EFL University Students' Preferences for Error Correction and Teacher Feedback on Writing

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Responding to student writing is one of the most controversial topics in second language (L2) instruction and theory. Do students benefit from teachers' corrections and written comments on their writing? If so, are some types of feedback more effective than others? Just as importantly, what are students' preferences for feedback and error correction? Students' beliefs about what constitutes effective feedback on writing and their expectations regarding teacher paper-marking techniques may influence the effectiveness of such feedback (Schulz, 1996); therefore, it is important to investigate L2 students' preferences for teacher feedback on writing in order to ascertain whether these preferences and expectations match those of their teachers. This paper reports on a study investigating EFL university students' preferences for error correction and paper-marking techniques.

Review of the Literature

Both Huntley (1992) and Truscott (1996), based on their respective reviews of the literature, state that substantial research evidence suggests that correction of surface-level errors is futile and may not be worth the instructor's time and effort. Truscott goes even farther to conclude that this type of correction should be abandoned in L2 writing classes because it can have harmful effects. Ferris (1999), however, evaluates Truscott's case and concludes that his argument concerning grammar correction is too strong. In an ongoing debate, Truscott (1999) responds to Ferris by arguing that the criticisms she presents are unfounded and selective. Thus, the research evidence on the effects of error correction on L2 students' writing is far from conclusive (Ferris, 2004; Huntley, 1992; Ihde, 1993; Leki, 1990); nevertheless, a number of research studies in various L2 contexts investigating the effects of different types of feedback on students' writing skills have suggested that explicit error correction seems to be generally ineffective (Ihde, 1993; Kepner, 1991; Robb, Ross, & Shortreed, 1986; Semke, 1984; Sheppard, 1992).

One type of feedback that the research does advocate is feedback on content and organization. Such feedback is necessary and does result in improvement in students' writing (Fathman & Whalley, 1990; Huntley, 1992; Kepner, 1991; Sheppard, 1992). Huntley maintains that feedback on content and organization should be provided to students while feedback on form should be avoided, and she recommends that L2 teachers incorporate peer reviews and student-teacher conferences in their teaching as two valuable alternative feedback methods to traditional error correction.

Nevertheless, the relatively few studies that have investigated L2 students' preferences and reactions to teacher marking techniques and their beliefs about what constitutes effective feedback to writing suggest that surface-level correction is often the kind of feedback these students want and expect from their teachers. For instance, based on a survey of 59 English as a second language (ESL) students' attitudes towards feedback on their written work, Radecki and Swales (1988) conclude that ESL teachers might lose their credibility among their students if they do not correct all surface errors, since findings revealed that students seem to need and expect correction of all errors. In a similar survey of 100 ESL students' preferences for error correction, Leki (1991) found that students equate good writing in English with error-free writing and that they expect and want all errors in their written work to be corrected.

Similarly, Hedgcock and Lefkowitz (1994) administered a 45-item questionnaire to 110 ESL and 137 foreign language (FL) learners in order to explore how L2 learners react when they receive teacher feedback on both first and final drafts, how these responses influence the evolution of students' perception of text quality and their composing processes, and finally, whether ESL and FL learners differ in terms of responses to feedback and self-appraisal patterns. Results revealed that although ESL and FL students revealed generally favorable attitudes towards teacher feedback, some variation in beliefs about teacher response between the two groups was also evident, indicating, according to Hedgcock and Lefkowitz, a close relationship between teachers' response behavior and students' beliefs about their effectiveness. Interview data confirmed further that instructional practice plays an important role in shaping students' expectations concerning the aims of written feedback (Hedgcock & Lefkowitz, 1996).

Moreover, Enginarlar (1993), based on a survey of 47 English as a Foreign Language (EFL) students' attitudes towards the feedback procedure employed in their classes, concluded that these students perceive attention to linguistic errors as effective teacher feedback. Similarly, Saito (1994) and Ferris (1995) reached the same conclusion based on their respective surveys of students' attitudes towards feedback in an ESL context. Finally, Schulz (1996) investigated FL student and teacher beliefs about

explicit grammar instruction and error correction and also found that students preferred a focus on form.

