

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAMME)

**A COMPARISON OF INNOVATIVE WAYS OF WRITTEN,
ERROR CORRECTION AND THE ACTUAL PRACTICE IN
ELT CLASSROOMS: GONDAR UNIVERSITY IN FOCUS**

TEZERA GESSESSE



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Addis Ababa University
Institute of Language Studies
Department of Foreign Language and Literature
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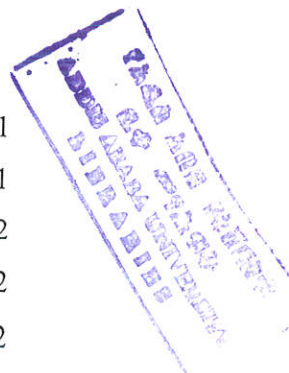
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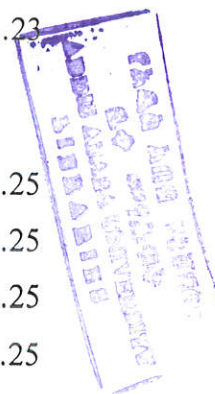
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Abstract

This study attempted to investigate the innovative ways of learner written error correction by comparing it with the actual practice in ELT classes. The investigation was made to see whether the practice of learner written error correction goes in congruity with the innovative ways of doing so.

Focusing at Gondar University, the study employed a descriptive survey method. Moreover, the subjects of the study were 18 instructors and 90 Graduating students of the 2008/09 academic year. In order to collect the necessary data for the research, questionnaires were designed and administered to both the instructors and the students. In addition to this, students' compositions which were corrected and commented by the instructors were used as another source of data.

The findings of the study revealed that the practice of learner written error correction is not innovative. Moreover, the task of giving correction to learner written errors is not the instructors' regular classroom concern. Nor they have a systematic way of providing correction to learners' written errors. The instructors quite dominantly use teacher correction while other types of correction are employed very rarely. They also use few indirect techniques of correction than the direct ones. The study also indicated that the instructors focus more on grammar and form rather than meaning when correcting students' composition. What is more, most of the instructors' comments are criticisms rather than praises.

Based on the findings obtained, some recommendations were made. Some of them include: Instructors should be aware of the theoretical framework of providing correction in an innovative manner; they should be noted that correction is an aspect of teaching; they should employ the different techniques of correction in a balanced manner; they should be provided with some orientations so that they could do correction in an innovative way when responding to their students' composition, etc.

Chapter One

Introduction

1.1. Background of the Study

The question of teachers' beliefs towards errors and the pressure it exerts upon their corrective treatments has come to be one of the most important professional issues in second language teaching pedagogy. Haileyesus (1995), by mentioning the work of Dulay et.al (1982) contends that the generative linguistics of the sixties, which focused on the creative aspect of language learning has highly inspired error analysts to raise the status of errors from unwanted form to that of pedagogic indicator of learning and a guide to teaching. The significance of errors in language learning and/or teaching has further been emphasized by a number of researchers and error analysts.

Here in Ethiopia, college and university students, who are learning English as a foreign language regularly make errors. They often hear and read other learners' commission of errors; and they also dutifully submit themselves to correction by their teachers. Some studies which are conducted in Ethiopian context such as Wondwossen (1992) and Getinet (1993) pointed out that the direct corrective feedback behavior of teachers to the students' incorrect utterances or written works constitute the longest and frequent category of ELT classroom behavior.

Moreover, different research findings which have been proposed by applied linguists based on the analysis of foreign language learners' errors state that errors are unavoidable and indispensable part of the learning process. In other words, whenever there is second/foreign language learning, errors are always there and they constitute the language learning process. They are also considered as signs of learning. This fact, thus, suggests that error correction is one of the major classroom concerns of English language teachers.

This view, however, has raised some questions regarding the practice of written error correction. The common questions include:

1. Should errors be corrected?
2. Who should correct learners' errors?
3. Which errors should be corrected?
4. When should errors be corrected?
5. How should errors be corrected? etc

Research-based answers to the aforementioned questions have been proposed by different researchers and educators. Moreover, these answers are helpful in making the practice of written error correction more innovative.

1.2. Objectives of the Study

While conducting this research project, the researcher has the following general and specific objectives in mind.

1.2.1. General Objective

The general objective of this study is to explore the practice of written error correction in the target institution i.e. Gondar University.

1.2.2. Specific Objectives

The specific objectives of this study are to:

- (1) Examine whether and when instructors respond to their students written errors.
- (2) Explore the ways instructors provide correction to their students written errors,
- (3) Examine how far the current practice of the instructors' error correction goes in line with the innovative ways of doing it, and
- (4).find out how far the student writers are satisfied with the correction they receive from their instructors.

1.3. Significance of the Study

It is apparent that instructors should survive and develop professionally. To this end, they have to be well - aware of the various techniques of teaching writing by exploring themselves to a diversity of experiences and by practicing self-assessment continuously throughout their career.

Thus, the researcher believes that the result of this study:

- (1). May provide important information for those instructors who are engaged in teaching writing as to the innovative techniques of written error correction and their actual practice in light of what they are doing.
- (2). Moreover, the results of the study may also help writing teachers to critically re-assess their written error treatment practice and make the necessary adjustments in their future teaching career.
- (3). Furthermore, the study is believed to pave the way for other people who would like to further investigate in this and related areas.
- (4). Last but not least, the writer of this study believes that the findings of this study would be of great significance for the betterment of English language teaching and/or learning in general and teaching writing in particular.

1.4. The Scope of the Study

This research project, as I have attempted to indicate so far, primarily focuses on the investigation of the innovative ways of correcting learners' written errors and the actual classroom practice in the target study place.

Thus, due to time constraints and unmanageability of the area, the study is confined to the investigation of written error correction practice. Hence, it doesn't touch oral error correction practice.

Moreover, the study confines itself to English language instructors of one higher education institution, namely Gondar University.

It, however, is undeniable fact that the study could have yielded a more comprehensive result had it included data from oral error correction and the practice of error correction in the other institutions.

1.5. Limitation of the Study

It is felt that the data collected from two different composition courses may be a bit difficult from which to generalize about the instructors' error correction practice. This is because they might vary their correction practices from one composition to the other. In addition to this, financial and time constraints were also there in the course of the study. Absence of recent literature on error correction was another limitation.

1.6. Few Words about Gondar University

Following the Capacity building undertakings of Ethiopia, University of Gondar was officially established as a "chartered university" by the Council of Ministers Regulation³ Charter No.112/2004. Before this, however, it was known as Gondar College of Medical and Health Sciences which was established in 1947. Currently, the university has a number of faculties. The Department of English Language and Literature belongs to the Faculty of Social Sciences and Humanities. This department has been admitting and training students since the 2002/03 academic year (Ashenafi Alemu, 2008).

Chapter Two

Review of Related Literature

Introduction

The issue of learner errors (be it written or oral) in learning a foreign language is a highly debated area in foreign language (second language) acquisition researches. Many researchers and theoreticians have expressed their different views, attitudes and preferences regarding the roles and practices of errors and error correction in learning and/or teaching a foreign language. The following sections of this chapter, therefore, briefly presents the theoretical and researched points related to errors in general and written error correction in particular.

2.1. Error: Its Notion

From linguistic point of view, the notion of error in second language learning and/or teaching can be understood as the use of a linguistic item (eg: a word, a grammatical item, a speech act etc) both in the speech or writing of a second or foreign language learner in a way which a fluent or native speaker of a language regards as showing faulty or incomplete learning. In short, error refers to the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of matured language performance (Dulay et.al, 1982).

Some people consider error and mistake as a synonymous terms. They, however, have a difference when viewed from applied linguistics point of view. The next section of this chapter is intended to clarify this confusion.

2.2. Mistakes Vs Errors: Their Distinction

In order to have a clear understanding of mistakes and errors, it is good to make a distinction between them for they are technically very different phenomena. Accordingly, Brown (1994: 205) pointed out that mistake refers to a performance error. He goes on to explain the concept and states that:

a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation.

Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence, but the result of some sort of breakdown or imperfection in the process of producing speech.

According to the above explanation, all people are prone to make mistakes, in both native and second language situations. However, such mistakes are not the outcomes of deficiency in the speaker's or writer's competence of language use or usage. They rather are caused by some sort of breakdown or imperfection that takes place in the process of producing the language.

In short, mistakes are random ungrammaticalities or 'slips' which are either uttered or written in producing a certain language, and they occur in both native and second language utterances and writings.

On the contrary, errors refer to a recognizable breakdown of the adult grammar of a native speaker. Brown has further explained this fact by saying "an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner."

In making a distinction between error and mistakes, Corder (1973) on his part contend that, "the term "error" refers to the grammatically incorrect form of a language; whereas "mistakes" refer to the socially inappropriate form."

Thus, the above views reveal that, while mistakes are simply "slips of the tongue or the pen", errors purely violate the grammatical rules of the target language; especially in second language learning. However, they are manifestations of the learners' "interlanguage competence".

Moreover, it can be deduced from the above discussion that "slips" or which we have called mistakes can be corrected by the student itself. But, if the student him/herself cannot correct it, the slip will resume the status of error. Edge (1989: 10) has strengthened this fact by saying that "if a student can not self - correct a mistake in his or her own English, but the teacher thinks that the class is familiar with the correct form, we shall call that sort of mistake an error."

2.3. Different Attitudes towards Errors

There are two totally different intellectual blocks which view errors of language learners in a completely different way. One of the blocks consists of scholars who are highly resistant to errors of language learners. To them, errors are indicators of learner's failure to acquire the target language. On the contrary, the other block is composed of permissive scholars who are highly tolerant of learner's errors; and they consider errors as positive aid to learning. The thought of these two different groups of scholars with different attitude towards errors is well - depicted in the following quotation:

In the one camp are the purists for whom any mistake in spelling, grammar, pronunciation, is regarded as personal affront. To them, the learning process boils down to the rooting out of errors, . . . In the other camp are the permissive ones who have little time for rules, and who see any attempt to insist on their observance to be an assault on the liberty of the individual and his right to free expression (Carroll(1975) in Teshome (1985)).

The presence of the above two extremities has an implication on language teacher's attitude towards error as there is a reasonable attitude to correctness somewhere in between the two for the ultimate aim is to produce students who can perform both accurately and fluently to certain agreed level of performance, and with in agreed levels of tolerance (Carroll, 1975).

Like the individuals, there are differing school of thought which hold different views about error; and this is explained by Bell (1981: 176) as follows

For instance, the structuralists and those influenced by the transformational grammar (the behaviorists and mentalists, in psychological terms) differ in their view about errors. For the former, error, the causes of which are always traced back to the mother tongue are bad because they are considered both as breakdowns in the teaching learning situation, and as deviations from the norm of the target language signaling failure to behave appropriately. For the later, errors, which are considered systematic on their own right as the language of the learner are unavoidable and a necessary part of the learning process indicating the mental effort of the learner; thereby serving as proofs that learning is going on.

Therefore, the above quotation suggests that the behaviorist and mentalist schools of thought in the theory of second language learning have a negative and positive attitude

towards learner's errors respectively. While errors are considered as failure by the former, they are signs of learning for the later.

2.4. Causes of Errors: Popular Ideas

Different researches which have been conducted on errors of second language learners suggest that there are various sources of errors. Whereas some sources are linguistic, others are non - linguistic. A mention of these sources has been made based on Norrish (1983) as follows:

(i) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

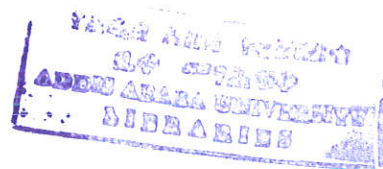
One way of reducing the number of 'careless' errors in written works is to get students to check each other's work. This will involve students in an active search for errors and English can be used for a genuine communication while discussing these errors in class.

(ii) First Language Interference

This cause of error can be discussed in terms of Skinner's theory of the "behavioralist notion of language learning", which postulates: if language is essentially a set of habits, then when we try to learn new habits the old ones will interfere with the new ones. This is what is called "mother tongue interference."

(iii) Translation

Translation is the most common reason as to why students make errors in learning a second language. This problem usually arises when there is translation word by word of idiomatic expressions in the learner's first language; and it produces classic howlers.



2.5. Other Current Theories Regarding Causes of Errors

(i) Contrastive Analysis: according to this theory, it is believed that by comparing two linguistic systems, that of the mother tongue and that of the target language, it is possible to predict areas of difficulty, and thus errors. This theory is related with the notion of interference mentioned above.

