long-term memories (Hendrickson, 1978, p.389).

2.2.2 Techniques of Error Correction

There are different techniques of correcting students' errors. Among the two most popular techniques are, direct feedback, and indirect feedback. The first one is direct feedback, in which the teachers mark all the errors, gives correction and also explanation. The second one is indirect feedback, in which the teachers only mark the errors by underling or by making circle on the errors (as cited in Lee, 2003, p.154).). In this technique the teacher can simply underline in the misspelled words or make question mark on the confusing phrase or can give an inserting arrow to indicate the missing words. The learner can use the dictionary or grammar book to correct their own mistakes. After correcting their own mistakes they should recheck their copies

from their teacher. The effective side of this technique is, when they use dictionary or grammar book to find out the correct form of the word they can learn many new thing from their own (Hendrickson, 1978, p.394-95). According to different authors the effect of direct and indirect feedback in second language learning is a conflicting issue. For some researchers, the indirect feedback is more effective for the learners. Because it forces the learners to connect in 'guided learning and problem solving' and helps them to be an independent self editor (Basu, 2006, p.168). Ferris (2003) Frantzen (1995) and Lalande (1982) studied on this issue and they found that indirect feedback is most effective for the students' long term writing development because it involves students' engagement and attention on forms and problems of writings (as cited in Lee, 2003, p.155). Frodesen also thinks that indirect feedback is more effective in compare with direct feedback (as cited in Basu, 2006, p.168). It helps the learners to reduce their errors over time in compare of those who received the direct feedback (Hyland, 2006 p. 83). Direct feedback is effective for the beginning level of students and also in those cases where the students are not able to do the self correction (as cited in Lee, 2003, p.155). But the thing is if these two types of feedback can be applied together in "hybrid" fashion it can be more effective for the learner to learn the target language (Hendrickson, 1980, p.219).

Hendrickson (1978) give some more technique for correcting students' errors. These are:

- The first technique that he mentions is making an error chart. The teacher can use an error chart where they file all the errors according to the most frequent errors, less frequents errors or the most important errors and less important

errors etc. Making an error chart is not only important for analytical purposes but it also helps the learner to use as an instructional material for learning the target language.

- Another technique is the teacher first recognizes the error, writes the type of error and with the help of those error corrections, the student finds out all the similar errors and corrects them.
- There is also a different technique in which the teacher can use different color pens and distinguish the errors with these color pens. For an example, for the most important errors the teacher can use red pen and for the less important errors the teacher can use green pen.

(Hendrickson, 1978, p.394-95)

Winngfield (1975) also lists five different techniques of error correction. These are:

1. The teacher can give proper amount of clues so that the students' can correct their own mistakes.
2. The teacher can also correct the learners' errors.
3. For the errors the teacher can give comments and also write footnotes.
4. The teacher explains each of the student's mistakes orally.
5. The teacher can also explain the errors in the class.

There are also two different approaches of correcting students' errors. One is unfocused approach where the teacher focused on all the errors and another one is focused where the teacher focused on one specific category of error. Focused approach is more effective for the learners because it focuses on specific linguistic of learning the target language. According to cognitive theory "learners are more likely to attend to corrections directed to a single error types and more likely to develop a

clearer understanding of the error and the correction needed” (as cited in Herrera, 2002, p.21). Sheena (2007), found that when a teacher focuses on one specific type of errors it will help the students to develop their level of accuracy in the target language (as cited in Amrihan and Nassaji, 2010 p.95). But the teacher should correct marginal level of errors from the standard level of target language. However, tolerating some level of errors motivates the learner to learn the target language. It is because when the learner becomes concerned of each of their mistakes then they cannot be able to learn new things. George believes that correcting each of the errors not only a wastage of time but also it is not always effective for the learners. It is the teacher’s responsibility which errors are corrected first and which errors are left without correction (Hendrickson, 1978, p. 390).

