

ANALYSIS OF ERROR CORRECTION DONE IN DIFFERENT SCHOOLS IN DHAKA CITY

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DHAKA CITY

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By

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This thesis is dedicated to the department of English and Humanities and my
parents.

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ABSTRACT

Though error correction is considered to be the integral part of language teaching unfortunately, in our country, in most of the educational institutions, error correction is considered to be the most negligible part. Extensive research on error correction shows that learners construct their L2 from teachers' response so it is essential to provide a suitable feedback to the learners. The present study investigates how error correction is done at elementary level in different schools in Dhaka city and learners' response to the treatment of error. We know that teachers correct oral mistakes through speech, but not how and what types of errors are corrected in class. Also, to what extent it is done is of great significance, as it requires a great deal of sensitivity on the part of the teachers. The objective of the research was to probe into different classrooms and find out if the teachers were aware of the changing trend in teaching methodology of doing error correction and trying to encourage learners to become fluent in the spoken language. The research participants were the teachers and students of elementary level of different classrooms in a number of schools. The findings revealed that grammatical and content errors were treated most frequently but grammatical error treatment was done specifically in Bengali medium schools. In classrooms it was observed that teachers use a variety of techniques for error correction and providing feedback but most of the treatments were done by the teachers unintentionally, not knowing any theories and strategies of doing error correction. The paper ends with the suggestion that teachers should know about the techniques of error correction they use and should be aware of the effective ways of giving corrective feedback because correcting all the time during oral work will inhibit the learners.

CHAPTER 1: INTRODUCTION

You learn to swim by first jumping into the water and flailing arms and legs until you discover that there is a combination of movements – a structured pattern...learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts that successively approximate desired goal. (Brown: 2000)

From Brown's point of view, language learning is as similar as learning any other skill in life such as, swimming, singing, reading, etc. We learn by doing mistakes. Even acquiring the first language children produce numerous errors, which are accepted as a natural and necessary part of a child's development. Second language learning is more or less similar to first language learning in its trial-and-error nature. Learners make mistakes while learning L2 and benefit from various forms of feedback. Brown (2000) adds that if they do not commit errors the process of language learning is obstructed.

For more than decades language students were required to spend hours memorizing dialogs and studying grammatical generalizations. Teachers were expected to teach their students to communicate in the target language fluently and accurately, without making errors. It had been a common practice for teachers to correct students whenever they made mistakes for the benefit of the student and also of the whole class. However, over the years due to the change in teaching methodology, there has been a positive perspective toward second language error.

Language educators propose that ESL teachers should expect many errors from their students, and should accept those errors as a natural occurrence essential to the process of learning a second language. Students feel confident about using the second language if teachers are tolerant to their errors. Errors are considered to be the indication that actual learning is taking place and students' progress in language learning can be determined through

the errors they make. Over the past fifty years, there has been a drastic shift in the perception and correction of learners' errors in ESL classes. Focusing on the changing trend in language pedagogy, the paper investigates how error correction is done at elementary level in different schools in Dhaka city and learner's response to it.

1.1 The Problem Defined

As the requirement to communicate in English increased worldwide, a major departure from other methods took place and the Communicative Language Teaching (CLT) established its priority. Following the trend, for the past few years, educational institutions in Bangladesh have adopted CLT method to avoid the limitations presented by the Grammar-Translation method - the method which failed in making our students competent in acquiring the second language. However, the problem persists as teachers are only conscious about getting the students' linguistic details correctly without making any errors. Therefore, students starting at the elementary level are required to apply the grammatical rules in constructing sentences before producing them and whenever a mistake is made, teachers are correcting/overcorrecting them immediately for the benefit of the specific student and of the entire class. Finally, the end result is frustration on part of the student for not being able to speak appropriately.

Unfortunately, in our country, in majority of the educational institutions error correction is the most negligible part of teaching. It could be attributed to the fact that most of our teachers get into the profession of teaching without undergoing any type of teachers' training. They are oblivious to the fact that dealing with error correction in an effective manner is an integral part of language teaching and needs to be dealt with care and sensitivity.

1.2 Significance of the study

The significance of the study lies in the fact of students undergo a bitter experience while learning the target language, as teachers are not sensitive to their errors. Though error correction is one of the major areas in language pedagogy, it has been completely overlooked by our educators. Starting from

the elementary level, students become reluctant speakers in class because of being afraid of making errors as teachers are always correcting them and embarrassing them in front of others. By anticipating how teachers would respond to errors, students feel alienated in class. Eventually, these students reach upper classes having a negative notion about error correction and also with an expectation that all errors are to be dealt by teachers.

How our teachers are dealing with the issue of error correction at the elementary level needs to be dealt with, specifically when the trend in teaching is toward following the CLT method in our country and the focus in teaching speaking skill is fluency as opposed to accuracy (in some cases). Also, students' response to error correction needs to be taken under consideration, which would bring an awareness in the teaching profession.

Therefore, by examining and observing different schools it could be found out that how is error correction carried out in different schools and whether the traditional method of correcting has changed over the past few years. Besides this, it can also be evaluated that how effective the used methods of different schools are.

