اتجاهات الطلبة في تصحيح الطالب و المدرس للأخطاء في مادة اللغة الانكليزية لأغراض خاصة لطالبات كلية التربية الرياضية للبنات

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ملخص البحث

كثير من الباحثين والتربويين يعتبرون إن التوافق بين المدرس والطالب في أساليب التعلم من الأشياء الضرورية في تطوير العملية التعليمية. لهذا من المهم معرفة اتجاهات الطلبة في أساليب التعلم ومنها تصحيح الأخطاء. هذه الدراسة تهدف للبحث في نتائج استفتاء أعطي ل (200) من لطالبات المرحلة الأولى كلية التربية الرياضية للبنات-جامعة بغداد للعام الدراسي 2009- 2010

استقصى الاستبيان الآتي:

1- اتجاهات الطالبات حول تصحيح الأخطاء

2- أنواع التصحيحات المفضلة للطالبات

3- أساليب التصحيحات المفضلة لديهن

نتائج الاستبيان أظهرت اتجاهات ايجابية للطالبات في تفضيل تصحيح الطلبة على تصحيح المدرس . كما أظهرت النتائج تفضيل الطالبات تصحيح أخطاء التلفظ والإملاء على تصحيح القواعد والمعاني. والأكثر تفضيلا من أساليب التصحيح هو إعطاء المدرس تلميح وإعطاء الفرصة للطالبات بالتصحيح الذاتي للأخطاء. ولهذا أوصى البحث على استخدام أسلوب التصحيح الذاتي للطالبات بدل الأسلوب المتبع هو أسلوب تصحيح المدرس.

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Attitudes of ESP Students toward Teacher's and Students' Errors Correction in English at College of Physical Education for Women

Abstract

Many language educators and researchers maintain that matching the expectations of teachers and students is important for successful language learning. Accordingly, it is beneficial for teachers to discover their students' attitudes toward instructional practices (i.e error correction). This research investigated the findings of a questionnaire administered to 200 Iraqi students at College of Physical Education for Women – Baghdad University at the academic year 2009-2010. The closed questionnaire has investigated (1) students' attitude s toward classroom error correction; (2) their preferences for correction of different types of errors; and (3) the students' attitudes for particular correction methods. The results of the questionnaire have shown that the students have positive attitudes toward students' correction of errors and indicated a preference for correction of pronunciation and dictation. The most favored correction method was for the teacher to give the student a hint which might enable the student to notice the error and self-correct. Finally, it is recommended that instructors of teaching English for special purpose to use students' errors correction instead of using teacher's errors correction in classes.

Chapter One: Introduction
1.1 The Problem and Significance of the Study

Nunan (1987:177) argued, "One of the most serious blocks to learning is the mismatch between teacher and learner expectations about what should happen in the

classroom". Katayama agree with Nunan and states that matching students' and teachers' expectations is vital for successful language learning, it can be hoped that teachers will take the time to discover their students' attitudes toward pedagogical practice. When circumstances do not allow the teachers to modify their classroom practices, they should explain their rationale to their students. Such explanations could at least partially minimize conflict in expectations between teachers and students (Katayama, 2007:41).

Accordingly, teachers can benefit from discovering their students' preferences in instructional practices. Nunan (1995:140) proposed that "teachers should find out what their students think and feel about what and how they want to learn". Also, making errors is a necessary and natural process of language learning, Students' errors and feedback to errors have been of great interest to language teachers and researchers. Although the literature on teachers' responses to students' errors is abundant, the literature on students' attitudes regarding error correction is limited in ESP research (Oladejo, 1993: 71-89). College of Education for Women classes almost always have a large number of students, it would be especially difficult for instractor to modify their preferences and practices in order to cater to each individual student's preferences. However, if successful language learning depends largely on matching the expectations of teachers and learners, it will be of value to obtain information on students' views on error correction and to utilize the information in dealing with classroom errors.

1.2 Aim of the Study

In order to investigate ESP students' attitudes towards classroom error correction, the research will answer the following questions:
What are the attitudes toward classroom error correction among students at College of Physical Education for Women?
What are the students' general preferences for classroom correction of different types of errors (e.g., pronunciation and grammar)?
What are the students' preferences for particular types of error correction methods?