Error correction in writing is largely unexplored area in Hong Kong. For this reason Icy Lee (2003) conducted a study with 58 teachers. They were invited to correct students’ mistake to find out which strategy they should adopt for correcting students’ mistakes. Whatever, the topic of the writing was “Try to find out the environmental problems in Shek O on the picnic day. Then write a letter of complain about these problems to the Director of the Environmental Protection Department” and it was 181 words essay. In that essay 19 errors were identified. From the correction Lee gives emphasis on three issues; one is comprehensive versus selective feedback, second one is, direct versus indirect feedback and the third one is, accuracy of teachers’ error feedback. From Lee’s study we can find that although selective error feedback is recommended in the local English syllabus but the teachers in Hong Kong prefer comprehensive error correction and they also think that direct feedback is more effective for the students (Lee, 2003, p. 157-167).

There are different techniques of correcting learners' errors but it varies from learner to learner and it is the teachers' duty to choose which technique is appropriate for whom (Hendrickson, 1978, p.394-95). For this reason when correcting a learner's errors, the teacher should be concerned about the learner's goals, their proficiency level and the types of errors (Hendrickson, 1980, p.219). The teacher should be concerned about four important factors for deciding which errors to correct and how to correct them. First one is the learner's purpose of learning the target language. Second is, the teacher should be aware of the students' level of proficiency. Third is, the teacher should be aware of the types of errors and also the high frequency errors. The teacher should also be aware that how these two factors relate to student's writing goals. The fourth one which is more critical factor is learner's attitude towards the nature of the error and also the correction technique of the errors. According to Carroll, "Willingness to use a foreign language and to make errors is one characteristic of a successful language learner" (as cited in Hendrickson, 1980, p.217).

2. 3. Controversy around Error Correction

In early 1970s, researchers raised questions on the value of error correction in learning the target language whether it is effective or not. Some early researchers like; Hendrickson, 1977, 1980; Hillocks, 1982; Lalande, 1982; Robb et al., 1986; Semke, 1984, find error correction ineffective (as cited in Amrehin and Nassaji, 2010, p.96). Truscott finds no positive side of error correction for learning the target language. He also claimed that affect of error feedback is ineffective and also harmful for the

students. It is because teachers' feedback is incomplete, inconsistent and is not accurate. Gray (2004) claimed that,

Veteran teachers know there is little connection between correction and learning: often a student will repeat the same mistake over and over again, even after being corrected many times. When it occurs, it is tempting for the teacher to say the student is not attentive or lazy: however, the pervasiveness of the phenomenon, even with successful students, argues against any such explanation. Rather the teacher should conclude that correction simply is no effective. (as cited in Basu, 2006, p.165).

Furthermore, Truscott also claims that though with the help of the teacher a student can do better but this does not mean that they will do better in their future (as cited in Gue'nette, 2007, p.43). Another thing is that the teacher's correct students' error for error free writing, but it is almost unrealistic to expect error free writing from the L2 writers (as cited in Lee, 2003, p.156).

Though error correction is sometimes ineffective for the students but if the teachers follow some effective strategies then it might be effective for the students for learning the target language. Lyster and Ranta (1997) conducted a study in Canada, and from their findings we can find four strategies to correct students' errors. These are:

- Considering the context: Before correcting students' errors the teacher should consider in which context the students are making errors. Students in early age need to encourage for learning. At that level the teacher should apply different technique for correcting their errors.
- Becoming aware of students' current practices: Before correcting students' errors a teacher should aware of how they correct students' errors.
- Practice a variety of feedback technique: Before correcting students' errors the teacher should make practice of different types and techniques of error correction.

Thus, they can understand which type of error correction is effective in different learning context.

- Focus on the learner: The teacher should also concern on the different types of learners and their learning styles (as cited in Tedick, 1998, par.13).

However, feedback is effective when it is analytical, suggestive and to come at a time when the students are interested in it. The main thing is that from the feedback they can learn something (Naeini, 2008, p.122) .

Chapter 3

Research Design

3.1 Objective

To find out which types and techniques of error correction are effective for the students for improving their writing in the target language.

