



**LEARNERS' PREFERENCES ON THE CORRECTION OF  
THEIR ORAL ERRORS AND THE STRATEGIES THEY USE IN  
AN ELT CONTEXT**

**Hale YAYLA USTACI**

**June, 2011  
DENİZLİ**



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AN ELT CONTEXT**

**Pamukkale University  
Institute of Social Sciences  
Master of Arts Thesis  
English Language Teaching Department**

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**June, 2011**


**DENİZLİ**

**YÜKSEK LİSANS TEZİ ONAY FORMU**

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Bu tezin tasarımı, hazırlanması, yürütülmesi, araştırılmalarının yapılması ve bulgularının analizlerinde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini; bu çalışmanın doğrudan birincil ürünü olmayan bulguların, verilerin ve materyallerin bilimsel etiğe uygun olarak kaynak gösterildiğini ve alıntı yapılan çalışmalara atfedildiğini beyan ederim.

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## ÖZET

### İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ ÖĞRENCİLERİNİN SÖZLÜ HATALARININ DÜZELTİLMESİ İLE İLGİLİ TERCİHLERİ VE KULLANDIKLARI STRATEJİLER

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**Hataların düzeltilmesi her zaman araştırmacıların başlıca ilgi alanlarından biri olmuştur. Sözlü hatalar az ilgi uyandırırken, çoğu araştırmacı yazılı hataların düzeltilmesine yoğunlaşmıştır.**

**Bu çalışmanın amacı Pamukkale Üniversitesi İngilizce öğretmenliği bölümü öğrencilerinin sözlü hatalarının düzeltilmesi ile ilgili tercihleri ve kullandıkları stratejileri araştırmayı amaçlamıştır. Dört sınıftan 213 öğrenci (58 erkek & 155 kız) araştırmaya katılmıştır.**

**Veriler anketle toplanmıştır. Veri analizinde, yüzdeler ve frekanslar SPSS 17 programı kullanılarak hesaplanmıştır.**

**Anketin sonuçları öğrencilerin çoğunun, gramer hatalarının eğer tekrar eden bir hataysa düzeltilmesini tercih ettiğini göstermiştir. Ek olarak, öğretim elemanlarının sözcük hatalarını rencide etmeden düzeltmesini tercih etmişlerdir. İngilizce öğretmenliği bölümü öğrencileri, arkadaşları hatalarını düzelttiklerinde, öğretim elemanlarının düzeltmeyi onaylamasını istemektedirler ve herkesin hata yapabileceğini hissetmek istemektedirler. Ek olarak, öğretim elemanlarının tekrar eden ve göze çarpan hatalarını düzeltmesini istemektedirler. Son olarak, kendi hatalarını düzeltmek için hataları olan noktaları gözden geçirmektedirler.**

**Anahtar sözcükler:** Sözlü hataların düzeltilmesi, öğretmen geribildirimi, arkadaşlar tarafından hataların düzeltilmesi, sözlü hataları kendi kendine düzeltmek için kullanılan stratejiler

**ABSTRACT****LEARNERS' PREFERENCES ON THE CORRECTION OF THEIR ORAL ERRORS AND THE STRATEGIES THEY USE IN AN ELT CONTEXT**

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M.Sc. Thesis in English Language Teaching  
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**Error correction has always been one of the major concerns of the researchers. Most of the researchers have focused on the correction of written errors while oral errors have had little concern.**

**The purpose of the study was to investigate the students' preferences on the correction of their oral errors and the strategies they use in the ELT context of Pamukkale University. 213 learners (58 male& 155 female) participated in the research from all four levels/classes.**

**The data were collected through a questionnaire. In data analysis, percentages and frequencies were calculated using the program SPSS 17.**

**The results of the study showed that most of the learners preferred their grammatical errors to be corrected if they are recurring ones. Moreover, they prefer their instructors to correct their vocabulary errors without hurting their feelings. The ELT learners require their instructors to confirm the correction when their peers correct their errors, and they want to feel that everybody can make mistakes. In addition, they want their instructors to give feedback for recurring and striking errors. Lastly, they revise the points where they have errors in order to correct their own errors.**

**Keywords:** Oral error correction, teacher feedback, peer-correction, self-correction strategies



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**LIST OF ABBREVIATIONS**

<b>ELT</b>	English Language Teaching
<b>CAH</b>	Contrastive Analysis Hypothesis
<b>EA</b>	Error Analysis
<b>EFL</b>	English as a Foreign Language
<b>ESL</b>	English as a Second Language
<b>L1</b>	Native Language
<b>L2</b>	Second or Foreign Language
<b>TL</b>	Target Language

## **THE FIRST CHAPTER**

### **INTRODUCTION**

#### **1.1. INTRODUCTION:**

Errors have always been inevitable in a language class regardless of the proficiency level of the learners. In terms of ELT, errors have still been one of the hot issues since 1950s and discussed within different contexts and point of views. Scholars have mainly focused on some basic issues about error correction such as whether to correct errors or not, how to correct these errors and when to correct them.

Ellis (1994: 48) and Lee (1990: 56) emphasize that ‘mistakes’ and ‘errors’ are different notions in that while the former is defined as ‘the slips of tongue’, the latter is defined as the ‘deviation from the norm’. Moreover, Ellis (1994: 49) explains that errors may vary according to different factors depending on the learners and the language they learn.

An ELT class is supposed to be a non-threatening environment for the learners as the students can feel free to make mistakes, commit errors and receive feedback. Being different from an atmosphere where native speakers communicate, such classes provide an environment giving the students a chance to use the target language as much as possible. The situation may be a bit complicated in an ELT class where the Freshmen English teachers hope to teach L2 in the following years. The language education system mainly focuses on grammar teaching in state schools in Turkey as the students are supposed to take the university exam focusing on the form of the language rather than communicating in that language. Thus, even prospective English teachers in an ELT context have difficulty in speaking and listening and it is expected that their errors are natural because of being exposed to target language in a limited way. In such a situation, the professors and instructors are considered as the main source of the



language providing data and feedback where necessary. Normally, most of the prospective English teachers expect feedback and prefer their errors to be corrected as they will be the source of the language in the following years. However, no matter how perfectionist the learners are, they differ in the way they want to be corrected. The fact that all the students may not tolerate their errors and prefer to be corrected may stem from their different points of view and especially when their oral errors are corrected, and this may result in different reactions from students. On the other hand, it may not be easy to make the learners speak in the ELT context as they always need to be pushed to open their mouths because they may be afraid of making mistakes or committing errors.

Harmer (2001: 99) lists two main reasons for errors: ‘L1 interference’ and ‘developmental errors’ and he adds that interlanguage involves learners’ errors. He suggests that teachers in the classroom behave as if they are helping the students in their learning process instead of emphasizing and criticizing the students’ errors. In addition, he lists the techniques that teachers may use in class in order to correct some errors. The list involves ‘repeating’, ‘echoing’, ‘statement and question’, ‘expression’, ‘hinting’ and ‘reformulation’.

In oral performance, teachers may focus on accuracy or fluency. Depending on many variables, it is suggested that teachers have many ways of error correction as the learners’ preferences may vary individually. Although there are a number of studies conducted about this issue, further research is required, and this study mainly focuses on the learners’ preferences on the correction of their oral errors and the strategies they use in an ELT context.

## **1.2. BACKGROUND OF THE STUDY:**

Although error correction seems to be one of the most discussed issues in ELT having numerous researches conducted, it still seems to be one of the hot issues with researchers’ focusing on it. This may be because either teachers do not feel safe while correcting students’ errors or teachers’ error correction styles do not match with students’ preferences.

Several studies have been conducted on the issue of ‘error correction’. Some of them have aimed to determine the effects of error correction on the students’ performances while others have tried to define students’ written and oral errors in different contexts. However, there are few studies focusing on students’ preferences on the correction of their oral errors.

Lightbown & Spada (1999: 118) suggest that ‘Get it right from the beginning’ may best describe how errors should be corrected according to Grammar Translation Method and Audiolingual Method. Audiolingual Method emphasizes oral performance of the students and it rarely lets students communicate in class in a natural way. Speaking in class freely is not suggested by this method because students may have mistakes and these mistakes may become habits. Thus, students are supposed to utter the structures that the teacher expresses in order to prevent their potential mistakes.

1960s and 1970s were the years when Error Analysis had its heyday. However, when some limitations and drawbacks of it came out, it began to be considered as out of date. Yet, presently, it seems to attract the researchers again.

Hyland&Hyland (2006:3) explain that scholars have focused on whether feedback in terms of error correction is advantageous for the learners or not and this has become one of the hot issues in L2 context. Although early researchers concluded that feedback was disapproved by the learners, the research conducted later suggested that feedback had some positive effects on learners.

“Several studies have investigated the effects of various types of teacher feedback on students’ writing skills, but little research has explored instructors’ and students’ preferences for feedback and error correction” (Diab, 2006: 2). It can be inferred from Diab’s statement that more research needs to be conducted on both students’ and instructors’ preferences for error correction both on written and oral performances of the learners.

Both teachers and students suppose that feedback relates to correction of mistakes. Ur (1996:245) emphasizes that teachers should have positive attitudes towards students while giving feedback as mistakes are natural part of learning and the aim of feedback should be to help learners and increase their learning phase. He also

lists different views about the term ‘feedback’ and states that according to ‘Audio-Lingualism’, learners should be controlled as much as possible not to make mistakes and their ‘right’ performance should be reinforced. In addition, although ‘Cognitive Code-learning’ theory explains that mistakes are inevitable but unwanted, they should be corrected promptly.

While explaining ‘Interlanguage’ theory, Ur cites Selinker (1972, 1992) and explains that mistakes are natural part of learning and they are to be corrected so that learners can come closer to the target language. Unlikely, ‘Communicative approach’ suggests that some mistakes may be tolerated as long as the learners give and take meaningful messages; otherwise their mistakes should be corrected. Lastly, according to ‘Monitor Theory’, error correction does not directly provide language acquisition, but helps learners monitor what they have written or uttered. Thus, teachers should not focus on correcting mistakes, but they should provide ‘comprehensible input’ as Krashen coins the term (Ur, 1996:244). As these theories suggest different views on the errors of learners and their correction, it can be assumed that teachers and students may have different views and preferences on the correction of errors.

Furthermore, Harmer (2001:276) emphasizes that overcorrecting the learners’ mistakes may hinder the communicative style of the task, yet correcting errors gently may help learners much. What kind of feedback should be given depends on the situation, but learners need to hear how they have done after each task.

It is comprehensible that students have various preferences about error correction. Some learners may prefer their teacher to correct their errors immediately while others do not prefer getting feedback immediately, because it makes them demotivated and causes them to lose interest in learning. Moreover, some learners may prefer their teacher to correct all their errors, but others may prefer to be corrected only if they have errors that impede communication. Thus, it is possible that matching the expectation of the learner and teacher about error correction is important for successful language learning environment.

As all learners make errors and need feedback in their learning process, several studies have focused on ‘errors’ of learners’ written or oral performances in the ELT context. Having impetus from all the studies conducted in this subject, learners’

preferences on the correction of their oral errors and the strategies they use in an ELT context will be examined in this study.

### **1.3. STATEMENT OF THE PROBLEM:**

Focusing on errors may have an advantageous aspect. Richards cites Corder in order to explain that learners' errors are good sources for teachers, learners and researchers. Teachers may understand to what extent the learner can achieve in the target language and how much s/he has proceeded in the target language focusing on the errors learners make. Moreover, researchers may analyze how languages are learned and what kind of strategies or protocols language learners have. In addition, learners may examine the hypotheses of the target language (1974:25). These are the main benefits of analyzing errors.

Brown (1987:170) emphasizes that just like learning a kind of skill such as swimming or reading, while learning a language, learners test their hypotheses and normally make mistakes. They guarantee success if they take advantages of their mistakes, get feedback from the people around to come closer to their aims.

As learners' errors are important sources of data and learners need feedback in their learning environment, researchers still have questions to be answered in their minds. Although there are numerous studies conducted related to the errors of learners especially dealing with writing skill, there is limited research conducted on learners' preferences on the correction of their oral errors.

Lynch (1996:117) expresses that when 'teacher-learner feedback' and 'learner-learner feedback' are taken into consideration, neither of these techniques may be said to cause effective learning. Although they may have positive sides in the long run, they also have effects in the short run. As speaking skill is complex in its own nature, it may be logical to have variety of feedback techniques in the class.

There are many English Language Teaching departments at universities all around Turkey. However, this study specifically focuses on the students at the ELT Department of Pamukkale University, in Turkey. All the students at this department are

supposed to pass the university exam answering most of the English questions correct to become English teachers. In the ELT Department, there are first, second, third and fourth year students some of whom are supposed to attend a prep-class before they move to the department if they have not passed the proficiency test held when they are registered to the university. As the university exam mentioned above is based on measuring the students' knowledge in grammar, reading skill and vocabulary; their performance in speaking skill varies mostly although they get 'Speaking Skill' course at the first year of their education. It is clear that all Turkish learners have problems with speaking and they commit errors and they are corrected throughout their education. However, it is supposed that ELT learners have different preferences on the correction of their errors and there is limited research conducted in this area in an ELT context.

#### **1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY:**

Error correction has been an issue of much concern for language teachers. Moreover, this research hypothesizes that it is an area where student and teacher beliefs considerably differ. It certainly seems to be an area which needs to be more investigated because minimizing the discrepancy between teacher and student beliefs should maximize students' benefits (Burgess & Etherington, 2002). Kavaliauskiene & Anusiene & Kamiskiene (2009:66) express that teachers' and students' attitudes about feedback seem to be contradictory and some students have low motivation and confidence because of feedback. Their research shows that learners have positive attitudes towards error correction on their writing skill while they have negative attitudes towards error correction on their speaking skill.

Learners' preferences dealing with error correction issue may change in terms of different contexts. Savignon & Wang (2003:230) state that according to the research they conducted in Taiwanese context, learners prefer their teachers to correct their errors during their oral performances. Katayama (2007:293) similarly found that Japanese learners have positive attitudes towards teacher correction. Like Savignon & Wang and Katayama, another researcher has concluded that "Possible implications of the study for classroom practice might be practical when learners make errors, and other learners work together to solve the complexities of oral error corrections" (Salikin,

2001:6). Thus, teachers and students should cooperate with each other. Moreover, Asvita (2010:6) explains that “by knowing students’ preferences about error correction early, the teacher can arrange error correction strategies that are suitable to students’ expectations”.

Rather than teacher correction, students may correct their own mistakes. What Moss (2000:1) suggests about error correction for oral errors is that instructors should enhance the usage of some strategies while learners are communicating between them and encourage them to realize their own errors and mistakes so that they can use ‘self-correction’ technique. On the other hand, Seligson (2007:2) suggests that correction of oral errors is a waste of time if it is ineffective in the context it is employed. To make sure that it is worth using it, instructors should talk about this with the learners. In addition, instructors should think twice before they correct mistakes immediately and they should create an atmosphere for peer-correction. If necessary, they should correct the appropriate mistakes with the right technique at the right time.

This topic is interesting and meaningful not only because it concerns all language teachers, but also it focuses specifically on oral error correction. This seems to be a relevant topic in the context of an ELT department where acquiring all skills is a major goal.

This study follows the combination of some survey results using questionnaire procedures. This project will be very fruitful with different reasons. First of all, it should be an issue of much concern among language teachers, especially at the ELT departments where the major purpose is to improve the prospective English teacher candidates’ speaking skills in English. Second, by participating in the study, the instructors at an ELT department may become aware of their error correction preferences and even try to modify them according to their students’ preferences. Third, the participants themselves may learn a great deal about their error correction tendencies and it may be very beneficial for them.

The significance of this study is expected to be fruitful for students, instructors, and the future researchers at the department of ELT. For the students, the result of this study can be used as a very important feedback. They will know their weaknesses in speaking so that they can improve their ability and manage their weakness in speaking.

Moreover, instructors can feel sure about the techniques dealing with feedback they use in the class environment. Lastly, it may provide some data for the researchers who want to work on a similar subject.

### **1.5. THE RESEARCH QUESTIONS:**

These are the research questions of this study:

1. What are the preferences of the ELT learners on the correction of their oral errors regarding grammar usage?
2. What are the preferences of the ELT learners on the correction of their oral errors regarding vocabulary usage and pronunciation?
3. To what extent do they prefer peer correction?
4. To what extent is teacher feedback important for them?
5. What strategies do they use in order to correct their errors?
6. Are there any differences in the preferences of the freshmen, sophomore, junior and senior level students regarding their preferences on the correction of oral errors?

### **1.6. ASSUMPTIONS OF THE STUDY:**

ELT learners typically make errors regarding grammar, vocabulary and pronunciation. These errors are either corrected by their instructors and their peers. It is assumed that students prefer their oral grammatical, vocabulary, and pronunciation errors to be corrected by their teachers at the end of the class, and they prefer teacher correction rather than peer correction. In addition, they use various strategies in order to correct their own errors. Moreover, it is expected that freshmen, sophomore, junior and senior students differ in their preferences on the correction of their oral errors.

### **1.7. LIMITATIONS OF THE STUDY:**

The study was conducted in the ELT Department of Pamukkale University in the Academic Year of 2009-2010. Thus, the results of the study may not be generalized to

other ELT contexts. Due to time constraints, data collection procedure was limited to only one ELT department in Turkey. Other ELT departments in different universities could have been included in the research in order to increase the validity and reliability of the research.

### **1.8. OUTLINE OF THE STUDY:**

This study includes 5 chapters:

**Chapter 1** introduces the subject of the thesis, background of the study, statement of the problem, purpose and significance of the study, the research questions, limitations of the study and operational definitions.

**Chapter 2** consists of the review of the related literature on error correction. This chapter begins with a historical background to the field of error correction.

**Chapter 3** introduces the methodology of the study such as research design, participants, data collection instruments and data analysis.

**Chapter 4** analyzes the results of the questionnaire.

**Chapter 5** presents the conclusion, an overview of the study and the discussion of the results, pedagogical implications and suggestions for further study.

### **1.9. OPERATIONAL DEFINITIONS:**

**ELT:** English Language Teaching

**CAH:** Contrastive Analysis Hypothesis focuses on the interference of L1 on L2 learning

**EFL:** English as a Foreign Language is the term used when English is taught in a culture where English is not the primary language that is spoken. EFL refers to teaching English in a context where English is not spoken regularly.

**ESL:** English as a Second Language is the term which refers to the study of English by nonnative speakers in an English-speaking environment.

**L1:** L1 refers to a person's first language.

**L2:** L2 refers to a person's second language.



## **THE SECOND CHAPTER**

### **REVIEW OF THE LITERATURE**

#### **2.1. INTRODUCTION:**

This study aims to analyze the learners' preferences on the correction of their oral errors and the strategies they use in an ELT context. Halimi (2008:51) states that scholars have focused on the effects of several kinds of teacher feedback in improving students' writing although very few studies have been conducted in relation to teachers' and students' preferences for feedback and correction of oral errors.

Research on error correction was a hot issue in 1970s and 1980s as scholars mainly focused on this topic because of various reasons in this period. In terms of Audio-lingual method, the students' errors were not tolerated as their each error was corrected by the teacher and the teacher was an important model for them. Richards & Rodgers (2001:64) express that the teacher was to correct all errors directly and immediately. In addition, Sabbagh (1998:15) suggests that it was soon realized that the feedback style of Audio-lingual method was not ideal. Thus, the style of error correction went beyond the level of modeling the correct form and the teachers corrected the students' errors purposefully because students needed to become aware of their errors more. These changes in scholars' views stimulated the researchers more and more. Hence, researchers focused on this issue from different points of views in time.

The terms 'mistake' and 'error' need to be differentiated first while discussing the issue of 'error correction'. Minh (2003:1) cites Corder in order to provide the definition of both terms. According to Corder, "the result of not having the appropriate knowledge or of having some false knowledge is an 'error', while the lack of processing

ability- the ability to perform up to one's competence level- is a 'mistake' ". Moreover, Sato (2003:14) emphasizes that teachers should focus on fluency rather than errors as they are 'a natural part of learning'. Thus, teachers should encourage their students to take risks as their errors may cause self-correction in time.

In terms of 'interlanguage', the term 'error' seems to be related to the state of being unaware of the linguistic system and uncertainty about the rules of language and even probably fossilization of learner language (Lee, 1990:56). In addition, Kavaliauskiene & Anusiene & Kamiskiene (2009:66) inform that learners' rules of language differ from native speakers' in that they may produce sentences which deviate from the rules of target language.

There are some important points a teacher should take into consideration while giving feedback to students' errors. Hong (2004:16) lists some of these points focusing on giving feedback to students to improve their writing skills. These are as follows:

- Teachers need to know who the learners are.
- Teachers and researchers need to clearly identify during what part of the writing process they offer feedback.
- Teachers need to understand what types of errors they will deal with.
- When giving grammar feedback, teachers should consider how much information they need to provide.
- The period of time over which feedback is given appears to affect its effectiveness.

As identified above, all these items are crucial in terms of teachers' providing feedback to students' errors. Similarly, in order to find out what preferences the ELT learners have on the correction of their errors, we should basically focus on such issues too. However, to what extent grammar feedback should be provided to learners is still a controversial issue although it depends on the level of the learners. For instance, while Hong (2004: 18) expresses that teachers should provide either direct or indirect feedback to the learners for their grammar mistakes, Hyland (2003:218) emphasizes that early research on L2 writing concluded that grammar correction was both helpless and discouraging for the students. On the other hand, Hyland discusses that later research has found out that some ways of indirect feedback may be helpful for the learners in some situations. Likewise, Guenette (2007:41) expresses that she has observed the students about what they did with their corrected 'written production' and she has seen

that students threw their papers into wastepaper baskets while leaving the class. Thus, she has concluded that some of the successful students benefit from feedbacks while weak ones do not. As students react to feedback in different ways, it is certain that they have some preferences about the correction of their errors.

Lee (2008:145) emphasizes that the students' preferences on the correction of their errors began to be a hot issue in the 1990s. He lists some of the scholars who have done research about this issue (e.g. Cohen, 1987; Diab, 2005; Enginarlar, 1993; Ferris, 1995; Hedgcock & Lefkowitz, 1994, 1996 and Leki, 1991). He emphasizes that all these scholars used a survey method and expresses that the students' answers were affected by different issues.

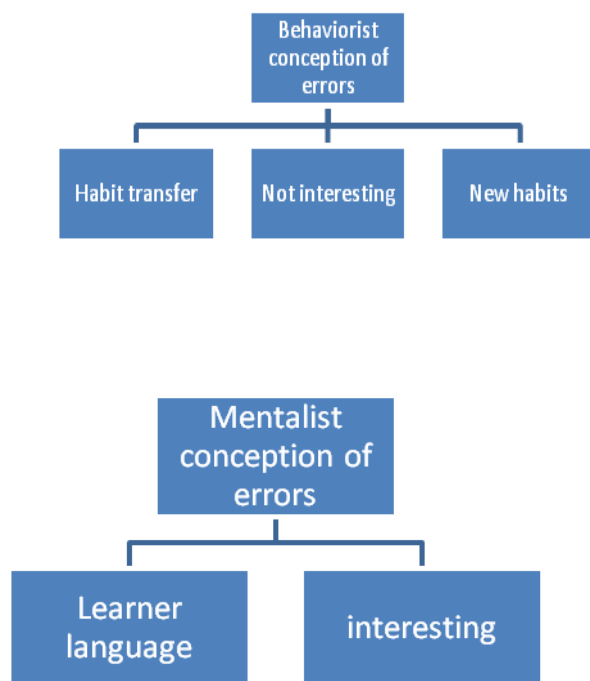
## **2.2. THE HISTORY OF ERROR ANALYSIS AND THE NATURE OF ERRORS:**

Firstly, the definition of 'Error Analysis' should be provided as a main term. Lianrui (1999:17) provides the definition of this and explains that it is a term used by both the teachers and the researchers including collection of the samples of the learner language, analyzing, classifying and assessing these errors.

'Contrastive Analysis Hypothesis' is an important issue while analyzing errors. Schachter (1974:205) analyses two versions of 'Contrastive Analysis Hypothesis', one of which is described as 'strong, predictive a priori' and the other described as 'weak, explanatory, a posteriori'. The former term is related to the similarities between L1 and L2 while the latter refers to analyzing the learners' errors in order to find out the reasons of errors. He calls the latter hypothesis as 'Error Analysis'. Moreover, Lianrui (1999:26) and Takada (1999:14) explain that Contrastive Analysis Hypothesis was really popular in 1950s and cite Lado in order to explain that the more L1 differs from L2, the less possible it is to learn the target language. That was what scholars believed regarding the impression of Lado's assumption.

At this point, Error Analysis should be employed in order to understand to what extent errors arise from 'interference'. Similarly, Oladejo (1993:1) says that 1950s and 1960s include the period when 'error correction' had its heyday concerning most scholars in ELT. According to the view in this period, errors should be corrected immediately before they become part of learners' habit system. Teng (1990:17) also points out that language teachers have always attempted to correct learners' errors

believing that errors are caused by interference and students have been expected to grasp the grammar rules very well and perform with the drills very well with the impact of Grammar-Translation Method and Audio-lingual Method. However, all these attempts to correct all errors have been understood to be in vain as the term ‘interlanguage’ has become popular. Because unlike the term ‘Contrastive Analysis’ explaining that native language rules interfere with the rules of target language, the term ‘interlanguage’ has suggested that errors are to be tolerated as they are natural part of adults’ language learning just like children’s performance in learning their native language. Similarly, Oledajo (1993:1) expresses that the idea of correcting all mistakes and avoiding errors at all costs lost its popularity at the end of 1960s, which meant communicating in the target language was more important than gaining the rules of the language in an error-free style.



**Figure 2.1 Corder’s Conception of Errors**

The figure above shows that Corder (1967:165) has emphasized two different points of views in terms of Behaviorist concept and Mentalist concept. According to the mentalist view, errors have gained importance as they provide the evidence for the learner language.

### **2.2.1. Errors according to Behaviorism and Mentalism:**

Scholars have focused on the issue of error correction with similar aspects. Like Corder, Klim (1994:19) lists three main points of views about error correction. The first one is traditional view by Behaviorists suggesting immediate correction of mistakes. The second view is the idea supported by Corder (1967) and Selinker (1972) suggesting that errors are natural and are not sins any more as they show students' level of development. Teachers are to correct errors helping students explore the correct hypotheses in their learning process. The third view is similar to the second view in that errors are tolerable as scholars focus on content rather than form. Klim cites scholars such as Krashen (1982, 1985), Savignon (1972, 1983) and Terrell (1982) in order to explain that error correction is irritating as it distracts learners' concentration and performance and rises their 'affective filter'.

Similarly, Maucisi et al. (2000:168) also list three main approaches to errors. They describe the first main approach supporting the idea with 'Behaviorism'. According to these scholars, the Behaviorist view explains errors as a deficiency of teachers and teaching methods and they should be repaired by drills and teaching over and over. Secondly, the other approach is related to the theories of Chomsky. The second approach suggests that the learners have some hypotheses about language and they test these hypotheses throughout their learning processes. Unlike Behaviorists, Mentalists supported this idea regarding errors tolerable rather than 'sins'. The last approach is related to the approach to errors under the term 'social cognitive interaction'. This approach suggests that errors are formed by reasons related to both social and cognitive issues.

Whether errors should be corrected or not, how and in what way they should be corrected have made the researchers busy since 1970. As Ellis (1994:68) suggests Error Analysis became popular within the need of understanding the learner language by collecting some samples through research. However, it has lost its popularity because of some limitations as focusing on errors can provide only a partial view of errors.

In the study 'The Significance of Learners' Errors', Corder (1967:162) emphasizes that as L1 learners have mistakes, we should consider L2 learners' errors as a natural part of learning because they are inevitable in language learning process.