Rationale and Purpose of the Study

The above research evidence suggests that L2 writing teachers are faced with the dilemma of whether they should correct students' surface errors or not, since students seem to expect this kind of correction while research evidence generally suggests that such feedback is ineffective (Leki, 1991; Radecki & Swales; 1988; Saito, 1994). Since students' beliefs about and preferences for feedback on writing may influence the degree of effectiveness of such feedback (Schulz, 1996), it is crucial to identify students' attitudes towards error correction and their expectations regarding teacher feedback on their writing. Thus, the purpose of this study was to explore EFL university students' preferences for error correction and paper-marking techniques and their beliefs about what constitutes effective feedback. More specifically, the study addressed the following research questions:

1. How concerned are EFL students with errors in their writing?
2. What features of their writing do EFL students believe are the most important for their teachers to respond to?
3. What are EFL students' preferences for paper-marking techniques?

Procedure

Participants

The participants in this study were 156 EFL university students enrolled in English language courses at the American University of Beirut (AUB). AUB offers an Intensive English course, English 100, in addition to a series of three courses in English language skills (English 102, 203, and 204), which students enroll in depending on their score on the TOEFL and an English placement exam. These courses provide training in both oral and written communication, with an emphasis on the reading, writing and research skills required of university students. The students were sampled from the four different English communication skills classes at the university: English 100 (Intensive English), English 102 (Enrichment Course in English), English 203 (Academic English), and English 204 (Advanced Academic English). Of the 156 participants, 53% were males and 47% females, and 88% stated that their native language was Arabic, while the remaining 12% specified French, English, and Armenian as their native language (7, 3, and 2%, respectively).

Instrument and Data Collection

The questionnaire consisted of two parts: First, a 12-item background questionnaire, designed by the researcher in order to obtain background information about the students; secondly, a 27-item questionnaire (see Appendix), a modified version of Leki's (1991) instrument ("Survey of ESL Students' Preferences for Error Correction"), consisting of 20 five-point Likert-type items and 7 nominal items. According to Leki (1991), the original survey would have been more effective if it had specified which draft of a piece of writing was being referred to; therefore, an effort was made in this study to include questionnaire items concerning both first and final drafts, similar to the survey administered by Hedgcock and Lefkowitz (1994).

Following both Leki's (1991) as well as Hedgcock and Lefkowitz's (1994) surveys, the instrument aims at exploring students' attitudes towards teacher feedback regarding various features of their writing, such as the content, organization, grammar, vocabulary choice, and writing style, as well as students' preferences for various teacher paper-marking techniques. The questionnaire was administered during the 2003-2004 Fall semester to students enrolled in the four different English communication skills classes at AUB: English 100, 102, 203, and 204.

Results

In order to clearly address the research questions set at the beginning of this study, the findings will be presented and discussed according to the three following categories: First, students' general concern with accuracy in their writing (responses to Part II, items 1 and 2); secondly, students' beliefs about the relative importance of various features in their writing (responses to Part II, items 3a-g and 4a-g, and Part III, items 5 and 6); and finally, students' preferences for paper-marking techniques (responses to Part II, 3h-i and 4h-i; Part III, items 1-4; and Part IV).

Students' General Concern with Accuracy

Response frequencies, means, and standard deviations for the two items in the questionnaire addressing the students' general concern with accuracy in their writing (Part II, items 1 and 2) appear in Table 1. The EFL students in this study overwhelmingly (90%) agreed (55% strongly agreed) that it is important to them to have as few errors as possible in their written work. In addition, 77% of the students agreed that it is important to their English teacher for them to have as few errors as possible in their written work.

Table 1

**Frequencies of Response (in %), Means, and Standard Deviations:
Students' General Concern with Accuracy**

| ITEMS | 1 | 2 | 3 | 4 | 5 | | |
	SD	D	N	A	SA	M	SD
1. It is important to me to have as few errors as possible in my written work.	1	1	8	35	55	4.40	0.80
2. It is important to my *English teacher* for me to have as few errors as possible in my written work.	3	4	17	40	37	4.04	0.96

Note. Percentages have been rounded to the nearest whole number, and thus may not add up to 100.

