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SECONDARY SCHOOL EFL TEACHERS' AND STUDENTS' PERCEPTIONS OF ERROR CORRECTION TECHNIQUES AND THEIR EFFECT ON STUDENTS' MOTIVATION AND ATTITUDES TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE

MASTER THESIS

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We certify that we have read the thesis submitted by Pınar Oygar entitled "Secondary School EFL Teachers' and Students' perceptions of Error Correction Techniques and Their Effect on Students' Motivation and Attitudes Towards Learning English as a Foreign Language" and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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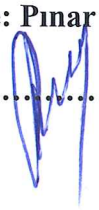

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ABSTRACT

SECONDARY SCHOOL EFL TEACHERS' AND STUDENTS' PERCEPTIONS OF ERROR CORRECTION TECHNIQUES AND THEIR EFFECT ON STUDENTS' MOTIVATION AND ATTITUDES TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE

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The purpose of this study was to investigate secondary school EFL teachers' and students' perceptions of error correction techniques and find out whether these affected students' motivation and their attitudes towards learning English as a foreign language.

This study addresses three main issues: What are the perceptions of Turkish Cypriot EFL teachers and students' towards error correction techniques in learning English as a foreign language? How do error correction techniques used by Turkish Cypriot EFL teachers affect secondary school students' motivation in learning English as foreign language? How do error correction techniques used by Turkish Cypriot EFL teachers affect secondary school students' attitudes towards learning English as a foreign language?

The method of research used in this study is cross-sectional survey. In cross-sectional surveys, information should be collected from a predetermined population.

Therefore, a secondary state school was selected as population and three third grade classes out of six were selected as the sample of this study by using convenience sampling method.

A student questionnaire, a teacher questionnaire, and a teacher interview were used as data collection instruments in this study.

The outcomes indicated that the attitudes of Turkish Cypriot EFL teachers towards error correction are self-correction, peer correction and teacher correction. Most of the participants accept self-correction, peer correction, and teacher correction as motivating them towards English language learning. However, if the teacher corrects students in a harsh manner, it affects students' motivation negatively. In this respect, teachers and students share the same opinion. Most of the participants feel nervous and think that they will not be able to learn anything when their teachers correct all their errors and correct them in a harsh manner. Most of the secondary school students prefer self-correction, peer correction and teacher correction in a kind manner.

This study ends with some suggestions for educational practice and recommendations for further research in the area of error correction in teaching and learning English as a foreign language.

Keywords: Error correction techniques, motivation, peer correction, feedback, English as a foreign language.

ÖZ

ORTAOKUL İNGİLİZCE ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN HATA DÜZELTME TEKNİKLERİNE İLİŞKİN ALGILARININ ÖĞRENCİLERİN GÜDÜLENMESİNE VE YABANCI DİL OLARAK İNGİLİZCE ÖĞRENMEYE YÖNELİK TUTUMLARINA ETKİSİ

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Bu tezin amacı ortaokul İngilizce öğretmen ve öğrencilerinin hata düzeltme tekniklerine ilişkin algılarını araştırmak ve bu algıların öğrencilerin yabancı dil olarak İngilizce öğrenmeye güdülenmelerini ve tutumlarını etkileyip etkilemediğini ortaya çıkarmaktı.

Bu tez üç temel konuya değinmektedir: Kıbrıslı Türk İngilizce öğretmen ve öğrencilerinin yabancı dil olarak İngilizce öğrenmede hata düzeltme tekniklerine ilişkin algıları nelerdir? Kıbrıslı Türk İngilizce öğretmenlerince kullanılan hata düzeltme teknikleri ortaokul öğrencilerinin yabancı dil olarak İngilizce öğrenme güdülenmesine nasıl etkiler? Kıbrıslı Türk İngilizce öğretmenlerince kullanılan hata düzeltme teknikleri ortaokul öğrencilerinin yabancı dil olarak İngilizce öğrenmeye yönelik tutumlarını nasıl etkiler?

Bu araştırmada kesitsel düzen taraması kullanılmıştır. Kesitsel çalışmalarda bilgi önceden belirlenmiş evrenden toplanmalıdır. Bu nedenle evren devlet ortaokulu

olan bir ortaokul seçilmiştir. Örneklem olarak da ortaokul 3. sınıflardan 6 İngilizce sınıfından üçü ile çalışılmıştır. Bu araştırmada anketler uygulanırken kolay ulaşılabilir durum örneklemesi yöntemi uygulanmıştır.

Veri toplama araçları olarak öğrenci anketi, öğretmen anketi ve öğretmen görüşmeleri kullanılmıştır.

Ortaya çıkan sonuçlara göre, katılımcıların çoğu hata düzeltmede, öz-düzeltme, akran düzeltme ve öğretmen düzeltme tekniklerinin kendilerinin İngilizce öğrenmeye yönelik güdülenmelerini artırdığı görüşündedir. Ancak İngilizce öğretmenleri bu düzeltmeleri yaparken sert bir tutum sergilerse, bu tutumun öğrencilerin güdülenmelerini olumsuz yönde etkilediği görülmektedir. İngilizce öğretmenleri de aynı görüşü savunmaktadır. Katılımcıların çoğu, hatalarının sert bir tutumla düzeltildiği zaman kendilerini, sinirli ve hiçbir şey öğrenemeyecekmiş gibi hissetmektedir. Ortaokul öğrencilerinin tümü kendi hatalarını kendi düzeltmeyi, akran düzeltmesini ve sert olmadığı sürece öğretmen tarafından düzeltilmeyi tercih etmektedir.

Bu çalışma İngilizce öğrenme ve öğretme alanında hata düzeltme konusundaki bulguların eğitim uygulamalarında kullanılmasına ve gelecekte bu konuda yapılacak olan çalışmalara ilişkin önerilerle son bulmaktadır.

Anahtar kelimeler: Hata düzeltme teknikleri, güdülenme, akran düzeltmesi, dönüt, yabancı dil olarak İngilizce.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem and the aim of the study, research questions, the significance of the study, definition of terms, and the limitations.

Background of the Study

By the help of the results of different studies that were made in this area, teachers should choose the best way and the right time to help learners to correct their mistakes. The danger of over correcting is that students will lose motivation and you, as a teacher, may even destroy the flow of the class (Budden, 2008). According to Budden (2008), "When and how should you correct your students without harming them?" (pp. 28-31) is the most important question. There is no single feedback method that is effective for all types of learners in all contexts (Hong, 2004). Every student is unique and has different preferences.

Students, who learn English as a second language, come to higher education institutions to see what kind of teacher responses will help them to improve their writing. The students want their teacher to help them improve their writing, to see which corrections they feel they retain best, they want to see what reactions, whether negative or positive, the teachers will show to their writings. When a teacher checks the students' writings, compositions, s/he corrects the grammatical errors, punctuation errors, spelling errors, etc.

Flower (1981) says that “surface proof-reading is typical of the goals of novice writer” (p. 214). The organization of the text is also important. The shape and the font of the letters, the distances between letters and words, the length of lines, the space between lines, the use of margins and the use of color can help correct errors. Supramaniam (1983) found that word length and shape had a significant effect on performance on a L1 proof-reading task, indicating that sensitivity to the ‘gestalt’ of a word may be important for successful error recognition.

According to Schackne (2002), most classroom teachers recognize that direct correction is often ineffective and only it harms communication. For example, students can be passive learners and they do not talk or write if they make errors. In addition, rather than correcting directly teachers should use rhetorical devices such as paraphrasing or asking for clarification to get meaning. They, teachers, should avoid direct correction and ignore minor errors. Moreover, if they correct the same errors over and over again, they may encounter with problems such as learners can be discouraged or they may feel afraid of writing. Language teachers often look to second language acquisition (SLA) research for advice about how to improve their teaching.

Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter & Scardamalia, 1987, p. 12).

Problem of the Study

When the researcher became an English language teacher, she observed that some students may be affected in a negative way and lose their motivation in learning English when teachers correct their errors directly in a harsh manner. Thus, she understood that error correction is a very sensitive issue. Mostly in foreign language classes, learners feel nervous and develop a great deal of anxiety when they make errors. Thus, the researcher became interested in error correction and its impact on students' motivation and attitude towards learning English.

Error correction is one of the most problematic issues in language classes. There are lots of approaches to the correction of errors. How should errors be corrected? What is the best way of error correction? Should teachers correct the errors or let students do self-correction? Which one is the best method? These are the most prevalent questions on error correction. If the errors are corrected in the most appropriate way, learners can learn better without feeling discouraged.

Aim of the Study

The purpose of this study was to investigate secondary school EFL teachers' and students' perceptions of error correction techniques and find out whether these affected students' motivation and their attitudes towards learning English as a foreign language.

More specifically, this study intends to find answers to the following research questions.

1. What are the perceptions of Turkish Cypriot EFL teachers' and students' towards error correction techniques in learning English as a foreign language?

2. How do error correction techniques used by Turkish Cypriot EFL teachers affect secondary school students' motivation in learning English as foreign language?
3. How do error correction techniques used by Turkish Cypriot EFL teachers affect secondary school students' attitudes towards learning English as a foreign language?

Significance of the Study

This research study examined the error correction techniques of English language teachers and their attitudes towards error correction and the impact of error correction on the motivation of secondary school students in learning English as a foreign language. Secondary school years play an important role in the life of teenagers in language learning. They can learn the foreign language easily with high motivation if appropriate error correction techniques and positive attitudes towards correction are followed by teachers of English. Since teenagers are very sensitive to criticism, teachers should be very careful in handling error correction issues. Otherwise, students may lose their motivation and develop negative attitudes towards learning a foreign language. In this respect, this study is expected to contribute to solving error correction issues by finding out appropriate error correction techniques and attitudes which will encourage students and increase their motivation in learning English without disturbing them too much and help them develop positive attitudes towards error correction. Such error correction techniques and attitudes will affect their learning and motivation positively.

This study should be considered significant in North Cyprus because students hesitate to write or speak in English in the classrooms where education is generally

based on grammar in North Cyprus. Teachers should encourage their students while correcting errors in practice as suggested in this study. If they use effective error correction techniques, students will be motivated and speak or write English fluently.

Definition of Terms

Error correction*:* Error correction is a vital component of second language acquisition and teachers must prepare to use it competently, carefully, and consistently in order to fully utilise its potential for improving students‘ work (Ferris, 2002).

Peer correction: According to Richards and Schmidt (2002), it is “an activity … in which students receives feedback about their writing from other students – their peers” (p. 390).

Self-correction: According to *Advanced Learners' Dictionary of Current English,* self-correction means “correcting oneself or itself without external help.”

Teacher correction: According to Lee (2003), teacher correction refers to the feedback teachers give on students' errors, which could be either direct or indirect (Durgin, Yamamoto, and Nguyen, 2008).

- Direct correction:

  Teacher stops the student, points out mistake, gets student to self-correct or be corrected by another student.

- Indirect correction:

  Teacher takes notes of mistakes and deals with correction at a later time.

  (Durgin, Yamamoto, and Nguyen, 2008, p. 1)

Limitations

This study was conducted to a small sample of students and teachers of a secondary school; therefore, the results may not be generalized to all secondary schools in North Cyprus. However, the research method and data collection instruments may be replicated covering more secondary schools and higher reliability in results and findings can be reached.

This chapter provided information about background of the study, the aim of the study, the significance of the study, definition of terms, and the limitations. In the following chapter, the review of literature on error correction, error correction techniques, the differences between errors and mistakes, effects of error correction techniques on student motivation, and recent research studies related to error correction issues will be presented.

In the following chapter, review of literature will be presented.