1.3 Objective of the study

The objective of this study is to bring awareness among teachers of different schools to focus on the effective methods of error correction and giving feedback. It will also encourage schools to provide and promote proper training for language teachers.

1.4 Methodology of the study

The research methods employed for this study are:

- Library research to examine the theoretical progress and different opinions relating to error correction
- Classroom observation in different schools
 - List of Questionnaire for the researcher to understand the types of errors made by students
 - A grid followed by the researcher to be completed focusing on the type of correction teachers made

- Students' questionnaire survey to know their opinion about error correction
- Tape recordings to record responses of students and teachers

1.5 Limitation of the study

Due to time constraint it was not possible to survey many schools in Dhaka city. Moreover, during the time the research was conducted, most of the schools were closed for winter vacation. In addition, the research work became difficult, as schools' authorities were not cooperative while giving permission for classroom observation. If these constraints were removed, a better research could have been carried out.

CHAPTER 2: A REVIEW OF THE LITERATURE ON ERROR CORRECTION

This chapter deals with the theoretical analysis of error correction. Though the words mistakes and errors are used in this paper interchangeably, the differentiation between these two are made clear with emphasis on oral error correction. The section further deals with the negative and positive attributes associated with errors. It further discusses fossilization and different opinions about correcting mistakes and errors. The final part of the chapter is devoted to the different techniques of error correction.

2.1: Mistakes and Errors

It is important to make a distinction between mistake and error because these are two crucial phenomena to analyze students' language in an appropriate angle. Corder (2006) introduced the dissimilarity between systematic and non-systematic errors. Unsystematic errors occur in one's native language; Corder calls these "mistakes" and states that they are not noteworthy to the process of language learning. He keeps the term "errors" for the systematic ones, which occur in a second language learning (qtd. in Karra: 2006).

A mistake refers to a performance error which is made by language learners while producing a known structure incorrectly which comes out through a slip of tongue or an unsystematic guess (Brown: 2000). Both native and non-native speakers make mistakes, but native speakers are normally capable of recognizing and correcting mistakes as opposed to non-native speakers. Mistakes do not mean insufficiency or incompetence but the result of some sort of flaw and limitations in the process of producing speech. In addition to this, these hesitations, slip of tongues, random ungrammaticalities and other performance lapses in L1 production also arise in L2 production, which can be self-corrected.

Mistakes should be carefully distinguished from error of a second language learner, idiosyncrasies in the language of the learner that are direct manifestation

of a system within which a learner is operating at a time...an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner (Brown: 2006).

According to James (qtd. in Brown: 2000) an error cannot be self corrected if the deviation is pointed out to the speaker. It is neutrally observed only when learners have the competence to correct the self-errors. However, when there is no self-correction, mistakes or errors cannot be identified.

2.2: Oral error correction

When it comes to error correction it specifies correcting both oral and written errors. However, the study/research in this paper is based only on oral error correction because of students' experiences on lacking of speaking skills. This certainly denotes that researchers and linguists may have different points of view about what, when and how to correct students' errors. For example, some researcher and linguists may suggest to correct errors and mistakes in the middle of a conversation whereas some will recommend not interrupting while students are speaking in classroom.

Teachers must perform a complex balancing act of two necessary and contradictory roles to smooth the progress of successful language learning. They must establish positive affect among students and keep them in the naturally stimulating activity of error correction. The positive affect is found from a variety of teacher behaviors, including humor, encouragement, personal interest, and a natural use of language. Error correction may deliver the opposite message like conflict, potential discouragement and a focus on forms instead of content. Besides this, some students may think that they know the L2 better than others. It represents a use of language that is very unnatural. Despite these problems, it is mandatory to define error in language learning correctly. In traditional language teaching method, errors were regarded negatively and had to be eradicated. "Typical definitions include some references to the production of linguistic form which deviates from the correct form" (Allwright and Bailey: 1999). Furthermore, the correct form indicates that of native speakers' way of speaking. However, in some recent

years, it has been accepted that language learners' errors happen due to developmental stages of second language learning. George Yule's (1997) points out, "an 'error', then, is not something which hinders a student's progress, but is probably a clue to the active learning progress behind made by a student as he or she tries out ways of communicating in the new language". As we make mistakes during our first language acquisition, it should be expected that mistakes can occur during second language learning also. A French to English translator in the United States, Maria Karra (2006) points out, "Errors are significant in three ways:

- To the teacher: they show a student's progress
- To the researcher: they show how a language is acquired, what strategies the learner uses.
- To the learners: they can learn from errors."

So a teacher should focus on these aspects while teaching a second language to the learners. Teachers should also take under consideration that errors need to be corrected without interrupting the specific student who made the mistake. In other words, if teachers are trying to encourage learners to become fluent in the second language, correcting all the time during oral work will inhibit them.