Moreover, Corder (1967:167) adds that “Mistakes are of no significance to the process of language learning” .

There are many studies conducted regarding ‘error correction’. Ellis (1994) observes some of the research on error evaluation conducted between 1975 and 1987. The list includes scholars such as Burt (1975); Albrechtsen, Henriksen and Faerch (1980); Tomiyana (1980); Chastain (1981); Hughes and Lascaratou (1982); Davies (1983), Vann et al. (1984); Khalil (1985); Sheorey (1986); Santos (1987). In all these research studies, the judges (both native and non-native speakers and experts and non-experts) assessed some aspects of errors which are ‘seriousness’, ‘acceptability’ and ‘intelligibility’. Ellis concluded that the judges were affected by the context in each research, which means an error may be evaluated in different ways in different contexts.

There are various reasons of errors. Harmer (2001:100) lists these reasons of errors as ‘L1 interference’ and ‘developmental errors’. He explains both of them as signs of natural learning process. He also adds that:

Errors are part of the students’ interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery. When responding to errors teachers should be seen as providing feedback, helping that reshaping process rather than telling students of because they are wrong.

Mangubhai (2006:6) explains some ‘insights’ about Second Language Acquisition in his study. One of the insights he explains is as follows:

The learner's developing grammatical system, the interlanguage, is often characterized by the same systematic errors as made by a child learning that language as a first language. At the same time, there might be systematic errors which appear to be based upon the learner's first language.

Namely, learners need help in the process of their interlanguage and they move on to the next stage although they are not totally successful.

### **2.2.2. The Difference Between Error Analysis and Contrastive Analysis**

According to Brown (1987:171), Error Analysis and Contrastive Analysis are different terms although they may seem similar. Error Analysis explained learners’ errors with many various reasons including language transfer while ‘Contrastive

Analysis' attributed errors to the interference of L1 and L2. He also lists the sources of errors: 'interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies and countless affective variables'. In a similar way, Farooq (1998:3) offers that 'error analysis has been an alternative to Contrastive Analysis'. In addition, Şanal (2008:598) expresses that the more the popularity of 'Contrastive Analysis' decreased, the more enthusiasm flourished in terms of 'Error Analysis'. What is more, Chen (2005:31) states the difference between 'Contrastive Analysis' and 'Error Analysis'. He explains that while 'Contrastive Analysis' provides ideas comparing mother tongue and target language, 'Error Analysis' analyzes the errors of the language learners. Moreover, he cites Allwright and Bailey (1994) to explain that correct form is what native speakers use in their talk and errors are the structures deviating from the correct form.

Being different from Lanrui and Teng emphasizing the importance of 'interlanguage' in the history of Error Analysis, Aljaafreh (1992:34) explains the importance of Universal Grammar by Chomsky. 'Universal grammar' theory, which became popular in the late 1960, suggests that learners have the language learning system innately and this system only needs to be triggered by the input from the environment. Thus, error correction has been regarded as unnecessary. However, when cognitive views on language learning became popular, the view had a change. According to 'Cognitive view', learners test their hypotheses while learning. Thus, learners' errors are regarded to be inevitable and should be tolerated again.

Similarly, Yao (2000:19) and Jang (2003:59) express that unlike Behaviorists, Nativists including Krashen also support the theory that errors naturally occur in language learning and the learners should not be forced not to commit any errors in language learning process. It is clear that this idea is quite parallel with what the term 'interlanguage' suggests.

All different points of views have caused a vast requirement for research. Ellis (1994: 70) claims that Error Analysis has added to Second Language Acquisition research a lot. Learners' errors have not been attributed to interference alone. In addition, errors have gained importance with the term 'learner language' and errors have started to be seen as inevitable part of learning which should be tolerated and

analyzed within the context they have occurred. Hoque (2008:1) lists the possible reasons of errors as follows: L1 interference, an incomplete knowledge of the target language, language complexity and error fossilization. All these reasons should be taken into consideration while questioning the sources of errors. Just one of these reasons or a few of them together may cause errors.

Language learning is a long process and difficult for some of the learners. Koichi (2003:14) adds that “the more fluent learners are, and thus the more utterances they make, the more errors they make”. His emphasis is on the natural occurrence of errors just like other scholars emphasize and explain errors. It is clear that making errors is a part of students’ production and fluency in their learning performance.

According to Lin (2009:15), scholars emphasize that language teachers should assess learners’ errors as a phase of learning and students can turn the disadvantage of committing errors into an advantage as long as they can learn from their errors. He also expresses that errors are natural and to be tolerated. The proponents of this view are scholars such as Krashen (1982, 1985), Savignon (1972, 1983), and Terrell(1982). They all suggest that errors should be tolerated as much as possible as teachers should focus on the meaning in communication rather than form. However, Holunga (1994:16) states that learners need to focus on different aspects of language. On the other hand, this is a kind of ‘dream for all language teachers’ because the idea that learners’ mistakes will be corrected in time as long as they are exposed to comprehensible input has not lasted long.

### **2.2.3. Ways of Giving Feedback**

While giving feedback, teachers have many alternatives and there are some points they should take into consideration. Margolis (2007:18) lists the elements that ‘error feedback’ includes as below:

- Identification of the learner’s utterance as an error
- Identification of what is wrong with the utterance
- Prompting to modify the utterance
- Provision of the correct form
- An explanation about why the correct form is necessary
- An explanation why the incorrect form is inappropriate



As the list shows above, there are some steps of providing feedback and it may not be an easy task. Amador (2008:11) emphasizes that although both teachers and scholars have been interested in making research on this subject, there is still a need to do research on which error correction techniques are better while correcting oral errors.

Tedjaatmadja & Wijaya (2008:63) list some of the factors to take into consideration while errors were being corrected. These are 'learners' level', 'deciding errors to be corrected', 'the time to correct them' and 'the suitable method to correct them'. Moreover, Lennane (2007:18) assesses error correction as an essential part of language learning and suggests that research on error correction recently has focused on issues such as 'the type of feedback used', 'learners' predisposition ( attitude, aptitude, learning style, proficiency)', 'instructional settings' and ' teachers' attitudes and beliefs'. Thus, the focus of the research has changed in time and there is a vast list of issues to be searched.

Hendrickson (1978:388) focuses on some specific questions in his study 'Error correction in foreign language teaching: Recent theory, research, and practice'. These questions are:

- Should learners' errors be corrected?
- When should learners' errors be corrected?
- Which errors should be corrected?
- How should errors be corrected?
- Who should do the correction?

These research questions show that he searches the issue with a broad point of view. Tedick & Gortari (1998:2) express that scholars have focused on these questions on their research since Hendrickson conducted this research.

Error analysis may help teachers a lot. Erdoğan (2005:262) explains the benefits of dealing with error analysis in terms of linguistics providing answers to the questions of teachers. She suggests that the learners' errors show the new language system that learners form and can tell about the acquisition process they go through. Similarly, Moss (2000:1) suggests that it is implied in the books that students will be able to use and express the new items related to the target language. However, it is not actually what happens as the learners need time to use the items in a correct way after they have learnt the new items. Namely, the stage of production comes quite a long time after the

learners have grasped the rules of the language. Wang (2007:51) points out that the rules and system of the language enable learners to acquire the language and learners make errors. Actually, foreign language acquisition is a process of producing erroneous forms and trying to remedy them. Teaching the speaking skill includes helping students produce language forms fluently and correctly. Thus, error analysis is a necessary part of ELT in this sense.

Every language teacher is aware that mistakes are inevitable part of language classes no matter what skill students and teachers focus on. Lynch (2008:1) describes this process as a "healthy" one because errors cause corrections. These corrections enable students to learn more and it is natural that people learn a lot from their mistakes.

Teacher is a crucial factor for the correction of errors. There may be differences between native and non-native teachers. Truscott (1999:437) says that it may be difficult for a non-native teacher to analyze and understand the source of error. Thus, he sees native speakers as a perfect model. On the other hand, Seligson (2007:1) explains that it is better for the learners to have non-native teachers rather than native ones as they may be better models for the learners in their language learning process. Moreover, Allwright and Bailey (1991:100) explain that "teachers who are non-native speakers of the target language may perhaps be expected to have a rather special problem in terms of their ability even to notice learners' errors. They may ask what their own place is on the interlanguage continuum."

In the light of these views, it can be concluded that Error Analysis has attracted scholars for decades. Different methods and theories labeled and described 'errors' in a different way. Although the main concern changes from time to time, researchers always have interest in this subject focusing on a particular point to explore. Moreover, the cornerstones in ELT give stimulus to researchers to do further research in this broad subject. Still, the research studies provide important source of data for teachers and researchers.

## **2.3. THE SOURCES OF ERRORS AND ERROR CORRECTION METHODS**

### **2.3.1. The Sources of Errors and Error Types:**

One of the main problems of language teachers is to feel exhausted with the errors of students which occur over and over. Unless the teachers focus on fluency during the classes, correcting every mistake can be so tiring and demotivating both for the teacher and the students. As language learning process takes a long time and students have different phases of learning, teachers should be patient while correcting errors and should not ignore that some students may take their time in moving on to the next stage in learning.

There are two main types of errors as Hendrickson (1978:388) and Wang (2007:2) describe. These are mainly ‘global errors’ and ‘local errors’. They explain that while the former occurs in a situation where an error hinders the meaning, the latter is the one which does not prevent to convey the meaning and the message. However, there are various classifications of error types. Klim (1994:21) concludes that “from the teacher interviews and questionnaires that were employed in the various studies conducted by Courchene (1980), Nystrom (1983), Chaudron (1986), ‘global’ errors are those that cause misunderstanding or incomprehensibility, seem to be corrected much more than ‘local’ errors, those errors do not cause significant problems in communication and are single constituents within a sentence.” In addition, Holunga (1994:33) stresses that “local errors include, for example, agreement errors, misused or missing articles, noun/verb phrase errors. Global errors include such features as misused or missing connectors, lack of tense sequences, misuse of pronouns and other errors that affect the coherence and cohesion of the discourse.”

One of the classifications of error types is provided by Lee (1990:7). He describes these types coining the terms as ‘grammatical (morpho-syntactic) errors’, ‘discourse errors’, ‘phonologically-induced errors’ and ‘lexical errors’. Table 2.1 provides the short definitions of these terms below.

**Table 2.1: Types of errors listed by Lee (1990)**

Error Type	Definition
grammatical (morpho-syntactic) errors	Errors concerning grammatical rules both in written and spoken context
discourse errors	The inaccurate forms that students can correct themselves are called ‘mistakes’ while those which can not be corrected by the learners and require teacher’s help are called ‘errors’ both in written and spoken context.
phonologically-induced errors	Errors in pronunciation or intonation
lexical errors	Errors affecting meaning and concerning words

This table is based on Lee’s classification on error types in ‘Student Reactions to Teacher Feedback in Two Hong Kong Classrooms’ (1990: 59-61).

L1 transfer is one of the main concerns of the scholars while searching errors. Guo (2005:18) explains that errors are as a result of negative transfer of native language. He adds that there are structural and nonstructural factors affecting L1. Structural factors are ‘phonetic and phonological transfer’, ‘syntactic transfer’, ‘semantic transfer’ and ‘discourse norms’ while nonstructural factors include ‘individual variations such as personality, proficiency, aptitude for phonetic mimicry’, ‘age’, ‘social context’ and ‘linguistic awareness’. However, Lianrui (1999:41) describes ‘context of learning’ as an ignored source of errors. Basically, the context refers to the factors such as teacher and materials used in the class.

In terms of L1 transfer, Erdoğan (2005: 266) suggests that errors have two main sources. These are expressed as ‘interlingual transfer’ and ‘intralingual transfer’. ‘Interlingual errors’ are caused by the native language and they may be related to phonological, morphological, grammatical and lexica-semantic elements of the native language. ‘Intralingual errors’ are related to developmental errors. These errors are just because of learning a part of the language. Namely, the learner confuses the rules of the language and misuses them. In addition to interlingual and intralingual interference,

Wang (2007: 2) points out that there are also ‘non-linguistic’ and ‘cultural’ interference. ‘Non-linguistic interference’ means that a learner may commit errors because of psychological factors such as being anxious, shy, angry etc. ‘Cultural interference’ means that the learner’s cultural background and native language may cause some errors. For example, ‘Where are you going?’ may be a greeting expression in Chinese, but it is not acceptable in English culture.

Moreover, Wang (2007:2) says that transfer of the native language may be either in a ‘positive’ or a ‘negative way’. While positive transfer triggers more production, negative transfer may also be useful for learners if they may correct those errors in time. Additionally, he explains that ‘pragmatic transfer’ is possible if the learner understands, praises and uses the target language as it should be.

Some scholars have focused on the term ‘error’ from a different aspect. Merce et al. (1998: 2) rename ‘errors’ as mistakes and classify them in two major headlines. The first is called ‘mistakes of meaning’ and the other is called ‘mistakes of form’. Mistakes of meaning are those which seem linguistically correct but do not give the exact meaning that the speaker wants to express. Moreover, mistakes of meaning include ‘low effect mistakes’ and ‘local effect mistakes’. If there is a low effect mistake in the performance of the learner, it may not be possible to get the right meaning while local effect mistakes occur in a part of the speaker’s speech. In addition, mistakes of form include slips of tongue, errors that the learner can not correct himself and attempt. In this context, ‘attempt’ refers to unclear forms that the speaker utters.

Understanding the source of errors may not be an easy task. Burt (1975:60) states that students may grasp a grammatical rule and use it applying it to make different sentences. English ‘as a language’ has its own rule system and it can not be said that sources of every error is the native language of the learners. On the other hand, Harmer (2001:100) states that there are two main reasons for the errors: The first is ‘L1 interference’ and the other is ‘developmental errors’. The students’ native language affects the way they learn a foreign language. Thus, their first language sometimes interferes with the second language. Moreover, developmental errors are more related to the problem of ‘overgeneralization’. Just like babies learning first language, EFL students also perform errors generalizing the rules of the language. For instance, instead of saying ‘They came’, learners say ‘They comed’ generalizing the rule of

simple past tense (regular form of the verbs). Moreover, Şanal (2008:600) explains that there are two main sources of errors. The first is errors caused by ‘negative transfer’ of native language and the other is errors mainly caused by target language itself. For instance, if Turkish learners want to say “Okula otobüsle gittim”, they utter “I went to school with bus” and this is not an accurate usage in English. They tend to use ‘with’ as a preposition instead of ‘by’ to mean ‘-le’. It is a kind of ‘interlanguage error’ that Turkish learners make as they utter this by the effect of their mother tongue.

Another classification of errors is provided by Brown (1994:208). Brown explains that there are ‘overt’ and ‘covert’ errors. ‘Overt errors’ are those which are ungrammatical at the sentence level and ‘covert errors’ seem right at the sentence level; however they are erroneous in terms of meaning within context. In addition, Bitchener et al. (2005:194) cite Ferris (1999) in order to explain that there are ‘treatable’ and ‘untreatable’ errors. ‘Treatable errors’ refer to the errors which can be corrected by learners themselves by checking and remembering the rules of the language. These kinds of errors are mostly related to grammar rules such as subject-verb agreement and parts of the sentences. ‘Untreatable errors’ are a bit eccentric in that learners should use the general knowledge of the language. These errors mostly involve lexical and syntactic problems.

Ellis (1994:56) provides a taxonomy that he has analyzed in the study of Dulay & Burt and Krashen (1982). According to his taxonomy, there are four main categories which are ‘omissions’, ‘additions’, ‘misinformation’ and ‘misordering’. When there is an error of omission, learner does not use an item required to form an utterance. An example of this may be ‘I going school’. ‘Additions’ are kinds of forms that the learner adds to the utterance in an unnecessary way. For example, learner says ‘I am get up early’. Moreover, ‘misinformations’ are forms that learners use in a wrong way. For instance, learner says ‘I cutted my finger’. Lastly, errors related to misordering are those which are related to the morphemes that are not used in an appropriate way. The example of this is ‘What daddy is doing?’. Although this type of classification seems very similar to Corder’s classification, Erdoğan (2005:264) explains that this classification is also found inadequate by Corder (1973) and he provides subcategories such as ‘morphology’, ‘syntax’ and ‘lexicon’.

In addition, Ellis (1994:56) explains Corder's (1974) framework for the classification of errors. These are 'presystematic errors', 'systematic errors' and 'postsystematic errors'. Ellis states that 'presystematic errors' occur when the learner is unaware of the rules of the language while 'systematic errors' occur when the learner is aware of the rules but confused about them. Furthermore, 'postsystematic errors' occur when learners use the rules in an incongruous way.

Another point of view is provided by Ellis concerning the explanation of errors. Ellis cites Taylor (1976:58) and explains that in order to explain the error, the source of the error should be defined well. The source of the error may be sociolinguistic, psycholinguistic, and epistemic or it may occur in the discourse. Sociolinguistic sources deal with the learners' capacity to fit their language to the social context. Psycholinguistic aspect deals with the nature of the L2 knowledge system and it explains the difficulties of learners in the production stage. Epistemic sources occur when learners are in lack of world knowledge while discourse sources reflect problems occurring while organizing information.

Brooks and Cruz (2010:15) stress that there are other sources of errors apart from transfer and interference. 'Sociolinguistic situation', 'modality of exposure to TL', 'age', 'successions of approximative systems' and 'universal hierarchy of difficulty' are among these sources. Hoque (2008:2) explains that apart from L1 interference, there are other reasons of errors such as imperfect knowledge of target language, complicated quality of the language and fossilized errors.

Errors may help students in the process of their interlanguage. According to Mangubhai (2006:3) there is an insight of cornerstones in ELT suggesting that "The learner's developing grammatical system, the interlanguage, is often characterized by the same systematic errors as made by a child learning that language as a first language. At the same time there might be systematic errors which appear to be based upon the learner's first language." There are various types of errors. Ho (1977:70) narrows the classification of errors and states the main headlines of error types as follows:

- Omissions
- Additions
  - Over/ Double marking
  - Overgeneralisation

- Unnecessary insertion
- Wrong or Inappropriate Combination
- Inappropriate construction
- Misordering or Inversion

As the list shows, if a learner commits an error, he either omits or adds an unnecessary structure. Errors sometimes occur if a learner combines, constructs or orders a phrase or a sentence in a wrong way.

In order to give an appropriate feedback, errors should be understood and analyzed appropriately. Truscott (1999:439) suggests that if the teacher is to provide an effective feedback to the errors, he/she should label the errors in an exact way first. However, difficult grammatical items may also be challenging for the teachers hindering error correction. Moreover, a noisy learning environment and an imperfect intonation and pronunciation may be other obstacles for labeling the errors. Teachers may even correct the right usage because of unclear understanding that the teaching atmosphere causes.

Sabbagh (1995:19) explains error types with a table designed according to the information based on the study called ‘Learner and Teacher roles in the Treatment of Oral Error Group Work’ by Bruton and Samuda (1980). He presents four types of errors: ‘lexical’, ‘syntactic’, ‘pronunciation’ and ‘understanding’. Lexical types of errors are related to the misuse of the words while syntactic errors deal with grammatical errors. Moreover, pronunciation types of errors cover incorrectly pronounced words and understanding types of errors refer to learners’ incorrect interpretation of task instructions. He provides another table of error types designed according to the information based on the study called ‘Language Learning and Communication’ by Day et al. (1983). This table includes quite different types of errors from the previous list. ‘Discourse’, ‘factual’, ‘word choice’, ‘omissions’ and ‘syntactic’ errors are among these types.

In addition to understanding errors appropriately, there is another important factor while correcting errors. Takada (1999: 29) states the criteria for evaluating errors as follows: ‘comprehensibility of errors’ and ‘audience’s attitudes towards errors’. He also provides some scholars’ criteria for communicative effects of errors. These criteria include terms such as ‘comprehensibility’, ‘accessibility’, ‘naturalness’, ‘irritation’,



‘tolerance’ and ‘seriousness’. These are indispensable terms in this issue.

### 2.3.2. Error Correction Methods

There are various ways of correcting errors. Although different scholars suggest different ways for this, there is no perfect single way to do this. Language learning depends on different factors such as learners’ age, needs, level, background of learning, previous experiences, type of learning (kinesthetic, visual, musical etc.) and learning atmosphere including teachers. Thus, a single way of correcting errors may be suitable for a learner, while another learner may not favor this.

Minh (2003:1) shows these common techniques of correcting errors as follows:

- Reconstructing a correct answer
- Requesting repetition
- Giving a cue for the correct answer (Hinting)
- Explaining the correct form

He also cites Schachter (1981:129) in order to explain how gestures can be used as an error correction technique. Schachter introduces six hand signals for use with high-intermediate level learners:

- The first, a sports time-out signal, indicates an error of tense, aspect, or voice.
  - The second, a triangle made with the forefingers and middle fingers of both hands, shows an agreement error.
  - The third, two fingers as in the “peace” or “victory” sign, show an error in pluralization.
  - The fourth, a letter P with one hand making the stem while the other hand makes the circle at the top, signals a preposition use error. (From the teacher’s point of view, the P will be reversed.)
  - The fifth, a circle made with thumbs and forefingers, indicates a word order error.
  - The sixth, crossed forefingers, alerts students to an article error
- Thus, rather than correcting errors orally, body language can also be an effective way of correcting errors.

Correction styles may be various. Mosbah (2007: 39) scrutinizes two main types of error correction citing Prabhu (1987). These two main types are ‘systematic’ and ‘incidental’ correction. Systematic error correction is based on the idea of correcting errors regarding the form of the language, while incidental error correction is based on correcting error symbols as soon as they occur and takes into consideration the errors which hinder the ongoing task.

It is important that errors should be corrected in a communicative way in order to be in harmony with the communicative nature of the English classes. Errors should be corrected by reformulating the form in a circuitous way and inconspicuous way. Self-correction and peer correction are alternative error correction techniques in addition to the correction provided by the teacher (Sato, 2003:15). Halimi (2008:55) conducted a research study regarding the preferences of Indonesian students' and teachers' for error correction using a questionnaire. According to this research, the students and the teachers were also aware of the techniques such as 'peer correction' and 'individual conference'. She indicates that 24 % of the teachers preferred peer correction and made the students give feedback to each other in writing courses and 16% of the teachers used individual conference technique in order to correct the students' errors.

Oladejo (1993:7) provides five main correction ways and finds out which method is mostly preferred by the learners. These ways are 'show error, no answer', 'error+answer', 'error+cues for self correction', 'and 'no comments at all'. In his research, the most common alternative was correcting the error and providing a clue for the learners in order to help them correct the mistake by themselves. The second preferred method was explanation of the error and providing the answer. The other preferred methods were 'use errors for class examples', 'show error, no answer' and the last preferred one was that and 'no comments at all'.

Whether to correct all errors or not has been discussed for a long time and it has become a controversial issue. Lee (1990:11) states that it is possible to correct all the errors. However, the main issue is when to and how to correct them. He suggests that the main difference between 'errors' and 'mistakes' provides a definite answer for this issue, too. He declares that "errors (reflecting on competence) should normally be corrected (if at all) by teachers, possibly by peers and least likely by self, whereas 'mistakes' (arising only from performance) can normally be addressed by the student and his peers". Furthermore, Amador (2008:21) suggests that there are many ways of correcting mistakes. However, not all errors should be corrected or they do not need to be corrected instantly. If the teacher employs various corrective methods, the students will be more successful in the learning environment. He adds that according to research he has conducted and experience he has, it is clear that "students prefer explicit and

immediate correction.” In addition, ‘peer-correction’ is suggested as a combining method to ‘teacher-correction’ methods.

There are a few factors regarding effective feedback. Firstly, the learning atmosphere should be nonthreatening. Secondly, the source of information should be various such as the students and the teacher. Thirdly, feedback should be meaningful, clear, tangible, well-defined and indisputable. In addition, it should not assess the learners’ performance; on the other hand, it should help learners in their learning atmosphere. Moreover, Anusienė et al. suggest that (2009:68) learners may choose the method of being corrected by themselves and the method may contain both positive and negative feedback elements. Lastly, feedback should go on in a communicative way.

Moreover, some scholars analyze and discuss approaches for feedback. Hulsterström (2005:8) describes three approaches for giving feedback to students. The first approach is called ‘the receptive transmission approach’. According to this approach teacher has a dominating situation and the source of information and corrects the mistake directly and does not hesitate about the students’ feelings. Thus, feedback sometimes may be discouraging rather than being courageous for the learners. The second one is ‘constructive approach’. Unlike the first approach, the second one takes into consideration the students’ feelings although the teacher still seems to be a dominating figure in class. According to this approach, the teacher gives some clues and asks some questions and helps the learners find the right answer by making some connections. The teacher uses ‘I’ language while s/he uses ‘you’ language in the former method. The last approach is ‘co-constructive’ approach. According to this approach, the teacher and the students seem in an equal position in class. Thus, they can take their own responsibility for learning and they can correct their mistakes helping and collaborating with each other. Thus, of the three approaches, the last one seems to be the most courageous one for the learners. In addition, according to the research Salikin (2001:4) conducted, the mostly preferred error correction method was being corrected in a clear way rather than being corrected indirectly by the teacher. Unclear responses such as ‘pardon’, ‘again’ may mean many things and lead to confusion in learners’ minds.

While some scholars have focused on the question of whether to correct mistakes, others have searched about how to correct them. Tedick and Gortari (1998:3) discuss types of corrective mistakes. These are ‘explicit correction’, ‘recasting’, ‘clarification request’, ‘metalinguistic clues’, ‘elicitation’ and ‘repetition’. Explicit correction means that the correct form is directly provided by the teacher. If the teacher recasts what the learner utters, s/he repeats the erroneous part of the utterance and supplies the correct form. If the teacher requests clarification, s/he implies that there is something misunderstood regarding the message that the student gives. Thus, the teacher may say ‘pardon’ or ‘again please’ in order to get the correct form. In addition, the teacher may give some metalinguistic clues by giving some indirect information or by saying ‘Do we say it like that?’. Elicitation also means that the teacher provides a part of the information and lets the student provide and complete the missing part of the utterance. Elicitation is different from metalinguistic clues technique in that it requires more detailed answers than the clues which require short answers. Lastly, the teacher may repeat what the student says and wait for the student to correct his/her own mistake.

In addition, Mangubhai (2008:10) explains that ‘recast’ is another way of giving feedback. On the other hand, when the teacher recasts what the student says providing the right form, the students may have difficulty in recognizing if the teacher confirms what they say or provide the correct form. Thus, some ways of feedback may not work well in a certain learning environment depending on the characteristics of learners. Moreover, Ammar & Spada (2006: 543) suggest that ‘prompts’ are more helpful for learners than ‘recasts’, and the more learners’ competence increases, the more beneficial ‘recasts’ are. Furthermore, Ammar’s (2008) another study also suggests parallel results with the study of Ammar & Spada (2006). However, Ellis & Sheen (2006:575) explain that “little is currently known about the role that the learner’s developmental readiness plays in determining whether recasts work for acquisition”. They suggest that more research should be conducted in order to clarify this subject.

Haluskova (2008:4) lists some steps of error correction as follows:

- Error is shown.
- Location of error is shown.
- A chance of correction is given.

- A model is set.
- The type of error is shown.
- The correction is given.
- Enhancement occurs.
- The teacher praises the correct usage.

This is a typical error correction for the teachers. However, not all these steps should be performed in each class. Some of them may be ignored because of time limitations and modifications can be done according to the preferences of the students.