CHAPTER II

REVIEW OF LITERATURE

The following review of literature explores issues relevant to error correction and how error correction affects students' motivation and attitudes towards learning English as a foreign language. It also involves how teachers correct their students' written works and what type of error correction techniques they use. Moreover, the review recounts research related to the field of types of errors and error correction techniques, and differences between mistakes and errors in language teaching and learning. Finally, recent research studies on error correction and its influence on motivation are reviewed.

Error Correction in English Language Teaching

One of the questions that second language teachers most often address to second language researchers is, according to Dekeyser (1993), "How" and "When should they correct whom, if at all?" Error correction is not only of practical importance, but also a controversial issue in the second language acquisition literature (Swift, n.d.).

Some researchers agree that errors are natural and they are parts of learning process. Wang (2010) states that errors are sign of learning in language process. If someone does not know something, s/he will make errors. In other words, errors occur due to a lack of knowledge. Errors are inevitable because they can occur during the first language acquisition process as well. Researchers (Richards, 1974; Touchie, 1986) identified two major sources of errors: Interlingual

errors and intralingual and developmental errors. Interlingual errors involve mother tongue effects. Intralingual errors are difficulties of the target language.

Error correction is a sensitive issue. Teachers use different error correction techniques to correct their students. Most classroom teachers recognize that direct intervention is often ineffective and serves only to hamper communication. Some teachers argue that error correction should be done immediately and directly for students not to learn incorrect forms. If someone learns wrong forms, errors may become fossilized. More teachers favour indirect feedback for pedagogical reasons. It gives students the opportunity to identify and correct their own errors (Ferris, 2002). Some researchers claim that error correction can be done into two ways: Meaning focus and form focus. According to Lemos (2012), most teachers correct accuracy errors especially in writing. On the other hand, Doughty (2001), Ellis (2001), and Long (1996) agree that teachers should use form and meaning focus in an integrated way in correcting errors.

Some researchers claim that error correction is hard and excessive correction is unessential for learning. According to Kees (2007), teachers find error correction very hard especially in written works because all teachers feel that they must correct everything. However, Thornbury (2013) says that “Excessive correction can be very demotivating for many learners, while not to correct errors will make us look incompetent in the eyes of other learners.” Also, Kees (2007) suggests grouping the corrections and choosing the top 5 errors the students make in their papers and correct them in the classroom on the board. And then, you can ask them to rewrite their assignments. Truscott (1996) claims that grammar correction does not help students and Kees (2007) agrees that teachers should only correct what will be easiest for students to learn. As Touchie (1986) states, high frequency and generality

are important in error correction. Also, teachers should focus on meaning and correct errors relevant to a pedagogical focus. For example, if a teacher teaches the present perfect tense, s/he should correct errors related to the present perfect tense, not preposition errors. Moreover, according to Touchie (1986), hypercorrection is a factor that causes more errors.

According to some researchers (Semke, 1984; Zamel, 1985), error feedback may not help students improve their accuracy when composing regardless of the teachers' time and effort. For example, many students make the same errors over and over even though they receive feedback from their teacher. For this reason, some researchers have expressed scepticism about the effectiveness of error feedback offered in classroom instruction (Semke, 1984). However, ESL students whose interlanguage is still developing probably need and expect grammar feedback on errors from their teachers as a part of the process of improving their writing (Ferris, 2002). Some teachers may use prevention activities to prevent errors and raise students' awareness (Wang, 2010).

Errors are natural and important in language learning because they give clues to teachers to understand their students in the best way why they may make errors without knowing. Error correction is very hard work in language learning because students may lose their interest in or they may grow away from language and they may not use it. Teachers should be careful before deciding when and how to correct their students' errors (Swift, n.d.).

Differences between Mistakes and Errors

According to some researchers, 'error' and 'mistake' have slightly different meanings. In other words, 'mistake' is used more casually in English conversation

but 'error' is more suitable for more formal contexts. Moreover, if a person uses something wrong because s/he thinks wrongly and judges incorrectly, this means error. Mistakes can be made because of thinking something else and it is an accident. According to Brown (2007) while mistakes can be self-corrected, errors cannot be self-corrected.

Porte (1993) states that if errors or mistakes are corrected by codes or color-coding methods by teachers spending more time dealing with spelling, punctuation and so on, students feel more satisfied. Mistakes result from carelessness, a slip of the tongue, or a momentary lapse in thought. Consequently, correction is possible, given a learning strategy for approaching it.

Porte (1993) reports that "correction is less straightforward with errors, which would appear to demonstrate a fault at a deeper level-something that has not been learnt or assimilated or whose correct version is unknown" (p. 42).

Indeed, an error may have become so ingrained that student may not even have perceived. We should not correct errors immediately. We may let students correct their own errors and use peer correction. So they will be aware of what is wrong and error making will decrease.

Teachers' Error Correction Techniques

Researchers identified several error correction types in learning English as a foreign language as a) self-correction, b) peer correction, c) teacher correction (Durgin, Yamamoto, and Nguyen, 2008).

- Self-correction: students correct their own errors.

- Peer correction: students correct each other.

- Teacher correction: teacher corrects students (Durgin, Yamamoto, and Nguyen, 2008, p. 1).

Teacher correction can be done in two different ways as indirect correction and direct correction. While applying indirect correction, teacher takes notes and then correct mistakes but in direct correction errors are corrected immediately (Durgin, Yamamoto, and Nguyen, 2008, p. 1).

According to Zhu (2010), the main purpose of error correction is to improve learners' accuracy and language acquisition. In language classes, some opportunities should be provided to learners in order to help them to not only be accurate but also increasingly to be independent as English speakers.

Zhu (2010) refers to Diane and Barbara (1998) as they put forward the following types of feedback:

1) Explicit correction**:** indicate clearly that the students answer is incorrect and provide the answer.

2) Recast: indicate directly that the student's answer was incorrect; the teacher implicitly reformulates the student's error, or provides the answer.

3) Clarification: by using expressions like "Excuse me?" or "Sorry, I don't understand", the teacher indicates that the message has not been understood or that the student's answer contained some kind of mistake and repetition or reformulation is required.

4) Elicitation: the teacher elicits the correct form from the student by asking questions or by allowing the student to complete the teacher's utterance (e.g. "This is a…"), or by asking student to reformulate the answer (e.g. "say it again").

5) Repetition: The teacher repeats the student's mistake and adjusts intonation to draw student's attention. (Zhu, 2010, p. 130)

Cohen (1990) reports that he took the opportunity to experiment with two error correction methods when he had two grade eight classes: coded feedback and reformulation. Coded feedback involves both the location and the nature of the error. Coded feedback is more suitable for weak students. Students know all symbols and teachers use these symbols for correcting students' works. For example: the teacher may use "Sp" for spelling errors. Reformulation focuses on style, discourse and usage. In reformulation students revise their work until they write it correctly.

Hall (1992) lists the error correction strategies in written works as follows:

(1) Teachers' written comments

Hall (1992) points that generally, teachers focus on grammar rather than their students' ideas therefore comments are ineffective. Butler (1980) agrees that the most motivating and effective way of understanding students' ideas is to make comments such as the following:

> OK. I see this. I get the picture. I'm following you. This is nice. I need more help here. I see all of this, but what do you mean by ... ? I think I follow you, but I'm not absolutely sure. Can you give me an example? This is the best section so far. I'd like to hear more about this. I like what you are trying to do here (Butler, 1980, p. 275).

(2) Student-teacher conferencing

Hall (1992) states that if teachers meet with the students one to one, it can be done but generally it is not an effective method when teachers focus on grammar. Also it is time-consuming and difficult to arrange. However, "When the teacher is

able to focus on the writer's real problems, this approach can be an extremely efficient use of classroom time" (p. 113).

(3) Peer evaluation

Hall (1992) says that it is an effective method. Student-writers offer feedback on each other's writing in pairs or groups. It also helps students to identify basic problems of content, form and organization. However, it has some problems such as inaccurate feedback. So as teachers, we can use this with more advanced writers.

(4) Student-teacher dialoguing

Student-teacher dialoguing offers benefits to both students and teachers. Students become active participants, gaining some control over the feedback process. Also, because it is their concerns which are being addressed rather than the teachers, it is thought that they are more receptive to the comments and responses made by the teachers and more likely to act upon them (Hall, 1992, p. 114).

(5) Marginal code error correction

> There are many variations, some more explicit, direct, and salient than others. The least salient form is marginal feedback, where only the number of errors made on a particular line in the text is indicated in the margin, without their exact location or the nature of the error or their exact location being specified. Two intermediate variants (coded and uncoded feedback) involve identifying in the margin either the nature of the error or its exact location (by highlighting or underlining) (Hall, 1992, p. 115).

This method is quick but we, as teachers, should be sure that all students know all symbols.

(6) Reformulation

Cohen (1990) and Hall (1992) agree that reformulation focuses on issues of style, discourse and usage rather than grammar. It is more suitable for advanced learners. It takes time because it needs two readers for formulating ideas.

Kiczkowiak (2014) listed eight most popular correction techniques in writing that can be summarized as follows:

1. Using symbols:

It can be written either above the error or on the margins. For example, “W” means wrong word. Also, it gives students guidance on how to correct their errors.

2. Marking criteria:

It provides clear, fair and unambiguous marking criteria, especially if you need the grade as part of the continuous assessment. It also shows students which areas they did well on, and which they still need to improve.

3. Reformulation:

The teacher reformulates/rewrites student’s writing, keeping the main idea but upgrading the language. The teacher should be careful not to go too far beyond the student's level. The student analyses the original and the reformulation, comparing the two, and notices and audits the differences in language, style, cohesion, etc. (Kiczkowiak, 2014).

4. Peer correction:

This can be done as part of the writing process (i.e., after the first draft). Peer correction raises group cohesion, encourages monitoring others and thus helps improve self-monitoring. Students might also be more motivated to respond to the feedback from their peers. To build a positive vibe around peer correction, the teacher should try first encouraging the students to give only positive comments,

slowly making them familiar with the idea of correcting their partner's mistakes (Kiczkowiak, 2014).

5. Selective marking:

We as teachers should consider certain points. We should not correct every mistake.

6. Responding/commenting:

"We tell the student what we've liked and what needs to be improved (the goal). Students might find it more useful and less intimidating than a lot of correction symbols in red all over their work" (Kiczkowiak, 2014).

7. Using colours:

The researcher uses green and red pen. Green pen symbolizes positive feedback and it shows your students that you appreciate their work. Red is used for something that needs to be improved.

8. Scaffolding self-correction:

Let your students correct their own errors with a little help.

In addition, Sözüöz (2010) supports that code correction is the effective way for encourage students to think about their errors and it encourages self-correction.

According to the Schackne (2002), error correction in the real world certainly is not as controlled as in traditional classrooms. Speakers who do not understand each other use rhetorical devices, such as paraphrasing and asking for clarification, to negotiate meaning and, hence, avoid directly confronting errors. These devices often come into play when a speaker makes global errors, those which affect comprehension. Local (minor) errors are often simply ignored.

Case (2008) listed 15 ways to correct spoken errors.

1. Collect the errors for later

The teacher collects errors and then corrects them later in the same class or next class. The teacher gives positive reinforcement (e.g., someone said this sentence and that is really good).

2. Facial expression

   The teacher uses facial expressions for correcting students' errors. For example, the teacher raises eyebrows.

3. Body Language

   It can be taken as very serious. "Possibilities include using your hands (rolling a hand from side to side to mean "so-so attempt"; making a circle by moving your index finger to mean "one more time" (Case, 2008, p. 2)

4. Point at the correct language

   The teacher shows the correct answer from the book, whiteboard and so on.

5. Repeat what they said

   The teacher repeats the whole sentence until wrong part of it and let student to correct it.

6. Just say the right version

   The teacher directly says right forms. It is not a good way because it is not effective for remember the correct form.

