

**Using Error Correction Method in Bangladeshi Context: Teachers'
Preferences, Beliefs and Challenges**

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This paper is dedicated to my mother who always inspires and encourages me with her unconditional love and support. I would like to thank her for giving me thousands of reasons to enjoy every day of my life with a big smile on my face...

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Abstract

This research attempts to find out the types of errors done by the Bangladeshi students of different schools at lower secondary level, while they are learning writing in English. And to correct these errors, what type of error correction method is preferred and used by their teachers. Traditionally there are three types of error correction methods. They are: teacher's correction, peer correction and self correction method. All of these methods are important for improving their writing in English, but the preferences vary towards a significant method among the teachers for this level of students. The hypothesis of this study is: the teachers prefer "teacher's correction" over "peer correction" at the lower secondary level. To test the hypothesis, an interview session was arranged with the school teachers and a survey questionnaire was given to each of them to know their perception about different error correction methods. Also students' written scripts were collected to find out the current scenario and types of errors students' done in their writing. Along with that, the study will look at the reasons of challenges and difficulties of implementing error correction method in our context. Then the collected data were analyzed. After analyzing the responses of the teachers and the students' written copies, some recommendations were provided to make an effective use of these different error correction methods. Also some recommendations were given how the challenges and difficulties can be handled with ease in our classroom context.

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Chapter 1: Introduction

1.1 Introduction:

In our country the English language has significance on its own. It is the second language of Bangladesh. While learning English as a second language, students face a number of obstacles. Doing errors in their writing is one of them. So here comes the responsibility of teachers to facilitate the students to triumph over this difficulty. Among the various responsibilities of teachers in classroom, correcting students' error is one of the most significant. Also, error correction is an important issue in learning a second language. So the issues related to error correction, such as: reasons and types of errors done by the students, using different error correction methods to reduce the number of errors in students writing need to be studied. Besides, it is also important to know when and how to correct students.

Traditionally it is expected that only teachers will correct students' errors. Nevertheless, for last two decades different types of error correction came into play. But the scenario of our country is pretty much similar to the traditional idea of correcting errors of students. For the lower secondary levels' students they prefer teachers' correction over other methods of error correction. It should be mentioned that, the study does not rationalize which method of correcting error is better than others. Yet the researcher believes that all of the methods are equally essential for learning a second language, but the preferences vary among the teachers toward a particular method. They think teachers' correction works better than peer correction on lower secondary level students, which is also the hypothesis of this study as well. But the effectiveness of teachers' correction may not work on every student. The result will not be the same for introvert and extrovert students. Also all of the students do not come from same

educational background, cultural background and so on. This research attempts to find out how the various use of error correction method by the teachers in different lower secondary level schools, can facilitate students' writing.

1.2 Problem Statement

Considering the situation of English language teaching in Bangladesh, this research work is essential. Because it looks into the issues and problems of applying error correction method in classroom from teachers' perspective, that would help particularly the Bangladeshi students. Few researches have been conducted considering teachers' belief and opinion regarding using error correction methods in classroom. Among these researches, only some of them focused the difficulties and challenges of using error correction method in Bangladeshi context. In Bangladesh, most of the schools have their own problems. Because, sometimes classrooms are too big to maintain, or there are plenty of students are being taught together in a small classroom. Both of these conditions are really difficult to handle by a teacher. As a result teachers find it difficult to implement error correction method in classroom properly.

1.3 Significance of the study:

Particularly this study is going to represent the current scenario of the Bangladeshi Students who encounter many difficulties in learning English as a second language. One of the main reasons is teachers are not aware enough to use error correction methods in classroom. Even if they are using those methods in classroom, they only stick to one method and avoiding the others. May be the other method can work better on the students, but they never attempt to use it in the classroom. This study focuses on lower secondary level of students. Because if at this level their writing errors are not corrected sincerely by the teachers, they will have more difficulties regarding writing issues in future as well. Only using error correction method in classroom by teachers is not a solution of this problem; also the teachers have to be concerned with its usage.

So that students feel comfortable while adapting the method in classroom. Furthermore, the research may help the teachers to get an idea about handling the difficulties of implementing this method in our context with ease. If they can make an effective use of error correction method in classroom that will positively facilitate students writing.

1.4 Objective of the study:

The objective of this study is to explore the preferences of teachers' about using a particular type error correction method in different schools of Dhaka city. Besides, the study will show what types of errors our students commit in their writing. The difficulties and challenges of implementing error correction method in Bangladesh will also be discussed. The researcher will try to present how an effective use of error correction method helps the teachers to have students with less writing errors.

1.5 Research Question:

The research will look for the answers of these following questions:

- What are the common errors that students do in their writing?
- What are the teachers' preferences and perceptions about using error correction method in classroom?
- What are the challenges and difficulties of implementing error correction method in Bangladeshi context?

1.6 Methodology:

This is a primary research. All the data collected in this research are from direct sources not from any secondary sources. The methods employed for conducting this study are:

- To study the theoretical aspects for the development of the study, library and internet help were taken.
- A survey was conducted among teachers to know their perceptions and belief towards different error correction method.
- Students written copies were collected to get to know the types of error done by them.
- An interview session took place to know their views on error correction method along with the problems of applying error correction method in classroom.

1.7 Limitations of the study:

As this research is done for academic purpose for fulfilling partial requirement of the researcher's bachelor's degree, so there was time constraints. Only four different schools of Dhaka city were surveyed for the research purpose, where twelve teachers participated in total. If the survey could be conducted among more teachers, the result would be nearer to the real scenario. Besides, Schools situated outside Dhaka city were excluded from the survey for time limitation. Also the study only focuses on the lower secondary classes of the schools. So the primary, secondary and tertiary levels were excluded from the survey. If these levels were also included the study could be a more productive one.

Maintaining time schedule with the teachers was a tough task. Also, at the end of the year, most of the schools were closed due to winter vacation for a long time. In addition, for Primary School Certificate exam it was very hard to get these students' written copies, as their classes were suspended before other classes. Besides, some schools did not give permission to conduct a survey in their schools. The unstable political situation of our country was one of the obstacles for conducting the survey as well. If these limitations were removed, a better research could have been carried out.

Chapter: 2 Literature Review

The chapter deals with the theoretical perspective related to error correction in second language learning. It talks about the difference between errors and mistake, feedback and error correction. Later on, types of different error correction methods and written errors are discussed and then reasons of committing errors are also discussed. The chapter ends with showing different view and opinions about error correction in different language teaching methods.

2.1 Role of a teacher in classroom:

Teachers are the facilitators who play a vital role in classroom. From the previous researches, it has been seen found that effective communication among the teachers and students in the classroom is the key to their success in effective teaching and learning (McCorskey and Mcvetta, 1978). Besides, playing role as a communicator, correcting students' error is one of most important and crucial responsibilities. Teachers' corrections help the students to know their strengths and weaknesses so that they can improve their learning. According to the traditional approaches, it has been said that, "The teacher is supposed to be the ultimate source of all knowledge and authority to provide suitable feedback and correct learners errors" (Richards and Rodgers, 2001, p. 28).

2.2 Errors and Mistakes:

Errors occur when learners try to write or say something that is beyond their current level of knowledge or language processing. Generally, the word "error" and "mistake" are considered to be synonymous. But there is a distinction between mistakes and errors. Corder (1967) pointed out these two terms as "systematic" and "non-systematic" errors. He stated that within the confines of the classroom, and under the pressure of producing L2 accurately, students may be

nervous, anxious, upset, or excited, causing them to stumble, even with familiar structures.

Corder considered such "performance slips" as "mistakes" and stated that they are not noteworthy to the process of language learning. He used the term "errors" for the "systematic ones", which occurred in second language learning (as cited in Richards, 1974, p. 24-25). Later on, Corder (1974) also comes up with another three types of errors. They are:

- **Pre-systematic error:** pre-systematic errors randomly occur when the learners do not know a particular rule of a target language.
- **Systematic error:** systematic errors occur when the learner knows the incorrect rules of the target language and also apply it.
- **Post-systematic error:** these errors occur when the learner knows the correct rules of target language but uses it inconsistently. These types of errors are considered as 'mistakes'.

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 (as cited in Brown, 1994).

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, 1994).

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, 1994). Making mistakes is an important and useful part in language learning because it

allows learners to experiment with language and measure their success in communicating.