2.3 Are errors always bad?

In a language classroom it is very obvious claim of the teacher that students will not commit errors. However, errors have some positive and constructive aspects. Such as, making errors points out that students are actively participating in the language learning process. Peter James (2001) states, "The learners know they make mistakes, but, of course, they don't know where the mistakes are, they don't know the importance of their mistakes, and even when this is explained, they repeat them". Peter's idea indicates that though students learn L2 through mistakes and errors, they are needed to be explained those errors and mistakes clearly. Then students will be promoted by their mistakes and errors for their learning of second language. Also, by making errors, students assess themselves with the variety of language and get to know about the difference between correct and

incorrect language. Errors made by students help out a teacher to prepare future lessons by knowing how much new language has been absorbed and how much more practice is needed. (Gower, Phillips and Walters, et.al: 1995) Students obviously want the English they produce to be understood and corrected. Grammatical errors, vocabulary errors and mispronounced words may affect students' ability to be understood. Students sometimes do not know that they are making errors, which need feedback from the teacher to increase their awareness. Allwright and Bailey (1999) says, "mistimed error treatment may not be helpful, and may even be harmful if it is aimed at structures which are beyond the second learners in terms of their stage of interlanguage development". Sometimes ill-timed error treatment creates a major problem in students, which is called fossilization.

2.4: Fossilization

One dilemma of correction is that although we know that errors are a productive aspect of language learning, learners often seek to avoid problematic language structures and consequently fail to learn difficult, but essential, linguistic patterns (ed. by Benson and Voller: 1997).

Sometimes even efficient learners of a second language may have syntactic and lexical errors, which remain permanent in their speech. The speech of many language learners is characterized by the phenomenon called fossilization, which means getting permanent with a fixed system of incorrect linguistic forms. Brown (qtd. in Allwright and Bailey: 1999) has pointed out "the internalization of incorrect forms takes place by means of the same learning process as the internalization of correct forms, but we refer to the latter...as learning while the former is called fossilization". In other words, fossilization is the regular use of noticeably incorrect forms. To clarify this term more explicitly, we can say that fossilization is the relatively permanent adaptation of incorrect linguistic forms into a person's second language competence (Brown: 2000). For example, if a learner has a problem with a specific structure of English, such as the use of 'an', he/she starts to avoid those or tries to memorize it. Furthermore, if a learner cannot overcome this

mistake at an early age, it cannot be eradicated regardless of the amount of explanation and instruction he/she receives. Brown (2000) suggested a metaphor for fossilization – ‘cryogenation’ which means the process of freezing matter at very low temperature, which indicates viewing fossilization as unchangeable situation. However, fossilization is sometimes normal and natural stage for many learners and should not be regarded as a kind of incurable illness.

While it is not known why fossilization occurs, Brown, Vigil and Oller (qtd. in Allwright and Bailey: 1999) are of the opinion that it occurs from the type of feedback second language learners receive. There are two types of feedback – the first is cognitive feedback, which delivers the information about the language a learner uses. The second is affective feedback, which is the emotional reaction in response to their utterances and signals to the learners’ desire or willingness to continue communicating. These two types and levels of feedback are listed below:

- Affective feedback
 - Positive: Keep talking; I’m listening
 - Neutral: I’m not sure I want to maintain this conversation.
 - Negative: This conversation is over.
- Cognitive feedback
 - Positive: I understand your message; it’s clear.
 - Neutral: I’m not sure if I correctly understand you or not.
 - Negative: I don’t understand what you are saying; it’s not clear.

Vigil and Oller (qtd. in Allwright and Bailey: 1999) suggest that clear cognitive information about the problems in the learners’ output, should be provided to prevent fossilization. Selinker and Lamendella (qtd. in Brown:2000) noted that this suggestion of Vigil and Oller relied on the notion of extrinsic feedback and that other factors internal to the learner affect fossilization. Besides this, positive affective feedback should not be so encouraging that the learners perceive no reason to change their incorrect form. Besides this fossilization can be the result of the presence or absence of internal motivating factors, of seeking interaction with other people, of consciously focusing on forms, and of interference from native language and

strategies of second language learning process. Fossilization can be dealt with proper counsel with students who have this problem. The teacher needs to find out what and where the student is wrong. Though it does not seem feasible to spend time with individual students, but it is crucial. Finally, the student should be made to understand that he/she is incorrect and needs to be pointed out where he/she is making the mistake, or else this dilemma will not be resolved.

2.5: The Correction of Mistakes: Different Opinions

In most of the schools in Dhaka city, Grammar-translation Method, Direct method and Communicative language teaching method are followed to teach language classes. Sometimes a combination of Direct and Communicative language teaching method in most of the English medium schools and the combination of Grammar-translation and Communicative language teaching method in most of the Bengali medium schools is followed. So this is important to understand how error correction is done following these teaching methods. Freeman (2000) suggests error correction techniques in different teaching methods.

2.5.1 Grammar-Translation Method

In Grammar-Translation method of language teaching, it is considered to be very important to teach the linguistic forms correctly and to get the right answer/usage from students. If students do not know the correct answer, teachers help them with the correct answer. There is hardly any scope for self-correction in this method.

2.5.2 Direct Method

This method uses various techniques of error correction. The purpose for using a range of techniques is to make students aware of their mistakes so they can self-correct whenever possible.

2.5.3 Communicative Language Teaching (CLT)

Penny Ur (2002) gave the description of Communicative language teaching method as “Not all mistakes need to be corrected; the main aim of language learning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim, not on inaccuracies of usage.” In this method of teaching, errors of form are tolerated during fluency-based activities because these are considered as a natural outcome of the development of communication skill. The proponents of this method believe that students can be successful communicators with limited linguistic knowledge. So the teacher’s duty is to take note of the errors during fluency based activities and give feedback during the accuracy-based activities (Freeman: 2000).