7. Tell them how many mistakes

   The teacher tells them how many mistakes they did. For example : the teacher says "Very good, but you made just one mistake with the passive" (For a tongue twister) "Good attempt/ Getting better, but in two places you said /sh/ where it should have been /s/. Can you guess which words?"

(Case, 2008, p. 3). This method is not suitable with controlled speaking activities and let students find and correct their own errors.

8. Use grammatical terminology to identify the mistake

   The teacher uses topics while correcting students for example:

   "(You used) the wrong tense", "Not the Present Perfect" (Case, 2008, p. 3)

9. Give the rule

   The teacher gives the rule directly. For example, "'Since' usually takes the Present Perfect" or "One syllable adjectives make the comparative with –er, not more + adjective". It works well if learners know the rules.

10. Give a number of points

    This method can be used part of the game. For example: the teacher gives points to the sentences out of 10.

11. Just tell them they are wrong (but nicely)

    For example: "getting closer", "just one mistake", "much better"

12. Tell them what part they should change
13. Ask partners to spot errors (peer correction)
14. Try again

    Sometimes students need to try it again.

15. Remind them when you studied that point

    The teacher gives clue to remember for example: "Nearly right, but you've forgotten the grammar that we studied last week" (Case, 2008, p. 4)

According to the Schakne (2002), a common sense approach to treating error proceeds in stages. A summary of Schakne's approach is given below:

1. Investigation (Assessment, discovery)

It engages the student in some form of communication to assess the general language level and the nature of language problems. This engagement could be a dictation, question-answer session, written paragraph, brief interview, or any other short activity.

2. Isolation

Isolated errors are classified along two lines 1. global-local, 2. mistake-error global errors can be defined as those that affect comprehension.

3. Explanation

Teacher describes the error. This not only alerts the student that an error has been identified and is about to be treated, but also describes where the problem is.

4. Demonstration (model, correct usage)

There are techniques that change from teacher to teacher. Morphology and syntax problems most often involve developmental errors, such as the overgeneralization of L2 verb rules.

5. Experimentation

With exposure to the demonstration of correct form/usage/pronunciation, the student is now ready to embark on experimentation. This stage involves real communication.

6. Learning Acquisition (this is unpredictable)

Students may learn quickly, and then have to re learn later. People learn at different speeds and achieve different levels.

For example, the teacher wants to prevent fossilized errors so after error s/he corrects it immediately. Sometimes, the teacher can be flexible and corrects errors after class. S/he calls the student who makes an error and tells the correct form of it

to him or her. Teachers may select errors that frequently made by students in writing and teach them the correct ones on the blackboard. Sometimes, the teacher may prefer clues and gives clues to students after they make some errors and encourage them to find correct forms. Also, students may be encouraged by repeating all or parts of the students' utterances.

To sum up, as teachers, we should know our students' needs and levels and correct them in a positive way. We should encourage our students to correct their own errors.

Students' and Teachers' Beliefs in Error Correction

Hyland and Anna (2006) refer to Ferris (2001) as he claims that both students and teachers agree that errors are important for language learning and should be corrected.

According to Heeffer (2010), students support that error correction is essential for language learning and Heeffer (2010) and Paiva (2011) agree that students expect to be corrected by their teachers as soon as possible after errors occur. Diab (2005) states that some students prefer their teachers' use of red colored pen and use symbols on their papers, some students state that they wait for clues when they make an error and only a few students want their teacher to ignore their own errors.

Paiva (2011) agrees that teachers support that error correction is time consuming but worthwhile. According to Heeffers' (2010) results, 83% of students agreed with teacher correction whereas 83% teachers support self-correction. In other words, teachers prefer to let students correct their own errors. Some teachers prefer

write comments on students' papers when they make errors. Also, Sarıgül (2005) supports self-correction technique in the writing process in language learning.

According to researchers (Diab, 2005; Heefer, 2010; Paiva, 2011), teachers and students have different opinions because teachers give importance to self-correction rather than teacher correction because they want students to take responsibility of their learning and improve their language awareness. On the other hand, students prefer teacher correction because it is easier than self-correction.

Influence of Error Correction on Motivation

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. (Amara, 2009).

Motivation is the key to language learning. Classroom activities can be designed according to students. In other words, teachers should create a desired environment to motivate students. Error correction is a sensitive issue also it is inevitable. As teachers, we should correct our students. While we are correcting our students we should interact with them and we should do this in a positive way (Ellis, 1997).

According to Amara (2009), motivation can be divided into internal and external motivation. The student's natural interest is intrinsic motivation such as curiosity. Young learners generally have curiosity and they are very motivated. When motivation is provided by the teacher, it is extrinsic motivation such as praise. The teacher's praise is a powerful motivator. Teachers should provide quick and supportive feedback when their students encounter major difficulties (Halušková, 2008).

Error correction can affect students' motivation. According to Trevor & Shenaz Kelly Rawat (2004), "Goal setting is extremely important to motivation and success" motivation is the desire to learn. Excessive error correction can create passive learners. Feedback can be an important factor (either positive or negative) that affects motivation. Best feedback should promote success that means students will be motivated. If feedback signals failure, students will be demotivated (Schmidt, Boraie, and Kassabgy, 1996).

It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too afraid of making mistakes. Hence, due to being obsessed with making errors, students will be too much reluctant to participate. Thus, teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed (Amara, 2009).

"Learning strategies, interest and motivation were the most immediate sources of anxiety in language learning. Moreover, the students perceived foreign language anxiety as a negative impact on second language learning" (Park, 2010, p. 33).

Teachers should identify errors and students' needs and apply correct ways for giving feedback. They should provide their students with supportive and positive feedback for our students. They should know that if they provide high motivation in the classroom, their students will learn language in an effective way.

Effective Error Correction Techniques to Increase Motivation

According to Ramirez (2007), error correction is one of the most influential aspects in language learning. Error correction affects students' motivation both in a positive and a negative ways.

Ramirez (2007) suggests some techniques that increase motivation.

1. Self-correction

Students have the chance to correct their own errors. It might reduce the fear factor because self-correction improves their self confidence and gives messages to students that their teacher trusts them. Also they believe that they can do and they do not hesitate to participate in the language learning process. This technique helps teachers to increase their students' motivation.

2. Peer correction

Students correct their friends' errors. In this case, teachers have the role of facilitators and they provide guidance. Students' motivation increases because they learn that if their friends can do, it is impossible to do it.

Moreover, Dörnyei (2001, as cited in Tsiplakidis and Keramide, 2010) supports techniques which provide a friendly, non-threatening and motivating classroom climate. He suggests some techniques to increase students' motivation:

1. In speaking activities teachers should avoid excessive correction. If we do excessive correction, students may not want to participate in the classroom activities.
2. In writing tasks teachers should use correction code. Correction codes facilitate learning. For example: C for (capital).
3. Establish a set of classroom rules and enforce them fairly.

4. Collaborative works should be used in English classrooms.

Also, some researchers believe that if teachers correct students too forcefully or too frequently, they will lose their confidence and motivation (2013, TEFL teacher training).

Teachers should know that errors are parts of language learning and they should avoid excessive correction. They should always correct gently and respectfully. Teachers should give importance to self-correction and peer correction rather than direct correction in the language learning process.

Recent Research Studies on Error Correction

Zhu (2010) conducted a survey based on attitudes towards error correction in EFL context. The research consists of 58 students, who were taught by the same English teacher, in the Mechanical Engineering Department at the Polytechnic University, China. A questionnaire is only administered to these students. It consists of 14statements about methods of error correction.

Zhu (2010) states findings as follows:

1) Teacher correction (63.3%): Students entered the following items: “say something good and then point out the mistakes” (40%). They thought they could feel confident in this way; “tell the student what area the mistakes are in”

(10%); use gestures (6.7%); “tell the student he has made a mistake” (3.3%); “give the student the correct answer directly” (3.3%).

2) Peer correction (16.7%). Under this heading were “the teacher’s asking another student if what has been said is correct” (10%); “asking the whole class to correct the mistakes” (6.7%)

3) Self-correction (20%). It consisted of "the teacher's repeating the student's answer until the mistake occurs" (10%) and "asking the students to repeat" (10%) (Zhu 2010, pp. 128-129).

If Zhu's results are summarized, it is seen that students prefer teacher correction and they feel confident in this way.

The researchers suggest some techniques for error correction. According to Zhu (2010), teachers should know students' preferences because each student is unique and has different preferences. As teachers, we should know what errors to correct and when to correct, encourage students to use self-correction techniques and use a wide range of feedback alternatives such as explicit correction, recast and so on. As Zhu (2010) suggests that each individual is unique; therefore, we should know our students' preferences and use appropriate ways while correcting their errors.

Paiva (2011) conducts a survey based on beliefs of Brazilian teachers of English as foreign language (EFL) about grammar-based feedback on L2 writing. The research consists of 30 experienced EFL teachers but only 20 teachers completed the questionnaire. The research consists of some teachers' beliefs about grammar-based feedback on L2 writing. According to Paiva (2011),

Belief 1: Grammar correction in L2 writing is necessary in writing classes.

Belief 2: Providing corrective feedback on learners' writing is time consuming, but it is worthwhile.

Belief 3: Grammar feedback on L2 writing does not necessarily help learners write well, but it can help them write accurately.

Belief 4: Grammar correction in L2 writing is useful because students expect it from teachers.

Summary

The review of literature related with definitions of error correction, error correction techniques, differences between errors and mistakes, students' and teachers' beliefs in error correction, the influence of error correction on motivation and effective error correction techniques to increase motivation are reviewed**.** It is very important to apply suitable techniques while correcting students' errors. First, the teacher should know the needs, preferences and levels of their students and then decide which errors are very essential for their learning and focus on only essential errors in a positive manner. Also, the teacher should know that if they are demotivated, learning will not occur.

The next chapter will be about the methodology of this study including the research design, context of the study, sampling and participants, data collection instruments and method of data analysis.

CHAPTER III

METHODOLOGY

This chapter describes the research design used in this study, the research context, participants and sampling, data collection instruments and procedures, and data analysis procedures.

Research Design

The method of research adopted in this study is cross-sectional survey. According to Fraenkel, Wallen, and Hyun (2012), in surveys, researchers are often interested in the opinions of a large group of people about a particular topic. According to Cohen, Manion, and Morrison (2007), "A cross-sectional study is one that produces a 'snapshot' of a population at a particular point in time" (p. 213). The researcher selects a sample from a population and information is collected from that sample rather than from every member of the population. In cross-sectional surveys, information should be collected from a predetermined population. While selecting a sample, the researcher should take into account the topic, age, and gender as well. The main way of collecting information is asking the participants questions. Data collection can be done through telephone, mail, interview, and direct administration. The most common types of instruments are the interview and the questionnaire. Lodico, Spaulding, and Voegtle (2006) support the questionnaire as the main tool or instrument for data collection because survey researchers study on issues or behaviors that change over time.

According to Lodico et al. (2006), the following steps are given for doing a cross-sectional survey:

1. Designing and developing the survey,

2. Selecting the sample,

3. Piloting the survey,

4. Administering the final survey and collection data, and

5. Analyzing data (p. 159).

Since this study aims at collecting participant teachers' and students' opinions about and their attitudes towards error correction and the impact of error correction techniques on student motivation in learning English as a foreign language, the researcher designed a questionnaire and a guided interview and applied them in order to realize the aim of the cross-sectional survey.

Context. This study involved a secondary school in a town in North Cyprus. It is a state school with 8 English teachers and 697 students. This survey was applied to the third year students and English teachers. The English language teaching program emphasizes teaching the four language skills in an integrated manner and grammar.