After realizing an error, the type of it should be defined explicitly. Erdoğan (2005:268) suggests that when teachers find out that students have errors, s/he is supposed to decide whether this is a 'local' or 'global' one. Correcting errors does not always mean providing the right form and repeating the information over and over. On the other hand, the teacher should be aware of the source of the error and solve the remaining problem by letting the learners realize these problems and help them solve by themselves. In a similar way, Moss (2000:2) mentions that the teacher should try to help the learners so that they can understand the difference between their erroneous utterance and what native speakers produce. In order to do this, the teacher should enhance some learning strategies in class with tasks. Employing these strategies may help learners become active learners who are responsible for their own learning rather than being passive members trying to receive the input.

Another way of correcting errors is mentioned by Rackovskis (1999:63). According to him, teacher may correct errors and provide explanations, supply plenty of tasks in order to repair the erroneous parts of the language and disregard them all in order to concentrate on the meaning rather than the form. In fact, neither the first method nor the last one seems ideal for the correction of errors. Johnson and Jackson (2006: 543) argue that teachers may not differentiate errors and mistakes, and tend to correct every wrong utterance. Such an implication may result in ineffective applications in class. That's why error correction methods may be disadvantageous for learners if the students cannot get their own responsibility for learning realizing their own errors. Thus, students should mainly try to correct their own errors.

Rather than teacher correction and self correction, there is another alternative way of correcting errors. Lynch (2008:2) suggests that errors are corrected in three

ways: Self-correction, peer-correction and teacher-correction. However, he argues that the most effective way among these is self-correction as learners can realize and learn from their mistakes. The secondly preferred one is peer correction whereas teacher correction is the least preferred one. When peers correct each other, they have a chance to collaborate and learn with each other. As non-native teachers may not have an ideal pronunciation or appropriate required knowledge, authentic materials may be employed while correcting errors. In addition, Hoque (2008:3) explains that peer correction and self correction may be more precious than teacher correction in class. He suggests that “students often correct each other, which is very important because self-correction or peer correction help to focus students’ attention on errors and to reduce reliance on the teacher, thereby encouraging student autonomy.”

Tedjaatmadja & Wijaya (2008:64) suggest that the students’ performance of correcting their own errors relies on some factors such as their language level and their past learning experiences. Thus, it is important that teachers should have an idea about these factors so that they can motivate their students. Errors should be regarded as a natural part of learning in class and learners should have positive attitudes towards each other’s errors and their own errors. Similarly, Truscott (1999:440) explains that teachers should be aware of to what extent the students can understand the explanations of error correction. Even if the teacher realizes an error and corrects it immediately, this attempt of correction may fail as students may not understand what the teacher explains.

On the other hand, self correction may not be possible for every learner. Kubota (2001:475) reports the reasons why the learners have inability of correcting errors in his study of ‘Error Correction Strategies Used by Learners of Japanese When Revising A Writing Task’. These are listed according to the explanations of students in think-aloud protocols. According to explanations of twenty nine participants, there are ten main reasons which are:

- Correcting by using direct English translation
- Overlooking the error symbols
- Wrong knowledge
- Failure in choosing an appropriate word in the dictionary
- Failure in remembering what they wanted to say
- Inability to use a Chinese character dictionary
- Failure in reading the whole sentence, and try to correct the error locally

- Misunderstanding the meanings of the symbols
- The sentence sounds right
- Teachers' misunderstanding of the meaning of the students' sentences.

These reasons show that students may need time and help in order to be able correct their errors.

Some students even may not be aware that they have various errors. Maicusi et al. (2000:171) claim that teachers may increase the students' errors by providing difficult or different tasks so that they can realize they have errors and possibly correct them by themselves. On the other hand, teachers may reduce the risk of making errors as much as possible so that the students do not have much difficulty. According to such a point of view, teachers should take into account some factors such as age and subject matter to teach. In addition, there are three steps while treating errors. These are 'localization', 'identification' and 'correction'. They emphasize that teachers localize errors; namely, they point out where the error is. However, they do not identify why the error occurs or where the reason behind errors lies. Recognizing the source of the error is important in that each type of error can be corrected in a different way. Moreover, there are various ways of correcting errors. Rather than teacher correction, teachers may encourage students so that they can discover the sources of errors on their own.

The definitions of 'explicit' and 'implicit' error correction are provided by Varnosfadrani and Baştürkmen (2008:83). They explain that "explicit correction refers to the process of providing the learner with direct forms of feedback." On the other hand, "Implicit correction refers to the process of providing the learner with indirect forms of feedback. Learners need to deduce from the evidence that the form of their utterance is responsible for the comprehension problem."

Errors differ according to their complexity and style they need to be corrected. Wang (2007: 3) suggests that transfer errors should not be ignored by teachers as they take a long time to treat. 'Inter-lingual errors seem mostly related to grammatical points and they should be treated by instruction, enhancing reading and writing which aim to introduce not only the target language but also its culture. Similarly, intra-lingual errors should be treated focusing on grammatical items with task type drills and warning students to be careful about the language they produce. Moreover, he emphasizes that non-linguistic errors which are caused by careless attitude of the learner should also be

corrected. Although these errors may seem less dangerous than the other two types, they also may cause fossilized errors in the long run.

Writing classes are places where errors are regarded as mostly problematic. Williams (2003:1) suggests that in writing classes, learners have errors regarding the form of the language and the content of the language. In terms of providing feedback on form, the teacher lets the learner know that there is a problem in what s/he produces. The teacher may imply this by underlining or signing some structures and providing the correct forms so that the students can correct them by rewriting. However, feedback on content demands the students to correct their mistakes on their own.

The idea suggesting that it is not possible to correct errors by ‘isolated explicit error correction’ is criticized by Mangubhai (2006:10) as he explains this type of feedback does not work in class. Here ‘isolated explicit error correction’ refers to correcting errors without focusing on the errors in a detailed way; namely, the teacher shows that the student has used inappropriate form or vocabulary in a direct style (Naeini, 2008: 127). Moreover, Campillo (2003: 210) explains the difference between explicit and implicit error correction. According to him, explicit error correction means providing the right form soon after a mistake occurs while implicit error correction suggests showing that a mistake has occurred and it needs to be corrected. However, the teacher shows or implies this indirectly.

It is also possible to focus on and correct grammatical errors in different ways. Ho (1977:70) suggests defining the grammatical item which seems problematic first. Providing the correct form comparing it with the erroneous one is the second step. Lastly, the teacher may provide other similar examples in order to give more definition and help the students retrieve the information easily.

Seligson (2007:3) lists some ways of correcting oral mistakes by the teacher. They are as follows:

- Overlooking errors
- Stopping and waiting for the answer again
- Having correction without speech
- Implying that there is a need for correction without showing the location of the error
- Repeating the utterance in order to let the student correct the error
- Telling the utterance with a different tone of voice



- Correcting as soon as there is an error and going on the activity
- Employing drills, explaining the error attracting the students with a high tone of voice
- Taking a note in order to explain the error later, explaining the error to the student privately after the class,
- Taking a note on a piece of paper and then giving it to the student and making the student rewrite the problematic form or vocabulary

He adds that peer correction is also available with pair work or group work activities. Peers may correct a friend's error as soon as they hear it, ask the teacher for extra information if they are not sure to correct themselves. In addition, they may take a note on a piece of paper, show a sign, have a role of 'secretary' in the group and take notes where necessary. He emphasizes that 'non-verbal' correction may be really effective in class, too. Moreover, he explains a term 'anchoring' as a way of error correction. This term implies that when there is an error, the teacher gets the same position, has the same mimics or shows the same sign in order to remind the students that they have an error to be corrected.

Ioup (2004:33) claims that "focus-on-form combined with abundant contextualized practice and feedback can aid a communicative learning approach". Thus, if feedback is combined with some favorable situations, it may lead to an ideal type of teaching atmosphere.

Errors may seem unbearable for some language teachers. However, some teachers prefer to ignore students' errors. Bartram and Walton (1991:26) divide teachers into two major groups due to the extent of their correction: the heavy corrector and the non-correctors. Both variants are extremes. On the one hand, the first type creates a tense teacher-focused atmosphere and restrains the students' creativity by paying more attention to accuracy rather than fluency, imagination and independent thinking. Students tend to be cautious all the time and learn to cope with difficult phrases. This situation results in their inability to make new interesting sentences.

There may be meaningful differences between the perceptions of native and non-native teachers in terms of correcting errors. Teng (1990:145) conducted a research in order to determine the typical errors of Taiwanese students as considered by native English speakers and Taiwanese EFL Teachers. Sixty native speakers and seventy two Taiwanese teachers participated in the research. Two main questionnaires including 28

erroneous and 2 correct sentences were used in order to collect data. He concluded that native speakers tolerated grammatical errors more than non-native ones as they explained that meaning and style were more precious than grammatical accuracy.

On the other hand, Aljaafreh (1992:16) did a research concerning negative feedback in second language learning. Nine students divided in three groups were corrected with negative feedback in six weeks. There were two control groups and one experimental group. The experimental one was corrected depending on their 'Zone of proximal development'. The other two groups got correction implicitly or explicitly. Written compositions and recorded correction sessions showed that negative feedback had a positive effect on students.

#### **2. 4. THE IMPORTANCE OF CORRECTING ERRORS FROM TEACHERS' POINT OF VIEW**

Language teachers come across errors in every class. Bartram & Walton, (1991:88) imply that teachers have to recognize a well-known fact that "learnability varies from person to person and all language learning is based on continual exposure, hypothesizing, testing, and reinforcing the ideas behind them". Thus, mistakes should be tolerated as they should be regarded as signs of learning.

Not all errors seem to be serious, complex and unintelligible. Edge (1989:11) suggests that teachers may categorize errors depending on the profile of the students. If students can correct their own mistakes by themselves, these may be called as 'slips'; however if students are not able to realize their own mistakes and correct by themselves, these may be called as 'errors'. On the other hand, if the students' utterances are not clear both for themselves and the teacher, these may be called as 'attempts'.

Teachers mostly think that errors should be corrected although they may prefer different methods for this. Hong (2004:6) suggests that to what extent the students' writing ability improves depends on teachers' feedback. The best way to improve this is to let the students correct their own errors so that they can become autonomous learners. In his study with one hundred and nineteen students divided into three main groups, he employed in-class essay, a grammar test and an attitudinal survey in order to find out the effect of teacher's feedback on ESL students' correction ability. The first

two treatment groups were a coded-feedback group, a non-coded-feedback group and the other group was called no-feedback as the control group. At the end of this research, he concluded that teacher feedback was very effective in students' self-correction. The students preferred having coded-feedback rather than the other two alternatives.

Teachers' perceptions and preferences may differ in different contexts depending on the learners' and teachers' characteristics and ways of giving feedback. Minh (2003:2) compared Vietnamese and Australian teachers taking his observations into consideration. He suggests that Vietnamese teachers preferred to correct oral errors using remodelling or writing phonetic symbols on the board whereas Australian colleagues preferred techniques such as remodeling, repetition, cueing, explanation, showing hand signals and underlining.

Hyland (2003:218) explains that teachers mostly hope that feedback provided by them will improve the students' language and writing performance. However, he adds that early research conducted on feedback in terms of writing suggests that if feedback mainly focuses on grammar, then it will not help students and encourage them in class. Although recent research suggests that feedback focusing on meaning has some advantages in class, some teachers prefer to have classes without feedback. On the other hand, again recent researches suggest that students require feedback and want their errors to be corrected when they write or speak. In the case study he conducted with six students, he concluded that no matter what the teachers' beliefs were or the methods they used, most teachers depended on the accurate form while giving feedback to students' writing performances. Both the learners and the teachers believe that teachers should provide the correct form of the errors so that the same errors are not repeated again.

Scholars have discussed about correcting errors for a long time and it still seems to be a hot issue for researchers and teachers. Li (2010: 309) provides the definition of corrective feedback as 'responses to a learner's non-target-like production'. Guinette (2007:41) claims his own idea about providing corrective feedback on students' writing performance. He explains that:

After reading the many studies on corrective feedback carried out since the early 1980s, I am not much further ahead than I was when I first started teaching. Should teachers provide corrective feedback on form or should they not? The debate still rages between proponents of both options because research so far has not been able to prove, beyond a reasonable doubt, that providing corrective feedback is a decisive factor in the attainment of language fluency and accuracy.

His expression describes the extent of ambiguity about giving corrective feedback from teachers' point of view. Although there is not a certain suggestion about this issue and there is no certain 'corrective feedback recipe', he suggests that teachers should still provide corrective feedback so that students can correct their own errors.

Lyster & Saito (2010:265) conducted a quantitative research including 827 participants aiming to find out to what extent the efficacy of oral feedback depends on the type of feedback, consequence types, learning environment, duration of treatment and age of the learners. The research showed that corrective feedback was important for the learners' language development, and prompts were more effective than recasts. While learning environment was not efficacious for students' learning, the treatments were more beneficial for the learners as long as they were long enough. Moreover, young learners benefitted from oral feedback more than elder learners. Young learners may be more teacher-dependent than elder learners. Thus, they appreciate oral feedback more than elder learners do.

Mosbah (2007: 2) conducted a qualitative research with ten teachers consisting of non-native and native teachers and sixty students in order to find out the treatment of classroom oral errors. He observed the teachers' lessons, interviewed six teachers and distributed a questionnaire using Likert scale to the students. At the end of the research he observed that the students' oral errors resulted from various factors such as the kind of the lesson, teachers' point of view about error correction, teaching techniques, learner variables and cultural variables, course objectives and requirements. Moreover, the teachers' point of view was in harmony with the students' preferences regardless of teachers being native or non-native speakers.

Although there is a vast research conducted for error correction, further research needs to be conducted in order to clarify some issues. Montgomery and Baker (2007:84) stress that although there is much interest in providing written feedback both in L1 and L2, little is known about how and to what extent teachers provide feedback.

Some research conducted on this issue shows that teacher feedback is not particular and may be conducted in a wrong way. Moreover, it is possible that there may be a disagreement between students' preferences and what teachers provide.

In addition, Halimi (2008: 53) conducted a research about Indonesian teachers' and students' preferences for error correction with 45 university English writing teachers from universities in seven different provinces and 137 students attending these universities. When he analyzed the results of the questionnaires, he concluded that:

82% of the teachers agree that it is important that their students should have as few errors as possible in their writing and 92% of the teachers feel that error-free writing is also important to their students. Since 89% of the students state that it is important to have as few errors as possible in their writing, and 76% indicate that fewer errors are important to their English teachers as well, the teachers and students seem to be in agreement regarding accuracy in students' writing. This finding confirms Diab's (2006) finding.

As the results show, the discrepancy between students' and teachers' preferences seem to be limited in these learning contexts.

Moreover, Sato (2003) discusses that teachers should choose errors to be corrected and should not focus on all errors generally as this may destroy motivation of the students. He suggests that the teacher should mainly correct critical errors and ignore the others. In addition, Oledajo (1993:10) argues that teachers should correct errors regarding organization, vocabulary, pronunciation and grammar as students have difficulty in these parts of the language more than the other parts. On the other hand, Sheen et al. (2009:257) discuss that especially in writing if the teacher is to correct grammatical errors, the usefulness of correction depends on the frequency and focus of the correction.

Teachers should also express the goal of the feedback they use and help learners with the strategies they should use in order to cope with their errors and benefit from feedback the teacher gives. Furthermore, students' feelings should be taken into consideration and teachers should try to find out whether there are any inconsistencies between the teachers' practices and the students' perceptions and preferences in class (Saito, 1994: 21). Lee (1990: 12) adds that teachers should have an idea about learners' interlanguage so that they can decide which errors to correct and which errors to ignore. What is more, Li and Lin (2007:231) suggest:

Teacher feedback relevant to a linguistic form focused in revision tasks could be useful in bridging the gap between interlanguage and the target language. Further, indirect feedback in the form of underlining linguistic errors together with classroom instruction seemed to be more desirable than indirect feedback alone. However, it remained unclear whether this effect would last.

This shows how important teacher feedback is in order to diminish the negative effect of interlanguage errors.

Ancker (2000:22) states that error correction is still a controversial issue and goes on to be argued in the second and foreign language teaching profession. In his research, he asked the question of 'Should teachers correct every error students make when using English?'. His research included 802 teachers and teacher trainees and 143 students in 15 different countries and he concluded that 25% of teachers and 76% of students answer 'yes' to this question. The reason why 75% of the teachers did not prefer to correct every error is that teachers did not want to de-motivate their students. In addition, Kavaliauskienė et al. (2009:67) state that although teachers may not correct errors as soon as they occur as they do not want to discourage learners, students may misunderstand this behavior. Students may not like the idea of not being corrected or being corrected rarely by their teacher and may think that their teacher is not so well qualified that s/he can correct errors in class.

Face-to-face interaction may be an effective way of correcting errors especially in a writing class. Bitchener, Young and Cameron (2005:193) cite Ferris in order to explain that writing teachers especially prefer to correct errors by negotiating students personally with face-to-face contact as they can find a chance to explain the error clearly. Yet, further research is needed for this issue. On the other hand, teachers may not find a chance to negotiate most of the class at the end of each lesson. Thus, in such a situation teachers may use the last few minutes of each class in order to correct common errors such as pronunciation or vocabulary.

The frequency of correcting errors may also differ for instructors. Katayama (2006: 1249) explains that in the study they conducted in Japanese classes in the U. S. A, Japanese courses are taught by teaching assistants to first and second year students. Instructors observe these teaching assistants in class and criticize them with the idea that they give little error correction to the learners. Generally, these assistants are advised to

give more feedback so that students can develop their language skills in an ideal way. When the reports and personal interactions with instructors are analyzed, the same idea is supported by most of the instructors. Yet, there is no specific material in order to express the instructors' reactions in the research setting and it may be concluded that all instructors' practices may vary in terms of correcting oral errors.

Some research proves that feedback is really beneficial for the students. The study carried out by Truscott and Hsu (2008:293) suggest that error correction by the teacher helps learners much when their performance is compared to others who do not get any help from their teachers. Moreover, Loewen (2007:1) reveals that teachers may have different points of views about error correction depending on their past experiences and the scientific sources they benefit from throughout their career.

Furthermore, Şanal (2008:600) expresses three main benefits of error analysis from teachers' point of view. He points out that the teacher is able to identify the parts of language that the students have difficulty in thanks to error analysis. Another benefit is that teachers can analyze and interpret the mechanisms which errors result from such as interference or overgeneralization. In addition, teachers can be acquainted with students' individual performance and cope with specific problems in relation to the errors they produce.

There are certain approaches for feedback and these approaches may well explain teachers' preferences while giving feedback. Hulterström (2005:7) analyzes three different types of giving feedback in the study 'Oral Feedback: Students' Reactions and Opinions':

**Table 2. 2: Types of feedback listed by Hulterström (2005)**

The receptive transmission approach	Teacher is the leader in class. According to this model, teacher interrupts students in order to correct. The main aim is to correct errors and this action may demotivate learners.
The constructive approach	Although the teacher is still the leader in class, his/her main role is to help the learners.
The co-constructive approach	The teacher and the students share the power in class. Teacher is equal to learners. Feedback helps learners benefit from their past experiences.

As it can be seen in the table above, teachers' roles vary according to these three main methods. There are certain distinctions between these models. For instance, teacher may use 'you' language in the first model while s/he uses 'I' language in the second model. Thus, it is certain that teacher shares the authority with students in the second and especially third model and makes the students more motivated to produce the language. Salikin (2001:2) thinks that "The teachers often correct the students without considering what the learners think of oral error correction". His point of view supports the first model that Hulterström suggests in terms of giving feedback.

Whether teachers' and students' preferences on error correction match or not is another controversial issue for the researchers. Nunan cited in Hanh (2005:160) suggests that in the study conducted with 60 Australian ESL teachers and 517 learners, subjects rated top ten activities in class and the results showed that teachers and students preferred different activities for error correction. While teachers favored student self-discovery of errors and pair work, these activities were rated low among students as they preferred pronunciation practice and error correction more than other activities. Another research conducted by Agosti (2006:3) included 20 teachers (18 native speakers and 2 teachers who speak English as a second language) and it suggests that 10 teachers out of 15 preferred 'marking code' in order to correct errors rather than using 'reformulation'. These participants explained that the preferred 'reformulation' when 'marking code' did not help learners enough. Moreover, they explained that they would let learners make self-correction if the error or problematic usage was simple to correct.



In addition, these participant teachers explained that they did not care what students thought about the feedback type they used in class. 12 of these teachers did not correct mistakes if these mistakes were repeating ones or the meaning was too vague to correct while just two of them expressed that correcting all mistakes would demotivate learners.

Teachers may follow different techniques while giving feedback. Tedick and Gortari (1998:5) give some suggestions to teachers about giving feedback. These suggestions are as follows: Teachers should think about the setting that errors occur before correcting. Secondly, they should be conscious about the present practice they have in class. Namely, teachers should ask an observer to analyze his/her performance in class. If it is not possible, they may record their performance and evaluate themselves later. Thirdly, they should use various feedback techniques. Lastly, teachers should have a student-centered method in class and let learners perform self-correction.

Erdoğan (2005:267) defines the responsibility of teachers on error correction as follows:

In general, the teacher's job is to point out when something has gone wrong and see whether the student can correct himself, then, to find out if what the student says or writes is just a mistake, or it is global or local. However, the technique of correction is not simply presenting the data repeatedly and going through the same set of drills and exercises to produce the state of over learning. On the contrary, it requires that the teacher understand the source of the errors so that he can provide appropriate remedy, which will resolve the learner's problems and allow him to discover the relevant rules.

Thus, deciding the type of error may be the first step of error correction. Understanding the source of error is also crucial from teachers' point of view, too. Moreover, Tedjaatmadja & Wijaya (2008:65) advise that teachers learn about the levels and profiles of the learners in order to understand the type and sources of errors they commit. Furthermore, they suggest that students have a note-book of error correction so that they can take notes in order not to repeat them over and over. Another advice is that the teachers give positive feedback and let the students know about the progress they have made in learning.

Actually, how errors can be corrected depends on the activity used in class. For instance, if it is a pronunciation activity, it would be more appropriate to interrupt the students and correct the mistakes immediately. If teachers want to motivate students to

make self-correction, plenty of time should be allocated for the learners. It is suggested that half of the mistakes can be corrected by students if teacher gives them one or two seconds to think. Moreover, Moss (2000:28) stress that in order not to destroy fluency, it would be better for teachers to give feedback at the end of the activity. Regarding this issue, Williams (2003:2) also recommends that teacher-student conferencing is really beneficial type of giving feedback as students have a better understanding of the problematic points about their performances and it is easier to follow some strategies in order to cope with errors. However, teachers should find the balance between fluency and accuracy and should not exaggerate the task of correcting mistakes.

Native and non-native teachers may perceive errors in a different way. Sheorey (1986: 306) compared error correction attitudes of 64 native and 34 non-native teachers from the USA and India. These teachers judged the errors of 97 college ESL students' papers. The results showed that native teachers rated fewer errors than non-native ones. However, both groups gave importance to errors in the use of verbs with a similar focus.

The research conducted by Salem (2004:8) suggests similar results with previously mentioned study of Sheorey. He conducted this study with 33 teachers of English (11 Native speakers of English or other languages living in the local area, 11 native speakers of Hebrew language living in the local area, 11 native speakers of English living overseas) in Israel. He suggests that teachers' attitudes towards errors vary depending on whether they are native speakers of English and the level of the learners they deal with. According to the results of the research, local teachers rated errors higher than overseas teachers. Moreover, when results are analyzed according to the level of the learners, it is seen that teachers having top grade learners tend to correct their learners more than the other teachers teaching lower grades.

Moreover, Teng (1990:10) also compared the error perception of 60 native English teachers and 72 Taiwanese EFL Teachers providing them twenty eight sentences with errors using qualitative and quantitative methods. Similar to Sheorey and Salem's research, native teachers tolerated errors more than non-native teachers.

Takada (1999:55) conducted a research with 31 native ESL teachers from the USA, 36 native American ESL teachers from Japan and 30 L1 Japanese EFL teachers using a questionnaire with 82 samples of two short passages including errors written by

college students from different contexts. He also employed a follow-up survey and an open ended interview. The teachers were asked to analyze the passages so that their attitudes towards errors could be defined. However, unlike Teng, Sheorey and Salem's research, Takada's research suggests that Japanese EFL teachers tolerated errors more than native teachers who live in the USA and Japan.

Johnson and Jackson (2006:544) compare other skill teachers and language teachers. It is emphasized that if language teachers let students make mistakes, students may have a chance to understand the difference between the model and defective usage. In order to do this, teachers may record the performance of the learners and then compare their performance with the model. On the other hand, Kubota (2001:2) cites Truscott in order to explain that teachers should give up correcting errors as it is useless and does not improve students' performances. Similarly, Zheng (2007:1) cites Perpignan and describes that teacher feedback is not as beneficial as it is supposed, because of lack of agreement between students and the teacher. On top of Truscott's and Perpignan's ideas, Maucisi et al. (2000:172) explain that teachers should not correct students' errors directly. They should just help learners to realize their own errors, find the source of the errors and if possible diminish them.

Varnosfadrani and Baştürkmen (2008:83) suggest that although there seems to be plenty of research conducted in this issue, there are still some questions which do not have clear answers. These questions include the types of errors to be corrected, whether some errors are challenging to be corrected and whether widespread and constant errors should be corrected overwhelmingly.

A different approach is suggested by Wang (2007:3) for speaking classes. This approach is called 'A Common Sense Approach'. Wang explains that this approach includes five stages: 'discovery', 'isolation', 'explanation', 'experimentation' and 'learning acquisition'. Unlike speaking classes which are teacher-centered, this approach suggests a student-centered-class and gives the teacher a role of 'organizer' and 'listener'. In such a class, the teacher takes the notes of students' errors and corrects them after the students' performances. As the teacher uses activities such as group work, dialogue, question-answer, learners' errors are seen as a natural part of the class.

Mangubhai (2006: 9) discusses the idea suggesting “Knowing a language rule does not mean that one will be able to use it in communicative interaction or in writing”. He states that although teachers seem to be aware of this idea, they do not care about it much as they tend to correct all errors of students. However, rather than form-focused classes, teachers should prefer meaning focused applications in class. Similarly, Sabbagh (1998:21) states that according to studies of Chaudron (1986), Courchene (1980), Fanselow (1977), Lucas (1975) and Salica (1981), teachers tend to correct errors related to meaning and fluency as they think meaning is more important than form.

Correcting errors of grammar is an important task in class. Ho (1977:71) lists some of the responses of first year trainee teachers attending a university in Singapore about struggling with errors of grammar. These teacher candidates evaluated their pre-service module. These are some statements of their ideas about correcting grammar mistakes: “Now I am able to explain the rules of grammar”, “Instead of just being able to recognize errors, I am now able to explain the rules and correct the errors”. They also explained that the idea of preparing a table is a helpful idea and “identifying, defining and classifying errors is a systematic, step-by-step approach”.

Teachers may have various preferences about how to correct errors. Hoque (2008:4) conducted a study with 500 higher secondary students and 25 English teachers from different schools in Bangladesh. He employed two different questionnaires both for the teachers and the students. According to the analysis of teachers’ questionnaire, 58% of the teachers do not prefer to correct students’ errors in front of others and they prefer to correct errors when the class ends. 32% of the teachers prefer to correct errors when the activity ends and only 10% of the teachers do not care students’ feelings and correct errors immediately in front of the others. Similarly, Brice (1998:31) suggests that teachers should learn about the opinions of the students if they desire to have an effective way of feedback while commenting or during a discussion session.

On the other hand, there are many reasons for errors and ways of correcting them. The teacher should explain the correct form of the error using language which is appropriate to the level of the learners. It is important that teachers’ correction does not fail just because students do not understand what is mentioned by the teacher. However, the teacher should not forget that a correction provided for a learner or a

group may fail with another student or group. In order to provide an effective correction, the teachers should have a particular type of correction for a specific kind of error and be consistent. While doing this, the teacher should be aware of the affective and cognitive effects of the correction s/he provides for each learner, which is not an easy task. It is clear that there is a clash between trying to be consistent and caring for the needs of the individuals at the same time from the point of teachers' view. Yet, both are main points that teachers should remember and lastly; teachers should be as communicative as possible while correcting errors (Truscott, 1999:440). In addition, Aljaafreh's (1992: 56) suggestion seems parallel with Truscott in that teachers should have a systematic and consistent way of correcting errors so that students can benefit from it.