Mistakes do not represent incompetence or insufficiency of knowledge. Yet they are the result of limitations and flaws of producing speech. Again, according to Peter James (2001), "The learners know they make mistakes, but of course, they do not know where the mistakes are, they do not know the importance of their mistakes, and even when this is explained, they repeat them." From his statement that can be said that, by doing mistakes and errors, students learn the target language. So they need to be explained about mistakes and errors clearly. Both the native and non-native speakers make mistakes. But the native speakers can correct their mistake by their own, while non-native speakers are unable to do that. In case of mistakes, non native speakers need to be corrected by others.

Corder stated that errors represent learner's "transitional norms" and that is why errors need a careful attention (as cited in Sinha, 1997). Miller (1966) also considered the "mistakes" as "errors of performance" and the "errors of competence" are regarded as "systematic and persistent" (as cited in Sinha, 1997). Language teachers often see that both mistake and error are done spontaneously by the learners. Ur (1999) also made a difference between these terms. According to Ur (*ibid*), errors are consistent and based on "mis-learned" generalizations. Whereas, mistakes are "inconsistent slips" that occur occasionally.

2.3 Feedback and Error correction:

2.3.1 Feedback:

With using error correction method in classroom, giving feedback on students' performance is also very important. According to Ur (1999), "Feedback given to learners has two main distinguishable components: assessment and correction." In assessment, the learner is simply

informed about his/her performance. It can be either good or bad. And in correction, specific corrections are provided on aspects of the learners' performance.

According to Gower, Philips and Walters (1995), "The aim of feedback is to bring improvement and raise self awareness". (p. 164). Feedback not only raises consciousness of the learners it also helps them to clarify their understanding of the meaning and construction of the language (Harmer, 2001). He also mentioned that, a teacher can also ask one student to correct another student so they do not feel humiliated in classroom. Therefore, teachers should be concerned with how to correct students' works because one way of correction may be appropriate for one student but may not be appropriate for another. Also sometimes students prefer a gentle correction from the teacher, than from their peers. Harmer (*ibid*) suggests that, praising students on their success and correcting them in their failure is very important. Because this type of positive attitude of teachers can reduce the number of learners errors.

2.3.2 Error correction:

Nowadays errors are no longer a representation of "no learning" rather it shows the 'outcome of natural development' in language learning. However, errors in learning have some positive and contrastive aspects. Because from the errors it can be understood that learners are actively participating in the learning process. According to Gower, Philips and Walters (1995), "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" (p. 164). So the teachers can actually know how much of that targeted language has been learned by their students. Gower (*ibid*) stated that, "By making errors students are testing out their ideas about the language also they are experiencing it." Because of lack mastery over the targeted language, sometimes students do not realize that they are committing errors in their learning. In such situations error

correction can really help the students to be aware of these errors in their second language learning. According to Henrickson (1978), conscious learning needs to deal with error correction. He mentioned "five fundamental questions" related to this issue. The questions are:

- Should errors be corrected?
- If so, when should errors be corrected?
- Which learner errors should be corrected?
- How should learner errors be corrected?
- Who should correct learner errors? (as cited in Krashen 1982, p. 116).

Considering the above questions, teachers should not correct all the errors of the students rather he/she can act as a demonstrator or facilitator. Because over corrections may reduce their participation in classroom activities. Teachers can correct the students' error in several ways. According to Gower, Philips and Walters (1995), there are three types of error correction techniques can be used in classroom (p. 167). They are:

- Self-correction
- Student-student correction
- Teacher correction

2.3.2.1 Self-correction:

There is a saying about learners' autonomy, "Tell us, we forget. Show us we remember. Involve us, we learn." From these lines it can be said that self-correction let the student to be aware of their own errors, at the same time they can come up with the correct responses as well. Self-correction is one of the most effective ways of correcting errors. According to Gower, Philips and Walters (1995), "always give the students the chance to correct themselves. If they are going to become more accurate they must learn to monitor themselves."(p. 167). In this method

students engage themselves in correcting process along with the teachers. A little guidance of teacher in self correction process makes the student more confident and spontaneous. They may have just made a slip and will welcome the opportunity to put it right. Sometimes they need some assistance from you in knowing where the mistake is and what kind of mistake it is, before they can self correct (Gower, Philips and Walters, 1995, p. 167).

2.3.2.2 Student-student correction:

After self-correction, the idea of Student-student (peer) correction comes. With the emergence of learner-centered belief in classroom the thought of peer correction arises. In this correction technique the students correct each other instead of the teachers. But while they are correcting each other, the teacher is also present in the classroom. For student-student correction Gower, Philips and Walters (1995) stated that, "If the students still can't get it right, it's probably because she doesn't know how to. So with a gesture, hold her attention and get another student to help out." (p. 167). In teacher correction technique it reinforces teachers' authority, where as in peer correction it helps to create a friendlier and supportive classroom environment. Often teacher correction reduces students' participation in classroom. But when the students correct their peers they feel comfortable. Gower, Philips and Walters (*ibid*) mentioned that this correction technique has the advantage of:

- Involving all the students in the correction process
- Making the learning more co-operative generally
- Reducing student dependence on the teacher
- Increasing the amount the students listen to each other

- Giving the better students something to do (p. 167)

2.3.2.3 Teacher correction:

From the viewpoint of a traditional classroom, it is expected that only the teacher will provide correction to the students as the teacher is considered as the sole source of knowledge in classroom. In this correction, teacher provides the correction to the students. But using teacher correction in classroom is a vital issue. As Corder (1967) said, when a learner has made an error, the most efficient way to teach him the correct form is not by simply giving it to him, but by letting him discover it and test different hypotheses (as cited in Richards, 1974, p. 24). So only providing the correct answers to the student will not be effective, if they do not know why they are being corrected by the teacher. Besides, they have to use this correction technique in subtle way, so that the students do not feel either embarrassed or inferior in front of their classmates. Not only the students but also the teachers also considered "teacher correction" in classroom is useful and helpful for the students. Again, according to Gower, Philips and Walters (1995), "if neither self correction nor student-student correction is effective you must assume that either the students have not understood what you are getting at or doesn't know what the correction version should be. If it's an important point and the others don't know either, you may have to stop and teach it to the whole class." (p. 167).

2.4 Correcting Written Errors:

2.4.1 Explicit Written Error Correction:

In Explicit Written Error Correction process, teachers provide correct form of grammar or sentence structure directly to the students, so that by seeing their written production they can get

to know where the errors take place. It is also said "overt errors". According to Corder (1973), "overt errors are completely ungrammatical at the sentence level."

2.4.2 Implicit Written Error Correction:

In Implicit Error Correction process, teachers only marked the erroneous part of the students' written text. But they do not directly provide any answers. These errors are also called "covert errors". According to Corder (1973), "covert errors are well-formed at the sentence level, but they are not interpretable within the context." Implicit errors are often shown by providing "codes". The codes consist of: underlines, circling the wrong words, marginal descriptions and other symbols as well. (For the symbolic chart see Appendix: 2) (Harmer, 2001, p.111).

Both of these written error correction methods are helpful for the students. If the teachers provide explicit error correction method on their written script initially, then the students will know what type of error is committed by him/her. Later on, if implicit error correction method is applied, the students will think about the error then they might come up with the correct answer that will help to decrease the number of errors in their written text.

Also various categories of errors have been identified to describe the errors. In these categories errors are divided into four parts. They are: omission, addition, selection and ordering. However, only these four types of categorization are not enough to describe errors. So Corder (1973) included the linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon.

Ellis (1997) maintains that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time." This categorization can be exemplified as follows:

- **Omission:**

Morphological omission: A strange thing happen to me yesterday.

Syntactical omission: Must say also the names?

- **Addition:**

In morphology: The books is here.

In syntax: The London

In lexicon: I stayed there during five years ago.

- **Selection:**

In morphology: My friend is **oldest** than me.

In syntax: I want that he comes here.

- **Ordering:**

In pronunciation: fignisicant for 'significant'; prulal for 'plural'

In morphology: get upping for 'getting up'

In syntax: He is a dear to me friend.

In lexicon: key car for 'car key' (as cited in Erdogan, 2005, p. 264).

2.5 Reasons of committing errors:

Over the past fifty years, there has been a drastic shift in perception and correction of learners' errors in ESL classes. From the behaviorist viewpoints learner's errors are considered as an important factor in educational pedagogy in late 1960s. In this view, foreign language learning is compared to mechanical habit formation. Because the learner is the one who is receiving the external stimuli and giving response to it (Richards and Rodgers, 2001). Yet, there are certain reasons of committing errors by the second language learners. According to Harmer (2001),

there are two distinct sources for what students make errors. They are: L1 interference and developmental errors.