Currently, in our country, CLT is widely accepted language teaching method, in English and in Bengali medium schools as well. Both the school authorities and teachers of most of the schools have accepted the fact that through Communicative Language Teaching method (CLT), second language can be taught effectively. They have also recognized that in a language classroom, through communication-based activities students’ mistakes and errors can be treated by discussion and it is not very complicated to give a corrective feedback. Discussing about techniques of correction, Tedik (1998) has suggested six types of feedback.

- 1) Explicit correction: Clearly indicating that the student’s utterance was incorrect, the teacher provides the correct form.
- 2) Recast: Without directly indicating that the student’s utterance was incorrect, the teacher implicitly reformulates the student’s error or provides the correction.
- 3) Clarification request: By using the phrases like “Excuse me?” or “I don’t understand”, the teacher indicates that the message has not been understood or that the student’s utterance contained some kind of mistake and that a repetition or a reformulation is required.
- 4) Metalinguistics clues: Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student’s utterance.

- 5) Elicitation: The teacher directly elicits the correct form from the student by asking questions, by pausing to allow the student to complete the teacher's utterance or by asking students to reformulate the utterance. Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.
- 6) Repetition: The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

CHAPTER THREE: METHODOLOGY

This chapter discusses the research methods used to carry out the research. The research tools (questionnaire, tape recorder, data), their implications, managing the research and the procedure of data analysis are dealt with in this section. This study was designed to investigate the different methods of oral error correction used in different schools in Dhaka city and its impact on students learning of second language.

3.1: Participants

The research participants were the teachers of the classrooms that were observed in different schools at elementary level. Some of the best teachers who participated in the research were chosen by the school authorities. Nonetheless, they were not much trained or experienced and surprisingly, some of them were just new to the teaching profession. Four schools were chosen randomly, two English medium and two Bengali medium. All teachers had graduate and post-graduate degrees. The requirement of the research was to observe and investigate oral error correction at elementary level classes, for the purpose 3rd and 4th grades were chosen. In some of the schools it was not possible to observe the required grades so 5th and 6th grades were also included in the data collection. The other research participants were 145 students of different school (English and Bengali medium) of age level 8-12 years. As we know that teachers' incorrect ways of error correction affect the learning of second language, the intension was to generalize the fact by means of data collection. Learners' response to teachers' ways of correcting errors in classroom was also dealt with. Most of the students were accommodating who willingly participated in giving their opinion despite the interference of teachers who were a little reluctant in doing so.

3.2: Method of data collection

The methodology used for this study include classroom observation in different schools: (1) List of Questionnaire for the researcher to understand different types of errors made by students, (2) A grid followed by the researcher to be completed focusing on the type of correction teachers made (3) Students' questionnaire survey to know their opinion about error correction and (4) Tape recordings to record responses of students and teachers. Total time involved in the research was 3 hours and 25 minutes.

The research done on error correction showed the different ways of correcting errors according to different teaching methods and also the different types of feedback teachers should or should not provide based on the individual need of the student and also according to the lesson. However, it was not clear that how students of elementary level classes undergo this ordeal. As the objective of the study was to explore different methods of error correction and also to find the opinions of students about their teachers' error correction methods, the following research questions were prepared:

- 1) Types of error (Grammar / Vocabulary/ Pronunciation/ Discourse/ Interference of L1/ Dialect/ Procedural etc.)
- 2) Which problems are treated most frequently?
- 3) Which of the errors/mistakes do the students self-correct?
- 4) Which are treated by teacher?
- 5) Which are treated by other learners?
- 6) What percentages of errors are treated?

These questions were a helping guide for the researcher to do the research in depth. Through these questions, it was viable to analyze the methods of error correction in different schools because these questions wrap all the areas of error correction in a classroom. A table has also been used where some of the correction behaviours of teachers were jotted down according to the types of correction. This was done following the research pattern of S. Yucel (qtd. In Brown and Rodgers: 2002).

In the initial stage of the research, a tape recorder was used in class to record student-student and teacher-student interaction. The idea of using the tape recorder was to tape everything, which might have been missed during

taking notes. Unfortunately, the method had to be discontinued as the school authorities did not give permission to any outsiders to do any sort of recording in class.

For research participants questionnaires were prepared. A list was prepared with 8 questions was also used for the other participants of the research that means for the students (Appendices). Questionnaire was used because one of the most common methods of data collection in second language research is to use questionnaires of various kinds because more specifically, the main focus is on questionnaires because it is a research instrument for measuring the collection of reliable and valid data.

3.3: Principles Followed for Designing Instruments

One of the most common methods of data collection in second language research is to use different types of questionnaires. Dornyei (2003) suggests, "The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort..." It is easy to construct, extremely versatile and capable of gathering in a large amount of information within a very short time. Asking questions is in fact, one of the most natural ways of gathering information. They are printed forms for data collection, which include questions to which the research participants are required to respond without mentioning their names.