Some of the errors may be ignored by the teachers in class. Lianrui (1999:88) cites Yang and gives a set of criteria for correcting errors. These are 'nature of errors', 'gravity of errors' and 'types of drills'. In relation to the nature of errors, students may have 'performance errors' or 'competence errors'. Performance errors do not seem serious as they may be regarded as slips of tongue and can be erased by self-correction while competence errors arise from lack of information and can possibly be corrected by the teacher or peers.

Furthermore, Chen (2005:58) conducted a research with three English teachers (professors) teaching speaking classes in Taiwan using interviews, observations, tape recordings and collected documents in order to analyze effective feedback and error treatment. It was understood that each teacher suggested correcting students' errors using a variety of techniques. It was stated by the subjects that they did not prefer to correct most of the learners' errors as learners had negative feelings such as embarrassment and anxiety when they were corrected in class. Moreover, the subjects had a consensus that errors were natural parts of learning and need not be corrected every time. On the other hand, they all agreed that errors of pronunciation were common among learners and such errors should not be ignored.

In addition, Lin (2009:3) conducted a research with 33 students from different levels (low, intermediate, advanced) of classes at San Diego State University using field note worksheets, tally worksheets for class observation. He also made interviews

in order to analyze the patterns of corrective feedback and learner uptake in ESL low, intermediate and advanced level speaking classrooms. The results of the study suggests that lower level of learners get error correction more than other levels. On the other hand, all students from these three levels have similar problematic errors such as pronunciation and other kinds of errors. Moreover, in all these three levels teachers mostly use recast technique in order to correct errors in class.

The nature of the activity and the way teachers correct errors may vary in different teaching contexts. Klim's (1994:6) research 'A Comparison of Oral Error Treatment in University Level ESL Classes' focused on teachers' performances of error correction at a university context in Toronto. He observed four teachers in class and concluded that teachers' error correction techniques were different in conversation and grammar classes.

Ellis (1994:64) lists some studies conducted by doorkeepers in 70s and 80s about error evaluation. He observes that according to studies of Burt (1975), Tomiyana (1980), Khalil (1985), native speakers rated lexical errors higher than grammatical ones. Moreover, he cites studies of James (1977), Hughes and Lascaratou (1982), Davies (1983), Sheorey (1986) and concludes that non-native teachers of English tended to find more errors than native ones.

Teachers should be aware of their correction style. Here are some suggestions to the teachers for the correction of oral errors provided by Lightbown and Spada (1999:114):

- The lesson plan is based on a teacher centered activity which requires speaking in class.
- Activities are recorded during half of the class.
- Then, the teacher watches it and observes to what extent s/he provides error correction to students.
- The teacher observes which errors s/he corrects and which errors/he doesn't.
- The teacher observes his/her attitudes towards different kinds of errors.
- The teacher observes the way s/he treats errors.

These steps may help teachers to observe their correction techniques. Teachers may have an idea about when and how they correct errors and which errors they focus on and ignore.

In addition to exams and tests, there are many ways of evaluating students' performances such as comments, giving students marks and writing reports at the end of each term (Harmer, 2001:102). Furthermore, teachers should emphasize whether they focus on accuracy or fluency in class depending on the activities they provide.

Ur (1996: 246) differentiates the situations in terms of providing error correction and ignoring errors or delaying feedback. For example, if the teacher gives importance to fluency, or in order not to interrupt students and if the teacher is aware that his/her correction will discourage the students, then it may be better not to correct errors. However, if the teacher senses that the student really needs help, then it would be appropriate in any classroom environment.

Lyster and Ranta (1997:58) suggest that the benefit of feedback is greater for the students if error correction is not provided directly and explicitly. Thus, rather than recasts and explicit correction, elicitation or requests for clarification, peer or self-correction techniques may seem more favorable from teachers point of view. Moreover, Vasquez & Harvey (2010: 422) conducted a case study with graduate students who were enrolled to a SLA course. Their study was based on Lyster & Ranta's (1997) study. At the end of the research, the ideas of the participants about corrective feedback were affected and they began not to appreciate affective aspect of correction and began to value correction in a different way.

As the research and scholars' views show, teachers may correct errors in various ways. These differences may result from teachers' beliefs, previous experiences and the knowledge they have about the issue. No matter what preference they have, the main concern is whether teachers' applications and students' preferences match or not.

## **2. 5. ERROR CORRECTION FROM STUDENTS' POINT OF VIEW**

Although some scholars think that teacher correction is useless for students arguing that just good students benefit from this kind of correction, there are some cases in which students make use of teacher correction. Moreover, Mishra explains that (2005:65) there are some factors in relation to students such as students' concern, enthusiasm and availability of student-teacher interaction.

Students may be able to correct some of their own errors. Kwok (1988:11) conducted a research with 21 students in a lower-six standard use of English class at the Hong Kong Baptist College. These students wrote 150-200 word essay describing a picture story and the students had two chances of correcting their errors themselves and it was concluded that all errors they could correct by themselves were 'performance errors'. According to Kwok's project it can be suggested that students need teacher-centered correction so that their 'competence errors' can be corrected.

There may be a relationship between the students' self correction ability and the teacher feedback. Hong (2004: 6) aimed to search about this subject. He conducted a research with 119 students of English Language Center attending composition classes at Brigham Young University. The students had 20 minutes to correct their own works and the subjects got a grammar test and an attitude survey. According to the results of the research, it was certain that participants were able to correct their own mistakes depending on the teacher feedback. Moreover, teacher feedback was more significant than their proficiency level and performance in the action of self-correction. Moreover, Paulos & Mahony (2008:153) state that feedback should be in harmony with students' needs, and students' needs should be satisfied with good learning activities. One of the participants of their study suggests "...feedback needs to be provided to you so you can actually make a change ... if you can't make a change from what's provided then it's useless".

The students may not be happy with the style that teachers correct their errors. Lasagabaster and Sierra (2005:112) puts forward that "one of the most discouraging experiences of L2 teachers is correcting errors especially those that recur in their students' production. A possible explanation may be the mismatch between what teachers and students consider to be effective feedback on error correction". In order to enlighten perceptions of students and teachers on this issue, they employed 21 subjects, 11 of whom were students and 10 of whom were English teachers with 3-13 of work experience. The participants watched a video and they were asked to discover the error correction attempts of the teachers, group these attempts, decide whether their attempts are effective or not and explain their own ideas about this issue. Both the teachers and the students did not recognize most of errors and concluded that the act of error correction should be performed in a plenty of time with plenty of explanations and with



a wide range of techniques.

The feedback may be both teacher-oriented and student-oriented. Students may benefit from both types. However, student-oriented type of activities may help students more as they are more active and aware of what they are doing in class. Lee (2008:57) was concerned with students' reactions to teachers' feedback, so he carried out a research study with 58 students grouping the students 'low proficient' and 'high proficient' in two Hong Kong secondary schools, and also two teachers were included in the study. He gathered data using questionnaires, checklists and protocols while teachers had an interview. Moreover, these teachers' classes were observed and their feedbacks were elicited. At the end of the study, he concluded that the students did not benefit from teacher feedback as their feedbacks were teacher-oriented rather than student oriented. It was clear that students depended on their teacher and felt passive in class. Thus, he suggested that teachers should be aware of students' preferences and feelings about being corrected.

Another study conducted by Smith (2000:3) explores the preferences in error correction among 50 adult English language learners. A survey was conducted and the subjects' preferences of error correction were examined. Then, they graded some videos in terms of their usefulness about error correction. The results of the study showed that teachers could upset students with their error correction performances when they could not meet the needs of the students. On the other hand, the survey that Montgomery and Baker (2007:82) conducted together at Brigham Young University suggests that 13 teachers' and 98 students' perceptions of teacher written feedback matched each other well.

Halimi (2008: 56) argues that his study confirms some of the previous studies conducted by Kern (1995), Schulz (1996) (2001), Diab (2006) as all these studies show that there is a disagreement between teachers and students in regards of error correction. Similarly, Oladejo (1993: 84) concludes that what teachers believe and apply in class regarding error correction does not match the students' needs and preferences. Moreover, Saito (1994: 48) conducted a research with 3 teachers and 39 students. The students' compositions were collected and the teachers gave feedback to them. Then, the students were given a questionnaire and the teachers were interviewed. In Saito's

study, the majority of ESL students found teacher feedback most useful when it focused precisely on grammatical errors. This corresponds with the results in Radecki and Swales's study (1988). But students' attitudes toward non-teacher feedback such as *peer collection* and *self-collection* varied between students and tended generally to be critical of this practice.

Students' preferences of error correction may also vary depending on the skills and activities they study. Kavaliauskiene, Anusiene, Kaminskiene's (2009:2) study also focuses on students' attitudes towards correction at junior at the psychology department of Mykolas Romeris University. The research results show that although students prefer error correction for their writing performance, they do not like being corrected during speaking activities. Furthermore, Katayama (2007:289) did a research about attitudes of Japanese students in the US towards correction of errors using a questionnaire. He found out that students preferred teacher correction and having their 'pragmatic errors' corrected. Moreover, they preferred getting cues from their teachers so that they can correct their own errors. On the other hand, according to Hulterstrom's research study (2005:2), the students of upper secondary school in Sweden were corrected by their teachers orally regarding their grammar and pronunciation mistakes and these were the areas which the students felt improvement in their performance thanks to error correction.

Students have different views about various types of correction. Salikin (2001:2) also reveals that according to the data provided by 89 questionnaires applied to the third-year-students at English department in Jember University, the participants felt positive about error correction. In addition, these participants expressed that they not only welcomed feedback from teachers but also from their peers. The frequency of correction they preferred was rare as they did not prefer to be interrupted very often. Being different from Hulterstrom's (2005) study the students preferred that their pronunciation mistakes to be corrected rather than their grammar mistakes.

Kubota (2001: 467) investigated Japanese learners in order to find out how efficient the 'coding system' was while students were revising a writing task and to what extent students could 'self-correct' their own errors. According to the results of the study, the students identified that they could correct their written errors easier than their vocabulary errors.

In addition, Varnosfadrani and Baştürkmen's (2008:82) study shows that explicit error correction is effective in order to improve developmental early features while implicit error correction remedies developmental late features. They also emphasize the importance of metalinguistic awareness. The more learners have ability with the language, the more they can benefit from implicit error correction such as recasts or negotiation strategies. Similarly, Dabaghi (2008:1) conducted a research called "A comparison of the effects of implicit and explicit corrective feedback on learners' performance in tailor-made tests" and his research had the similar results with Varnosfadrani and Baştürkmen's study.

In addition, Zheng's (2007:1) study shows that students have the ability to correct their own mistakes; however, they have difficulty in correcting errors related to word choice, collocation and some global ones.

Leki (2008:203) did a research in order to find out 'The Preferences of ESL Students for Error Correction in College-Level Writing Classes'. 100 participants attended a survey and at the end of the research, Leki found out that the students preferred that they had no errors in writing classes and they wanted their all errors to be corrected. Similarly, Hoque (2008:4) focused on preferences of Higher secondary students about writing in Bangladesh. He concluded that 64% of the students preferred their mistakes to be corrected later with a face-to-face interaction while 30% of them preferred their mistakes to be corrected at the end of the activity. Interestingly, only 6 % of them expressed that they did not care if they were corrected in front of everyone. Moreover, 64% of the students did not favor peer correction while 34% of them did not mind this.

Chenoweth et al (1983:79) investigated the preferences of ESL students to error correction. Their attitudes towards their oral errors were analyzed and it was concluded that the participants had positive attitudes towards error correction regarding their oral errors. They thought that error correction was crucial for their language performance.

Sabbagh (1998:6) did a research about the reactions of adult learners to teacher feedback. The results of the study show that the students had a tendency to commit mostly syntactic kinds of errors. Following syntactic errors, lexical errors were committed. However, syntactic errors were corrected less than lexical ones. In general,

Sabbagh found out that teachers did not give enough feedback to most errors in general. Moreover, students expressed that they needed feedback when they focused on form rather than meaning.

Yao (2000:41) included 6 EFL College teachers and 18 EFL college students in his study 'Focus on Form In The Foreign Language Classroom: EFL College Learners' Attitudes Toward Error Correction'. In this study, he used observation, interview and questionnaire to collect data. According to the data, students considered error correction was essential for them as they had different anxieties such as not realizing their error, having fossilized errors, having incoherent errors, being laughed at and misguiding their friends. Moreover, they believed that error correction enhanced their learning performance and teachers have to correct errors in class. Besides, the study that Jang (2003: 15) conducted with 819 Korean students attending university had also similar results with Yao's study. In this study, Jang employed a survey and concluded that the students also favored error correction.

Proud (1999: 6) investigated the preferences of students about feedback at the university level. 185 ESL students attended the research and the results showed that students preferred teacher feedback to peer feedback. Moreover, it was concluded that age, sex, previous knowledge and personal features affected their preferences.

**Table 2.3. Research Conducted on the correction of Errors From Students' Point of View**

Scholars who conducted the research	Context, participants and method of research	Results of the study
Kwok (1988)	Hong Kong Baptist college-21 students- error counting with observations	Students need teacher correction so that their 'competence errors' can be corrected
Hong (2004)	Brigham Young University-119-a grammar test and an attitude survey.	The participants were able to correct their own mistakes depending on the teacher feedback. Teacher feedback was more significant than their proficiency level and performance in the action of self correction.
Lasagabaster and Sierra (2005)	University of the Basque Country-11 students and 10 teachers- conversations recorded for analysis	The act of error correction should be performed in a plenty of time with plenty of explanations and with a wide range of techniques.
Lee (2008)  Smith (2010)	Two Hong Kong secondary schools-58 students, 2 teachers- observations and feedback Two adult ESL programs in a Central Florida town- 50 volunteer adult learners- two part survey	The students did not benefit from teacher feedback as their feedbacks were teacher oriented. Teachers could upset students with their error correction performances when they could not meet the needs of the students.
Katayama (2007)	Japanese classes at a large public university in the US-249 students- questionnaire	Students preferred teacher correction and having their 'pragmatic errors' corrected. They preferred getting cues from their teachers so that they can correct their own errors.
Hulterstrom (2005)	Upper secondary school in Sweden- 104 students- questionnaire	Students preferred their pronunciation mistakes to be corrected rather than their grammar mistakes.
Kubota (2001)	A lower intermediate university Japanese Course-63 informants-observation and a think aloud protocol	The students identified that they could correct their written errors easier than their vocabulary errors
Varnosfadrani & Bastürkmen (2008)	Seven language institutes-56 upper intermediate Iranian adult learners – tailor made tests	Explicit error correction is effective in order to improve developmental early features while implicit error correction remedies developmental late features.

Zheng (2007)	Information and Computer Science at Zhejiang University of Science and Technology- 30 the second-semester freshmen –statistics	Students have the ability to correct their own mistakes; however, they have difficulty in correcting errors related to word choice, collocation and some global ones.
Leki (1991)	100 ESLCollege students a survey	Students preferred that they had no errors in writing classes and they wanted their all errors to be corrected.
Hoque (2008)	Higher secondary schools in rural and urban areas in Bangladesh- 500 students and 25 teachers- 3 item questionnaires	64% of the students preferred their mistakes to be corrected later with a face-to-face interaction while 30% of them preferred their mistakes to be corrected at the end of the activity. Interestingly, only 6 % of them expressed that they did not care if they were corrected in front of everyone.
Chenoweth, Day, Chun and Luppescu(1983)	University of Hawai-418 subjects- a survey	The participants had positive attitudes towards error correction regarding their oral errors. They thought that error correction was crucial for their language performance.
Salikin (2001)	English department in Jember University-89 third year students-questionnaire-	The participants felt positive about error correction. They not only welcomed feedback from teachers but also from their peers. The frequency of correction they preferred was rare as they did not prefer to be interrupted very often. The students preferred that their pronunciation mistakes to be corrected.

As the table shows, there are many studies conducted about this subject. Each study focuses on specific aspects of error correction and there are various results enlightening scholars and language teachers. Language learning means using the language and activities of speaking skill should go hand in hand with other activities of skills in class. In addition, error correction is a crucial factor while improving four skills from both teachers' and students' point of view. However, better learning opportunities occur if the students' error correction preferences are in harmony with teachers' error correction styles.

## 2.6. CONCLUSION

As mentioned above in the review of literature and studies, error correction is one of the critical components in the process of language learning. The performance of the students can be improved and pace of learning can become faster with the help of teachers.

The current study differs from the studies listed above since it investigates the preferences of learners on the correction of their oral errors in an ELT context and the strategies they use. Apart from the settings, when we consider the results of the studies mentioned above, which were conducted at different times, in different educational settings and for different purposes, they show that students have various preferences, thoughts and feelings for the correction of their errors. In addition, the results of the studies support the importance of error correction from teachers' point of view. The scholars dealing with this subject suggest that further research should be conducted in this area especially concerning error correction of students' oral performances.

## **THE THIRD CHAPTER**

### **METHODOLOGY**

#### **3.1. INTRODUCTION**

In this section, first, information about the participants is given and second, the data collection instruments are explained. Finally, the data collection procedures and analysis are described briefly.

#### **3.2. THE NATURE OF THE STUDY**

The aim of the study was to determine the learners' preferences on the correction of their oral errors and the strategies they use at the ELT department at Pamukkale University. The research was based on a questionnaire which included Likert scale items.

The results of this analysis will give detailed information about the preferences of students attending the department. Moreover, the preferences of the freshmen, sophomore, junior and senior students' preferences will be compared with each other. By comparing the preferences of the students on the correction of their oral errors, the differences and similarities in expectations will be illuminated. Based on this information, professors and instructors lecturing at the ELT departments can be well aware of the prospective English teachers' preferences and they may evaluate their current error correction styles and match their style with the students' preferences so that a better learning environment may emerge.



Prospective English teachers are expected to speak fluently using the language in a correct way; however, they have numerous errors in class and teachers always tend to correct them. While some students prefer their errors to be corrected every time, others may prefer to be corrected from time to time or they may prefer not to be corrected at all. The time and the way of correction and even the teacher's way of correction may not make students happy. Thus, the starting assumption of this study was that students may have different preferences on the correction of their oral errors and the identification of their preferences would provide useful data for the development of students' performances. Moreover, this will help understanding to what extent their preferences match the teachers' applications in class and what strategies they use in order to correct their own errors.

### **3.3. PARTICIPANTS**

The study was conducted at the ELT department in the Faculty of Education at Pamukkale University. As the students of the department were English teacher candidates, they were supposed to use the language in a correct and fluent way both in written and oral context.

The participants of the study were the freshmen, sophomore, junior and senior students. 70 volunteer students attended piloting of the questionnaire which included Likert Scale. Then, 213 participants attended the research. The participants consisted of 58 male (27,2 %) and 155 female (72,8 %) students. Demographic information about the students can be seen in Table 1. In this second part of the research, questionnaires were administered to 58 freshmen, 60 sophomore, 35 junior and 60 senior students who were available at the week when the questionnaires were distributed. The students attending the department for one, two, three and four years are very important sources of information about their preferences on the correction of their oral errors and the strategies they use. These learners will need English for their future careers and they will be models for their students in the future. It is assumed in this study that the preferences of students on the correction of their oral errors may differ and they use certain strategies in order to improve their proficiency level.

**Table 3.1: The Distribution of the Participants According to Their Classes**

Levels	F	P
Freshmen	58	27,2 %
Sophomore	60	28,2 %
Junior	35	16,4%
Senior	60	28,2%
Total level	213	100%

### **3.4. DATA COLLECTION PROCEDURE**

The process of data collection in the study began with the preparation of the questionnaire including open ended questions in English. However, this questionnaire was translated into Turkish in order to prevent any misunderstanding of the questions being asked. Following the piloting and necessary adjustments in the questionnaire in Turkish, the questionnaire was administered to 56 volunteer students. The questionnaire with open-ended questions were distributed to volunteer students from the freshmen, sophomore, junior, senior students and they were given a week to return them back so that they could answer the questions in their free time. Then, the collected data were transformed into a Likert Scale. Then, the second stage of the research was conducted and the piloting of the study was performed with 70 volunteered students. The revision stage and calculation of Cronbach Alpha took about two weeks. Then, the questionnaire was administered to 213 available students in their class hours with the help of the instructors.

### **3.5. DATA COLLECTION INSTRUMENTS**

Two kinds of questionnaire were employed in this research. The first one included open-ended questions and the second one included Likert scale items. Questionnaires are regarded as a cost and time efficient way of collecting information from large groups of participants and they also enable comparisons of the perceptions of

various groups (Dörnyei, 2003). Robson (2007:79) states “Most questionnaires are composed of items (usually, but not necessarily, questions; they can be statements to which they have to make a response) where choice has to be made from a fixed set of alternatives (e.g. ‘yes’, ‘no’, or ‘don’t know’). Sometimes, a write-in response is asked for.’ This research includes both types of questionnaires that Robson expresses. The time constraints of the study, the high number of the participants and the researcher’s desire to provide data on the preferences of students and the strategies they use were all critical factors in the decision to use a questionnaire as the tool for data collection.

The questionnaire was created based on the answers given by the ELT learners to 17 open ended questions including critical issues about this topic designed in English and then, it was translated into Turkish. The questionnaire was in Turkish to avoid any misunderstanding by the respondents and to prevent time constraints and finally, it was translated into English before the inclusion in Appendices. Following the piloting and necessary adjustments in the questionnaire in Turkish, the questionnaire was administered to 56 volunteer students. Then the data gathered by open ended questions were categorized, analyzed and they were transformed into 5 Likert items. Then, it was translated into English before the inclusion in Appendices, too.

In order to ensure that the questionnaire did not have any parts causing misunderstandings or ambiguities, a pilot study was conducted. After a questionnaire including 17 open ended questions was designed, three groups of students checked the questionnaire three times and three experts checked it once in order to revise it. The aim of this piloting was to make sure the participants would be able to answer the questions without difficulty and check if there were poorly stated or ambiguous questions. After the piloting necessary adjustments were made and readability, validity and clearance of the questionnaire improved. The ELT experts also commented on the length of the questionnaire and the time it took to complete. Then, 56 (17 senior-9 junior-14 sophomore-16 Freshmen) students attended the research and answered the questions of this questionnaire. The answers to this questionnaire were gathered and analyzed and coded in order to design the second questionnaire with a Likert scale including seven main parts and 60 questions. At the beginning there were 241 Likert items when the answers of open-ended questions were coded. However, it was not possible to use all these items and there were statements which were overlapping with

each other. Thus, the number of the items was reduced to 104 first. Then, the items were revised again and they were reduced to 67 items. In the third revision, 4 of the items were also excluded and there were 63 items. Finally, 3 more items were excluded and the items reduced to 60. Again three experts and a statistician checked the questionnaire. Thus, the validity of the questionnaire was determined. Moreover, the piloting of this questionnaire was performed with 70 students. Similarly, this piloting provided reliability determination.

The Likert scale included questions for demographic information and it had seven main parts with 60 items of 5 Likert Scale. The parts from 1 to 4 had alternatives 'I strongly disagree (1)', 'I disagree (2)', 'I don't know (3)', 'I agree(4)' and 'I strongly agree (5)'. However, the fifth part had a different type of scale. This last part had choices of frequency such as 'Never (1)', 'Rarely (2)', 'Sometimes (3)', 'Often (4)', 'Very Often (5)'. Moreover, at the end of each part there was an extra space for the students so that they could add any idea they had.

The Likert scale items were used in order to identify the preferences of students on the correction of their oral errors, and the strategies they use in an ELT context. The items of first part of the scale especially focused on correction of grammatical errors. Second part items were based on the correction of vocabulary and pronunciation errors. The third part items were based on the attitudes of students towards peer correction and the attitude of the instructors towards peer correction. The fourth part included items focusing on when and in what situations an instructor should correct errors. Finally, the fifth part focused on the strategies that the ELT learners used or preferences of students about self correction.

In order to determine the overall reliability of the instrument of the survey, the reliability coefficient of the questionnaire was calculated by using a Cronbach's Alpha test. After conducting the piloting of the second questionnaire, Cronbach Alpha value was calculated. The Cronbach's Alpha coefficient of this questionnaire was .784 over 60 items and it indicated a high reliability.

**Table 3.2: Item Total Statistics**

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	0,539	0,773
2	0,338	0,777
3	0,188	0,781
4	0,412	0,774
5	-0,02	0,788
6	0,079	0,785
7	0,283	0,779
8	0,208	0,781
9	0,29	0,779
10	-0,203	0,792
11	0,44	0,775
12	0,227	0,781
13	0,127	0,783
14	0,495	0,771
15	-0,23	0,797
16	0,399	0,777
17	0,05	0,785
18	0,362	0,776
19	0,417	0,777
20	0,346	0,777
21	0,421	0,775
22	0,325	0,778
23	0,494	0,772
24	-0,227	0,795
25	0,241	0,78
26	0,259	0,779
27	0,101	0,784
28	0,211	0,781
29	-0,058	0,791
30	0,114	0,784
31	0,341	0,777
32	-0,239	0,797

33	0,11	0,784
34	0,06	0,785
35	0,345	0,778
36	0,353	0,776
37	0,402	0,776
38	0,452	0,776
39	0,288	0,779
40	-0,144	0,792
41	0,284	0,778
42	-0,373	0,799
43	0,471	0,773
44	0,288	0,779
45	0,409	0,776
46	0,369	0,777
47	0,546	0,772
48	0,44	0,773
49	0,433	0,773
50	0,374	0,775
51	0,204	0,781
52	0,145	0,783
53	0,17	0,782
54	0,175	0,782
55	0,006	0,787
56	0,028	0,786
57	0,312	0,778
58	0,339	0,777
59	0,363	0,776
60	0,315	0,777

**Table 3.3 Reliability Statistics**

Cronbach's Alpha	N of Items
0,784	60

As Table 3.3 shows, Cronbach's Alpha coefficient was obtained as 0,784 for 60 items. However, when the items' Cronbach Alpha if deleted values were analyzed, it was observed that there were seven items to be deleted to improve the internal consistency of this scale. These were items #10, #15, #24, #29, #32, #40 and #42. Table 3.3 below shows these seven questionnaire items which reduced the internal consistency of the scale and the Cronbach's Alpha values when each is omitted.

**TABLE 3.4 Reliability Analysis For "Group Cohesiveness"**

Number of the item	Cronbach's Alpha if item deleted
#10	,792
#15	,797
#24	,795
#29	,791
#32	.797
#40	.792
#42	.799
Cronbach Alpha if these items are deleted altogether	
#10, #15, #24, #29, #32, #40, #42	.86

As Table 3.4 shows, if only item 10 is deleted, the value of Cronbach Alpha increases from .784 to .792. If only item 15 is deleted, the value of Cronbach Alpha increases from .784 to .797. If only item 24 is deleted, the value of Cronbach Alpha increases from .784 to .795. If only item 29 is deleted, the value of Cronbach Alpha increases from .784 to .791. If only item 32 is deleted, the value of Cronbach Alpha increases from .784 to .797. If only item 40 is deleted, the value of Cronbach Alpha increases from .784 to .792. If only item 42 is deleted, the value of Cronbach Alpha increases from .784 to .799. If all these seven items are deleted altogether, Cronbach Alpha value rises to .86.

In addition to their 'Cronbach's Alpha if item deleted' values, #10, #24, #29, #32, #42 have negative statements. This is another reason why they were excluded from the scale.