2.5.1 L1 Interference:

A second language learner has the knowledge of his/her L1. According to Harmer (2001), “students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English come into contact with each other there are often confusions which provoke errors in learner’s use of English.” It can be at the level of grammar where a student’s first language has a subtly different system. For example, Japanese students have problems with article usage because Japanese does not use the same system of reference, and so on. (p. 99).

2.5.2 Developmental Errors:

Another error category is developmental errors. These types of errors occur when students’ language knowledge develops; they are the result of making apparently sensible (but wrong) assumptions about the way language works (Harmer, 2001, p. 100). When L2 users use a rule in situations where L1 users would not, there occurs ‘overgeneralization’. Especially child learners are tending to over-generalize the rules between L1 and L2. For example, children have a tendency to make past by adding –ed, which is also a correct way to make past forms. But they often say, “Daddy goed” and “They comed” instead of “Daddy went” and “They came” because of overgeneralization (Harmer, 2001, p. 100).

2.5.3 Fossilization:

Along with the above reasons, fossilization is also one of the reasons of committing errors in second language. The term “fossilization” refers to a permanent lack of mastery of a target language. “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" (as cited in Brown, 2000). Fossilization is basically the adaptation of incorrect linguistic forms into a learners' second language competence. Although figuring out the existence of fossilization in learners' text is very difficult, yet the issue can be handled with the mutual effort of teacher and student.

2.6 Correction of Errors in Different Methods: Views and Opinions:

2.6.1 The Grammar-Translation Method:

The Grammar-Translation Method (GTM) is one of the earliest methods in language teaching. It was also known as classical method. This method aims at teaching grammar and vocabulary of the targeted language to the learners. The objective of GTM is to enable students to read and write in targeted language. According to Howatt (1984), "Students are expected to attain high standards in translation", because of, "the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century." (as cited in Richards and Rodgers, 2001, p. 6). This method emphasized on accuracy and to develop learners' translating ability from L1 to L2. So in GTM the communicative approach of language was ignored. Thus teacher plays a very traditional role in this method. According to Larsen-Freeman (2000) said that, "if students make errors or do not know an answer, the teacher supplies them with the correct answer." (p. 19).

2.6.2 The Direct Method:

Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method was widely used and became very popular

(Larsen-Freeman, 2000, p. 23). The students achieve mastery over the target language by memorizing and repeating the sentence. This memorization and repetition enable them to use the language fluently and accurately. They are completely dissolved in the targeted language under the teachers' direction and demonstration, thus no translation is allowed. In Direct Method teacher plays a role of a demonstrator. So they tried to correct the errors by the students whenever possible (Larsen-Freeman, 2000, p. 30).

2.6.3 Communicative Language Teaching:

The emergence of Communicative Language Teaching during the late 1970s and early 1980s changed the attitude towards correcting students' errors in language learning. The communicative approach focuses more on using the target language fluently and operating that language in various communication purposes, rather than only memorizing grammatical rules and sentence structures. In CLT errors are divided into two divisions based on tolerance. One is fluency-based and the other one is accuracy-based. In fluency based activity errors are considered as natural outcome of language development. So here errors are not that much corrected. But in accuracy based activity teachers notice learners' errors first without interrupting the activity, and then they return to the students to correct their errors (Larsen-Freeman, 2000, p. 128-130). In CLT an interaction among the students is also expected. According to Richards and Rodgers (2001), "students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings." (p. 157).

Chapter 3: Research Methodology

This chapter discusses the research methods were used to carry out the research. The chapter begins the type of this research with the research design. Then it describes the participants, instruments used for collecting data and also the data collection procedure. The study was designed to know the teachers' perception and preference toward error correction methods, and also the difficulties and challenges to implement this method in our context.

3.1 Research Design:

The research is a primary research. Brown (1988), categorized researches into two types: primary research and secondary research (as cited in Nunan, 1997, p. 8). This research considered as a primary research because it is derived from the primary sources of information. According to Nunan (1997), in primary research first hand data or primary sources of information are used to explore the original information. In this research students' written copies were the primary data for identification of errors.

Traditionally there are two types of research methods- qualitative and quantitative methods. But in this research both quantitative and qualitative methods were applied. It is called mixed method approach. Mixed method approach helps the researcher to get a bunch of effective data to explore a better picture of the collected data in all possible ways. It also provides a broader perspective to look into the study. For these reasons mix method approach is used in many researches. Thus it is becoming increasingly a part of research practice and also taking place of the third major research approach along with qualitative research and quantitative research. (Johnson, R. Bruke, Anthony J. Onwuegbuzie, and Lisa A. Turner). That is why this approach was applied in this research as well. To make the research easier and make it better

understanding. In this approach both methods presented in a single questionnaire. According to John Creswell, "Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry" (as cited in, Johnson, R. Bruke, Anthony J. Onwuegbuzie, and Lisa A. Turner). Combinations of both close-ended and open-ended questions were used for survey questionnaire. In this study data are presented with tables, graphs, charts and required explanations.

3.2 Data Collection Method:

The survey was conducted in four different schools of Dhaka city. The schools were chosen randomly. Two of the schools were Bengali medium schools and the rest were English medium schools. For the research, a number of total twelve English language teachers' of these schools participated in the survey. A written questionnaire was provided to each of them, in order to gather their responses. While filling up the questionnaire a short interview session was also arranged by the researcher. To find out the type of errors took place in the students' writing, their written copies were collected either.

3.3 Data Collection Procedure:

To collect the data from these schools, the researcher asked for permission to the school authority first. Then an official recommendation letter was submitted to the respective principles of those schools. After they gave permission to conduct a survey in their schools, the researcher went school to school for data collection. All of the surveyed schools were the private schools of Dhaka city. In this research only the teachers were the survey participants. So, a questionnaire was given to each of them. Before they started responding to the questions detailed information was provided to them. Ample time was given to every teacher for filling up the questionnaire.

Besides, the survey conductor was present during that time for their further help and queries. In each school, the questionnaires were filled by the teachers in the same procedure. Lastly, with the permission of these teachers' the written copies of the students were also collected.

3.4 Instruments:

The following instruments were used to conduct the survey:

1. Survey questionnaire
2. Sample writing of the students
3. An interview session was arranged with the teachers

3.4.1: Written Questionnaire:

A questionnaire was used as a tool to gather the responses of the teachers. Twenty teachers of these schools were surveyed with the help of this questionnaire. Using the questionnaire, the researcher tried to find the types errors students commit in their writing, teachers' perception about error correction method and also the problems of implementing this method in our context. So the researcher did not provide any questionnaire to the students. According to Jo McDonough & Steven McDough, "Questionnaire is a very common and popular tool for collecting data among educational researchers in general and ELT research in particular." (1997, p. 171). As it was an ELT research, so the researcher also chose that tool.

Besides, asking questions is one of the feasible ways to gather information from the participants. A single questionnaire can contain both close-ended and open-ended questions. Questionnaire items can be relatively closed or open ended (Nunan, 1997, p. 143). A closed question is one in which the range of possible responses is determined by the researcher. An open item is one in

which the subject can decide what to say and how to say it. Nunan, (1997), also pointed out that, questionnaires can consist entirely of closed questions, entirely of open questions or a mixture of closed and open questions (p. 143). As mixed method approach was used in this study, so a combination of both close-ended and open-ended questions were present in the questionnaire.

There are several ways of designing a questionnaire. Among them, rating scale is a common one. According to Seliger and Shohamy, "The Likert scale is one very widely used rating scale used in empirical study". (1989, p. 173). In this rating scale system, each question is provided with five different options. They are: strongly agree, agree, neutral, disagree, and strongly disagree. Where the options 'strongly agree' scores 5, 'agree' scores 4, 'neutral' scores 3, 'disagree' scores 2 and 'strongly disagree' scores 1.

The survey questionnaire used in this study had nine questions in total. Three tables were used to the responses from the teachers. Two close-ended questions and four open-ended questions were asked to them. The questionnaire can be divided into seven different sections. In the first part of the questionnaire asked about their personal information. The questions were:

- Name
- Age
- Teaching experience
- E-mail address (if any)
- Grade(s) are you presently teaching

The second part asked the teachers' how often and when they correct the errors in the students' writing.