3.2 Research Questions

1. What type of error correction the students/teachers like the most?
2. Does the effectiveness of error correction vary according to the type of error?
3. Does the effectiveness vary according to the different technique of error correction?
4. Is the error correction always helpful for the students in learning the target language or can it be also ineffective for the learners?
5. What impact does error correction in writing have on Bangla medium students and English medium students?

3.3 Significance of the Research

The teacher corrects students' mistakes so that they can learn something from their correction. But it is not always fruitful for the students. It is because the effect of feedback varies according to the type of learner, the type of feedback etc. Another thing is that in Bangladesh the Bangla medium schools and English medium schools follow different methods for correcting students' errors. The significance of my research is to find out the effective type of error correction with a comparison between Bangla medium and English medium schools.

3.4 Participants

The study was conducted between the teachers and the students. The teachers and the students were from both a Bangla medium and an English medium school.

3.4.1. Students

The study involved 48 students from Bangla medium schools and 43 students of class three from English medium schools. For the Bangla medium students I had to translate the questions into Bangla while distributing the questionnaire.

3.4.2. Teachers

For my study I selected those teachers who teach English to primary level students. The study involved 11 teachers from a Bangla medium school and 9 teachers from an English medium school. All the teachers were experienced teacher and they are mainly English teacher.

3.5. Procedure

3.5.1 Questionnaire

Questionnaires with 5 Multiple Choice Questions (MCQs) for students and 6 Multiple Choice Questions (MCQs) and were given to the students and the teacher to investigate their ideas about the effect of error correction. I basically apply the method of same types of questions for both the teacher and the student to find out the Teachers' and students' opinions about error correction.

3.6 Method of Analysis

The methodology used in this paper includes:

1. Students survey from both Bangla medium school and English medium school.
2. Teachers survey from both Bangla medium school and English medium school.

The researcher calculate the result of the survey through using Microsoft Excel, 2007 and then design the table by using Microsoft word, 2007.

Chapter 4

Findings and Analysis

To compare students' and teachers' perspectives on error correction the researcher set same type of questions for both the teachers and the students. The researcher applies quantitative methods for this research. The quantitative data was collected through close-ended questions such as yes-no questions, multiple choice questions.

4.1 Analysis of students' Questionnaire:

Table 1: The most effective type of error correction

Options	Total Number of students in Bangla Medium School	Total Number of Students in English Medium School	Percentage of Bangla Medium School students	Percentage of English Medium School students	Average Percentage of Students
Teachers correction	36	14	75%	32.56%	53.78%
Peer correction	5	2	10.42%	4.65%	7.53%
Self correction	7	27	14.58%	62.79%	38.69%

From this table we find that among 48 students from Bangla medium 36 students prefer Teacher's correction which can convert into 75% of total, 5 students prefer Peer correction and 7 students prefer Self correction. In percentage we can convert into 75% of Teacher's correction, 10.42% of Peer Correction and 14.58 percent of Self Correction. On the other hand among 43 students from English medium 14 students prefer Teacher's Correction, 2 students' prefer Peer Correction and 27

students prefer Self Correction. In percentage we can convert into 32.56% of Teacher's correction, 4.65% of Peer Correction and 62.79% of Self Correction. So in total 53.78% student prefer Teacher's Correction, 7.53% of students prefer Peer correction and 38.69% of students prefer Self Correction.

Table 2: The most effective technique for correcting students' errors.

Option	Total Number of students in Bangla Medium School	Total Number of students in English Medium School	Percentage of Bangla Medium School Students	Percentage of English Medium School Students	Average Percentage of Students
Make circle on the errors	5	39	10.42%	90.70%	50.56%
Make circle on the errors and write the correct word	22	3	45.83%	6.98%	26.40%
Make circle on the errors , write the correct word and explain it	21	1	43.75%	2.32%	23.04%

From this table we see that 10.42% of Bangla Medium school and 90.70% of English medium school students feel that only making underlining on their errors is effective for them and 45.83% of Bangla medium school and 6.98% of English medium school students feel that not only underlining on their errors but also writing the correct word is effective for them. Underling on the errors, writing the correct word and explaining is effective for 43.75% in Bangla medium students and 2.32% in English medium. In average 50.56% of Bangla medium and English medium students feel that only underling on their errors is effective for them, 26.40% of students feel that both

underling and writing the correct of the word is effective for them and 23.04% of students feel then not only underling and correcting the errors but also explaining the reason is effective for them.