Rating scales are the most popularly used in research questionnaire. Based on the most commonly used scaling technique, Likert scale has been used in data collection. Here, each of the question has five scales - strongly agree, agree, neutral, disagree and strongly disagree. Following the Likert scale, the research questionnaire consisted of 8 statements where respondents were asked to indicate the extent to which they agree or disagree by marking one of them in each statement. Though in Likert scale each response is assigned a number for scoring purposes, like: strongly agree=5, strongly disagree=1 etc. But in this paper, scorings are not assigned with the responses. Instead, percentage has been derived for the responses.

3.4: Sampling for the study

To collect data the main task was to set a sample unit where 2 Bengali medium and 2 English medium schools of Dhaka City were chosen for the study. The number of questionnaire participants was 145 students of different school of age group varying from 8 to 12 years. The respondents were cooperative in filling up the questionnaires.

Type	Number
Students' questionnaire	145
Number of school	4

School wise numbers of students and class duration are given below:

School	Class	Students	Class Duration	Lesson
School A (English Medium)	VI	20	40 minutes	Learning Adverbs
School B (English Medium)	V	26	40 minutes	Writing sentences and filling the blanks with suitable verbs chosen from a word list
School C (Bengali Medium)	III & IV	82 & 80	80 minutes	Definition of sentence and kinds of sentences with examples
School D (Bengali Medium)	III	40	45 minutes	Matching pictures with their names

3.5: Procedure of Data Collection and Analysis

The research administered the empirical study in four schools. Data were collected by using the instruments from the samples described in this chapter. After selecting schools the researcher set about to collect data by sitting in different classrooms. Using a tape recorder in class was one of the methods the researcher dependant on for data collection, but school authorities were reluctant to give permission to use a tape recorder in class. After much persuasion one of the schools allowed the usage of tape recorder. Regrettably, the taping was not clear enough for encoding as the recording was done sitting at the back of the classroom and also the noise level in the class was very high. Finally, it was convenient to resort to taking notes and filling up the grids the researcher had earlier prepared. After the observation a questionnaire was given to the students to be completed in 5 minutes. The same procedure of data collection was carried out in all other schools.

Following the completion of research, the data was analyzed. Tables were made (Table 4.1 and 4.2) for arranging the classroom observation data: one for the types of errors made by students and another for types of feedback provided by teachers in response to students' errors (Appendices). The first table was prepared based on the six research questions (Table 4.1) that were stated in the earlier part of the paper. Total number of errors and types of errors that occurred in different classrooms of four schools were analyzed. The focus of the study was on: a) errors, which were, treated most frequently, b) errors treated by teachers, c) errors treated by other learners and finally d) the errors which were self corrected. Percentage of errors that were treated in the classrooms was derived. Also, an analysis of total errors that occurred, and of the ones treated by the teachers and learners themselves was made. Subsequently the percentage of students' opinions was calculated based on how many of them strongly agreed, agreed, remained neutral, disagreed and strongly disagreed in different questions and finally they were placed in the assigned table.

CHAPTER 4: RESULTS AND DISCUSSION

Table: 4.1 shows the total observation of two Bengali Medium and two English Medium schools and the total duration of that observation was 3 hours and 25 minutes. The table contains types of errors that occurred in the classrooms and the total number of those. Then it shows which problem were treated most frequently, which of the errors/mistakes do the students self-correct which were treated by the teacher, which were treated by the learners and what percentage of errors were treated in total.

Table: 4.1
Errors made by students
Schools: Two Bengali Medium and Two English Medium
Total time: 3 hours 25 minutes

	Grammar/ Morphological/ Syntactic	Vocabulary/ Lexical	Pronunciation/ Phonological	Discourse / Content
Types of error	8	9	1	6
Which problems are treated most frequently?	6	4	1	5
Which of the errors/mistakes do the students self-correct?			√	
Which are treated by teacher?	4	3	1	5
Which are treated by other learners?	2	1		
What percentages of errors are treated?	75%	44.44%	100%	83.33%

Total Errors = 24

Treated by teacher and learners = 16

Percentage = 66.67%

Total 24 errors were found where 8 were grammatical, 9 were lexical, 1 was phonological and 6 were content errors made by students. The last row in table 4.1 shows the percentage of grammatical 75%, lexical 44.44%, phonological 100% and content 83.33%. Out of those errors, grammatical and content ones were treated most frequently. In case of phonological correction it was found that only one student did self-correction. Within these 24 errors, teachers corrected most of the grammatical and content errors and some of the grammatical and lexical errors were corrected by other learners. Also, 16 were treated by teachers and learners - the percentage is 66.67%. From all this analysis, thing that has been clearly evident was, in Bengali medium schools grammatical errors were treated most frequently and in English medium schools lexical and content errors were treated recurrently.

As Bengali medium schools follow the grammar-translation method of teaching, they always want the students to get the grammatical rules and linguistic forms correctly from the initial stage of second language learning. Next they emphasize on vocabulary and content. On the contrary, in English medium schools, stress is on lexical, content and phonological errors. As they want the students to be fluent first and then be accurate, they give emphasis on grammar later. It was also observed that in Bengali medium schools, no phonological and content error was treated.