- How often do you correct your students' written work in writing class?
 - a) Always
 - b) Sometimes
 - c) Rarely
 - d) Never
- When do you correct your students' written work?
 - a) At the end of the activity
 - b) in front of other students in classroom
 - c) After the class ends, in private
 - d) It does not matter

Then a table was used to know the frequent usage of different error correction methods in classroom by the teachers. The frequency of different types of errors found in the students' writing were also asked. The detail table will be given at the appendix part of this paper.

In the fourth section of the questionnaire, thirteen different questions were asked to know their preferences and perceptions about error correction method. It was also asked towards which of the error correction method students' felt an ease while they are being corrected in the classroom.

The fifth section was about the difficulties and challenges, faced by the teachers when they tried to implement error correction methods in Bangladeshi context.

Lastly, four open-ended questions were asked to them.

The questions were:

- Which errors should be corrected?
- Do you think that group works can eliminate the numbers of errors by learners as they will be engaged in learning by themselves?
- Do the students make the same errors even if these errors were corrected before?
- Please mention what other problems have you faced while correcting errors of your students'?

3.4.2 Students' written copies:

Students' written works are considered as an important and essential subject of ELT research. In this study twenty copies of students' class test scripts were collected by the researcher. These copies were collected to find out the types of errors they commit in their written production at the lower secondary level. The copies were collected from the four schools, where the survey was also conducted. From the class test scripts the researcher got the permission to have just the paragraph and composition writing part. So only that part of the students' writing were focused to find out the types errors. From each school six copies were collected.

3.4.3 Interviews with teachers':

While filling up the questionnaire for the survey purpose, the researcher conducted a short interview session with the teachers as well. So that if the teachers had any query regarding the questionnaire it can be answered immediately. The interview session was really helpful for the survey conductor, as it helped to know the teachers' view more precisely.

3.5 Participants:

The survey was conducted in four different schools of Dhaka city. The schools were chosen randomly. Two of the schools were Bengali medium schools and the rest were English medium schools. For the research twelve English teachers of these schools were surveyed, who are

currently teaching English language to the 5th, 6th, and 7th grades students in these institutions. Among the participants some teachers were trained and had experience of teaching English in schools for a long time. And some of the teachers had good training on teaching English, yet they were new into teaching profession. Age limit of these teachers were 29-43 years. Along with the teachers, students' written copies were collected for the research. A total number of twenty-four students' written copies were collected from these schools. The age limit of these students was 9-13 years.

3.6 Obstacles Encountered:

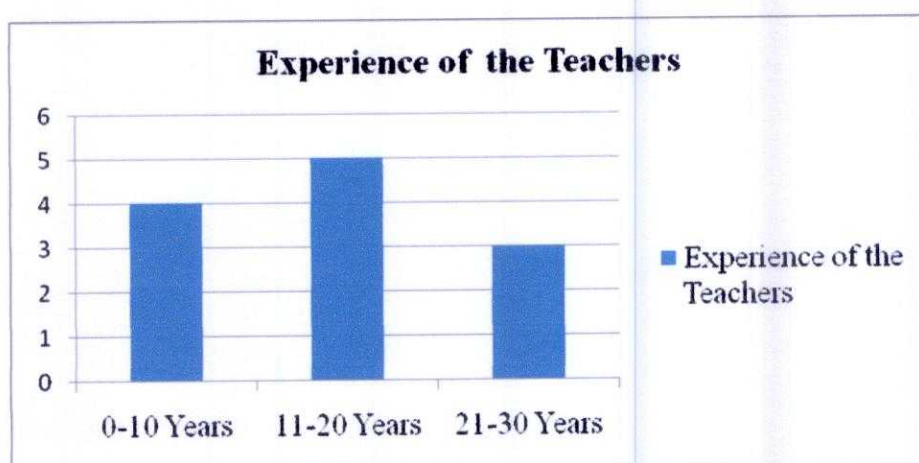
Getting the permission from the school authority was a tough one, as in every institution they wanted to know the reason of conducting this kind of survey in their school. While conducting the survey, some of the teachers were really careful and sincere with their responses. Also they gave the information to the survey conductor as per asked. But some of the teachers gave average answers in a hurry. While collecting written copies of the students, there were some problems regarding privacy issues of the institutions. The teachers were not ready to give the exam scripts of the students. Lastly the written copies of their class tests were collected. But the teachers' did not allow the researcher to take the entire copies of the class test. For that reason the researcher could collect only the photocopy of the students' paragraph and composition writing part from the class test scripts.

Chapter 4: Findings and Analysis

In this chapter the questionnaire, research findings and data analysis will be discussed in different sections with the help of graphs and tables. The chapter starts with the experience of the teachers. Then it describes different timing of students' error correction, usage of different error correction methods in classroom by teachers, teachers' preference of using different error correction methods, students' ease of accepting different error correction methods, errors done by students (teachers' view) and to verify that errors found in students' copies were also given in table. The chapter ends with focusing on the challenges of implementing error correction methods in Bangladeshi context. In the next chapter some recommendations will be given on the basis of analysis of this chapter.

4.1 Experience of the Teachers:

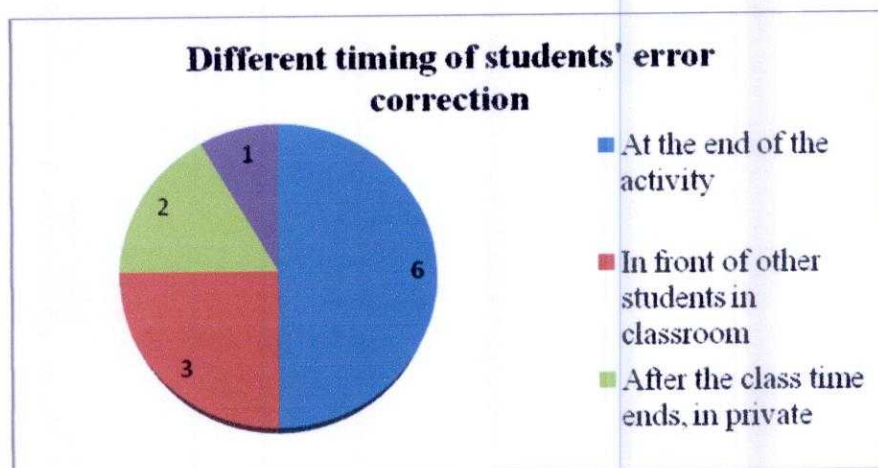
Twelve teachers of four different schools participated in the survey. Among them some teachers have experience of teaching for years, but some of them are new into this profession. The following graph shows the experience level of these participants.



Graph 1: Experience of the Teachers

4.2 When should the Students be corrected?

In the questionnaire, teachers were asked when they correct their students' written work. To answer that question four options were provided. They are: at the end of the activity, in front of other students in classroom, after the end of class time, in private and it does not matter. The following graph shows their responses.

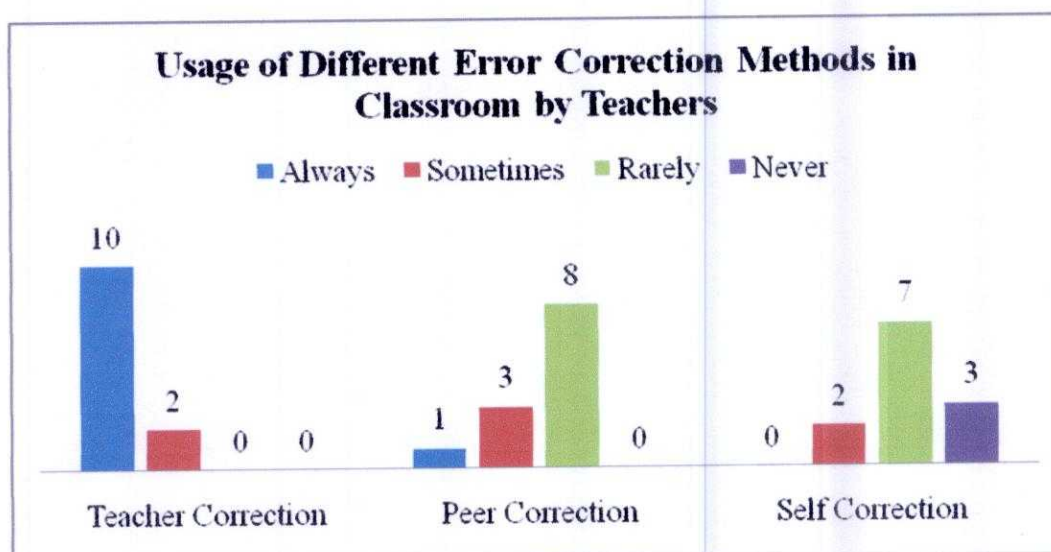


Graph 2: Different timing of student correction

Most of the teachers (50%) said they correct their students' written work at the end of the activity in classroom. Three of them (25%) correct them in front of other students in classroom. They do it while demonstrating students' activities in classroom. Two of the teachers (16.66%) said they correct their students' error in private after the class ends. These teachers believe correcting errors individually is more effective. One of the teachers (8.33%) does not follow any particular timing, so for him it does not matter.