The breakdown of the final grade of the English course is as follows: 15% listening, 15% speaking, 10% portfolio and 60% grammar and writing. According to percentages, we can easily understand that writing and grammar play an important role in students' learning and therefore error correction affects students' learning and motivation in learning English.

Sampling and participants. The primary research site for this study was the state school setting and the third year students of English and their teachers of English in the North Cyprus. In selecting the site and the participants for conducting research convenience sampling method was used. As for convenience sampling, Fraenkel et al. (2012) state,

> Many times it is extremely difficult (sometimes even impossible) to select either a random or a systematic nonrandom sample. At such times, a researcher may use **convenience sampling**. A convenience sample is a group of individuals who (conveniently) are available for study. Thus, a researcher might decide to study two third-grade classes at a nearby elementary school because the principal asks for help in evaluating the effectiveness of a new spelling textbook. The obvious advantage of this type of sampling is convenience. But just as obviously, it has a major disadvantage in that the sample will quite likely be biased (pp. 99-100).

In this study, the third year students and their teachers of English were chosen as the sample because they were the only available group. As for the bias mentioned by Fraenkel, et al. above, the researcher did not know the participants' opinions and attitudes concerning the issue of error correction beforehand and therefore she does not think that the bias problem will affect the results of the study much. The researcher selected the participants because they were available on the days when the researcher planned to administer the questionnaire and the interview. If the researcher selected another date, the participants would be most probably different.

A hundred third year students (53 female and 47 male) and seven teachers (all female) of English attending the secondary school constituted the participants of

this study. The researcher gave teachers who participated in the interview pseudonyms. Two teachers had nine years of experience, one teacher had twenty-three years of experience and others had nearly fifteen years of experience.

Data Collection

Data collection instruments. The primary data gathering tools were a student questionnaire (see Appendix A), a teacher questionnaire (see Appendix B), and a teacher interview (see Appendix C). The student questionnaire was designed to collect data from the third year students at a secondary school in North Cyprus. It contains 26 items. The aim of the student questionnaire is collecting data from real students about how they react to error correction and which error correction techniques they prefer. It was prepared in Turkish by the researcher (see Appendix D) because it was assumed that students' level of English might not be sufficient to understand the items in English. The questionnaire is comprised of five sections with a 5-point Likert-scale ranging from strongly agree to strongly disagree. Items 1 to 7 are related to error correction techniques, items 8 to 11 are related to how error correction affects students' motivation, items 12 and 13 involve teachers' techniques used in the classroom, items 14 to 20 are related to student's preferences while they are corrected, and items 21 to 26 involve teachers' opinions on how they correct students' errors in the classroom. The teacher questionnaire contains 20 items. It has 20 items and 4 sections. Items 1 to 3 are related to error correction and achievement, items 4 to 7 are related to error correction techniques, items 8 to 12 are about error correction and motivation, and items 13 to 20 involve teachers' opinions on how to correct English language learners' errors. It has a 5-point Likert-scale ranging from strongly agree to strongly disagree. Its aim was to reveal the impact of error

correction techniques on students' motivation. In addition, a semi-structured teacher interview was designed to get detailed information about error correction and motivation. It contains six open-ended questions (see Appendix C).

Pilot study. The researcher prepared the student questionnaire and administered it as a pilot study to 40 students who attended the same secondary school in 2013 and gathered prior information from them before starting a larger study. The data were analyzed and the expert view of the thesis co-supervisor, Asst. Prof. Dr. Mustafa Kurt, about the pilot study was taken. The pilot study helped the researcher prepared a teacher questionnaire and a semi-structured teacher interview to collect more information about error correction from teachers at the same time as a different data source and prevent researcher bias as much as possible. The thesis supervisor, Prof. Dr. Sabri Koç, approved data collection instruments by examining the previous pilot study and suggesting some minor modifications in the sentence structure of a few items in the teacher questionnaire and a reduction in the number of items in the teacher interview to 5 or 6 out of 15 in accordance with the aim of this study.

Data collection procedures. Data for this study were collected from the third year students and their teachers of English at a secondary school in Gazimağusa, North Cyprus during the spring semester of the 2013-2014 academic year.

Before beginning the study, the researcher applied to the Ministry of National Education for permission to administer the data collection instruments at secondary schools. A week later permission was obtained from the Ministry of

National Education. The researcher contacted Mr. Emin Özkalp, the headmaster of the secondary school. The student questionnaire was distributed to a hundred students to complete. It took students 30 minutes to complete the questionnaire. The researcher went to the classroom with English teachers. In addition, the researcher introduced herself and informed students why this questionnaire was designed and what it aimed at. Moreover, the researcher helped students when they had any questions related with items. The teacher questionnaire was distributed to seven teachers of English during the break time. It took teachers 20 minutes to complete the teacher questionnaire. Then four English teachers accepted the interview which contained six open-ended items. (see Appendix C). For the interviews, only verbal, face to face communication was used. The interviews took place during the break time. It took each teacher approximately 20 minutes to complete the interview. The interviews with teachers were recorded and transcribed from the recording for analysis (see Appendix I).

Data Analysis

Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) 21.0. Independent samples T-test (see Appendix E) was used because the researcher wanted to compare the means of female students with the means of male students. Independent samples T-test indicates whether the mean differences of two groups are statistically significant. In addition, descriptive statistics was used to explain the mean scores of the population.

Reliability and Validity

Cronbach's alpha was used for calculating reliability. In social sciences, the widely accepted alpha is 0.70 or higher for reliable data. As seen in Table 1, the teachers' questionnaire was reliable (0.971). and as seen in Table 2, the students questionnaire was reliable also (0.989).

For face validity, two experts were consulted. The experts approved that the questionnaires were well structured to cover and measure students' and teachers' perceptions of error correction techniques.

Table 1

Reliability for the Teacher Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,971	20

Table 2

Reliability for the Student Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,989	26

In this chapter, information about research design, data collection methods and data analysis procedures were given. Results and discussion of the conducted research will be provided in the following chapter.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter focuses on the research findings obtained by the analysis of the data collected.

Turkish Cypriot EFL Teachers' Perceptions Towards Error Correction Techniques

The first research question focused on the perceptions of Turkish Cypriot EFL teachers towards error correction techniques. In the questionnaire administered to the teachers, there were statements about teachers' beliefs on error correction techniques in English language learning. Statements 1, 4, 5, 6, 7, 9, 13, 16, 17, 18, 19, and 20 in the teacher questionnaire focused on teachers' beliefs about error correction techniques in English language learning (see Appendix B). As shown in Table 3, the outcomes of first statement revealed that almost all teachers strongly agreed that error correction was essential for students' learning because students' errors showed that students were learning (M = 5.00). Similarly, Ferris (2001) supported that both students and teachers agreed that errors were important for language learning.

The fourth statement and the sixth statement investigated whether self-correction was the most effective technique. As seen in Table 3, the outcomes of these two statements revealed that most of the teachers (M = 4.85) strongly agreed that students should correct their own errors because self-correction let students take responsibility in their learning process and increase motivation. Also, most of

the teachers strongly agreed that self-correction was the most effective technique in English language learning (M = 4.28, see Table 3). While applying self-correction techniques most of the teachers (M = 4.57) preferred to repeat the student's utterance up to the error and wait for self-correction (see Table 3).

Table 3

Turkish Cypriot EFL Teachers' Attitudes Towards Error Correction

Item	N	Mean	SD
1. Error correction is essential for students' learning	7	5.00	0
4. Students should correct their mistakes on their own	7	4.85	0.37
5. Teachers should always correct students' errors.	7	4.42	0.78
6. Self-correction is the most effective technique.	7	4.28	0.75
7. Error should be corrected immediately by the teacher.	7	4.00	1.41
9. While correcting the errors, the teacher should use intonation. (Rising his or her voice signalling the error)	7	4.57	0.53
13. Errors should be ignored.	7	3.00	1.91
16. Teachers should correct all errors that learners make in writing.	7	2.28	0.95
17. Teachers should correct only the errors that interfere with communication.	7	2.71	1.6
18. Teachers should repeat student's utterance up to the error and wait for self-correction.	7	4.57	0.53
19. Teachers should explain why the response is incorrect.	7	5.00	0
20. Using correction codes in compositions are very helpful.	7	3.00	1.41

The fifth statement sought the answer to the question whether teachers should always correct students' errors. The outcomes of the statement indicated that (see Table 3) half of the respondents (M = 4.42) strongly agreed that teachers should always correct students' errors.

The seventh statement investigated whether errors should be corrected immediately by the teacher. The outcomes of the statement revealed that most of the

respondents (M = 4.0) agreed that errors should be corrected immediately by the teacher (see Table 3).

According to the teacher questionnaire, the ninth statement investigated whether teachers supported using intonation while correcting their students in speaking lessons. The outcomes of the statement revealed that almost all teachers agreed with the statement that while correcting the errors, the teacher should use intonation (rising his or her voice signalling the error).

The thirteenth statement dealt with whether errors should be ignored by the teacher. As seen in Table 3, the findings of the thirteenth statement were close (M = 3.0). However, most of the respondents pointed out that errors should not be ignored in the classroom (M = 3.0).

The sixteenth statement focused on whether teachers should correct all errors that learners made in writing. The findings showed that half of the respondents disagreed with this statement (M = 2.28).

The seventeenth statement aimed to investigate whether teachers corrected only the errors that interfered with communication. The outcomes of this statement were close.

The eighteenth statement sought whether teachers should repeat student's utterance up to the error and wait for self-correction. As seen in Table 3, most of the respondents agreed with this statement (M = 4.57).

The nineteenth statement focused on whether teachers explained students why their response was incorrect. The findings of this statement showed that all teachers (M = 5.0) believed that they should explain their students why the response was incorrect (see Table 3).

The twentieth statement investigated whether teachers found correction codes in compositions helpful. As seen in Table 3, the findings of this statement were close (M= 3.00).

In addition to this, in the twenty-forth statement in the student questionnaire (see Appendix A), students were asked whether their teachers used correction codes. Most of the respondents were undecided because some of the students asked the researcher what code correction was while she was administering the student questionnaire.

According to the results of the student questionnaire, twenty-sixth statement aimed to find out how teachers corrected students' written work. Their teachers corrected their errors with red pen on their papers (see Appendix H). In addition, most of the students stated that their teachers showed the common errors on the board (M = 4.24). Teachers corrected errors on students' papers (see Appendix H). They did not use code correction while correcting students' written works. According to the outcomes of the teacher interviews, teachers stated that they corrected students' errors by using red pen only. They crossed out errors and wrote the correct form or words on it.

According to the teacher interviews, teachers stated that red pen should be used for all exams (four teachers agreed, see Appendix I). In addition, according to the teacher interviews, two teachers said that they only focused on one topic while correcting their students so that their students would not be affected in a negative way. For example, Gamze said: "Essential errors, which affect language learning, should be corrected." Ayşe said: "We as teachers should focus only one topic while correcting students' errors. For example, only future tenses not other tenses." In this respect, Dörnyei (2001, as cited in Tsiplakidis and Keramide, 2010), Kiczkowiak

(2014), and Trever (2011) supported that teachers should not correct every mistake and excessive error correction can create passive learners. Moreover, they may not want to participate in the classroom activities.

Although, Cohen (1990), Hall (1992), and Kiczkowiak (2014) supported using symbols or code correction (see Appendix G), all teachers, who participated in this research study, did not prefer to use code correction. While the researcher was doing her research, she noticed that the students did not know anything about code correction. When the researcher asked teachers why they did not use code correction all teachers in the interview claimed that students could be confused by codes (see Appendix I).