Table 3: Teachers' appreciation for correcting students own errors.

Options	Total Number of students in Bangla medium School	Total number of students in English medium School	Percentage of Bangla Medium School Students	Percentage of English Medium School Students	Total Percentage of Students
Yes	7	23	14.58%	53.49%	
No	11	2	22.92%	4.65%	
Sometimes	30	18	62.50%	41.86%	

From the above table, we can find that in Bangla medium school only 14.58% teacher always and 62.50% teacher sometimes praise the students by saying Good/Very Good on the other hand 22.92% teacher never praised the students when they correct their own errors. While in English medium school the students said that when they correct their own errors 53.49% teacher always, 41.86% teacher sometimes and only 4.65% teacher never praise them.

Table 4: Teachers' approach to recurrence of errors.

Options	Total number of students in Bangla medium School	Total number of students in English medium School	Percentage of Bangla Medium School Students	Percentage of English Medium School Students	Total Percentage of Students
Simply avoid those errors	2	Nil	4.17%	Nil	2.08%
Explain those errors and take extra care for those errors	29	40	60.41%	93.02%	76.71%
Others	17	3	35.42%	6.97%	21.19%

In this table we can see that only 4.17% of students from Bangla medium school said that when they make same errors again and again the teachers should simply avoid those errors, but no one from English medium school think so. In contrary 93.02% students from English medium school and 60.41% students from Bangla medium school said that the teacher explain those errors to them. But 35.42% students from Bangla medium school and 6.97% students from English medium school said different techniques about correcting those errors that can fossilize. So in total majority of the students which is 76.71% said that their teacher should explain those errors which they make again and again.

Table 5: Discouraging effect of teachers' corrections

Options	Total Number of students in Bangla medium School	Total Number of Students in English medium School	Percentage of Bangla Medium School Students	Percentage of English Medium School Students	Average Percentage of Students
Yes	9	2	18.75%	4.65%	11.7%
No	15	32	31.25%	74.41%	52.83%
Sometimes	24	9	50%	20.93%	35.47%

The researcher raises the question that “Do you think of not studying English when your teacher corrects your errors?” For this question 9 (18.75%) students from Bangla medium and 2 (4.65%) students from English medium school affirm that they always and 24 (50%) students from Bangla medium and 9 (20.93%) students from English medium students sometimes feel of not studying English when their teacher corrects their errors. On the opposite side 15 (31.25%) students from Bangla medium and 32 (74.41%) students English medium school said that they never feel of not studying English when their teacher corrects their errors. In total 11.7% of students support for correcting their errors and 52.83% of students do not support for correcting their errors and 35.47% of students feel that correcting errors is sometimes effective for them.

4.2 Analysis of Teachers' Questionnaire:**Table 1: The most effective type of error correction**

Options	Total Number of Teachers in Bangla Medium School	Total Number of Teachers in English Medium School	Percentage of Bangla Medium School Teachers	Percentage of English Medium School Teachers	Average Percentage of Teachers
Teachers' correction	6	1	54.55%	11.11%	32.83%
Peer correction	3	3	27.27%	33.33%	30.30%
Self correction	2	5	18.18%	55.56%	36.87%

From this table, we can see that 54.55% teachers from Bangla medium school and 11.11% teacher from Bangla medium school said that “Teachers’ correction” is effective for the students. On the other hand, 27.27% of teacher from Bangla medium school and 33.33% teacher from English medium school think that the most effective type of error correction is “peer correction”. Self correction is effective according to 18.18% teacher from Bangla medium school and 55.56% teacher from English medium school. If we give a look on the average percentage of teachers opinion then we can find that 36.87% which is the maximum percentage said that self correction is effective type of error correction

Table 2: The most effective technique for correcting students' errors.

