

**EXPLORING TEACHERS' AND STUDENTS'
PERCEPTIONS OF ERROR CORRECTION
IN THE EFL CLASSROOM: GRADE 11
IN FOCUS**

**BY
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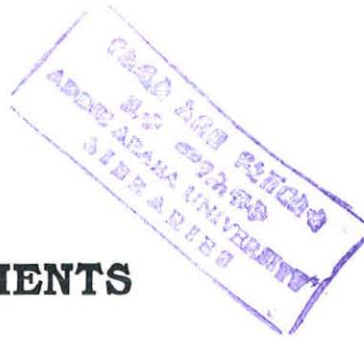
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ABSTRACT

The main purpose of this study was to investigate teachers' and students' perceptions of error correction in the EFL classroom. The study was designed to explore how teachers and students perceive errors, the types of errors that are frequently committed by learners, and the methods of error corrections employed.

To achieve the objectives, 28 teachers and 174 students in two preparatory secondary schools (Hotie and Memihir Akalewold) in Dessie town were used as subjects. They filled in questionnaires, responded to interviews and observed in classrooms.

This research revealed that both teachers and students believe that errors are rule deviations that occur both in speech and writing. And most of teacher interviewees confirmed that students do not want their errors to be corrected. The study also showed mismatches of error perceptions between teachers and students over the amount of spoken and written errors provided by teachers, the relevance of the method of giving hints or clues.

The classroom observation results revealed that all the six observed teachers corrected 39 errors out of the 40 errors committed by students. This result clearly shows that teachers do not ignore some of learners' errors. Teachers were also observed giving less attention to self-correction. Only two errors (2.5% of the students' errors) were self-corrected) which is against teachers' and students' responses of error perceptions and the views of scholars such as Murphy (1986), Tudor (1996) and Ancker (2000) which are in favour of the importance of self-correction.

Error correction is a complex problem that teachers and students encounter in their classrooms. This research revealed teachers' and students' perceptions of error correction. The methods of error correction employed by teachers should be in line with the learners' preferences to make the language learning process successful.

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CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

Language learning is a complex process by its nature. There are many practical problems that encounter language teachers and learners. In order to minimize these complexities and problems, different language teaching/learning methodologies and approaches have been developed and used. However, still there are no best methods or approaches that guarantee effective language learning. Brown (1987:13) says, "There are no instant recipes. No quick and easy method is guaranteed to provide success."

Modern language teaching methodologies give greater emphasis to language learners and their learning. This clearly shows the methodological shift from the previous one which focused on the teaching process. Littlewood (1982:7) explains this change of emphasis as , "The shift of emphasis from the teaching process to the learning process is very clear in the terminology used in current methodological discussions." Therefore in current language teaching methodologies, learners are expected to take part actively in their learning so as to achieve the necessary competence to use the language in communication.

However, successful language learning demands maximum effort to be exerted and it is always accompanied by trial and errors and uncertainties till the required knowledge is acquired. In order to help learners achieve the necessary language competence, appropriate feedback and correction should be given to them. Scholars such as Bellack (1966) and Flanders (1970) show that language teachers devote much of their time providing feedback and correction to their students. Also local researches conducted by Abdulkadir (1984) and Yoseph (1990) reveal similar results.

Currently, errors that are made by language learners are viewed positively. Corder (1981), Dulay et al (1982), Norrish (1983), Edge (1989) and Allwright and Bailey (1991) show that learners' errors are signs of learning that should be seen positively in the language learning process. These scholars suggest that learners should be encouraged to use the language rather than their errors being corrected regularly.

However, Hendrickson (1978) and Chaudron (1988) argue that correcting errors improves learners' proficiency with the assumption that the information in the corrective feedback helps learners to confirm, modify or reject their conceptions about how the language functions. These two views show that error correction is a debatable issue. Ancker (2000:20) confirms the contentious nature of error correction as, "Yet error correction remains one of the most contentious and misunderstood issues in the second and foreign language teaching profession." Similarly, lack of consensus among educators on the efficacy of correction and its presence as a common practice in language classrooms creates a problem (Nuru: 2000).

This contentious nature of error correction and the actual perceptions of language teachers and learners initiate this researcher to study the issue further. Most locally conducted researches, for example, Mamo (1982), Guta (1989), Getnet (1993), Tesfay (1995) and Italo (1999) concentrate on feedback and error corrections of writing. Others such as Wondwossen (1992) and Nuru (2000) approach the issue only from the teachers' point of view. There is still another work by Temesgen (1999) which looks only at students' perceptions of teacher feedback.

But successful language learning can take place when teachers' and students' perceptions about error correction are based on common understandings. Due to this reason, this researcher wants to explore both teachers' and students' perceptions of error correction. In addition to this, problems of error correction

are frequently observed in the context of our classrooms and they are realized in different ways. Some of these realizations are:

- Most of the learners want to improve their accuracy, but most of them do not want to be corrected.
- Teachers and students usually disagree with the amount and kinds of corrections provided in the classroom.
- There seem to be mismatches between teachers and students concerning what are real errors in language learning.

Therefore, this research is an attempt to find out teachers' and students' perceptions of error correction in the EFL classroom focusing on Grade 11 in two government preparatory secondary schools in Dessie town.

1.2 Objectives of the Study

This study was designed to investigate teachers' and students' perceptions of errors in the EFL classroom. Modern language teaching/learning methodologies advocate the importance of involving learners in the process of language learning. One way of doing this is to investigate learners' perceptions of errors and their preferences to correct them. It is also necessary to know the views of language teachers about their students' errors and the ways how they are dealt with. According to many research findings error correction appears to be complex and contentious. It was due to this reason that this research was designed.

This study attempts to answer the following questions.

1. How do teachers and students perceive errors?
 - 1.1 What are errors in the eyes of teachers?
 - 1.2 What are errors in the eyes of students?
 - 1.3 Are there mismatches between teachers' and students' perceptions of errors?

2. Do students and teachers agree on the nature and kinds of error correction?
3. What types of errors are frequently committed in the language Classrooms?
4. How are errors dealt with in the EFL classrooms?

1.3 Importance of the Study

Understanding the nature of the teaching/learning process in the classroom through research is helpful to make possible improvements and to facilitate learning. It is the interest of all who are involved in education to know the actual experience of the classroom in order to understand and to promote improvement (Van Lier: 1988).

Error correction is one of the practical activities that language teachers and students carry out repeatedly in the process of language learning. In light of this, the present research undertaking is hoped to be important in that:

1. It explores teachers' and students' perceptions of error correction.
2. It reveals the mismatches between what teachers and students consider effective error correction.
3. It benefits both teachers and students to gain awareness on how errors are approached and treated.
4. It may be used as an input for teacher trainers and material developers to incorporate error correction techniques in training sessions and material productions.
5. The finding of the study may help other researchers to investigate further in the area.

1.4 Scope of the Study

This study, as stated earlier, addresses English language teachers' and students' perceptions of error correction in two preparatory secondary schools. Hotie and Memihir Akalewold Preparatory Secondary Schools in Dessie town were selected for the study. All English language teachers from the two schools and 174 Grade 11 students were used in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

There are various practical problems that language teachers and learners face. In order to solve these problems, researchers conduct classroom based researches that can improve the learning process. Richards (1985:72) says, "The emergence of classroom centered research is a healthy sign." Allwright and Bailey (1991:37) also say, ". . ., classroom research can be directed at trying to understand and deal with the immediate practical problems facing teachers and learners."

Among these practical problems, correcting learners' errors is one which becomes the focus of research in foreign language learning context. It is due to this emphasis that several studies have been made on learners' errors as a language classroom problem. However, error correction remains to be more contentious in foreign language teaching methodology. One of the main reasons for this is researches on error correction appeared to be inconclusive and bear replications (ibid.: 81). Therefore, despite extensive researches in the field of language learning and teaching, there are still different practical problems that deserve further investigation among which error correction is one.

Nuru (2000:81) elaborates:

It appears that after many years of research into the various aspects of language learning and teaching there still remain several fundamental questions to which no definitive answer is available. The issue of whether or not to correct learners' errors is by no means an exception.

2.2 What Are Errors?

2.2.1 Errors Defined

The term 'error' is complex to define and scholars do not come up with a common definition to it (Nuru: 2000 and Asres: 2005). Brown (1994:205) defines an error as, ". . . a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner." Lennon (1991:182) defines an error as unacceptable structure which can not be produced by the native speaker. Leski and Puntanon (1983), cited in Lennon (1991:182) also define errors as speaker's failure to follow the manner of educated people speech of English speaking countries.

However, defining errors from the point of view of native speakers appears to be narrow and inadequate because the learner may not be exposed to a target language model used by native speakers (Allwright and Bailey 1991). Still another definition given by George (1972) says that an error is a form unwanted by the teacher. This definition has also its own shortcomings because a great deal of the world's foreign language teaching is done by non-native teachers who employ non-native models which deviate from the native speaker form in different ways (Allwright and Bailey 1991).

All these definitions show us not only scholars' differences but also the shortcomings of the definitions of errors. The failure to arrive at common definitions has its own effect on the nature of identification and correction of learners' errors at the classroom level.

2.2.2 Historical Assessment

Audio-lingual approach to language teaching was dominantly used in the 1950s and 1960s. By then language was taught through dialogues and pattern drills. In audio-lingual approach, learners' errors were viewed as sin that should be prevented. Brooks (1966) quoted in Hendrickson (1978:387) explained "Like sin, error to be avoided and its influence overcome but its presence is expected." He went on saying that appropriate instructional procedure helps language students' error free utterances:

The principal method of avoiding error in language learning is to observe and practise the right model a sufficient number of times, the principal way of overcoming it is to shorten the time lapse between the incorrect response and the presentation once more of the correct model.

During the audio-lingual period, errors were studied under Contrastive Analysis (CA). They were viewed as occurrence of mother tongue interference in the target language. But researchers found that mother tongue interference errors are very few and insignificant; and there are errors which could not be explained through the differences of the languages involved. Due to these reasons, contrastive Analysis (CA) was challenged in the late 1960s and early 1970s. This challenge brought the shift towards Error Analysis (EA) (Corder: 1981, Dulay et al: 1982, Allwright and Bailey: 1991 and Ellis: 1994). Most of the errors that are made by language learners are believed to be within the target language itself. Therefore, Error Analysis (EA) differs from Contrastive Analysis (CA) in that it studies errors as they are actually made by learners (Allwright and Bailey: 1991).

Error Analysis (EA) helped researchers and teachers understand that language learners inevitably make errors. This shift of methodological outlook corresponds to the overall language teaching methodological shifts emerged during that time. The main focus of second/foreign language learning has been directed more toward the learner than toward the teacher and teaching (Cohen and Robbins: 1976).

Therefore, language teaching started to be viewed as more humanistic and less mechanistic. Teachers started to realize that the most important factor is the learning style of students to use the language for the purpose of communication. The overall objective of language learning is to be able to communicate through the target language than the correctness. Hendrickson (1978:388) says, "Instead of expecting students to produce flawless sentences in a foreign language, for example, many of today's students are encouraged to communicate in the target language about things that matter to them."

Scholars suggest that errors that students make are natural phenomena of learning the language by making hypothesis (Corder: 1967, Hendrickson: 1978, Zamel: 1981 and Lennon: 1991). The making of errors as natural phenomena brings about different questions to be addressed:

1. What causes people to make errors?
2. Are errors really a problem, or are they an important part of learning itself?
3. How do teachers react to learners errors?
4. Do teachers' responses make any difference to the learners' problems?

When these issues are effectively addressed, both teachers and researchers can have a clear picture of learner errors. Language learners' errors could be important in three ways as Corder (1967), cited in Mamo (1981), and Ellis (1994).

1. They provide the teacher with information about how the learner has learned.
2. They provide the researchers with evidence of how language is learnt.
3. They serve as devices by which the learner discovers the rules of the target language.

2.3 Types of Errors

Scholars classify errors into different types. Corder (1967) and Brown (1987) look errors as 'mistakes' and 'errors'. According to them, mistakes are performance errors which are random guesses or slip; whereas errors are results of competence factors created by attempting to acquire the rules of the language. Similarly, Norrish (1983) classifies errors into errors, mistakes and lapses. To him errors are consistent deviations when a learner has not learnt something; mistakes are inconsistent deviations not due to unlearnt input. The third types are lapses which are considered to be neither errors

nor mistakes. They are created due to lack of concentration, shortness of memory or fatigue.

There is also another categorical division of errors. They are divided as *Local* and *Global* errors in relation to comprehensibility. Dulay et al. (1982) and Norrish (1983) explain global errors as the type of errors which affect the interpretation of the whole sentence hindering communication; and local errors are merely, clauses or phrases without blocking communication.

2.4 Causes of Errors

As Dulay et al. (1982:138) explains, "Errors are the flawed side of learner speech or writing. They are parts of conversation or composition that deviate from some selected norm of mature language performance." Errors occur for many reasons. The first cause of errors is interference where learners assume both the mother tongue and the target language are similar. However Duskova (1969:25) argues, ". . . while interference from the mother tongue plays a role, it is not the only interfering factor." Similarly, teachers and researchers consider interference errors are minimal and quite different from target language errors (Corder: 1973 and Allwright and Bailey: 1991).

The second cause of learners' errors is the inadequate knowledge of the target language. Learners think that they know the rule of the language but unfortunately they do not manipulate it enough. The third cause of errors is the complexity of the target language itself. And the fourth one occurred when learners are not quite sure about the language. They take risks to engage themselves in communication without worrying about persistent mistakes they may make.

2.5 Errors of Productive Skills

Language skills are broadly divided into productive skills- speaking and writing; and receptive skills- reading and listening. Errors occur in all

these four language skills. Ellis (1994:47) confirms, "Learners make errors in both comprehension [reading and listening] and production [speaking and writing]." It seems that error corrections on writing and speech are widely applied because they are easily identified and analysed. Even errors in writing and speech are not approached and treated equally. Vallete (1977) quoted in Sheorey (1986: 306) says:

A heavy "foreign" accent, if it doesn't greatly interfere with comprehension, is permitted and sometimes appreciated - -
- but a letter poorly worded or containing misspellings elicits negative reaction.

2.5.1 Written Errors

As it is mentioned above, written errors attract wider attention than spoken errors. This is due to the fact that written communication is not supported by gesture, facial expressions, repetitions and other speech clues such as stress and intonation which can complement errors. Therefore, learners should be guided to write texts with fewer errors. Less errors in writing are demanded because a piece of work covered with a red pen has a damaging effect on the part of the teacher and students (Norrish: 1983). That is why Vallete (1977) has been quoted in Sheorey (1986:306) saying, "the student and the teacher must strive for perfection in the writing skill."

2.5.2 Spoken Errors

In addition to the use of accompanying clues such as gesture, facial expressions, spoken communication is carried out through meaning negotiations (Murphy: 1986). There are also sizable errors that pass unnoticed from the part of the listeners. In this connection, Chaudron (1977:32) says, "Some errors go unnoticed by the teacher, some are

intentionally left uncorrected, and some are actually erroneously repeated by the teacher.” Even at the help of all these supporting conditions, speakers continue making errors which hamper communication. Therefore, teachers should devise activities that can motivate students to actively participate in communication.