According to the teacher interviews, teachers supported correcting errors on their papers and replacing errors with correct ones. In speaking, teachers showed students their errors, gave clues, and let them try to correct their errors. In other words, self-correction was encouraged. For example, as a response to the question "Who should correct learners' errors?" Gamze said: "self-correction", Elif said: "The teacher can choose any students to correct his or her friend, so all the class can be included into the error correction." Emine said: "Students should correct their errors" (see Appendix I). Similarly, Sarıgül (2005) supported self-correction technique in the writing process in language learning.

In addition, according to the teacher interviews, teachers did not correct all errors that learners made in writing. They only focus on one topic rather than all errors. According to the teacher interviews, Gamze said: "In writing, topic which is taught recently should be corrected." Likewise, Thornbury (2013) agrees that excessive correction is demotivating. Moreover, Kees (2007) suggested group correction and showed top five errors that students made in their papers so this would

help students increase their motivation. In addition, according to Touchie (1986), hypercorrection was a factor that causes more errors.

Students' Preferences of Error Correction Techniques

In the questionnaire administered to the students, there were statements about students' preferences for error correction. Statements 17, 18, 19, and 20 focused on students' preferences for error correction techniques (see Appendix A). According to the responses, students mostly agreed that they needed to be corrected. As seen in Table 4, they disagreed that they did not need to be corrected. Most students agreed that error correction is essential for language learning.

In addition, students believed that their teachers corrected their errors if they were essential for their learning (M = 4.07). In other words, they thought that they learnt better if their essential errors were corrected on time.

Also, teachers supported that error correction was essential for language learning and increases students' achievement according to outcomes of the teacher questionnaire statements 1 and 2 (M = 5.00) and (M = 4.57). In the same way, Ferris (2001) claimed that both students and teachers agreed that errors were important for language learning and should be corrected.

According to Heeffers' (2010) results, although most students agreed with teacher correction, according to the results of the student questionnaire, most of the students preferred self-correction. According to the student questionnaire, statement 17, students preferred self-correction and they wanted to correct their own errors (M = 3.71, see Table 4). Also, some students (M = 3.32) preferred teacher correction (see Table 4). On the other hand, according to Paiva (2011), students preferred only teacher correction because it was easier than self-correction.

According to teacher interview, Gamze and Ayşe (see Appendix I) said that error correction did not affect students' motivation. Teacher correction, peer correction and self-correction might be accepted by students, if it is done in a kind manner.

Table 4

Students' Preferences of Error Correction Techniques

No	Item	N	Mean	SD
12.	My teacher corrects my errors if it is essential for my learning.	100	4.07	1.08
17.	I prefer correct my errors myself.	100	3.71	1.06
18.	I prefer my teacher corrects all my errors and mistakes.	100	3.32	1.17
19.	I prefer peer correction.	100	2.35	1.15
20.	I'd prefer not to be corrected.	100	1.87	1.20

Effects of Turkish Cypriot EFL Teachers' Error Correction Techniques on Students' Motivation

The third research question investigated how Turkish Cypriot EFL teachers' error correction techniques affected secondary school students' motivation in learning English as foreign language.

In this part of the study, the data obtained from the students and the teachers through the questionnaires and the teacher interviews were processed, analyzed and interpreted. Items 1, 2, 3, 4, and 23 in the student questionnaire and items 3, 8, and 11 in the teacher questionnaire were designed to find out how error correction techniques affected students' motivation (see Appendix A and Appendix B).

According to the result of the first statement in the student questionnaire, students agreed that mostly self-correction increased their motivation (M = 4.24, see Table 5 and Appendix F). Similarly, the second and the third statements focused on

whether peer correction and teacher correction increased students' motivation. According to the findings of the second and the third statements, peer correction and teacher correction increased students' motivation towards English language learning as well (M = 3.93, see Table 5).

The forth statement examined whether direct correction increased students' motivation. In addition, the twenty-third statement dealt with errors which were corrected harshly. The outcomes of these statements showed that if the teacher corrected them directly or harshly, their motivation was affected negatively (M = 3.72, see Table 5).

Table 5

Effects of Turkish Cypriot EFL Teachers' Error Correction Techniques on Students' Motivation

No Item	N	Mean	SD
1. Self-correction increases my motivation.	100	4.24	0.79
2. Peer correction increases my motivation.	100	3.93	1.03
3.Indirect teacher correction increases my motivation	100	3.93	1.14
4. Direct teacher correction increases my motivation.	100	3.67	1.25
23. If teacher correction is done harshly, it affects my motivation.	100	3.72	1.49

According to the outcomes of the teacher interviews , students might feel bad and become passive learners when their teachers corrected them in a harsh manner. Similarly, Dörnyei (2001, as cited in Tsiplakidis and Keramide, 2010) supports techniques which provide a friendly, non-threatening and motivating classroom climate and he states that motivation decreases when teachers correct their students in a harsh manner.

In other words, the results confirmed that self-correction was the most efficient error correction. Teachers should give a chance to their students to correct

their own errors. This will increase their motivation (see Table 6). Likewise, Ramirez (2007) suggests self-correction and peer correction to increase students' motivation.

According to the teacher questionnaire, the third statement inquired whether error correction affected students' feelings. As seen in Table 6, the outcomes of this statement showed that most of the respondents agreed with this statement. In other words, according to the findings, error correction affected students' feelings (M = 3.42).

In addition, the eighth statement in the teacher questionnaire investigated whether teacher correction increased students' motivation. As seen in Table 6, the outcomes of this statement showed that teacher correction increased students' motivation (M = 3.57).

The eleventh statement in the teacher questionnaire asked whether error correction had a negative effect on the motivation level of young learners. The findings of this statement revealed that teachers did not believe that error correction had a negative effect on the motivation level of young learners (M = 2.00, see Table 6). However, according to Ramirez (2007), error correction affects students' motivation both in negative and positive ways. If teachers correct errors in a harsh manner, students will be affected negatively.

Table 6

Teachers' Views About The Effects of Error Correction Techniques on Students' Motivation

No	Item	N	Mean	SD
3.	Error correction affects students' feelings.	7	3.42	1.27
8.	Teacher correction increases students' motivation.	7	3.57	1.27
11.	Error correction has a negative effect on the motivation level of young learners	7	2.0	1.15

According to the teacher interviews, if teachers handled error correction in a kind manner and let their students correct their own errors, they did not think that error correction affected students' motivation. Gamze, for example, stated that "Students can be corrected by teachers or, other students. I think, all types of error correction do not affect students' motivation.", Similarly, Ayşe said: "I think, students are not affected by teacher correction if it is done in a friendly atmosphere." Likewise, Dörnyei (2001, as cited in Tsiplakidis and Keramide, 2010) supported techniques which provide a friendly, non-threatening and motivating classroom climate and he believed that motivation decreases when teachers correct their students in a harsh manner. Moreover, Amara (2009) supported that the teacher should know when to correct errors and how to do that without hurting and humiliating their students. In addition to this, Schmidt, Boraie, and Kassabgy (1996) agreed that if feedback signals failure, students will be demotivated.

Effects of Turkish Cypriot EFL Teachers' Error Correction Techniques on Students' Attitudes

The outcomes obtained from the students and the teachers through the questionnaires and interviews were processed, analyzed and interpreted. Items 5, 8, 9, and 10 in the student questionnaire and items 2, 10, and 12 in the teacher questionnaire were designed to find out how Turkish Cypriot EFL teachers' error correction techniques affected secondary school students' attitudes towards learning English as a foreign language (see Appendix A and Appendix B).

Ramirez (2007) believed that error correction affects students' motivation and attitudes both in positive and negative ways. According to the student questionnaire, the fifth statement focused on whether students felt nervous when they saw their

papers full of red markings. According to the outcomes of this statement, most of the respondents agreed that students felt nervous when they saw their papers full of red markings (M = 2.56, SD = 1.38, see Table 7).

The eighth statement in the student questionnaire tried to find out whether students thought they would not be able to learn when they saw their papers full of red markings. The outcomes of this statement were close (M = 3.18, see Table 7).

The ninth statement in the student questionnaire dealt with whether students felt bad when their teachers corrected them. Students, generally female students, felt bad when their teachers corrected all the errors they made (M = 4.20, see Table 7). In addition, male students felt bad when all their errors were corrected by their teacher (M = 3.90, see Table 7). According to outcomes, the teacher should not correct all errors of students because half of the participants felt bad when their teacher corrected all errors.

The tenth statement in the student questionnaire focused on whether students thought they would not be able to learn when their teachers corrected their all errors. As seen in Table 7, the outcomes of this statement were close (M =2.95).

Table 7

Effects of Turkish Cypriot EFL Teachers' Error Correction Techniques on Students' Attitudes

No	Item	N	Mean	SD
5.	I feel nervous when I see my paper full of red markings.	100	3.18	1.58
8.	When I see my paper full of red markings, I think I will not be able to learn.	100	2.56	1.38
9.	I feel bad when my teacher corrects my errors	100	4.07	1.23
10.	I think I will not be able to learn when my teacher corrects my all errors.	100	2.95	1.40

The second statement of the teacher questionnaire focused on whether error correction increased students' achievement. As seen in Table 8, the outcomes of this statement showed that most teachers strongly agreed that error correction increased students' achievement (M = 4.57).

Table 8

Teachers' Views According to Effects of Turkish Cypriot EFL Teachers' Error Correction Techniques on Students' Attitudes

No	Item	N	Mean	SD
2.	Error correction increases achievement.	7	4.57	0.53
10.	Red markings have a negative effect on students' psychology.	7	1.57	0.78
12.	Error correction increases anxiety level of students.	7	2.0	1.15

The tenth statement of the teacher questionnaire dealt whether red markings on corrected papers had a negative effect on students' psychology. The findings of this statement showed that red markings had a negative effect on students' psychology (see Table 8). Especially female students thought that they would not be able to achieve (Female M = 3.30; Male M = 2.55). However, Diab (2005) stated that some students preferred their teachers to use red coloured pen and symbols on their papers.

The twelfth statement of the teacher questionnaire dealt with whether error corrections increased the anxiety level of students. The findings showed that error correction did not increase the anxiety level of students if applied in a kind manner (see Table 8).

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary of findings, practical implications for education, and recommendations for further research are presented.

Summary of Findings

This study attempted to explore the impact of error correction techniques on students' motivation in English language learning at secondary schools. Error correction is essential and a very sensitive issue in language learning. Teachers should be aware of their students' learning abilities, unique characters, and expectations to be corrected in a different ways.

According to Heeffer (2010), students supported that error correction was essential for language learning and Heeffer (2010) and Paiva (2011) agreed that students expected to be corrected by their teachers as soon as possible after errors occurred. However, the results of the student questionnaire supported that error correction was essential and students expected to correct their own errors.

According to the findings, teachers, easily understood that self-correction played an important role in language learning. Also, most of the teachers strongly agreed that self-correction was the most effective technique in English language learning. While applying self-correction techniques most of the teachers preferred to repeat the student's utterance up to the error and wait for self-correction Teachers preferred self-correction because self-correction let students take responsibility in their learning process and increased their motivation.

Students generally prefer self-correction and also indirect correction when error correction is essential for their learning. According to Ferris (2002), more teachers favour indirect feedback for pedagogical reasons - it gives students the opportunity to identify and correct their own errors. Teachers did not believe that error correction had a negative effect on the motivation level of young learners. However, according to Ramirez (2007), error correction affects students' motivation in negative and positive ways. If teachers correct errors in a harsh manner, students will be affected negatively.

Moreover, the findings showed that students felt bad when their teachers focused on all errors. In this respect, Kiczkowiak (2014) lists 8 most popular correction techniques in writing and he supports selective marking in his list and states that teachers should consider certain points, such as what they have just learned, in making corrections rather than all errors. Also, Kees (2007) suggests grouping the corrections and choosing the top 5 errors the students make in their papers and corrects them in the classroom on the board. And then, the teacher can ask them to rewrite their assignments.