Option	Total Number of Teachers in Bangla Medium School	Total Number of Teachers in English Medium School	Percentage of Bangla Medium School Teachers	Percentage of English Medium School Teachers	Average Percentage of Teachers
Make circle on the errors	Nil	9	00	81.82%	40.91%
Make circle on the errors and write the correct word	6	Nil	66.67%	00	33.34%
Make circle on the errors, write the correct word and explain it	3	2	33.33%	18.18%	25.74%

In this table we can see that no one from Bangla medium school but 9(81.82%) teachers from English medium school said that only making circle on the students' errors is an effective technique for correcting students' errors. On the contrary no one from English medium school but 66.67% teachers from Bangla medium school said that not only making circle but also correcting those errors is an effective technique of correcting students' errors. In the last option which is, "make circle on the mistakes, write the correct word and also explain it" is an effective technique of correcting students' errors for 18.18% teachers' from English medium school and 33.33% teacher from Bangla medium schools.

Table 3 : Teachers' appreciation for correcting students own errors.

Options	Total Number of Teachers in Bangla Medium School	Total Number of Teachers in English Medium School	Percentage of Bangla Medium School Teachers	Percentage of English Medium School Teachers	Average Percentage of Teachers
Always	2	7	18.18%	77.78%	47.98%
Never	5	Nil	45.45%	Nil	22.72%
Usually	4	2	36.36%	22.22%	29.29%

This table shows that when the students correct their own errors 77.78% teacher from English medium school and 18.18% teacher always appreciated the students. But in the contrary no one from English medium school but 45.45% teacher from Bangla medium school never appreciated the students' for correcting their own errors.

Table 4: Teachers' opinion about the students' recurrence of the errors.

Option	Total Number of Teachers in Bangla Medium School	Total Number of Teachers in English Medium School	Percentage of Bangla Medium School Teachers	Percentage of English Medium School Teachers	Average Percentage of Teachers
Yes, all of them correct all the corrections.	Nil	Nil	Nil	Nil	Nil
Only intellectual students' can correct all the errors.	1	Nil	9.09%	Nil	4.54%
The major part can correct their errors but not all the errors	10	9	90.91%	100%	95.46%

From this table we can find that 90.91% teacher from Bangla medium school think that when their teacher corrects students' errors the major part of the student can correct their errors and only one teacher that means 9.09% teacher think that only intellectual students' can correct their errors. On the other hand the entire teacher, that means 100% teacher from English medium school teacher think that after correcting students' errors the major part can correct their errors but not all the errors.

Table 5: Teacher's approach in recurrence of errors

Options	Total Number of Teachers in Bangla Medium School	Total Number of Teachers in English Medium School	Percentage of Bangla Medium School Teachers	Percentage of English Medium School Teachers	Average Percentage of Teachers
Simply avoid those errors	Nil	Nil	Nil	Nil	Nil
Give more importance on those errors and make a discussion on those errors.	10	9	90.91%	100%	95.45%
Give same kinds of importance as other errors	1	Nil	9.09%	Nil	4.55%
Scold the students' for making the same error.	Nil	Nil	Nil	Nil	Nil

From this table we can find that if a student make same error again and again 90.91% teacher from Bangla medium school and the entire teacher from English medium school give more importance on those errors and also make a discussion in the class. But only one teacher from Bangla medium school gives same kinds of importance as the other errors. No one from Bangla medium or English medium school teacher does not avoid those errors or scold the students' for making same error again and again.

Table 6: Teachers' opinion regarding the issue of error correction

Options	Total Number of Teachers in Bangla Medium School	Total Number of Teachers in English Medium School	Percentage of Bangla Medium School Teachers	Percentage of English Medium School Teachers	Average Percentage of Teachers
Yes	8	5	72.72%	55.55%	64.14%
No	2	4	18.18%	44.45%	31.31%
Sometime	1	Nil	9.09%	Nil	4.54%

The teachers were asked “Do you believe that the error correction is not always effective but also it can be harmful for the students in learning second language?” and the majority of the teachers from both Bangla medium school (72.72%) and English medium school (55.55%) support the statement. But only one teacher from Bangla medium school and no one from English medium school believe that the error correction is always effective for the students.