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree.

Students' Beliefs about the Relative Importance of Various Features of Their Writing

Response frequencies, means and standard deviations for the 18 Likert-type items addressing the students' beliefs about the relative importance of various features of their writing (Part II, items 3a-g and 4a-g) appear in Table 2, and responses to the two nominal items addressing this issue (Part III, items 5 and 6) are shown in Table 3. Students seemed to equate the importance of various features of their writing such as grammar, spelling, vocabulary choice, organization, writing style, and the ideas expressed in the paper. Slightly more students agreed that the teacher should point out errors in grammar (86% for a first draft; 82% for a final draft) than they did for the other features (ranging from 65 to 80%). In addition, as revealed in Table 2, there was minimal variation in the students' responses regarding first and final drafts.

Table 2

**Frequencies of Response (in %), Means, and Standard Deviations:
Students' Beliefs about the Relative Importance of Various
Features in their Writing**

ITEMS	1 SD	2 D	3 N	4 A	5 SA	M	SD
3. When responding to a <u>first</u> draft, the teacher should always:							
a. point out errors in *grammar* (verb tenses, subject/verb agreement, article use…etc.)	3	7	5	42	44	4.18	0.99
b. point out errors in spelling	1	9	10	42	38	4.06	0.98
c. point out errors in *vocabulary* choice	4	8	9	41	38	4.01	1.08
d. point out errors in *punctuation*	5	15	15	39	26	3.67	1.15
e. make comments on the *organization of the paper*	3	10	14	34	40	3.98	1.10
f. make comments on the *writing style* (the way you express your thoughts and arguments)	3	8	13	33	42	4.03	1.09
g. make comments on the ideas expressed in the paper	5	9	12	35	39	3.93	1.15
4. When responding to a <u>final</u> draft, the teacher should always:							
a. point out errors in *grammar* (verb tenses, subject/verb agreement, article use…etc.)	1	5	11	48	34	4.10	0.88
b. point out errors in *spelling*	1	6	12	46	5	4.09	0.88

Table 2 (Cont'd)

ITEMS	1	2	3	4	5		
	SD	D	N	A	SA	M	SD
c. point out errors in *vocabulary choice*	2	6	16	44	33	3.99	0.95
d. point out errors in *punctuation*	1	11	17	44	27	3.85	0.98
e. make comments on the *organization of the paper*	3	7	14	37	40	4.04	1.03
f. make comments on the *writing style* (the way you express your thoughts and arguments) expressed in the paper	3	10	14	35	39	3.97	1.08
g. make comments on the ideas expressed in the paper	2	12	12	39	35	3.92	1.06

Note. Percentages have been rounded to the nearest whole number, and thus may not add up to 100.

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree.

Moreover, most students (63%) stated that they read every teacher mark or comment on their writing carefully, while only 19% stated that they look at some comments more carefully than others, as revealed in Table 3. Nevertheless, the students' responses to item 6 revealed some interesting discrepancies in their beliefs regarding the importance of various features in their writing. More specifically, most students chose comments on the writing style and ideas/content (74 and 72%, respectively), as the most important ones to look at, while slightly fewer students chose organization, vocabulary choice, and grammar (59, 57, and 53%, respectively). Finally, less than half the students chose marks indicating errors in spelling (39%) and even fewer chose marks indicating errors in punctuation (26%).

Table 3

Frequencies of Response (in %): Students' Beliefs Relative to the Importance of Various Features in their Writing - Nominal Items

ITEMS	Responses (in %)
5. How carefully do you look at the teacher marks/ comments on your written work?	
1. You read every one carefully.	63
2. You look at some marks/comments more carefully than at others.	19
3. You mainly pay attention to comments on the ideas expressed in the paper.	16
4. Other	2
6. If you look carefully at some of the marks/comments your English teacher makes on your written work, which one(s) do you consider most important to look at?	
(Please circle ALL that apply).	
1. Marks indicating errors in grammar	53
2. Marks indicating errors in vocabulary choice	57
3. Marks indicating errors in spelling	39
4. Marks indicating errors in punctuation	26
5. Comments on the ideas/content	72
6. Comments on the writing style	74
7. Comments on the organization of the paper	59
8. Other	2

Students' Preferences for Paper-marking Techniques

Response frequencies, means, and standard deviations for the four Likert-type items addressing the students' preferences for paper-marking techniques (Part II, 3h-i and 4h-i) appear in Table 4; response frequencies for the four nominal items addressing such preferences (Part III, items 1-4) are shown in Table 5.