While talking about what treatment to provide students, Long (qtd. in Allwright and Bailey: 1999) stated that "the teachers have (at least) three choices in deciding what to treat: 1) to inform the learner that an error has been made, 2) to inform the learner of the location of the error, and 3) to inform the learner the identity of the error, an option which subsumes both 1 and 2".

As Table: 4.2 shows teachers' error-correction behaviours in classrooms with students of my classroom observation, we will notice whether teachers made these choices or not. Each of the comments falls under particular types of feedback or correction. These following examples are taken from the classroom observation of the four schools mentioned earlier.

Table: 4.2
Teachers' error correction behaviours
Schools: Two Bengali Medium and Two English Medium

Examples of Teachers error correction	Type of Correction
1. T: What is the meaning of whimper? S: loud sound. T: No, that is not loud sound. 2. T: How come this is time? 3. T: What did you write? This is not correct.	Explicit correction
T: Why may be? Why are you not sure?	Clarification request
T: Ok children, what is the mistake in his sentence? What is the past for sing?	Metalinguistic clues
1. T: What is the meaning of moan? Ss: Sadness. (Loudly) 2. T: How many kinds of sentence are there? There are... Ss: Five sentences. 3. T: How many types are there in assertive sentence? Ss: Negative. T: Negative and... Ss: Affirmative. 4. T: Never tell a lie. Is it an order or advice? Ss: Advice (loudly).	Elicitation
1. T: Very good. Excellent sentence. 2. T: Right. 3. T: Very good.	Positive Affective feedback
1. T: Your standard should go up. You are not in class III and IV. 2. T: No grammatical mistake but did you notice what 'N' said? That is the standard of class V. 3. T: Who said this? Anybody else? 4. T: Don't you know that? You are in class III. You should know that. 5. T: What did you write? (shouting)	Negative Affective feedback

T: The sentence is right but not relevant. I do not think it is an appropriate sentence.	Negative Cognitive feedback
T: No grammatical mistake but I want better sentence.	Neutral Cognitive feedback
T: 'Whimper'. Say it two or three times then you will find the mistake.	Drills correct form
<ol style="list-style-type: none"> 1. T: No it is not pretend. It is pretended, the past form. 2. T: No, moan is low sound of unhappiness. 3. T: That will be neighbours not neighbour. It is plural. 4. S: As... T: No, don't start a sentence with preposition. 	Explains correct form
<p>S: Mam what will be there? T: There will be 'e' instead of 'a'.</p>	Tells Ss what to say
<ol style="list-style-type: none"> 1. T: No, this sentence is from the book. The sentence should be your own. 2. T: No, whimper is not low sound. 3. T: Prevail is not very appropriate word. 4. T: No, the spelling of Umbrella is incorrect. 	Negation

Table: 4.3 shows the opinions of students on teachers' corrective behaviours. The research involved 145 students. With the percentage, it also shows the total number of students that falls under each category of question and each scale of opinion (e.g. strongly agree or disagree etc.)

Table: 4.3
 Compiled Data from the Questionnaire for assuming the Impact of Error
 correction on Students learning of Second Language
 Age level: 8years-12years
 Total students: 145
 Medium of Education: Both Bengali and English

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. It is difficult for you to speak in class because you are conscious of your errors/mistakes	26.21% (38)	22.07% (32)	9.66% (14)	20% (29)	22.07% (32)
2. You feel better when your teacher corrects errors/mistakes	4.83% (7)	16.55% (24)	3.45% (5)	28.28% (41)	46.90% (68)
3. You don't like it when teacher corrects errors/mistakes	37.24% (54)	33.10% (48)	8.28% (12)	13.10% (19)	8.28% (12)
4. Your teacher should correct your errors in the middle of a conversation	26.90% (39)	22.07% (32)	7.59% (11)	28.97% (42)	14.48% (21)
5. You always want to get a positive feedback from your teacher	45.52% (66)	25.52% (37)	6.90% (10)	15.17% (22)	6.90% (10)
6. It helps when other students of your class correct your errors/mistakes	16.55% (24)	42.76% (62)	12.41% (18)	13.79% (20)	14.48% (21)
7. When your teacher gives you a negative feedback you feel angry or embarrassed	19.31% (28)	25.52% (37)	22.07% (32)	19.31% (28)	13.79% (20)
8. You want to do your own correction by taking hint from your teacher	43.45% (63)	30.34% (44)	10.34% (15)	9.66% (14)	6.21% (9)

In statement number 1, 26.21% students strongly agreed and 22.07% students just agreed to the statement that it is difficult for them to speak in class because they remain conscious about their mistakes/errors. 20% of them disagreed and 22.07% of them strongly disagreed. Only 9.66% students remained neutral about the statement. This analysis indicates that teachers' corrective feedback encourages or discourages students'

participation in classroom to some extent. Students are afraid of being negatively evaluated by their teachers if their errors/mistakes are corrected by the teacher.

In statement number 2, only 4.83% students strongly agreed and 16.55% students agreed. 3.45% students remained neutral and 28.28% students disagreed and 46.90% students strongly disagreed with that they do not like at all when the teacher corrects their errors/mistakes. As most of the students do not like to be corrected, it might be indicative of the fact that teachers give feedback in negative ways. Allwright and Bailey (1999) claim that feedback "have to be delivered in such a way as to provide affective support, so the learners will not be demoralized".

