

# The Effect of Teachers' Feedback and Students' Errors on Writing

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### ABSTRACT

Learner's mistakes and feedbacks proceed an error are two remarkable parts of learning procedure. Teacher should manage the class and know how to promote learners. This article aims to discuss the issue of feedback by providing arguments that feedback is helpful and language learners do need it. 150 participants who were intermediate Iranian EFL learners participated in this study. There were two groups one experimental, and another one control one. Then researcher had 50 participants and two groups. 25 of the participants assigned for control group and 25 for experimental participants. The researcher had 5 sessions for training, how to correct their mistake and how to write errorless or lessens writing. After 5 sessions they wrote 2 paragraphs. The researchers corrected their errors, collected data and compare them. The T-test analysis revealed that the experimental group out performed on post- test. The findings can be applied for teacher training, classroom teaching and language assessment.

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### Introduction

Errors are considered as a necessary and useful strategy of learners. Feedback is useful because it help the learners recognize their problem with their product. This area has encourage many instructors to study corrective feedback. Errors feedback help learners be successful in accuracy and quality of writing. Feedback is useful to consider the success and failure of performance. (Kepner; 1991, Truscutt; 1999, Ferris; 1999). Truscott (1996- 1999- 2007) held strong view against error correction- he believed that teachers should just correct the grammatical errors of student not all aspects of language elements and skills; on the other hands, other researchers (Kepner; 1991, Chanler, Hyland; 2003, Bitchener; 2008) error correction is effective in improving the correctness of L2 writing in long-term for learners of all levels.

Feedback whether outside or inside enables learners to pay attention problems in their outcome and pushes them organized an analysis leading to changed output. Doughty (1994) believed that although the choice of feedback type can be dependent on type of mistakes. The type of corrective feedback that should be provided to learners is on the basis of insights and theories. Therefore, this article considered the effect of different types of errors on the choices of feedback. Lyster and Ranta (1997), investigated the connection between the types of learners' errors and types of correction feedback. Most of studies in the corrective feedback was in ESL atmosphere, therefore its necessary to find out some finding in EFL setting to recognize is there any relationship between students' errors and teachers' feedback in EFL learners.

According to Russell and Spada (1997-1998), they believed two types of feedback (explicit and implicit), (e.g, Carroll and Swain; 1993, Lyster and Ranta; 1997). It is important how corrective defined, it can be verbal or written. Corrective feedback focus on grammatical errors more than other errors of language. On verbal feedback they used recast, on the other hand, on written they used (CF) for extend grammatical correctivene in writing (Ashuell; 2000). Adults written essay and check their grammar, vocabulary and

punctuation, then teacher gave them some recommendation and students correct their errors.

According to Lee (Undated), error correction depend on teachers' ability and their effect on students writing. Most of the learners prefer their teacher correct their errors. Teachers' aim of error feedback is prepare and ready students to self-correction and improve their accuracy in writing. By Al-Buainain (2004), writing is one type of skills that is important, serious and productive skills because learners written their answer on the paper. Teacher should encourage and help learners. Teacher can check their negative point and positive point of their students. Writing is more difficult for non-native language than native language because they expect to provide written that show their ability to organized the text and they try to use correct grammar, spelling and punctuation and they can progress step by step. Teachers and learners correct errors and teachers help them to provide the best writing. According to Liu (2008), error feedback is useful for students and improve the grammatical and quality of their writing. However, it hasn't been examined how explicit error feedback conditions: (1) direct correction; correct with teachers, (2) indirect correction; we have errors without correction.

According to Iseni (2011), written errors should correct, but oral errors aren't important and not necessary to corrected. We should pay attention and spend time in written correction because when errors don't be corrected, errors fossilized and they could learn their correction. The researcher disagree with this idea because think there isn't difference between errors in oral or written. Errors in both of them should be correct and we should pay attention. There are three hypothesis about students' errors and teachers' feedback. 1) There is relationship between students' errors and teachers' feedback, 2) There is relationship between types of errors and teachers' feedback, 3) There is relationship between teachers' feedback and learners' writing.

In this study the population were intermediate learners in institutes. The method that I choose, was direct manage of errors and feedback.

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Because this study was correction I used T-test in my data analysis. The number of participants were 150 intermediate EFL learners of institutes. Participants were selected from male gender within the age of 14-17 years. The researcher conducted KET exam to choose population. This procedure was for homogenizing of population. The cases were homogenized because all of them were in intermediate level and they had similar marks. The researcher put their marks in SPSS and choose just 50 marks that were in the middle. Researcher used KET and writing. There were control group and experimental group. Before treatment learners all begin pre-test and post-test to know the recent knowledge. The subjects were various and complex in order to be able monitor the progress of learners between pre-test and post-test. There should be scale for rating. The KET had 20 questions and the mark of the KET was 20. Researcher put four factors for corrected their writing. The mark of writing was 20 too. The four factors were dictation, vocabulary, structure and new words. All participants completed a 20 points. Then wrote 2 paragraphs about last camping. They were test in their own class with different instructors. The whole procedure took about 45 minutes. 15 minutes took for KET and 30 minutes took for writing.