Table 4

Frequencies of Response (in %), Means, and Standard Deviations:
Students' Preferences for Paper-marking Techniques

ITEMS	1	2	3	4	5		
	SD	D	N	A	SA	M	SD
3. When responding to a <u>first</u> draft, the teacher should always:							
h. use a set of correction or proof-reading symbols	5	12	34	34	16	3.46	1.04
i. use a red-colored pen	6	9	38	22	25	3.50	1.15
4. When responding to a final draft, the teacher should always:							
h. use a set of correction or proof-reading symbols	2	15	25	37	21	3.61	1.04
i. use a red-colored pen	4	8	35	25	29	3.67	1.09

Note. Percentages have been rounded to the nearest whole number, and thus may not add up to 100.

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree.

As shown in Table 4, students' preferences for teacher marking techniques such as using a set of correction or proofreading symbols and using a red-colored pen were fairly neutral, regarding both first and final drafts. Fifty percent of the students agreed that the teacher should always use a set of proofreading symbols when responding to a first draft and 58% agreed regarding a final draft. Similarly, regarding teachers' use of a red pen, about half of the students agreed that the teacher should always use a red pen when responding to a first and final draft (47% and 54%, respectively).

Table 5

Frequencies of Response (in %): Students'

Preferences for Paper-marking Techniques - Nominal Items

ITEMS	Responses (in %)
1. On a first draft, how do you want your English teacher to indicate an error in your written work?	
1. By crossing out what is incorrect and writing the correct word or structure	35
2. By showing where the error is and giving a clue about how to correct it	49
3. By only showing where the error is	10
4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed	5
5. Other	2
2. On a final draft, how do you want your English teacher to indicate an error in your written work?	
1. By crossing out what is incorrect and writing the correct word or structure	57
2. By showing where the error is and giving a clue about how to correct it	20
3. By only showing where the error is	13
4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed	9
5. Other	1
3. How does your English teacher currently indicate errors in your written work? <u>On a first draft</u>:	
1. By crossing out what is incorrect and writing the correct word or structure	24
2. By showing where the error is and giving a clue about how to correct it	52

Table 5 (Cont'd)

ITEMS	Responses (in %)
3. By only showing where the error is	21
4. By ignoring the errors in grammar, spelling, punctuation… etc., and only paying attention to the ideas expressed	2
5. Other	1

4. If there are <u>many</u> errors in a paper, what do you want
    your English teacher to do?

<u>On a first draft</u>:

1. Correct all errors major and minor	33
2. Correct all errors the teacher considers major, but not the minor ones	31
3. Correct most but not necessarily all of the major errors if there are many of them	8
4. Correct only a few of the major errors no matter how many there are	1
5. Correct all *repeated* errors whether major or minor	9
6. Correct only errors that might interfere with communicating your ideas	10
7. Correct no errors and respond only to the ideas expressed	2
8. Other	6

<u>On a final draft</u>:

1. Correct all errors, major and minor	45
2. Correct all errors the teacher considers major, but not the minor ones	21
3. Correct most but not necessarily all of the major errors if there are many of them	8
4. Correct only a few of the major errors no matter how many there are	5
5. Correct all *repeated errors* whether major or minor	6
6. Correct only errors that might interfere with communicating your ideas	10
7. Correct no errors and respond only to the ideas expressed	2
8. Other	3

Concerning students' preferences for teachers' techniques in pointing out errors, students revealed an interesting discrepancy in their responses regarding first and final drafts. As shown in Table 5, while only 35% of students chose crossing out an error and writing the correction as the best teacher feedback technique in response to a first draft, 57% of the students chose this technique in response to a final draft. Similarly, while 49% of the students chose showing where the error is and giving a clue about how to correct it as the best teacher feedback technique in response to a first draft, only 20% chose this technique in response to a final draft. In addition, very few students chose the remaining options, such as only showing where the error is, or ignoring errors in grammar, spelling, punctuation…etc., and only paying attention to the ideas expressed as the best teacher feedback technique, in response to either first or final drafts.