(ii) General order of difficulty: Chomsky (1969) in Norrish (1983) suggests that there is, regardless of the age by which a child has learnt a particular structure, a characteristic order of learning which is almost invariable. Moreover, recent works on learners of English as a foreign language has indicated that this apparent hierarchy of difficulty may explain, at least partly, some of the learner's errors in English.

(iii) Overgeneralization: according to George (1972), this types of errors emanate from over generalization of rules and are regarded as a blend of two structures in the 'standard version' of the language. This is because the errors are made as a result of blending structures learnt early in the learning sequence.

(iv) Incomplete Application of Rules: according to Richards (1974), incomplete application of rules is considered as the reverse side of overgeneralization; and it has got two possible causes. One is the use of questions in the classroom, where the learner is encouraged to repeat the question or part of it in the answer. The second cause is the fact that the learner may discover that he can communicate perfectly and adequately using deviant forms.

(V) Material- Induced Errors: there are English teaching materials which cause students to make errors by letting them develop 'self-concept' and ignorance of rules of restrictions.

(Vi) Errors as part of Language Creativity: learners who are limited in their opportunities of listening to examples of the target language tend to form hypothetical rules about the new language on insufficient evidence. This limitation causes error commission. However, the creativity and adventurousness in students is something that

the alert and responsive teacher, at any level, will wish to encourage (Norrish, 1983: 34 - 35).

In discussing the sources of errors in second language learning, Brown (1994) has also identified the following four causes.

1. **Inter - lingual transfer:** it refers to interference of learner's native language with their second language
2. **Intralingual transfer:** it refers to learner's failure to master the rules of the target language.
3. **Context of learning:** it refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning.
4. **Communication Strategies:** it refers to the fact that learners' production strategies in order to enhance getting their message across at times can become sources of errors.

Brown has also added that there are countless "affective variables" which can be taken as other equally possible sources of learners errors.

Moreover, the cause of errors can be attributed to poor teaching, the teacher, the syllabus, and the teaching materials or the learner, for there is no perfect learning (Broughton cited in Teshome 1985).

Furthermore, personal and health related factors such as fatigue and ill- health are another equally important factors causing error commission in both written and spoken productions of learners (Hubbard et.al, 1983 and Brown, 1987).

2.6. What Do Errors Signalize?

As most scholarly views indicate, the presence of errors in the utterances and writings of second language learners is considered as an evidence that assures the occurrence of learning. Moreover, errors are considered as one part of the learner's language learning strategy and mental process of learning. In line with this, Ellis (1985: 47) pointed out that, "the making of errors is a strategy and evidence of learners' internal processing."

In addition to this, errors, according to the language teaching theories of the sixties and seventies, were seen as signals for better pedagogical grading, and they were recognized

as an inevitable and unavoidable element in the development of second language proficiency and as valuable aspect of learning (Stern, 1983).

Moreover, second language learners' errors are said to have given rise for the emergence of "error analysis", which is one important field in applied linguistics. This fact holds true to interlanguage as well (Richards, 1974).

To sum up this section, in the process of second language learning, it is natural for learners to speak and write erroneously; and this is an important element in the developmental process of second language acquisition.

2.7. Types of Error

Unfortunately, there is no a vividly identified basis for the classification of errors. However, for the sake of this discussion, the writer has made an attempt to present the different types of errors as classified by three different authors; but on a superficial basis. Accordingly, Corder (1981: 38) has identified the following four types of errors.

- 1. Errors of Omission:** where some element which should be present is omitted,
- 2. Errors of Addition:** where some element which should not be there is present,
- 3. Errors of Selection:** where the wrong item has been chosen in place of the right one, and
- 4. Errors of Ordering:** where the elements presented are correct but wrongly sequenced.

On the other hand, Hubbard et.al (1983) have classified errors as lexical errors (where the errors are related with pronunciation), syntactic errors (where the errors are related with grammar), interpretive error (where there is misunderstanding of the speaker's or writer's intention of meaning) and pragmatic error (where there is production of the wrong communicative effect through the faulty use of a speech act or one of the rules of speaking).

Furthermore, Hammerly (1991) has broadly classified errors, (on the basis of their effect on communication) in to two, namely:

1. **Global Errors:** are errors which cause a native speaker to misunderstand or not to understand the message. These types of errors affect overall sentence organization and significantly hinder communication.
2. **Local Errors:** these are errors that, given their context, do not interfere with comprehension of the message. In other words, these are errors that affect single element (constituents) in a sentence; and they do not usually hinder communication significantly.

2.8. The Significance of Errors in ELT Classrooms

Different language teachers and researchers (especially in the field of applied linguistics) have been arguing that errors have never lost sight in ELT classrooms. Moreover, errors are proved to be significant both to the language teacher and researcher. Regarding this fact, Ellis (1990) states that:

Errors are significant in three different ways and the first of these was of value to the teacher- they indicate how far the learner had progressed towards the final goal. The other two concerned the researcher as errors provide evidence of how language is learned and the learner as they are used to test hypothesis.

In addition to this, studying learner's errors has a practical justification as well. It is said that along with the result of tests and examinations, the errors of learners make major elements in the feedback system of language teaching and learning process.

Moreover, it is on the basis of the information the teacher gets from errors that he/she varies his/her teaching procedures and materials, the pace of the progress, and the amount of practice which he/she plans at any moment in the process of teaching (Corder, 1981: 35).

Based on the above argument, it can be said that errors have a paramount importance to the teacher, the learners and researchers of second language acquisition as they serve as an important data that tell much about the overall language teaching, learning and acquisition process.

In discussing the benefit English language teachers get from learners' errors, Corder (1973) has also explicitly stated the following:

... errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus has been inadequately learnt or taught and need further attention. They enable him to decide whether he must devote time to the item he has been working on. And, this is the day to day value of errors.

Furthermore, Norrish (1983) has explained the advantage that errors render to students by saying, "errors are essential parts of learning and provide the learner with feedback in the process of concept formation."

Dulay and his colleagues are also of the view that errors are purposive. They confirm this fact by saying:

studying learners errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

2.9. Error Correction

In general terms, error correction refers to the remediation or repair of students' errors. Different scholars, however, have provided their own definition of error correction. Long (1977), for example, has defined it by saying that, "error correction is describing the hoped for results of feedback on errors." In this definition, the term "feedback" is used to refer error detection which is designed to promote correction by supplying learners with information about the correctness of their language production.

According to Chaudron (1988), on the other hand, error correction or error treatment (as used interchangeably in this study) refers to any reaction by the teacher that clearly transforms, disapprovingly refers to or demands improvement. And, such treatments may result in the elicitation of a correct response from the learner or in the learner's autonomous ability to correct him/herself.

Thus, the above explanations reveal that the corrections of language learners' errors play a significant role in the teaching of language courses for it is a good mechanism of raising learners' awareness about the rules of the language under study. Regarding this point, Terrell (ND) states that "the correction of errors, either in speech or written works of students, is intended to help the students adjust their conscious mental picture of the rule."

To conclude this part, it can be said that error correction is an integral part of language teaching and a language teacher should constantly engage him/herself in correcting learners errors.

2.10. The Two Approaches to Error Correction

After having said that there seems to be a general consensus among teachers and researchers as well as a desire by students as to the need to treat errors, the controversial question that should be addressed afterwards is: which approach to error correction should be followed? This question can be approached in two ways. The first one is in terms of the extent or amount of errors that should be corrected; and the second one is in terms of the focus of correction.

Considering the extent of errors that have to be corrected, two alternatives have been proposed by researchers. Some people propose the comprehensive or total error correction. An advocate of this alternative was Lalande (1982: 147) who claim that:

Since the affective disposition of students is not adversely affected by total correction of errors, and since students can be made aware of their deficiencies in linguistic competence, teachers should consider seriously the adoption of a policy of total correction of written errors.

In terms of the focus of correction, people like Dulay and Burt (1977); and Krashen (1977), on the other hand, have suggested a "selective" approach to error correction; which is tailored to the learners' internal level of linguistic development; and might be beneficial to students in both cognitive and affective terms. Hendrickson (1980), further, propose that error correction does improve the proficiency of EFL/ESL learners, if they are errors that stigmatize the learner, inhibit communication or appear frequently.

2.11. Innovative Ways of Written Error Correction

Traditionally, written errors are typically corrected by the teacher writing the correct forms in and the students copying the compositions into final corrected versions. As a result of this, students learn little or nothing through this passive procedure. Proof of this is that, no matter how many compositions full of red -inked corrections they get back, they keep on making the same written errors month after month and course after course (Hamerly, 1991: 106).

Based on the above argument, researches conducted on error correction have documented a rather discouraging view on the effect corrections have on learners' errors although students say that they want correction. Moreover, it is said that correction of the written work of university ESL students did not influence production of errors (Dulay and etal. 1982).

In spite of the above two arguments, it is the conviction of the researcher that error correction is one of the major classroom concerns of teachers in ELT classrooms. This is because, as Edge (1989: 1) states, "making mistakes is a part of learning and correction is a part of teaching."

Thus, the lack of influence error correction has on the written work of university ESL students can be overcome by applying innovative and systematic correction techniques. If it is done this way, according to Dulay and his colleagues, error correction can yield a significantly different result.

The ensuing sections of this chapter, therefore, are devoted for a brief discussion of issues related with the procedures and techniques of innovative and systematic error correction. In so doing, due consideration has been given to written error correction.

2.12. Views and Procedures of Written Error Correction

Though correction is the regular task of a practicing teacher and researcher in the field of ELT, the opposite views towards learner errors have also their own impacts on error correction. The positive view that considers learners' errors as part of the second or foreign language learning process has raised questions such as: Should learners' errors be corrected? If the answer goes to 'yes', which errors should be corrected? when should errors be corrected?, how should errors be corrected? This part of the literature which answers the aforementioned questions, according to the researcher of this project,

attempts to provide innovative techniques of written error correction. It also provides views regarding the provision of feedback to written works of students.

2.12.1. Should Second Language Learners' Errors Be Corrected?

Researchers and applied linguists have been arguing against and for concerning the question: should learners' errors be corrected? To make a mention of some of these arguments, Sheorey (1986) is of the view that error correction is important because most people, including native speakers, are less tolerant of written errors than spoken errors. Hendrickson (1980), on his part concluded that error correction does improve the proficiency of learners. He further explained that error correction in the adult foreign language classrooms helps many learners to become aware of the exact environment for applying grammatical rules and for discovering the precise semantic range of lexical items.

Lalande (1982) also believes that unless all errors in writing are identified, the faulty linguistic structures, rather than the correct ones, may become ingrained in the students' interlanguage system.

On the other hand, for Freeman (1991), though error correction can be intrusive and unwarranted during communicative phase activities, focused error correction is highly desirable because it provides the negative evidence students often need to reject or modify their hypothesis about the target language.

Ellis (1990) on his part argues that bringing errors to the learners' attention helps learning. He considers error correction as a contributory task in the process of consciousness raising, which he thinks is important for language acquisition. Furthermore, he is of the view that error treatment is not a manipulative process as it was seen to be by advocates of audio-lingual learning theory. It rather is the process of negotiation; one of the several ways in which the teacher and the students collaborate in managing interactional tasks in the classroom.

As opposed to the above views, there are also researches which claim that students errors should be ignored because their correction does not significantly affect learning. Their views were forwarded, according to Ellis (Ibid), by interlanguage theorists who argued

that it was pointless correcting errors which for them were inevitable and an integral part of second language acquisition.

Furthermore, Chaudron (1988) states that it seems extremely difficult to verify the effect of correction and the correction of students' written errors is often ineffective in reducing errors because teachers correct errors inconsistently. In like manner, others like Krashen (1982) and Krashen and Terrel (1983) expressed similar doubts about the effectiveness of error correction. Their argument is that the errors made by learners are simply indicators of a certain stage in their inter-language continuum which will develop naturally into more accurate and appropriate form.

Regardless of the above contending arguments, most students understand the importance of error correction in helping them to test their hypothesis about how the target language is formed or functions. As a result, they often deliberately and regularly seek error correction to assist them with their language learning task (Larsen - Freeman, 1991). Makino (1993) has strengthened this argument by saying that, "most students expect and want their teachers to help them to correct their own written errors so that the chance of recurrence will be reduced, if not eradicated."

To sum up, although error correction is not always welcomed, its importance in ELT classrooms is not questionable; especially in countries like Ethiopia where English is learnt and taught as a second or foreign language, it has never lost sight.

2.12.2. Which Learner Errors should be corrected?

It is an obvious fact that errors occur in the process of language learning. It is equally true that the quantity of errors that occur in the classroom is enormous. Consequently, a considerable number of errors pass without any comment in the language classroom (Chaudron, 1986). There are a number of reasons for this. To begin with, the sheer amount of errors makes it impossible for the teachers to attend to all the errors that occur within the space of a lesson period. Another reason which is particularly true of non-native speakers refers to the gap in the teachers' knowledge of the target language (Allwright and Bailey, 1991).