1.3 Limits of the study
The following are the limits of the present research:
The research is limited to the students first year at College of Physical Education for Women during the academic year 2009-2010, and
The research is limited to investigate the attitudes of students on errors correction in teaching English.

1.4 Value of the Study

The value of the study is summed up in the following points:

1-The importance of this research lies in the fact that knowing the attitudes of the students toward errors correction utilize the teaching and learning process in English classes.

2-It provides information about a modern technique used nowadays in other countries in teaching ESP.

3- The results of this research will be useful to guide teachers of EFL in using a better technique in teaching English subject, and

4-In brief, it is hoped that this research will make some contribution towards improving the teaching of ESP in Iraqi colleges.

1.5 Procedures of the Study

The following procedures are conducted in order to achieve the aims of the research:

A review of literature on teaching English as a foreign language, with particular on errors correction.

Applying closed questionnaire for students at College of Physical Education for Women, and

Analyzing the attitudes of students at College of Physical Education for Women by collecting the data from the questionnaire,

1.6 Definitions of Basic Terms

1.6.1 Attitudes

Attitudes towards a language may show what people feel about the speakers of that language. The measuring of language attitudes provides information which is useful in language teaching and language planning. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, ect (Richards &Schmidt, 2002:286).

1.6.2 ESP

Wilkins (1976:73) holds that learners' needs in special purpose language courses are met with a restricted kind of language in which the vocabulary has a rather specialized character and the grammar is either limited in its range or has an unusual distribution. This definition represents the old view in teaching English which is focused on 'grammar and vocabulary'. But the modern definition emphasizes the way of teaching English which is 'an approach'. Hutchison & Waters (1987:17) state that ESP "is an approach to language teaching in which all decisions as to content and methods are based on the learners' reason for learning".

1.6.3 Error Correction

It is a technique used by teacher or student to correct errors in students' speech or written. Error correction may be direct (teacher supplies the correct form) or indirect (the teacher points out the problem and asks the student to correct it if possible). Also this strategy may call as "feedback" (Richards & Schmidt, 2002: 185).

Chapter Two
Theoretical Background

Error is a term used in psycholinguistics referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of neuromuscular commands from the brain. It is thus distinct from the traditional notion of error, which was based on the language use's ability to conform to a set of real or imagined standards of expression (Crystal, 1985:112). Crystal divided errors into categories as Edge (1989) suggests that we can divide mistakes into three broad categories;

-Slips: it is kind of mistakes which students can correct once the mistake has been pointed out to them.

- Errors: mistakes which they cannot correct, and which therefore need an explanation.

- Attempts: that is when a student tries to say something but does not yet know the correct way of saying it (Harmer, 2001: 99).

Walz (1982) classifies error-correction procedures into three basic categories: self-correction with the teacher's help, peer correction, and teacher correction (Hadley, 2003:280). This research adopts these categories of Walz error correction in the questionnaire and modifies peer correction with group correction.

The importance of error correction lies in the fact it is one of affective factors of learning and developing foreign language as Kumaravadivelu seen(2006:38-39). Also, he observed that motivation is considered to be "influenced by the learner's attitudes toward the foreign language because of the close connection between attitude and motivation, researchers have studied them to develop foreign language studies (Ibid). "Attitudes are one's evaluating responses to a person, place, thing or event. They are one's personal thoughts or feeling based on one's beliefs or opinions; therefore, different individuals develop different shades of attitudes toward same stimuli (Eiser,1987:57).

Students differ in terms of their learning styles and preferences for instructional practices. Horwitz (1988) notes that any language teacher employing a communicative approach will be contend with students who complain if teachers do not correct their every error. In contrast, students who value communicative effectiveness over accuracy are likely to have negative reactions to teachers who constantly correct their utterance. Numerous studies revealed mismatches between teachers' pedagogical practices and learners' learning preferences (e.g., Oladejo, 1993; and Schulz, 2001). Thus, lead to a mismatch between teacher and student perceptions about the effectiveness of instructional practices and that can result in unsatisfactory learning outcomes.