After excluding these items, the study was checked by a statistician. Based on the expert's suggestions, Cronbach Alpha value of each part was calculated over 213 participants and Cronbach Alpha value rose from .886 to .901 over 213 participants when these 7 items were excluded from the scale. However, it was observed that some items were closely related and overlapping each other. Thus, some parts were combined with each other and more items were determined to be excluded from the scale according to 'Cronbach's Alpha if item deleted' values within each part. For instance, item 13 and 19 were overlapping each other, so item 19 was excluded from the scale.

Table 3.4 below shows Cronbach Alpha values of the items to be excluded within each part.

**Table 3.5: Cronbach Alpha Values for Each Part of the Scale and the Items to be Excluded**

Parts of the questionnaire	Number of items within each part	Cronbach Alpha value of the part	Item number to be excluded	Cronbach Alpha value if these items are deleted
Part 1	12 items	.633	#5, #10	.734
Part 2 / Part 3	10 items /6 items	.689 / .507	#15, #19 (Part 2) #24, #25, #27 (Part 3)	.763
Part 4/Part 5	7 items /7 items	.449/.508	#29, #31, #32, #34 (P. 4) #38, #40, #41, #42 (P. 5)	.63
Part 6	8 items	.801	-	
Part 7	10 items	.790	-	

As can be seen in Table 3.4, after 15 items overlapping and reducing the Cronbach Alpha value were excluded from the scale, the Cronbach's Alpha value for the whole scale over 45 items was calculated as .887. Özdamar (1999:522) gives the following ranges for the reliability of questionnaires:

$0.00 \leq \alpha < 0.40$  (the questionnaire is not reliable)

$0.40 \leq \alpha < 0.60$  (The reliability is low)

$0.60 \leq \alpha < 0.80$  (The questionnaire is quite reliable)

$0.80 \leq \alpha < 1.00$  (The questionnaire is highly reliable)



Based on these values, it can be said that the questionnaire prepared for this study is highly reliable.

In this process, since some of the items were closely related to each other, Part 2 and Part 3, Part 4 and Part 5 were combined. As a result of this, there were 5 parts in the overall questionnaire to be analyzed statistically to reach the findings.

Part 1 includes 10 items and investigates the preferences of the ELT learners on the correction of their oral grammar errors. The Cronbach's Alpha value for this part is .734.

Part 2 (after it was combined with Part 3) includes 11 items and investigates the preferences of the ELT learners on the correction of their oral errors in the use of vocabulary and pronunciation. The Cronbach's Alpha value for this part is .763.

Part 3 (after Part 4 and Part 5 were combined) includes 6 items and looks at the preferences of the ELT learners on the correction of their oral errors by their peers and their instructors' attitudes about peer correction. The Cronbach's Alpha value for this part is .63.

Part 4 consists of 8 items and focuses on when and in what situations the ELT learners prefer their instructors to give feedback about their oral errors. The Cronbach's Alpha value for this part is .801.

Part 5 includes 10 items and investigates how often the ELT learners perform specific strategies in order to correct their oral errors by themselves. The Cronbach's Alpha value for this part is .79.

As a result, the last version of the questionnaire contains 45 items.

### **3.6. DATA ANALYSIS**

The data reported were analyzed first by using descriptive statistical techniques including percentages and frequencies. The calculations of frequencies and percentages provided the findings about the preferences of the ELT learners' on the correction of their oral errors and the strategies they use in an ELT context.

## **THE FOURTH CHAPTER**

### **RESULTS AND DISCUSSION**

#### **4.1 OVERVIEW OF THE STUDY**

This study was designed in order to investigate the preferences of the ELT learners at Pamukkale University Faculty of Education on the correction of their oral errors, and the strategies they use in an ELT context. The primary aim of the study was to find out what preferences the ELT learners had on the correction of their oral errors regarding grammar, vocabulary and pronunciation use in order to make an overall evaluation about the situation and to determine what strategies they use on the correction of their own errors. The secondary aim of the study was to find out the students' preferences about peer correction and teacher feedback.

In this section of the study, the findings derived from the questionnaire will be presented depending on the research questions below:

1. What are the preferences of the ELT learners on the correction of their oral errors regarding grammar usage?
2. What are the preferences of the ELT learners on the correction of their oral errors regarding vocabulary usage and pronunciation?
3. To what extent do they prefer peer correction?
4. To what extent is teacher feedback important for them?
5. What strategies do they use in order to correct their errors?

6. Are there any differences in the preferences of the freshmen, sophomore, junior and senior level students regarding their preferences on the correction of oral errors?

The first research question focuses on the preferences of the ELT learners on the correction of their oral grammatical/syntactic errors. The first part of the questionnaire was designed to investigate the first research question and it focuses on the preferences of the ELT learners on the correction of their oral grammatical errors.

The second research question focuses on the preferences of the ELT learners on the correction of their oral vocabulary and pronunciation errors. The second part of the questionnaire focuses on the preferences of the ELT learners on the correction of their oral errors regarding vocabulary usage and pronunciation.

The third research question aims to identify the preferences of the ELT learners about peer correction and focuses on the findings of the third part of the questionnaire which aims to find out the preferences of the ELT learners on the correction of their oral errors by their peers.

The fourth research question aims to investigate the preferences of the ELT learners on the correction of their oral errors by their instructors. It focuses on the findings from the fourth part of the questionnaire which focuses on the preferences of the ELT learners on the correction of their oral errors by their instructors.

The fifth research question focuses on what strategies the ELT learners use in order to correct their oral errors; and in this sense, the fifth part of the questionnaire directly focuses on the strategies which the ELT learners tend to use in order to correct their oral errors.

The sixth research question focuses on whether there are any differences in the preferences of the freshmen, sophomore, junior and senior level students and each Likert item is analyzed in terms of each level of learners and in total in order to show the findings about this research question.

## 4.2 RESULTS ON THE PREFERENCES OF THE ELT LEARNERS ON THE CORRECTION OF THEIR ORAL GRAMMATICAL ERRORS BY THEIR INSTRUCTORS

The first research question in this study examines the preferences of the ELT learners on the correction of their oral errors by their instructors related to language use (grammar usage), vocabulary and pronunciation. The results are presented depending on the levels of the learners, the frequencies and the percentages for each item on the questionnaire.

Table 4.1 presents the percentages on item 1 “When I have oral grammar errors, I prefer my instructor to correct them if they are recurring ones.”

**Table 4.1 Percentages for “When I have oral grammar errors, I prefer my instructor to correct them if they are recurring ones.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	0%	0%	34,5%	65,5%
Sophomore	60	1,7%	8,3%	6,7%	41,7%	41,7%
Junior	35	2,9%	0%	2,9%	45,7%	48,6%
Senior	60	1,7%	3,3%	0%	21,7%	73,3%
TOTAL	213	1,4%	3,3%	2,3%	34,7%	58,2%

As Table 4.1 shows, none of the freshmen strongly disagree or disagree with this item. Moreover, none of the freshmen are unsure about this item, either. All level learners report very low percentages for the first three categories (‘I strongly disagree’ & ‘I disagree’ & ‘I am not sure’). In addition, the senior students have the highest percentage (73,3%) while the sophomore students have the lowest percentage (41,7%) according to the values of ‘I strongly agree’ choice. When the percentages of ‘I strongly agree’ choice is considered, it can be concluded that the values of the freshmen (65,5%) and the senior students are higher than the sophomore (41,7%) and junior students (48,6%). It can be inferred that students need more feedback when they start attending this department because they have many new courses in English and they may

need more grammatical feedback. Similarly, the senior students become aware that they are teacher candidates and try to have the best grammar knowledge before they graduate. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 100% of the freshmen, 83,4% of the sophomore, 94,3% of the junior and 95% of the senior learners prefer their instructor to correct their errors if their oral errors regarding grammar usage are recurring ones. When all the levels are considered together, 58,2% of the students strongly agree and 34,7% of them agree that their oral grammatical error should be corrected by their instructor if it is a recurring one. When the two categories (I agree & I strongly agree) and the total percentages are considered together, it could be concluded that a very high percentage of the students in all levels (92,9%) prefer their instructor to correct their error if their grammar errors are recurring ones.

Table 4.2 shows the preferences of the ELT learners on the correction of their oral grammatical errors and to what extent they prefer their instructor to warn them.

**Table 4.2 Percentages for “When I have oral grammar errors, I prefer my instructor to warn me.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	0%	13,8%	50%	34,5%
Sophomore	60	0%	23,3%	23,3%	43,3%	10%
Junior	35	0%	8,6%	17,1%	51,4%	22,9%
Senior	60	3,3%	10%	15%	46,7%	25%
TOTAL	213	1,4%	10,8%	17,4%	47,4%	23%

According to the analysis of Table 4.2, the freshmen, the sophomore and the junior learners have low percentages for ‘I strongly disagree’ & ‘I disagree’ categories. However, there is a sharp increase in the sophomore when ‘I strongly disagree’ and ‘I disagree’ categories are analyzed together (23,3%) . Moreover, the percentage of the ‘I am not sure’ category is also the highest for the sophomore learners (23,3%). As the table suggests, the sophomore learners are more confused about this item than the other levels. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 84,5% of the freshmen, 53,3% of the sophomore, 74,3% of the junior and 71,7% of the senior

learners agree with this item. As these values show, while the junior and the senior learners have similar attitudes towards this item, there is a sharp decrease in the sophomore learners. Moreover, the freshmen rank the first according to ‘I agree’ and ‘I strongly agree’ categories, which means they prefer to be warned by their instructors more than the other levels. Interestingly, the percentages of ‘I agree’ are higher than the percentages of ‘I strongly agree’ for all the levels. When the total population of the learners is considered, 70,4% of them prefer their instructors to warn them. It is a striking fact that none of the freshmen disagreed and none of the sophomore and junior learners strongly disagreed with this item. As the level progresses, it seems that the sophomore students begin not to prefer their instructor to warn them when they have oral errors in grammar usage. However, among junior and senior, the percentages tend to rise again. This indicates that the ELT learners continue to give importance to the correction of their oral grammar errors as the level progresses.

Table 4.3 gives the percentages on the preferences of the ELT learners on their instructor’s taking notes during the lesson and correcting them individually at the end of the class.

**Table 4.3 Percentages for “When I have oral grammar errors, I prefer my instructor to take notes during the lesson and correct me individually at the end of the class.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	3,4%	12,1%	22,4%	34,5%	27,6%
Sophomore	60	3,3%	10%	13,3%	41,7%	31,7%
Junior	35	0%	5,7%	11,4%	45,7%	31,1%
Senior	60	0%	5%	5%	38,3%	51,7%
TOTAL	213	1,9%	8,5%	13,1%	39,4%	37,1%

According to the Table 4.3, when they have oral grammar errors, a very low percent of the learners does not prefer their instructor to take notes during the lesson and correct them individually at the end of the class. As the level progresses, the percentage decreases in ‘I strongly disagree’, ‘I disagree’ and ‘I am not sure’ categories. Namely,

the students begin to be sure about their preferences as the level progresses. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 62,1% of the freshmen, 73,4% of the sophomore, 76,8% of the junior and 76,5% of the senior learners prefer their instructor to take notes during the lesson and correct their errors individually. Unlike ‘I am not sure’ choice, as the level progresses, the percentages of participants who agree with the item begin to increase and the senior learners rank the first on the correction of their oral grammar errors based on the notes taken by the instructor in the class. When the total percentages are considered, 10,4% (I strongly disagree& I disagree) of the students disagree and they do not prefer their instructor to take notes during the class and correct their errors individually at the end of the class. Moreover, 13,1% of them are unsure about this item whereas 76,5% of all learners prefer to be corrected individually at the end of the class. As the table shows, the students tend to prefer face-to-face individual correction more as the level goes up.

Table 4.4 shows percentages of the ELT learners preferring their instructor to correct their errors instantly when the errors disrupt the meaning.

**Table 4.4 Percentages for “When I have oral errors regarding grammar usage, I prefer my instructor to correct my errors instantly when the errors disrupt the meaning.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	3,4%	6,9%	41,4%	46,6%
Sophomore	60	5%	11,7%	10%	46,7%	26,7%
Junior	35	0%	0%	11,4%	54,3%	34,3%
Senior	60	3,3%	8,3%	10%	33,3%	45%
TOTAL	213	2,8%	6,6%	9,4%	42,7%	38,5%

As Table 4.4 shows above, a low percentage of the learners disagree that their grammatical errors should be corrected by their instructor instantly when the error



disrupts the meaning. Interestingly, none of the junior learners strongly disagree or disagree with this item. Moreover, a low percentage of the learners is not sure about this item. When ‘I agree’ and ‘I strongly agree’ percentages are considered together, 88% of the freshmen, 73,4% of the sophomore, 88,6% of the junior and 78,3% of the senior learners prefer their oral grammatical errors to be corrected instantly when they disrupt meaning. As the table shows, most of the learners prefer their instructor to correct their errors instantly when the errors disrupt the meaning. The junior learners rank the first while the freshmen rank the second according to ‘I agree’ and ‘I strongly agree’ categories. When all participants are considered together, a low percentage of the learners disagree with the item and unsure about the item. In general, 81,2% of them agree with it. According to the table, most of the participants prefer their instructor to correct their oral grammatical errors instantly when they disrupt the meaning.

Table 4.5 presents the percentages of the ELT learners on their preferences for being corrected directly by the instructor.

**Table 4.5 Percentages for “When I have oral grammar errors, I prefer the instructors to correct them directly.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	12%	24,1%	25,9%	25,9%	12,1%
Sophomore	60	18,3%	43,3%	26,7%	6,7%	5%
Junior	35	8,6%	22,9%	34,3%	25,7%	8,6%
Senior	60	15%	31,7%	25%	16,7%	11,7%
TOTAL	213	14,1%	31,5%	27,2%	17,8%	9,4%

As Table 4.5 shows, when ‘I strongly disagree’ and ‘I disagree’ categories are evaluated together, it is seen that 36,1% of the freshmen, 61,6% of the sophomore, 31,5% of the junior, 46,7% of the senior learners disagree with this item. The data for this item suggest that nearly half of the senior and more than half of the sophomore learners do not prefer to be corrected by the instructor directly. Moreover, nearly a quarter of the freshmen, sophomore, the senior learners are unsure about this item (25,9% , 26,7%,

25% respectively). However, the percentage of 'I am not sure' choice is the highest among the junior learners (34,3%). It is interesting that nearly one-third of the junior learners are unsure about direct teacher feedback on their oral grammar errors. When 'I agree' and 'I strongly agree' categories are evaluated together, it is seen that 38% of The freshmen, 11,7% of the sophomore, 34,3% of the junior, and 38,4% of the senior learners agree with this item. These percentages are much lower than the other previous items. As the table shows, although the percentages of the freshmen, junior and senior seem close to each other, the percentage of the sophomore is lower than the other levels. The percentages suggest that unlike the freshmen, the sophomore learners begin not to prefer direct teacher correction. When 'I strongly disagree' & 'I disagree' categories are considered together, 45,6% of the learners do not prefer the instructors to correct them directly when they have oral grammar errors. While 27,2% of the participants choose 'I am not sure' in the scale, only 27,2% of them prefer their oral grammar mistakes to be corrected by their instructors according to 'I agree' & 'I strongly agree' categories.

Table 4.6 presents the percentages for the correction of their oral grammatical errors focusing on a teacher correction style "explaining the right usage with different examples on the board".

**Table 4.6 Percentages for "When I have oral errors regarding grammar usage, I prefer the instructors to correct them explaining the right usage with different examples on the board."**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	3,4%	3,4%	12,1%	46,6%	34,5%
Sophomore	60	8,3%	1,7%	11,7%	62,3%	15%
Junior	35	0%	5,7%	14,3%	51,4%	28,6%
Senior	60	10%	3,3%	5%	45%	36,7%
TOTAL	213	6,1%	3,3%	10,3%	51,6%	28,6%

Depending on the answers the participants have given, the percentage is the lowest among the junior learners (5,7%) when 'I strongly disagree' & 'I disagree' categories

are considered together. Moreover, a low percentage of the learners disagree with this item when looked as a whole. As Table 4.6 shows, the students do not want to be given any explanation of correct usage with different examples on the board as the level progresses. However, there seems to be an exception among the junior learners. In addition, when 'I am not sure' choice is considered, the percentage is the lowest in the senior learners (5%). These figures are low and close to each other among freshmen, sophomore and junior. However, senior English teacher candidates are more definite about their preferences than the previous three levels. Interestingly, the percentage of 'I agree' and 'I strongly agree' categories are very high and approximate among the freshmen, sophomore, junior and Senior learners (81,1% , 77,3%, 80%, 81,7% respectively). They prefer their instructor to correct their oral grammar errors explaining the right usage with different examples on the board. Interestingly, the sophomore learners rank the first for 'I agree' category while they rank the last for 'I strongly agree' category. When 'I strongly disagree' & 'I disagree' categories are considered together, 9,4% of the participants do not prefer their instructor to correct them explaining the right usage with different examples on the board. 10,3% of them are unsure about it while 80,2% of them agree with it when 'I strongly agree' & 'I agree' categories are considered together.

While some learners prefer instant and direct correction, others may not prefer this as they may feel ashamed of their mistakes. Especially, shy students may not prefer their instructor to focus on their errors directly. Such learners may prefer their instructor to correct the errors as if they are common mistakes in class.

Table 4.7 presents the percentages for the correction of oral grammatical errors focusing on a teacher correction style "correcting errors as if they are common mistakes in class rather than correcting them individually."

**Table 4.7 Percentages for “When I have oral errors regarding grammar usage, I prefer the instructors to correct them as if they are common errors in class rather than correcting them individually.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	5,2%	8,6%	46,6%	39,7%
Sophomore	60	3,3%	8,3%	11,7%	46,7%	30%
Junior	35	0%	14,3%	2,9%	62,9%	20%
Senior	60	3,3%	5%	15%	35%	41,7%
TOTAL	213	1,9%	7,5%	10,3%	46%	34,3%

According to Table 4.7, a low percentage of all level learners disagree with this item when ‘I strongly disagree & I disagree’ categories are considered together. The percentage of ‘I am not sure’ choice is the highest among senior (15%) and the lowest in junior (2,9%). The junior learners rank the first in terms of disagreement with the item (14,3%); however, they rank the last according to ‘I am not sure’ category (2,9%). The junior learners rank the first for ‘I agree’ category while they rank the last for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, the majority of the learners in all levels (Freshmen: 86,3%, Sophomore: 76,7%, Junior: 82,9%, Senior: 76,7%) prefer that their errors should be corrected as if they are common mistakes in class rather than being corrected individually. When the total percentages are considered, 80,3% of the participants agree with this item according to ‘I agree’ & ‘I strongly agree’ categories while 9,4% of them disagree with it according to ‘I strongly disagree’ & ‘I disagree’ categories and 10,3% of them are unsure about it. According to these percentages, it can be said that most of the ELT learners prefer the instructors to correct their oral grammar errors as if they are common errors in class rather than correcting them individually.

Table 4.8 presents the percentages for the correction of their oral grammatical errors focusing on a teacher correction style “repeating the correct form of the grammar structure orally.”

**Table 4.8 Percentages for “When I have oral errors regarding grammar usage, I prefer the instructors to make the correction by repeating the correct form of the grammar structure orally.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	8,6%	3,4%	65,5%	22,4%
Sophomore	60	5%	8,3%	26,7%	50%	10%
Junior	35	0%	5,7%	22,9%	51,4%	20%
Senior	60	3,3%	15%	25%	30%	26,7%
TOTAL	213	2,3%	9,9%	19,2%	48,8%	19,7%

According to Table 4.8, all level learners report very low percentages for ‘I strongly disagree’ and ‘I disagree’ categories. Interestingly, the junior learners rank the last with a percentage of 5,7%, while the senior learners rank the first (18,3%) in terms of disagreement with the item. While nearly a quarter of the sophomore, the junior and the senior learners have chosen ‘I am not sure’ in the scale, only 3,4% of the freshmen are unsure about it. It seems that as the level of the ELT learners progresses, the sophomore, junior, the senior learners are more unsure about being corrected by their instructor by repeating the correct form of the grammar structure orally with percentages 26,7%, 22,9%, 25% respectively. Moreover, the percentages of ‘I agree’ category are much higher than ‘I strongly agree’ category for all learners. When ‘I agree’ and ‘I strongly agree’ categories are considered together, it is seen that 87,9% of the freshmen, 60% of the sophomore, 71,4% of the junior and 56,7% of the senior learners agree with this item. These figures show that the freshmen appreciate teacher correction more than the other levels and they consider the instructors as a model more than the other levels do. As the level progresses, it seems that the sophomore students begin not to prefer their instructors to correct their errors repeating the right version orally. Although the percentage rises a bit among the junior, it decreases to 56,7% among the senior. Based on the total percentages for the senior, it can be concluded that the senior learners tend not to prefer their instructors to make the correction by repeating the correct form of the grammar structure orally. When the participants are considered altogether, 12,2% of them disagree with the item according to ‘I strongly

disagree’ & ‘I disagree’ categories while more than half of them (67,5% ) prefer their instructors to make the correction by repeating the correct form of the grammar structure orally.

Table 4.9 presents the preferences of the ELT learners focusing on the instructors’ help in order to correct their oral grammar errors.

**Table 4.9 Percentages for “When I have oral errors regarding grammar usage, I prefer the instructors to make me realize my error and help me correct it by myself.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	0%	1,7%	70,7%	25,9%
Sophomore	60	1,7%	8,3%	5%	60%	25%
Junior	35	0%	2,9%	11,4%	60%	25,7%
Senior	60	0%	3,3%	8,3%	56,7%	31,7%
TOTAL	213	9%	3,8%	6,1%	62%	27,2%

According to Table 4.9, when ‘I strongly disagree’ and ‘I disagree’ categories are considered together, a very low percentage of the learners for all levels disagree with this item. Moreover, a very low percentage of the learners for all levels are unsure about it, too. In addition, a very high percentage of the freshmen and a high percentage of the sophomore and junior learners, and more than half of the senior learners prefer the instructors to make them realize their errors and help in correcting them when they have oral grammar errors. The percentages of ‘I agree’ category are much higher than ‘I strongly agree’ categories. When ‘I agree’ and ‘I strongly agree’ categories are considered together, a very high percentage of all learners prefer the instructors to make them realize their errors and help in correcting them when they have oral grammar errors (Freshmen:96,6%, Sophomore:85%, Junior: 85,7%, Senior: 88,4%). When the total percentages for all levels are considered, most of the learners prefer to realize their errors with the instructors’ help in order to correct their oral grammar errors on their own. When all the participants are considered, while 12,8% of them disagree with this

item according to 'I strongly disagree' and 'I disagree' categories, 89,2% of them agree with it according to 'I agree' and 'I strongly agree' categories. However, 6,1% of the learners are unsure about it.

Table 4.10 shows the preferences of the ELT learners focusing on being given categories in the process of error correction.

**Table 4.10 Percentages for “When I have oral errors regarding grammar usage, I prefer the instructors to give me choices in the process of correcting my errors.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	5,2%	1,7%	3,4%	67,2%	22,4%
Sophomore	60	3,3%	6,7%	10%	63,3%	16,7%
Junior	35	0%	2,9%	20%	57,1%	20%
Senior	60	0%	3,3%	8,3%	51,7%	36,7%
TOTAL	213	2,3%	3,8%	9,4%	60,1%	24,4%

According to Table 4.10, all level learners report very low percentages for the first three categories. Interestingly, none of the junior and the senior learners strongly disagree with it. When 'I agree' and 'I strongly agree' categories are considered together, it is clear that a very high percent of all level students prefer the instructors to give them categories in the process of correcting their errors when they have oral errors related to grammar usage. In addition, the senior level learners rank the first for 'I strongly agree' category. When the total percentages for all learners are considered, most of the learners prefer the instructors' help with categories in order to correct their oral grammar errors (Freshmen:89,6%, Sophomore: 80%, Junior: 77,1%, Senior: 88,4%). When all the participants are considered, while 6,1% of them disagree with this item according to 'I strongly disagree' and 'I disagree' categories, 84,5% of them agree with it and 9,4% of them are unsure about it according to 'I agree' and 'I strongly agree' categories.

#### **4.2.1 Discussion on the Preferences of the ELT Learners on the Correction of Their Oral Grammatical Errors by Their Instructors**

According to the answers the students have given, most of the learners (92,9% ) prefer their instructors to correct their errors if they are recurring ones according to ‘I strongly agree’ and ‘I agree’ categories. When the levels are considered specifically, all of the freshmen agree with this item.

Similarly, most of the learners (81,2% according to ‘I strongly agree’ and ‘I agree’ categories) prefer their oral grammatical errors to be corrected when they disrupt the meaning. The result is consistent with Katayama’s (2007: 5) study including 588 Japanese EFL learners, in which nearly half of the learners agreed that ‘Teachers should correct only the errors that interfere with communication’.

In addition, the majority of the learners in all levels (80,3% according to ‘I strongly agree’ and ‘I agree’ categories) prefer that their errors are corrected as if they are common errors rather than being corrected individually.

The majority of the learners (80,2% according to ‘I strongly agree’ and ‘I agree’ categories) prefer their instructors to correct them by explaining the right usage with different examples on the board. This result is consistent with the study conducted by Schulz (2001:255), Lasagabaster and Sierra (2005). According to Schulz’s study including 607 Colombian and 824 U.S Foreign Language students, foreign language students strongly preferred ‘explicit grammar instruction’ and ‘error correction’. Lasagabaster and Sierra’s (2005:112) study also suggests that error correction should be performed in a plenty of time with plenty of explanations using different techniques.

A high percentage of the ELT learners (76,5% according to ‘I strongly agree’ and ‘I agree’ categories) prefer their instructor to take notes during the lesson and correct their errors individually. However, the freshmen rank the last (62,1%) when the values are taken into consideration.

Moreover, more than half of the freshmen, junior and senior and nearly half of the sophomore learners prefer their instructors to warn them. Totally 70,4% of all the participants prefer that their instructors should warn them according to ‘I strongly agree’ and ‘I agree’ categories. Similarly, Amador (2008:13) conducted a research at the



University of Costa Rica's School of Modern Languages including 23 students using a two-part-survey. The results of the study showed that the students preferred that their teacher corrected their mistakes explicitly and they also preferred teacher correction rather than peer correction.

Furthermore, 68,5% of the learners prefer their instructors to correct their errors repeating the correct form of the grammar structure orally according to 'I strongly agree' and 'I agree' categories. Also, most of the learners (89,2%) prefer their instructors to make them realize their error and help them correct their errors and most of them (84,5%) prefer their instructors to give them choices in the process of correcting their errors according to 'I strongly agree' and 'I agree' categories. The results are consistent with Katayama's (2007:4) research which indicated that 77,6% of 249 Japanese university learners in the USA preferred to be corrected while speaking English.

27,2% of the learners prefer their instructors to correct their errors directly according to 'I strongly agree' and 'I agree' categories. Such a low percentage indicates that most of the learners do not prefer to be corrected by their instructor directly. When the levels are considered specifically, unlike the freshmen, the sophomore learners begin not to prefer direct teacher correction.

#### **4.3. RESULTS ON THE PREFERENCES OF THE ELT LEARNERS ON THE CORRECTION OF THEIR ORAL VOCABULARY AND PRONUNCIATION ERRORS BY THEIR INSTRUCTORS**

The second research question focuses on the preferences of the ELT learners on the correction of their oral vocabulary and pronunciation errors. The second part of the questionnaire contains 12 items focusing on the preferences of the ELT learners on the correction of their oral errors regarding vocabulary usage and pronunciation.

Table 4.11 presents the frequencies and percentages focusing on a teacher correction style 'taking notes of vocabulary errors during the class and correcting them at the end of the class individually'.