Both written and spoken errors are considered to be errors. Due to this reason learners and teachers usually approach them similarly. Their main difference lies in the way how they are treated. Therefore, this research undertaking tries to treat both written and spoken errors jointly.

2.6 Error Correction

Error Analysis (EA) has brought significant changes from error prevention to learning from errors themselves. Teachers try to incorporate individual learners' needs and make them communicate with the target language.

Hendrickson (1978:389) says:

Education is becoming increasingly oriented toward meeting the needs and interests of individual learners. Many foreign language teachers already have responded to their students needs by implementing innovative methods and materials that encourage creative self-expression and by not insisting on error -free communication.

With this methodological outlook, error correction is reviewed and studied systematically. But error correction remains to be most contentious issue and there is a continuous debate over its practicality. This study addresses the following questions as they are outlined first by Hendrickson (1978) and then by Chaudron (1988).

1. Should learner errors be corrected?
2. When should learner errors be corrected?

3. Which learner errors should be corrected?
4. How should learner errors be corrected?
5. Who should correct learner errors?

2.6.1 Should Learner Errors Be Corrected?

Even if correcting learners' errors becomes polarised and debatable in modern language teaching methodologies, some researchers support the idea of correction. Lalande (1982: 40) takes a strong position by saying, "The student doesn't improve his skill if his work is not corrected." Murphy (1986:146) also recommends, "It is a truth universally acknowledged that a language learner who makes a mistake must be in need of correction." Furthermore Cathcart and Olsen (1976), cited in Hendrickson (1978), found out that students want to be corrected more than teachers feel they should be.

Therefore, whether to correct learners' errors or not is a decision to be taken by teachers in order to support learning. When teachers decide to correct learner's errors, the ultimate objective should be to support learning positively (Edge: 1989).

2.6.2 When Should Learner Errors Be Corrected?

The most difficult challenge of language teaching is to determine when to correct and when to ignore student errors (Hendricakson: 1978). Once teachers decide to correct learners' errors, they should also decide the appropriate time to do so. There are errors that deserve to be corrected immediately, to be delayed for some time or to be ignored altogether.

2.6.3 Which Learner Errors Should Be Corrected?

The general understanding is that those errors that block or inhibit communication should be corrected immediately. Global errors are likely to

affect communication so that they should be corrected (Dulay et al.:1982 and Chaudron: 1988). This fundamental question seeks the wise decision of language teachers to prioritise the kinds of errors to be corrected. Hendrickson (1978:391) strengthens this idea as, "An increasing number of foreign language educators suggest that errors that impede the intelligibility of a message should receive top priority for correction." The prioritization of the correction should be in line with the interests of the learners and the attainment of the intended learning goal. Tudor (1996:214) says, "The definition and prioritisation of errors thus becomes an integral part of goal setting and the establishment of learning objectives."

2.6.4 How Should Learner Errors Be Corrected?

The main objective of error correction is to facilitate learning. In order to achieve this ultimate goal, it must be carried out in a non-threatening way. Holley and King (1971), cited in Hendrickson (1978) say teachers should avoid using correction strategies that embarrass or frustrate students. Especially, shy students should be encouraged to use the language without facing over correction and continuous criticism. Morrow (1981:65) says, "Niggling criticism of what he produces will ultimately destroy the learners' confidence in his ability to use the language." Here, it is also worth mentioning that teachers should be clear, precise and consistent when they correct errors.

2.6.5 Who Should Correct Learner Errors?

The change of emphasis towards learners and their learning from that of teachers and teaching that took place in the late 1960s and early 1970s is fully realised in this fundamental question. Error correction should not be viewed as the only responsibility of teachers. Correction doesn't have to come from the teacher alone (Murphy: 1988). Green and Hetcht (1993:160) express, ". . . , the effectiveness of teacher correction in foreign language

learning remains open to question.” In order to minimize this uncertainty, learners themselves should involve in correcting errors. The learner who makes the error, the peers and the teacher should equally involve in the correction process. The roles of these responsible bodies in the process of error correction are further discussed in some detail in the following subsections.

2.6.5.1 Self-Correction

Traditionally, students consider their errors as discredits for both their teachers and their peers; and they try to avoid them (Norrish: 1983). Language learning is viewed as a medium to facilitate communication and the occurrence of learners’ errors are natural (Harmer: 1991; 2001, Norrish: 1983 and Ancker 2000). Learners have their own roles to correct their errors so as to facilitate the goal of instruction (Corder: 1981 and Chaudron: 1988). Self-correction is considered to be a learning strategy in a foreign language situation. Therefore, teachers should involve learners so that they can correct themselves as an important strategy. Green and Hetcht (1993:161) explain, “So learners can be encouraged to develop and make use of the strategy of self-correction.”

2.6.5.2 Peer Correction

It is not always possible for learners to discover and correct the errors that they have made. Some other external intervention may be needed. Such intervention can be from their immediate peers who realized that errors have been committed. Such kind of peer correction creates a cooperative learning atmosphere in which learners learn from one another (Murphy: 1986 and Tudor: 1996). Edge (1989: 26) identifies four advantages of peer correction:

1. Learners are involved in listening and thinking about the language.

2. The teacher gets a lot of important information about the students' ability.
3. It helps learners concentrate and makes them be less dependent on teachers.
4. Learners will be able to help each other learn without hurting their feelings.

2.6.5.3 Teacher Correction

Self- correction and peer correction may not be practical all the time. In this case, it is the duty of the teacher to correct the errors. However, correcting learners' errors is not easy as it is assumed to be for teachers. Morrissey (1983:193) says, "The more closely one looks at even some of the most common errors, the more one realises how difficult they are to explain in terms of the roles of L2 that they violate..." It needs executions of teachers' instructional authority in line with the different factors of the students (Corder: 1981 and Chaudron: 1988). In connection to this Cardelle and Corno (1981:251) say, "The attitudes, motivation, personality and past language learning history of the students must be taken in to account when teachers provide feedback to students."

When teachers decide to provide frequent correction to learners' errors, they are disregarding the willingness of learners to self-correct. Green and Hetcht (1993:160) confirm this as, "So, too much teacher correction may be at the expense of the learner's willingness to self-correct."

2.7 Teachers' and Students' Perceptions of Error Correction

There is a noticeable mismatch between teaching and learning in general. Though it is not possible to imagine a complete relationship, all possible ways should be found to narrow the gap in between. Nunan (1995:133) says, "Although there will never be a one-to-one relationship between

teaching and learning, there are ways in which teachers and learners and teaching and learning can be brought together.” Teachers devote much of their time detecting learners and making their students produce error free utterances whereas learners strive for the communicative value of the language.

The study of error correction tries to reveal these mismatches in order to facilitate second or foreign language learning. Several researches have been made on error types, detection, and evaluation. But, according to this researcher there are no studies which investigate teachers’ and students’ perceptions of error correction jointly. The perceptions of teachers and students towards error correction are one of the mismatches in the context of language learning. Studying the perceptions of teachers and students has a paramount importance because both of them worry about the issue and the debate is still going on. Bolitho (1995:62) says, “. . . , the concern of teachers and learners with errors and how to deal with them is equally understandable, and for this reason alone they should be a topic for continued debate in the context of current trends in learning and teaching.”

2.7.1 Teachers' Perceptions

Teachers have the instructional authority to evaluate the learning process; and they are largely considered as a sole judge to give feedback or correction. Their evaluation should center their students and the learning activities. With regard to error correction, the verbal and non-verbal behaviors of the students and the main reasons for the commitment of the errors should be known clearly. When they do this, the teachers themselves are likely to benefit from a better understanding of when and how to correct learners’ errors.

However, some empirical studies by Fanselow (1977) Chun et al. (1982), Allwright (1988) and Sato and Kleinsasser (1999) show that teachers’ error correction practices appear to be imprecise and inconsistent. Though

learner differences can be the reasons for teachers' inconsistencies, error correction mechanisms should benefit the majority of the learners.

2.7.2 Students' Perceptions

Language learning activities should incorporate the interests of learners (Nunan: 1993). It is with this assumption that Error Analysis (EA) tries to study learners' errors as natural phenomena and indicators of the actual learning. Language teachers and researchers believe that learners' errors are sign of learning. On the contrary, students demand their errors to be corrected as much as possible. Savignon and Wang (2003) report research findings made by Horwitz (1988) that most language learners show a desire that their errors to be noted and corrected by their teachers. Ancker (2000:21) reveals similar findings that, "Ironically, many students still expect, even request the teacher to correct all their errors." Even learners go to the extent that teachers are abandoning their responsibility when they do not correct their errors (Murphy: 1986).

All these research findings and scholars' opinions seem to disagree with the current methodological trend of error correction which leniently approaches learners' errors. Therefore, it is found to be more important to study the possible mismatches between teachers' and students' perceptions of error correction. Particularly, language learning is meant to benefit learners and their views cannot be overlooked in any decision to be made. Schulz (1996), cited in Savignon and Wang (1988:225) strengthens this idea as, "Learner views of learning cannot be ignored, in particular when there is a mismatch between teacher beliefs and learner beliefs..."

2.7.3 Reconciling Teachers' and Students' Perceptions

The Italian saying quoted in Sheorey (1986: 306), "one learns by erring" describes the current view of error correction. Language teachers should

realize that correcting learners' errors is not always a simple decision to pursue. Whatever correction done in the classroom may not actualize students' learning as assumed by teachers. Chaudron (1988: 152-153) says, "The greatest error teachers make may be the assumption that what occurs as "correction" in classroom interaction automatically leads to learning on the part of the student."

It is equally important that ignoring the responsibility of giving feedback or correction to learners' errors doesn't ensure language learning (Murphy: 1986). On top of this, learners' views show that they want to be provided with correction. Therefore, the possible mismatch between teachers' and students' perceptions can be reconciled by correcting learners' errors on the basis of learner interests. Failure to do this is believed to be one source of the difficulty for language learning (Schulz: 1996, Nunan: 1993).

Language teachers and students have a shared responsibility to handle errors systematically in order to facilitate the learning process. Errors should be seen as signs of learning and both teachers and students should approach them positively. When they do this, they can overcome the complex nature of language learning satisfactorily. Murphy (1986:150) concludes, " Language learning is still hard work, but it need not be so threatening: mistakes are normal, to be avoided, but to be recognized and repaired when they occur."

CHAPTER THREE

RESEARCH METHODS

The aim of this study is to explore teachers' and students' perceptions of error correction in the EFL classroom. To achieve the purpose of the study stated in 1.2 of the introduction, appropriate methods and procedures are essential. Therefore, this chapter deals with data collection methods used in this study.

3.1 Subjects

The study was conducted at two preparatory secondary schools in Dessie town with grade 11 in focus.

3.1.1 Teachers

All the English language teachers of the two schools are included in the study. All of them filled in the questionnaire and out of them six randomly selected grade 11 language teachers (three teachers from each school) were interviewed and observed while they were teaching. The following table shows the background information of teacher respondents.

Table 3.1
Teachers Who Took Part in the Study

School	T E A C H E R R E S P O N D E N T S						
	Sex			Qualifica- tion		Filled in Question- naire	Interviewed and Observed
	M	F	T	Dip.	B.A		
Hotie P.S.S.	15	1	16	3	13	16	3
Memihir Akale- Wold P.S.S.	11	1	12	-	12	12	3
Total	26	2	28	3	25	28	6

* P.S.S – Preparatory Secondary School; M-Male; F- Female: T- Total

3.1.2 Students

Students of four Grade 11 sections (two sections from each school) were used as subjects in this study. A total of 162 students filled in the questionnaire. And a total of 12 students (three students from the four sections in the two schools) took part in the interview. The students were provided with the Amharic version of both the questionnaire and the interview in order to help them comprehend the questions easily.

Table 3.2
Students Who Took Part in the Study

STUDENT RESPONDENTS						
School	Section	Sex			Filled in questionnaire	Interviewed
		female	male	total		
Hotie P.S.S	I	33	18	51	48	3
	II	23	18	41	38	3
Memihir	III	24	14	38	35	3
Akalewold P.S.S	IV	23	21	44	41	3
Total		103	71	174	162	12

With regard to students, all of them are from Grade 11 of which two are from Natural Science Stream and the rest two are from Social Science Stream in their respective schools.

3.2 Instruments Used for Data Collection

The study tries to explore the perceptions of teachers and students of error correction. Error correction is a practical classroom activity to which teachers and students devote much of their time. Therefore, in order to get reliable and plausible data, questionnaires, interviews and classroom observations were used in this study.

3.2.1 Questionnaire for Teachers and Students

Questionnaire is the main data collection instrument in this study. Both teachers and students were asked to express their feelings and perceptions of errors, types of errors and methods of error corrections. The teachers' version of the questionnaire was designed to collect data about their perceptions of errors, the types of errors that their students frequently



commit and the methods of error corrections they employ. The questionnaire for students assesses their perceptions of errors, types of errors they commit and their preferences of error correction methods employed by their teachers. All forms of the questionnaires administered to teachers and students are shown in Appendices A, B and C.

In all the questionnaire items, the respondents were given alternatives of perceptive degrees to respond. The results were collected and analysed quantitatively through frequencies and percentages.

3.2.2 Interviews with Teachers and Students

Interview is the second tool used for data collection for the study. Six teachers and 12 students from Grade 11 were randomly selected and took part in the interviews. The interview with teachers contains 5 questions. Similarly, students were interviewed with 8 questions. The researcher asked the interviewees and write down their answers. Later, he wrote it in a coordinated way. The responses of the interviewees are analysed quantitatively or descriptively.

The interview questions administered to the teachers are given in Appendix D_I. Appendices D_{II} and D_{III} show the English version and the Amharic version of the interview with students respectively. Similarly, the responses of teacher and students interviewees are given in Appendices D_{IV} and D_V respectively. The interviewees are coded as T₁, T₂ . . . T₆ for teachers and S₁, S₂ . . . S₁₂ for students.

3.2.3 Classroom Observation

The third instrument used in this study is classroom observation. An explorative study like error correction should reveal the actual practices taking place in classroom. Classroom observation is conducted in six

teachers' classrooms, two periods in each class. Errors are committed while a given language lesson is in progress. There are different learning activities carried out in classrooms such as groupwork discussions class work activities etc. all of which pose a problem for an observer to detect the commitment of errors. The researcher of this study found difficult to limit the type of error to focus on during classroom observation. Therefore, very common language items were selected and observed in order to see the perceptions of teachers and students towards errors. The observation dealt with (A) the methods of error correction employed by the teachers (B) the types of errors committed by students, (C) the agents who take responsibility to correct the errors. In order to carry out the classroom observation, a checklist (See Appendix E) was prepared in advance and used.

CHAPTER FOUR

RESULTS AND DISCUSSION

As indicated in chapter three, this study used three instruments. Questionnaires and interviews were administered to teachers and students. Classroom observation was conducted in classes. The results of the study and their discussions are presented as follows:

4.1 Results of the Questionnaire for Teachers

A. Teachers' Perceptions of Errors

A questionnaire was prepared and distributed to teachers to find out their perceptions of errors. Thus, the results of teachers' responses are indicated in table 4.1 below.