In spite of the above arguments, it is necessary for teachers to have a principled basis for a hierarchy of errors which they can use to determine what is important to correct (Burt and Kiparsky, 1974).

Accordingly, in response to the need for establishing pedagogical priorities, researchers have proposed a variety of criteria for judging the relative importance of errors. Hendrickson (1978: 396), for example, suggested that the following three types of errors receive greatest attention in the language classroom: "errors that seriously impair communication, errors that have stigmatizing effect upon the listener or reader, and errors that students produce frequently." Other people like Burt and Kiparsky (1974) have suggested that errors that render communication difficult (global errors) should have a priority over those that affect single elements or constituents (local errors). While frequency may not always be a good guide in deciding which errors to correct, the criterions which focus on the effect of communication are appealing.

2.12.3. When should Errors be Corrected?

Once the teacher has decided to correct errors, the next major task he or she faces involves decision about when to treat it.

Hendrickson (1978) argued that there are both affective and cognitive justifications for tolerating errors produced by language learners. It is argued that while tolerating some errors encourages to take risks and develop more confidence in using the language, trying to correct each minor error is likely to destroy their confidence and erode their willingness to take risk.

Moreover, Hendrickson (1978) again suggested that reserving error correction for manipulative grammar practice and tolerating more errors during communicative practice can have a beneficial effect on the feelings and performance of learners. This claim is supported by the finding that students reacted negatively when a teacher tried to correct all their errors.

2.12.4. How should Learner Errors be Corrected?

Several studies have been attempted to describe the feedback behavior of language teachers and the strategies they opt to correct errors once they have detected an error in the learners' utterance or composition. For instance, Allwright (1975) identifies seven basic treatment options together with a further nine possible features. The basic options open to the teacher include: to treat or to ignore completely; to treat immediately or delay; to transfer treatment or not; to transfer to another individual, a sub- group or to the whole class; to return or not to original error make after treatment and to call upon or permit another learner or (learners) to provide treatment. The aspects of treatment which he refers to as features deal with the purposes of treatment such as indicating the commission of an error, identifying the type of error committed; locating the error etc.

2.12.5. Who should correct Learner Error?

After a teacher has decided to treat learner error, the next issue in the series of questions involved in the decision making process leading to treatment concerns the question of who should correct a noticed error. The teacher has three choices here: to give the error maker the chance to self – correct (self correction), to call on other learners to provide correction (Peer correction) or to do the correction by himself or herself (teacher correction) (Long, 1977).

Among the aforementioned types of correction, self-correction is favored by many researchers. This is because self - correction seems to be a more appropriate way of training students to monitor their own target language speech or composition (Chandron, 1988). Self correction has also another equally important advantage of being less - threatening, more motivating and cognitively more engaging for the learner (Van Leir, 1988).

Even here in Ethiopia, there are researches which assure the effectiveness of self-correction. A typical example is the one conducted by Tesfay (1995). His research was conducted on the effectiveness of learner self - correction of written errors in EFL classrooms. One of the major findings of Tesfay's study was that procedures which invited students to self - correction were associated with improved student performance.

However, Krashen (1982) argued that the efficiency of self - correction is likely to vary according to the conditions in which the correction is done. It seems that the more learner's attention is focused on form, the more likely they are to successfully edit their output. On the other hand, the rate of successful correction is likely to fall when the focus is on communication and no attempt is made to draw learner's attention to form by alerting them to the existence or location of an error by pointing out the rules broken.

Peer correction is also another option. All Wright and Bailey (1991) have speculated that more actual learning may result from a substantial proportion of the corrective task being carried out by the learners' themselves i.e. either the learner who committed the error (self - correction) or another member of the class (peer correction).

Here in Ethiopia, a study conducted by Italo (1999) on the effectiveness of teacher and peer feedback on Addis Ababa University Students writing revision, indicate that both techniques led to a comparable result in improving student written performance.

2.12.6 Procedures of Correcting Written Errors

Correction of written errors is generally considered as a private and confidential transaction between the instructor and the student. This section, therefore, is mainly intended to discuss some of the different forms (mediums) a teacher or a reader, who is correcting learner's written works uses to communicate his/her comments to the student writer. These forms mainly include: error identification, writing comments, conferencing, taped commentary, and reformulation. A brief discussion of each technique is presented as follows.

(i) Error Identification

This is done by using shorthand of correcting codes written in the margins or above the error. This form of correction is time saving and easy to use. However, error identification is problematic because the correcting codes could be ambiguous and confusing for different advocates of the form tend to suggest different codes for the same language feature. For instance, Byrene (1988: 125) suggests *S* for spelling; whereas Norrish (1983: 75) suggests *SP* for spelling. The other problem with this form of

correction is that it focuses on the surface errors in spelling, lexis, syntax, and punctuation and hence overlooks the central issues of composition such as cohesion, content, signposting and clarity of meaning. However, Brumfit (1980) remarks that if learners errors are identified and left to the students for correcting, the students can benefit from group discussions that arise while correcting errors and this could help the learners to develop oral fluency amongst other advantages of error identification.

(ii) Writing Comments

This technique seems to be the most common form used by classroom teachers when they respond to students' writing. However, writing comments is said to be disadvantageous because it is time- consuming and taxing. Moreover, it is quite doubtful that students read these comments and use them to improve their writings. Teachers might think that they have done their job properly by writing all kinds of errors they come across in the student paper. But, Keh (1990) suggests that teachers should distinguish between 'high order' and 'low order' concerns when giving written comments and keep in mind that students can not pay attention to everything at once. This form of correction could be effective if the comments are clear, genuine, relevant, and specific to the work of the students and if the teacher reader suggests some helpful strategies so that the student writer could use them to improve his/her work (Zamel, 1985).

(iii) Conferencing

This technique enables the teacher and the student to come face to face with each other. The teacher is a 'live' audience, and he/she is able to ask for further clarification, check the comprehensibility of oral comments made, help the writer to sort through the problems, and assist the student in decision making. Therefore, the role of the teacher can be perceived as a participant in the writing process rather than as a grade-giver. Compared to writing comments, conferencing also allows more correction and more accurate feedback to be given in the relatively shorter period of time. The drawback with this form of correction might be that it is demanding and time-consuming. Besides, some students might be reluctant to confer with their teachers due to their low English proficiency and/or shyness though the problem could be overcome by encouraging students and explaining the benefit of conferencing to them (Keh, 1990).

(iv) Taped Commentary

This technique is used with advanced students by giving remarks on a tape recorder. It may help the students to improve their listening skills; especially if the teacher is a native speaker or has a near - native proficiency in English. It also allows more detailed, natural, and informative remarks while increasing teacher-student rapport (Hyland, 1990). However, this technique is problematic for some institutions would be hesitant to use it because it incurs money and students may not have tape recorders of their own.

(v) Reformulation

It is an attempt made by a native writer to understand what a non - native writer is trying to say and then re-write it in a form more natural to the native writer (Allwright, 1988). The re-writing may necessitate making changes of many kinds and at all levels as Allwright further explains. It seems interesting but its feasibility is questionable, especially in an EFL context where writing is, in most cases, exclusively taught by non - natives and the students' English proficiency is incredibly low and there are no native speakers of English in the class as it is the case in our country Ethiopia. Moreover, its effectiveness could be undermined due to the fact that writing teachers tend to misread students texts, are inconsistent in their comments and write contradictory comments.

Hendrickson (1992), on his part propose the use of the combination of direct and indirect treatments for correcting written errors. Indirect correction treatments may be done in either one or combinations of four of the following ways: -

- 1) by underlining incorrect orthographic and morphological forms,
- 2) by circling an inappropriate word,
- 3) by inserting an arrow to indicate a missing word, and
- 4) by placing a question mark alongside a confusing word or structure

Direct correction treatments, on the other hand, may be done in the following ways, beginning with the least direct correction treatment:

- 1) by underlining a word and providing a written tip,
- 2) by bracketing a misplaced word and phrase and indicating its proper place in a sentence,
- 3) by crossing out a superfluous word, and
- 4) by providing a correct form or structure of an incorrect word or phrase.

In addition to these techniques, Wingfield (1975) has identified a variety of techniques typically used in classrooms for correcting written errors. These include:

- 1) Providing sufficient clues to enable self - correction,
- 2) Correcting the script by the teacher,
- 3) Providing marginal comments and footnotes,
- 4) Oral explanations, and
- 5) Using the errors as illustrations for class explanations.

2.13 Related Local research

So far, there are some research works which have been conducted on the identification of corrective behaviors of both oral and written errors.

Among them, Abiy (2000), made a research on the expressed beliefs and actual classroom practice of English teachers regarding oral error correction by focusing on two government high school in Bahir-Dar city. His report reveals that there is no congruity between what the teachers believe and what they really do when teaching speaking and when correcting oral errors.

The other related local work is Italo (1990), which compared the effectiveness of teachers' versus students' feedback on AAU students writing revisions, and found that both peer feedback and teacher feedbacks are equally effective.

Nuru (2000) also conducted a study on the role of feedback in the communication of teacher expectation and has proved that there is a great quantitative difference in the feedback received by high and low expectation students on their successful and unsuccessful performances.

Mammo (1982), made a research on the written works of AAU students, who were taking a composition course and he identified and classified the errors committed.

In addition, Wondwossen (1992) conducted a study on the oral feedback behaviors of teachers and he identified that teachers spent a large share of the class time to provide feedback and to treat the errors.

Getinet (1994) studied the responding behavior of Sophomore English instructors of AAU to students writing and found that, in responding to students' writing, the instructors concentrated on low order concerns during the product stage rather than the process of writing. He also pointed out that teachers used direct correction of errors and revealed that students employed very few strategies in handling feedback.

Another research by Tesfay (1995) was conducted on the effectiveness of learner-self correction of written errors in the EFL classroom. In his study, he reported that learner-self correction of written errors is successful when errors were provided with clues for students to be corrected by themselves.

Moreover, Taye (2005) conducted a research on the effect of written feedback on promoting students' writing skills in English with reference to one preparatory school and indicated that written feedback produced by the teachers to students' writing brought insignificant difference to enhance students' writing.

A recent research by Getenesh (2008) on the feedback given to students' writing in government and non-government schools indicate that it is "sometimes" that teachers give feedback to students' written works.

Thus, from the above research works, the writer of this research learnt that though the correction given to students' writings is of paramount importance to enhance the students' writing, the benefit obtained from it is not fully maximized. Therefore, this research is aimed at studying the practice of written error correction in ELT classes in line with the innovative ways of written error correction.

Chapter Three

Research Methodology

3.1. Methods of the Study

The principal objective of this study is to assess the extent to which innovative ways of written error correction are practiced in ELT classes. To this end, a descriptive survey and case study method was employed based on the ground that it would be of great help to reveal whether the actual classroom practice regarding written error correction is innovative or not. The study was descriptive because the analysis was mainly done qualitatively; and it was a case study which focused on Gondar University.

3.1.1. Sources of the Data

While undertaking the study, the researcher's sources of data were:

1. all the 18 English language instructors of the selected university (i.e. Gondar University),
2. all the 102 Graduating students (in the 2008/09 academic year) of the English Language and Literature Department in the same university, and
3. Six corrected papers which have been returned to the students (i.e. text analysis).

3.1.2. Sampling Techniques

According to the information the researcher obtained from the registrar office of the social sciences and humanities faculty, the Department of English Language and Literature has 102 third year students; and all these students, according to the registrar officer, are attending class in the current 2008/09 Academic year.

To obtain the necessary data for the study, the researcher selected all the third year students of the department when distributing the questionnaire. This was done based on the fact that these students have stayed in the department almost for six semesters and they may have more experience regarding the practices of written error correction while taking writing courses such as Sophomore English, Intermediate writing skill, and advanced composition. Moreover, they have taken almost all writing courses; and this is

hoped to be helpful for them to tell about their teachers' practice of written error correction better than other students can do. In addition to this, the researcher distributed the questionnaire to all of the students because the number of students is quite manageable in administering the questionnaire.

Regarding the instructors, the staff profile the researcher got from the department reveals that 18 instructors are engaged in teaching in the current 2008/09 academic year while other 9 instructors are on a study leave. The researcher distributed the questionnaire to all the 18 instructors. The researcher did so because all of them have the experience of teaching writing as his experience suggests. Moreover, he was able to learn this when he was serving in the target university as a Graduate Assistant. All instructors are used to teach at least sophomore English when freshman students are admitted. Moreover, the discussion the researcher made with the teaching staff members has assured that the same tradition is existing in the current 2008/09 academic year as well.