**Table 4.11 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to take notes during the class and correct them at the end of the class individually”.**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	5,2%	13,8%	22,4%	34,5%	24,1%
Sophomore	60	1,7%	5%	20%	43,3%	30%
Junior	35	0%	11,4%	14,3%	40%	34,3%
Senior	60	3,3%	3,3%	13,3%	36,7%	43,3%
TOTAL	213	2,8%	8%	17,8%	38,5%	32,9%

Table 4.11 displays that a low percent of the learners disagree with the item. When ‘I strongly disagree’ and ‘I disagree’ categories are considered together, it seems that a low percent of the learners disagree with the item. The percent of ‘I am not sure’ category decreases from 22,4% to 13,3% as the level progresses. It means that the senior learners are more decisive than the other level learners. Moreover, when ‘I agree’ & ‘I strongly agree’ categories are considered together, 58,6% of the freshmen, 73,3% of the sophomore, 74,3% of the junior and 80% of the senior learners agree that their instructors should take notes during the class and their vocabulary errors should be corrected individually at the end of the lesson. According to the table ‘I agree’ percentages are higher than ‘I strongly agree’ percentages except the senior learners. Moreover, as the level progresses the percentages increase slightly and reach 80% for the senior learners. When the total percentages for ‘I agree’ and ‘I strongly agree’ categories are considered, 71,4% of all level learners prefer that their instructors should take notes during the class and correct their oral vocabulary errors at the end of the class individually. Only, 17,8% of the participants were unsure about this item.

Table 4.12 shows the preferences of the ELT learners focusing on a correction style ‘correcting errors instantly if the learners use a word disrupting the meaning’.

**Table 4.12 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to correct my errors instantly if I use a word disrupting the meaning”.**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	3,4%	5,2%	10,3%	51,7%	29,3%
Sophomore	60	8,3%	8,3%	18,3%	48,3%	16,7%
Junior	35	2,9%	2,9%	11,4%	48,6%	34,3%
Senior	60	0%	15%	15%	45%	25%
TOTAL	213	3,8%	8,5%	14,1%	48,4%	25,4%

As Table 4.12 shows, a very low percentage of the learners disagree with the item. Also, a low percentage of the learners are unsure about the item, too. The sophomore learners rank the first when the first three categories are taken into consideration. The freshmen rank the first for ‘I agree’ category while the junior learners rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 81% of the freshmen, 65% of the sophomore, 82,9% of the junior and 70% of the senior learners agree that while instructors are correcting their oral errors related to vocabulary use, they prefer them to correct their errors instantly if they use a word disrupting the meaning. The results show that most of the learners agree with the item. Actually, there is a slight difference between the percentages of the freshmen and junior learners. The junior learners rank the first while the sophomore learners rank the last according to the total percentages of ‘I agree’ and ‘I strongly agree’ categories. In addition, the percentages of ‘I agree’ category are higher than those in ‘I strongly agree’ category for all levels. When all levels and ‘I agree’ and ‘I strongly agree’ categories are considered together, 73,8% of all the participants agree that the instructors should correct the oral errors related to vocabulary use instantly if they use a word disrupting the meaning.

Table 4.13 shows the preferences of the ELT learners focusing on students’ feelings during the correction of oral vocabulary errors.

**Table 4.13 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to correct my errors without hurting my feelings”.**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	0%	0%	19%	81%
Sophomore	60	5%	1,7%	3,3%	23,3%	66,7%
Junior	35	0%	0%	5,7%	34,3%	60%
Senior	60	0%	1,7%	1,7%	36,7%	60%
TOTAL	213	1,4%	0,9%	2,3%	27,7%	67,6%

As Table 4.13 shows, the percentages of ‘I strongly agree’ category are much higher than ‘I agree’ categories for all learners, and the freshmen rank the first for ‘I strongly agree’ category. When the percentages of ‘I agree’ and ‘I strongly agree’ categories are considered together, 100% of the freshmen, 90% of the sophomore, 94,3% of the junior and 96,7% of the senior learners prefer their instructors should correct their vocabulary errors without hurting their feelings. When all the levels are taken into consideration, 95,3% of the participants agree with the item. The results show that all Level learners are sensitive about the correction of their oral vocabulary errors by their instructors, but the freshmen are the most sensitive group among them.

Table 4.14 shows the preferences of the ELT learners focusing on ‘being given enough time for self-correction’

**Table 4.14 Percentages for “While the instructors are correcting my oral vocabulary errors, I prefer them to give me enough time to correct my errors on my own.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	3,4%	17,2%	63,8%	15,5%
Sophomore	60	6,7%	1,7%	18,3%	41,7%	31,7%
Junior	35	0%	2,9%	20%	60%	17,1%
Senior	60	3,3%	5%	11,7%	40%	40%
TOTAL	213	2,8%	3,3%	16,4%	50,2%	27,2%

As Table 4.14 shows above, a very low percent of all level learners disagree with the item. Moreover, the percent of the learners who have chosen ‘I am not sure’ category is also low for all levels. While the percentage of the junior learners ranks the first, the percentage of the senior learners ranks the last for the ‘I am not sure’ category. The freshmen rank the first ‘I agree’ category while they rank the last for ‘I strongly agree’ categories. Moreover, the senior learners rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 79,3% of the freshmen, 73,4% of the sophomore, 77,1% of the junior and 80% of the senior learners prefer their instructors to give them enough time to correct their errors by themselves while the instructors are correcting their oral vocabulary errors. As the percentages seem close to each other, it can be concluded that most of the learners prefer to be guided for self-correction for their oral vocabulary errors. When all the participants are considered together, it is clear that 77,4% of them agree with the item in ‘I agree’ and ‘I strongly agree’ categories.

Table 4.15 shows the preferences of the ELT learners on a correction style ‘warning and suggesting to check the usage of the word during the correction of oral errors related to vocabulary usage’.

**Table 4.15 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to warn me and suggest me to check the usage of the word again.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	3,4%	5,2%	8,6%	55,2%	27,6%
Sophomore	60	5%	10%	21,7%	45%	18,3%
Junior	35	0%	11,4%	14,3%	68,6%	5,7%
Senior	60	0%	8,3%	26,7%	40%	25%
TOTAL	213	2,3%	8,5%	18,3%	50,2%	20,7%

As Table 4.15 shows, a very low percentage of the learners disagree with the item when ‘I strongly disagree’ and ‘I disagree’ categories are considered together. Moreover, 21,7% of the sophomore and 26,7% of the senior learners are unsure about the item while a low percentage of the freshmen and the junior learners are unsure about it. The percentages of ‘I agree’ category is much higher than ‘I strongly agree’ category. Moreover, the junior learners rank the first for ‘I agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 82,8% of the freshmen, 63,3% of the sophomore, 74,3% of the junior and 65% of the senior learners agree that the instructor should warn and suggest them to check the usage of the word again while correcting their oral vocabulary errors. According to these percentages, it can be said that the freshmen tend to prefer their instructors’ help more than the participants in the other levels. However, the sophomore learners rank the last in this category and the senior learners are similar to the sophomore learners. When all the levels are considered, 70,9% of the learners agree with the item according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.16 shows the preferences of the ELT learners on a teacher correction style ‘teaching the correct form of the word with its synonyms’.

**Table 4.16 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to teach the correct form of the word with its synonyms.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	3,4%	6,9%	41,3%	46,6%
Sophomore	60	0%	5%	18,3%	51,7%	25%
Junior	35	0%	11,4%	22,9%	37,1%	28,6%
Senior	60	1,7%	10%	18,3%	43,3%	26,7%
TOTAL	213	0,9%	7%	16%	44,1%	31,9%

According to Table 4.16, a very low percentage of all four levels disagree with the item when ‘I strongly disagree’ and ‘I disagree’ categories are considered together. In addition, according to ‘I am not sure’ category, nearly a quarter of the junior learners report that they are not sure about the item although a low percentage of the freshmen, the sophomore and the senior learners are unsure about it. The sophomore learners rank the first for ‘I agree’ category while they rank the last for ‘I strongly agree’ category. In addition, the freshmen rank the first for ‘I strongly agree’ category. Moreover, the freshmen rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 87,9% of the freshmen, 76,7% of the sophomore, 65,7% of the junior and 70% of the senior learners prefer that their instructors should teach the correct form of a word with its synonym while they are correcting oral vocabulary errors. The percentages show that the freshmen agree with the item more than the other three levels and they have the highest percentage according to ‘I strongly agree’ category. When all the participants are considered together in ‘I agree’ and ‘I strongly agree’ categories, 76% of all the learners prefer that the instructors should teach the correct form of a word with its synonym while they are correcting oral vocabulary errors.

Table 4.17 shows the preferences of the ELT learners on a teacher correction style ‘explaining the difference between the words with similar meanings’.

**Table 4.17 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to correct my errors explaining the difference between the words with similar meanings.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	0%	8,6%	36,2%	55,2%
Sophomore	60	1,7%	5%	6,7%	51,7%	35%
Junior	35	0%	2,9%	2,9%	65,7%	28,6%
Senior	60	1,7%	1,7%	6,7%	53,3%	36,7%
TOTAL	213	0,9%	2,3%	6,6%	50,2%	39,9%

As Table 4.17 shows above, all level learners report very low percentages for ‘I strongly disagree’, ‘I disagree’ and ‘I am not sure’ categories. The junior learners rank the first for ‘I agree’ category while the freshmen rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 91,4% of the freshmen, 86,7% of the sophomore, 93,3% of the junior and 90% of the senior learners prefer that the instructors should correct their oral vocabulary errors explaining the difference between the words with similar meanings. The freshmen rank the first in terms of ‘I strongly agree’ category (55,2%) and the percentage of ‘I strongly agree’ category is higher than ‘I agree’ category (36,2%) unlike the other three levels. When all the participants are considered together in ‘I agree’ and ‘I strongly agree’ categories, it is seen that a very high percentage of the learners (90,1%) prefer that the instructors should correct their oral vocabulary errors explaining the difference between the words with similar meanings.

Table 4.18 shows the preferences of the ELT learners on a teacher correction style ‘correcting vocabulary errors making the learners repeat the sentence’.



**Table 4.18 Percentages for “While instructors are correcting my oral errors related to vocabulary use, I prefer them to correct my errors making me repeat the sentence”.**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	5,2%	5,2%	19%	44,8%	25,9%
Sophomore	60	8,3%	8,3%	18,3%	45%	20%
Junior	35	0%	11,4%	14,3%	62,9%	11,4%
Senior	60	10%	11,7%	18,3%	36,7%	23,3%
TOTAL	213	6,6%	8,9%	17,8%	45,5%	21,1%

As Table 4.18 shows above, all level learners report low percentages for ‘I strongly disagree’, ‘I disagree’ and ‘I am not sure’ categories. The percentages of ‘I agree’ category are much higher than ‘I strongly agree’ category. In addition, the junior learners rank the first for ‘I agree’ category while the freshmen rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 70,7% of the freshmen, 65% of the sophomore, 74,3% of the junior and 60% of the senior learners prefer that the instructors should correct their oral vocabulary errors making them repeat the sentence. When all the participants are considered together in ‘I agree’ and ‘I strongly agree’ categories, it is seen that 66,6% of all the learners prefer that the instructors should correct their oral vocabulary errors making them repeat the sentence. This low percentage indicates that not all the ELT learners are in favor of correction of their oral errors related to vocabulary use by repeating the sentence.

Table 4.19 shows the preferences of the ELT learners on the correction of oral errors related to pronunciation if it is a fossilized one.

**Table 4.19 Percentages for “While instructors are correcting my oral errors related to pronunciation, I prefer them to correct my error if it is a fossilized one”.**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	5,2%	0%	29,3%	65,5%
Sophomore	60	3,3%	10%	16,7%	35%	35%
Junior	35	0%	2,9%	5,7%	34,3%	51,7%
Senior	60	1,7%	8,3%	6,7%	38,3%	45%
TOTAL	213	1,4%	7%	7,5%	34,3%	49,8%

As Table 4.19 shows above, all levels report very low percentages for the first three categories (I strongly disagree, I disagree, I am not sure). In addition, the freshmen rank the first for ‘I strongly agree’ category. In addition, 94,8% of the freshmen, 70% of the sophomore, 86% of the junior, 83,3% of the senior learners agree that their instructors should correct their oral pronunciation errors if they are fossilized according to ‘I agree’ and ‘I strongly agree’ categories. The freshmen are more sensitive about their pronunciation errors than the other three levels while the sophomore learners rank the last according to these two categories. If we look at the percentages of the sophomore, junior and the senior in ‘I strongly agree’ category, it can be stated that the students become more sensitive about their fossilized pronunciation errors as the level goes up. When all the participants are considered together in ‘I agree’ and ‘I strongly agree’ categories, 84,1% prefer their instructor to correct their oral errors related to pronunciation if it is a fossilized one.

Table 4.20 shows the preferences of the ELT learners on the correction of oral errors related to pronunciation by making them repeat the right pronunciation of the word often.

**Table 4.20 Percentages for “While instructors are correcting my oral errors related to pronunciation, I prefer them to correct my errors by making me repeat the right pronunciation of the word often”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	5,2%	6,9%	8,6%	41,4%	37,9%
Sophomore	60	11,7%	15%	21,7%	41,7%	10%
Junior	35	2,9%	8,6%	20%	48,6%	20%
Senior	60	3,3%	26,7%	26,7%	28,3%	15%
TOTAL	213	6,1%	15%	19,2%	39%	20,7%

Table 4.20 above shows that a low percentage of the freshmen, junior and 26,7% of the sophomore and 30% of the senior learners disagree on this type of correction of pronunciation according to ‘I strongly disagree’ and ‘I disagree’ categories. When ‘I am not sure’ category is considered, the senior learners rank the first while the freshmen rank the last. Moreover, the freshmen rank the first for ‘I strongly agree’ category. Moreover, when ‘I agree’ and ‘I strongly agree’ categories are considered together, 79,3% of the freshmen, 51,7% of the sophomore, 68,6% of the junior and 43,3% of the senior learners agree with the item. As the percentages show, the freshmen appreciate teacher-directed correction of pronunciation errors more than the other three levels, and the senior learners prefer this way of correction the least. The difference in percentages between the sophomore and the junior indicate that the ELT learners are becoming more conscious and sensitive about their pronunciation errors as the level progresses. When all the participants are considered, more than half of the learners (59,7%) agree with the item according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.21 shows the preferences of students on the correction of oral errors related to pronunciation by explaining them with their phonetic transcription.

**Table 4.21 Percentages for “While instructors are correcting my oral errors related to pronunciation, I prefer them to correct my errors providing their phonetic transcription.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	8,6%	6,9%	15,5%	44,8%	24,1%
Sophomore	60	6,7%	15%	35%	33,3%	10%
Junior	35	8,6%	5,7%	25,7%	48,6%	11,4%
Senior	60	1,7%	15%	21,7%	30%	31,7%
TOTAL	213	6,1%	11,3%	24,4%	38%	20,2%

As Table 4.21 shows above, a low percentage of the ELT learners disagree with the item according to ‘I strongly disagree’ and ‘I disagree’ categories. Moreover, while 15,5% of the freshmen are unsure about the item, nearly a quarter of the senior (21,7%), a quarter of the junior (25,7%) and more than a third of the sophomore (35%) learners are unsure about this item. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 68,9% of the freshmen, 43,3% of the sophomore, 60% of the junior and 61,7 % of the senior learners prefer their instructor/lecturer to correct the oral pronunciation errors providing the phonetic transcription for the mispronounced word. The sophomore learners rank the first according to ‘I am not sure’ category while they rank the last according to ‘I agree’ and ‘I strongly agree’ categories. When all the participants are considered together in ‘I agree’ and ‘I strongly agree’ categories, a quarter of the participants are unsure about the item while 58,2% of them prefer their instructor/lecturer to correct the oral pronunciation errors giving the phonetic transcription of the mispronounced word. According to the total percentages, it can be said that more than half of the whole population consider this correction strategy important.

#### **4.3.1. Discussion on the Preferences of the ELT Learners on the Correction of Their Oral Vocabulary and Pronunciation Errors by Their Instructors**

95,3% of the participants agree that their instructors should correct their vocabulary errors without hurting their feelings. The result shows that all level learners, especially the freshmen are sensitive about the correction of their oral vocabulary errors by their instructors.

Moreover, 90,1% of the ELT learners prefer that the instructors should correct their oral vocabulary errors explaining the difference between the words with similar meanings. The junior learners rank the first for this item.

Furthermore, the results of this study shows that 84,1% of the participants prefer their instructor to correct their oral errors related to pronunciation if it is a fossilized one. The freshmen are more conscious about their pronunciation errors than the other three levels. Similarly, Salikin's (2001: 2) study including 89 third-year students at an English department in Jember University concluded that the learners preferred their pronunciation errors to be corrected more than grammatical errors.

77,4% of them prefer their instructors to give them enough time to correct their errors by themselves while the instructors are correcting their oral vocabulary errors. The senior learners prefer this more than the other three levels. The preference of the ELT learners' seems parallel with McCormick, O'Neill and Siskin's (2007:2) study including 619 ESL students. The result of the study showed that the students were able to determine and correct their oral errors regarding grammar, vocabulary and pronunciation.

76% of all the learners prefer that the instructors should teach the correct form of a word with its synonym while they are correcting oral vocabulary errors. Especially the freshmen prefer this way of correction the most.

Most of the ELT learners seem sensitive about being corrected instantly. 73,8% of all the participants agree that the instructors should correct the oral errors related to vocabulary use instantly if they use a word disrupting the meaning. The junior learners prefer this type of correction more than the other levels. Kelly (2006:3) suggests that

“There is no one simple answer to the question of when to correct: it will depend on many interrelated factors including learner sensitivities, learning situation, learning purpose or task type”. The case is not the same in Zhu’s research (2010:6) which included 58 EFL students at Polytechnic University. According to the results that he derived using a questionnaire, he concluded that 30% students prefer their teacher to correct only the serious errors. As the percentages suggest, ELT learners might prefer being corrected instantly more than EFL learners.

The percentages show that 71,4% of all level learners prefer that their instructors should take notes during the class and correct their oral vocabulary errors at the end of the class individually. The percentage of agreement is the highest among the senior (80%) for this item. Donald (2010:41) lists some of the reasons causing ‘learner reticence’ in the ESL classroom. These include learners’ ideas about learning and the role of the teacher, being misunderstood, being disgraced and the type of information. Some of the learners may have fears of being misunderstood and being disgraced. Hence, they may not like being corrected at the time of speaking in front of their peers and if the instructor prefers to correct the oral vocabulary pronunciation errors in such a case, some learners may abstain from speaking in class. However, if the instructor corrects oral vocabulary and pronunciation errors at the end of the class individually, the learners may feel safer in the learning environment.

Moreover, 70,9% of the learners prefer that the instructor should warn and suggest them to check the usage of the word again while correcting their oral vocabulary errors. According to these percentages, it can be said that the freshmen tend to prefer their instructors’ help more than the participants in the other levels. However, the sophomore learners rank the last in this category and the senior learners are similar to the sophomore learners.

According to the results of this research, 66,6% of learners prefer that the instructors should correct their oral vocabulary errors making them repeat the sentence. This relatively low percentage indicates that not all the ELT learners are in favor of the correction of their oral errors related to vocabulary use by repeating the sentence. In Park’s study (2010:1) which included 160 adult ESL students at Northern California Universities, 53% of the learners reported that repetition is a beneficial way of correcting errors. In addition, Amador’s (2008:18) study included twenty three college

students in order to explore their preferences of error correction. There were twenty error correction techniques. According to the results of the study, the participants preferred that their teacher let them repeat the correct form of the mistake so that their speech could improve in a short time.

In addition, 64,4% of the participants preferred their instructor to give a hint while their pronunciation errors are corrected. Similarly, 58,2% of them prefer their instructor/lecturer to correct the oral pronunciation errors giving the phonetic transcription of the mispronounced word. According to the total percentages, it can be said that more than half of the whole population consider this correction strategy important.

More than half of the learners (59,7%) report that while instructors are correcting their oral errors related to pronunciation, they prefer them to correct errors by making them repeat the right pronunciation of the word often. The freshmen prefer this way of correction the most among the ELT learners. Katayama's (2007:8) study included 588 EFL learners and a questionnaire of a Likert scale was employed in the study. 63% of the participants preferred their pronunciation errors to be corrected through repetition.

#### **4.4 RESULTS ON THE PREFERENCES OF THE ELT LEARNERS ON THE CORRECTION OF THEIR ORAL ERRORS BY THEIR PEERS**

The third research question in this study examines the preferences of the ELT learners on the correction of their oral errors by their peers. The results are presented depending on the levels of the learners, the frequencies and the percentages for each item on the questionnaire.

Table 4.22 shows the preferences of the ELT learners on the item "When my oral errors are corrected by my peers, I tolerate it thinking that my friends listen to me carefully."

**Table 4.22 Percentages for “When my oral errors are corrected by my peers, I tolerate it thinking that my friends listen to me carefully.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	3,4%	12,1%	29,3%	46,6%	8,6%
Sophomore	60	6,7%	15%	25%	50%	3,3%
Junior	35	2,9%	14,3%	31,4%	42,9%	8,6%
Senior	60	13,3%	11,7%	30%	35%	10%
TOTAL	213	7%	13,1%	28,6%	43,7%	7,5%

As Table 4.22 shows above, a low percentage of the freshmen, the sophomore and the junior learners and a quarter of the senior learners disagree with the item when ‘I strongly disagree’ and ‘I disagree’ items are considered together. The high percentage of the senior learners suggests that these learners may not appreciate peer correction as much as teacher correction. In addition, 29,3% of the freshmen, 25% of the sophomore, 31,4% of the junior and 30% of the senior learners are unsure about the item. These percentages are high for ‘I am not sure’ category and they show that learners are unsure about the necessity of peer correction. The percentages of ‘I agree’ category are higher than ‘I strongly agree’ category. The sophomore learners rank the first for ‘I agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 55,2% of the freshmen, 53,3% of the sophomore, 51,5% of the junior, 45% of the senior learners tolerate peer correction. Moreover, the freshmen and the sophomore learners tolerate peer correction more than the other level learners. When the total percentages are considered, 20,1% of all the participants disagree with the item according to ‘I strongly disagree’ and ‘I disagree’ categories, and 28,6% of the students are not so clear about peer correction while half of the whole population (51,2%) agree to tolerate peer correction of oral errors according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.23 shows the preferences of the ELT learners on the correction of oral errors by their peers as long as their instructors allow.



**Table 4.23 Percentages for “When my oral errors are corrected by my peers, I prefer this to be performed as long as my instructors allow.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	6,9%	20,7%	20,7%	37,9%	13,8%
Sophomore	60	13,3%	18,3%	33,3%	31,7%	3,3%
Junior	35	11,4%	28,6%	28,6%	20%	11,4%
Senior	60	20%	21,7%	25%	26,7%	6,7%
TOTAL	213	13,1%	21,6%	26,8%	30%	8,5%

Table 4.23 above shows that 27,6% of the freshmen, 31,6% of the sophomore, 40% of the junior and 41,7% of the senior learners disagree with the item when ‘I strongly disagree’ and ‘I disagree’ items are considered together. As the level progresses, the learners tend to think that peer correction should not depend on their instructor. Interestingly, 20,7% of the freshmen, 33,3% of the sophomore, 28,6% of the junior and 25% of the senior learners are unsure about it. The freshmen rank the first for ‘I agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 51,7% of the freshmen, 35% of the sophomore, 31,4% of the junior and 33,4% of the senior learners prefer their oral errors to be corrected by their peers as long as their instructors allow. As the percentages suggest, the freshmen rank the first in being corrected by their peers as long as their instructors allow. When all the participants are considered together, 34,7% of them disagree with the item according to ‘I strongly disagree’ and ‘I disagree’ categories while 38,5% of them agree with the item according to ‘I agree’ and ‘I strongly agree’ categories. As agreement and disagreement percentages seem approximate to each other, more than a quarter of them report that they are unsure about the item.

Table 4.24 shows the preferences of the ELT learners on the correction of oral errors by their peers and their attempt to be more careful in order not to repeat the same error.

**Table 4.24 Percentages for “When my oral errors are corrected by my peers, I try to be more careful in order not to repeat the same error.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	1,7%	12,1%	41,4%	43,1%
Sophomore	60	1,7%	5%	6,7%	58,3%	28,3%
Junior	35	0%	0%	8,6%	51,4%	40%
Senior	60	1,7%	5%	10%	56,7%	26,7%
TOTAL	213	1,4%	3,3%	9,4%	52,1%	33,8%

As Table 4.24 shows above, a very low percentage of the freshmen, sophomore, senior and none of the junior learners disagree with the item according to ‘I strongly disagree’ and ‘I disagree’ categories. Similarly, the percentages for all levels are very low for ‘I am not sure’ category. The sophomore learners rank the first for ‘I agree’ category while the freshmen rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 84,5% of the freshmen, 86,6% of the sophomore, 91,4% of the junior and 82,4% of the senior learners agree that they try to be more careful in order not to repeat the same error when their oral errors are corrected by their peers. As the percentages suggest, the percentages increase slightly as the level progresses; however, there is a small decrease among the senior. According to ‘I agree’ and ‘I strongly agree’ categories, 85,9% of all the participants agree that they try to be more careful in order not to repeat the same error when their oral errors are corrected by their peers .

Table 4.25 shows the preferences of the ELT learners on the correction of oral errors by their peers and their instructor’s toleration and positive behavior about this.

**Table 4.25 Percentages for “When my oral errors are corrected by my peers, the instructor should tolerate this and behave in a positive and cooperative way.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	3,4%	20,7%	50%	25,9%
Sophomore	60	0%	15%	13,3%	51,7%	20%
Junior	35	0%	5,7%	8,6%	60%	25,7%
Senior	60	1,7%	1,7%	10%	45%	41,7%
TOTAL	213	0,5%	6,6%	13,6%	50,7%	28,6%

As Table 4.25 shows, all level learners report very low percentages for ‘I strongly disagree’ & ‘I disagree’ & ‘I am not sure’ categories. The junior learners rank the first for ‘I agree’ category while the senior learners rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 75,9% of the freshmen, 71,7% of the sophomore, 85,7% of the junior and 86,7% of the senior learners agree that the instructor should tolerate peer correction and behave in a positive and cooperative way when their oral errors are corrected their peers. As the level progresses, learners expect more toleration from their instructors for peer correction. When all the participants are considered together, 79,3% of all participants agree with the item according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.26 shows the preferences of the ELT learners on the correction of oral errors by their peers and their instructor’s confirmation about the correction.

**Table 4.26 Percentages for “When my oral errors are corrected by my peers, the instructor should confirm that the correction is right after my peer corrects my error.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	3,4%	1,7%	37,9%	56,9%
Sophomore	60	0%	11,7%	3,3%	45%	40%
Junior	35	2,9%	0%	11,4%	40%	45,7%
Senior	60	0%	3,3%	15%	41,7%	40%
TOTAL	213	0,5%	5,2%	7,5%	41,3%	45,5%

As Table 4.26 shows, all level learners report very low percentages for ‘I strongly disagree’ & ‘I disagree’ & ‘I am not sure’ categories. The freshmen rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 94,8% of the freshmen, 85% of the sophomore, 85,7% of the junior and 81,7% of the senior learners agree that their instructor should confirm that the correction is right after their peer corrects their error. The percentages show that the freshmen need their instructor’s confirmation more than other level learners. When all the participants are considered totally, 86,8% of them agree that they their instructor should confirm that the correction is right after their peer corrects their error according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.27 shows the preferences of the ELT learners on the correction of oral errors by their peers and the suggestion that ‘the instructor should make the learners feel everybody can make a mistake’.