Table 4.1

Frequency and Percentage of Teachers' Perceptions of Errors

I T E M	Teachers' Perceptions of errors	R E S P O N S E S									
		Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
		F	%	F	%	F	%	F	%	F	%
1	Errors are grammatical rules/ structures deviations.	-	-	6	21.4	16	57.1	6	21.4	28	100
2	Errors are those unaccepted by native speakers.	2	7.1	9	32.1	9	32.1	8	28.6	28	100
3	Errors are committed when students are inattentive to their lessons.	-	-	10	35.7	11	39.3	7	25	28	100
4	Students make errors when they hypothesise the language.	1	3.6	4	14.3	17	60.7	6	21.4	28	100
5	Errors are committed due to unclarity of the instruction.	1	3.6	3	10.7	16	57.1	8	28.6	28	100
6	Errors are part of learning.	-	-	2	7.1	8	28.6	18	64.3	28	100
7	Most errors are committed in written lessons.	1	3.6	4	14.3	13	46.4	10	35.7	28	100
8	Most errors are committed in spoken lessons.	-	-	3	10.7	19	67.9	6	21.4	28	100
9	Students do not agree with teachers' correction.	6	21.4	16	57.1	4	14.3	2	7.1	28	100
10	Mother tongue interferences are students major causes of errors.	-	-	7	25	15	53.6	6	21.4	28	100

★Some rows are rounded to 100%

In item 1, teachers were asked if errors are those which deviate from grammatical structures. The result shows that 57.1% of them agreed and 21.4% strongly agreed. Only 21.4% disagreed to the idea. This result shows that teachers consider errors are those which deviate from grammar structures.

In their reaction to item 2 which asks the idea of the acceptance of errors by native speakers, 32.1% and 28.6% of teacher respondents agreed and strongly agreed respectively that errors are the ones that are not accepted by native speakers. However, a total of 39.2% of the respondents disagreed and strongly disagreed to the idea. The relatively high percentage of respondents who disagreed to the idea implies that native speakers also make errors. And practically, it is very difficult to identify the types of errors that are not accepted by native speakers in our context where English language is usually taught by non-native teachers.

In item 3 teachers were asked if students make errors when they do not follow their lessons attentively. In responding to this item 39.3% of the teachers agreed to it and 25% of them strongly agreed. But 35% of them expressed their disagreement. The result shows that most of the teachers believe that failure to attend their lessons attentively make students commit errors.

In item 4, teachers were asked if students make errors when they hypothesise in learning the language. The result shows that 60.7% of them agreed and 21.4% strongly agreed to the idea. Only 14.3% and 3.6% of them disagreed and strongly disagreed respectively to it. The result found in this item reveals that learners make errors when they try to use the language for the purpose of communication though they are not sure of its correctness.

In item 5 the teachers were asked if they believe that students make errors when the teachers' explanation is unclear to them. Thus, 57.1% of the

teachers agreed and 28.6% of them strongly agreed. Only 10.7% and 3.6% disagreed and strongly disagreed to the idea. The result shows that students make errors due to teachers' failure to explain the ideas clearly, precisely and consistently. Scholars such as Fanselow (1977), Allwright (1988) and Sato and Kleinsasser (1999) found out the same assessment regarding teacher corrections.

In their reaction to item 6 in which the teachers were asked if committing errors is a natural way of learning. About 64.3% of the respondents strongly agreed and 28.6% of them agreed to the idea. It is only 7.1% of the respondents who disagreed to it. It can be concluded from the result that making errors is a natural phenomenon of learning.

Teachers were asked in items 7 and 8 the degree to which students make written and spoken errors. The results show that 46.4% and 35.7% of the teachers agreed and strongly agreed respectively that students make written errors mostly; while 67.9% and 21.4% of them agreed and strongly agreed respectively that most of students' errors are spoken ones. From the results of these two items, it can be seen that teachers believe that students make errors both in their writing and speaking. However, more respondents are in favour of the idea that most students' errors are spoken ones.

In item 9, teachers were asked to what extent they agree to the statement, "Students do not agree with the error corrections they are provided with their teachers". Results show that 57.1% of them disagreed and 21.4% of them strongly disagreed. But 14.3% of them expressed their agreement and 7.1% expressed their strong agreement. The result shows that students are willing to receive error corrections from their teachers.

Item 10 asked the teachers if mother tongue interference errors are the major part of student errors. Thus, 53.6% of the teachers agreed and 21.4% strongly agreed. Only 25% of them expressed their disagreement. The result

shows that students make mother tongue interference errors. However, scholars such as Duskova (1969), Corder (1973) and Allwright and Bailey (1991) say that mother tongue interference errors are few and insignificant in foreign language learning.

B. Types of Errors Committed by Students

Teachers were asked to show the frequency of types of errors committed by their students. The results of their responses are indicated in table 4.2 below.

Table 4.2
Frequency and Percentage of Types of Errors Committed by Students

Item	Types of Errors	R E S P O N S E S									
		Never		Rarely		Sometimes		Frequently		Total	
		F	%	F	%	F	%	F	%	F	%
1	Mechanics/Spelling, punctuation, capitalization etc./	-	-	1	3.6	6	21.4	21	75	28	100
2	Grammar	-	-	2	7.1	12	42.9	14	50	28	100
3	Vocabulary	1	3.6	2	7.1	15	53.6	10	35.7	28	100
4	Pronunciation	-	-	2	7.1	8	28.6	18	64.3	28	100
5	Organization	-	-	3	10.7	16	57.1	9	32.1	28	100
6	Content	-	-	3	10.7	20	71.4	5	17.9	28	100

♦ Some rows are rounded to 100%

In item 1, teachers were asked the frequency of mechanics (spelling, punctuation, capitalization etc.) as the type of errors committed by students. Thus, 75% of them stated that they are frequently committed and 21.4% of them replied that they are sometimes committed. Only one teacher stated that they occur rarely. Therefore, the result shows that errors of mechanics occur repeatedly in students' language.

In their reaction to item 2 which enquired grammar errors as the type of errors committed by students, 50% and 42.9% of the respondents stated that they frequently and sometimes occur respectively in students' errors. But only 7.1% of them said that they rarely happen.

Vocabulary errors as types of errors committed by students were presented in item 3. About 53.6% of the teachers expressed that they sometimes occur and 35.7% of them showed that they rarely occur and only one teacher replied that they never occur as types of students errors. This result shows that students commit vocabulary errors when they speak and write due to the limited vocabulary knowledge they have.

In item 4 the respondents were asked if pronunciation errors are the types of errors committed by students; and 64.3% of the respondents replied that pronunciation errors are frequently happening in their errors.

In item 5 and 6 organization and content errors as usually observed in writing are not labeled as frequent ones in the above table. These responses show slight similarities to the perception of teachers in the previous section (See items 7 and 8, page 29) where teachers expressed that most of students' errors are spoken one.

G. Methods of Error Correction Employed by Teachers

Teachers were asked to fill in this part of the questionnaire that investigates the methods that teachers employ to correct learners' errors. The results are shown in table 4.3 below.

Table 4.3
Frequency and Percentage of Methods of Error Correction

I t e m	Methods of error Correction	R E S P O N S E S									
		Never		Rarely		Sometimes		Frequently		Total	
		F	%	F	%	F	%	F	%	F	%
1	Interruption and providing correct version	3	10.7	10	35.7	8	28.6	7	25	28	100
2	Giving hints/clues	-	-	-	-	10	35.7	18	64.3	28	100
3	Ignoring errors	1	3.6	4	14.3	12	42.9	11	39.3	28	100
4	Varying error correction mechanisms	2	7.1	2	7.1	11	39.3	13	46.4	28	100
5	Inviting students to correct their peers	2	7.1	4	14.3	9	32.1	13	46.4	28	100

★ Some rows are rounded to 100%

Table 4.3

Frequency and Percentage of Methods of Error Correction

I t e m	Methods of error Correction	R E S P O N S E S									
		Never		Rarely		Sometimes		Frequently		Total	
		F	%	F	%	F	%	F	%	F	%
1	Interruption and providing correct version	3	10.7	10	35.7	8	28.6	7	25	28	100
2	Giving hints/clues	-	-	-	-	10	35.7	18	64.3	28	100
3	Ignoring errors	1	3.6	4	14.3	12	42.9	11	39.3	28	100
4	Varying error correction mechanisms	2	7.1	2	7.1	11	39.3	13	46.4	28	100
5	Inviting students to correct their peers	2	7.1	4	14.3	9	32.1	13	46.4	28	100

★ Some rows are rounded to 100%

In item 1, teacher respondents were asked if they interrupt students when they make errors and provide the correct versions. Thus, 35.7% of them said that they rarely use that. Also 28.6% of them expressed that it is a method that they sometimes use. The rest (25%) of the respondents replied that they frequently use this method. Only 10.7% of them said that they never use this method. The result shows that interrupting students when they make errors and providing the corrected ones is not a method used frequently by teachers.

In item 2, the teachers were asked if they employ a method of giving hints/clues in order to make learners to self-correct. Thus, 64.3% of them expressed that it is a method which they frequently employ; and 35.7% of the rest stated that it is a method that they sometimes use. The result reveals that all of the teachers employ the method of giving hints/clues to errors so that students can discover and correct their own errors by themselves.

In their reaction to item 3, 42.9% of the respondents replied that they sometimes ignore errors that do not block communication. And 39.3% of them expressed that they frequently ignore such types of errors. Only 14.3% of them responded that they rarely ignore and only one teacher said that he never ignores learners' errors. So, the result shows that ignoring errors is a method used by most of the teachers as long as they didn't hamper communication.

Teachers were also asked if they vary their error correction mechanisms according to the students' personalities. In responding to this item, 46.4% showed that it is a method they frequently use; and 39.3% of them replied that it is a method they sometimes use. Only 7.1% of the respondents expressed that it is a method that they never and rarely use it respectively. The result shows students are different in learning styles and personalities.

That is why teachers try to vary their correction methods in order to cater for these differences.

The last item in this section, asked teachers if they invite other students to correct errors committed by one student. Thus, 46.4% of them use it frequently and 32.1% of them use it sometimes. Very few respondents, 14.3% and 7.1% rarely and never use it respectively as a method of error correction. It can be seen from this result that peer correction is a method used by most teachers.

4.2 Results of Questionnaire for Students

A. Students' Perceptions of Errors

Any language learning activity should incorporate students' feelings for its successful result. Many language educators and researchers support the view that a mismatch between teachers and students perceptions about the effectiveness of instructional practices can result in unsatisfactory learning outcomes (Horwitz, 1986; Green and Oxford, 1995; Schulz, 2001).

Therefore, the researcher of this study tried to investigate teachers' and students' perceptions of error correction in the EFL classroom. A questionnaire was prepared to investigate students' perception of error correction and the result is shown in table 4.4 below.

Table 4.4

Frequency and Percentage of Students' Perceptions of Error Correction

Item	Students' Perceptions of Errors	R E S P O N S E S									
		Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
		F	%	F	%	F	%	F	%	F	%
1	Teachers should correct all students errors	18	11.1	46	28.4	62	38.3	36	22.2	162	100
2	Teachers' should correct errors that block communication	42	25.9	81	50	25	15.4	14	8.7	162	100
3	Frequent corrections help learners improve their accuracy	15	9.3	14	8.6	49	30.2	84	51.9	162	100
4	The focus of language learning should be on fluency	48	29.6	59	36.4	25	15.4	30	18.5	162	100
5	Errors shouldn't be corrected for they disappear themselves	53	32.7	71	43.8	20	12.3	18	11.1	162	100
6	Teachers' corrections are not precise and consistent	26	16.0	49	30.2	63	38.9	24	14.8	162	100
7	Students do not remember corrections easily	51	31.5	70	43.2	27	16.7	14	8.6	162	100
8	Written error corrections are necessary than spoken ones	22	13.6	43	26.5	53	32.7	44	27.1	162	100
9	Peer corrections are accepted by students	12	7.4	21	13.0	52	32.1	77	47.5	162	100
10	Students disagree with their teachers over error corrections	23	14.2	24	14.8	68	42.0	47	29.0	162	100

*Some rows are rounded to 100%

As can be seen from item 1, 38.3% of students agreed that teachers should correct all the errors that students make. The rest, 22.2% of them strongly agreed. On the other hand, 28.4% and 11.1% disagreed and strongly disagreed to the item respectively. The result shows that most students demand teachers to correct all of their errors.

In item 2, students were asked if teachers should correct only the errors that block communication. About 25.9% of the respondents strongly disagreed and 50% disagreed to it. Whereas, 15.4% of them agreed and 8.7% of them strongly agreed. Similar to item 1, this result confirms that students perceive that all learners' errors should be corrected. However, this shows that there is a conflicting perception with teachers who believe in ignoring learners' errors that do not block communication.

In responding to item 3, students say that they have positive perceptions of error correction as an important means to improve the accuracy of the language, in which 82% of the respondents agreed and strongly agreed to the idea.

In the same way, in items 4 and 5, students responded against the ideas which say fluency of the language should be the focus of language learning and errors shouldn't be corrected frequently for they naturally disappear. About 66% and 76% of them disagreed and strongly disagreed respectively. These joint results of the two items show that students give more attention to the accuracy of the language and they believe that in order to achieve it every error should be corrected.

In item 6, students were asked to express if teachers' corrections are imprecise and inconsistent with the nature of the lessons and personalities of the learners. The result shows that 38.9% of the students expressed that they agreed and 14.8% strongly agreed. But 16% and 30.2% of them strongly disagreed and disagreed respectively. The result shows that



students are divided into two over this question. With a slight majority of them expressing that some of teachers' corrections are imprecise and inconsistent. Similarly, 57.1% of teachers (See item 5, Pages 28-29) admit that students are subjected to make errors when the corrections are unclear, imprecise and inconsistent.

Item 7 asked the respondents if it is difficult for students to remember the corrected errors in the future. About 31.5% of them strongly disagreed; and 43.2% disagreed. Only 16.7% and 8.6% of them agreed and strongly agreed respectively. This shows that students demand to be corrected and they say that remembering corrected errors is not a problem to them.

About 32.7% of the students agreed and 27.1% of them strongly agreed to item 8 in which they were asked the need of more correction in written language than in spoken one. But only 13.6% of them disagreed and 26.5% strongly disagreed to the item. The result shows that students demand more correction for their writing than their speech.

In their response to item 9, 47.5% of the respondents strongly agreed and 32.1% of them agreed that peer corrections are accepted by students. Though 7.4% of them strongly disagreed and 13% disagreed, the result shows that students perceived that peer corrections are useful to students.

Item 10 asked the students if there is disagreement between teachers and students over the types and amount of corrections. About 42% of them agreed and 29% strongly agreed. Among the respondents only 14.8% disagreed and 14.2% strongly disagreed to the item. This shows that students do not agree with some type and amount of error corrections provided by their teachers. On the contrary, over 78% of teachers (See item 9, page 29) expressed their disagreement to the statement that students disagree with the error corrections that they are provided with.

B. Types of Errors Committed by Students

Students are asked to identify the types of errors they commit when they speak or write. The result is shown in table 4.5 below.