3.2. Data Gathering Instruments

In an attempt made to collect the necessary data, the major data gathering instrument that has been used was a questionnaire. This instrument was selected because the subjects of the study (i.e. the instructors and students) can freely respond to the questions as opposed to what they may do in other instruments like the interview. Questionnaire was designed for both the instructors and students. In order to triangulate the information gathered through these two sets of questionnaires, the researcher tried to collect corrected papers which are returned to the students.

3.2.1. Instructors' Questionnaire

A questionnaire consisting of three parts was designed and distributed to the instructors. In the first part of this questionnaire, an attempt was made to get the instructors' reflection about their overall perception towards errors (specifically written errors) and the behavior they manifest while correcting them. The questions that require the instructors' reflection about their perception towards errors were designed because instructors' attitude towards errors has an impact on their correction policy. To this end, a

set of questions containing 32 items were asked. The questions were designed in such a way that the instructors rate the extent to which they agree or disagree on a given statement which is related with written errors and their correction. Moreover, the statements are expected to elicit information about the feelings and perceptions of the instructors regarding written errors and the behavior they exercise when correcting them. The questions were designed based on a five-point-Likert scale item whose responses range from strongly agree to strongly disagree for it can measure the instructors attitude and actual practice concerning written error correction. Moreover, the items which are included under this section raise positively and negatively stated issues regarding written errors and corrective behaviors.

In the second part of the questionnaire, the researcher attempted to gather data about the techniques the instructors opt when correcting their students' written errors. The questions under this section are helpful in identifying the frequently used treatment techniques of the instructors when they do written error correction. For this purpose, 15 questions with a five point rating scale were asked; and the questions had a response mode whose scale ranges from "nearly always" to "never".

The third and the final part of this questionnaire is composed of "yes" or "no" and open-ended questions. These questions invite the instructors to write their general feelings and comments about learners' written errors and the practice of correcting them (see Appendix A).

3.2.2. Students' Questionnaire

The chief purpose of the students' questionnaire was to reinforce and crosscheck the data that were found from the response of the instructors. In so doing, the students were asked questions which are more or less of similar nature with that of the questions presented to the instructors. Almost all the questions which have been presented in the instructors' questionnaire were incorporated with a very simple modification. The only difference that is evident between these two types of questionnaires is that the instructors' questionnaire require the instructors to tell what they feel about written errors and how they practice written error correction while the students' questionnaire is aimed at

eliciting information about their perception towards written errors and the corrective behavior of their teachers when they write and submit compositions for correction (see Appendix - B).

3.2.3. Analysis of Corrected and Returned Texts

In order to observe the natural corrective behavior and techniques of writing instructors, the researcher tried to collect corrected and returned texts from the students. This was done by requesting the students to provide him corrected texts. For the purpose of keeping the text confidential, the students were told to erase their name. While collecting these texts, the researcher got each text photocopied and returned the original copy to the students. Accordingly, the researcher was able to get some six texts and they were attached as an appendix. Two of the papers were written for the course intermediate English while the remaining four were for Sophomore English (see appendix - C).

3.3. Data Collection Procedures

On the basis of the objectives of the study and the existing literature regarding written error correction, the researcher constructed the items of the questionnaire. The items were drafted in English language with the hope that the target instructors' and students are capable of understanding and responding to them. The drafted items were then given to the thesis advisor to be commented. Then, taking the comments and suggestions in to account, the researcher re-shaped the tools. In so doing, some questions were modified while others which were proved difficult to answer were deleted. Moreover, difficult words and phrases of some questions were substituted with easier ones. Then, the questionnaires were made ready to be filled and completed by the target students and instructors.

Both questionnaires were distributed to the instructors and the students in the presence of the researcher. Before the students' questionnaire was given out to the selected students, a fifteen minute orientation about the content and purpose of the questionnaire was given by the researcher. While doing so, some terms and words that happened unfamiliar to the students were explained. Moreover, the students were told to feel free to ask for

clarification when they encounter any difficulty while they fill the questionnaire. This was done for the purpose of avoiding confusion and ambiguity when the students respond to the items in the questionnaire.

Of the 102 third year students, the researcher was able to get only 90 students. The remaining 12 students were either absent or they couldn't avail themselves. However, all the 90 students took part in completing the questionnaire and the 90 questionnaires were completed and returned. Thus, 90 questionnaires were accepted for the study.

Regarding the instructors, their questionnaires were given to the secretary of the department to be given to them when they come to their office. This was done because it was impossible to get all of them at a time. Moreover, the secretary was requested to collect the completed questionnaires. All this was done within a week time. Accordingly, all the 18 instructors were able to participate in completing the questionnaires and all the 18 questionnaires were used for the study.

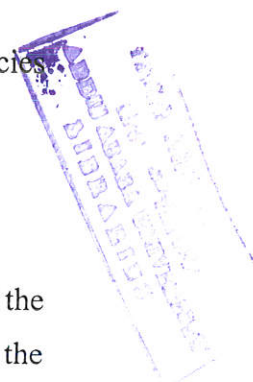
The responses of both the instructors and the students were computed and frequencies and percentages were calculated.

3.4 Method of Data analysis

The data that have been gathered with the techniques mentioned in section 3.2 are of the nature that seeks both qualitative and quantitative analysis. Thus, the researcher did the analysis by employing both qualitative and quantitative methods.

Among the quantitative methods, the percentage and frequency were the dominant ones which have been used in the analysis of the data because this methods best suit the descriptive analysis of the data; and this was done in chapter four.

In doing the analysis, the responses which were obtained from both the instructors' and students' questionnaires (specially those responses which were obtained from the items designed by using the Likert scale) were tallied, tabulated, interpreted; and they were



used for the quantitative analysis. Moreover, the responses obtained from the "Yes" or "No" and open - ended items were used for the qualitative analysis because these items invited the students and the instructors to write comments regarding the practice of written error correction. The analysis of corrected and returned texts was another equally important source of data for the qualitative analysis.

In the analysis of the data, the researcher attempted to describe each theme by synthesizing the data obtained. The researcher also tried to inculcate his own understanding of the participants' intentions. Moreover, the interpretation, analysis and discussion were based on the results obtained accompanied by what the literature (that has been presented in chapter two) says about the issue under study.

To put it in short, the basic analysis of the collected data involved the following procedures:

- The instructors' and students' responses to the close-ended items of the questionnaire were tallied. Then, the frequency and the percentage were summarized to discuss how each item was responded.
- To support the results of the above statistical analysis, the responses obtained from the "Yes" or "No" and open-ended questions along with the analysis of the corrected and returned written texts were organized and were used for the qualitative analysis of the study.
- On the basis of the above analysis, the data were interpreted.
- Finally, based on the interpretation and findings, conclusions and the possible recommendations were drawn.

Chapter Four

Presentation, Analysis and Interpretation of Data

4.1 Instructors' Questionnaire

4.1.1 Instructors' Perception towards Written Errors

In order to explore the overall perception of the instructors towards written errors, a number of positively and negatively stated statements were designed as can be seen in the Table below.

Table 1: Instructors' Response on their Opinion towards written Errors

	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Producing error is a natural, inevitable and necessary phenomenon in second language learning.	8	44.4	8	44.4	2	11.1	-	-	-	-
2	Errors are signs of failure	-	-	2	11.1	2	11.1	7	38.8	7	38.8
3	Teachers should accept deviance from the 'standard' form and structures of the target language.	-	-	8	44.4	-	-	9	50	1	5.5
4	I feel despair when I read erroneous statements in my students' composition.	1	5.5	7	38.8	1	5.5	7	38.8	2	11.1
5	A language teacher should expect errors in his/her students' written works.	6	33.3	5	27.7	1	5.5	6	33.3	-	-

Key: SA = strongly agree, A = agree, U = undecided, SD = strongly disagree, FR = frequency, and %= percentage.

In the above Table, items 1, 3 and 5 are positively stated statements and were aimed at eliciting information about the instructors' attitude towards written errors. The responses reveal that most of the instructors hold a positive attitude towards errors. This is because their responses indicate that they agree with the statements and this is quite encouraging. However, their response to item 3 reveals that the instructors have a totally different view regarding the acceptance of deviance form of the target language in their students' composition. Eight instructors are of the view that they should accept deviance form of the target language while nine instructors are of the view that they shouldn't accept

deviance form of the target language in their students' writing, and this suggest that there are two conflicting blocks regarding this point.

Items 2 and 4 are negatively stated statements towards error. When responding to item 2, almost all of the instructors seem to be of the view that errors are not signs of failure, and this is quite interesting because the instructors do not have a bad attitude towards errors. However, their response to item 4 reveal that they have a contradicting attitude towards errors for the number of instructors who agree and disagree with the item is almost equal, i.e. seven instructors of them. This again suggests that there are two different attitudes regarding errors.

4.1.2 Instructors' Perception about the Causes of Errors

In an attempt made to gather information on the instructors' awareness about the cause of error commission in second language learning, 4 questions were asked. The following Table presents their response to these questions.

Table 2: Instructors' Response about the Cause of Errors

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Learners' errors are the result of laziness or sloppy (careless) thinking	-	-	-	-	1	5.5	9	50	8	44.4
2	Errors are caused by learner first language interference and word by word translation of idiomatic expressions in the learner's first language, and thus should be tolerated	1	5.5	8	44.4	1	5.5	8	44.4	-	-
3	Errors are caused by overgeneralization of rules, and thus should be tolerated	2	11.1	8	44.4	2	11.1	6	33.3	-	-
4	Errors are caused by incomplete application of rules, and thus should be tolerated	4	22.2	9	50	1	5.5	3	16.6	1	5.5

As it can be seen in the above table, the instructors have a contradicting view regarding the cause of errors. This is because; most of them attribute the commission of errors to

laziness and sloppy (careless) thinking when responding to item 1. This makes the researcher deduce that they are not aware of the fact that error commission is part of learning in second language acquisition.

On the other hand, when responding to other causes of error indicated under item 2 and 3, they again have different view. Eight instructors have reported that learners' first language interference and word by word translation of idiomatic expressions are causes of errors; as a result of which they believe that learners' errors should be tolerated. But, the same number of instructors disagrees with this point. Overgeneralization of rules as one cause of errors is also responded by the instructors in almost a similar way with what they responded to item 2. While eight instructors agree with the item, six instructors disagree with the item, and this indicates that the instructors have a varying awareness regarding the cause of errors.

But, in answering item 4, which states incomplete application of rules as one cause of errors, most of the instructors seem to be well - aware of the fact that errors may be caused by incomplete application of rules and they are of the view that they should be tolerated.

4.1.3 Instructors' Awareness About the pedagogic Implications of Learner Written Errors

While attempting to gather data about the aforementioned topic, the questions presented in the following Table were asked.

Table 3: Instructors' Response about the Pedagogic Importance of Errors

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Errors are signals that tell actual learning is taking place	5	27.7	10	55.5	-	-	2	11.1	1	5.5
2	Errors tell the teacher something about the defectiveness of his/her teaching, teaching materials, and techniques.	-	-	1	5.5	2	11.1	7	38.8	8	44.4
3	Errors indicate how far the learner had progressed towards the final goal.	3	16.6	4	22.2	8	44.4	3	16.5	-	-
4	Errors indicate part of the target language students have serious difficulty with.	2	11.1	8	44.4	3	16.6	5	27.7	-	-
5	Errors show part of the syllabus that has been inadequately learnt or taught	-	-	8	44.4	2	11.1	7	38.8	1	5.5

As it can be seen from the responses of the instructors in the above Table, a roughly high number of instructors seem to be well-aware of the fact that errors signalize learning. This is indicated by over -half of the population i.e. 5 instructors and 10 instructors who said strongly agree and agree respectively. And, this is a good thing.

When we come to the importance of errors in telling something about the defectiveness of the instructor's teaching, teaching materials, and techniques, outnumbering instructors are not cognizant of this fact. This is indicated in the data by 7 and 8 instructors who disagree and strongly disagree with the given statement respectively. Based on this result, it can be carefully generalized that the instructors are not aware of the most important importance of learner written errors. This, in its turn, may make them reluctant in taking the necessary adjustment in their teaching, teaching materials and techniques.

Regarding item 3, which is about the importance of errors in indicating learner progress towards the final desired goal, a substantial majority of the respondents (8 instructors) are in confusion for they have responded by saying "undecided". Based on this finding, it can be speculated that the instructors lack another conceptual framework regarding the pedagogic implication of learner written errors. It, however, should not be denied that few instructors have a good awareness towards this conceptual framework.