4.3 Usage of Different Error Correction Methods in Classroom by Teachers:

From this following graph the researcher gets to know to which extent different error correction methods are being used by the teachers in classrooms.



Graph 3: Usage of different error correction methods in classroom by teachers

Three different kinds of error correction methods were given in the questionnaire. They are: teacher correction, peer correction and self correction. The teachers were asked to rate the usage of these error correction methods in their classrooms. To collect their responses four different options were given. They are: always, sometimes, rarely and never. For every correction method they need to put a tick mark on the options.

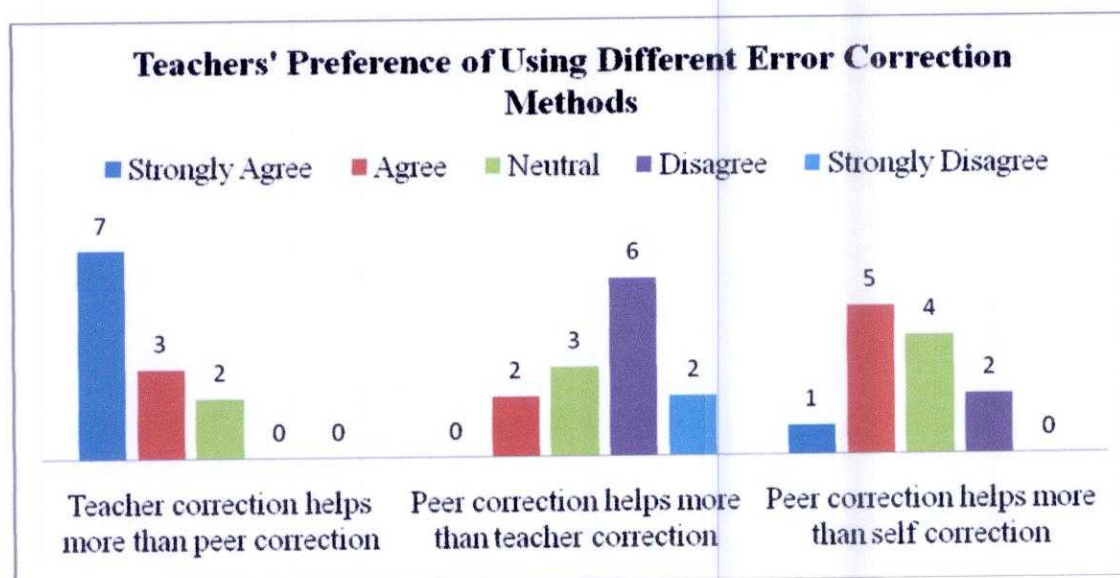
From the graph we can see that in case of Teacher correction method, ten teachers (83.33%) use it in their classrooms among twelve teachers. And the remaining (16.66%) teachers use this method sometimes in their classrooms.

In case of peer correction method only one teacher use this method in his classroom (8.33%) always to encourage students' participation, where three teachers (25%) use it sometimes and eight teachers (66.66%) use it rarely in their classrooms.

Lastly, self correction method is never used by three (25%) of the teachers in their classrooms, as they believe lower secondary level students do not feel they have the knowledge of correcting their errors by themselves. Seven (58.33%) teachers said rarely they try to use it, and self correction method is sometimes used in classrooms by only one teacher (8.33%) among all of them.

4.4 Teachers' Preference of Using Different Error Correction Methods:

After that three different questions were asked to them, to know the teachers' preference toward a particular error correction method in classrooms.



Graph 4: Teachers' Preference of Using Different Error Correction Methods

Questions were:

- Teacher correction helps more than peer correction
- Peer correction helps more than teacher correction
- Peer correction helps more than self correction

To answer these questions five different options were given. They are: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. For the first question seven teachers (58.33%) strongly agree that teacher correction is more helpful than peer correction. Three (25%) teachers agree with the question, where two (16.66%) of them were neutral. Teachers who strongly agree with that question believe correction done by teacher is more effective than other correction methods. They said it helps the students to know about their errors quickly, and they can be aware of these errors. Also it is easy to apply this method in classroom rather than other methods.

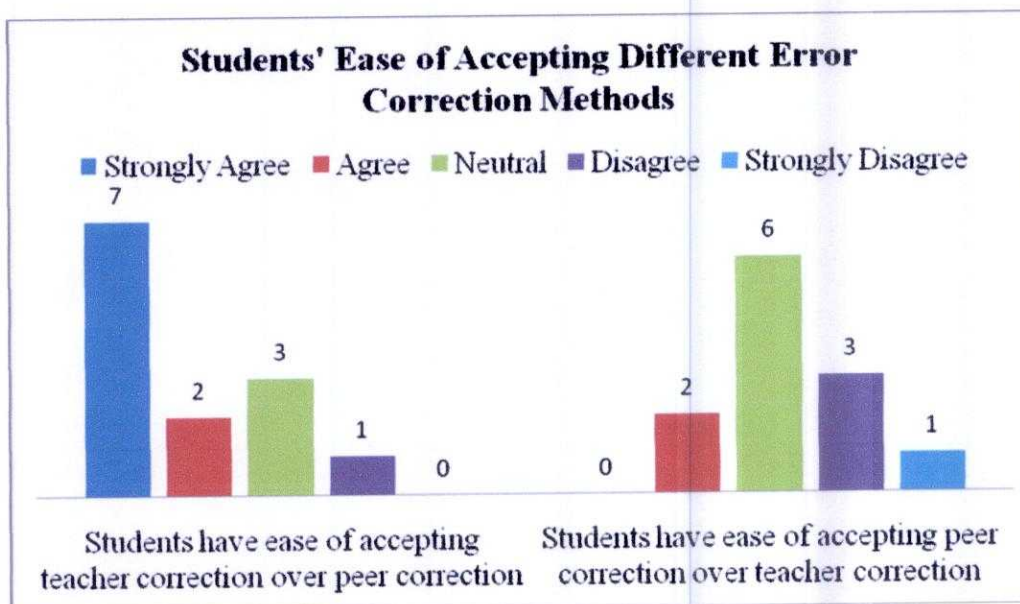
In the second question most of the teachers (50%) disagree to the question. And two (16.66%) of them strongly disagree with the fact that peer correction helps more than teacher correction. Three (25%) teachers were neutral in their opinions and two of them (16.66%) agree with the question. The teacher said peer correction method is not fruitful for the lower secondary level students, since they do not have sufficient knowledge of English to correct errors.

In the third question, one of the teachers (8.33%) strongly agrees with the question. And five (41.66%) of them agree to it. They believe that, peer correction is more helpful than self correction method because if the students interact with each other, their knowledge will enrich. Four of the teachers (33.33%) were neutral in their opinion. But two of the teachers (16.66%) disagree to the question. They believe if the students can correct their errors by them it will be

more beneficial for them rather than any other method. If they are able to correct their errors, it will also help them to be an independent learner.

4.5 Students' Ease of Accepting Different Error Correction Methods:

Later on, two questions were asked to the teachers about students' ease of accepting different error correction method in classroom. The following graph shows their responses.



