

The Influence of Teacher and Students Errors Correction Techniques on Students' Achievement in English at College of Physical Education for Women

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Abstract

The research is an attempt to investigate experimentally the influence of teacher's errors correction and students' errors correction on teaching English at the College of Physical Education for Women. Errors are seen as a natural way for developing any language but teachers are puzzled the way they can correct these errors. So, this research gives some idea of using two types of errors correction.

The sample of the research is female students of the first year stage at the College of Physical Education for Women of the academic year 2009-2010. The whole population of the research is (94) students while the sample is (64). Thus, the sample represents 68% from the population of the research. The sample represents It is hypothesized that there are no significant differences between the experimental group which has been taught according students' errors correction technique and the control group which has been taught according the teacher's error correction technique in teaching English.

To fulfill the aim of the research an experiment has been designed with two groups of (64) students chosen randomly from first year students. Both groups have matched in terms of age, the level of subjects' achievement in previous year (the Baccalaureate Exam), and the academic type of study in the secondary school. The experiment lasted nine weeks. A post-test has been constructed in the last week for both groups after insuring its validity and reliability. After analyzing the results statistically, it has been found that there are significant differences between the two groups in their achievement in the test. Accordingly, the null hypothesis has been rejected.

Finally, instructors are recommended to use students' correction errors for developing their students' achievement and knowledge in English language.

تأثير اسلوبي تصحيح المدرس وتصحيح الطالب في اللغة الانكليزية على تحصيل طالبات كلية التربية الرياضية للبنات

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خلاصة البحث

ان هذه الدراسة هي محاولة للبحث بطريقة تجريبية في تأثير اسلوبي تصحيح المدرس والطالب في تدريس اللغة الانكليزية لطالبات كلية التربية الرياضية للبنات . الاخطاء تعد طريقة طبيعية لتعلم اللغة الانكليزية ولكنها تحير المدرسين بكيفية تصحيحها. لهذا البحث يعطي الفكرة باستخدام اسلوبين للتصحيح.

ثمة بين تحصيل الطالبات باستخدام اسلوب تصحيح المدرس وتحصيل الطالبات باستخدام اسلوب تصحيح الطالبات انفسهن.

لغرض تحقيق هدف البحث اجريت تجربة باستخدام تصميم تجريبي من نوع المجموعة الضابطة والمجموعة التجريبية ذات الاختبار البعدي.

اجريت التجربة على عينة مكونة من ٤٠ طالبة من شعبتين (٢٠) من طالبات التربية الرياضية للجامعة بغداد. وقد اخذ بنظر الاعتبار ان تكون المجموعتان متكافئتين من حيث العمر، وتحصيل الطالبات في اللغة الانكليزية للعام الدراسي الماضي بالإضافة للفرع الدراسي في الدراسة الاعدادية. درست المجموعتان لمدة تسعة اسابيع خلالها مواضيع في كرة السلة والساحة والميدان وكرة اليد من " المنهاج اللغة الانكليزية الجديد" ()

بعد انتهاء المدة المحددة للتجربة اخضعت المجموعتان الى اختبار بعدي تحريري بعد التأكد من صدق الاختبار من قبل مختصين . حللت النتائج احصائياً فوجد ان هناك فروقا ذات دلالة احصائية بين المجموعتين. وهذا يدل ان تدريس اللغة الانكليزية باسلوب تصحيح الطالب افضل من الطريقة التقليدية المتبعة باسلوب تصحيح المدرس. وبعد مناقشة النتائج قدمت عدة توصيات ومقترحات ومن ضمنها انه على مدرسي اللغة الانكليزية استخدام اسلوب تصحيح الطالب واعطاء الطالب حرية تصحيح اخطاه .

Section One

1.1 The Problem and Its Significance

As many language educators and researchers maintain, making errors is a necessary and natural process in language learning. Inevitably, learner 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' perceptions regarding error correction is limited in both ESP and EFL researches (Edge, 1989: 23)

One of the things that puzzles teachers is why students go on making the same errors even when such errors have been repeatedly pointed out to them. Yet not all errors are the same; sometimes they seem to be deeply ingrained, yet at other times students correct themselves (Harmer, 2001: 99).

Errors are part of the students' interlanguage, that is the version of the language which a student has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery. When responding to errors teachers should be seen as providing feedback, helping that reshaping process rather than telling students they are wrong. (Harmer, 2001: 100). This view is negotiation point between the traditional approach of teaching English and the current ones.

Thus, this research is an attempt to investigate whether or not the teaching of English through the teacher's correction technique is appropriate for developing students'

achievement. Also, this research gives the opportunity to students for analyzing and correcting their errors.

1.2 Aims of the Study

The present research aims at investigating the influence of using “teacher’s correction” and “students’ correction” in teaching English at the College of Physical Education for Women on the students achievement.

1.3 Hypothesis of the study

The following null hypothesis will be tested:

There are no statistically significant differences of students’ achievement between the experimental group who use teacher’s correction of errors and control group ones who use students’ correction of errors.