Table 4.5
Frequency and Percentage of types of Errors

Item	Types of Errors	R E S P O N S E S							
		Never		Sometimes		Always		Total	
		F	%	F	%	F	%	F	%
1	Mechanics/spelling, punctuation, capitalization/	17	10.3	108	66.7	37	22.9	162	100
2	Grammar	12	7.4	62	38.3	88	54.3	162	100
3	Vocabulary	19	11.7	75	46.3	68	42.0	162	100
4	Pronunciation	39	24.1	71	43.8	52	32.1	162	100
5	Organisation	24	14.8	95	58.6	43	26.5	162	100
6	Content	34	21.0	85	52.5	43	26.5	162	100

★ Some rows are rounded to 100%

As can be seen from the above table in item 1, 66.7% of the students responded that they sometimes commit errors of mechanics (spelling, punctuation, capitalization etc.). Also 22.9% of them expressed that they always commit similar errors and the rest 10.3% explained that they never commit such types of errors.

In item 2, 54.3% of the respondents expressed that they always make grammar errors and 38.3% of them stated that they sometimes make grammar errors. Only 7.4% responded that they never commit grammar errors. However, from the results it is possible to know that grammar errors are the most common types of errors that students make.

The majority of the students, i.e. 46.3% and 42% expressed that they sometimes and always commit vocabulary errors respectively. It is only 11.7% of them expressed that they do not commit vocabulary errors. The result shows that students commit vocabulary errors as the result of the very limited vocabulary knowledge they have.

In item 4, 43.8% of the students expressed that they sometimes make pronunciation errors and 32.1% stated that they always make errors of these types. Of course, 24.1% of the students replied that they never make pronunciation errors. Therefore, it is possible to generalize that in the situations where there is limited experience of using the language in communication and lack of access to native speakers' pronunciation, these types of errors are common for our students.

It is in items 5 and 6 that 58.6% and 26.5%; and 52.5% and 26.5% of the respondents expressed that they make organization and content errors respectively. This result corresponds with the teachers' perception that errors of organization and content are not frequently occurring like that of grammar, vocabulary and pronunciation errors (See items 5 and 6, Page 32).

C Methods of Error Corrections Preferred by Students

Students were asked to express their preferences to the methods of error correction employed by their teachers. This result is shown in table 4.6 below.

Table 4.6
Frequency and Percentage of Methods of Error Correction

Item	Methods of Error Correction	R E S P O N S E S							
		Not Good		Good		Very Good		Total	
		F	%	F	%	F	%	F	%
1	Giving clues/hints only	50	30.9	74	45.7	38	23.5	162	100
2	Making students self-correct	25	15.4	69	42.6	68	42.0	162	100
3	Giving corrections immediately	37	22.8	40	24.7	85	52.5	162	100
4	Explaining why errors are committed	14	8.6	50	30.9	98	60.5	162	100
5	Giving delayed corrections	129	79.6	22	13.6	11	6.8	162	100
6	Indicating written errors with marks	30	18.5	60	37.0	72	44.4	162	100

★ Some rows are rounded to 100%

In item 1, students were asked if giving only clues/hints is a good method. About 30.9% of the respondents expressed that the method is not good. About 45.7% stated that it is good and the rest 23.5% said that it is very good. As can be seen from this, a reasonable number of students (30.9%) expressed that giving hints/clues is not a good method. The result shows a difference of perception with the teachers in which all of them (See item 2, Page 35) use it as a frequent method. The cause of such a difference is from the fact that students want all of their errors to be corrected.

Item 2 asked if making students self-correct is a good method. 42.6% and 42% of the students stated that it is good and very good. But 15.4% of them expressed that it is not a good method. The result shows that students believe self-correction as a good method.

If giving a corrected answer immediately is a good method or not is asked in item 3. About 52.5% replied that it is a very good method; and 24.7% labeled it as good. However, 22.8% of the students showed that it is not a good method. It is clear that students demand their errors to be corrected and immediate correction is the one they prefer.

In item 4, the students were asked their views about the usefulness of explaining why errors are committed. About 60.5% of them responded it as very good and 30.9% as good method. It is only 8.6% of the respondents who say it is not good. Similar to item 3, this result shows explaining why errors are committed and providing the corrected answer is welcomed by students.

Students were also asked whether delayed corrections are good or not in item 5. About 79.6% of them responded that delaying corrections is not a good method. And 13.6% believed it as a good method and only 6.8% take it as a very good method. This shows that students are always looking forward to receiving immediate corrections.

The last item in this section asked about the method of indicating written errors with different signs/marks. About 44.4% expressed that it is a very good method and 37% of the rest considered it as good. Of course, 18.5% of the students believe that using marks/signs is not a good method. From this result, it can be seen that students prefer to be given sign indications so that they can discover the actual errors by themselves.

4.3 Description of Interview Results

As it is indicated in chapter three, interview is one of the instruments which is used to gather data in this study. Six teachers and twelve students were interviewed from the two schools to know their general views about error correction.

4.3.1 Results of Interview with Teachers

As it is shown in Appendix D₁, the first interview question deals with whether teachers think that their students like to be corrected or not. According to the responses of the interviewees as shown in Appendix D_{IV}, almost all the respondents explained that their students do not want to be corrected. For example, teacher 6 gave his response to this interview question as:

They don't like to be corrected. First, they always feel correct.

Second, they dislike to be criticized by their peers.

But teacher 4 expressed his belief that:

Students like to be corrected. Corrections help them improve their language learning.

On the basis of this response and the extended discussion that this researcher had with the interviewees, it is possible to generalize that

students do not feel happy to be corrected because they fear criticisms and sometimes they consider themselves always correct.

The second interview question deals with the agreement of students to the correction provided by their teachers. Teacher interviewees confirm that students agree with the corrections they provide. One interviewee, Teacher 2, responded as:

They agree with the correction that I provide. After I make them try to correct their own errors both individually and in group, they finally agree with the corrections that I provide

However, two interviewees (T₄ and T₅) stated that they do not always accept the corrections given to them. The following response from Teacher 4 shows:

Some students accept the error correction that I provide.
But others do not accept them. They resist the corrections.
Even there are students who argue not to accept the corrections

The response to this interview item shows similar result to the teacher questionnaire (See item 9, Page 29) that students agree with the corrections provided by their teachers.

The third question of the interview addresses whether written or spoken errors are easy for teachers to correct. All of the interviewees concluded that written errors are easy for them to correct. For example Teacher 6 replied to the question as:

Written errors are easy to me to correct because I can look at them with full concentration over the many errors that could be made by students.

To them, written errors are easy because they can take sufficient time to read written texts and identify common errors in order to carry out remedial teachings. But only one teacher (T₅) pointed out that spoken errors are easy to him to correct because he can correct them immediately as they occur. His response revealed that:

I find spoken errors easy to me to correct because I manage them to correct immediately as they are committed.

The fourth question asks teachers the methods they apply to correct learners errors. All of the teachers employ self and peer correction. They found these strategies successful because students can benefit a lot when they correct errors of their peers. However, they stated some of the problems they encounter when they exercise self and peer correction. Some of the problems, as pointed out by the teachers, are students fear to be corrected by others and there are cases where all of the students fail to know the corrections. For example, interviewee 6 responded:

Peer correction is the most frequent method that I use. I use it because it helps them to help each other. Sometimes it faces problem when all of the students fail to know the exact correction of the error.

The fifth question of the interview requires the interviewees their opinion regarding the ways they apply to make the error correction activities to have a lasting impact on their students. All of the teachers expressed that they explain why the errors are committed in the first place and then provide the correct forms. They added that they give more exercises and notes on the errors. This is clearly shown from Teacher 5 responses:

Some of the students' errors appear repeatedly regardless of the

corrections to them. In order to make the corrections long lasting, I usually give extended explanations and make the students practise sufficiently.

4.3.2 Results of Interview with Students

The first question of the interview requires the students to give their views about what are errors in English language learning. All of them indicated that errors are violations of the language rules that students make when they speak or write. Student 4 responded as:

In my view, errors are violations of language rules when students speak and write.

The second question of the interview deals with the kinds of errors that English language teachers should correct. The responses of the students showed clearly that teachers should correct the kinds of errors that block communication or that create misunderstanding. This can be seen from student 10:

Teachers should correct errors that block communication.

Students were interviewed whether error corrections help them improve their language or not. All the interviewees answered that error corrections are very necessary to them to improve their language. They further indicated that they feel confident to use the language when they are sure that they know the language rules correctly. For example, student 6 responded by saying:

Yes, they help me improve the language. When I am corrected, I develop confidence to use the language appropriately.

The fourth question in the interview deals with the ways English language teachers should give error corrections. Students responded that making errors are natural and teachers should tolerate them when they make errors. Students also indicated that they should be told why the errors are committed together with the corrections. In order to do this long lasting, supplementary notes and activities should be given by their teachers. Student 10 responded as:

Teachers should encourage students to use the language. It is also important to know that errors are common. The errors should be indicated to students clearly and how they are committed. Further examples help learners remember the error in the future.

Students were interviewed about their preferred time to receive corrections in the fifth interview question. All those who were interviewed prefer to receive error corrections immediately. According to them immediate corrections are useful because they can review their errors as they are committed and also they get the chance to relate the errors with the existing lessons. If errors are not corrected immediately, the students expressed that they may forget them. For example, student 8 responded:

I should receive error correction immediately. Immediate corrections help me associate the nature of the errors with the existing lesson.

The results of items 2 and 3 of the teacher questionnaire (See page 35) show that teachers use clues/hints to make students self-correct and they also ignore learners' errors when they believe they do not block communication. However, students' interview responses appear consistent with the results of the questionnaire presented to them (See items 1 and 5, Page 38) that giving clues/hints or delayed corrections are not good methods of error corrections.

The sixth interview question asks the students about their feeling when they are corrected by their classmates. Eight student interviewees replied that they feel happy when they are corrected by their classmates. According to their reply, peer corrections create cooperative learning and a healthy atmosphere to compete with each other. For example, student 3 responded to this interview question as:

Corrections among classmates bring competitions and it is a very good experience. Therefore, I like to be corrected by my classmates and I also like to correct theirs.

But totally four students of which two (S₄ and S₁₁) disagreed to peer corrections saying students are in equal level and peer corrections are not always effective. The response from student 4 shows that:

Students have almost similar knowledge level. Therefore, corrections of errors with classmates cannot be effective. . . .

Two students (S₂ and S₁₀) explained that they feel disappointed to be corrected by someone who has same knowledge with them. Student 10 replied as:

I don't feel happy because I don't want to be corrected by someone who is equal to my educational level. What I always aspire is that to discover my own errors.

In the seventh question of the interview, students were asked if they disagree with the error corrections they are provided with their teachers. Most of the student interviewees expressed that they agree with their teachers because teacher corrections are useful to them to improve the language. Student 11 responded as:

Yes, I agree with them. I believe that they give me correction that they are sure of its usefulness to me.

But two students (S₅ and S₈) expressed that they don't agree with all the corrections of their teachers because they want to discover their own errors by themselves. Student 8 responded as:

No, I don't. Because, corrections shouldn't come only from the teacher. I should discover my own errors.

Two other students (S₁ and S₂) stated that they do not agree because teachers sometimes focus on things that are simple and even there are differences among teachers in handling errors. Student 1 replied as:

No, I don't agree. Sometimes my teachers focus on simple things that I can discover later.

The last question in the students' interview enquires what they do to remember the corrected errors in the future. Most of them explained that they try to remember the corrected errors by keeping personal records and reading further. As it is responded by student 3,

I try to remember the corrected errors by writing the corrections
In my notes and doing more exercise.

They also do activities that can strengthen the areas where the errors are committed. Others, for example, (S₂ and S₈) explained that the way teachers approach the errors make them remember well. If teachers explain the errors thoroughly or with some special emphasis, they can remember them easily in the future. For example student 8 replied as:

It depends on the emphasis given by the teacher. If teachers give emphasis on them, I take notes and read more notes to have

good understanding

4.4 Description of Classroom Observation Results

As it is stated in chapter three, classroom observation was conducted in actual classrooms where six Grade 11 English language teachers were teaching (three teachers from each school). An observation checklist was prepared on three areas. The first one is on methods of error correction employed by teachers. The second one is on types of errors committed by students and the third one deals with the sources or agents of the corrections. Sample extracts of the classroom observation are shown in Appendix F.

A. Methods of Error Correction

The first implementation variable deals with if teachers interrupt learners when they make errors. Almost all the observed teachers do not employ interrupting students when they make errors. But teacher III was observed interrupting a student for a pronunciation error as he did in the following extract.

Extract 7

S: After my niece [nais] ...

T: After my niece [ni:s] ...

Therefore, this observation reveals similar result to the results of the majority of teachers' responses (See item 1, Page 35) that show interrupting students when they make errors is not a good method.

Secondly, the observation was made if teachers provide immediate corrections for errors. Most of the observed teachers were seen encouraging students to correct themselves or their peers. However, few teachers have been observed providing immediate corrections. For example, Teacher I

corrects immediately for a question of a student as shown in extract 2 below.

Extract 2

S: Teacher! Can 'control' be the antonym of the word 'discourage'?

T: No, the word 'dissatisfy' is the correct antonym of the word.

Though teachers appear to be reserved to give/provide immediate corrections to students' errors, 52.5% of student respondents responded that they like to receive immediate corrections when they make errors.

The third implementation variable deals with the method of giving clues/hints to learners' errors. In the questionnaires presented to the subjects, two differing perceptions were revealed concerning the method of giving hints/clues to students' errors. About 64.3% of teachers (See item 2, page 35) responded that it is a good method. But 30.9% of student respondents (See item 1, page 45) replied that it is not a good method. Similarly, giving hints/clues for errors is used as a good method in the classes of the observed teachers. This is practically seen from teacher I and Teacher III classes. The following instance shows how Teacher I provided hints/clues.

Extract 1

T: What is the antonym of the word 'conveniently'?

S: less

T: Another attempt, please?

S: unsuitable

T: Very Good. What if I say 'difficult'?

Ss: Yes.

At the fourth stage, teachers were observed if they delay giving corrections to their students. All of the observed teachers either tried to elicit the correct

answers from the students or provide the corrections themselves. The researcher of this study couldn't observe teachers delaying error corrections deliberately. But from the point of view of students, 79.6% of them considered that delayed corrections are not good methods.

The fifth implementation variable assesses the method of ignoring learners' errors. With this regard, teacher I and Teacher IV have been observed ignoring learners' errors. The following extract is taken from Teacher I.

Extract 3

T: What is the antonym of the word 'establish' ?

S: Teacher! There is no 'e'. It is only 'stablish'.

T: Let's find the antonym of the word 'establish'.

Here the teacher declined to give corrections for the error committed in the question of the student. Though 42.9% of teacher respondents replied that they sometimes ignore learners' errors (See item 3, page 35) the observed teachers corrected every error despite the problem it creates on the overall communication.

Teachers were also observed if they criticize learners when they make errors. The observation result reveals almost all the teachers do not criticize learners for making errors. However, the observer noticed teacher III criticizing a student for his error as shown in the following extract.