Contradictorily reported here is that the greater majority of the instructors are aware of the fact that learner written errors indicate part of the target language students have serious difficulty. Regarding this point, 2 and 8 instructors responded by opting strongly agree and agree respectively. Had it not contradicted with what they responded to item 2 and 3, it would have been good. Moreover, the same fact seems to have been slightly held true regarding their response to item 5. This is because 8 instructors have reported that learner written errors are important to identify part of the syllabus that has been inadequately learnt or taught. This view, if it is held by the greater majority of the respondents, is good. But, it is not so because 7 instructors have an opposite view.

Generally, the instructors' response revealed that they don't have a comprehensive awareness regarding the pedagogic implications of learner written errors for they have responded to the given items so differently.

4.1.4 Instructors' view towards the Importance of Correcting Learner Written Errors

In an attempt made to elicit information about the instructors' views towards the importance of learner written error correction, the following 8 questions were asked and are presented in the following Table.

Table 4: Instructors Response about the Importance of written error Correction

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Students will learn more if teachers are more tolerant to their incorrect written works	-	-	8	44.4	-	-	10	55.5	-	-
2	I am less tolerant of written errors than spoken errors	1	5.5	9	50	1	5.5	6	33.3	1	5.5
3	My correction helps my students to become aware of the exact environment for applying grammatical rules.	4	22.2	10	55.5	-	-	2	11.1	2	11.1
4	My correction helps my students to discover the precise usage of vocabularies.	5	27.7	9	50	1	5.5	2	11.1	1	5.5
5	Bringing written errors to the learner's attention helps learning	10	55.5	5	27.7	-	-	2	11.1	1	5.5
6	Written error correction helps to minimize faulty linguistic structures from the students' written works.	4	22.2	10	55.5	-	-	2	11.1	2	11.1
7	Students' written errors should be ignored because their correction doesn't significantly affect learning	2	11.1	2	11.1	-	-	12	66.6	2	11.1
8	Learners' written errors should be corrected so that they will be aware of the rules of the target language.	4	22.2	10	55.5	-	-	3	16.6	1	5.5

As it can be learnt from the results of the above data, the substantial majority of the respondents (constituting 10 instructors) are not tolerant to learner written errors, as a result of which they are of the view that their students will not benefit from their tolerance. Though it is a good thing to correct errors, the instructors should not be over-correctors. If they are over-correctors, as the literature suggests, it is likely for the students to be dependent on their teachers. It also will destroy the students' confidence in taking risk in writing activities. It will also erode the students' interest in writing courses.

Significant others, i.e. 8 instructors are of the view that tolerating written errors will enable learners learn more. In connection with this, it can be said that a reasonable tolerance towards learner written errors, as the literature suggests, is good. This view, had it been held by many of the instructors, would have been convincing.

Item 2 was asked to elicit information about: "Which skill (from writing and speaking) requires priority when correcting errors." Accordingly, 9 instructors have reported that the writing skill should be given priority. This goes with what the literature states. Thus, the response of these instructors deserves appreciation. However, there are still some 6 instructors who have an opposing view. It, hence, seems that there is a considerable gap regarding the point raised under item 2.

Item 3 and 4 were asked to collect information about such purposes of written error correction as indicating the exact environment for applying grammatical rules and the precise usage of vocabularies. Their response, thus, vividly assert that learner written error correction is helpful in achieving the aforementioned purposes of correction. This is witnessed by their responses which, statistically speaking, goes to the strongly agree and agree options in item 3 and 4 respectively. The number of instructors, who are not familiar with these purposes of correction, is insignificant.

Regarding the other significances of learner written error correction such as the ones presented in item 5, 6 and 8, the instructors responses are quite promising because the greater majority of them responded to the items by choosing both the strongly agree and

agree options. This evidence magnifies the positive perception instructors have concerning the importance of learner written error correction. Moreover, this fact has further been depicted by their response to the negatively stated statement in item 7. The point made under item 7 disregards the importance of correction, but the instructors are against it.

At this stage, thus, it can be reasonably established that the instructors seem to be well-aware of the benefits their correction render to their students and for learning writing as well. This awareness, if it is truly hold, will have a far reaching effect on fostering the teaching and learning of writing.

After exploring the theoretical assumptions discussed in the above sections, it has been felt that it is good to gather data and discuss about the practical aspects of learner written error correction. To this end, the questions which are going to be presented under the forthcoming sections and tables will raise practical issues regarding learner written error correction.

4.1.5 Errors that need to be corrected

In an effort made to obtain data about the type of learner written error that needs correction, the questions indicated in the Table below were asked.

Table 5: Instructors' Responses to the question: which written errors should be corrected?

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Correcting error destroys students' confidence and erodes their willingness to take risk	1	5.5	8	44.4	-	-	8	44.4	1	5.5
2	Written errors that inhibit communication should be corrected first.	3	16.6	9	50	-	-	4	22.2	2	11.1
3	Errors that stigmatize the reader should be corrected immediately	5	22.2	8	44.4	1	5.5	3	16.6	2	11.1
4	Errors that students produce frequently should be given priority when correcting written errors.	3	16.6	9	50	2	11.1	3	16.6	1	5.5
5	All written errors of learners should be corrected	1	5.5	8	44.4	-	-	9	50		

In the above table, item 1 was asked to find out the behavior instructors hold towards correcting minor errors. The finding, however, asserted that they have an equally different view regarding correcting minor errors. While 9 instructors are in favor of the view, the other 9 are against the view. Now, a broad gap has existed regarding this view and those instructors who are against this view need to be informed about the negative impact of correcting minor errors i.e. destroying students' confidence and willingness to take risk when learning writing.

Item 2, 3 and 4 were asked to obtain information about the nature of errors that need correction. With this regard, the responses of the instructors tell that they are well-aware of the nature of learner written errors that call for teacher correction. This is confirmed by the substantial majority of the respondents because they agree with the fact that written errors that seriously inhibit communication, stigmatize the reader, and are produced frequently should be corrected. And, it goes in line with what the literature regarding innovative ways of learner written error correction states. It is also worth noting that the number of respondents who have an opposite view is insignificantly very few.

Item 5 was aimed at eliciting information about the kind of approach the instructors hold towards learner written error correction; specifically speaking, it was asked to investigate whether they are selective or comprehensive in correcting written errors. Consequently, the findings suggest that almost half of them are selective while the remaining half is the proponent of the comprehensive approach. Again, another gap emerges. And, it seems that the proponents of the comprehensive approach are not content with learners' errors, and they tend to correct all errors, which is a practice that needs to be adjusted.

To sum up, the findings that emerge from the data presented in the above table revealed that the instructors are partly knowledgeable in answering the question: which written errors should be corrected?

4.1.6 Other Corrective Behaviors

In this section, an attempt has been made to gather data in order to assess other corrective behaviors of the instructors such as when and how should learner written errors should be corrected and it is presented as follows.

Table 6: Instructors' Responses to their corrective Behaviors

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Learners' written errors should be corrected selectively	-	-	8	44.4	2	11.1	8	44.4	-	-
2	Offending comments should not be written when correcting written errors.	8	44.4	10	55.5	-	-	-	-	-	-
3	Learners written errors should be corrected immediately	2	11.1	8	44.4	-	-	7	38.8	1	5.5
4	Written errors should not be corrected immediately unless they inhibit communication	2	11.1	9	50	-	-	7	38.8	-	-
5	Written error correction should be a private and confidential transaction between the instructor and the students.	-	-	4	22.2	3	16.6	9	50	2	11.1

As it can be observed in the above table, 8 instructors are of the view that the correction of learner written errors should be done selectively. Significant others (comprising the same number) are still of the view that it should not be done selectively. This suggests that those instructors who are not selective are heavy correctors and are not aware of the danger of being a heavy corrector.

What is an interesting enough response is the instructors' reaction to item 2. Almost all of them have unanimously agreed with the fact that offending comments should not be written when correcting written errors. This is promising, and if it is really practiced, it can foster the learning and/ or teaching of writing.

However, regarding the immediate correction of learner written error, as stated in item 3, the instructors have responded inappropriately. Their responses reveal that over half of them agree with immediate correction; and this doesn't go with the realities of innovative correction. Thus, the teachers need to develop the habit of delaying correction. In connection with this issue, they were asked a nearly similar question in item 4. But, their response to this item seems contradictory with their response to item 3. This is because for more than half of them immediate correction of errors unless they inhibit communication is not acceptable. And this view, had it not contradicted with their response to item 3, would have been nice.

When coming to item 5, the finding that emerges suggests that the instructors (more than half of them) do not consider written error correction is a private and confidential business. This magnifies the instructors' in compliance to one of their professional code of conduct i.e. keeping secrecy.

To finalize it, it can be said that the instructors manifest a varying behavior when they practice correction; while some of their behaviors are encouraging others are not.

4.1.7 The responsible party that Corrects Learner Written Errors

To identify the responsible party who usually takes part in correcting learner written error, the following three questions were asked and presented in the following Table.

Table 7: Instructors' Response to the question: who corrects learner written error?

No	Item	Responses									
		Nearly always		Often		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	I give the chance for the student who makes the error to correct his/her written error by him/herself.	1	5.5	1	5.5	2	11.1	10	55.5	2	11.1
2	It is me who corrects students' written errors	10	55.5	4	22.2	4	22.2	-	-	-	-
3	I let my students exchange their written works and correct it.	1	5.5	2	11.1	2	11.1	10	55.5	3	16.6

A glimpse at the data in the above table vividly witnessed that the only entity who most frequently takes part in correcting written errors is the instructor him/herself. This is because 10 instructors and 4 instructors (have reported by saying they correct students' written errors "nearly always" and "often". Other ways of error correction such as "peer correction and "self-correction", as the statistics speaks, seem to have been a neglected ways of giving correction for they have been used either "rarely" or "never". Yet, possibly, this finding doesn't go along with what local researches have proved so far. To make a mention, it doesn't go with what Tesfay Solomon (1995) found out regarding the effectiveness of learner self correction of written errors. Nor it go with Italo Beriso's, which proved that both peer and teacher feedback are equally effective. And, the implication of this finding for further research is quite plausible indeed.

To summarize, the most responsible party in giving correction in this research setting is the instructor him/her self. And, this underestimates the other equally important entities (like the peer, and the learner him/herself) in giving correction.

4.1.8 Techniques of Correcting Learner Written Errors

The data presented and the discussion made below is aimed at identifying the error correction techniques employed by instructors when teaching writing.

4.1.8.1. Error Identification

Table 8: Instructors' Response to Error Identification as one Technique of Written Error Correction

No	Item	Responses									
		Nearly Always		Often		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	I correct written errors by writing shorthand of correcting codes (like <i>SP</i> for spelling error, <i>WO</i> for word order, etc) in the margin or above the error	2	11.1	1	5.5	4	22.2	7	38.8	4	22.2

As it can be seen from the result of the above data, error identification, as one technique of correcting written works of students, seems to have been underused. This is because the response of the instructors reveal that they do it either rarely (7instructors) or never (4 instructors). By way of doing so, as the literature suggests, they miss such advantages as saving time and ease of correction. Moreover, this method of error correction invites the learners to correct it by themselves and they can benefit from the group discussion that arises when correcting the already identified errors. This gradually may result in the development of oral fluency. However, these advantages are far from practice as the finding tells. So, regarding this method, the instructors practice seems inadequate.

4.1.8.2 Indirect Techniques

When trying to gather information as to how often instructors practice indirect techniques of correcting written works, the following four items were asked.

Table 9: Instructors' Response regarding the practice of Indirect Techniques of correction

No	Item	Responses									
		Nearly Always		Often		Sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	I give correction by underlining incorrect orthographic and morphological forms.	8	44.4	6	33.3	3	16.6	1	5.5	-	-
2	I give correction by circling an inappropriate word	9	50	4	22.2	2	11.1	2	11.1	1	5.5
3	I insert arrow to indicate a missing word	3	16.6	3	16.6	9	50	3	16.6	-	-
4	I place a question mark alongside a confusing word or structure	2	11.1	3	16.6	10	55.5	2	11.1	1	5.5

The data presented in the above Table have yielded two findings. First, the practice of correcting written errors by underlining incorrect orthographic and morphological forms and doing same by circling an inappropriate word (as indicated in item 1 and 2 respectively) are the ones which have received the highest frequency. This has been indicated by the highest percentage of the population who practice the technique

"always" and "often". Second, the remaining two indirect techniques i.e. inserting arrow to indicate a missing word and placing a question mark alongside a confusing word are proved to be practiced "sometimes" as it has been assured by more than half of the population.

Based on these findings, it may be speculated that there is a tendency to insist on one or two indirect techniques of correction, which is not good. The instructors rather should have insisted on all the indirect techniques of correction thereby they could have created variety in their correction techniques. Either have made their correction more scientific.