**Table 4.27 Percentages for “When my oral errors are corrected by my peers, the instructor should make us feel that everybody can make a mistake.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	0%	3,4%	34,5%	62,1%
Sophomore	60	1,7%	6,7%	5%	45%	41,7%
Junior	35	0%	0%	14,3 %	48,6%	37,1%
Senior	60	1,7%	6,7%	10%	31,7%	50%
TOTAL	213	0,9%	3,8%	7,5%	39%	48,8%

As Table 4.27 shows above, all level learners report very low percentages for ‘I strongly disagree’ & ‘I disagree’ & ‘I am not sure’ categories. The freshmen rank the first for ‘I strongly agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 96,6% of the freshmen, 86,7% of the sophomore, 85,7% of the junior and 81,7% of the senior learners agree that the instructor should make them feel that everybody can make a mistake when their oral errors are corrected by their peers. The freshmen rank the first for this item. The freshmen want to feel more relaxed about peer correction. As the level progresses, there is a slight decrease according to ‘I agree’ and ‘I strongly agree’ categories. According to ‘I agree’ and ‘I strongly agree’ categories, 87,8% of all level learners agree that the instructor should make them feel that everybody can make a mistake when their oral errors are being corrected by their peers.

#### **4.4.1 Discussion on the Preferences of the ELT Learners on the Correction of Their Oral Errors by Their Peers**

87,8% of all level learners agree that the instructor should make them feel that everybody can make a mistake when their oral errors are being corrected by their peers. The freshmen rank the first for this item, which means that the freshmen want to feel more relaxed about peer correction.

According to the percentages, 86,8% of the ELT learners agree that their instructor should confirm that the correction is right after their peer corrects an error according to 'I agree' and 'I strongly agree' categories. The freshmen need teacher confirmation the most in terms of this item in the scale. Sultana (2005:13) explains that students may not appreciate peer correction as much as teacher correction, because some students may not rely on their peers. These students just tend to see the teacher as the authority in class, so peer correction may fail.

85,9% of all the participants agree that they try to be more careful in order not to repeat the same error when their oral errors are corrected by their peers and the junior learners rank the first for this item.

In this study, 79,3% of all participants agree that the instructor should tolerate peer correction and behave in a positive and cooperative way when their oral errors are corrected by their peers. As the level progresses, learners expect more toleration from their instructors for peer correction and the senior learners expect this way of correction the most. Thompson (2005: 19) expresses that in order to motivate learners, trigger their participation and make them risk-takers, teachers should encourage peer correction and increase pair work.

51,2% of the participants agree that when their oral errors are corrected by their peers, they tolerate it thinking that their friends listen to them carefully. The freshmen and the sophomore learners tolerate peer correction more than the other level learners. The result shows parallelism with Salikin's (2001:1) study which includes 89 third-year students at an English department in Jember University. The research was conducted using a questionnaire and it was concluded that the students favored peer correction as much as they favored teacher correction. Hoque (2008:3) suggests that peer correction and self correction may be more precious than teacher correction in class. He explains that peer correction is very crucial because it makes students focus on the errors during the class and diminishes the students' dependence on the teacher and increase the autonomy of the learners.

In this study, 38,5% of the learners prefer their oral errors to be corrected by their peers as long as their instructors allow and the freshmen rank the first in being corrected by their peers as long as their instructors allow. The result is consistent with

Katayama's (2007: 5) study including 588 Japanese EFL participants at a public university. Half of the learners (50,6%) agreed that "I want my classmates to correct my oral errors in group work". Sultana (2009:14) expresses how peer correction occurs in class in the oral context. When a student makes an error, the teacher asks the other students to give the correct answer and a peer corrects the error of the student.

#### **4.5 RESULTS ON THE PREFERENCES OF THE ELT LEARNERS ON THE CORRECTION OF THEIR ORAL ERRORS BY THEIR INSTRUCTORS**

The fourth research question in this study examines the preferences of the ELT learners on the correction of their oral errors by their instructors. The students were asked when and in what situations they prefer their instructors to give them feedback about their oral errors. The results are presented depending on the levels of the learners, the frequencies and the total percentages for each item on the questionnaire.

Table 4.28 shows the preferences of the ELT learners on the correction of their oral errors by their instructors during the lesson by explaining the right form of the incorrect structure.

**Table 4.28 Percentages for "The instructor should give feedback during the lesson by explaining the right form of the incorrect structure."**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	3,4%	6,9%	15,5%	50%	24,1%
Sophomore	60	5%	15%	23,3%	40%	16,7%
Junior	35	0%	11,4%	31,4 %	42,9%	14,3%
Senior	60	6,7%	10%	13,3%	50%	20%
TOTAL	213	4,2%	10,8%	19,7%	46%	19,2%

As Table 4.28 shows above, all level learners report very low percentages for 'I strongly disagree' and 'I disagree' categories. The percentages are also low for the freshmen and

the senior learners according to ‘I am not sure’ category. However, nearly a quarter of the sophomore (23,3%) and one-third of the junior (31,4%) learners are not sure whether the instructor should give feedback during the lesson by explaining the right form of the incorrect structure or not. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 74,1% of the freshmen, 56,7% of the sophomore, 57,2% of the junior and 70% of the senior learners agree that the instructor should give feedback during the lesson by explaining the right form of the incorrect structure. According to these percentages, most of the freshmen and the senior learners prefer this kind of teacher feedback. The increase in the percentage for the senior learners indicates that they tend to be more conscious and sensitive about the correctness of the structures they use in their speech and they need more explanation compared to the sophomore and the junior learners. When all the participants are considered together, 65,2% of them agree with this item according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.29 shows the preferences of the ELT learners on the correction of their oral errors by their instructors at the end of a presentation.

**Table 4.29 Percentages for “The instructor should give feedback at the end of a presentation or speech.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	5,2%	3,4%	13,8%	50%	27,6%
Sophomore	60	3,3%	11,7%	10%	40%	35%
Junior	35	2,9%	2,9%	14,3 %	62,9%	17,1%
Senior	60	3,3%	1,7%	8,3%	50%	36,7%
TOTAL	213	3,8%	5,2%	11,3%	49,3%	30,5%

As Table 4.29 shows, all level learners report very low percentages for the first three categories (‘I strongly disagree’& ‘I disagree’& ‘I am not sure’). Moreover, the junior learners rank the first for ‘I agree’ category. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 77,6% of the freshmen, 75% of the sophomore, 80% of the junior and 86,7% of the senior learners prefer that the instructor should give



feedback at the end of a presentation or speech. The percentages show that as the level of the learners goes up, they tend to expect to be given feedback by their instructors at the end of their speech or oral presentations. When all the participants are considered together, 79,8% of them agree with the item according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.30 shows the preferences of the ELT learners on the correction of their oral errors by their instructors giving feedback for recurring striking errors.

**Table 4.30 Percentages for “The instructor should give feedback for the recurring and striking errors.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	1,7%	3,4%	55,2%	39,7%
Sophomore	60	0%	6,7%	8,3%	53,3%	31,7%
Junior	35	0%	2,9%	2,9 %	48,6%	45,7%
Senior	60	1,7%	3,3%	1,7%	48,3%	45%
TOTAL	213	0,5%	3,8%	4,2%	51,6%	39,9%

As Table 4.30 shows above, all level learners report very low percentages for the first three categories (‘I strongly disagree’, ‘I disagree’, ‘I am not sure’). However, the percentages are much higher for ‘I agree’ & ‘I strongly agree’ categories. 94,9% of the freshmen, 85% of the sophomore, 94,3% of the junior and 93,3% of the senior learners agree on being given feedback for recurring and striking errors. When all the participants are considered together, 91,5% of all the participants agree with being given feedback for recurring and striking errors according to ‘I agree’ and ‘I strongly agree’ categories.

Table 4.31 shows the preferences of the ELT learners on the correction of their oral errors by their instructors when they are not able to correct their own errors.

**Table 4.31 Percentages for “The instructor should give feedback when I am not able to correct my own error.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	3,4%	5,2%	43,1%	48,3%
Sophomore	60	0%	5%	13,3%	48,3%	33,3%
Junior	35	0%	2,9%	2,9 %	71,4%	22,9%
Senior	60	3,3%	1,7%	10%	46,7%	38,3%
TOTAL	213	0,9%	3,3%	8,5%	50,2%	37,1%

As Table 4.31 shows above, the percentages are very low for the first three categories ('I strongly disagree' & 'I disagree' & 'I am not sure'). Moreover, the junior learners rank the first for 'I agree' category. When 'I agree' and 'I strongly agree' categories are considered together, 91,4% of the freshmen, 81,6% of the sophomore, 94,3% of the junior and 85% of the senior learners prefer that the instructor should give feedback when they are not able to correct their own error. When all the participants are considered together, 87,3% of the participants agree with the item according to 'I agree' and 'I strongly agree' categories .

Table 4.32 shows the preferences of the ELT learners on the correction of their oral errors by their instructors giving feedback if committed oral errors distract meaning.

**Table 4.32 Percentages for “The instructor should give feedback if oral errors distract meaning .”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	0%	1,7%	6,9%	39,7%	51,7%
Sophomore	60	1,7%	3,3%	5%	46,7%	43,3%
Junior	35	0%	0%	2,9 %	62,9%	34,3%
Senior	60	0%	1,7%	5%	48,3%	45%
TOTAL	213	0,5%	1,9%	5,2%	47,9%	44,6%

As Table 4.32 shows above, all level learners report very low percentages for the first three categories (‘I strongly disagree’ & ‘I disagree’ & ‘I am not sure’). When ‘I agree’ and ‘I strongly agree’ categories are considered together, 91,4% of the freshmen, 90% of the sophomore, 97,2% of the junior and 93,3% of the senior learners prefer that the instructor should give feedback if oral errors distract meaning. When all the participants are considered together, 92,5% of all the learners prefer their instructor should give feedback if oral errors distract meaning according to ‘I agree’ and ‘I strongly agree’ categories .

Table 4.33 shows the preferences of the ELT learners on the correction of their oral errors by their instructors instantly if the error regarding pronunciation is an important one. If not, the instructor should give feedback at the end of the class.

**Table 4.33 Percentages for “The instructor should give feedback instantly if the error regarding pronunciation is an important one. If not, the instructor should give feedback at the end of the class.”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	8,6%	6,9%	43,1%	39,7%
Sophomore	60	0%	5%	16,7%	46,7%	31,7%
Junior	35	0%	2,9%	5,7%	51,4%	40%
Senior	60	3,3%	0%	11,7%	51,7%	33,3%
TOTAL	213	1,4%	4,2%	10,8%	47,9%	35,7%

As Table 4.33 shows above, all level learners report very low percentages for the first three categories ('I strongly disagree' & 'I disagree' & 'I am not sure'). When 'I agree' and 'I strongly agree' categories are considered together, 82,8% of the freshmen, 78,4% of the sophomore, 91,4% of the junior and 85% of the senior learners prefer that the instructor should provide instant feedback if the pronunciation error is an important one. The junior learners rank the first among all the levels. The sharp difference between the sophomore and the junior shows that the junior learners tend to give more importance to the correction of their pronunciation errors and they seem to be more sensitive about it. When all the participants are considered together, 83,6% of all the learners prefer that the instructor should give feedback instantly if the error regarding pronunciation is an important one. If not, the instructor should give feedback at the end of the class.

Table 4.34 shows the preferences of the ELT learners on the correction of their oral errors by their instructors instantly if the error regarding grammar usage is an important one. If not, the instructor should give feedback at the end of the class.

**Table 4.34 Percentages for “The instructor should give feedback instantly if the error regarding grammar usage is an important one. If not, the instructor should give feedback at the end of the class. ”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	6,9%	10,3%	43,1%	37,9%
Sophomore	60	1,7%	8,3%	16,7%	45%	28,3%
Junior	35	0%	8,6%	5,7%	42,9%	42,9%
Senior	60	5%	3,3%	16,7%	51,7%	23,3%
TOTAL	213	2,3%	6,6%	13,1%	46%	31,9%

As Table 4.34 shows above, all level learners report low percentages for the first three categories (‘I strongly disagree’ & ‘I disagree’ & ‘I am not sure’). When ‘I agree’ and ‘I strongly agree’ categories are considered together, 81% of the freshmen, 73,3% of the sophomore, 85,8% of the junior and 75% of the senior learners prefer that the instructor should give feedback instantly if the error regarding grammar usage is an important one. If not, the instructor should give feedback at the end of the class. When all the participants are considered together, 77,9% of all the learners prefer that the instructor should give feedback instantly if the error regarding grammar usage is an important one. This high percentage for all level learners indicates that most of the ELT learners are in favor of being corrected instantly regarding their oral grammar errors.

Table 4.35 shows the preferences of the ELT learners on the correction of their oral errors by their instructors instantly if the error regarding vocabulary usage is an important one. If not, the instructor should give feedback at the end of the class.

**Table 4.35 Percentages for “The instructor should give feedback instantly if the error regarding vocabulary usage is an important one. If not, the instructor should give feedback at the end of the class. ”**

	F	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Freshmen	58	1,7%	5,2%	10,3%	50%	32,8%
Sophomore	60	0%	5%	8,3%	58,3%	28,3%
Junior	35	0%	2,9%	8,6%	45,7%	42,9%
Senior	60	3,3%	0%	21,7%	50%	25%
TOTAL	213	1,4%	3,3%	12,7%	51,6%	31%

As Table 4.35 shows above, all level learners report low percentages for the first three categories (‘I strongly disagree’& ‘I disagree’ & ‘I am not sure’) except the senior learners. Although the percentage of disagreement is low (3,3%) for the senior learners, the percentage of ‘I am not sure’ category is much higher (21,7%) than the other three levels. When ‘I agree’ and ‘I strongly agree’ categories are considered together, 82,8% of the freshmen, 86,6% of the sophomore, 88,6% of the junior and 75% of the senior learners prefer that the instructor should give feedback instantly if the error regarding vocabulary usage is an important one. When all the participants are considered together, 82,6% of all the learners agree with this item, which means that they consider instant correction of oral vocabulary errors important.

#### **4.5.1 Discussion on the Preferences of the ELT Learners on the Correction of Their Oral Errors by Their Instructors**

91,5% of all the participants agree that they prefer their instructor to give feedback for recurring and striking errors. Zhu (2010:129) states that “Teachers should correct those errors which are regularly repeated by students and those they consider to be the most serious”.

87,3% of the ELT learners agree that the instructor should give feedback when they are not able to correct their own error and a much higher percentage (92,5%) of all

the learners prefer that their instructor should give feedback if their oral errors distract the meaning.

83,6% of all the ELT learners prefer that the instructor should give feedback instantly if the error regarding pronunciation is an important one. Moreover, 77,9% of all the ELT learners prefer that the instructor should give feedback instantly if the error regarding grammar usage is an important one while 82,6% of all the learners prefer that the instructor should give feedback instantly if the error regarding vocabulary usage is an important one.

79,8% of the ELT learners prefer that the instructor should give feedback at the end of a presentation or speech. The senior learners are willing to get such a feedback more than the other level learners. Zheng (2008:3) states that giving feedback is compulsory and integral part of teacher-initiated classrooms. Teachers should give feedback so that students can learn if their answer is correct or not.

65,2% of the ELT learners agree that the instructor should give feedback during the lesson by explaining the right form of the incorrect structure. According to the percentages of the item, most of the freshmen and the senior learners prefer this kind of teacher feedback.

#### **4.6 RESULTS ON THE STRATEGIES THAT THE ELT LEARNERS USE IN ORDER TO CORRECT THEIR OWN ORAL ERRORS**

The fifth research question in this study examines the strategies that the ELT learners use in order to correct their own oral errors. The results are presented depending on the levels of the learners, the degree of frequencies and the total percentages for each item on the questionnaire.

Table 4.36 shows how often the ELT learners learn the right form of a structure and revise it by determining the points where they make errors.

**Table 4.36 Percentages for “I learn the right form of a structure and revise it by determining the points where I make errors.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	0%	1,7%	20,7%	67,2%	10,3%
Sophomore	60	1,7%	6,7%	23,3%	53,3%	15%
Junior	35	0%	2,9%	37,1 %	48,6%	11,4%
Senior	60	0%	3,3%	28,3%	40%	28,3%
TOTAL	213	0.5%	3,8%	26,3%	52,6%	16,9%

As Table 4.36 shows, a very low percent of all level learners disagree with the item according to ‘Never’ and ‘Rarely’ categories. On the other hand, 20,7% of the Freshmen, 23,3% of the sophomore, 37,1% of the junior and 28,3% of the senior learners report that they sometimes learn the right form of a structure and revise it by determining the points where they make errors. When ‘Often’ and ‘Very often’ categories are considered together, 77,5% of the freshmen, 68,3% of the sophomore, 60% of the junior and 68,3% of the senior learners agree that they learn the right form of a structure and revise it by determining the points where they make errors. According to these percentages, the freshmen tend to use the strategy of making revision more than the other levels. When all the participants are considered together, 69,5% of the learners agree that they learn the right form of a structure and revise it by determining the points where they make errors.

Table 4.37 shows how often the ELT learners find lyrics on the internet and memorize them listening to songs.



**Table 4.37 Percentages for “I find lyrics on the internet and memorize them listening to songs.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	1,7%	20,7%	41,4%	22,4%	13,8%
Sophomore	60	6,7%	23,3%	40%	13,3%	16,7%
Junior	35	2,9%	17,1%	34,3 %	31,4%	14,3%
Senior	60	13,3%	16,7%	35%	18,3%	16,7%
TOTAL	213	6,6%	19,7%	38%	20,2%	15,5%

As Table 4.37 shows, 22,4% of the freshmen, 30% of the sophomore, 20% of the junior, 30% of the senior learners disagree with the item according to ‘Never’ and ‘Rarely’ categories together. In addition, 41,4% of the freshmen, 40% of the sophomore, 34,3% of the junior and 35% of the senior learners report that they sometimes find lyrics on the internet and memorize them listening to songs. When ‘Often’ and ‘Very Often’ categories are considered together, 36,2% of the freshmen, 30% of the sophomore, 45,7% of the junior and 35% of the senior learners report that they find lyrics on the internet and memorize them listening to songs in order to correct their oral errors. The percentages suggest that the junior learners use this strategy more than the other levels in order to correct their own oral errors. When all the participants are considered together it is seen that 38% of the ELT learners sometimes find lyrics on the internet and memorize them listening to songs while 35,7% of them use this strategy according to ‘Often’ and ‘Very Often’ categories together.

Table 4.38 shows how often the ELT learners watch English films or TV serials in order to correct their oral errors.

**Table 4.38 Percentages for “I watch English films or TV serials.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	0%	5,2%	25,9%	32,8%	36,2%
Sophomore	60	0%	11,7%	33,3%	33,3%	21,7%
Junior	35	0%	0%	31,4 %	28,6%	40%
Senior	60	1,7%	3,3%	28,3%	31,7%	35%
TOTAL	213	0,5%	5,6%	29,6%	31,9%	32,4%

As Table 4.38 shows, the freshmen, the sophomore and the senior report very low percentages for ‘Never’ and ‘Rarely’ categories together and none of the junior learners have chosen ‘Never’ or ‘Rarely’ categories. In addition, 25,9% of the freshmen, 33,3% of the sophomore, 31,4% of the junior and 28,3% of the senior learners report that they sometimes watch English films or TV serials. When ‘Often’ and ‘Very Often’ categories are considered together, 69% of the freshmen, 55% of the sophomore, 68,6% of the junior and 66,7% of the senior learners agree that they watch English films or series in order to correct their own oral errors. When all the participants are considered together, 29,6% of them sometimes watch English films or TV serials while 64,3% of them watch English films or TV serials according to ‘Often’ and ‘Very often’ categories.

Table 4.39 shows how often the ELT learners read aloud in order to correct their oral errors.

**Table 4.39 Percentages for “I read aloud.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	1,7%	17,2%	34,5%	25,9%	20,7%
Sophomore	60	6,7%	13,3%	43,3%	21,7%	15%
Junior	35	5,7%	20%	31,4 %	31,4%	11,4%
Senior	60	8,3%	21,7%	30%	23,3%	16,7%
TOTAL	213	5,6%	17,8%	35,2%	24,9%	16,4%

As Table 4.39 shows, 18,9% of the freshmen, 20% of the sophomore, 25,7% of the junior and 30% of the senior learners report that they read aloud according to ‘Never’ and ‘Rarely’ categories together. 34,5% of the freshmen, 43,3% of the sophomore, 31,4% of the junior and 30% of the senior learners sometimes read aloud. When ‘Often’ and ‘Very Often’ categories are considered together, 46,6% of the freshmen, 36,7% of the sophomore, 42,8% of the junior and 40% of the senior learners report that they read aloud in order to correct their own oral errors. According to the percentages, the freshmen learners use the strategy of reading aloud more than the other three levels. When all the participants are considered together, 35,2% of them sometimes read aloud while 41,3% of them read aloud according to ‘Often’ and ‘Very Often’ categories.

Table 4.40 shows how often the ELT learners practice English with their friends in order to correct their oral errors.

**Table 4.40 Percentages for “I practice English with my friends.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	0%	24,1%	46,6%	24,1%	5,2%
Sophomore	60	1,7%	15%	41,7%	26,7%	15%
Junior	35	2,9%	11,4%	45,7 %	22,9%	17,1%
Senior	60	5%	21,7%	43,3%	13,3%	16,7%
TOTAL	213	2,3%	18,8%	44,1%	21,6%	13,1%

As Table 4.40 shows, 24,1% of the freshmen, 16,7% of the sophomore, 14,3% of the junior and 26,7% of the senior learners report that they practice English with their friends when ‘Never’ and ‘Rarely’ categories are considered together. 46,6% of the freshmen, 41,7% of the sophomore, 45,7% of the junior and 43,3% of the senior learners report that they sometimes practice English with their friends. When ‘Often’ and ‘Very Often’ categories are considered together, 29,3% of the freshmen, 41,7% of the sophomore, 40% of the junior and 30% of the senior learners agree that they practice English by speaking with their friends in order to correct their own oral errors. According to the percentages, the sophomore learners use the strategy of practicing English by speaking with their friends more than the other three levels. When all the participants are considered together, 44,1% of them sometimes practice English with their friends while 34,7% of them practice English with their friends according to ‘Often’ and ‘Very Often’ categories.

Table 4.41 shows how often the ELT learners use the internet to access an online dictionary for correct pronunciation in order to correct their oral errors.

**Table 4.41 Percentages for “I use the internet to access an online dictionary for correct pronunciation.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	0%	12,1%	24,1%	39,7%	24,1%
Sophomore	60	3,3%	3,3%	31,7%	31,7%	30%
Junior	35	0%	0%	22,9 %	31,4%	45,7%
Senior	60	0%	13,3%	25 %	26,7%	35%
TOTAL	213	0.9%	8%	26,3%	32,4%	32,4%

As Table 4.41 shows, a very low percentage of the learners report that they use the internet to access an online dictionary for correct pronunciation when ‘Often’ and ‘Very Often’ categories are considered together. 24,1% of the freshmen, 31,7% of the sophomore, 22,9% of the junior and 25% of the senior learners sometimes use the internet to access an online dictionary for correct pronunciation. When ‘Often’ and

‘Very Often’ categories are considered together, 63,8% of the freshmen, 61,7% of the sophomore, 77,1% of the junior and 61,7% of Senior learners report that they use the internet to access an online dictionary for correct pronunciation in order to correct their own oral errors. According to the percentages, the junior learners use this strategy more than the other three levels. They are more conscious and sensitive about this item. When all the participants are considered together, 26,3% of them sometimes use the internet to access an online dictionary for correct pronunciation while 64,8% of them use the internet to access an online dictionary for correct pronunciation according to ‘Often’ and ‘Very Often’ categories. It seems that this strategy is commonly used by the ELT learners at Pamukkale University.

Table 4.42 shows how often the ELT learners try to minimize their errors listening to a text.

**Table 4.42 Percentages for “I try to minimize my errors listening to a text. ”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	1,7%	12,1%	32,8%	37,9%	15,5%
Sophomore	60	5%	5%	45%	31,7%	13,3%
Junior	35	5,7%	25,7%	37,1 %	14,3%	17,1%
Senior	60	1,7%	18,3%	26,7%	31,7%	21,7%
TOTAL	213	3,3%	14,1%	35,2%	30,5%	16,9%

As Table 4.42 shows, the freshmen, sophomore and the senior learners and 31,4% of the junior learners report very low percentages for ‘Never’ and ‘Rarely’ categories together. 32,8% of the freshmen, 45% of the sophomore, 37,1% of the junior and 26,7% of the senior learners sometimes try to minimize their errors by listening to a text. When ‘Often’ and ‘Very Often’ categories are considered together, 53,4% of the freshmen, 45% of the sophomore, 31,4% of the junior and 53,4% of the senior learners report that they try to minimize their errors listening to a text. According to the percentages, the freshmen and the senior learners use the strategy of listening to a text more than the other three levels. When all the participants are considered together, 35,2% of them

sometimes try to minimize their errors listening to a text while 47,4% of them often prefer to try to minimize their errors listening to a text.

Table 4.43 shows how often the ELT learners consult their friends in order to correct their oral errors.

**Table 4.43 Percentages for “I consult my friends. ”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	1,7%	13,8%	24,1%	39,7%	20,7%
Sophomore	60	1,7%	6,7%	41,7%	31,7%	18,3%
Junior	35	2,9%	17,1%	31,4 %	31,4%	17,1%
Senior	60	3,3%	11,7%	26,7%	31,7%	26,7%
TOTAL	213	2,3%	11,7%	31%	33,8%	21,1%

As Table 4.43 shows, all level learners report low percentages for ‘Never’ and ‘Rarely’ categories. 24,1% of the freshmen, 41,7% of the sophomore, 31,4% of the junior and 26,7% of the senior learners sometimes consult their friends. When ‘Often’ and ‘Very Often’ categories are considered together, 60,4% of the freshmen, 50% of the sophomore, 48,5% of the junior and 58,4% of the senior learners report that they try to minimize their errors consulting their friends. According to the percentages, the freshmen and the senior learners consult their friends in order to correct their oral errors more than the other three levels. When all the participants are considered together, 31% of them sometimes consult their friends while 54,9% of them often consult their friends.

Table 4.44 shows how often the ELT learners ask for the instructor’s help and try to correct their own errors taking them as models.

**Table 4.44 Percentages for “I ask for the instructor’s help and try to correct my errors taking them as models.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	3,4%	8,6%	31%	39,7%	17,2%
Sophomore	60	1,7%	10%	25%	38,3%	25%
Junior	35	2,9%	5,7%	34,3 %	37,1%	20%
Senior	60	1,7%	18,3%	25%	21,7%	33,3%
TOTAL	213	2,3%	11,3%	28,2%	33,8%	24,4%

As Table 4.44 shows, all level learners report very low percentages for ‘Never’ and ‘Rarely’ categories together. 31% of the freshmen, 25% of the sophomore, 34,3% of the junior and 25% of the senior learners sometimes ask for the instructor’s help and try to correct their errors taking them as models. When ‘Often’ and ‘Very Often’ categories are considered together, 56,9% of the freshmen, 63,3% of the sophomore, 57,1% of the junior and 55% of the senior learners report that they use the strategy of asking for the instructor’s help and try to correct their own errors taking them as models. According to the percentages, the sophomore learners use this strategy more than the other three levels. When ‘Very Often’ category is considered alone, the senior learners rank the first and this shows that they are more sensitive in taking their instructors as models in the correction of their oral errors. When all the participants are considered together, 28,2% of them sometimes ask for the instructor’s help and try to correct their errors taking them as models while 58,2% of them ask for the instructor’s help and try to correct their errors taking them as models. This shows that the ELT learners need to be trained in the use of this strategy.

Table 4.45 shows how often the ELT learners learn new vocabulary as collocations and in sentences in order to use them correctly.