Extract 14

S: The more you work the most money you get.

T: Why do you use 'most'? You must say,

The more you work the more money you get.

Teachers were observed if they make learners self correct. Most teacher interviewees indicated that they frequently use the method of self correction. When the researcher carried out the classroom observation, most of the teachers inclined to peer correction. This might be due to the number of

students and the shortage of the class time. However, one teacher (Teacher I) was seen implementing self correction effectively.

Extract 6

T: The Blue Nile flows ____ the Mediterranean Sea. What is the correct preposition? Yes, Birhanu?

Birhanu: for

T: Who can give us another answer, please? Yes, Tsehay?

Tsehay: to

T: Much better attempt. Yes, Birhanu, do you want to try it again?

Birhanu: into

T: Yes, that is right.

The eighth implementation variable focuses whether teachers use different signs/marks to indicate written errors. As it can be seen from Appendix F Teacher I, III, and V use different marks/signs to indicate them. About 44.4% of student respondents (See item 6, page 46) showed that they can get the chance to discover the errors by themselves, when they are shown with different signs/marks.

Lastly in this section students' active participation to correct their errors and their peers was also the focus of the classroom observation. In this regard students have high interest to self and peer correction. Also, teachers were seen urging students to do so.

B. Types of Errors Committed by Students

As it was found out from the responses of the interviews administered to teachers and students, different types of errors are committed in the process of language learning. The following table (Table 4.7) shows the types of errors committed in the observed classes of the six teachers.

Table 4.7

Frequency and Percentage of Types of Errors Observed in the Classes of the Six Teachers

NO	Type of Error	Teacher I		Teacher II		Teacher III		Teacher IV		Teacher V		Teacher VI		Total		% of each error
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
1	pronunciation	-	-	2	33.3	1	16.7	3	50	-	-	-	-	6	100	15
2	Vocabulary	3	42.9	-	-	1	14.3	1	14.3	1	14.3	1	14.3	7	100	17.5
3	Grammar															
	Agreement	2	22.2	2	22.2	1	11.1	1	11.1	2	22.2	1	11.1	9	100	22.5
	Preposition	1	25.0	1	25.0	-	-	-	-	1	25.0	1	25.0	4	100	10
	Article	-	-	1	50.0	-	-	-	-	-	-	1	50.0	2	100	5
4	Mechanics															
	Capitalisation	1	33.3	-	-	1	33.3	-	-	1	33.3	-	-	3	100	7.5
	Spelling	1	16.7	-	-	3	50.0	-	-	2	33.3	-	-	6	100	15
	Punctuation	1	33.3	-	-	1	33.3	-	-	1	33.3	-	-	3	100	7.5
5	Organisation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Content	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	9	22.5	6	15	8	20	5	12.5	8	20	4	10	40	100	100

★Some rows are rounded to 100%

As could be seen from the above table, errors in agreement show the highest frequency and percentage. Students make errors on agreement by using singular subjects with plural verb forms, by using irregular verb forms as if they are regular ones; and by using wrong tense forms. The following extract is observed in Teacher IV class and it shows the wrong use of regular verb form.

Extract 20

T: She bought a dress which ____ 300 Birr. (cost) Use the correct past form of the verb in the bracket.

S: Costed

T: Not correct. Another?

S: cost

T: That is right.

Vocabulary errors are the second most frequent ones in the classes of the six teachers who are observed in this study. The following extract is taken from Teacher IV.

Extract 17

T: What is the meaning of the word 'edible'?

S: added

T: 'Edible' means that can be eaten or used as food.

In the above utterance, the student seems to associate the new word 'edible' with the word 'added' that he knows before. Such experience of learning the meaning of new words becomes a serious problem for students due to two possible reasons. First, English language has a huge number of words in its stock. And second most students have very limited vocabulary terms. That is why all the observed teachers (except Teacher II) devote much of their time in correcting vocabulary errors. The third most frequent errors that occur during the classroom observations are pronunciation errors. The

following extract shows examples of pronunciation errors that students make.

Extract 18

S: The recommended retail price [pris] is 9.50 per can.

T: He writes the word on the blackboard and invites the student to read it again herself.

S: [prais]

T: Now, it is correctly pronounced.

In the student's utterance, the diphthong 'ai' is pronounced as monothong 'i'. Such kinds of pronunciation errors show how students are frequently faced with the problem in producing various sounds of English.

The observer looked at three corrected and returned texts of three teachers (Teacher I, III, and V). As it can be seen from the copy of the corrected texts attached to the extracts of these teachers in Appendix F, spelling errors account 15% of the total errors which are similar to pronunciation errors in frequency. Therefore, it seems reasonable to conclude that students' problems of spellings in writing and pronunciation in speaking are interrelated and occur frequently.

The above table also shows that preposition errors account 10% of the students' errors. Errors of capitalization and punctuation errors cover 7.5% each. Errors of articles appear to occur less frequently accounting only 5% of the total errors.

The observation deals with the occurrence of organization and content errors as they occur in the observed classrooms. The three teachers (Teacher I, III, and V) who corrected and returned written texts do not comment on the organization and content part. The texts are guided and short so that the students do not have the chance to express their own

ideas. Therefore, in this part of the study the researcher couldn't see how teachers correct errors of organization and content.

C. Sources of Correction/Corrector of the Errors

In chapter II of this study, it was clearly stated that error correction is not the duty of teachers only (See page 15). Students who commit the errors and the peers who hear the errors have equal responsibility to correct them. Having this idea in mind, the researcher of this study observed how the corrections of errors are carried out in classes. The summary of the result is shown in table 4.8 below.

Table 4.8

Total Number, Type and Percentage of Corrected and Uncorrected Errors

No	Type of error	Total errors	Status of correction		Corrected by		
			corrected	uncorrected	self	peer	teacher
1	Pronunciation	6	5	1	1	3	1
2	vocabulary	7	7	-	-	3	3
3	Grammar						
	Agreement	9	9	-	-	8	1
	Preposition	4	4	-	1	2	1
	Articles	2	2	-	-	2	-
4	Mechanics						
	Capitalisation	3	3	-	-	-	3
	Spelling	6	6	-	-	-	6
	Punctuation	3	3	-	-	-	3
5	Organisation	-	-	-	-	-	-
6	Content	-	-	-	-	-	-
	total	40	39	1	2	18	19
	Percentage(%)	100	97.5	2.5	5.1	46.2	48.7

From the above table, it can be noted that out of the 40 total errors that are found in the time of classroom observation, 39 (97.5%) were corrected while only 1, which is a pronunciation error (Extract 16), was left uncorrected. All the teachers were sensitive to correct all kinds of errors and the only one uncorrected error might be due to failure from the part of the teacher to listen to its occurrence.

The purpose of this part of the study is to investigate the extent of the participation of the learners to correct the errors in the classroom. The study found out that 48.7% of the error corrections were given by the teachers and 46.1% of the errors were corrected by other students (peers). It is only two errors that were corrected by students who committed them.

This result shows learners do not correct their own errors. Teacher respondents, in the questionnaire and interview administered to them, replied that they encourage self-correction. However, they fail to put it in practice in their actual classrooms. This is a gap between many scholars such as Chamot and Kupper who found out that self-correction was a strategy leading to more effective language learning (1989:21). Others such as Hendrickson 1978, Lewis and Hill 1985, and others encourage self-correction in the second/foreign language learning.

Finally, both teachers and students believe that errors are deviations of language rules in speech or writing. However, there are some mismatches of error perceptions and methods of error corrections between teachers and students as can be seen from the responses given to the questionnaire and interviews administered to them.

In addition to this, teachers were observed giving more emphasis correcting almost all students' errors. Teachers' attempt to correct all of the errors committed shows this researcher two results. First, they actually perform against what they say previously that they give hints/clues or they do not

correct errors that do not block communication. Second, they are against the belief of many scholars who advocate errors as sign of learning (Corder: 1967, Hendrickson: 1978, Allwright: 1988, Edge: 1989, and Allwright and Bailey: 1991).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study was conducted with the main purpose of exploring teachers' and students' perceptions of error correction in the EFL classroom. It was specifically designed to investigate:

- 1) how teachers and students perceive errors in language learning.
- 2) if there are mismatches of perceptions between teachers and students over errors.
- 3) if there are disagreements between teachers and students over the nature and kinds of error correction.
- 4) What types of errors are frequently committed by students.
- 5) how errors are dealt with in the EFL classrooms.

The necessary data was collected using questionnaires and interviews administered to both English language teachers and students. In addition to these two major instruments classroom observation was carried out in six teachers' classes. The data are analysed and the discussion of the results have been presented in Chapter Four. Accordingly, the following conclusions and recommendations are made.

5.1 CONCLUSIONS

The data collected, analysed and the discussion of results lead to the following conclusions.

5.1.1 Both teachers and students believe that language errors are deviations of language rules in speech and writing.

5.1.2 Teachers expressed their strong belief that learners make errors when they hypothesise the language that they are learning.



- 5.1.3 Students expressed that error corrections help them improve their language.
- 5.1.4 Teachers responded students are subjected to make errors when teachers themselves do not explain their lessons well (See item 5, page 28-29). Similar complaint is reflected by students that teachers appear imprecise and inconsistent when they give error corrections (See item 6, pages 38-39).
- 5.1.5 Both teachers and students expressed that learners commit different types of errors of which 75% of teachers replied that errors of mechanics are frequently made by students (See item1, page 32) and 54% of students expressed that they always make errors of grammar (See item 2, page 42)
- 5.1.6 Teachers responded that they frequently employ both self and peer corrections in the questionnaire and interview administered to them. Also most of student respondents preferred the method of self/peer correction. However, teachers inclined to focus on peer and teacher corrections that account 46.1% and 48.7% respectively on the corrected errors during the observation time (See table 4.8)
- 5.1.7 Most of teacher interviewees expressed that students do not want to be corrected for fear of criticisms from their teachers and peers.
- 5.1.8 Students show their strong demand to have their errors corrected immediately together with further explanations and supplementary notes.
- 5.1.9 Giving hints/clues is believed to be good method of error correction for it helps students discover their own errors.
- 5.1.10 Teacher respondents replied that they vary their correction methods in line with the differences of learners' personalities and learning styles.

5.1.11 About 75% of teachers expressed their agreement in the questionnaire that learners' errors are caused due to mother tongue interference. However, scholars and researchers such as Duskova (1969), Corder (1973) and Hendrickson (1978) strongly expressed their belief that mother tongue interference errors are very few in nature.

5.1.12 The following mismatches of error perceptions between teachers and students have been found in the study.

- Students demand more corrections in writing while the focus of teachers lies in correcting speeches.
- 57.1% of teachers believe that students are willing to receive corrections; but students expressed that they do not agree with the amount and kinds of error corrections they are provided with their teachers.
- Though the majority of teachers expressed that they frequently use the method of ignoring errors, students showed strong preference to get immediate corrections.

5.2 RECOMMENDATIONS

The current language teaching/learning methodologies emphasise that teachers' and students' perceptions should match together for successful language learning. It is in line with this view and based on the research findings or conclusions made that the following recommendations are forwarded.

5.2.1 Teachers should understand clearly what errors are and how to deal with them in language learning.

5.2.2 Teachers are expected to give precise and consistent instructions to help their students produce error free language.

5.2.3 Students make errors when they hypothesise the target language. So, teachers should encourage students' attempts, risk takings and

provide the corrections constructively.

5.2.4 Teachers should have an organized plan to correct both written and spoken errors of their students.

5.2.5 Modern language teaching methodologists stress the effectiveness of self-correction. Therefore, teachers should strive to secure it so that their students can benefit out of it.

5.2.6 It is necessary to close the gaps or mismatches that prevail between teachers and students by accommodating students' preferences and learning styles on the bases of modern language teaching methodologies..

5.2.7 It is preferable for teachers to have open discussions with their colleagues in order to handle error corrections and other pedagogical practices.

5.2.8 Teacher training institutions and material developers should incorporate the question of error correction in their training sessions and material productions.

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Appendix A

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

Dear Teachers,

This questionnaire is intended to get information on your perception of error correction in English language learning. The data obtained will be used for research purpose at the level of Master of Arts (M.A) in Teaching English as a Foreign Language (TEFL).

Your frank responses to all the items are of great importance to this research in particular and to English language teaching and learning in general. Therefore, you are kindly requested to give your responses to the questionnaire.

Thank you.

BACKGROUND INFORMATION

DIRECTION: Provide the information needed for the following general questions. Put a tick (✓) where possible.

I. Sex: Male _____ Female _____

II. Qualification

Diploma _____ B.A _____ M.A _____

III. Specialization

Major _____

Minor _____

IV. Total No of work experience

A. 1- 5 years _____ D. 16 -20 years _____

B. 6- 10 years _____ E. 21 -25 years _____

C. 11 -15 years _____ F. 26 years and above _____

V. Total weekly teaching load: _____

VI. Average number of students per class: _____

VII. Number of sections taught: _____

2. PERCEPTION OF ERRORS

DIRECTION: Mark with a tick (√) what your perception of the nature and implications of errors is with respect to every statement in only one of the four spaces. Use the following scales to rank your response.

1 – Strongly Disagree; 2 – Disagree; 3 – Agree; 4 – Strongly Agree

No	Item	Responses			
		1	2	3	4
1	I believe that errors are those that show deviations from grammatical structures.				
2	I believe that errors are those that are not accepted by native speakers.				
3	Students make errors when they do not follow the lesson attentively.				
4	Students make errors when they hypothesise the language.				
5	The unclarity of the instruction or the teaching from the part of the teacher forces learners to make errors.				
6	I believe that making errors is a natural part of learning.				
7	Students make most errors in written lessons.				
8	Students make most errors in spoken lessons.				
9	Students do not agree with the error correction that they are provided by the teacher.				
10	Interference of the mother tongue covers the major part among the causes of student errors.				

3. TYPES OF ERRORS COMMITTED BY STUDENTS

DIRECTION: Mark with a tick (√) under the frequency of errors that are made by students. Use the following scales to rank your response.

1 – Never; 2 – Rarely; 3 – Sometimes; 4 – Frequently

No	Item	Response			
		1	2	3	4
1.	Mechanics (spelling, punctuation)				
2.	Grammar				
3.	Vocabulary				
4.	Pronunciation				
5.	Organisation				
6.	Content				

4. METHODS OF ERROR CORRECTION

DIRECTION: Mark with a tick (√) under the frequency of the methods of error correction that you employ. Use the following scales to rank your response.

1 – Never; 2 – Rarely; 3 – Sometimes; 4 - Frequently

No	Item	Response			
		1	2	3	4
1.	Interrupting students when they make errors and providing the correct utterance.				
2.	Giving hints/ clues to make learners self-correct				
3.	Ignoring errors that do not block communication				
4.	Varying error correction mechanisms according to students' personalities.				
5.	Inviting other students to correct errors committed by a student.				

Appendix B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Dear students,

This questionnaire is intended to get information on your perception of error correction in English language learning. The data obtained will be used for research purpose at the level of Master of Arts (M.A) in Teaching English as a Foreign Language (TEFL).

Your frank responses to all the items are of great importance to this research in particular and to English language teaching and learning in general. Therefore, you are kindly requested to give your responses to the questionnaire.