4.1.8.3 Direct Techniques

Another 4 items were asked to see how often the instructors practice the specific direct techniques indicated in Table 10 below.

Table 10: Instructors' Response regarding their practice of Direct Techniques of Correction

No	Item	Responses									
		Always		Often		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	I correct written errors by underlining a word and providing a written tip	2	11.1	3	16.6	9	50	2	11.1	2	11.1
2	I correct written errors by bracketing a misplaced word and phrase and I indicate its proper place in a sentence	1	5.5	2	11.1	10	55.5	3	16.6	2	11.1
3	I cross out superfluous words in correcting written error	7	38.8	6	33.3	3	16.6	1	5.5	1	5.5
4	I correct written errors by providing the correct form or structure of an incorrect word or phrase	1	5.5	2	11.1	4	22.2	6	33.3	5	27.7

Regarding the direct techniques indicated under item 1 and 2, the majority of the instructors' responses entail that they are techniques of correction which are practiced "sometimes". However, some instructors, though their number is insignificant, reported

that they often practice these techniques. There are also insignificant others who seldom practice these techniques.

Regarding, crossing out superfluous words as one way of direct correction, the reaction of the instructors attest that it is a kind of technique which they practice always (7 instructors) and often (6 instructors). The provision of correction by providing the correct form or structure of an incorrect word (phrase), however, seems to have been practiced rarely (6 instructors). There are still some 5 instructors who never practice it.

4.1.8.4 Other Techniques

The items presented under this section are aimed at exploring how often the instructors practice such techniques of correction as writing comments, conferencing and taped commentary.

Table 11: Instructors' Responses regarding the practice of correction by writing comments, using conferencing and taped - commentary

No	Item	Responses									
		Always		Often		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	I correct written errors by writing comments	2	11.1	2	11.1	7	38.8	6	33.3	1	5.5
2	I use conferencing (a procedure where the teacher and the student come face to face with each other) to correct written errors.	-	-	-	-	2	11.1	-	-	16	88.8
3	I use taped - commentary (a technique where remarks about students' written errors are given on a tape recorder) to correct students' written errors	-	-	-	-	-	-	-	-	18	100

As regards correcting errors by writing comments, the majority of the respondents assure that they do it either sometimes (7 instructors) or rarely (6 instructors). This may be so because this technique is time - consuming and taxing.

Regarding conferencing as one way of providing correction, the responses of the very majority of the respondents (16 instructors) tell that it is a kind of technique which is highly marginalized. This technique, had it been practiced, could have allowed the instructors to give a more accurate correction in a relatively short period of time.

Another technique which the instructors have unanimously proved to have been completely underused is taped - commentary. This total reluctant behavior of the instructors towards implementing this technology - driven technique seems to have emanated from the fact that the technique incurs money and the students may not have their own tape - recorder. Moreover, because of its recent emergence, the institution under study is not materially rich.

4.2. Students' Questionnaire

4.2.1. Students' Perception of Written Errors and Correction

In order to collect data about issues related to students' perception of written errors and correction, the questions indicated in the Table below were asked.

Table 12: Students' Response Concerning their Perception of Written Errors and Correction

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	I feel despair when my teachers correct my compositions	61	67.7	16	17.7	3	3.3	6	6.6	4	4.4
2	I expect errors in my written works and I am happy when my teacher corrects them.	60	66.6	10	11.1	-	-	13	14.4	7	7.7
3	I learn more when my teacher brings my written errors in to my attention	61	67.7	14	15.5	-	-	9	10	6	6.6
4	Teacher correction of my written errors doesn't affect my writing skill.	19	21.1	18	20	45	50	6	6.6	2	2.2

The students' response to item 1 in the above Table indicates that most of them (61 students) are not happy when their teacher corrects their compositions. For these

Items 1 and 3 above were asked to explore students' opinion towards tolerance of errors. Their response to item 1 reveal that some students are of the view that teachers' tolerance of students' written errors is helpful to learn more. However, significant others (42 students) disagree with this view. This suggests that most students demand immediate correction of their written works by their writing teachers. This again is against the fact because, as the literature suggests, errors should be corrected if and only if they are committed frequently and if they inhibit communication.

On the contrary, most of the students seem to be well aware of the fact that teachers' tolerance of some errors is contributory in improving learner motivation to learn the target language. This is reflected by outnumbering students when responding to item 3, and this is a good belief.

Item 2 and 6 were asked to explore the impact of correcting each minor error on students' willingness to take risk and their confidence. However, their response entails that they have a different view and they witnessed it by responding to the items so differently. While more than 45 students of them assure that they lose their willingness to take risk when their teacher corrects each minor error, very significant others (61 students of them) are of the view that correction of minor errors can not result in loss of confidence. This suggest that, no matter how they are aware of the impact of correcting minor errors on loss of willingness to take risk, they still require their teacher to do correction.

Item 4 was asked to see whether self - correction motivates them or not. More than half of them, however, reported that self-correction is not motivating than teacher correction implying that they are very dependent on teacher correction. This fact is reinforced by their response to item 5, which is about the importance of teacher correction to improve students' proficiency. More than 58 students of them are of the conviction that teacher correction improves students' writing proficiency and thus teachers should practice it.

4.2.3. Students' view regarding the purposes of Correction

In a bid made to assess students' view regarding the purposes of error correction, the following 3 questions were interrogated as presented in the table below.

Table 14: Students' Response about the Purposes of Correction

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Teacher correction of my written works helps me to become aware of the exact environment for applying grammatical rules and for discovering the precise context of using words.	70	77.7	20	22.2	-	-	-	-	-	-
2	My teachers' correction helps me to minimize faulty linguistic structures from my written works	65	72.2	15	16.6	-	-	9	10	6	6.6
3	Teachers should correct my written errors so that the chance of recurrence will be reduced	55	61.1	32	35.5	3	3.3	-	-	-	-

The responses of the students to the items included in the above Table have brought one tangible finding into picture. That is, almost all of the students are well - aware of the purposes of correction. Thus, the correction of written errors is well regarded, which is a kind of discovery that should be encouraged.

4.2.4. Students' Response to other Corrective Behaviors of their Instructors

When trying to collect data about some other corrective behaviors of the instructors, the following 3 items were designed as indicated in the Table below.

Table 15: Students' Response to Other Corrective Behaviors of their Teachers

No	Item	Responses									
		SA		A		U		D		SD	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	Teachers should correct my written works constantly	63	70	27	30	-	-	-	-	-	-
2	Teachers should not write disappointing comments when they correct compositions	58	64.4	30	33.3	2	2.2	-	-	-	-
3	Teachers should give students the chance to correct their error by themselves	2	2.2	6	6.6	4	4.4	48	53.3	30	33.3

The students' responses to item 1 in the above Table confirm that they have a keen interest to constantly get correction from their teacher. This implies that teacher correction of written errors is conceived as his/her constant business in the teaching of English. This has been vividly assured by almost all of the students. This indicates the students' great desire to get correction for their writing tasks.

As regards the provision of disappointing comments, too many students have reported that they are not happy when they get disappointing comments. This actually is something which is true to all students because no one feels comfortable when he/she receives disgusting comments. Moreover, comments of this nature adversely affect the students' moral; thereby he/she will lose his/her motivation to learn the target language. Thus, instructors should refrain from doing so what so ever erroneous the students' composition may be.

As far as the chance teachers should give to students to correct their errors by themselves is concerned, the students' response attest that they don't like to correct their compositions by themselves. This is proved by 48 students. This may be attributed to their poor command of the target language and it also re-assures their over - dependence on teacher correction, which is a kind of tradition that need to be reversed.

4.2.5. Students' Response as to who corrects written Errors in their writing classes.

For the purpose of getting information regarding who corrects written errors in ELT classes. The following three items were brought in to attention (see Table 16).

Table 16: Students' Response to the question: Who corrects written Errors?

No	Statement	Responses									
		Always		Often		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
	My writing teachers:										
1	give me the chance to correct my written error by myself	-	-	-	-	10	11.1	59	65.5	21	23.3
2	Correct my errors by themselves	-	-	58	64.4	22	24.4	8	8.8	2	2.2
3	Order the whole class to exchange and correct written works	-	-	-	-	8	8.8	52	57.7	30	33.3

The data presented in the above table have yielded a sad finding regarding the question: who corrects written errors in ELT classes? The vivid answer, according to this finding, is the teacher. Self - correction and peer - correction, as the above statistics suggests, are hardly practical. This finding, thus, perfectly clashes, as it was true in the instructors' questionnaire, with what local researches by Italo Beriso and Tesfay Solomon approved regarding the effectiveness of peer and self-correction. This conflicting research finding, thus, invite for further research and its implication for doing so seems significant enough.

4.2.6. Students' Response As to the Techniques their Teachers Use when correcting Errors

4.2.6.1. Error Identification Technique

Table 17: How often Teachers Practice Error Identification Technique?

No	Statement	Rating Scale									
		Always		Usually		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
1	My writing teachers correct my written errors by writing shorthand of correcting codes (like SP for spelling error and WO for word order, etc) in the margin or above the error	-	-	-	-	12	13.3	58	64.4	20	55.2

Error identification, as one technique of correcting written works, seems to have been under used, according to the data above. The data confirms that it is a kind of technique which is practiced either "rarely" or "never". This suggests that the teachers are not ably

enough in practicing this technique. Thus, this time-saving and easy way of correction, as the literature suggests, should be brought in to their attention so that they will practice it. This finding, moreover, coincides with what has been found from the instructors' questionnaire regarding same.

4.2.6.2. Indirect Techniques

Table 18: Students' response to the Question: How Often do writing Teachers Practice Indirect Techniques?

No	Statement	Rating Scale									
		Always		Usually		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
	My writing teachers:										
1	give correction by underlining incorrect forms of sentences	24	26.6	20	22.2	25	27.7	12	13.3	9	10
2	correct inappropriate words by circling them	27	30	35	38.8	28	31.1	-	-	-	-
3	insert arrow to indicate a missing word	8	8.8	9	10	25	27.7	45	50	3	3.3
4	Place a question mark alongside a confusing word or structure	12	13.3	17	18.8	39	43.3	18	20	4	4.4

A quick look at the students' response to item 1 indicates that there seems an even distribution of response. However, the number of students who respond by saying "always", "Usually" and "sometimes" is greater than the remaining two options. This suggests that, though the degree vary from student to student, giving correction by underlining incorrect forms of sentences is practical. When we come to circling inappropriate words, their response indicates that it is much more frequently practiced, even than all other techniques. This is because no a single student has gone to the "rarely" and "never" options when responding to this technique. Inserting arrow to indicate a missing word has been proved to have been practiced "rarely". This has been witnessed by exactly half of the respondents. Placing a question mark alongside a confusing word or structure also seems another practical technique. But, for many students (39 students), it is a technique which has been used "sometimes".

4.2.6.3. Direct Techniques

Table 19: Students' Response to the Question: How often do writing teachers practice direct techniques?

No	Statement	Rating Scale									
		Always		Usually		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
	My writing teachers:										
1	Correct written errors by underlining a word and providing a written tip.	10	11.1	14	15.5	39	43.3	19	21.1	8	8.8
2	Correct written errors by bracketing a misplaced word and phrase and by indicating its proper place in a sentence	2	2.2	3	3.3	17	18.8	48	53.3	20	22.2
3	Cross out superfluous words in correcting written errors	13	14.4	14	15.5	49	54.4	10	11.1	4	4.4
4	Correct written errors by providing the correct form or structure of an incorrect word or phrase	2	2.2	7	7.7	15	16.6	51	56.6	15	16.6

The students' report to the above direct techniques of correction indicate that underlining a word and providing a written tip (item 1 in the table) and crossing superfluous words (item 3 in the table) are techniques which are practiced very sometimes. This has been confirmed by the majority of the respondents (39 students to item 1 and 49 students to item 3).

Coming to bracketing a misplaced word and phrase and indicating its proper place in a sentence (item 2 in the table) and providing the correct form or structure of an incorrect word or phrase (item 4 in the table), the responses of majority respondents (39 students to item 2 and 51 students to item 4) indicates that they are correction techniques which are practiced "rarely". This reluctance of teachers undoubtedly will gravitate the problem of giving correction. Thus, it should be brought into the attention of the instructors there by they will be committed to reverse the situation.

4.2.6.4. Other Techniques

While investigating the practice of correction by employing such techniques as conferencing, taped - commentary and writing comments, the following 3 questions were asked as presented in the Table below.