Graph 5: Students' Ease of Accepting Error Correction Methods

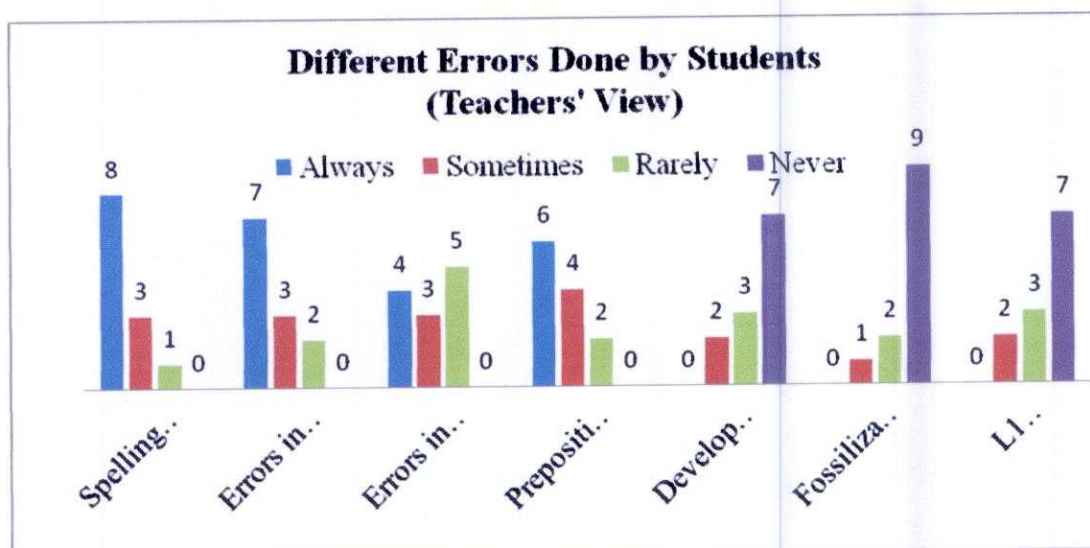
Most of the teachers (58.33%) strongly agree with the question and two of them (16.66%) only agreed. They said lower secondary level students do not have that maturity to accept peer correction over teacher correction. These students take it as a sentimental issue, when they are corrected by their friends. These teachers said that they feel more comfortable with teacher correction method. They mentioned using teacher correction method in classroom does not harm their relationship with the peers. Three of the teachers (25%) were neutral in their opinion. One of the teachers (8.33%) of 7th grade disagrees with that question, because he said at this age

students start to develop a mentality of accepting friends' opinions over the teachers' opinions. So for them, peer correction is more beneficial than teacher correction.

For the second question two of the teachers (16.66%) agreed and six teachers (50%) were neutral in their opinion, they said to some extent students are more comfortable with peer correction than teacher correction. Because they think students do not want to be corrected every time by their teachers in front of the class. Three of them (25%) disagreed and one of them (8.33%) strongly disagreed with the question, they believe students do not feel comfortable with peer correction.

4.6 Different Errors Done by Students (Teachers' View):

The following graph shows teachers view on different types of errors done by students i



Graph 6: Different Errors Done by Students (Teachers' View)

In the questionnaire, a table was used provided with different types of errors students do in their writing. They need to put a tick mark on different options. Such as: Always, Sometimes, Rarely,

Never. Also an open ended question was provided about mentioning other types of errors teachers found in their writing. Because in the table only seven types of error were mentioned.

According to teachers, spelling error and error in tense are the mostly found in students writing. As we can see that, eight teachers (66.66%) said students always do spelling error in their writing. Three of them (25%) said they found spelling error sometimes and one of them (8.33%) said it occurs rarely. As per the English Medium schools teachers, the number of spelling errors reduces in students writing with the progress of time. They said the numbers of spelling error found in class VI students' copies is definitely less than errors found in class V students copies. But in case of Bangla Medium schools, teachers said students' copies are always full of spelling errors. Because most of the students learn by memorizing, so they do not pay attention to the spelling of the words. Thus they make spelling errors in their writing.

Also, most of the teachers of Bangla Medium schools follow grammar translation method (GTM) in classroom. As a result, the students make several errors in tense. They only memorize the grammar rules, but they cannot produce flawless sentences in their writing. However, the scenario is different in English Medium schools. These students also make errors in tense but they are very few in number. From the graph we can see that, seven of the teachers (58.33%) said students always make error in tense in their writing. Three of them (25%) said they found error in tense sometimes, and two teachers (16.66%) said their students rarely make error in tense in writing.

The next criterion is making error in subject-verb agreement in students writing. Here four teachers (33.33%) said students always make error in subject-verb agreement in their writing.

Three of them (25%) said their students make this error sometimes and five of them (41.66%) said their students rarely make error in subject-verb agreement in their writing.

In case of prepositional errors six teachers (50%) said students always make this error. Four of them (33.33%) said they found it sometimes and two of them (16.66%) said prepositional errors are rarely done by their students. Most of the teachers agreed that, students memorize the prepositions without understanding of it. That is why they make such errors in their writing.

Developmental errors are also done by students in their writing. Two teachers (16.66%) said sometimes students over generalize the word forms and they make this type of errors. Three of them (25%) said students make such errors whenever they do not know the correct form of the word (for instance, past form or past participle form). They make developmental errors by over generalizing the words. Seven teachers (58.33%) never found this type of error in their students writing.

Fossilization occurs in students writing whenever they are repeating the same error even if they are corrected before. Also sometimes they rote-learn some rules or words and start to use in their writing without knowing whether they are correct or not. Students of Bangla Medium schools do it more frequently than those English Medium schools. One of the teachers (8.33%) said it occurs in students' writings sometimes, two of them (16.66%) said it occur rarely and nine of them (75%) said they never found such errors in students' writing.

Errors done due to L1 interference were also one of the criterions. Two teachers (16.66%) said sometimes students make such errors. Three of them (25%) said it occurs rarely in writing and seven of them (58.33%) never found such errors in their students' writing.

4.7 Errors Found in Students' Copies:

The below table shows the types of errors found in students' copies. Errors are divided into different error correction types and their error categories are also mentioned here.

Table 4.7.1 Errors Found in Students' Copies

No.	<u>Error Occurred</u> <u>(Bold and Underlined)</u>	<u>Type of</u> <u>correction</u>	<u>Correction</u>	<u>Error</u> <u>Category</u>
1.	There may be <u>sheeds</u> for the <u>passengers.</u>	Explicit error correction	There may be sheds for the passengers.	Spelling error
2.	There is a <u>platfrom.</u>	Explicit error correction	There is a platform.	Spelling error
3.	I would be able to <u>obtaine</u> the first place.	Explicit error correction	I would be able to obtain the first place.	Spelling error
4.	It has 20 <u>banches.</u>	Explicit error correction	It has 20 benches.	Spelling error
5.	First terminal <u>examenation.</u>	Explicit error correction	First terminal examination.	Spelling error
6.	People are <u>waitting</u> in the station.	Explicit error correction	People are waiting in the station.	Spelling error
7.	Those who have <u>offiece,</u>	Explicit error correction	Those who have office,	Spelling error
8.	Our classroom is <u>spicous.</u>	Explicit error correction	Our classroom is specious.	Spelling error
9.	He <u>gose</u> to school every day.	Explicit error correction	He goes to school every day.	Spelling error
10.	He plays <u>a</u> important role.	Explicit error correction	He plays an important role.	Error in Article
11.	There is <u>a</u> unusual battle.	Explicit error correction	There is an unusual battle.	Error in Article
12.	Dhaka is <u>?</u> capital of Bangladesh.	Explicit error correction	Dhaka is the capital of Bangladesh.	Error in Article
13.	His mother thanked <u>?</u> stranger.	Explicit error correction	His mother thanked the stranger.	Error in Article
14.	Our school is closed <u>in</u> Fridays	Explicit error correction	Our school is closed on Fridays.	Prepositional error
15.	Newspaper <u>on</u> my class?	Explicit error correction	Newspaper in my class?	Prepositional error