Edge (1989:24) noted that people usually prefer correcting themselves rather than being corrected by someone else. He further noted that "self-correction is easier to remember, because someone has put something right in his or her own head". Comps (2003) maintained that language teachers should encourage students to self-correct in the foreign language classroom context so that they can continue to develop their skills for self-correction outside the classroom (Comps, 2003:223).

One of the methods which can draw the student's attention to the error is the one in which the teacher overtly points out the error and provides the correct form. The students in this study favored this method in which the error and the correct form are overtly contrasted. Gass and Varonis (1994) suggested that awareness of the correct-incorrect mismatch may lead to changes in the learners' L2 knowledge. Nevertheless, some teachers and researchers oppose the use of the learner's error when providing correction (Gass &Varonis ,1994:283). Grew (1964) claimed that teachers should never give the incorrect form because, strangely enough, the class is more prone to retain the incorrect form than the correct form when the students have heard the teacher use it. Although we may appreciate Grew's claim, such explicit correction can save time. It not only locates the error, but also gives the correct form, and therefore minimizes any disturbance to the flow of the activity (Grew, 1964:22).

Chapter Three
Procedures and Methodology

A closed questionnaire has adopted to achieve the aims of the present research. This questionnaire has taken from previous literature studies related to errors correction.
The questionnaire has applied on the population of first year stage students at College of Physical Education for Women at the end of academic year 2009-2010. The first course of the study has been adopted teacher correction technique while the second course has been adopted the students' correction. The sample of the research is 200 female students.
The questionnaire contains three sections. The first section contained questions eliciting general information asked the students' general opinions about the errors correction in the classroom and there are four options to answer. The second section addressed to second aim of the research and asked about students' preferences for classroom error corrections of different aspects of the language (i.e grammar, pronunciation, and vocabulary) . While the last section of the questionnaire addressed to the third aim of the research and asked about students' preferences for particular types of error correction methods. The students were asked to rate three options (like, dislike and neither like or dislike).

Chapter Four

Data Analysis, Conclusions, Recommendation and Suggestions

4.1 Data Analysis

Frequency distributions were calculated to analyze the Likert-scale responses of the closed questionnaire (1-strongly disagree, 2-disagree, 3-agree, and 4 strongly agree) as following:

Table (1) General attitudes toward classroom error correction

Item of the questionnaire	(1)	(2)	(3)	(4)
1-I want teachers to correct my errors in English.	61 30%	55 27%	45 22%	39 19%
2-Teachers should correct all errors that learners make in English.	75 37%	58 29%	40 20%	27 14%
3-Teachers should correct only the errors that interfere with communication.	39 19%	43 21%	57 28%	61 30%
4-I want my classmates to correct my errors in group work.	12 5%	22 11%	75 37%	91 45%

The table above shows that the students do not want the teacher to correct them also, the teacher correct only the interfere errors. But the student have want the classmates to correct them. This indicates that students have preferred students' correction instead of teacher's correction .This result of the research is disagree with Peacock, (2001).; and Schulz, 2001.

Table(2) General preferences for correction of different types of errors

Students want to correct (a) pronunciation errors, (b) vocabulary error, (c)grammar errors , and (d) dictation and spelling errors. The scales show the same options like table (1)

Item of the questionnaire	(1)	(2)	(3)	(4)
(a) pronunciation errors	11 5.5%	34 17%	64 32%	91 45%
(b) vocabulary error	46 23%	44 22%	59 29%	51 25%
(c) grammar errors	61 30%	57 28%	39 19%	43 21%
(d) dictation and spelling errors	12 5%	22 11%	75 37%	91 45%

The table above shows that the students have agreed with correction of pronunciation, and dictation more than the correction of grammar and vocabulary. The strong positive attitude toward correction of pronunciation and dictation might be explained by the Iraqi education system, students are taught the English language primarily through the grammar-translation method and structural approach (Al-Hamash, 1985:3-5). Graduates of this type of instruction have good knowledge of English grammar and a wide range of vocabulary. Although they may produce grammatically correct sentences, may not be sure whether or not their utterances are appropriate in a specific context. This may help to explain why the students in this study showed great interest in the correction of their errors in pronunciation and dictation. Consequently, the students lack exposure to English spoken by native speakers. The students' high interest in the correction of pronunciation errors could be considered very predictable. The results show agreement with Peacock, (2001).; and Schulz, 2001.