Table 20: Students' response regarding the practice of correction by using taped - commentary, conferencing and writing comments

No	Statement	Rating Scale									
		Always		Usually		sometimes		Rarely		Never	
		FR	%	FR	%	FR	%	FR	%	FR	%
	My writing teachers:										
1	Correct written errors by writing comments	-	-	14	15.5	22	24.4	51	56.6	3	3.3
2	Use conferencing (a procedure where the teacher and you come face to face) to correct written errors.	-	-	-	-	3	3.3	58	64.4	29	32.2
3	Use taped- commentary (a technique where remarks about students written error is given on a tape recorder) to correct students written errors	-	-	-	-	-	-	-	-	90	100

Writing comments is believed to be one of the most common techniques used by classroom teachers when they respond to students' writing. Response of students, however, witnessed that it is a technique which is under- used. This is learnt from too many students (51 students) who respond to the "rarely" option. Teachers' reluctance, in this regard, may be attributed to the time-taking and taxing nature of the technique.

As regards conferencing, the vast majority of the respondents have attested that it is a technique which is almost under practiced. For 58 students, it is practiced "rarely" while it is "never" practiced according to the response of 29 students. Thus, making the process of correction participatory, which is one benefit of this technique, seems to have been unachieved.

Finally, when reacting to the use of taped - commentary to correct students' written errors, the students' response proves that it is a technique which is completely far from

reach. The researcher learnt it from the students' unanimous response that goes to the "never" option. This result perfectly coincides with what was obtained from the instructors' response. This problem, however, is institutional because the institution, though it is visionary, is not materially well - furnished. Nor it is strong in terms of human resource. Thus, the blame will go no where, but to the institution itself.

Thus far, the results of data that have been obtained from the instructors' and students' close- ended questionnaires have been presented and interpreted.

Hence forth, a discussion based on their responses to the open-ended questions will proceed in the sections to ensue.

4.3. Instructors' General Comments Regarding the Practice of Learner Written Error Correction

For most teachers, the task of learner written error correction, as their responses to the open –ended questions revealed, is not their regular classroom concern. Moreover, even if they do correction, as they themselves confirm, they do not do it consistently. Some of the reasons they forwarded include:

- **Large class size.** They have reported that the number of students in a single class is increasing. Thus, they can not provide correction to all students with in the limited class time.
- **High error gravity of learner written works.** They reported that the students' written works are full of errors, as a result of which correcting these errors happen to be a very tiresome task. Consequently, they give up correction.
- **Shortage of time.** Some instructors have reported that learner written error correction is not their regular task and they reason out by saying "I don't have time".

The following comment by one of the instructors can further substantiate the inconsistency of the instructors; and it is presented as printed out by the instructor him/herself:

Correcting students' written works is one of the most tedious works for writing teachers. For this reason, I don't correct my students' written works systematically. I rather prefer to practice an impressionistic approach than the analytic one to correct students' composition.

There are still some other instructors who are pessimistic about the importance of correction to improve the writing proficiency of the learner. The following comment is an illustration of this.

Whether I give correction or not, the students' writing ability can not be changed. I used to teach writing year after year for the same students. And, I finally have realized that their writing skill couldn't be changed. As a result, I am not concerned with correction as such.

Another instructor has also clearly confessed that he/she is not regularly engaged in correction and he/she has the following comment:

I believe that correction is my responsibility. But, I don't usually do it. Even if I rarely do it, it seems to me that my way of providing correction is so traditional and is not helpful for the students. Thus, I have to apply the different techniques which are believed to help students improve their writing ability.

Regarding the adjustment that need to be done following the observation of learner written errors, almost all of the instructors are not cognizant of the pedagogic implications of learner written errors. This is witnessed from questions which were asked as to whether they vary their teaching techniques and materials, adjust the pace of their teaching and the amount of practice, and arrange remedial sessions for inadequately learnt part of the course. The response of almost all the instructors to these post-error

detection tasks was "No". They have attributed their failure to do so to the following reasons:

- ***Lack of training on language teaching methodology.*** Some instructors commented that they couldn't vary their teaching techniques because they graduated from applied English. Moreover, most of these instructors seem to be the breeds of the institution which is understudy. This is because, as the researcher's experience suggests, the department of English language and Literature of the target university train students only in applied English.
- ***Lack of teaching materials.*** The instructors have reported that the teaching materials which are available at the library are insufficient. They also have reported that they even use locally produced teaching materials for international teaching materials (course books) are hardly available.
- ***Class size, student interest and work load.*** This reason was given by one instructor to justify his failure to arrange remedial sessions. To further illustrate this reason, let's look at the following comment as spotted out by him/herself.

Given the large class size that emerge from the current massive student enrollment, students' interest to attend make up classes and the usual work load of the instructor, this is hardly feasible.

All the above comments, thus, suggest that the practice of learner written error correction seems to have been highly disregarded because of various external factors. Moreover, when writing general comments about their classroom practice of written error correction, most of the instructors have pinpointed that they have no any consistent correction procedure. They also have stressed that their students lack basic English, as a result of which they are not content with their students' composition. This, in its turn, as the instructors confess, made them reluctant and they happen to teach writing improper. In connection with this, one of the instructors have the following to say:

To be frank, I have not been able to develop any consistent correction procedure because the bulk of the students I have been teaching in the university are deficient in their knowledge of general English if not basic English. So, I have not been teaching writing proper, I should confess.

To sum up, all the above comments of the instructors have magnifiedly pointed out that learner written error correction is not practiced properly, if not in an innovative manner. In the upcoming section, the students' general comments regarding same are brought in to discussion.

4.4 Students' General Comments Regarding the Practice of Written Error Correction

The students have commented that they are not satisfied with the correction they get from their instructors and they have the following reasons:

- the correction is not clear and sufficient enough and I couldn't learn from it,
- the instructors suppose me to be like him/her and they insult and neglect me by comments,
- their correction focus on minor things like spelling and grammatical errors rather than the message,
- the correction has no any hint and I could not correct it by my self even after the paper is returned,
- the correction doesn't show the correct form. It rather is full of red ink,
- the instructors simply give marks with out giving correction,
- the instructors simply tell me that I am wrong with out any correction,
- their comment reflect their bad attitude towards any errors ,
- the instructors do not like to share their knowledge; as a result they give correction carelessly,
- the instructors usually give demoralizing comments, and
- they have no a good technique of correction with which I am familiar.

The following general comments further substantiate the students' dissatisfaction; and it is presented as printed out by the students themselves:

Our writing teachers do not totally bother about the mistakes of our writing works. They simply think about how the time of teaching will be over and how they will leave the class. Moreover, they don't like to read the writings of the students. They feel boring to read it. In short, they didn't want students to learn from their errors and they don't appreciate students.

All the above justifications and comments of the students concerning their being dissatisfied with the correction they get from their writing teachers have magnified the instructors' malpractice in rendering correction for their students. It also suggests that the instructors seem to have forgotten one of their professional obligations.

Moreover, the students have witnessed that the instructors are not consistent in correcting written works. As a result, they said that they have given up hope of getting correction. Regarding giving remedial sessions for inadequately learnt writing lessons, all of the students have unanimously reported that this is a kind of thing which they have never experienced.

Concerning the issue of concern while correcting written works, most of the students (67 students) have reported that, form is the teachers' primary focus. This result is discouraging because, as Dheram (1995) and Lip and Ockey (1997) suggest, teachers should give comments and corrections on both content and form, but emphasizing more on content. This result will be compared and contrasted with what the teachers actually employ in the marked papers.

The students have also told their instructors write many disappointing comments like:

- your grammar is poor;
- this is unexpected error from a university student;
- it is shame for a university student;
- why do you miss this simple thing?
- go back to your high school and ask how it should be written;

- how did you join a university?
- your writing is full of spelling errors ;
- your sentences are non –sense
- Your ideas are not organized, and
- Your handwriting is bad.

The above criticism will obviously have a demotivating effect on the student writer. If this is the case, it seems that the instructors are not in harmony with the suggestions of several scholars at present regarding this issue. Writing teachers are advised to praise a major strength in student's written work (Lip and Ockey (1997); and Choon (2004)). These scholars suggest that teachers should close their commenting with a piece of specific praise and encouragement. Still, a local research by Italo (1999) has recommended that teachers should use praise and criticism in a balanced manner.

To sum it up, all the discussion made in this section tacitly indicate that the correction made by the instructors is inadequate. Nor it goes in conformity with the innovative practice of doing so.

4.5 Analysis of Sample Corrected Papers

This last part of this chapter has dealt with the analysis and discussion of the data available on the students' marked compositions. In so doing, it has been attempted to prove that the majority of the instructors are non - correctors. Because in most of the papers, it has been observed that the most prevalent way of giving correction is making a long tick (✓) mark and writing marks.

Regarding the technique they employ, two indirect techniques of correction (namely underlining incorrect words or sentences and circling inappropriate word or phrase) have been proved to be the most frequent techniques. Other techniques are totally under practiced. Writing comments, though it is very rarely, is another technique observed from the papers. This is not encouraging because, as Asres Nigus (2005) proved, both the direct and indirect techniques should be used in a balanced way.

The other thing which the data from the corrected compositions depicted was the fact that the available comments and corrections made by the teachers were focusing on form (low order concerns) rather than content and meaning related issues. The result reached regarding this issue indicate that the comments and corrections were made on grammar

(tense) and spelling error. Contrary to this result, many educators advise that corrections should equally focus on both form and content.

Finally, the results revealed that the instructors have almost no the habit of giving praise when they write comments. On the contrary, they write criticisms though not frequent in these papers. This use of criticism seems to be against what is suggested by many scholars regarding so.

Chapter Five

Summary of Findings and Recommendations

5.1 Summary of Findings

This study was aimed at exploring the written error correction practices of writing instructors of Gondar University. Very specifically, it was aimed at exploring the actual practice by comparing it with the innovative ways of correcting written errors. After employing different research instruments and analyzing the data gathered through these instruments, the researcher has come up with the following conclusions.

1. The most evident result of the study is that, for most of the instructors, learner written error correction is not their regular classroom concern. As a result of this, they do not correct written errors consistently regardless of their students' desire. They also have no any systematic (innovative) ways of doing so. Moreover, most of them seem to be dictated by non-pedagogic forces in their actual teaching practice.
2. The instructors lack clear understanding of their practices. The mismatch between what they say and what they actually practice is a reflection of this. Although they view errors as aspects of the learning process and correction as aspect of teaching, they were observed showing a negative attitude towards errors.
3. Most instructors are of the view that the provision of correction to their students' written works cannot bring change in their students' writing performance. Consequently, they are not concerned with correction as such and they also regrettably confessed that they are not teaching writing proper.
4. As regards the pedagogic implications of learner written errors, most of the instructors are far from both the theory and practice. They are not aware of the fact that errors are signals that tell actual learning is taking place. Nor are they aware of the fact that errors tell some thing about the defectiveness of his/her teaching, teaching materials, and techniques. Because of this, they do take any remedial step after they detect errors.

5. Concerning the importance of correcting learner written errors, most of the instructors seem to have a good awareness. However, their practice vividly revealed that they are almost non-correctors.
6. Regarding such issues as which error to correct, being selective when correcting, and delaying correction, etc, most of the instructors seem to have a good understanding. But, their practice doesn't reveal it.
7. Though most instructors said that offending comments should not be written while correcting, the students' response and the teachers' practice that has been seen on some corrected papers reveal that they do criticism than praise. Moreover, most instructors are not aware of the fact that written error correction is a private and confidential transaction between the teacher and the learner.
8. While practicing correction, the instructors very dominantly employ teacher correction while other correction types (peer and self correction) are used either quite rarely or never. This has been evident both in the students' and instructors' responses.
9. As far as the correction techniques employed by the instructors is concerned, almost all of the instructors predominantly prefer (practice) indirect techniques. Among the indirect techniques, giving correction by circling and underlining an inappropriate word and phrase is proved to be the most frequently practiced technique. This was an obvious finding that has been proved by the research instruments of this study. The remaining indirect techniques along with all the direct techniques, on the contrary, are used quite rarely. The same fact holds true concerning other correction techniques like error identification and writing comments. The study has further found out that such advanced techniques of correction as conferencing and taped-commentary are totally impractical.
10. Finally, the study has highlighted that most instructors focus on form when they correct learner written works. This has been learnt from the students' response and the sampled corrected papers. This, moreover, was reported to have stemmed from the experience that writing teachers more often focus on form rather than meaning when deciding marks to their students.

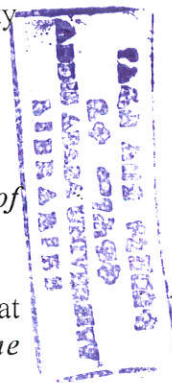
5.2 Recommendations

Having gone through the data, it is possible to generate few recommendations regarding the provision of giving correction to learner written errors. In this context, the following recommendations are made.