In statement number 3, 37.24% students strongly agreed, 33.10% students agreed, 13.10% students disagreed and 8.28% students strongly disagreed with the statement. Only 8.28% students remained neutral.

In statement number 4, the question was about whether teachers should correct errors in the middle of a conversation. "...the problem with immediate error treatment, many teachers feel, is that it often involves interrupting, the learners in mid-sentence – a practice which can certainly be disruptive and could eventually inhibit the learner's willingness to speak in class at all" (Allwright and Bailey: 1999). 26.90% students strongly agreed and 22.07% students agreed that the teacher should correct. On the contrary 28.97% students disagreed and 14.48% students strongly disagreed with that. Only 7.59% students did not give any opinion that means they remained neutral.

In statement number 5, 45.52% students strongly agreed and 25.52% students just agreed to getting a positive feedback from their teacher. Whereas, 15.17% students disagreed and 6.90% students strongly disagreed with getting a positive feedback. Only 6.90% students did not give any opinion about that. As the students are very young and at the beginning level of learning a second language, it is natural to desire a positive feedback most of the time.

In statement number 6, 16.55% students strongly agreed in claiming that it helps when other students of their class correct their errors/mistakes.

42.76% students also agreed with them. 12.41% students did not respond to the statement. However, 13.79% students disagreed and 14.48% students strongly disagreed with that. Allwright and Bailey (1999) suggested, "If peer feedback is encouraged, it will be important for the teacher to establish a tone of mutual support, so that learners are not overwhelmed by corrective input". It is worth mentioning, that most of the students preferred peer feedback.

In number 7, it was stated that when the teacher gives a negative feedback, if they feel embarrassed, to which 19.31% students strongly agreed and 25.52% just agreed 22.07% students do not feel anything about that so they remained neutral. On the other hand, 19.31% students disagreed and 13.79% students strongly disagreed which means they do not feel bad while getting negative feedback.

In statement number 8, 43.45% students strongly agreed to do their own correction by taking clue from their teacher. 30.34% students also agreed with that. However, 9.66% students disagreed and 6.21% students strongly disagreed which is indicative of the fact that they do not want self-correction. Only 10.34% students remained neutral. Though most of the students preferred self-correction, the research shows, few opportunities are provided in a second language class for self-correction.

To summarize this investigation, it can be stated that about 50% students prefer self correction which indicates that teacher should provide more opportunities in class for students to self-correct. In addition, it was also found that about 40% students do not want to be corrected by teachers. This finalizes the point that error correction techniques should be developed and teachers need to be trained to give effective and restructured feedback to their students.

CHAPTER: 5 RECOMMENDATION AND CONCLUSION

5.1: Recommendation

Although some interesting and important findings were obtained in the present study, they should be taken as suggestive rather than definitive because of the limitations of a small study. This research shows that in classrooms that were observed, teachers used varieties of techniques for error correction and giving feedback. Teachers were not aware of the types of corrective feedback they used. As a result the feedback they provided was not focused. It is of great importance for the teachers to know about the techniques of error correction, as they need to be conscious about giving effective feedback.

An important pedagogical implication is that teachers should attempt to understand learners' level anxiety in a second language classroom. Teachers should be aware of how they correct students' errors and need to avoid using correction strategies that might humiliate students in front of other students in class. So, they need to be sensitive to the learners who make errors/mistakes and should deal with them in a positive manner.

Teachers should create a supportive classroom environment in which their students can feel confident about expressing their ideas and feelings freely without suffering the threat or embarrassment of having each one of their oral errors corrected. Although teachers' correction of learners' errors is helpful to many students, it may not necessarily be effective technique for every student or in all language classrooms. Peer correction or self-correction with teacher's guidance may be more effective for some teachers and learners, so teachers should keep this point in mind.

Teachers should educate themselves in the literature on error correction, which involves theories and practical suggestion for correcting students' errors. In our country, most of our teachers join the teaching profession without undergoing any kind of training program on teaching and they learn to teach by the method of trial and error, due to which students

become the victims of ineffective teaching. Our teachers should undergo extensive teaching training programs where they need to be effectively trained in the recent teaching methodologies. A trained teacher would know how to deal with a variety of learners' errors that occur inevitably in their speech.

5.2: Conclusion

Finally, it can be concluded that there is a significant need for classroom research because it is one of the most important pedagogical issues we need to deal with. Though error correction is believed to be one of the essential parts of language teaching but in our country, in most of the educational institution, error correction is considered to be the most negligible part. Teachers need to be aware of this and should undergo teaching training programs.

The area that deserves much more investigation is correction techniques and strategies. Unfortunately not much research in our country has been done in aspect. Collecting data from classrooms for research work is not very well liked and accepted in our country. As it has been mentioned earlier that taking permission for classroom observation was the most difficult obstacle in collecting data, which is indicative of the fact that school authorities and teachers do not feel confident in their teaching methods and have some kind of fear of being exposed of not teaching effectively by allowing any research to be conducted in their schools. For future research, researchers should observe more schools for getting a better generalization of error correction techniques. In addition, School authorities should cooperate with the researchers with the intention that some meaning and valid research will come out for the betterment of education system of the country.