1.4 Limits of the study

The following are the major limits of the present research :

- 1-The sample of the students are limited to the College of Physical Education for Women, University of Baghdad during the academic year (2009-2010).
- 2-The first year students will be the concern of this research. The whole population
- 3-Teacher’s correction and students’ correction in teaching English will be the concern of this research.

1.5 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 using modern language teaching techniques, students’ correction, in teaching ESP, could assist in enhancing students’ ability to communicate without fearing of errors thus attain some mastery of spoken language.
- 2-It offers a modern technique used nowadays in other countries in teaching ESP, and it provides teachers as well as researchers with a new technique in teaching EFL.
- 3- The results of this research will be useful to guide teachers of EFL in using a better technique in teaching the 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.

1.6 Definition of Basic Terms

1.6.1 Error Correction

It is a strategy used by teacher or a student to correct errors in students’ speech or writing. Error correction may be direct (teacher supplies the correct form) or indirect (the teacher points out the error and asks the student to correct it if it is possible). Also this strategy may be called as “feedback” (Richards & Schmidt, 2002: 185).

Section Two

2.1 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. Thus, it is thus distinct from the traditional notion of error, which was based on the language user's ability to conform to a set of real or imagined standards of expression" (Crystal, 1985:112). Crystal divided errors into categories. Edge (1989) suggests that we can divide mistakes into three broad categories; they are:

- slips: that is mistakes which students can correct themselves once the mistake has been pointed out to them.
- Errors: mistakes which they cannot correct themselves, and which therefore need 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).

Hadley (2003) 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 the first and third categories of Walz categories of error correction.

There are two distinct causes for the errors which most if not all students make at various stages:

- 1-First language interference: students who learn English as a second language already have a deep knowledge of at least one other language, and where first language and English come into contact with each other there are often confusions which provoke errors in a student's use of English (Harmer, 2001: 99).
- 2-Developmental errors : Foreign language students make 'over generation' which is same kind of developmental errors. (Harmer, 2001: 99).

Section Three

Procedures and Methodology

3.1 The Experimental Design

Any new technique cannot be taken seriously unless its efficiency is tested. Therefore to achieve the aim of the research, an experimental has been designed to answer the question whether or not this technique is effective in teaching. Christensen (1980: 158) refers to the term "design" as "a plan or strategy conceived in an attempt to obtain an answer to research question".

The research used the "Experimental-Control Group post Design" (Comphell &Sandy, 1963:25). The form of this design is shown in table below:

Table (1)The Experimental Design

Experimental group	Independent variable Students' correction errors	Post test
Control group	The Teacher's correction errors	Post test

This design has been used in this study for the following reason:

Students' correction error is new in teaching English. Therefore, it cannot test the students unless the study ended "in the case of informal learning classroom, pre-testing is seldom practical" (Harries,1969:104).

The design of experiment includes the selection of two groups randomly, by putting slips of papers representing all the sections and then drawing one of them as a control group, and the other as experimental one (VanDalen,1963:236).

3.2 Population and Sample Selection

The sample of this research consists of four sections out of six randomly selected from first year College students, at the College of Physical Education for Women, University of Baghdad.

Section (C) will be the experimental group and section (F) is the control group. Also, (30) students have been selected from section (A) for constructing the pilot study. However, the whole population of the study is (94) students from six sections. After excluding the repeaters and absent students, the total number of the sample subjects is sixty- four as shown in table (2).

Table (2) Number of Subjects before and after Excluding the Absents

Group	Sections	No. of Subjects Before Exclusion	No. of Subjects After Exclusion
Experimental	C	40	31
Control	F	45	33
Total		85	64

3.3 Equivalence of the Sample

The researcher equalizes the two groups by matching them in the following variables:

1-Age of the subjects,

2-Subjects' level of achievement in English in the previous academic year (2008- 2009), and

3-Types of academic study in secondary stage

3.3.1 Age of the Subjects

The age of the control group is compared with that of the experimental group. The t-test formula is used for two independent samples. The average of both groups is between (18-24). The mean value of the experimental group is (237.677) and that of the control group is (237.818). The calculated t-test value is (0.79), while the tabulated one is (1.98) which indicates no significant difference, between the ages of the two groups, at the level of significance of (0.05). See table (3).

Table (3)
The Mean, Standard Deviation and 'T' Value of Subjects' Age

Variables Group	No. of Subjects	X ⁻	S.D	T-test Value		Level Significance
				Calculated	Tabulated	
Experiment group	31	237.677	19.453	0.79	1.98	0.05
Control group	33	237.818	15.430			

3.3.2 Subjects' Level of Achievement in English in the Previous Academic Year (the Baccalaureate Exam)

The mean value of the subjects' level of achievement in the previous year (2008-2009) in the Baccalaureate exam is found out to be (59.516) for the experimental group, and (59.818) for the control group. The t-test value is found out to be (0.385), at (0.05) level of significance, while the tabulated t-test value is (1.98) which indicates no significant difference between the two groups in their achievement level in the Baccalaureate exam . See table (4).