**Table 4.45 Percentages for “I learn new vocabulary as collocations and in sentences in order to use them correctly.”**

	F	Never	Rarely	Sometimes	Often	Very often
Freshmen	58	3,4%	5,2%	24,1%	41,4%	25,9%
Sophomore	60	10%	10%	26,7%	31,7%	21,7%
Junior	35	5,7%	17,1%	22,9 %	37,1%	17,1%
Senior	60	11,7%	16,7%	31,7%	18,3%	21,7%
TOTAL	213	8%	11,7%	26,8%	31,5%	22,1%

As Table 4.45 shows, all level learners report very low percentages when ‘Never’ and ‘Rarely’ categories are considered together. 24,1% of the freshmen, 26,7% of the sophomore, 22,9% of the junior and 31,7% of the senior learners sometimes use this strategy. The freshmen use this strategy more than the other learners according to ‘I agree’ category. Moreover, the senior learners do not use this strategy as much as other learners. When ‘Often’ and ‘Very Often’ categories are considered together, 67,3% of the freshmen, 53,4% of the sophomore, 54,2% of the junior and 40% of the senior learners make use of this strategy. According to the percentages, the freshmen rank the first and the sophomore and the junior learners give almost equal percentages. When all the participants are considered together, 26,8% of them sometimes apply this strategy while 53,6% of them often use it.

#### **4.6.1 Discussion on the Strategies That the ELT Learners Use in Order to Correct Their Own Oral Errors**

69,5% of the ELT learners report that they learn the right form of a structure and revise it by determining the points where they make errors according to ‘Often’ and ‘Very Often’ categories. According to the percentages of these two categories, the freshmen tend to use the strategy of making revision more than the other levels. This finding is consistent with Wang’s study. Wang (2010:409) conducted a research including English major learners employing a survey in the local colleges and universities in Chinese context. He suggests that Chinese learners attending English



major colleges and universities are not autonomous enough as they are teacher-dependent. It is very important for them to repeat, memorize and correct their errors.

64,8% of the ELT learners use the internet to access an online dictionary for correct pronunciation in order to correct their own oral errors. According to the percentages, the junior learners use the strategy of using the internet and dictionary more than the other three levels. Zhong (2008:149) explains that using the internet for language learning is very beneficial for learners as they do not depend on teachers and books. The resources on the internet are not only colorful but also suitable for various learner levels in various forms.

In this research, 64,3% of the participants report that they watch English films or series in order to correct their own oral errors according to 'Often' and 'Very Often' categories together. King (2002:4) lists some of the benefits of watching DVDs in order to improve language skills. She emphasizes that movies improve learners' all four skills, cognitive and meta-cognitive learning skills and vocabulary knowledge as well as motivating them.

Similarly, 58,2% of the ELT learners agree that they ask for the instructor's help and try to correct their own errors by modeling them. According to the percentages, the sophomore learners use the strategy of asking for the instructor's help and try to correct their own errors modeling them more than the other three levels. Phuc (2010:21) states that if teachers do not correct learners errors in class, these errors may be acquired by the learners because teachers are models for the comprehensible input in class. Hence, learners may easily lose their ways in class without teachers.

In addition, 54,9% of all level learners report that they try to minimize their errors by consulting their friends. The freshmen use the strategy of consulting their friends more than the other three levels.

53,6% of the ELT learners learn new vocabulary as collocations and in sentences in order to use them correctly. The freshmen use the strategy of learning new vocabulary as collocations and in sentences in order to use them correctly more than the other three levels. Bastanfar (2010:158) suggests that "words are building blocks of a

successful communication”.

47,4% of the ELT learners use the strategy of listening to a text in order to correct their oral errors. The freshmen and senior learners use this strategy more than the other levels. Green (2004:57) explains that listening skill is very challenging for most of English learners no matter what their level is. If a learner cannot succeed in the listening skill, communication can be problematic. Moreover, learners easily get demotivated with failures in listening. Thus, they should focus on this skill as much as they focus on other language skills.

Similarly, 41,3% of the participants read aloud in order to correct their own oral errors according to ‘Often’ and ‘Very Often’ categories together. According to the percentages, The freshmen use the strategy of reading aloud more than the other three levels.

38% of the ELT learners sometimes find lyrics on the internet and memorize them listening to songs while 35,7% of them use this strategy according to ‘Often’ and ‘Very Often’ categories together. The junior learners use this strategy more than the other levels in order to correct their own oral errors.

34,7% of the ELT learners practice English with their friends in order to correct their own oral errors. According to the percentages, the sophomore learners use the strategy of practicing English by speaking with their friends more than the other three levels. The result is consistent with Marefat& Barbari’s study. Marefat& Barbari (2009:91) conducted a research to find out the relationship between the language learning strategies, proficiency level and reading comprehension ability including 60 Iranian EFL students using a questionnaire and reading comprehension test. The result of the study showed that 80% of middle level learners listened to the radio, news and spoke to others.

## **THE FIFTH CHAPTER**

### **CONCLUSION**

#### **5.1. INTRODUCTION**

This study aimed to investigate the preferences of the ELT learners on the correction of their oral errors and the strategies they use. The data were collected through a questionnaire including a 5 Likert Scale, and it was administered to 213 participants at the ELT Department of Pamukkale University. The questionnaire items were designed based on the data collected with 17 open-ended questions including 56 voluntary participants. The questionnaire items provided information about the preferences of the ELT learners on the correction of their grammatical, vocabulary and pronunciation errors, peer correction, teacher correction and the strategies they use for self- correction.

In this chapter, the research questions were answered by discussing the data analysis in consideration of the general agreements and disagreements among the ELT learners regarding their preferences on the correction of their oral errors and the strategies they use. These discussions were organized according to the research questions of the study.

## **5.2. DISCUSSION OF THE RESULTS**

### **5.2.1 What are the Preferences of the ELT Learners on the Correction of Their Oral Errors Regarding Grammar Usage?**

The ELT learners (92,9% ) mostly prefer their instructors to correct their errors if they are recurring ones. The freshmen rank the first for all the items and the percentages of agreement are higher than the other levels, except for the item 3, which suggests correcting oral grammatical errors individually. It can be concluded that the freshmen prefer teacher correction on their oral performances regarding grammar usage more than the other level learners.

The freshmen are more sensitive about the correction of oral grammatical errors. All learners in Turkey have to take the university exam in order to attend university, and the exam system is mainly based on grammar and reading skill. Learners are to be good at grammar and reading skill in order to pass this exam. Thus, speaking and listening skills are not emphasized as much as grammar in language classes. Moreover, these learners are still teacher dependent and they are not autonomous yet. Hence, the freshmen are more sensitive about their grammatical errors than the other learners.

In addition, the junior and senior learners prefer face-to-face correction more than the other levels. The sophomore learners rank the last for the item 5, which suggests direct teacher correction.

### **5.2.2 What are the Preferences of the ELT Learners on the Correction of Their Oral Errors Regarding Vocabulary Usage and Pronunciation?**

Most of the ELT learners (95,3%) agree that their instructors should correct their vocabulary errors without hurting their feelings and, most of (90,1%) the ELT learners prefer that the instructors should correct their oral vocabulary errors explaining the difference between the words with similar meanings. The freshmen seem more conscious and sensitive about the correction of vocabulary errors especially regarding pronunciation more than the other levels.

### **5.2.3 To What Extent do the ELT Learners Prefer Peer Correction?**

Most of (86,8%) the ELT learners agree that their instructor should confirm that the correction is right after their peer corrects an error. Most of (87,8%) all level learners agree that the instructor should make them feel that everybody can make a mistake when their oral errors are being corrected by their peers. When all the levels are considered together, the freshmen seem to be more conscious and sensitive about peer-correction.

### **5.2.4 To What Extent is Teacher Feedback Important for the ELT Learners?**

Most of (92,5%) the ELT learners prefer that their instructor should give feedback if their oral errors distract the meaning, and most of (91,5%) the ELT learners agree that they prefer their instructor to give feedback for recurring and striking errors. The junior learners are more sensitive about the correction of recurring and striking errors and they mostly agree that the instructor should give feedback when they are not able to correct their own error and their instructor should give feedback if their oral errors distract the meaning. As the percentages suggest, they are very conscious and sensitive about the correction of their grammatical, pronunciation and vocabulary errors.

### **5.2.5 What Strategies do They Use in Order to Correct Their Oral Errors?**

Most of (69,5%) the ELT learners report that they learn the right form of a structure and revise it by determining the points where they make errors. Moreover, ‘watching English films or TV serials’ and ‘using the internet to access an online dictionary for correct pronunciation’ strategies are more popular than the other strategies for all level learners. In addition, the freshmen use the strategies of ‘learning the right form of a structure and revising it by determining the points where they make errors’, ‘finding lyrics on the internet and memorizing them listening to songs’, ‘reading aloud’, ‘listening to a text’, ‘consulting their friends’, and ‘learning new vocabulary as collocations and in sentences in order to use them correctly’ more than the other levels do.

### 5.3 Pedagogical Implications of the Study

The results obtained in the current study may provide useful insights regarding the preferences of students on the correction of their oral errors at the department of ELT at Pamukkale University.

The results of the research also give important hints about the ELT learners' preferences on the correction of errors regarding not only grammar and vocabulary usage but also peer-correction, teacher-feedback techniques and self-correction strategies. Although the participants mostly report very high percentages for the majority of items, there are very low percentages for the specific items. Thus, the instructors/lecturers at the ELT departments may focus on the preferences of the learners regarding their oral errors and the learners may also become more conscious about error correction in general.

Firstly, the ELT learners do not prefer direct error correction. Thus, the instructors should be sensitive about not providing direct feedback to them and they should take into consideration the learners' recurring grammatical errors first. Moreover, they prefer their instructors to correct their grammatical oral errors if they are recurring ones. The freshmen are sensitive about the correction of grammar errors more than the other levels. For this reason, the instructors should provide feedback about their oral grammar errors more than the other levels. In addition, the junior and senior learners tend to prefer face-to-face error correction more than the other levels.

Secondly, the instructors should correct the learners' vocabulary errors without hurting their feelings. Of all the techniques of correcting vocabulary errors, all level learners prefer to be corrected by repeating the right pronunciation of the word the least. Thus, they may not favor repetition as an error correction technique. In addition, the freshmen seem to be sensitive and conscious about vocabulary errors, and the instructors should also provide more correction techniques for their oral vocabulary errors.

Thirdly, the ELT learners seem to tolerate peer-correction relatively, and they do not prefer peer-correction to occur in class depending on the instructors' permission.

Thus, the instructors should not intervene in peer-correction. However, the learners expect teacher confirmation after peer-correction, and they expect their instructors to make them feel that everybody can make a mistake. All these may suggest that all level learners are not ready to be corrected by their peers as they are still teacher-dependent. The freshmen are more sensitive and conscious about peer-correction and the other level learners should be trained and motivated for peer-correction.

Fourthly, the instructors should give feedback for recurring and striking errors if the error distracts the meaning. Moreover, the instructors should prefer to give direct feedback the least. Although the junior learners seem to be more sensitive about teacher feedback, the instructors should train all the learners about how to benefit from teacher feedback as well as peer-correction.

Fifthly, the ELT instructors should be trained for various self-correction strategies as they report very low percentages for most of the items. The ELT learners should be motivated and trained to correct their oral errors both in and out of the class by themselves.

Lastly, both the learners and the instructors should have more opportunities to learn more about the correction of oral errors. Conferences, workshops and seminars should be organized so that they can be more conscious. Moreover, the learners should be trained to be more autonomous learners and practice in class more.

#### **5.4 Suggestions for Further Research**

Based on the limitations of the current study, further studies may be carried out with more participants including both learners and instructors in different ELT contexts in various universities in order to provide a better understanding of the ELT learners' preferences on the correction of their oral errors.

In addition to using a single questionnaire for the learners, the learners and the instructors may be interviewed and a classroom observation can be carried out. Classroom observations and interviews may broaden the perspectives of the research.

In addition, teachers' preferences and students' preferences may be compared with each other, and the current situation may be reflected by observations.

All in all, the research should be conducted in different ELT contexts and the results should be compared with each other in order to analyze the similarities or differences regarding the preferences of the ELT learners.



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## **APPENDICES**

## APPENDIX 1

**İngilizce Öğretmenliği Bölümü Öğrencilerinin Sözlü Hatalarının Düzeltilmesi ile İlgili Tercihleri ve Kullandıkları Stratejiler**

Bu ölçek, İngilizce Öğretmenliği bölümü öğrencilerinin sözlü hatalarının düzeltilmesi ile ilgili tercihleri ve kullandıkları stratejiler ile ilgili veri toplamak amacıyla düzenlenmiştir. Lütfen her maddeyi okuduktan sonra sizin için doğru olduğunu düşündüğünüz derecelmeyi belirtiniz. Ölçeği tamamlamak için zaman sınırlamanız yoktur. Maddeler üzerinde çok zaman harcamamaya özen gösteriniz. Unutmayın ki soruya verdiğiniz ilk yanıt genellikle sizi en doğru ifade eden olacaktır. Vereceğiniz cevapların samimi ve güvenilir olması, araştırmanın doğru sonuçlara ulaşmasına katkıda bulunacaktır. Katılımınız ve yardımlarınız için şimdiden teşekkürler.

Hale YAYLA USTACI

Pamukkale Üniversitesi İngiliz Dili Eğitimi  
Anabilim Dalı Tezli Yüksek Lisans Öğrencisi

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Ölçek maddesine; “kesinlikle katılmıyorum” şeklinde yanıt vermek istiyorsanız (1) rakamını “katılmıyorum” şeklinde yanıt vermek istiyorsanız (2) rakamını “kararsızım” şeklinde yanıt vermek istiyorsanız (3) rakamını “katılıyorum” şeklinde yanıt vermek istiyorsanız (4) rakamını “kesinlikle katılıyorum” şeklinde yanıt vermek istiyorsanız (5) rakamını işaretleyiniz.								
Ölçek Maddeleri				Derecelendirme				
Dersimize giren öğretim elemanlarının <b>dilbilgisi, sözcük kullanımı ve telaffuzla ilgili sözlü hatalarımızın düzeltilmesine yönelik tercihlerinizi</b> aşağıdaki maddeleri dikkatlice okuyarak belirtiniz:				Kesinlikle	Katılmıyorum (2)	Kararsızım (3)	Katılıyorum (4)	Kesinlikle
				<b>I) Dersimize giren öğretim elemanlarının, dilbilgisi kullanımı ile ilgili sözlü hatalarım olduğunda:</b>				
1	sürekli tekrar eden bir hataysa düzeltmesini isterim.	1	2	3	4	5		
2	dikkatsizliğimden dolayı beni uyarmasını tercih ederim.	1	2	3	4	5		
3	ders esnasında not alarak ders sonunda bireysel olarak benimle görüşerek düzeltmesini isterim.	1	2	3	4	5		
4	anlamı bozacak kadar yanlışlık söz konusu olduğunda anında düzetmesini isterim.	1	2	3	4	5		
5	kendisinin direk düzeltmesini isterim.	1	2	3	4	5		
6	doğru kullanımı tahtada değişik örneklerle açıklayarak düzeltmesini tercih ederim.	1	2	3	4	5		

7	bireysel olarak değil, sınıfta yapılan genel bir hataymış gibi düzeltilmesini isterim.	1	2	3	4	5
8	yapının doğrusunu sözlü olarak tekrarlayıp düzeltilmesini tercih ederim.	1	2	3	4	5
9	bana hatamı farketmesini ve düzeltmeye yardım etmesini isterim.	1	2	3	4	5
10	hatamı düzeltme aşamasında bana seçenek sunmasını isterim.	1	2	3	4	5
<b>Ekleme istediğiniz başka bir düşünceniz varsa, lütfen belirtiniz:</b>						

<b>II) Dersimize giren öğretim elemanlarının, sözcük kullanımı ve telaffuz ile ilgili sözlü hatalarını düzeltirken:</b>						
11	ders esnasında not olarak ders bitiminde bireysel olarak düzeltilmesini tercih ederim.	1	2	3	4	5
12	eğer anlamı saptıracak bir sözcük kullandıysam hata yaptığım anda düzeltilmesini tercih ederim.	1	2	3	4	5
13.	beni rencide etmeden düzeltilmesini tercih ederim.	1	2	3	4	5
14.	kendim düzeltmem için bana zaman tanımasını isterim.	1	2	3	4	5
15.	beni uyarıp sözcüğün kullanımına tekrar bakmamı önermelidir.	1	2	3	4	5
16.	sözcüğün doğrusunu eş anlamlılarıyla birlikte öğretmesini isterim.	1	2	3	4	5
17.	anlamları yakın olan sözcükler arasındaki farkı açıklayarak düzeltilmesini tercih ederim.	1	2	3	4	5
18.	cümleyi tekrar ettirerek düzeltilmesini isterim.	1	2	3	4	5
19.	eğer yerleşmiş bir hata ise anında düzeltilmesini isterim.	1	2	3	4	5
20.	hatalı olan sözcüğün doğru telaffuzunu sık sık tekrar ettirerek düzeltilmesini tercih ederim.	1	2	3	4	5
21.	fonetik yazılımıyla açıklayarak düzeltilmesini tercih ederim.	1	2	3	4	5
<b>Ekleme istediğiniz başka bir düşünceniz varsa, lütfen belirtiniz:</b>						

<b>III) Sözlü hatalarım arkadaşlarım tarafından düzeltildiğinde:</b>						
22.	arkadaşlarımın beni dikkatli dinlediğini düşünerek hoş karşılarım.	1	2	3	4	5
23.	bunun öğretim elemanları izin verdiği sürece yapılmasını isterim.	1	2	3	4	5
24.	aynı hatayı tekrar etmemek için daha dikkatli olurum.	1	2	3	4	5
25.	öğretim elemanı tolerans göstermeli, olumlu ve işbirlikçi davranmalıdır.	1	2	3	4	5
26.	öğretim elemanı arkadaşım düzeltme yaptıktan sonra düzeltmenin doğru olduğunu onaylamalıdır.	1	2	3	4	5
27.	öğretim elemanı herkesin hata yapabileceğini hissettirmelidir.	1	2	3	4	5
<b>Ekleme istediğiniz başka bir düşünceniz varsa, lütfen belirtiniz:</b>						

<b>IV) Sözlü hatalarınıza ilişkin olarak öğretim elemanlarının ne zaman ve hangi durumlarda geri bildirimde bulunmasını tercih edersiniz?</b>						
28.	Yanlış yapının doğrusunu söyleyerek ders esnasında geri bildirim vermelidir.	1	2	3	4	5
29.	Sunum veya konuşma sonunda geri bildirim vermelidir.	1	2	3	4	5
30.	Çok belirgin tekrar eden hatalarda geri bildirim vermelidir.	1	2	3	4	5
31.	Hatamı kendim düzeltmediğim zaman geri bildirim vermelidir.	1	2	3	4	5
32.	Eğer yapılan sözlü hatalar anlamı güçleştiriyorsa geri bildirim vermelidir.	1	2	3	4	5
33.	Telaffuzla ilgili hata önemliyse o anda geri bildirimde bulunmalı, değilse ders bitiminde geri bildirim vermelidir.	1	2	3	4	5
34.	Grammerle ilgili hata önemliyse o anda geri bildirimde bulunmalı, değilse ders bitiminde geri bildirim vermelidir.	1	2	3	4	5
35.	Sözcükle ilgili hata önemliyse o anda geri bildirimde bulunmalı, değilse ders bitiminde geri bildirim vermelidir.	1	2	3	4	5
<b>Ekleme istediğiniz başka bir düşünceniz varsa, lütfen belirtiniz:</b>						

<b>V) Sözlü hatalarınızı kendi kendinize düzeltmek için aşağıda belirtilen yöntemleri ne sıklıkta uyguladığınızı belirtiniz:</b>		<b>Derecelendirme</b>				
		<b>ASLA(1)</b>	<b>NADİREN(2)</b>	<b>BAZEN (3)</b>	<b>SIK (4)</b>	<b>ÇOK SIK (5)</b>
36.	hata yaptığım noktaları saptayarak yapının doğrusunu kendim öğrenip tekrar ederim.	1	2	3	4	5
37.	İngilizce şarkı sözlerini İnternetten bulup ezberler ve dinlerim.	1	2	3	4	5
38.	İngilizce film ya da diziler izlerim.	1	2	3	4	5
39.	sesli olarak okuma çalışmaları yaparım.	1	2	3	4	5
40.	arkadaşlarımla İngilizce konuşarak pratik yaparım.	1	2	3	4	5
41.	Doğru telaffuz için internet ve sesli sözlük kullanırım.	1	2	3	4	5
42.	bir yazılı metni dinleyerek telaffuz hatalarımı en aza indirmeye çalışırım.	1	2	3	4	5
43.	arkadaşlarıma danışırım.	1	2	3	4	5
44.	öğretim elemanlarından yardım isterim ve onları model olarak hatalarımı düzeltmeye çalışırım.	1	2	3	4	5
45.	Yeni sözcükleri, doğru kullanabilmek için sözcük öbekleri şeklinde ve cümle içinde öğrenirim.	1	2	3	4	5
<b>Ekleme istediğiniz başka bir düşünceniz varsa, lütfen belirtiniz</b>						

## APPENDIX 2

### Learners' Preferences on the Correction of Their Oral Errors and the Strategies They Use in an ELT Context

This scale has been organized in order to collect data about the learners' preferences on the correction of their oral errors and the strategies they use in an ELT context. Please remark the degree which suits you best after you read each item. There is no time limit to finish answering the questionnaire. However, please care not to spend too much time on the items. Please remember that the first answer you give to a question is the one which expresses you best. If your answers are sincere and confidential, you will contribute that the research attains accurate results. Thank you for your help and participation.

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English Language Teaching  
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\*Sex :Male\_\_\_\_\_ Female\_\_\_\_\_

\*Class :1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_ 4\_\_\_\_\_

If you want to give an answer to the scale item as “I strongly agree” please remark number (1) “I agree” please remark number (2) “I don't know” please remark number (3) “I disagree” please remark number (4) “I strongly disagree” please remark number (5).								
Scale items				Scaling				
Please read the items below carefully and define <b>your choices about the correction of your oral grammar use, vocabulary use and pronunciation</b> by the instructors teaching you at the department:				I strongly disagree (1)	I disagree (2)	I don't know (3)	I agree (4)	I strongly agree (5)
<b>I) When I have oral errors related to grammar usage, I prefer the instructors :</b>								
1	to correct my errors if they are recurring ones.	1	2	3	4	5		
2	to warn me.	1	2	3	4	5		
3	to take notes during the lesson and correct me individually at the end of the class.	1	2	3	4	5		
4	to correct my errors instantly when the errors disrupt the meaning.	1	2	3	4	5		
5	to correct them directly.	1	2	3	4	5		
6	to correct them explaining the right usage with different examples on the board.	1	2	3	4	5		
7	to correct them as if they are common errors in class rather than correcting them individually.	1	2	3	4	5		

8	to make the correction by repeating the correct form of the grammar structure orally.	1	2	3	4	5
9	to make me realize my error and help me correct it by myself.	1	2	3	4	5
10	to give me choices in the process of correcting my errors.	1	2	3	4	5
<b>Please express if you have any other idea you want to add</b>						

<b>II) While instructors are correcting my oral errors related to vocabulary use and pronunciation, I prefer them:</b>						
11.	to take notes during the class and correct them at the end of the class individually.	1	2	3	4	5
12.	to correct my errors instantly if I use a word disrupting the meaning.	1	2	3	4	5
13.	to correct my errors without hurting my feelings	1	2	3	4	5
14.	to give me enough time to correct my errors on my own.	1	2	3	4	5
15.	to warn me and suggest me to check the usage of the word again.	1	2	3	4	5
16.	to teach the correct form of a word with its synonym.	1	2	3	4	5
17.	to correct my errors explaining the difference between the words with similar meanings.	1	2	3	4	5
18.	to correct my errors making me repeat the sentence	1	2	3	4	5
19.	to correct my error if it is a fossilized one.	1	2	3	4	5
20.	to correct my errors by making me repeat the right pronunciation of the word often.	1	2	3	4	5
21.	to correct my errors providing their phonetic transcription.	1	2	3	4	5
<b>Please express if you have any other idea you want to add :</b>						

<b>III) When my oral errors are corrected by my peers,</b>						
22.	I tolerate it thinking that my friends listen to me carefully.	1	2	3	4	5
23.	I prefer this to be performed as long as my instructors allow.	1	2	3	4	5
24.	I try to be more careful in order not to repeat the same error.	1	2	3	4	5
25.	The instructor should tolerate this and behave in a positive and cooperative way.	1	2	3	4	5
26.	The instructor should confirm that the correction is right after my peer corrects my error.	1	2	3	4	5
27.	The instructor should make us feel that everybody can make a mistake.	1	2	3	4	5
<b>Please express if you have any other idea you want to add :</b>						



<b>IV) When and in what situation do you prefer your instructors to give you feedback about your oral errors?</b>						
28.	The instructor should give feedback during the lesson by explaining the right form of the incorrect structure.	1	2	3	4	5
29.	The instructor should give feedback at the end of a presentation or speech.	1	2	3	4	5
30.	The instructor should give feedback for recurring striking errors.	1	2	3	4	5
31.	The instructor should give feedback when I am not able to correct my own error.	1	2	3	4	5
32.	The instructor should give feedback if oral errors distract meaning.	1	2	3	4	5
33.	The instructor should give feedback instantly if the error regarding pronunciation is an important one. If not, the instructor should give feedback at the end of the class.	1	2	3	4	5
34.	The instructor should give feedback instantly if the error regarding grammar usage is an important one. If not, the instructor should give feedback at the end of the class.	1	2	3	4	5
35.	The instructor should give feedback instantly if the error regarding vocabulary usage is an important one. If not, the instructor should give feedback at the end of the class.	1	2	3	4	5
<b>Please express if you have any other idea you want to add :</b>						

<b>V) Please express how often you perform the defined strategies below in order to correct your oral errors by yourself:</b>		<b>Scaling</b>				
<b>NEVER (1)</b> <b>RARELY (2)</b> <b>SOMETIMES (3)</b> <b>OFTEN (4)</b> <b>VERY OFTEN (5)</b>		<b>NEVER(1)</b>	<b>RARELY(2)</b>	<b>SOMETIMES</b>	<b>OFTEN (4)</b>	<b>VERY OFTEN</b>
		36.	I learn the right form of a structure and revise it by determining the points where I make errors.	1	2	3
37.	I find lyrics on the internet and memorize them listening to songs.	1	2	3	4	5
38.	I watch English films or TV serials.	1	2	3	4	5
39.	I read aloud.	1	2	3	4	5
40.	I practice English with my friends.	1	2	3	4	5
41.	I use the internet to access an online dictionary for correct pronunciation.	1	2	3	4	5
42.	I try to minimize my errors listening to a text.	1	2	3	4	5
43.	I consult my friends.	1	2	3	4	5
44.	I ask for the instructors' help and try to correct my own errors taking them as models.	1	2	3	4	5
45.	I learn new vocabulary as collocations and in sentences in order to use them correctly.	1	2	3	4	5
<b>Please express if you have any other idea you want to add :</b>						

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<b>Experiences</b>	2000-2001	Training at TED College, Ankara
	2001-2002	Çağdaş Language School, Denizli
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	2003-2005	Şehitler Primary School, Denizli
	2005-2006	Aydın Language School, Denizli
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	2008-2009	Honaz Vocational High School, Pamukkale University
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<b>Foreign languages</b>		English (Advanced) German (Pre-intermediate)
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<b>Training</b>		1997–2001 Foreign Language Education Department at Middle East Technical University
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<b>Hobbies</b>		Music, swimming, internet and English novels
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