Thank you.

STUDENTS' QUESTIONNAIRE

SEX: MALE _____ FEMALE _____

1. PERCEPTION OF ERROR CORRECTION

DIRECTION: Mark with a tick (√) to indicate your perception of error correction with respect to every statement in any one of the four spaces. Use the following scales to rank your responses.

1 – Strongly Disagree; 2 – Disagree; 3 – Agree; 4 – Strongly Agree

No	Item	Response			
		1	2	3	4
1	Teachers should correct all the errors that students make				
2	Teachers should correct only the errors that block communication				
3	Frequent corrections help learners improve accuracy of the language				
4	Fluency of the language must be the focus of English language learning				
5	Teachers should not frequently correct students' errors because they disappear naturally.				
6	Teachers do not give precise and consistent error corrections along with the nature of lessons and students' personalities.				
7	It is difficult for students to remember the corrected errors in the subsequent lessons.				
8	More correction is necessary on written language than spoken language.				
9	Peer-corrections in pair work and groupwork activities are happily accepted by students.				
10	There is disagreement between teachers and students over the types and amount of corrections provided.				

2. TYPES OF ERRORS

DIRECTION: Mark with a tick (√) under the frequency of the types of errors you want to be corrected.

Use the following scales to rank your responses.

1 – Never;

2 – Sometimes;

3 – Always

No	Item	Response		
		1	2	3
1.	Mechanics (spelling, punctuation)			
2.	Grammar			
3.	Vocabulary			
4.	Pronunciation			
5.	Organization			
6.	Content			

3. METHODS OF ERROR CORRECTION

DIRECTION: Mark with a tick (√) under the degree of the correction methods you prefer to be used by your teacher.

Use the following scales to rank your responses.

1- Not Good;

2 – Good;

3 – Very Good

No	Item	Response		
		1	2	3
1.	Giving only clues/hints.			
2.	Making students self-correct.			
3.	Giving the corrected answer immediately.			
4.	Giving explanations why the error is made.			
5.	Giving delayed corrections.			
6.	Indicating errors with different signs on written errors.			

Appendix C

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የውጭ ቋንቋዎችና ሥነ-ጽሁፍ ትምህርት ክፍል

የተወደዳችሁ ተማሪዎች!

ይህ መጠይቅ በእንግሊዝኛ ቋንቋ ትምህርት ስለ ስህተት እርማት ያላችሁን ግንዛቤ ለማወቅ የተዘጋጀ ነው። ከዚህ መጠይቅ የሚገኘው መረጃ በሁለተኛ ዲግሪ ደረጃ (M.A) እንግሊዝኛን በውጭ ቋንቋነት በማስተማር (TEFL) ጥናትና ምርምር ለማድረግ ይውላል።

ለሁሉም የመጠይቁ ጥያቄዎች የምትሰጡት እውነተኛ ምላሽ ለዚህ ጥናትና ምርምር በተለይ ለእንግሊዝኛ ቋንቋ መማርና ማስተማር በአጠቃላይ ክፍተኛ ጠቀሜታ ይኖረዋል። ስለዚህ ለመጠይቁ ምላሻችሁን ትሰጡ ዘንድ በአክብሮት ትጠየቃለችሁ።

አመሰግናለሁ።

ጾታ: _____ ወንድ ----- ሴት -----

1. ስለ ስህተት እርማት ግንዛቤ

መመሪያ:- ስለ ስህተት እርማት ያላችሁን ግንዛቤ በእያንዳንዱ የመጠይቅ ትይዩ በተሰጡት አራት ባዶ ቦታዎች ላይ የ (✓) ምልክት በማድረግ አመልክቱ።

ምላሻችሁን የሚከተሉትን ደረጃዎች በመጠቀም አመልክቱ።

- 1- በጣም አልስማማም
- 2- አልስማማም
- 3- እስማማለሁ
- 4- በጣም እስማማለሁ

ተ.ቁ	መለኪያ	ምላሽ			
		1	2	3	4
1	መምህራን የተማሪዎችን ሁሉንም ስህተቶች ማረም አለባቸው።				
2	መምህራን መግባባትን የሚያደናቅፉ ስህተቶችን ብቻ ማረም አለባቸው።				
3	ተደጋጋሚ የስህተት እርማቶች ተማሪዎች የቋንቋውን ትክክለኛ ህግ እንዲያሻሽሉ ይረዳሉ።				
4	የእንግሊዝኛ ቋንቋ ትምህርት ትኩረት የቋንቋውን ትክክለኛ ህግ ከማወቅ ይልቅ ቋንቋውን ለመግባቢያነት መጠቀም መሆን አለበት።				
5	የተማሪዎች ስህተቶች በባህሪያቸው በራሳቸው ጊዜ ስለሚጠፉ መምህራን በተደጋጋሚ መረም የለባቸውም።				
6	መምህራን እንደየትምህርቱ ባህሪና የተማሪዎች ስብዕና አንጻር ግልጽና ወጥ የስህተት እርማት አይሰጡም።				
7	ተማሪዎች የታረሙ ስህተቶችን በቀጣይ ትምህርቶች ውስጥ ለማስታወስ ችግር ይሆንባቸዋል።				
8	ከንግግር ቋንቋ ይልቅ በጽሁፍ ቋንቋ ውስጥ በርካታ የስህተት እርማቶች ያስፈልጋሉ።				
9	በጥንድና በቡድን ሥራዎች የእርስ በርስ እርማቶች በተማሪዎች ዘንድ ተቀባይነት አላቸው።				
10	በስህተት እርማቶች አይነትና ብዛት ዙሪያ በመምህራንና በተማሪዎች መካከል አለመግባባት አለ።				

2. የስህተት ዓይነቶች

መመሪያ:- ሊታረሙላችሁ የምትፈልጓቸውን የስህተት ዓይነቶች በተመለከቱት የድግግሞሽ ደረጃዎች የ(✓) ምልክት በማድረግ አመልክቱ።

ምላሻችሁን የሚከተሉትን ደረጃዎች በመጠቀም አመልክቱ።

- 1- በፍጹም
- 2- አንዳንድ ጊዜ
- 3- ሁልጊዜ

ተ.ቁ	መለኪያ	ምላሽ		
		1	2	3
1	ሥርዓተ- ሆሄያት (ፊደላት፣ ሥርዓተ ነጥብ፣ካፒታላይዜሽን ወዘተ.)			
2	የቋንቋ አጠቃቀም (ስዋሰው) /Grammar/			
3	ቃላት /Vocabulary/			
4	አነባበብ /Pronunciation/			
5	የሐሳብ አደረጃጀት /Organisation/			
6	ይዘት /Content/			

3. የስህተት እርማት ዘዴዎች

መመሪያ፡- በመምህራችሁ ሊለጧችሁ የምትፈልጓቸውን የስህተት እርማት ዘዴዎችን በተመለከቱት ደረጃዎች ትይዩ የ (√) ምልክት በማድረግ አመልክቱ።

መሳሻችሁን የሚከተሉትን ደረጃዎች በመጠቀም አመልክቱ።

- 1- ጥሩ አይደለም 2- ጥሩ 3 - በጣም ጥሩ

ተ.ቁ	መለኪያ	ምላሽ		
		1	2	3
1	ለስህተቶች ፍንጭ ወይም ምልክቶችን ብቻ መስጠት።			
2	ተማሪዎች ራሳቸውን እንዲያርሙ ማድረግ።			
3	ወዲያውኑ የተስተካከለ መልስ መስጠት።			
4	ስህተቱ ለምን እንደተፈጸመ መግለጫ መስጠት።			
5	እርማቱን አዘግይቶ መስጠት።			
6	በጽሁፍ ውስጥ የተከሰቱ ስህተቶችን የተለያዩ ምልክቶችን በመጠቀም ማሳየት።			

Appendix D₁

INTERVIEW QUESTIONS FOR TEACHERS

1. Do you think your students like to be corrected?
 - If yes, what is the benefit they get out of the correction?
 - If no, what do you think the reasons may be?
2. Do students agree with the error correction that you provide?
 - If yes, how do you know that?
 - If no, how do they express their disagreement?
3. Are written or spoken errors easy to you to correct? Why?
4. What methods do you apply to correct learners' errors? E.g. self-correction and peer correction.
 - Do you think it is a successful strategy?
 - What problems do you encounter when you employ these strategies?
(Self-correction, peer correction)
5. What do you do to make your error correction activity to have a lasting impact on your students?

Appendix DII

INTERVIEW QUESTIONS FOR STUDENTS

1. In your view, what are errors in English language learning?
2. What kinds of errors do you think your English language teacher should correct?
3. Do you think error corrections improve your language?
4. How do you think English language teachers should give error corrections to students?
5. When do you think you should receive error correction?
6. What do you feel when your classmates correct your errors?
7. Do you agree with all the corrections that you receive from your teachers?
8. How do you or what do you do to remember the corrected errors?

Appendix D_{III}

ለተማሪዎች የቀረበ ቃለ- መጠይቅ

1. በአንተ/ቺ አስተያየት በእንግሊዝኛ ቋንቋ ትምህርት ስህተቶች ምንድን ናቸው?
2. መምህርህ/ሽ ሊያርግቸው የሚገቡ የስህተት ዓይነቶች የትኞቹ ናቸው?
3. የስህተት እርማቶች ቋንቋውን ለማሻሻል ይረዱኛል ብለህ/ሽ ታስባለህ/ቢያለሽ?
4. የእንግሊዝኛ ቋንቋ መምህርህ/ሽ የስህተት እርማቶችን እንዴት መስጠት እንዳለባቸው ታስባለህ/ቢያለሽ?
5. የስህተት እርማቶች መቸ ሊሰጡህ/ሽ ይገባል?
6. የክፍል ጓደኞችህ/ሽ ስህተቶችህን/ሽን በሚያርሙህ/ሽ ጊዜ ምን ይሰማህ/ሻል?
7. መምህርህ/ሽ በሚሰጡህ/ሽ ሁሉም የስህተት እርማቶች ትስማማለህ/ሚያለሽ?
8. አንድ ጊዜ የታረሙ ስህተቶችን ለወደፊቱ እንዴት ታስታውሳቸዋለህ/ሻቸዋለሽ?

TEACHERS' INTERVIEW RESPONSES

T₁

1. Q: Do you think your students like to be corrected?

- If yes, what is the benefit they get out of the corrections?
- If no, what do you think the reasons may be?

Ans. My students do not like to be corrected. There are two impossible reasons for them to dislike correction. First, they do not feel happy when they are corrected. Secondly, they consider corrections as unnecessary criticisms among their peers and their teacher.

2. Q: Do students agree with the error corrections that you provide?

- If yes, how do you know that?
- If no, how do they express their disagreement?

Ans: Students agree with the error correction that I provide. This can be seen from the fact that they always expect to be corrected. When they are corrected, they develop confidence in doing the activities in the future. However, most of the time they depend on the teacher to receive the correction.

3. Q: Are written or spoken errors easy to you to correct?

Why?

Ans: Correcting written errors is easy for me. I take them home and read them carefully. The time gives me good chance to identify the different errors that my students commit. I also get the chance to sort out the common errors of my students in order to give remedial lessons. But in the case of spoken errors it becomes difficult to interrupt as the errors are committed and I believe that their endeavour to express themselves is the first goal that I expect from them.

4. Q: What methods do you apply to correct learners' errors? (self/ Peer Correction)
- Do you think it is a successful strategy?
 - What problem do you encounter when you employ these strategies?

Ans: I usually use the method of peer correction though it is not an effective strategy. There are some problems that I face when I use peer correction. The class size is very large and I cannot be sure that the peers correct each other effectively. The other problem is that students do not trust the corrections provided by their peers and always expect teacher corrections.

5. Q : What do you do to make your error correction activity to have a lasting impact on your students?

Ans: Some of the errors appear repeatedly when my students write or speak. In order to avoid the happening of such errors, I give extra exercises for the students. And I also check individual efforts to overcome their repeated errors.

T₂

1. Q: Do you think your students like to be corrected?
- If yes, what is the benefit they get out of the correction?
 - If no, what do you think the reasons may be?

Ans: Most of my students do not want to be corrected.

They feel shame when corrected and most of the time they consider themselves as clever and they are not willing to receive correction.

2. Do students agree with the error correction that you provide?
- If yes, how do you know that?
 - If no, how do they express their disagreement?

Ans: They agree with the correction that I provide. After I make them try to correct their own errors both individually and in group, they finally agree with the corrections that I provide.

3. Q: Are written or spoken errors easy to you to correct? Why?

Ans: Written errors are easy to me to correct. I usually take sample written texts and I try to correct them exhaustively. Then I try to present the sample corrections so that all of the students can review them and actively participate in the discussions thereafter. But in the case of spoken errors, the general objective is communication using the language and I give more emphasis on the expressions of their ideas.

4. Q: What methods do you apply to correct learners' errors?

(Self/Peer Correction)

- Do you think it is a successful strategy?
- What problems do you encounter when you employ these strategies?

Ans: Most of the time I employ peer correction. I find it a good strategy because the teaching and learning methodology that we are exercising is student-centered one. In this methodology, students should be given to take responsibility of which peer correction is one. One serious problem that I face in peer correction is that students appear to be reluctant to accept corrections from their peers.

5. Q : What do you do to make your error correction activity to have a lasting impact on your students?

Ans: I give deep explanation for my students to avoid repeated errors. Of course, I do this when I consider the errors are more serious. My explanations are also supported by practical examples that can help students produce error free language.

T₃

1. Q: Do you think your students like to be corrected?

- If yes, what is the benefit they get out of the correction?
- If no, what do you think the reasons may be?

Ans: I doubt it. They don't want to be corrected. In the first place they always assume they are correct. Secondly, they fear that they are laughed at by their peers for committing errors. This fact makes the rest students be reserved either from making the same errors or correct others' errors.

2.Q: Do students agree with the error correction that you provide?

- If yes, how do you know that?
- If no, how do they express their disagreement?

Ans : They agree with the correction that I provide. I try to give them the corrections using different techniques and they consider teacher corrections as correct and necessary.

3. Q : Are written or spoken errors easy to you to correct? Why?

Ans : I find written errors easy to correct. I can read the written text carefully and identify the errors there. Students usually make a lot of errors in writing. They try to write long sentences which are full of errors. I usually advise them to write simple sentences and practice them writing repeatedly. In the case of spoken errors, there is always a danger of forgetting what errors students make while speaking.

4.Q : What methods do you apply to correct learners' errors?(Self/Peer correction)

- Do you think it is a successful strategy?
- What problems do you encounter when you employ these strategies?

Ans : Most of the time, I use self and teacher correction. I

find it a successful strategy. Before I provide my correction, I encourage students to self correct and show it to your friends. These methods help me make the learning situation more cooperative. But shortage of time and the large class size are more challenging problems.

5.Q : What do you do to make your error correction activity to have a lasting impact on your students?

Ans : I realize that some errors occur repeatedly. Besides extended explanations that I give around the repeatedly happening and common errors, I make students write their problem areas and the provided correction on one side of their exercise books. I think this method helps them remember when they commit errors.