Then researcher had 50 participants and two groups. 25 participants for control group and 25 participants. The researcher had 5 sessions for training, hoe to correct their mistake and how to write errorless or lessens writing. After 5 sessions they wrote 2 paragraphs. The researcher correct their errors, collected data and compare them. The researcher utilized the exam and writing then used SPSS. This study considered as analytical, observational and descriptive. In this study, a correlational descriptive method was used during the present study to determine the relationships between dependent and independent variables. A correlational design was also performed to show the specific relationships between teachers' feedback and proficiency level of students' writing.

#### Describing Data

In this study the techniques of descriptive statistics, frequency tables and bar charts and pie for the analysis of cognitive data using parametric statistical sample used to verify hypotheses, the purpose of this research find the effect of the studied variables. The required information was collected by questionnaire and then with the help of statistical methods for quantitative variables has become so advanced test and the practical results.

#### Consider the control group

Asmyronof Kolmogrov test for normalizing the data to the control group

**Table 4.1**

| One-Sample Kolmogov-Smirnov Test |         |         |
|----------------------------------|---------|---------|
|                                  | Pre     | Post    |
| N                                | 25      | 25      |
| Mean                             | 9.7200  | 9.6400  |
| Std. Deviation                   | 2.76164 | 2.34307 |
| Kolmogorov-Smirnov Z             | 1.098   | .838    |
| Asymp. Sig. (2-tailed)           | .179    | .484    |

As is clear from the table above, at 95 percent significance level Klomograf is more than 5%, this represents is a pre-test and post-test scores. So normality can test the parametric t-test for analysis data analytic use.

#### 4.4. View descriptions of the pre-test and post-test scores for the control group

**Table 4.2**

| Paired Samples Statist |      |        |    |                |                 |
|------------------------|------|--------|----|----------------|-----------------|
|                        |      | Mean   | N  | Std. Deviation | Std. Error Mean |
| Pair 1                 | Pre  | 9.7200 | 25 | 2.76164        | .55233          |
|                        | Post | 9.6400 | 25 | 2.34307        | .46861          |

#### 4.5. Pearson's correlation between pre-test and post-test for the relationship between the total score of the control group before and after training

**Table 4.3**

| Paired Samples Correlations |            |    |             |      |
|-----------------------------|------------|----|-------------|------|
|                             |            | N  | Correlation | Sig. |
| Pair 1                      | pre & post | 25 | .892        | .000 |

According to the table above, we see that the level of error of less than 5%, the pre-test and post-test, there is a strong correlation between the correlated significantly with the amount of (0.892) is.

#### 4.6. Paired t-test is meaningful or not meaningful to express the total score for the control group before and after training

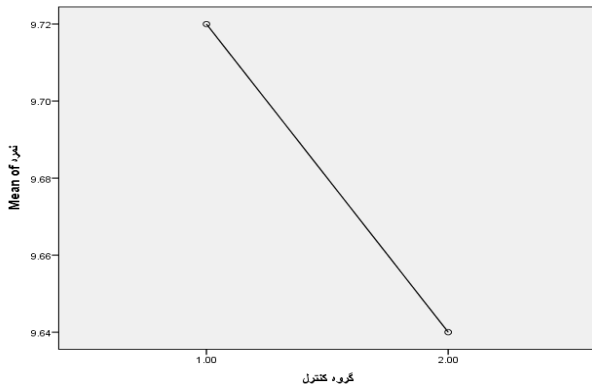
To express the significance or non-significance of the difference before and after a little bit of training t-test (paired samples t-test) is used.

According to the descriptive table-top and the bottom two with a side of zero indicates that there is significant difference between the pre-test and post-test average. Now meaningful to say whether the difference between the average pre-test and post-test Myknym.br using paired t-test of significance level by T-test logic high table together, we see that the level of error of less than 5%, a significant level test (.000) more than 5% of the estimated. So pre-test and post-test scores of the two groups there is a significant difference between the control group Ndard.az The average pre-test and post-test because of its proximity to the control group's scores did not change much.

**Table 4.4**

| Paired Samples Test |            |                    |                |                 |   |        |      |    |                 |
|---------------------|------------|--------------------|----------------|-----------------|---|--------|------|----|-----------------|
|                     |            | Paired Differences |                |                 |   |        | T    | Df | Sig. (2-tailed) |
|                     |            | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |      |    |                 |
|                     |            |                    |                |                 | Lower                                     | Upper  |      |    |                 |
| Pair 1              | pre – post | .08000             | 1.25565        | .25113          | -.43831                                   | .59831 | .319 | 24 | .753            |

**4.7. Plot of average total score for both groups before and after the procedure**



**Figure 4.1**

**Investigation Experimental group 4.8.**

Asmynof Klomograv test for normalizing the data

**Table4.5**

| One-Sample Kolmogorov-Smirnov Test |         |         |
|------------------------------------|---------|---------|
|                                    | Pre     | Post    |
| N                                  | 25      | 25      |
| Mean                               | 9.6900  | 14.9600 |
| Std. Deviation                     | 1.19522 | 1.55235 |
| Kolmogorov-Smirnov Z               | .462    | .543    |
| Asymp. Sig. (2-tailed)             | .983    | .930    |

As is clear from the table above, at 95 percent significance level Klomograf is more than 5%, this represents is a pre-test and post-test scores. So normality can test the parametric t-test for analysis data analytic use.