In addition to this, according to the student questionnaire, students felt nervous when they saw their papers full of red markings. However, Diab (2005) supports that students prefer red coloured pen in their papers. The teachers are used to correcting their students' errors with red coloured pen. They have to use red coloured pen in correcting according to the school rules. Different coloured pen may be used for correction because colour may attract students' attention easily but for each assignment the colour may be changed.

According to student questionnaire, all students needed error correction when they made mistakes or errors. If there was a need for error correction, they preferred their teacher to correct them very gently.

Truscott (1996) says that "correcting errors for the purpose of improving a student's ability to write accurately" is not only ineffective but also harmful for language learners. But in this study, the findings showed that students wanted error correction to improve their abilities in their written works and this did not seem harmful or ineffective to them because they felt more confident when their teachers corrected them.

Although Cohen (1990) reported that coded feedback and reformulation play an important role in error correction, the findings showed that teachers did not use error correction codes such as vt/ (verb tense), // (paragraph), Punc (punctuation), C (capital), M (missing word), Str (structure), etc because according to the teacher interviews, teachers thought that students might be confused when they taught codes or symbols for error correction.

Practical Implications for Education

Based on the results of this study, it can be inferred that self-correction plays an important role in English language learning. Also, self-correction is the most efficient error correction for increasing student motivation.

According to the student questionnaire, red marking has negative effects on students' psychology so teachers may use pens of different colours while correcting errors.

In addition, teachers should not correct every single mistake. In other words, teachers should avoid excessive correction. Moreover, they should correct errors in a kind manner.

According to the findings of this study, students felt bad when they saw their papers full of red markings so there was a need for effective written error correction.

While correcting students' errors in their papers, code correction or using symbols can be applied because this technique will give students a chance to correct their own errors. Sözüöz (2010) supported that code correction was the effective way to encourage students to think about their errors and it provided self-correction. In addition to this, according to the student questionnaire, students preferred self-correction and teachers should give students the opportunity to correct their own errors via the codes.

Recommendations for Further Research

Although this study attempted to find answers to some questions concerning error correction, there remain some other questions yet to be answered because error correction is a very broad topic involving various components to be studied in detail. Questions such as the following need to be studied further: (a) What are the main reasons that cause students to make errors in class? (b) What are the limitations of teacher correction in class? (c) What are the main advantages of self-correction? Also, this research study may be replicated with more participants in more state schools in North Cyprus, which will contribute to handling error correction with more reliable and beneficial error correction techniques.

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Appendix A: Student Questionnaire

STUDENT QUESTIONNAIRE

Gender: Male ( ) Female ( ) Age: _____ Grade: _____

Strongly Agree: **SA** Agree: **A** Undecided: **U** Disagree: **D** Strongly Disagree: **SD**

Please mark the appropriate option for you with (X).

No	Statement	SA	A	U	D	SD
1.	Self-correction increases my motivation.	( )	( )	( )	( )	( )
2.	Peer correction increases my motivation.	( )	( )	( )	( )	( )
3.	Indirect teacher correction increases my motivation.	( )	( )	( )	( )	( )
4.	Direct teacher correction increases my motivation.	( )	( )	( )	( )	( )
5.	I feel nervous when I see my paper full of red markings.	( )	( )	( )	( )	( )
6.	My teacher always corrects me.	( )	( )	( )	( )	( )
7.	My teacher corrects all errors that I do.	( )	( )	( )	( )	( )
8.	When I see my paper full of red markings, I think I will not be able to learn.	( )	( )	( )	( )	( )
9.	I feel bad when my teacher corrects my errors.	( )	( )	( )	( )	( )
10.	I think I will not be able to learn when my teacher corrects my all errors.	( )	( )	( )	( )	( )
11.	I feel good when my teacher corrects my errors.	( )	( )	( )	( )	( )
12.	My teacher corrects my errors if it is essential for my learning.	( )	( )	( )	( )	( )
13.	My teacher ignores my errors.	( )	( )	( )	( )	( )
14.	I always need error correction.	( )	( )	( )	( )	( )
15.	I never need error correction.	( )	( )	( )	( )	( )
16.	I need error correction to learn something better.	( )	( )	( )	( )	( )
17.	I prefer correct my errors myself.	( )	( )	( )	( )	( )
18.	I prefer my teacher corrects all my errors and mistakes.	( )	( )	( )	( )	( )
19.	I prefer peer correction.	( )	( )	( )	( )	( )
20.	I'd prefer not to be corrected.	( )	( )	( )	( )	( )
21.	My teacher uses red pen when s/he corrects my errors.	( )	( )	( )	( )	( )
22.	My teacher corrects my errors gently.	( )	( )	( )	( )	( )
23.	If teacher correction is done harshly, it affects my motivation.	( )	( )	( )	( )	( )
24.	My teacher uses writing error correction codes.	( )	( )	( )	( )	( )
25.	My teacher corrects my errors immediately.	( )	( )	( )	( )	( )
26.	My teacher shows basic/general errors on the board.	( )	( )	( )	( )	( )

Appendix B: Teacher Questionnaire

Dear Teacher,

This questionnaire is designed to determine your ideas about error correction techniques and its impact on students' motivation and attitudes towards English language learning. Please respond sincerely to all items. Your responses will be used for research purposes only and will never be used for any other purposes. Please contact me if you need any further explanation.

Thank you for your participation.

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TEACHER QUESTIONNAIRE

Gender: Male ( ) Female ( ) Age: ____ Years of Experience: _____ years

Strongly Agree: **SA** Agree: **A** Undecided: **U** Disagree: **D** Strongly Disagree: **SD**

Please mark the appropriate option for you with (X).

No	Statement	SA	A	U	D	SD
1.	Error correction is essential for students' learning.	( )	( )	( )	( )	( )
2.	Error correction increases achievement.	( )	( )	( )	( )	( )
3.	Error correction affects students' feelings.	( )	( )	( )	( )	( )
4.	Students should correct their mistakes on their own.	( )	( )	( )	( )	( )
5.	Teachers should always correct students' errors.	( )	( )	( )	( )	( )
6.	Self-correction is the most effective technique.	( )	( )	( )	( )	( )
7.	Error should be corrected immediately by the teacher.	( )	( )	( )	( )	( )
8.	Teacher correction increases students' motivation.	( )	( )	( )	( )	( )
9.	While correcting the errors, the teacher should use intonation. (Rising his or her voice signalling the error)	( )	( )	( )	( )	( )

Strongly Agree: **SA** Agree: **A** Undecided: **U** Disagree: **D** Strongly Disagree: **SD**

Please mark the appropriate option for you with (X).

No	Statement	SA	A	U	D	SD
10.	Red markings have a negative effect on students' psychology.	( )	( )	( )	( )	( )
11.	Error correction has a negative effect on the motivation level of young learners.	( )	( )	( )	( )	( )
12.	Error correction increases anxiety level of students.	( )	( )	( )	( )	( )
13.	Errors should be ignored.	( )	( )	( )	( )	( )
14.	Students make errors because they are not aware of the error.	( )	( )	( )	( )	( )
15.	Students make errors because of not having enough knowledge.	( )	( )	( )	( )	( )
16.	Teachers should correct all errors that learners make in writing.	( )	( )	( )	( )	( )
17.	Teachers should correct only the errors that interfere with communication.	( )	( )	( )	( )	( )
18.	Teachers should repeat student's utterance up to the error and wait for self-correction.	( )	( )	( )	( )	( )
19.	Teachers should explain why the response is incorrect.	( )	( )	( )	( )	( )
20.	Using correction codes in compositions are very helpful.	( )	( )	( )	( )	( )

Appendix C: Teacher Interview

1. How do you deal with fossilized errors and help your students?
2. When do you correct your students in a lesson?
3. Who should correct learner's errors? Do you think error correction affect students' motivation?
4. How should learner errors be corrected? (surreptitious correction) (Do you prefer to show errors but not answer or error + correct answer or error + clues for correct answer?)
5. Which errors should be corrected?
6. Why don't you use code correction in written works?

Appendix D: Öğrenci Anketi

ÖĞRENCİ ANKETİ

Sevgili Öğrenci,

Bu anket, hata düzeltiminin önemini ve bunun öğrenci motivasyonunu ne kadar etkilediğini saptamak amacı ile hazırlanmıştır. Lütfen bütün maddelere içtenlikle cevap veriniz. Verdiğiniz cevaplar yalnız araştırma için kullanılacak, başkalarıyla paylaşılmayacaktır.

Zaman ayırıp ankete katıldığınız için teşekkür ederim.

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****

Cinsiyet: ( ) Bay ( ) Bayan Sınıf: _____ Yaş: ____

	Lütfen sizin için en uygun olan seçeneği (X) ile işaretleyiniz.	**Kesinlikle Katılıyorum**	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle Katılmıyorum**
1.	Hatalarımı kendim düzeltme fırsatı bulduğumda derse yönelik motivasyonum artar.	( )	( )	( )	( )	( )
2.	Arkadaşlarımın yardımıyla hatalarımı düzeltmek dersime yönelik motivasyonumu artırır.	( )	( )	( )	( )	( )
3.	Hatalarımın öğretmenim tarafından dolaylı yollarla düzeltilmesi derse yönelik motivasyonumu artırır.	( )	( )	( )	( )	( )
4.	Hatalarımın öğretmenim tarafından doğrudan düzeltilmesi derse yönelik motivasyonumu artırır.	( )	( )	( )	( )	( )
5.	Öğretmenimin kağıdımı düzeltirken kırmızı kalem kullanması beni etkiler.	( )	( )	( )	( )	( )
6.	Öğretmenim herzaman hatalarımı düzeltir.	( )	( )	( )	( )	( )
7.	Öğretmenim bütün hatalarımı düzeltir.	( )	( )	( )	( )	( )
8.	Öğretmenim bütün hatalarımı düzelttiğinde kendimi kötü hissediyorum.	( )	( )	( )	( )	( )
9.	Kağıdımda düzeltilmiş çok fazla hata gördüğümde kendimi kötü hissediyorum.	( )	( )	( )	( )	( )
10.	Kağıdımda düzeltilmiş çok fazla hata gördüğümde doğruyu öğrenemeyeceğimden korkuyorum.	( )	( )	( )	( )	( )

	Lütfen sizin için en uygun olan seçeneği (X) ile işaretleyiniz.	**Kesinlikle Katılıyorum**	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle Katılmıyorum**
11.	Kağıdımda düzeltilmiş çok fazla hata gördüğümde mutlu oluyorum.	( )	( )	( )	( )	( )
12.	Öğretmenim öğrenmem için gerekli olan hataları düzeltir.	( )	( )	( )	( )	( )
13.	Öğretmenim önemli olmayan hatalarımı görmezden gelir.	( )	( )	( )	( )	( )
14.	Herzaman hatalarımın düzeltilmesine ihtiyacım vardır.	( )	( )	( )	( )	( )
15.	Hatalarımın düzeltilmesine ihtiyacım yoktur.	( )	( )	( )	( )	( )
16.	Bir konuyu daha iyi öğrenmem için hatalarımın düzeltilmesine ihtiyaç duyarım.	( )	( )	( )	( )	( )
17.	Hatalarımı kendim düzeltmek isterim.	( )	( )	( )	( )	( )
18.	Hatalarımın öğretmenim tarafından düzeltilmesini isterim.	( )	( )	( )	( )	( )
19.	Hatalarımın arkadaşlarımın yardımıyla düzeltilmesini isterim.	( )	( )	( )	( )	( )
20.	Hatalarımın düzeltilmesini istemem.	( )	( )	( )	( )	( )
21.	Öğretmenim yazılı hatalarımı düzeltmek için kırmızı kalem kullanır.	( )	( )	( )	( )	( )
22.	Öğretmenim hatalarımı çok kibar bir şekilde düzeltir.	( )	( )	( )	( )	( )
23.	Öğretmenimin hatalarımı kızarak düzeltmesi motivasyonumu düşürür.	( )	( )	( )	( )	( )
24.	Öğretmenim kağıdımda yaptığım hataları düzeltirken yazım hataları düzeltme kodları kullanır.	( )	( )	( )	( )	( )
25.	Öğretmenim hatalarımı anında düzeltir.	( )	( )	( )	( )	( )
26.	Öğretmenim sık yapılan hataları tahtada göstererek düzeltir.	( )	( )	( )	( )	( )