T4

1. Q: Do you think your students like to be corrected?

- If yes, what is the benefit they get out of the correction?
- If no, what do you think the reasons may be?

Ans: Yes, they like to be corrected. Corrections help them improve their language learning.

2. Q: Do students agree with the error correction that you provide?

- If yes, how do you know that?
- If no, how do they express their disagreement?

Ans: Some students accept the error correction that I provide. But others do not accept them. They resist the corrections. Even there are students who argue not to accept the corrections.

3. Q: Are written or spoken errors easy to you to correct?

Ans: I find written errors easy to me to correct. I get ample time to read the written text and point out the common errors of the

students. I believe that correcting written materials helps me locate all the language errors like spelling and punctuation which may not be realized in spoken language.

4. Q: What methods do you apply to correct learner errors? (Self/Peer correction)

- Do you think it is a successful strategy?
- What problems do you encounter when you employ these strategies?

Ans: I use self correction, peer correction and teacher correction depending on the nature of the activity and the students involvement. Particularly, I find peer correction an effective strategy for it helps me make my students participate. However, it doesn't mean that it is always effective. There are some problems such as some students are not volunteer to accept their peers' correction, some want to hide their errors by appearing always correct.

5. Q : What do you do to make your error correction activity to have a lasting impact on your students?

Ans: First I try to motivate my students to use the language without fearing of errors. Then when I come across with serious errors, I give deep explanation and more supplementary exercises that can help them know the correct form of the language.

T₅

1. Q: Do you think your students like to be corrected?

- If yes, what is the benefit they get out of the correction?
- If no, what do you think the reasons may be?

Ans: They don't like to be corrected. The most common reason that I observed is that they consider themselves as correct.

2. Q: Do students agree with the error correction that you provide?

- If yes, how do you know that?
- If no, how do they express their disagreement?

Ans: They mostly do not agree because they do not have deep understanding about their errors. They are not quite aware of the seriousness of their errors. They express their disagreement by stopping giving answers and sometimes by unreasonable complaints.

3. Q: Are written or spoken errors easy to you to correct?

Ans: I find spoken errors easy to me to correct because I manage them to correct immediately as they are committed. In the case of written errors, students always make long sentences that take time to correct. The problem of correcting written errors is further complicated by illegibility of the handwriting.

4. Q: What methods do you apply to correct learner errors? (Self/Peer correction)

- Do you think it is a successful strategy?
- What problems do you encounter when you employ these strategies?

Ans: I usually employ peer correction. I find peer correction effective strategy because students can learn from one another. However, I could see some drawbacks of peer correction in that students sometimes appear lenient to correct the errors made by their peers.

5. Q : What do you do to make your error correction activity to have a lasting impact on your students?

Ans: Some of the students errors' appear repeatedly regardless of the corrections to them. In order to make the corrections long lasting, I usually give extended explanations and make the students practise sufficiently.

T₆

1. Q: Do you think your students like to be corrected?

- If yes, what is the benefit they get out of the correction?
- If no, what do you think the reasons may be?

Ans: They don't like to be corrected. First, they always feel correct. Second, they dislike to be criticized by their peers.

2. Q: Do the students agree with the error correction that you provide?

- If yes, how do you know that?
- If no, how do they express their disagreement?

Ans: Most students consider as sole agent to correct their errors and they agree with whatever correction that I provide them.

3. Q: Are written or spoken errors easy to you to correct?

Ans: Written errors are easy to me to correct because I can look at them with full concentration over the many errors that could be made by students.

4. Q: What methods do you apply to correct learner errors? (Self/Peer Correction)

Ans: Peer correction is the most frequent method that I use. I use it because it helps them to help each other. Sometimes it faces problem when all of the students fail to know the exact correction of the error.

5. Q : What do you do to make your correction activity to have a lasting impact on your students?

Ans: I usually explain why the error is committed with the help of supplementary notes. I also make students construct more sentences when the errors are word related ones. Finally, I include the errors in tests and quizzes in order to make sure that the students acquired the correct forms of the language.

Appendix Dv

STUDENTS' INTERVIEW QUESTIONS

S₁

1. Q: In your view, what are errors in English language learning?
Ans: Errors are violations of language uses such as spelling, pronunciation, vocabulary and structure that create misunderstanding between speakers or writers.

2. Q: What kinds of errors do you think your English language teachers should correct?
Ans: Our English language teacher should correct our errors that block communication.

3. Q: Do you think error corrections help you improve your language?
Ans: Yes, they improve our language. Error corrections are very necessary in language learning.

4. Q: How do you think English language teachers should give error corrections to students?
Ans: English language teachers should first encourage us for our effort and then explain the errors that we commit.

5. Q: When do you think you should receive error correction?
Ans: It is better to give error corrections immediately. If they are delayed, they can be forgotten easily.

6. Q: What do you feel when your classmates correct your errors?
Ans: I feel happy if my classmates correct my errors. We have very close relationship in our classes and we know each other well.

7. Q : Do you agree with all the corrections that you receive from your teachers?

Ans: No, I don't agree. Sometimes my teachers focus on simple things that I can discover them later.

8. Q: How do you or what do you do to remember the corrected errors?

Ans: I usually take notes when I am corrected and read further in order to get more information. I also discuss with my friends.

S₂

1. Q: In your view, what are errors in English language learning?

Ans: I think English language needs special attentions. Errors occur when we speak and write. In both ways grammatical errors are the ones that frequently happen. These types of errors make students less confident to use the language.

2. Q : What kinds of errors do you think your English language teachers should correct?

Ans: English language teachers should correct errors that damage communicative confidence of the students.

3. Q: Do you think error corrections help you improve your language?

Ans: error corrections improve our language. Through corrections, we can get the necessary courage and confidence to express ourselves.

4. Q: How do you think English language teachers should give error corrections to students?

Ans: Teachers should give explanations on why the errors are committed and how they can be corrected. Additional explanations on the area can help students not to make the same errors again.

5. Q: When do you think you should receive error corrections?

Ans: I prefer error corrections to be given immediately especially errors

that can have huge impact on our learning and that are common for most of the students. It is also important to organize a discussion time for such errors. But it may be advisable to treat individual errors separately in any other appropriate ways.

6. Q: What do you feel when your classmates correct your errors?

Ans: I feel disappointed and shocked. It is not common in our culture and we are not used to receiving error corrections from our classmates.

7. Q: Do you agree with all the corrections that you receive from your teachers?

Ans: No. I don't agree with them. I see differences between teachers in handling errors. That is to say some teachers give corrections on some errors while others ignore them altogether. This experience creates a problem for me what are errors and what are not.

8. Q: How do you or what do you do to remember the corrected errors?

Ans: It depends on the approach of the teacher. If the teacher strongly explains the error, I will remember it forever. I don't want to repeat wee treated errors.

S₃

1. Q: In your view, what are errors in English language learning?

Ans. Errors are language expressions that are created when learners do not give emphasis to the language.

2. Q: What kinds of errors do you think your English language teachers should correct?

Ans: Errors that bring meaning problems should be corrected.

3. Q: Do you think error corrections help you improve your language?

Ans: Yes, they help me very much. I use the language confidently

when I am sure that I am correct.

4. Q: How do you think English language teachers should give error corrections to students?

Ans: After I finish what I want to say. And I prefer to be given explanations why my error is committed.

5. Q: When do you think you should receive error corrections?

Ans: I should be given error corrections immediately. If not I may forget the very error that I commit.

6. Q: What do you feel when your classmates correct your errors/

Ans: corrections among classmates bring competitions and it is a very good experience. Therefore, I like to be corrected by my classmates and I also like to correct theirs.

7. Q: Do you agree with all the corrections that you receive from your teachers?

Ans: Yes, I agree with them because they are there to guide me towards the right directions.

8. Q: How do you or what do you do to remember the corrected errors?

Ans: I try to remember the corrected errors by writing the corrections in my notes and by doing more exercises.

S₄

1. Q : In your view, what are errors in English language learning?

Ans: In my view errors are violations of language rules when students speak and write.

2. Q: What kinds of errors do you think your English language teachers should correct?

Ans: Errors that damage the idea flow of our language should be

corrected. Especially wrong use of words and mispronounced words should be corrected because they bring communication breakdown.

3. Q: Do you think error corrections help you improve your language?

Ans: They are very useful. When I know the error, I know how to use it in the future.

4. Q: how do you think English language teachers should give error corrections to students?

Ans: I believe error corrections should be given with the help of further explanations. Students should be encouraged for whatever effort they make.

5. Q: When do you think you should receive error correction?

Ans : I like to be given error corrections immediately. If they are not corrected immediately, I may take them as correct part of the language in the future.

6. Q: What do you feel when you classmates correct your errors?

Ans: Students have almost similar knowledge level. Therefore, correction errors with classmates cannot be effective. I don't believe that the corrections made by my classmates on my errors are constructive as such.

7. Q: Do you agree with all the corrections that you receive from your teachers?

Ans: I don't agree with all of them. I always take those error corrections that are fundamental to language learning.

8. Q: How do you or what do you do to remember the corrected errors?

Ans : I usually remember the error corrections that are supported

with examples and further explanations. On the bases of the explanations and the examples, I read more and try to express myself using the language.

S5

1. Q: In your view, what are errors in English language learning?

Ans: Errors are thee wrong application of language forms.

2. Q: What kinds of errors do you think your English language teachers should correct?

Ans: It is better for my teacher to correct my errors that block myself from communication.

3. Q: Do you think error corrections help you improve your language?

Ans: Yes, they help me very much. I know that I am encouraged when I use the language correctly.

4. Q: How do you think English language teachers should give error corrections to students?

Ans: They should give error corrections with explanations, and supporting them with more examples and exercises.

5. Q: When do you think you should receive error correction?

Ans: Immediate corrections have useful effect on the part of the students.

6. Q: What do you feel when your classmates correct your errors?

Ans: I feel happy because it helps all learners improve their language cooperatively.

7. Q : Do you agree with all the corrections that you receive from your teachers

Ans: No, I don't. First, I don't want to receive all the corrections

from my teacher. I should get the chance to discover my own errors. Second, my teacher may not exhaustively manage to correct my errors.

8. Q: How you do or what do you do to remember the corrected errors?

Ans : I keep notes of the corrected errors. After that I read more about the areas and deal with exercises. Finally, I try too practise the language correctly as much as I can.

S₆

1.Q: In your view, what are errors in English language learning?

Ans: I think errors are those which violate the rule of the language and create communication problems.

2 Q: What kinds of errors do you think your English language teacher should correct?

Ans: I expect my English language teacher to correct those errors that violate the rules of the language.

3.Q: Do you think error corrections help you improve your language?

Ans: Yes, they help me improve the language. When I am corrected, I develop confidence to use the language appropriately.

4.Q: How do you think English language teachers should give error corrections to students?

Ans: I think that they should explain the nature of the error thoroughly and provide with some practical activities.

5.Q: When do you think you should receive error correction?

Ans: Immediate corrections are more useful to me because through them I can revise the errors and apply the correct versions.

6.Q: What do you feel when your classmates correct your errors?

Ans: I take it a very good experience because it helps me evaluate my own ability in using the language.

7.Q: Do you agree with all the corrections that you receive from your teachers?

Ans: Yes, I agree with them. I get more clear corrections from my teachers.

8.Q: How do you or what do you do to remember the corrected errors?

Ans: I try to remember the corrected errors by keeping records about them and by reading other references.

S₇

1. Q: In your view, what are errors in English language learning?

Ans: To me, errors are the ones students make unknowingly. They are committed when students concentrate on expressing their ideas.

2. Q : what kinds of errors do you think your English language teacher should correct?

Ans: I need to get corrections on the errors that I make in speaking?

3. Q: Do you think error corrections help you improve your language?

Ans: I know that I can improve my language when I practice it. And when I practice the language, I am subjected to committing errors. Therefore, corrections are necessary to improve my language.

4. Q: How do you think English language teachers should give error corrections to students?

Ans: They should give corrections through explanations and supporting notes.

5. Q: When do you think you should receive error corrections?

Ans: I should receive error corrections immediately as I commit them.

6. Q: What do you feel when your classmates correct your errors?

Ans: I feel happy because I take it as a positive one and it is beneficial for all of us.

7. Q: Do you agree with all the corrections that you receive from your teachers?

Ans: Yes, I do because they correct me when it is necessary to do so.

8. Q: how do you do what do you do to remember the corrected errors?

Ans: I write them in my note books to remember them later to read more about them in the future.

S₈

1. Q: In your view, what are errors in English language learning?

Ans: I think errors are the wrong application of language rules.

2. Q: What kinds of errors do you think your English language teacher should correct?

Ans: Errors that break the rules of the language such as spelling, punctuations, and grammar should be corrected.

3. Q: Do you think error corrections help you improve the language?

Ans: Yes, they help me improve the language. It is through the corrections that I know the accepted form of the language.

4. Q: How do you think English language teachers should give error corrections to students?

Ans: Teachers should be selective when they give corrections.

Student errors are not similar all the way through. There are more serious and common errors. These types of errors deserve correction through extended explanations and examples.

5. Q: When do you think you should receive error correction?

Ans: I should receive error correction immediately. Immediate corrections help me associate the nature of the errors with the existing lesson.

6. Q: What do you feel when your classmates correct your errors?

Ans: It is good for me and I like it very much.

7. Q: Do you agree with all the corrections that you receive from your teachers?

Ans: No, I don't because corrections shouldn't come only from the teacher. I should discover my own errors by my own.

8. Q: how do you do or what do you do to remember the corrected errors?

Ans: It depends on the emphasis given by the teacher. If teachers give emphasis on them, I take notes and read more notes to have a good understanding.

S₉

1. Q: In your view, what are errors in English language learning?

Ans: I think errors are those which do not follow the correct rules of the language?

2. Q : What kinds of errors do you think your English language teacher

S₁₀

1. Q: In your view, what are errors in English language learning?

Ans: Errors are the violations of the language either in speaking or in writing.

2. Q: What kinds of errors do you think your English language teacher should correct?

Ans: Teachers should correct errors that block communication.

3. Q: Do you think error corrections help you improve your language?

Ans: Yes, they help me improve the language.

4. Q: How do you think English language teachers should give error corrections to students?

Ans: teachers should encourage students to use the language. It is also important to know that errors are common. The errors should be indicated to students clearly and how they are committed. Further examples help learners remember the error in the future.

5. Q: When do you think you should receive error correction?

Ans: Errors should be corrected immediately to help students remember them easily.

6. Q: What do you feel when your classmates correct your errors?

Ans: I don't feel happy because I don't want to be corrected by someone who is equal to my educational level. What I always aspire is that to discover my own errors.

7. Q: do you agree with all the corrections that you receive from your teachers?

Ans: Yes, I agree with them because the teacher is the one who has

the appropriate knowledge to correct my errors.

8. Q: How do you or what do you do to remember the corrected errors?
Ans: I try to remember the corrected errors by doing related activities and by reading in the area further.