Moreover, students' preferences for teacher techniques in pointing out errors on first and final drafts seem to generally correspond to what students perceive as actual teacher practice, as the responses to item 3 in Table 5 reveal. Most students (52%) stated that their teacher responds to errors on a first draft by showing where the error is and giving a clue about how to correct it, while most students (40%) stated that their teacher responds to errors on a final draft by crossing out the error and writing the correct structure. In addition, few students (ranging from 2-21%) chose either of the remaining two techniques, such as only showing where the error is, or ignoring errors in form and only paying attention to the content, as what their teacher currently practices, in response to either first or final drafts.
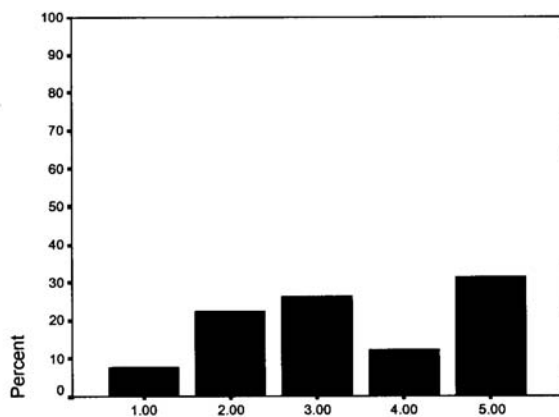
Regarding students' preferences for the amount of feedback/marks on their papers, most students stated that they would prefer their teacher to correct all errors, when responding to both first and final drafts, as shown in Table 5. Fewer students, however, indicated so for a first draft (33%) than for a final draft (45%), revealing, again, that these students want their errors on a final draft corrected.

Response frequencies for the last item in the questionnaire, consisting of various teacher marks/correction of an error and asking for students' evaluation of each mark (see Appendix), appear in Figure 1.

Figure 1

**Responses to Part IV: Students' Evaluation
of Various Teacher Marks**

Error Underlined and General Clue for Correction Provided
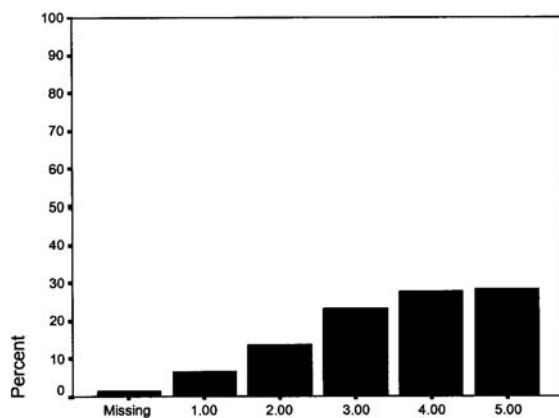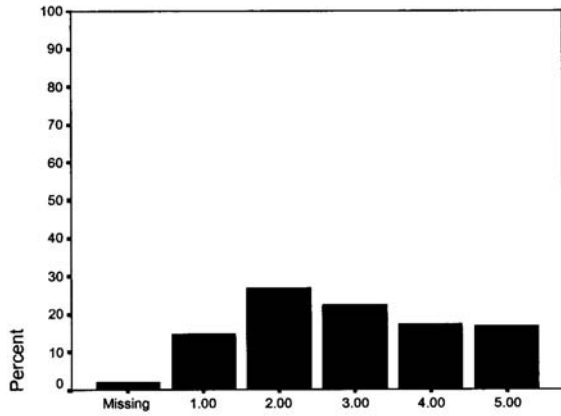

Error Underlined and No Clue Provided

<u>Figure 1</u> (Cont'd)