Table (4)
The Mean, Standard Deviation and 'T' Value of Subjects' Level of Achievement in English in Previous Year

Variables Group	No. of Subjects	X ⁻	S.D	T-test Value		Level of Significance
				Calculated	Tabulated	
Experiment	31	59.516	7.732	0.385	1.98	0.05
Control group	33	59.818	8.840			

3.3.3 Types of Academic Study in Secondary Stage

The Chi-square formula is used for the two samples to determine whether there are any significant differences between the two groups in the level of academic study. Results show that the calculated Chi-square value is (0.215), while the tabulated one is (7.81) at a level of significance of (0.05). This shows that there are no significant differences between the two groups. See

Table (5).

Table (5) Frequency and Chi-Square Value of Types of Academic Study of the Subjects of Both Groups

Type of Study	C	F	Total	Chi-Square Value		Level of Significance
				Calculate	Tabulated	
Literary	10	11	21	0.215	7.81	0.05
Scientific	11	10	21			
Commercial	5	6	11			
Industrial	5	6	11			
Total	31	33	64			

3.4 Instructional Material

The teaching of both groups has started on 1st of March 2010 and lasted nine weeks. The experiment ended on the 3rd. of May 2010. The researcher has taught both groups. The control group has been taught as teacher's correction technique (teacher supplies the students with the correction of their errors) while the experimental one has been taught according to students' correction technique (the teacher just localizes the error and asks the students for correction, the teacher gives options for correction). The teacher gives extra marks for students when they can find, or correct, the errors. Both groups have taught the subjects according to "New English Course" by Sadiq (2010) (Track and field, Basketball, Football, and Handball).

3.5 Construction and Administration of the Test

3.5.1 Validity

Validity means "the truth of the test relation to what it is supposed to evaluate" (Bynom, 2001:3). The purpose of validation in language testing is to ensure the defensibility and fairness of interpretations based on test performance (McNammarr, 2000:48). The term validity implies:

1-Content Validity: It is concerned with the relationship between a test or examination content and a detailed syllabus aim (Pilliner, 1968:32).

2-Face Validity: Richards (1985:102) defines to face validity as "the degree to which a test appears to measure the knowledge or abilities it claims to measure. It is based on the subjective judgment of an observer".

In order to ensure the content, face and content of validity of the written test, the test has been exposed to the jury members consisting of (5) experts in the field. Recommendation and modifications of the jury members are considered in the refined version of the written test.

Section Four

Data Analysis, Conclusions, Recommendation and Suggestions

4.1 Comparison of the Experimental and Control Groups in the Achievement of the Two Post Tests

The mean scores of the two groups have been compared; the mean score of the experimental group is (35.419), while the mean score of the control group is (19.242). This indicates that there is a significant difference in the total achievement of the test between

the experimental and control groups. This stresses that the experimental group is better than the control group. Accordingly, the hypothesis of the research is rejected. (See Table 6).

Table(6) The Mean, Standard Deviation and T-test Value of both Groups
in the Total Achievement of the two Post Tests

Group	No. of Students	X ⁻	S.D	d.f	T-test Value		Level of Significance
					Calculate	Tabulate	
Experimental	31	35.419	7.482	62	9.835	1.98	0.05
Control group	33	19.242	5.448				

4.2 Discussion of the Results

The statistical analysis of the results indicates that the achievement of the students in the experimental group is significantly higher in average than that of the students in the control group in the total achievement test. This can be interpreted to mean the using the proposed technique is more effective in teaching English than the existing technique.

From the researchers' point of view, the results of the present research may be due to the following reasons:

- 1-In the proposed technique students' correction errors offer self-esteem and confident in learning English. Also, the fear of learning foreign language has minimized.
- 2-The students find the proposed technique enjoyable because they can correct their errors.
- 3-Students begin to love English as subject-matter because they have been allowed to correct their own errors freely that limited and reduce the fear of English language.
- 4-Students' correction errors have been given the students more role in learning .

4.3 Conclusions

In the light of the results and findings of the study, the researcher concludes the following:

- 1-The improvement in the achievement of the experimental group over the control group leads to the conclusion that within the procedures of the research, teaching ESP at Colleges of Physical Education by using the proposed technique proves to be more useful for the students, than the existing technique.
- 2-The proposed technique encourages critical thinking since the students can find their errors freely, correct their errors and makes decisions about the right correction.

4.4 Recommendations

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

- 1-Instructors should use the students' correction errors in teaching English and instructors should be given 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' correction errors in the lecture because errors play an important role in developing the students' English language.

4.5 Suggestions for Further Studies

In the light of the conclusions and findings of the study, the following are suggestions:

1-A similar study may be conducted to other fields of ESP.

2-A similar study may be conducted to other types of errors correction.

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