Error Correction Method: Teachers' Preferences, Beliefs and Challenges

16.	Get down ? a train.	Explicit error correction	Get down from a train.	Prepositional error
17.	Bangladesh became independent <u>on</u> 1971.	Explicit error correction	Bangladesh became independent in 1971.	Prepositional error
18.	There is a playground in front <u>on</u> it.	Explicit error correction	There is a playground in front of it.	Prepositional error
19.	Nafisa has fasted <u>from</u> 20 days.	Explicit error correction	Nafisa has fasted for 20 days.	Prepositional error
20.	He <u>is joining</u> a job <u>recently</u> .	Explicit error correction	He has joined a job recently.	Error in tense
21.	I was absent. <u>Are</u> you go there yesterday?	Explicit error correction	I was absent. Did you go there yesterday?	Error in tense
22.	It <u>has rained</u> for two hours.	Explicit error correction	It has been raining for two hours.	Error in tense
23.	Babul has already takes the vocabulary test.	Explicit error correction	Babul has already taken the vocabulary test.	Error in tense
24.	Today I <u>am go</u> by rickshaw.	Explicit error correction	Today I am going by rickshaw.	Error in tense
25.	The sun is <u>shines</u> today.	Explicit error correction	The sun is shining today.	Error in tense
26.	I have <u>complete</u> my homework.	Explicit error correction	I have completed my homework.	Error in tense
27.	Collect their <u>ticket</u> .	Explicit error correction	Collect their tickets.	Singular-plural form
28.	Two doors and six <u>window</u> .	Explicit error correction	Two doors and six windows.	Singular-plural form
29.	There <u>are</u> a platform.	Explicit error correction	There is a platform.	Singular-plural form
30.	Dhaka is a big <u>cities</u> .	Explicit error correction	Dhaka is a big cities.	Singular-plural form
31.	He <u>living</u> with his parents.	Implicit error correction	He leaves with his parents.	Subject-Verb agreement
32.	She <u>come</u> from Australia.	Implicit error correction	She comes from Australia.	Subject-Verb agreement
33.	Everybody <u>like</u> him.	Implicit error correction	Everybody likes him.	Subject-Verb agreement
34.	When a train <u>reach</u> the station,	Implicit error correction	When a train reaches the station,	Subject-Verb agreement
35.	The train station <u>become</u> very noisy.	Implicit error correction	The train station becomes very noisy.	Subject-Verb agreement
36.	We talked and <u>spended</u> a lot of time yesterday.	Implicit error correction	We talked and spent a lot of time	Developmental error

Error Correction Method: Teachers' Preferences, Beliefs and Challenges

			yesterday.	
37.	He <u>drawed</u> a picture.	Implicit error correction	He drew a picture.	Developmental error
38.	People are buying <u>papers</u> .	Implicit error correction	People are buying news papers.	L1 interference
39.	Shatgombuj <u>Masjid</u> is situated in Bagerhat.	Implicit error correction	Shatgombuj Mosque is situated in Bagerhat.	L1 interference
40.	Yes, I am <u>()</u> Preparation.	Explicit error correction	Yes, I am taking good Preparation.	Incomplete sentence/ missing words
41.	A railway station is always <u>()</u>	Explicit error correction	A railway station is always busy/ noisy.	Incomplete sentence/ missing words
42.	<u>Boctors</u> are noble hearted.	Implicit error correction	Doctors are noble hearted.	Ordering error
43.	We have a <u>blackbroad</u> in our classroom.	Implicit error correction	We have a blackboard in our classroom.	Ordering error
44.	Without an aim, a man is a <u>sheep</u> without a sail.	Implicit error correction	Without an aim, a man is a ship without a sail.	Ordering error

From the table we can see that, there are nine spelling errors (20.46%) among forty-four errors. Also there are seven errors found in tense (15.90%), six prepositional errors (13.63%) and five errors in subject-verb agreement (11.36%) found in the students writing. There are two developmental errors and two L1 interference errors (4.55%). In case of L1 interference, students write exact word form available in their mother tongue. For example, here they write "Masjid" and "Paper" instead of "Mosque" and "newspaper. It is an impact of using grammar translation method in Bangladeshi classrooms.

In the questionnaire the table contains only seven types of errors that occur in students writing. But from the table we can see that there are also four types of different errors found in their copies. And these error types were also mentioned by the teachers in the open-ended question as well. The error types are:

- Error in singular-plural form
- Error in article
- Incomplete sentences/ missing words
- Ordering errors

The above table shows four errors occur in singular-plural form and four occur in article (9.09% each). And in case of both incomplete sentences and ordering errors there are five errors found in total. Two errors (4.55%) occur due to incomplete sentences and three occur (6.82%) due to ordering error.

4.7.2 Summary of errors in students' copies

<u>Types of errors</u>	<u>Total numbers of errors</u>	<u>Percentage among the total number of errors</u>
Spelling error	9	20.46%
Error in tense	7	15.90%
Subject-Verb agreement	5	11.36%
Prepositional error	6	13.63%
Developmental error	2	4.55%
L1 interference	2	4.55%
Singular-plural form	4	9.09%
Error in article	4	9.09%
Incomplete sentence/Missing words	2	4.55%
Ordering error	3	6.82%
	44	100%

So the results are pretty much similar to the responses of the teacher. According to them students mostly make errors in spelling, tense and applying preposition. And from their copies it is also showing the same result. Teachers mentioned about the errors done in singular-plural form and

error in article. Percentages of these errors are also a bit more than other errors. There are forty-four errors found in total twenty copies of students' writing.

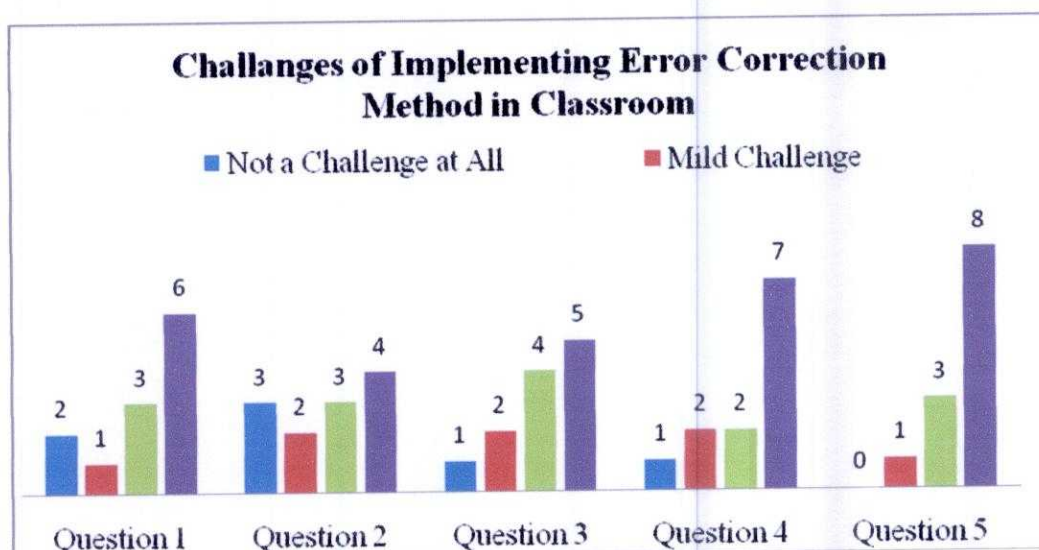
4.8 Challenges of Implementing Error Correction Method in Classroom:

While talking about using error correction method in Bangladeshi classroom the teachers face many difficulties and challenges as well. They were asked five questions regarding this issue.

The questions are:

- Classrooms are too large and overcrowded to use error correction methods
- Students feel shy to participate in peer correction
- Students are not aware of errors, so it is difficult to use self- correction in classroom
- Time constraint is a reason to avoid peer correction method in classroom
- Learners' knowledge of English is not sufficient to use peer correction in classroom

The following graph shows their responses about the difficulties of implementing error correction method in Bangladeshi context.



Graph 7: Challenges of Implementing Error Correction Method in Classroom

To get their responses teachers are provided with four different options to give their responses. They need to circle the answers on the questionnaire. Options are: not a challenge at all, mild challenge, challenge and major challenge.

From the graph we can see that for question 1, six teachers (50%) considered it as major challenge. Three of them (25%) think it is a challenge, one teacher (8.33%) takes it as a mild challenge and two teachers (16.66%) think it is not a challenge at all. The two teachers who think it a not a challenge to use error correction method in classroom they are the English medium school teachers. As these schools do not allow more than twenty-five students in their class, so for them it is not tough to use error correction method in classroom. But the scenario is different in Bangla medium schools. These teachers find it really difficult to use these methods in classroom

For the second question, four teachers (33.33%) think it is a major challenge and three of them (25%) think it is a challenge for them. It is really tough to use peer correction method in

classroom if the students are introvert who feel shy to participate. Also there are exceptions, because two teachers (16.66%) think it is a mild challenge and for three teachers (25%) it is not a challenge at all. According to the teachers variation is seen because, some of the students are extrovert and family background is an important factor. If they get appreciation from their family, these students feel comfortable in classroom activities when peer correction is used.

For the third question, five teachers (41.66%) think it is a major challenge. Four teachers (33.33%) think it is a challenge. Two of the teachers (16.66%) said it is a mild challenge and one of them (8.33%) said it is not a challenge at all. Teachers said often students make the same errors again even if they are corrected before. Lack of awareness about errors is an obstacle of using self correction method in classroom.