**Error Underlined and Clue Linking the Error to
the Rest of the Phrase Provided**

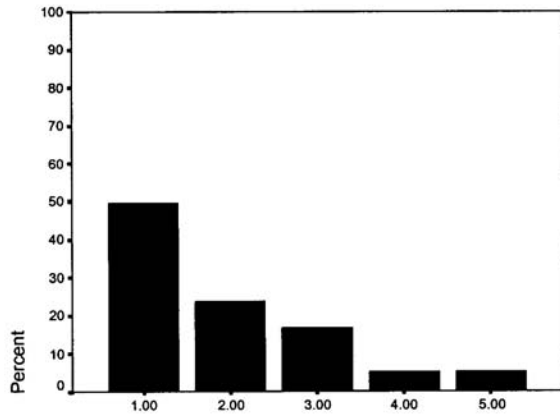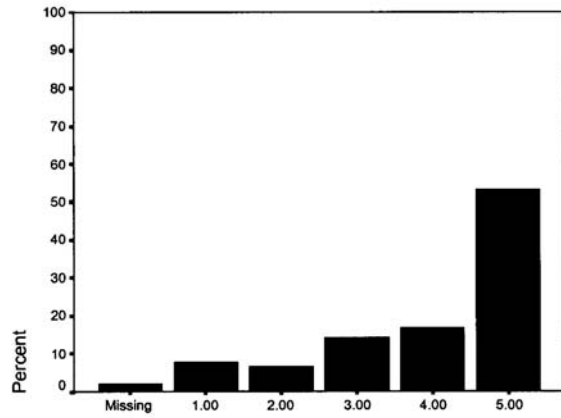**Error Crossed-out and Correction Provided**

Figure 1 (Cont'd)

**Error Underlined and Personal Comment Relevant
to the Content Provided**

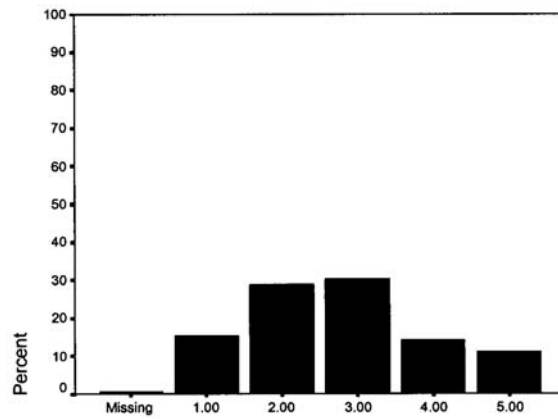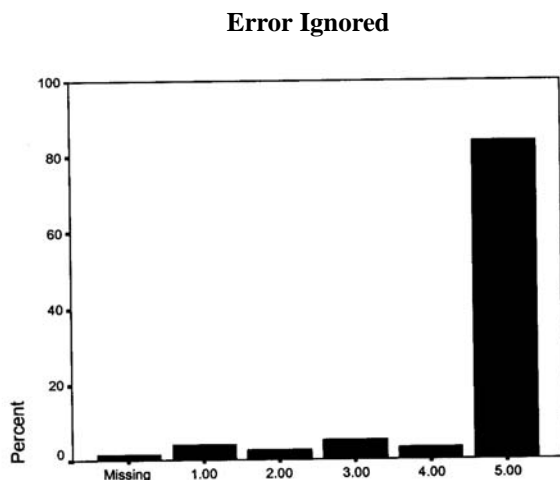**Error Underlined and Specific Clue for Correction Provided**

Figure 1 (Cont'd)

Error Ignored

According to the results displayed in Figure 1, "marking technique" the mark that received the most positive evaluation is correction technique (d), which consists of crossing out the error and writing the correct structure, while the one that received the most negative evaluation from the students is correction technique (g), which consists of ignoring the error. Another mark that elicited a negative evaluation from students is correction technique (e), which does not provide a correction or even a clue for a correction, but consists of underlining the error and writing a personal comment relevant to the content.