Chapter 5

Discussion

This section is about the discussion of the researcher's findings along with the literature review.

The researcher first objective was to find out the differences among the Bangla medium school and English medium school about their preference in which type of feedback is effective for them. For this reason the researcher first ask the students and the teachers "Which type of error correction is effective for them." From their answer the researcher find that teachers and students of Bangla medium schools prefer "teachers' correction" while teachers and students from English medium school prefer "self correction". It is because, in Bangladesh the use the old traditional method which is the teacher centre classroom (Siddique, 2004, para. 4). Though CLT which is student centre classroom was introduced 1998 in Bangladesh but the teacher cannot use this method because of their "traditional beliefs, negative attitudes and lack of proper training" (in Sinha, 1999, para.5). As a result in Bangla medium school the classes are mostly teacher oriented class. The students are mostly dependent on their teachers. But Zamel(1985), did not support teachers correction. He said that teacher's correction is "unspecific, incomprehensible, contradictory, inconsistent, inaccurate, meaningless, and vague, over general, abstract, formulaic and idiosyncratic" (as cited in Rollinson, 2005, p.25). Zheng (2007) conducted a study on this issue and his result also demonstrate that teachers' written feedback has some negative impact on the students (p.25). On the other hand, 62.79% students and 55.56% teachers said that they prefer "self correction" for correcting the errors. It is because in English medium school the teachers follow Communicative Language Teaching (CLT) for teaching the

target language. Harmer (2001) said that, “communicative approach stressed to the idea that language learning will take care of itself” (p.84). Chowdhury (2003) also said that, it is basically a student centre classroom (p.286). For this reason in English medium school students prefer self-correction for learning the target language. After analyzing the first table the researcher point out that Bangla medium student prefers “Teacher correction” while English medium student prefer “Self correction” but a little number of students prefer “Peer Correction”. After analyzing Table-1 from both the student and the teacher we can one thing and that in Bangladesh both in English medium school and Bangla medium school “peer feedback” is getting not much popular. If we give a look on Table1 from both the teachers and the students then we can find that only 7.53% student and 30.30% teacher prefer peer correction. Sultana (2009) conducted a study in Bangladesh in the effectiveness of peer correction and in her study only 20% student prefer peer correction. On the other hand 80% student said negative impact of peer correction. One student said that, *“my friends don’t know better than my teacher”* another student said that, *“they are like me and they can also make mistakes”* (Sultana, 2009, p.15). But Rollinson (1998), did not support this. He also conducted a study and his study showed that peer feedback could also provide very effective feedback for the students (as cited in Rollinson, 2005, p.24).

After verdict the different types of error correction that the Bangla medium and English medium students and teachers use for correcting the errors the researcher then tries to find out the effective technique of error correction. From table 2 the researcher brought up that both the teachers and the students from Bangla medium school prefer the technique of “Direct feedback” for the students’ errors. According to Lee (2003) “Direct feedback refers to overt correction of student errors, that is, teachers locating

and correcting errors for students” (p.154). That means the students from Bangla medium school feel that the teacher should make circle on their errors, write the correct form and also explain those errors to them. It is because they are mostly dependent on their teacher. From the study of Hong Kong Lee (2003) also found that the students of Hong Kong also mostly dependent on their teacher (p.157-167). The students from Bangla medium school think As Herrera (2002) said the teachers are more competent and knowledge then they and they do not feel confident to correct their own mistakes (p.27). On the opposite side in English medium school 90.70% students and 55.55% (Students’ table-2, Teachers’ table-2) teacher affirm that the teacher should only point out the students’ errors and it is students’ responsibility to correct their own mistake. So they prefer “indirect technique” of correcting their errors. It is because the teachers use CLT for teaching the target language. Along with that, 53.49% students from English medium school (Students Table 3) said that their teacher always and 41.86% said sometime praise them when they correct their own mistakes. Hendrickson (1978) also believe that, if the students correct their own mistakes, it may not repeat those errors again in writing the target language (p.389). Also, when a teacher praises a student it will motivate the student to learn new thing. As a result English medium students are more confident then Bangla medium students. According to behaviorism theory, positive reinforcement helps the students’ to learn a language (Cruttenden, 1979, p.104). Another point is that, in most of the English medium school in Bangladesh they divide the English class into different parts like- Creative Writing, Literature, English Language, Spelling-Dictation. For this reason, students from English medium school are more confident in creative writing and they prefer self correction for improving their writing. But in Bangla medium school the English classes are divided into two parts- First part and Second