Time constraint is a major challenge for the teachers (58.33%), since most of the classes are 30-35 minutes in duration. That is why they avoid using error correction methods in classrooms; otherwise it becomes difficult to finish tasks in a single class. For two teachers it is a challenge and for another two teachers it is a mild challenge (16.6% each). One of the teachers (8.33%) said it is not a challenge at all, if the correction continues for more than one classes.

Students' insufficient knowledge of English is a major challenge for the teachers (66.66%), when they try to use peer correction method in classroom. Three teachers (25%) consider the fact as a challenge and one of the teachers (8.33%) said it is a mild challenge. The teachers said sometimes students make errors unconsciously because they are still learning the language. But sometimes they make errors because they do not study properly. For that reason they have lack of knowledge about the language. As a result students make errors in both condition and it is

tough to use peer correction in classroom. They think, if students corrected each other, there is possibility the answer itself will be an error.

Chapter 5: Conclusion and Recommendation

This chapter summarizes the research and discusses the answer to the research questions. Then the chapter ends with suggestions and recommendation with further research of this study based on the researcher's survey regarding the issues related to error correction methods.

5.1 Conclusion:

In this part the research questions will be discussed.

- What are the common errors that students do in their writing?

The teachers' mentioned in questionnaire, students do several errors in their writing. Such as: spelling error, error in tense, prepositional and article error, error in subject-verb agreement and so on. They found these types of error everyday in their writing. And sometimes students repeat these errors even if they are corrected before.

- What are the teachers' preferences and perceptions about using error correction method in classroom?

Majority of the teachers prefer "teacher correction method" over "peer correction method". Self correction method is almost ignored at the lower secondary level. They prefer teacher correction method, because they think this method is easy to apply in Bangladeshi context, as the students still believe teacher is the only authority in classroom. They also mentioned if learner-centered classroom is possible to make, only then students may feel comfortable in peer correction method. However, few of the teachers of English medium schools said along with teacher correction method, peer correction method is also used by them in classroom.

- What are the challenges and difficulties of implementing error correction method in Bangladeshi context?

According to the participants major difficulties of implementing error correction methods are: classroom-related problem and student-related problem.

Teachers said most of the classrooms are either too large to maintain or too small to accommodate students properly. In most of the Bangla medium schools classroom are really big with more than fifty students each class. So it is really very difficult for a single teacher to maintain class properly. To solve this problem school authority can provide more than one teacher in every classroom. They also mentioned unavailability of necessary teaching aids is also one of the reasons.

Then students themselves are an obstacle to implement this method in classroom. Because most of the students do not have sufficient knowledge of English, so the teachers find it difficult to use peer correction method or self correction method in classroom. Also inattentiveness in classroom is one of the major reasons of that problem.

5.2 Recommendations:

These recommendations were given considering the situation of error correction method in Bangladesh.

- As English is the second language of our country, so the teachers need to focus on the differences between these two languages, while they are teaching. If they do so then the errors like L1 interference will get eliminated.

- Also the teachers need to be careful while correcting errors of the students. If they correct all the errors of the students at a time in hurry they might not do the correction properly.
- To deal with the errors like developmental errors, errors in tense, prepositional and article errors the students need to stop the rote-learning process first. If they learn the rules with proper understanding then the numbers of errors will decrease. So the teachers need to discourage them to memorize anything without understanding it properly.
- Lower secondary level students find it difficult to use appropriate words in their writing. For helping them teachers can provide few new words to them in each class, gradually that will enrich their vocabulary knowledge.
- Introvert and weaker students take their errors as a fault that must not be done, so these students should be treated with extra care by the teachers while correcting otherwise their learning process might stop progressing
- In most of our schools either classrooms are too large to maintain or there are plenty of students in a small classroom. Both situations create problems in effective teaching. So the school authority needs to pay attention in this issue.
- The teachers also need to be concern about using different error correction methods in classroom. Because all the methods may not work for everyone but a combine action of all methods can help students more.
- Overall the teachers need to create a supportive classroom environment so that the learners participate in the activities without hesitation.

5.3 Scope of Further Research:

- This study is only focused the lower secondary level, so for the further study the levels such as: elementary, secondary and tertiary levels can be included.
- In this study only a questionnaire and interview session with the teachers were arranged. So classroom observation and students' interview can be included to get a better result.
- Instead of small number of participants, a large number of participants can be surveyed.

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Appendix:1
Survey Questionnaire

About the survey:

This survey questionnaire is designed for Bangladeshi EFL teachers teaching in public/private schools in Bangladesh. This survey aims to explore what types of error correction methods is preferred by the teachers' in the Bangladeshi context, also the difficulties and challenges of implementing this method in our context.

Personal information:

Name:

Age:

Teaching experience:

E-mail address (if any):

Grade(s) are you presently teaching:

Questions:

1. When do you correct your students' written work?
 - e) At the end of the activity
 - f) in front of other students in classroom
 - g) After the class ends, in private
 - h) It does not matter

Error Correction Method: Teachers' Preferences, Beliefs and Challenges

2. How often do you correct your students' written work in writing class?

- e) Always
- f) Sometimes
- g) Rarely
- h) Never

3. Please mention the frequency of your usage of particular error correction method and types of errors done by your students. (Put a tick mark).

Criteria of questions	Always	Rarely	Sometimes	Never
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Types of error correction method

Teacher's Correction				
Self Correction				
Peer Correction				

Types of errors occur

Spelling errors				
Errors in Tense				
Prepositional errors				
Developmental errors				
Overgeneralization				
Fossilization				
L1 interference				

Error Correction Method: Teachers' Preferences, Beliefs and Challenges

4. Teachers' perception about students' errors and error correction method-(put a tick mark)

Questions	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
satisfied with their development of learning according to their level					
students are aware of their errors					
correct all the written errors of the students					
have some tolerance towards some errors to learn them by their own					
Students are being corrected instantly					
correct their mistakes as well					
Teacher's correction is more helpful than self correction					
Peer correction helps more than self-correction					
Peer correction helps more than teacher's correction					
Students have an ease of accepting peer correction over teacher's correction					
Students have an ease of accepting teacher's correction over peer correction					
Students feel shy to clarify any subject matter because of being afraid of errors.					
They take errors as a fault which mustn't be done.					

Error Correction Method: Teachers' Preferences, Beliefs and Challenges

5. Please indicate how big an issue these challenges are by circling the following response scale:

4 = Major challenge; 3 = Challenge; 2 = Mild challenge; 1 = Not a challenge at all.

Challenges	1	2	3	4
1. Classrooms are too large and overcrowded to use error correction methods				
2. Students feel shy to participate in peer correction				
3. Students are not aware of errors, so it is difficult to use self- correction in classroom				
4. Time constrain is a reason to avoid peer correction method in classroom				
5. Learners' knowledge of English is not sufficient to use peer correction in classroom				

6. Which error should be corrected? (please mention some specific errors, you can also add some errors types if they were excluded in the above table(Q.4))

7. Do you think that group works can eliminate the numbers of errors by learners as they will be engaged in learning by themselves?

8. Do the students make the same errors even after being corrected?

9. Please mention what other problems that you faced while correcting errors of your students'?

Thank You



Error Correction Method: Teachers' Preferences, Beliefs and Challenges

<u>Symbol</u>	<u>Meaning</u>	<u>Example</u>
S	Incorrect spelling	S S I recie <u>v</u> ed jour letter.
W.O	Wrong word order	W.O We know <u>weli</u> this city. W.O <u>Always</u> I am happy here.
T	Wrong tense	T If he <u>will come</u> , it will be too late.
C	Concord, subject and verb do not agree	C Two policemen <u>has</u> come. C The <u>news</u> <u>are</u> bad today.
WF	Wrong form	WF We <u>want that</u> you come. WF That table is <u>our</u> .
S/P	Singular or plural form wrong	S We need more <u>informations</u> .
λ	Something has been left out	They said λ was wrong. He hit me on λ shoulder.
[]	Something is not necessary	[] It was too much difficult.
?M	Meaning is not clear	?M Come and rest with us for a week. The view from here is very ?M suggestive.
NA	The usage is not appropriate	NA He <u>requested</u> me to sit down.
P	Punctuation wrong	P P Whats <u>y</u> our name. P He asked me what I wanted <u>?</u>

From *Teaching Writing Skills* by D Byrne (Pearson Education Ltd). (as cited in Harmer, 2001, p.111). (Error Codes)