**4.9. View description of the total score for both groups before and after procedure.**

**Table4.6**

| Paired Samples Statistics |      |         |    |                |                 |
|---------------------------|------|---------|----|----------------|-----------------|
|                           |      | Mean    | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | pre  | 9.6900  | 25 | 1.19522        | .23904          |
|                           | Post | 14.9600 | 25 | 1.55235        | .31047          |

Pearson's correlation between pre-test and post-test for the relationship between the total score, before and after training.

**Table 4.7**

| Paired Samples Correlations |            |    |             |      |
|-----------------------------|------------|----|-------------|------|
|                             |            | N  | Correlation | Sig. |
| Pair 1                      | pre & post | 25 | .768        | .000 |

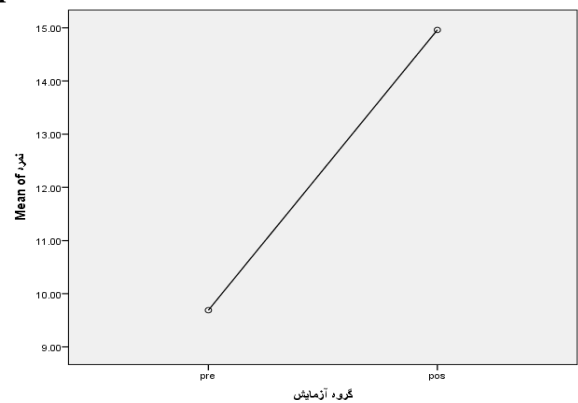
According to the table above, we see that the level of error of less than 5%, the pre-test and post-test, there is a strong correlation between the correlated significantly with the amount of (0.728) is.

**Paired t-test is meaningful or not meaningful to express the total score before training and after training**

To express the significance or non-significance of the difference before and after a little bit of training t-test (paired samples t-test) is use.

Myknym.br using paired t-test of significance level by T-test logic high table together, we see that the level of error of less than 5%, a significant level test (.000) less than 5% of the estimated. So pre-test and post-test scores of the two groups there is a significant difference. That's because the mean of scores are from 9.69 to 19.96, the effect has been positive and upward.

**Plot of average total score for both groups before and after the procedure**



**Figure 4.2**

**Usage**

There are some usage of this study as followed;

1. This study can be useful for learners because they can improve their writing.
2. If the instructors know their feedback is effective in learners writing, they can control their action and improve their feedback.
3. When material development collect the effective feedback of some instructors its help other instructors attention to their feedback.

**Pedagogical implications**

This research shows that when giving revision, teachers need to pay attention to the learners' level of proficiency. This is because if feedback isn't comprehensible for the learners, it might demotivative students in writing. In addition, if students with a high level of proficiency are given clarifications to their errors, they might lose their self-confidence.

**Table 4.8**

| Paired Samples Test |           |                    |                |                 |   |          |         |                 |       |
|---------------------|-----------|--------------------|----------------|-----------------|---|----------|---------|-----------------|-------|
|                     |           | Paired Differences |                |                 |   | T        | Df      | Sig. (2-tailed) |       |
|                     |           | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |         |                 |       |
|                     |           |                    |                |                 | Lower                                     |          |         |                 | Upper |
| Pair 1              | pre - pos | -5.27000           | .99457         | .19891          | -5.68054                                  | -4.85946 | -26.494 | .000            |       |

### Suggestion for further research

In this study, the researcher tried to explain the relationship between errors committed by learners, feedback provided by instructors and uptake by students.

1. Instructor in this study was carried out this study at intermediate level, so the next study could be replicated or elementary levels.
2. What was done in this research was the investigation of the immediate effect of feedback, so the long term effect could be better.
3. Classroom observation indicated that some instructors used other ways of correcting such as direct and indirect, so the future studies could consider more types of feedback.
4. This study was carried out among male instructor, so the next studies could be done among male and female.
5. Another study could be conducted to investigate the relationship between teachers' corrective feedback and the proficiency levels of learners.

### Conclusion

Writing is a productive skill. It is one of the most difficult and therefore frustrating; subjects; to teach particularly in an EFL program. It is especially difficult for non-native speakers. Because learners are expected to create written products that show their ability to organize the content to the correct audience as well as to show their linguistic ability (Time, Structure, New words and Dictation). The difficulty is increased by the learners' psychological and strategies or processes, which until now remain vague and therefore immune to any definite assertions.

In conclusion the main purpose of the presented thesis was to elaborate the significant relationships between teachers' feedback and writing proficiency between English institutes of Damavand. In this study four important factors were investigated as variables (time, structure, new words and dictation). The result demonstrated that there is correlation among teachers' feedback and writing proficiency.

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