The students' strong interest in the correction of vocabulary errors could also be explained by the education they received. EFL teachers in Iraq are expected to prepare their students to pass the Baccalaureate examinations. In addition to complex grammatical knowledge, reading comprehension skills, and other skills, examinees of the entrance examinations are expected to have a wide range of English vocabulary. The students simply memorize words and phrases instead of learning them in meaningful contexts. Consequently, they may lack confidence about using appropriate words and phrases in a real-life setting. This could be the reason that the students in this research showed high interest in correction of pronunciation and dictation errors.

Table(3) General preferences for particular types of correction methods of classroom errors

The last section of the questionnaire addressed Research Question 3: What are the students' general preferences for particular types of error correction methods? Based on the results of respondents' rating on the methods were categorized into three types: 1) most favored correction methods; 2) disliked correction methods; and 3) methods

neither liked nor disliked. For these last methods, the respondents were fairly equally balanced in terms of positive, neutral and negative responses. Therefore, no tendency in either direction could be determined.

Item of the questionnaire	(1)	(2)	(3)
6- The teacher corrects the all errors.	95 47%	100 50%	5 2%
7- The teacher gives only a hint for errors and the students correct the errors.	160 80%	32 16%	38 19%
8- The teacher corrects only the difficult erro that students can't correct it.	154 77%	36 18%	10 5%
9-The students correct all errors in the class.	95 47%	93 46%	12 6%
10- The students correct the errors in peer.	13 6%	12 6%	175 87%
11- The students correct the errors in group as group work.	157 78%	32 16%	11 5%
12- The teacher and the students sharing to correct errors.	157 78%	11 5%	32 16%

Among these types of correction, the most popular was the one in which the teacher gives a hint which might enable the student to notice the error and self-correct; 80% chose this method. Thus, it has shown positive attitudes toward the item of the questionnaire. The second most favored the students correct the errors in groups also, the teacher and the students sharing to correct errors. The rating and percentage have shown no tendency for students correct all errors. The students have shown negative attitudes toward peer correction. This indirect group correction method is intended to indicate that the student has made an error without embarrassing from the student correction. This means the students might feel more comfortable with the students' correction more than teacher's correction because students might shy from the teacher.

4.2 Conclusions

In the light of the results and findings of the research, the following are conclude:

1- Students' correction instead of teacher's correction has been preferred by the students.

2- Strong positive attitude toward correction of pronunciation and dictation.

3-Positive attitude toward correction of the teacher gives a hint which might enable the student to notice the error and self-correct.

4.3 Recommendations

The proposed techniques of errors correction is considered to be an important means of teaching ESP to students. Therefore it is recommended that:

1-Instructors should use the students' errors correction in teaching English and they should also pay more attention to the role of correction for increasing students' knowledge.

2-To promote communication in classroom, teachers of English should encourage students to use students' error correction s in the lecture because errors play an important role in developing the students' English language.

3- Instructors should know students' attitude towards techniques and methods used in class If students are comfortable with these techniques or methods ,they can develop their language easier.

4.4 Suggestions for Further Studies

In the light of the conclusions and findings of the research, the following are suggested:

A similar study may be conducted to other fields of ESP i.e.(nursing, law ….)

A similar study may be conducted to other subjects in errors correction.

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Appendix (1)

Item of the questionnaire	Strongly disagree	Disagree	Agree	Strongly agree
1-I want teachers to correct my errors in				

English.				
2-Teachers should correct all errors that learners make in English.				
3-Teachers should correct only the errors that interfere with communication.				
4-I want my classmates to correct my errors in group work.				

5-I want to correct my	Pronunciation Errors	vocabulary error	grammar errors	dictation and spelling errors

	Like	dislike	Neither like or dislike
6- The teacher corrects the all errors.			
7- The teacher gives only a hint for errors and the students correct the errors.			
8- The teacher corrects only the difficult error that students can't correct it.			
9-The students correct all errors in the class.			
10- The students correct the errors in peer.			
11- The students correct the errors in groups as group work.			
12- The teacher and the students sharing to correct errors.			