Discussion

Similar to previous findings in L2 contexts (Enginarlar, 1993; Ferris, 1995; Leki, 1991; Radecki & Swales; 1988; Saito, 1994; Schulz, 1996; 2001), the EFL students in this study revealed a great concern with accuracy and error-free writing, in spite of the research evidence arguing that surface-level error correction is ineffective. Nevertheless, it is essential to consider whether students who report benefiting from such correction actually need it and improve because of it (Hedgcock & Lefkowitz, 1994; Hedgcock & Lefkowitz, 1996; Radecki & Swales, 1988). Few research studies have investigated the relationship between students' preferences to different types of feedback and the improvement and development of their writing ability; investigations

of this type are crucial before any conclusions can be made as to whether students' need or desire for the correction of surface-level errors is indicative of the effectiveness of such feedback on the development of their writing skills.

In addition, the EFL students in this study generally equated the importance of various features of their writing such as grammar, spelling, vocabulary choice, organization, writing style, and content; most students, however, chose comments on the writing style and on the ideas expressed in the paper as the most important teacher marks they look at, while few students chose comments on spelling and punctuation. Moreover, the EFL students in this study did not generally differentiate between responding to various writing features on a first draft as opposed to a final draft.

On the other hand, the students' preferences for teachers' techniques in pointing out errors did seem to differ regarding first and final drafts. More specifically, most students chose the correction technique showing where the error is and giving a clue about how to correct it as the best teacher feedback technique in response to a first draft, while concerning a final draft, most students chose crossing out an error and writing the correction as the best teacher feedback technique. Findings also revealed that students' preferences for teacher techniques in pointing out errors on first and final drafts generally correspond to what students perceive as actual teacher practice. Since an interdependent relationship exists between teachers' behaviors and students' views (Hedgcock & Lefkowitz, 1994, 1996), this finding may indicate that teachers seem to be behaving according to students' preferences or, perhaps just as likely, that students' preferences for teacher feedback reflect instructional practices.

Regarding students' preferences for the amount of feedback/marks on their papers, most students stated that they would prefer their teacher to correct all errors, especially when responding to a final draft. Considering that in most cases a final draft includes a final grade for the paper, this finding is encouraging; these students seem to care about having their written errors corrected, for reasons beyond that of obtaining a good grade on the paper. Another positive finding is that most of these students would rather receive a clue about correcting errors on their first drafts rather than the correction itself, even though the latter would presumably make it "easier" to revise the draft. Such a preference for "clues" in teacher feedback was also found among the ESL students surveyed in Leki's (1991) study.

Concerning students' beliefs about the importance of various features of their writing, many of the students chose comments on the writing style and ideas/content as the most important teacher marks they look at; slightly fewer students chose organization, vocabulary choice, and grammar, while less than half chose marks indicating errors in spelling and punctuation. Thus, even though the students indicated

a preference for having every error corrected, it is encouraging that most of them also emphasized the importance of comments on the writing style and content, rather than only surface-level errors.

Finally, it is worth mentioning that findings revealed strikingly similar responses to those provided by the ESL students in Leki's (1991) survey regarding the last item in the questionnaire, which consists of various teacher marks/correction of an error and asks for students' evaluation of each mark (see Appendix). The EFL students in this study, similar to the ESL students in Leki's study, rated highly the sample corrections identifying the error and giving a clue as to what the correction is. The EFL students in this study, however, rated the sample correction technique of crossing out the error and writing the correct structure more positively than did the ESL students in Leki's study. Another similarity is that both groups of students reacted negatively to the two correction techniques which ignore the error, particularly disapproving of the notion that the teacher would make no response at all to an error. Thus, these two groups of L2 students, in very different instructional and cultural settings, seem to hold generally similar views regarding error correction and what constitutes a "good" teacher mark on an essay. Likewise, the two groups of US and Columbian FL students examined in Schulz's (2001) study held very similar beliefs regarding error correction and the role of the teacher as an expert who should correct student errors.