Appendix E: Independent Samples T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
St1	Equal variances assumed	,913	,342	-3,086	98	,003	-,47049	,15244	-,77300	-,16799
	Equal variances not assumed			-3,133	96,394	,002	-,47049	,15017	-,76856	-,17242
St2	Equal variances assumed	4,097	,046	-,441	98	,661	-,09193	,20867	-,50604	,32217
	Equal variances not assumed			-,434	86,705	,665	-,09193	,21177	-,51288	,32901
St3	Equal variances assumed	,011	,916	-,398	98	,692	-,09193	,23103	-,55041	,36654
	Equal variances not assumed			-,397	95,863	,692	-,09193	,23142	-,55131	,36745
St4	Equal variances assumed	1,213	,274	-2,368	98	,020	-,58250	,24594	-1,07056	-,09444
	Equal variances not assumed			-2,377	97,622	,019	-,58250	,24506	-1,06884	-,09616
St5	Equal variances assumed	1,758	,188	-,698	98	,487	-,22240	,31843	-,85431	,40951
	Equal variances not assumed			-,694	93,683	,489	-,22240	,32025	-,85828	,41348
St6	Equal variances assumed	5,889	,017	-,445	98	,658	-,11040	,24825	-,60304	,38225
	Equal variances not assumed			-,438	86,606	,662	-,11040	,25197	-,61125	,39045
St7	Equal variances assumed	,497	,483	,525	98	,601	,13167	,25101	-,36645	,62979
	Equal variances not assumed			,522	94,064	,603	,13167	,25229	-,36924	,63259
St8	Equal variances assumed	,010	,921	1,799	98	,075	,49458	,27495	-,05105	1,04021
	Equal variances not assumed			1,802	97,195	,075	,49458	,27444	-,05010	1,03926
St9	Equal variances assumed	,149	,700	1,187	98	,238	,29265	,24654	-,19659	,78190
	Equal variances not assumed			1,179	93,146	,241	,29265	,24815	-,20012	,78542
St10	Equal variances assumed	,032	,859	2,751	98	,007	,74870	,27213	,20865	1,28874
	Equal variances not assumed			2,750	96,375	,007	,74870	,27227	,20826	1,28913
St11	Equal variances assumed	,775	,381	-,331	98	,741	-,07989	,24114	-,55842	,39865
	Equal variances not assumed			-,333	97,806	,740	-,07989	,24002	-,55622	,39644
St12	Equal variances assumed	3,826	,053	,237	98	,813	,05179	,21840	-,38163	,48520
	Equal variances not assumed			,233	84,007	,816	,05179	,22231	-,39029	,49387
St13	Equal variances assumed	,359	,551	,139	98	,890	,03653	,26302	-,48542	,55848
	Equal variances not assumed			,138	94,318	,890	,03653	,26424	-,48810	,56117
St14	Equal variances assumed	,310	,579	-,631	98	,529	-,17383	,27531	-,72018	,37253
	Equal variances not assumed			-,628	93,572	,532	-,17383	,27694	-,72372	,37607
St15	Equal variances assumed	,020	,888	,418	98	,677	,08992	,21530	-,33733	,51718
	Equal variances not assumed			,418	96,526	,677	,08992	,21533	-,33747	,51732
St16	Equal variances assumed	,121	,729	-,702	98	,484	-,14452	,20589	-,55310	,26405
	Equal variances not assumed			-,708	97,962	,481	-,14452	,20414	-,54964	,26060
St17	Equal variances assumed	1,553	,216	-,492	98	,624	-,10558	,21449	-,53124	,32007
	Equal variances not assumed			-,497	97,916	,621	-,10558	,21256	-,52740	,31624
St18	Equal variances assumed	,963	,329	1,026	98	,307	,24247	,23629	-,22643	,71138
	Equal variances not assumed			1,029	97,352	,306	,24247	,23572	-,22534	,71029
St19	Equal variances assumed	,399	,529	2,195	98	,030	,49980	,22766	,04801	,95159
	Equal variances not assumed			2,182	93,493	,032	,49980	,22903	,04502	,95458
St20	Equal variances assumed	,021	,885	-,018	98	,985	-,00442	,24229	-,48523	,47640
	Equal variances not assumed			-,018	97,592	,985	-,00442	,24146	-,48361	,47478
St21	Equal variances assumed	1,225	,271	,377	98	,707	,10036	,26602	-,42754	,62826
	Equal variances not assumed			,374	91,601	,709	,10036	,26835	-,43264	,63337
St22	Equal variances assumed	,409	,524	,145	98	,885	,03533	,24439	-,44967	,52032
	Equal variances not assumed			,144	92,782	,886	,03533	,24613	-,45345	,52411
St23	Equal variances assumed	1,258	,265	1,054	98	,294	,31473	,29862	-,27787	,90734
	Equal variances not assumed			1,046	92,523	,298	,31473	,30086	-,28275	,91221
St24	Equal variances assumed	,644	,424	-,478	98	,633	-,10277	,21486	-,52915	,32361
	Equal variances not assumed			-,476	94,147	,635	-,10277	,21592	-,53148	,32594
St25	Equal variances assumed	1,958	,165	,919	98	,361	,19430	,21152	-,22545	,61405
	Equal variances not assumed			,907	88,211	,367	,19430	,21429	-,23155	,62014
St26	Equal variances assumed	2,235	,138	-1,235	98	,220	-,26977	,21839	-,70315	,16361
	Equal variances not assumed			-1,256	95,699	,212	-,26977	,21481	-,69618	,15664

Appendix F: Student Questionnaire Descriptive Statistics

Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
1.	Self correction increases my motivation.	100	2,00	5,00	4,2400	,79290
2.	Peer correction increases my motivation	100	1,00	5,00	3,9300	1,03724
3.	Indirect teacher correction increases my motivation	100	1,00	5,00	3,9300	1,14816
4.	Direct teacher correction increases my motivation.	100	1,00	5,00	3,6700	1,25573
5.	I feel nervous when I see my paper full of red markings.	100	1,00	5,00	3,1800	1,58516
6.	My teacher always corrects me.	100	1,00	5,00	3,7500	1,23399
7.	**My teacher corrects all errors that I do.**	100	1,00	5,00	3,2400	1,24819
8.	When I see my paper full of red markings, I think I will not be able to learn.	100	1,00	5,00	2,5600	1,38768
9.	I feel bad when my teacher corrects my errors.	100	1,00	5,00	4,0700	1,23301
10.	I think I will not be able to learn when my teacher corrects all errors.	100	1,00	5,00	2,9500	1,40256
11.	I feel good when my teacher corrects my errors.	100	1,00	5,00	1,8300	1,19810
12.	My teacher corrects my errors if it is essential for my learning.	100	1,00	5,00	4,0700	1,08484
13.	My teacher ignores my errors.	100	1,00	5,00	2,5300	1,30620
14.	I always need error correction.	100	1,00	5,00	3,6100	1,36991
15.	I never need error correction.	100	1,00	5,00	1,9200	1,07007
16.	I need error correction to learn something better.	100	1,00	5,00	4,2000	1,02494
17.	I prefer to correct my errors myself.	100	1,00	5,00	3,7100	1,06643
18.	I prefer my teacher to correct all my errors and mistakes.	100	1,00	5,00	3,3200	1,17963
19.	I prefer peer correction.	100	1,00	5,00	2,3500	1,15798
20.	I'd prefer not to be corrected.	100	1,00	5,00	1,8700	1,20315
21.	My teacher uses red pen when s/he corrects my errors.	100	1,00	5,00	3,5000	1,32192
22.	My teacher corrects my errors gently.	100	1,00	5,00	4,0400	1,21373
23.	My motivation decreases when my teacher corrects my errors harshly.	100	1,00	5,00	3,7200	1,49125
24.	My teacher uses writing error correction codes.	100	1,00	5,00	3,5200	1,06818
26.	My teacher corrects my errors immediately.	100	1,00	5,00	3,7200	1,05486
26.	My teacher shows basic/ general errors on the board.	100	1,00	5,00	4,2400	1,09286
	Valid N (listwise)	100				

Appendix G: Writing Correction Code Sample

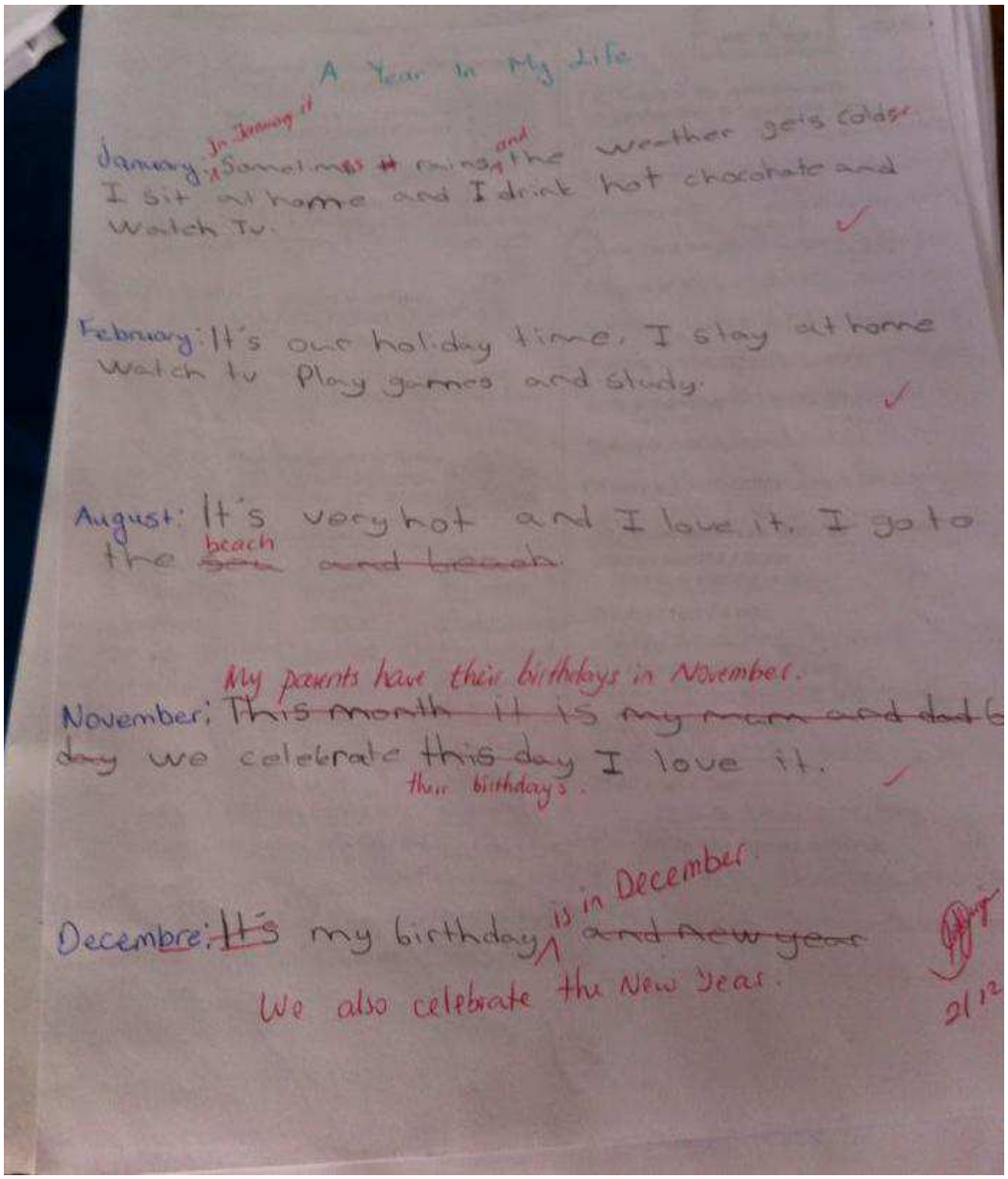
WRITING CORRECTION CODE (NI2)