part. The First part is based on writing and the Second part is based on grammar and they follow “Grammar Translation Method” for teaching the target language. For this reason in Bangla medium school the language learning classes are mainly teacher orientated class and they prefer teacher correction for learning the target language. When the students correct their own mistakes only 36.36% teacher affirm that they “Always” and teacher state they “Usually” appreciate for correcting students own errors. Basu(2006) also thinks that “Students are not always the best judges of what they need most” (p.176). For this reason, in Bangla medium school the teacher and the students prefer “teachers correction” and “direct feedback” while in English medium school prefer “self-correction” and “indirect feedback” for correcting their students’ errors.

Though the teacher from Bangla medium school and English medium school follow different methods, different techniques for correcting the students’ errors but it is not always possible that all the students and correct all of their errors. As Leki (1991) pointed out that, “certain errors in writing may never disappear and, therefore, enormous expenditures of effort to eliminate them may be pointless” (p. 204). As consequences when the researcher raises that question that, “Do you think that students’ can retain all the corrections given by you on their scripts?” and the result was, all the teacher from English medium school and 90.91% teacher from Bangla medium school consider that the major part of the students can correct their errors but they cannot correct all the errors. The errors that the students retain need extra care from the teacher. If the teacher does not correct those errors it becomes fossilized. Gray(2004) said that the teachers should correct students’ error before it will become fossilized and later it will be difficult to correct those errors (as cited in Basu, 2006,

p.165). Wei(2008) also said that, due to lack of proper correction errors can fossilized (p.128-130). In the Figure-1, Hattie and Timperley (2007) give an “A model of feedback in enhance learning” which can help the teacher to correct students’ errors more effectively (p. 86-96). Another issue is that, the teacher should correct students’ errors at very beginning level of learning the target language. In the book *The Teacher's Manual* for German, Level One, prepared by the Modern Language Materials Development Center (1961), it was mentioned that the teacher should correct students’ errors immediately at the very beginning level of learning the target language as (cited in Hendrickson 1978, p. 388). Moreover some students make the same mistake again and again. When the researcher raises the question of “What does your teacher do when you make the same mistake again and again?” from both the student and the teacher 95.45% teachers both from English medium school and Bangla medium school and 76.71% students said that they give extra care for these errors. They use a master error chart and also make a discussion for those errors. Hendrickson (1980), discuss seven activities for correcting high frequency errors (p. 220).

Form the previous discussion we can assume that correcting students’ error is effective for the students for learning the target language as Harmer (2001) entitles that “...feedback is part of a learning process (112). But it sometimes fall negative effect on the students. From the teachers table 6, we can perceive that 64.14% of the teacher feels that error feedback is not always effective for the students but also it can be harmful. From the students answer we can also find that 35.47% students sometimes and 11.7% students always feel not studying English when their teacher corrects their mistakes. Gray(2004) said that, when the students cannot correct their

errors the teachers sometimes say lazy or not attentive and it sometimes demotivate the learner (as cited in Basu, 2006, p.165). But 52.82% students and 33.31% teacher from both Bangla medium and English medium school feel that error correction helps the learner for learning the target language. As Allwright(1975) said that error feedback is effective for the learner, because it gives the students' effective knowledge for learning the target language. Moreover the teacher should be cautious while giving the feedback. Lyster and Ranta (1997) give some strategies that the teacher should follow before correcting students' errors (as cited in Tedick, 1998, para.13).

After analyzing the findings and making discussion the researcher raise the point the point that though the teachers of Bangla medium school and English medium school follow different method and techniques for correcting the students' errors but the aim of all the teachers is to improve the students' writing in the target language.