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Appendices

Appendix:1

Selected Errors made by students from classroom observation

Schools:

Total time:

	Grammar/ Morphological/ Syntactic	Vocabulary/ Lexical	Pronunciation/ Phonological	Discourse/ Content
Types of error				
Which problems are treated most frequently?				
Which of the errors/mistakes do the students self-correct?				
Which are treated by teacher?				
Which are treated by other learners?				
What percentages of errors are treated?				

Appendix:2

Compiled Data from classroom observation of four schools

School A (English Medium)

Class VI

Students: 20

Lesson: Learning Adverbs.

Class Duration: 40 minutes

Examples of Teachers error correction	Type of Correction
How come this is time?	Explicit correction (clearly indicating errors)
Why may be? Why are you not sure?	Clarification request
Who said this? Anybody else?	Negative Affective feedback
They do lots of drilling. Ss have to write the correct forms ten times or more than that.	Drills correct form
1 student raised his hand for ten minutes to give answer but the teacher did not give him any scope to answer.	Ignore

- Ss exchanged their copies and made each other's correction.
- The teacher said, "How many mistakes are in your copy?"

School B (English Medium)

Class V

Students: 26

Lesson: Writing sentences and filling the blanks with suitable verbs chosen from a word list.

Class Duration: 40 minutes

Examples of Teachers error correction	Type of Correction
T: What is the meaning of whimper? S: loud sound. T: No, that is not loud sound.	Explicit correction (clearly indicating errors)
Ok children, what is the mistake in his sentence? What is the past for sing?	Metalinguistic clues
T: What is the meaning of moan? Ss: Sadness. (loudly)	Elicitation
Very good. Excellent sentence.	Positive Affective feedback
1. Your standard should go up. You are not in class III and IV. 2. No grammatical mistake but did you notice what 'N' said? That is the standard of class V.	Negative Affective feedback
The sentence is right but not relevant. I do not think it is an appropriate sentence.	Negative Cognitive feedback
No grammatical mistake but I want better sentence.	Neutral Cognitive feedback
'Whimper'. Say it two or three times then you will find the mistake.	Drills correct form
1. No it is not pretend. It is pretended, the past form. 2. No, moan is low sound of unhappiness. 3. That will be neighbours not neighbour. It is plural. 4. S: As... T: No, don't start a sentence with preposition.	Explains correct form
1. No, this sentence is from the book. The sentence should be your own. 2. No, whimper is not low sound. 3. Prevail is not very appropriate word.	Negation

School C (Bengali Medium)

Class III & IV

Students: 82 & 80

Lesson: Definition of sentence and kinds of sentences with examples.

Class Duration: 80 minutes

Examples of Teachers error correction	Type of Correction
1. T: How many kinds of sentence are there? There are... Ss: Five sentences. 2. T: How many types are there in assertive sentence? Ss: Negative. T: Negative and... Ss: Affirmative. 3. T: Never tell a lie. Is it an order or advice? Ss: Advice (loudly).	Elicitation
1. Right. 2. Very good.	Positive Affective feedback
After getting the definition of assertive sentence from one student, the Teacher repeated the same thing.	Drills correct form
She explains the correct form a lot.	Explains correct form

- She asked, "Any problem student?"
- Few scope of error correction because Ss jotted down answers in their notebooks from the book.
- The teacher wrote the definition and kinds of sentence on the board and the Ss wrote down the same thing on their notebooks.
- The Teacher said "You keep writing" and got busy with other works.

School D (Bengali Medium)

Class III

Students: 40

Lesson: Matching pictures with their names.

Class Duration: 45 minutes

Examples of Teachers error correction	Type of Correction
What did you write? This is not correct.	Explicit correction (clearly indicating errors)
1. Don't you know that? You are in class III. You should know that. 2. What did you write? (shouting)	Negative Affective feedback
She explains after asking some spelling and meaning of some words.	Explains correct form
S: Mam what will be there? T: There will be 'e' instead of 'a'.	Tells Ss what to say
No, the spelling of Umbrella is incorrect.	Negation

- She delivered most of the correct answer but did not assure whether Ss understood that or not.
- The class captain gathered all the notebooks on her table and she did the correction by her own without giving any feedback.
- Physical torture with a scale.
- Same work was done twice without any affective way; once in book and again in notebook.
- Ss have motivation because they were willingly going to the teacher to correct their works but the teacher ignored that motivation.
- Students were required to check the spelling and meaning of the words.

Appendix:3

Questionnaire for students

A note for the students: this questionnaire is meant for a study on "Analysis of error correction done in different schools in Dhaka city" for a Bachelor thesis in English. Your answer will be strictly confidential and used only for the purposes of the research. Your cooperation will be highly appreciated.

- Give a tick mark (✓) according to your response. Don't forget to write your age level.

Age:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. It is difficult for you to speak in class because you are conscious of your errors/mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. You feel better when your teacher corrects errors/mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You don't like it when teacher corrects errors/mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Your teacher should correct your errors in the middle of a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You always want to get a positive feedback from your teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. It helps when other students of your class correct your errors/mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When your teacher gives you a negative feedback you feel angry or embarrassed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. You want to do your own correction by taking hint from your teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>