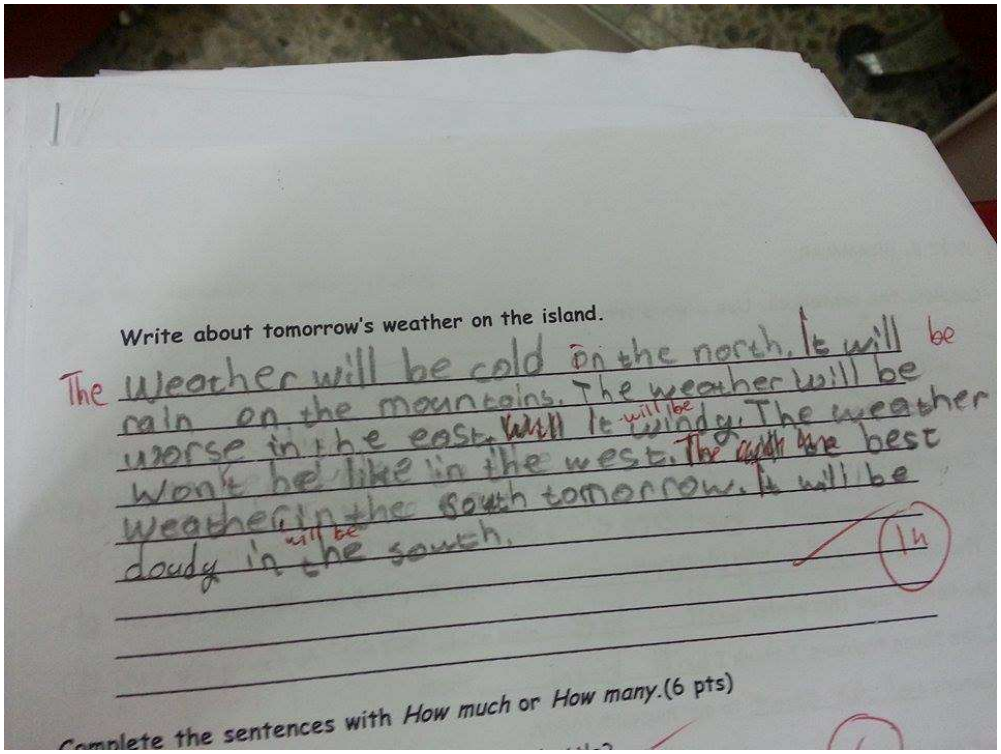
SYMBOL	IT MEANS
√	WELL DONE!
Sp.	SPELLING MISTAKE = ERROR ORTOGRÁFICO
W. W.	WRONG WORD
Pre.	WRONG PREPOSITION
V.T.	WRONG VERB TENSE
V.F.	WRONG VERB FORM
Gr.	GRAMMAR
Λ	WORD MISSING
W.O.	WRONG ORDER
CON.	WRONG OR INAPPROPIATE CONNECTOR
REWRITE	REWRITE THE SENTENCE SO THAT IT MAKES SENSE
( )	UNNECESSARY WORDS OR WORDS
X	THIS WORD/WORDS IS NOT APPROPIATE
REG.	REGISTER
?	I DON'T UNDERSTAND WHAT YOU MEAN
P.	PUNCTUATION

SOME USEFUL TIPS!

1. Always check grammar, spelling and puctuation before handing in your written assignment.
2. Follow the sample(s) provided by the book and/or teacher.
3. Stick to the topic and deal with all the points as required in the instructions.
4. Divide the task into suitable paragraphs.
5. Stick to the number of words.
6. Leave a double space so that your teacher can write corrections if necessary.

Appendix H: Samples of Students' Texts Corrected by the Teacher



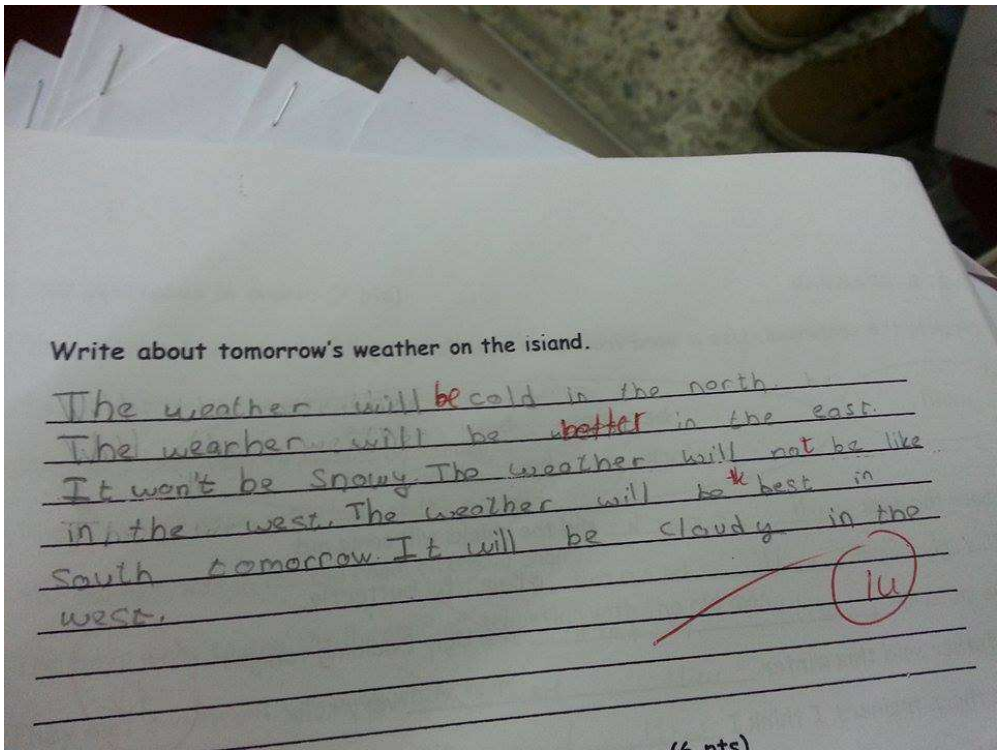


Write about tomorrow's weather on the island.

The weather will be cold on the north. It will be rain on the mountains. The weather will be worse in the east. Will it will be windy. The weather won't be like in the west. The weather will be best in the south tomorrow. It will be will be cloudy in the south.

14

Complete the sentences with *How much* or *How many*.(6 pts)



Write about tomorrow's weather on the island.

The weather will be cold in the north. The weather will be better in the east. It won't be snowy. The weather will not be like in the west. The weather will be best in south tomorrow. It will be cloudy in the west.

14

(6 pts)

We often use *going to* to talk about **intentions** – things that people **have decided** (not) to do. This structure is common in conversation.

I'm going to take a holiday next week. *Peter's not going to study chemistry.*
What are you going to wear this evening? *Lucy is going to go to France next year.*

② Make questions with *going to*.

1 you / cook supper Are you going to cook supper
2 when / your brothers / be here When are your brothers going to be here
3 Ann / change her school Is Ann going to change her school
4 where / you / put that picture Where are you going to put that picture
5 what / you / buy for Bill's birthday What are you going to buy for Bill's birthday
6 Eric / play football / tomorrow Is Eric going to play football tomorrow
7 when / you / stop smoking When are you going to stop smoking
8 Alice / go to university Is Alice going to university

Appendix I: Teacher Interview Scripts

Gamze

The researcher: How do you deal with fossilized errors and help your students?

Gamze: I prepare more exercises and involve him more frequently.

The researcher: When do you correct your students in a lesson?

Gamze: In speaking; if the error hampers students' communication, error should be corrected. In writing, topic which is taught recently should be corrected.

The researcher: Who should correct learners' errors? Do you think error correction affect students' motivation?

Gamze: Students can be corrected by teachers or other students. I think, all types of error correction do not affect students' motivation.

The researcher: How should learner errors be corrected? (surreptitious correction)

(Do you prefer show errors but not answer or error+ correct answer or error+ clues for correct answer)

Gamze: Error + clues for correct answer.

The researcher: Why don't you use code correction for written works?

Gamze: Students may confuse.

The researcher: Which errors should be corrected?

Gamze: Essential errors, which affect language learning, should be corrected.

Ayşe

The researcher: How do you deal with fossilized errors and help your students?

Ayşe: More exercises can be prepared to deal with fossilized errors.

The researcher: When do you correct your students in a lesson?

Ayşe: If the student needs to be corrected.

The researcher: Who should correct learners' errors? Do you think error correction affect students' motivation?

Ayşe: Teachers or other students may correct errors. I think, students do not affected by teacher correction if it is done in a friendly atmosphere.

The researcher: How should learner errors be corrected? (surreptitious correction)

(Do you prefer show errors but not answer or error+ correct answer or error+ clues for correct answer)

Ayşe: It depends. Generally, I show errors and correct answers of them.

The researcher: Why don't you use code correction for written works?

Ayşe: Students may confuse.

The researcher: Which errors should be corrected?

Teacher 2: We as teachers should focus only one topic while correcting students' errors. E.g. only future tenses will be corrected not other tenses.

Elif

The researcher: How do you deal with fossilized errors and help your students?

Elif: I can ask any other students to answer the same question so he can realize his mistake.

The researcher: When do you correct your students in a lesson?

Elif: I correct them when they really need to be corrected. (E.g. When the student is confused.)

The researcher: Who should correct learners' errors? Do you think error correction affect students' motivation?

Elif: It can be either other students or the teacher. If error correction is done harshly, students will be affected.

The researcher: How should learner errors be corrected? (surreptitious correction)

(Do you prefer show errors but not answer or error+ correct answer or error+ clues for correct answer)

Elif: It depends. I sometimes give clues not the answer. I show error and wait a minute to get the correct answer.

The researcher: Why don't you use code correction for written works?

Elif: It takes time to teach symbols.

The researcher: Which errors should be corrected?

Elif: If the student needs to be corrected almost all the errors should be corrected.

Emine

The researcher: How do you deal with fossilized errors and help your students?

Emine: I prepare more exercises to help my students.

The researcher: When do you correct your students in a lesson?

Emine: If they make pronunciation errors, I correct them.. Moreover, I use indirect way to correct my students. I can repeat the sentences correctly to realize their errors.

The researcher: Who should correct learners' errors? Do you think error correction affect students' motivation?

Emine: Students should correct their errors. (I only help them to realize it)

The researcher: How should learner errors be corrected? (surreptitious correction)

(Do you prefer show errors but not answer or error+ correct answer or error+ clues for correct answer)

Teacher 4: I use indirect teacher correction because direct correction may affect their motivation and learning. They may afraid of making mistakes. I think, if they do not make mistakes, they will not learn.

The researcher: Why don't you use code correction for written works?

Emine : Students may confuse.

The researcher: Which errors should be corrected?

Emine: I think, grammatical errors should be corrected because after these errors can be fossilized.