Chapter 6

Conclusion and Recommendations

6.1 Limitation

For collecting the data the researcher faced many difficulties. The students from Bangla medium school did not understand the questions properly. So the researcher had to translate all the questions from English to Bangla. Another thing is that the students did not give any importance to the survey.

6.2 Recommendations

After conducting the survey and analyzing the results, the researcher found some problems in both the Bangla medium and English medium schools and she came up with the following recommendations:

- ✓ In Bangla medium school the teachers use the GTM for teaching the target language. Though recently CLT is introduced in Bangladesh but lack of proper training the teachers from Bangla medium school cannot adopt this method. The government should arrange some training programs for practically teaching this method.
- ✓ In English medium school the teachers use CLT and they give more emphasis on the content of the writing rather than the grammatical rules of writing. They should give equal importance on the content of writing and also the structure of writing.
- ✓ Another important point that the researcher raise in this paper is that, in Bangladesh the students are not that much familiar with peer correction. In both the schools the teachers should demonstrate the effectiveness of peer

correction and motivate them for doing peer correction. It is because peer correction is also an effective technique for correcting the students' errors.

6.3 Conclusion

As Leki (1991) pointed out, absolutely precise writing is an impractical goal because "certain errors in writing may never disappear and, therefore, enormous expenditures of effort to eliminate them may be pointless" (p. 204). More over in this paper researcher's objective was to find out the most effective type of error correction for the students so that they can not retain their errors. As a consequence the researcher made a comparative study in one Bangla medium school and in one English medium school in Bangladesh and tries to find out their opinion regarding this issue. The researcher takes opinion from both the students' and the teachers'. It is because both of them play a very vital for correcting the students' errors. But the teacher should be more cautious before selecting the effective type and techniques of error correction of teaching the target language. This paper concluded that though in Bangladesh the Bangla medium school and English medium school follow different methods, different strategies for correcting students' errors, the aim of both the schools are same and that is to improve students' efficiency in writing in the target language.

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Appendix-1
Students Questionnaire

1. Which type of error correction is more effective for you?
 - a. When your teacher corrects your errors.
 - b. When your friend corrects your errors.
 - c. When your own errors.

2. When your teacher corrects your errors, in which technique you understand most easily?
 - a. When your teacher simply make circle on your mistakes
 - b. When your teacher makes circle on your errors and write the correct word.
 - c. When your teacher makes circle on your errors, write the correct word and also explain it to you.

3. Does your teacher praise you by saying "Good/ Very Good" when you correct your own errors?
 - a. Yes
 - b. No
 - c. Sometimes
 - d.

4. What does your teacher do when you make the same errors again and again?
 - a. Your teachers simply avoid those errors.
 - b. Your teachers explain those errors.
 - c. Others

5. Do you think of not studying English when your teacher corrects your errors?
 - a. Yes
 - b. No
 - c. Sometimes

Appendix-2
Teachers Questionnaire

1. What do you think which one is the effective type of error correction?
 - a. Teachers Correction
 - b. Peer correction
 - c. Self correction

2. Which one do you think is the most effective for the students for improving their writing?
 - a. When your teacher simply circles your error.
 - b. When your teacher circles your errors and writes the correct word
 - c. When your teacher circles your errors, writes the correct word and also explains it to you

3. Do you praise your students by saying “Good/ Very Good” when they correct their own errors?
 - a. Always
 - b. Never
 - c. Usually

4. Do you think students can correct their errors given by you on their scripts?
 - a. Yes, all of them correct all the corrections.
 - b. Only intellectual students' can correct all the errors
 - c. The major part can correct their errors but not all the errors.

5. What would you do if a single student is making the same errors repeatedly?
 - a. Simply avoid those errors
 - b. Give more importance on those errors and make a discussion on them.
 - c. Give the same kinds of importance as the other errors
 - d. Scold the students' for making the same errors.

6. Do you believe that, error correction has a significant positive and some negative impact for the students?
 - a. Yes
 - b. No
 - c. Sometimes.