S₁₁

1. Q: In your view, what are errors in English language learning?
Ans: I think errors are the ones that are not accepted by our teachers.
2. Q : What kinds of errors do you think your English language teachers should correct?
Ans: My English language teachers should correct errors that create misunderstanding.
3. Q: Do you think error corrections help you improve your language?
Ans: Yes, they help me improve my language.
4. Q: How do you think English language teachers should give error corrections?
Ans: Teachers should give more chance for students to correct errors of their own and their peers.
5. Q: When do you think you should receive error correction?
Ans: I should receive error corrections immediately so that I can perform well in the next activities.
6. Q: What do you feel when your classmates correct your errors?
Ans: I don't take it genuinely. First, I can't be sure about its exactness. Secondly, I feel that I am inferior to them.

7. Q: Do you agree with all the corrections that you receive from your teachers?

Ans: Yes, I agree with them. I believe that they give me corrections that they are sure of its usefulness to me.

8. Q: How do you do or what do you do to remember the corrected errors?

Ans: I usually take notes of them and do related activities.

S₁₂

1. Q: In your view, what are errors in English language learning?

Ans. I think errors are the wrong application of language learners.

2. Q: what kinds of errors do you think your English language teachers should correct?

Ans: They should correct all the errors particularly grammar errors.

3. Q: Do you think error corrections help you improve your language?

Ans: Yes, they help me to do so, because there are many rules in the language that I should use them correctly.

4.Q: How do you think English language teachers should give error correction?

Ans: They should explain why the errors are created and provide the correct forms.

5. Q: When do you think you should receive error correction?

Ans: Correcting errors immediately is good for me.

6. Q: What do you feel when your classmates correct your errors?

Ans: I feel happy because I know my level of understanding with my classmates through peer correction.

7. Q: Do you agree with all the corrections that you receive from your

teachers?

Ans: Yes, I agree with them because I find teacher corrections useful.

8. Q: How do you or what do you do to remember the corrected errors?

Ans: I keep records of the corrected errors not to repeat them in the future.

Appendix E

Classroom Observation Checklist

PART I: METHODS OF ERROR CORRECTION

No	Implementation variables				
1	The teacher interrupts learners when they make errors.				
2	The teacher provides immediate correction for errors committed.				
3	The teacher gives clues/hints to learners.				
4	The teacher delays giving correction.				
5	The teacher ignores learners' errors.				
6	The teacher criticizes learners for their errors.				
7	The teacher makes learners self-correct.				
8	The teacher uses different signs/marks to indicate written errors.				
9	Students participate actively to correct errors of their own and their peers.				

PART II- TYPE AND TOTAL NUMBER OF CORRECTED AND UNCORRECTED ERRORS

No	Types of Errors	Total Number of Errors	Corrected	Uncorrected
1	Pronunciation			
2	Vocabulary			
3	Grammar <ul style="list-style-type: none"> • Agreement (tense, number, gender, etc.) • Prepositions • Articles 			
4	Mechanics <ul style="list-style-type: none"> • Capitalization • Spelling • Punctuation 			
5	Organisation			
6	Content			

PART III- NUMBER OF ERRORS AS CORRECTED BY*

No	Types of Errors	Corrected by		
		self	Peer	Teacher
1	Pronunciation			
2	Vocabulary			
3	Grammar <ul style="list-style-type: none"> • Agreement (Tense, Number, Gender, etc.) • Prepositions • Articles 			
4	Mechanics <ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation 			
5	Organization			
6	Content			

* This part is based on the corrected errors indicated in part II.

Appendix F

SAMPLE EXTRACTS OF ERROR CORRECTIONS AND CORRECTED WRITTEN TEXTS CONDUCTED IN THE CLASSROOMS OF THE SIX TEACHERS

Teacher I

Extracts	Type of error.	Status of Correction		corrector		
		Corrected	Uncorrected	self	peer	teacher
<p>Extract 1</p> <p>T: What is the antonym the word 'Conveniently'?</p> <p>S: less</p> <p>T: Another?</p> <p>S: Unsuitable</p> <p>T: Very Good What if I say 'difficult'?</p> <p>SS: Yes.</p>	Voc.	X				X
<p>Extract 2</p> <p>S: Teacher! Can 'control' be the antonym of the word 'discourage'?</p> <p>T: No, the word 'dissatisfy' is the correct word.</p>	Voc.	X				X
<p>Extract 3</p> <p>T: What is the antonym of the word 'establish'?</p> <p>S: Teacher! There is no 'e'. It is 'stablish'.</p> <p>T: Let's find the antonym of the word.</p>	Voc	X			X	

<p>S: liquidation T: Any other word, please? S: disappear T: very Good.</p>						
<p>Extract 4 T: The sun ____ in the east. What is the correct verb form to be used in the blank space? S: rise T: Look at the subject carefully. S: rises T: Yes, that is correct. The subject is singular, isn't it? SS: Yes.</p>	<p>Agree.</p>	<p>X</p>			<p>X</p>	
<p>Extract 5 T: look at this sentence. He played much better than _____. Who can finish correctly? S: am T: Is she correct? SS: No. T: Who can try it? S: was T: Is it correct? Ss: keep quiet. T: Look at the verb carefully, please. S: did T: Excellent. The verb is an action verb, so it is indicated by the verb did.</p>	<p>Agree.</p>	<p>X</p>			<p>X</p>	

<p>Extract 6</p> <p>T: The Blue Nile flows ____ the Mediterranean Sea. What is the correct preposition? Yes, Birhanu.</p> <p>Birhanu: for</p> <p>T: Your attempt is good. Who can give us another answer, please? Yes, Thehay.</p> <p>Tsehay: to</p> <p>T: Much better attempt. Yes Birhanu, do you want to try it again?</p> <p>Birhanu: into</p> <p>T: Yes, that is right..</p>	Prepo.	X		X		
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Listen and write the following text
putting the correct punctuation

Building a Life in the Desert

When war broke out in their country in the mid 1980's, the Saharawi people were forced to fly to safety in Algeria. When the people first arrived, conditions were terrible.

Food shelter and clothing were in very short supply. Medical facilities were scarce and consequently many people died. Temperature changes in the area when the Saharawi people settled are extreme and sand storms create a problem.

Teacher II

Extracts	Types of error	Status of correction		corrector		
		Corrected	Uncorrected	self	peer	teacher
<p>Extract7</p> <p>S: After my niece [nais] had finished her studies at Addis Ababa university she went to live in Awasa for three years</p> <p>T: After my niece [ni:s] had finishes her studies at Addis Ababa university, she went to live in Awasa for three years.</p>	Ponun.	X				X
<p>Extract 8</p> <p>S: We will have treated about 5000 patients [patents] by the end of this year.</p> <p>T: There is one wrongly pronounced word in this answer. Whe can read it correctly</p> <p>S: We will have treated about 5000 patients [pei ients] by the end of this year.</p>	Pronu.	X			X	
<p>Extract 9</p> <p>T: How many babies Give me full answer.</p> <p>S: They have born 123 babies.</p> <p>T: Any other answer please?</p> <p>S: 123 babies have been born.</p> <p>T: That is right. Do you</p>	Agree.	X			X	

understand? Ss: Yes.						
<p>Extract 10</p> <p>S: By the time the manager has repaid the loan the value of the dollar will have failed.</p> <p>T: you have tried it . But there is an error in the answer. Who can correct it?</p> <p>S: By the time the manager has repaid the loan, the value of the dollar will have failed.</p> <p>T: The error is not corrected still.</p> <p>S: By the time the manager has repaid the loan, the value of the dollar will have fallen.</p> <p>T: that is correct. The verb 'fall is an irregular verb and its past participle form is fallen.</p>	Agree.	X			X	
<p>Extract 11</p> <p>T: Fekadu will have driven over 100 Kms. ___five o'clock tomorrow. What is the correct preposition?</p> <p>S: in</p> <p>T: umh.Any other?</p> <p>S: for</p> <p>T: Please, you have to remember the structure that we have been working on. Any other?</p> <p>Ss: kept quiet.</p> <p>T: The answer is 'By'.</p>	Prepo.	X				X

<p>Extract 12</p> <p>T: By the time ____ Ethio- Eritrean war broke out Belay has been working as a high school teacher for twenty years. Who can supply the appropriate word?</p> <p>S: of</p> <p>T: That is not correct</p> <p>S: on</p> <p>T: That is encouraging. But there is another appropriate word.</p> <p>S: the</p> <p>T: Excellent. The definite article 'the' is correct because we talk about one historical event.</p>	<p>Article.</p>	<p>X</p>			<p>X</p>	
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TEACHER III

Extracts	Types of error	Status of Correction		Corrector		
		Corrected	Uncorrected	self	peer	teacher
<p>Extract 13</p> <p>S: That raw meat is 'tougher' [t ur] as yesterday's.</p> <p>T: He writes the word 'tougher' on the board and asks the students to pronounce it correctly.</p> <p>S: tougher [t wer]</p> <p>T: Still the pronunciation is not correct. Who can try again?</p> <p>Ss: kept quiet.</p> <p>T: He writes the word 'rough' on the board and asks the students to pronounce it..</p> <p>S: kept quiet again.</p> <p>T: He demonstrates by rubbing the wall and the board. The board is 'smooth'. How do you read the word 'rough'</p> <p>S:[ra:f]</p> <p>T: Excellent. Then how do you read the word 'tougher'?</p> <p>S: [t f :]</p> <p>T: Very Good. That is the correct pronunciation of the word.</p>	Pronu.	X			X	
<p>Extract 14</p> <p>S: The more you work the most money you get.</p> <p>T: Why do you use 'most'? You must say, the more you work</p>	Agree.	X				X

the more money you get..						
<p>Extract 15</p> <p>T: I am having a <u>terrible</u> time. What is the meaning of the underlined word?</p> <p>S: Interesting</p> <p>T: just the opposite of this word.</p> <p>S: severe</p> <p>T: Yes, that is correct.</p>	Voc.	X			X	

Rewrite the following passage adding punctuation, nouns and capital letters where necessary

The Red Cross

^{spell}The Red Cross is the most famous charity organization in the world. It was begun by international agreement in 1864. But it was originally the idea of Henri Dunant, a Swiss businessman.

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In 1859 the Austrians and the French fought a terrible battle at Solferino in northern Italy. Dunant happened to be traveling in the area at the time and saw the battle. He spent several days helping the wounded men left on ~~the~~^{spelt} the battle field.

Dunant was very shocked by what he saw & at ^{publ.} Solferino? He wrote a book suggesting that societies should be set up every country to help wounded soldiers.

In 1864, an international conference was held in Gland, Switzerland. At this conference, the Red Cross was set up as an international organization. It adopted its emblem the Swiss flag with the colors reversed.

TEACHER IV

Extracts	Types of Error	Status of correction		Corrector		
		Corrected	Uncorr.	self	peer	teacher
<p>Extract 16</p> <p>S: There are major[maj :r] advantages of tobacco factory in our country.</p> <p>T: What about leather factories?</p>	Pronu.		X			
<p>Extract 17</p> <p>T: What is the meaning of the word 'edible'?</p> <p>S: added</p> <p>T: Edible means that can be used as food.</p>	Voc.	X				X
<p>Extract 18</p> <p>S: The recommended retail price [pris] is 9.50 per can.</p> <p>T: He writes the word on the black board and invite the student to read it again herself.</p> <p>S: [prais]</p> <p>T: Now, it is correctly pronounced.</p>	Pronu.	X		X		
<p>Extract 19</p> <p>S:When I was a little girl, my mother took [t :k] me to my grandmothers house.</p> <p>T: He writes the word and asks them to pronouce it correctly.</p> <p>S: took [tu:k]</p> <p>T: That is right.</p>	Pronu.	X			X	

<p>Extract 20</p> <p>T: She bought a dress which _____ 300 Birr. (cost) Use the correct past form of the verb in bracket.</p> <p>S: costed</p> <p>T: Not correct. Another?</p> <p>S: cost</p> <p>T: That is correct.</p>	<p>Agree.</p>	<p>X</p>			<p>X</p>	
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TEACHER V

Extracts	Types of error	Status of correction.		Corrector		
		Corr.	Uncorre.	self	peer	teacher
<p>Extract 21</p> <p>T: An atheist doesn't believe in an almighty God. What is the meaning of the underlined word?</p> <p>S: scientist</p> <p>T: Another?</p> <p>S: Unbeliever</p> <p>T: exactly</p>	Voca.	X			X	
<p>Extract 22</p> <p>S: I was reading when the phone was ringing.</p> <p>T: not correct.</p> <p>S: I was reading when the phone rings.</p> <p>T: Still it needs improvement.</p> <p>S: I was reading when the phone rang.</p> <p>T: That is right. Remember when there are two actions, the longer action takes past continuous form and the short action takes simple past.</p>	Agree.	X			X	
<p>Extract 23</p> <p>T: What is the simple past form of the verb hurt?</p> <p>S: hurted.</p> <p>T: Do you agree?</p> <p>Ss. No.</p> <p>T: What is the correct form again?</p> <p>Ss: hurt.</p>	Agree.	X			X	

<p>Extract 24</p> <p>T: One day, when we played ____ the river, my cousin fell in the water. Put the appropriate preposition in the blank space?</p> <p>S: in</p> <p>T: another answer?</p> <p>S: On the river.</p> <p>T: find another preposition, please?</p> <p>Ss: kept quiet</p> <p>T: By is the correct preposition.</p>	Prepo.	X			X	

Rewrite the following passage, adding punctuation marks and capital letters where necessary

Cosmetics

The word cosmetics refers to a wide range of products which people make themselves attractive. Lipsticks, eye shadows, face powders, perfumes and soaps are all cosmetics. People have been using cosmetics for thousands of years.

There is evidence from wall paintings and capital letters that the ancient Egyptians used cosmetics over 6000 years ago. The Egyptians used a black powder called Kohl to darken their eyelids, and they used a red dye called henna to stain their fingernails, the palms of their hands and soles of their feet.

TEACHER VI

Extracts	Types of error	Status of correc.		corrector		
		Corr.	Uncork.	self	peer	teacher
<p>Extract 25</p> <p>T: The farmers <u>plough</u> their land before planting seeds. What is the meaning of the word plough?</p> <p>S: water</p> <p>T: No, the word plough means 'till' or 'cultivate'.</p>	Voc.	X				X
<p>Extract 26</p> <p>T: A: Where does rice grow in Ethiopia?</p> <p>B: Rice _____ in Gondar. Put the ccorrect form of the verb?</p> <p>S: grow</p> <p>T: another?</p> <p>S: is growing</p> <p>T: another attempt, please?</p> <p>S: grows</p> <p>T: That is correct</p>	Agree.	X			X	
<p>Extract 27</p> <p>S: The sun rises from the east.</p> <p>T: He writes the preposition from on the board. And asks them if it is correct.</p> <p>Ss: No</p> <p>T: Then what do you think the correct preposition?</p> <p>S: in</p> <p>T: correct</p>	Prepo.	X			X	
<p>Extract 28</p> <p>S: A European Economic community opened office in Addis.</p> <p>T: Is the article correct?</p> <p>Ss: No.</p> <p>T: Who can correct?</p>	Article	X			X	

S: The'						
T: That is correct.						

DECLARATION

I, the undersigned, declare that this thesis is my work, and that all sources or materials used for this thesis have been duly acknowledged.

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