1. The instructors should be provided with some orientations on the appropriate ways of providing correction for their students' written works so that they could choose, from among the several correction options, rather than using limited techniques.
2. Both self and peer correction are useful in improving students' writing, and therefore, instructors should use them in addition to teacher correction. Moreover, instructors should be aware of the fact that these types of correction are less-intimidating for students, and thus are positive means of addressing the issue of correction.
3. Writing instructors should make use of all techniques of correction in a balanced manner rather than mere dependence on one technique.
4. Instructors need to minimize their over emphasis on grammatical accuracy since the avoidance of such a practice bears good results in helping learners to communicate with the target language more confidently.
5. Responsible authorities and training institutions should prepare workshops and seminars for the instructors on written error correction and related issues so that they will be well-armed with innovative ways of providing correction.
6. The final point to be made as a major recommendation is the need for further research on this and related areas of investigation to substantiate the validity and practical application of learner written error correction in ELT classes. Moreover, arriving at conclusions based on a limited research may not be safe. But, the more research we have, the more reliable our conclusions would be, and the stronger our recommendations. In final, the task of this research was "*to explore, not to conclude*".

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Appendix -A



ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Instructor's Questionnaire

Dear Instructor,

This questionnaire is intended to obtain information about the practice of written error correction in your English language teaching classes. The information will be used for research purpose and its findings are hoped to improve the practice of written error correction. Hence, the success of the research is directly dependent on the care and truthfulness with which you answer each item. The researcher, therefore, requests you to complete the questionnaire genuinely. Since your answers will be kept strictly confidential, feel free to answer the questions frankly. It would be of great help if you return the questionnaire quickly. Please do not omit any of the questions.

Your cooperation will be greatly appreciated

Thank you for your time.

Tezera Gessesse

PART I: The following are different statements with which different instructors agree and disagree. There are no *RIGHT* or *WRONG* answers since many instructors have varying opinion. The researcher would like you to indicate your opinion about each statement by putting a 'tick' (✓) mark alongside it and below the alternative which best indicates the extent to which you disagree or agree with that statement.

N.B. SA = Strongly Agree A= Agree U = Undecided
D = Disagree SD = Strongly Disagree

No	Statements	SA	A	U	D	SD
1	Producing error is a natural, inevitable, and necessary phenomenon in second language learning.					
2	Errors are signs of failure					
3	Students will learn more if teachers are tolerant to their incorrect written works					
4	Learners' errors are the result of laziness or sloppy (careless) thinking.					
5	Teachers should accept deviance from the so-called "standard" form and structures of the target language.					
6	Errors are signals that tell actual learning is taking place					
7	Errors tell the teacher something about the defectiveness of his/her teaching, teaching materials, and techniques.					
8	I feel despair when I read erroneous statements in my students composition.					

9	A language teacher should expect errors in his students' written works					
10	Errors may be caused by learner first language interference and word by word translation of idiomatic expressions in the learner's first language, and thus should be tolerated.					
11	Errors indicate how far the learner had progressed towards the final goal.					
12	Errors indicate part of the target language students have serious difficulty					
13	Errors show part of the syllabus that has been inadequately learnt or taught.					
14	I am less tolerant of written errors than spoken errors.					
15	Errors may be caused by overgeneralization of rules, and thus should be tolerated.					
16	Errors may be caused by incomplete application of rules, and thus should be tolerated.					
17	My correction helps my students to become aware of the exact environment for applying grammatical rules.					
18	My correction helps my students to discover the precise usage of vocabularies					
19	Written error correction helps to minimize faulty linguistic structures from the students inter language system.					
20	Bringing written errors to the learner's attention helps learning.					

21	Students written errors should be ignored because their correction doesn't significantly affect learning					
22	Correcting each minor error destroys students' confidence and it erodes their willingness to take risk.					
23	Written errors that seriously inhibit communication should be corrected first.					
24	Errors that have stigmatizing effect up on the reader should be corrected immediately					
25	Errors that students produce frequently should be given priority when correcting written errors.					
26	Learners' written errors should be corrected so that they will be aware of the rules of the target language.					
27	Learners' written errors should be corrected selectively					
28	Offending comments should not be written when correcting written errors.					
29	Learners' written errors should be corrected immediately					
30	All written errors of learners should be corrected.					
31	Written errors should not be corrected immediately unless they inhibit communication					
32	Written error correction should be a private and confidential transaction between the instructor and the student					

PART II: Please read the following items carefully and put a tick (✓) mark indicating the most appropriate rating scale for each of the given items based on your written error correction practice in your classroom.

No	Statements	Rating Scale				
		Nearly always	Often	sometimes	rarely	never
1	I give the chance for the student who makes the error to correct his/her written error by him/herself					
2	It is me who corrects students' written error					
3	I let my students exchange their written works and correct it.					
4	I correct written errors by writing shorthand of correcting codes (like SP for spelling error, WO for world order, etc) in the margin or above the error.					
5	I correct written errors by writing comments					
6	I use conferencing (a procedure where the teacher and the student come face to face with each other) to correct written errors					
7	I use taped commentary (a technique where remarks about students' written errors is given on a tape recorder) to correct students' written error.					

8	I give correction by underlining incorrect orthographic and morphological forms					
9	I give correction by circling inappropriate word					
10	I insert arrow to indicate a missing word					
11	I place a question mark alongside a confusing word or structure					
12	I correct written errors by underlining a word and providing a written tip.					
13	I correct written errors by bracketing a misplaced word and phrase and I indicate its proper place in a sentence					
14	I cross out a superfluous word in correcting written errors					
15	I correct written errors by providing the correct form or structure of an incorrect word or phrase.					

PART III: This section contains different types of questions regarding your actual practice of written error correction. Please give your genuine reactions to each of them. Put an **X** mark in the appropriate box for 'yes' or 'no' questions.

1. Is written error correction your regular concern when you teach writing?

Yes

No

If No, why?

2. Do you think that your correction helps to improve the writing proficiency of learners? Yes No

If No, why?

3. On the basis of the information you get from your students' written error,

3.1. Do you vary your teaching techniques and materials? Yes No

If No, why?

3.2. Do you adjust the pace of your teaching and the amount of practice?

Yes

No

If No, why?

3.3. Do you arrange remedial sessions for inadequately learnt parts of the course?

Yes

No

If No, why?

4. Do you correct written errors consistently? Yes No

If No, why?

5. Please write a general comment about your practice of written error correction

Appendix-B



Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and Literature
Students' Questionnaire

Dear student,

This questionnaire is designed for research purpose. Its primary aim is to collect data about the practice of written error correction in your writing classes. The success of the study greatly depends on your genuine response to the questions. The researcher, therefore, requests you to respond to each item honestly and frankly. Your response will be kept confidential with the strictest confidence.

Thank you very much for devoting your time.

Part I: The following are different statements with which you may agree or disagree. Please indicate your opinion about each statement by putting a tick (✓) mark alongside it and below the alternative which best indicates the extent to which you agree or disagree with that statement.

N.B: SA = strongly Agree A= Agree U= undecided
 D = Disagree SD= Strongly Disagree

No	Statements	SA	A	U	D	SD
1.	I can learn more if teachers are tolerant to my written errors.					
2	I feel despair when my teachers correct my compositions.					
3.	I expect errors in my written works and I am happy when my teacher corrects them.					
4	Teacher collection of my written works helps me to become aware of the exact environment for applying grammatical rules and for discovering the precise context of using words.					
5	My teachers' correction helps me to minimize faulty linguistic structures from my written works.					
6	I learn more when my writing teacher brings my written errors in to my attention.					
7	Teacher correction of my written error doesn't affect my writing skill.					
8	My writing teachers correct each minor error, as a result of which I lose my confidence.					
9	Teachers should correct my written works constantly.					
10	I lose my willingness to take risk when my teacher corrects each minor error in my composition.					
11	Teachers should not write offending comments when they correct composition.					
12	Teachers should correct my written errors so that the chance of recurrence will be reduced.					
13	Teachers should tolerate some errors so that I will be motivated to learn the language.					
14	Teachers should give students the chance to correct their error by themselves.					
15	Self- correction is more motivating than teacher correction.					
16	Correction improves students' writing proficiency, and thus teachers should practice it					

Part II : please read the following items carefully and put a tick (\checkmark) mark indicating the most appropriate rating scale for each of the given items based on the practice of written error correction in your composition classes.

No	Statements	Rating scale				
		Always	Usually	Sometimes	Rarely	Never
1.	My writing teachers give me the chance to correct my written error by my self.					
2	My writing teachers correct my errors by him/her self.					
3	My writing teachers order the whole class to exchange and correct written works.					
4	My writing teachers correct my written errors by writing shorthand of correcting codes (like <i>SP</i> for spelling error, <i>WO</i> for word order, etc) in the margin or above the error.					
5	My writing teachers correct written errors by writing comments.					
6	My writing teachers use conferencing (a procedure where the teacher and you come face to face) to correct written errors .					
7	My writing teachers use taped - commentary (a technique where remarks about students' written error are given on a tape recorder) to correct students' written errors .					
8	My writing teachers give correction by underlining incorrect forms of sentences.					
9	My writing teachers					

	correct inappropriate words by circling them.					
10	My writing teachers insert arrow to indicate a missing word.					
11	My writing teachers place a question mark along side a confusing word or structure.					
12	My writing teachers correct written errors by underlining a word and providing a written tip.					
13	My writing teachers correct written errors by bracketing a misplaced word and phrase and by indicating its proper place in a sentence.					
14	My writing teachers cross out superfluous words in correcting written errors.					
15	My writing teachers correct written errors by providing the correct form or structure of an incorrect word or phrase.					

Part III. This section contains different types of questions regarding the practice of written error correction in your writing classes. Please give your genuine responses to each of them. Put an **X** mark for 'yes' or 'no' questions.

1. Are you satisfied with the correction you get from your writing teachers?

Yes

No

If No, why? _____

2. Are your writing teachers consistent in correcting your written works?

Yes

No



If No, write some of their reasons (if you know any). _____

3. Do your writing teachers give remedial sessions for inadequately learnt writing lessons? Yes No

4. What is the main focus of your writing teachers when they correct your compositions? (Circle one)

a. Form

b. Content

5. Do your writing teachers correct your written errors selectively or totally?

6. Do your writing teachers write offending comments on your compositions?

Yes

No

If yes, Please state some of them. _____

7. Please write a general comment about your writing teachers regarding their correction strategies. _____

Appendix - C₁

A student shouldn't ^{be} dismissed after he/she joined university means a student should have ^{be} resided in the compound of the university until he/she graduates. Some people ^{believed} that a student should be dismissed from university. If a student couldn't able to survive such environment or specific field of study to increase the quality of education. However, a student should not be dismissed after he/she joins ^{to a} university for the following three reasons.

First, Undismissal students ^{tense error} would have contributed the development of themselves & their nations. Those who are educated, can do what ever jobs related to their area of study; as a result, he/she may not ask aid from external bodies such as from their family, and from their govt. So he/she may leads their life Independently with out needs of external ^{dependence} organs that only the development of organs individual living standard but ~~but~~ he/she plays a great role for the development of their nations. Since he/she ~~is~~ educated and skilled enough, he/she can discover new things and he/she uses his/her resources wisely as it is.

Second, In order to eliminate psychological or moral failer, a student shouldn't be dismissed from university. If not, he/she may decide to take different actions that endanger to him/her. Such as killing themselves; either by suicide or taking different drugs like "maltine," and victimize others.

Well done, but there are a lot of spelling errors and some of the sentences are unstructured.

11.5

Finally, to compensate his/her expenditure that he/she spends for the learning process, a student shouldn't be dismissed from the university. It's fact that, a student starting from elementary school up to he/she joined ^{to a} university, might spend so many materials as to bought necessary goods that helps his/her learning process. Not only this but also he/she lost his/her time for this future goal. Therefore we shouldn't dismiss students to recover and build their economy.

Some people argue that a student should be dismissed after he/she joined university in order to ^{increase} improve the quality of education. Because they might have a competition among students to serve their area of study. This point has acceptable on the surface. However, as we expressed previously, basically we don't believe that university is a place of competition. We believe that university is a place of competition? Rather university is a place where students are being qualified in different field of study because their competitor already finished when they were elementary, high school and preparatory. As a result the student shouldn't be dismissed is better than dismissal.

In conclusion an undisciplined student would have several benefits because he/she are educated. It's universal that education is a weapon for the development of individual and society as a whole. Science education is a backbone of us, we shall motivate the environment enrollment of students, rather dismissing them.