Conclusion

The findings of this study support the general contention that L2 students seem to expect surface-level error correction from their teachers and believe that such feedback is beneficial (Enginarlar, 1993; Ferris, 1995; Leki, 1991; Radecki & Swales; 1988; Saito, 1994; Schulz, 1996; Schulz, 2001), despite the research evidence arguing otherwise. Nevertheless, L2 students' need or desire for error correction is not necessarily indicative of the effectiveness of such feedback; some students may hold unrealistic beliefs about writing, usually based on limited knowledge or experience. Such students may have simply not had their preconceptions challenged; therefore, teachers might try to modify some students' expectations about error correction (Leki, 1991). In line with Ashwell (2000) and Ferris et al. (1997), it is strongly recommended that teachers help their students understand how feedback is intended to affect their writing and why it is given the way it is. Otherwise, students may not be able to interpret the teacher's feedback or act on it in the way the teacher had intended. Teachers should make an effort to explore their students' beliefs about writing, feedback, and error correction and to try to bridge any gap between their own and their students' expectations (Schulz, 1996, 2001); it is teachers' responsibility to be aware of their students' perceptions of what helps them progress and to somehow incorporate these perceptions

in their teaching. Therefore, incorporating classroom discussions on error correction, feedback, and writing can be essential in helping L2 teachers become familiar with their students' beliefs about what constitutes effective feedback to and modifying or reinforcing these beliefs accordingly.

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About the Author

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Appendix

Questionnaire - Part II

II. Directions: Below are some beliefs that some students have about feedback to writing. **Read each statement and then decide if you: (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree. Please write the number of your response in the space provided.**

There are no right or wrong answers. We are simply interested in your opinions.

REMEMBER:

(1) strongly AGREE   (2) agree   (3) neither agree nor disagree   (4) disagree (5) strongly DISagree

1. It is important to *me* to have as few errors as possible in my written work. ____

2. It is important *to my English teacher* for me to have as few errors as   ____
    possible in my written work.

3. **When responding to a first draft (that is, a paper you will
    rewrite at least once), the teacher should always:**

    a. point out errors in *grammar* (verb tenses, subject/verb   ____
        agreement, article use…etc.)

    b. point out errors in *spelling*   ____
    c. point out errors in *vocabulary choice*   ____
    d. point out errors in *punctuation*   ____
    e. make comments on the *organization of the paper*   ____
    f. make comments on the *writing style* (the way you express   ____
        your thoughts and arguments)

    g. make comments on the *ideas* expressed in the paper   ____
    h. use a set of correction or proof-reading symbols   ____
    i. use a red-colored pen   ____

4. **When responding to a final draft (that is, a paper that will not be
    rewritten and will receive a grade), the teacher should always:**

    a. point out errors in *grammar*   ____
        (verb tenses, subject/verb agreement, article use…etc.)

    b. point out errors in *spelling*   ____
    c. point out errors in *vocabulary choice*   ____

　　d.　point out errors in *punctuation*   ____

　　e.　make comments on the *organization of the paper*   ____

　　f.　make comments on *the writing style* (the way you express   ____
　　　　your thoughts and arguments)

　　g.　make comments on the *ideas* expressed in the paper   ____
　　h.　use a set of correction or proof-reading symbols   ____

　　i.　use a red-colored pen   ____

III. <u>Directions</u>:　Answer the following questions by circling the number of the appropriate response.

1.　**On a <u>first</u> draft, how do you want your English teacher to indicate an error in your written work?**

　　1.　By crossing out what is incorrect and writing the correct word or structure

　　2.　By showing where the error is and giving a clue about how to correct it

　　3.　By only showing where the error is

　　4.　By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

　　5.　Other (please specify): _____

2.　**On a <u>final </u>draft, how do you *want* your English teacher to indicate an error in your written work?**

　　1.　By crossing out what is incorrect and writing the correct word or structure

　　2.　By showing where the error is and giving a clue about how to correct it

　　3.　By only showing where the error is

　　4.　By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

　　5.　Other (please specify): _____

3.　**How does your English teacher currently indicate errors in your written work? On a first draft:**

　　1.　By crossing out what is incorrect and writing the correct word or structure

　　2.　By showing where the error is and giving a clue about how to correct it

　　3.　By only showing where the error is

4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

5. Other (please specify): _____

On a final draft:

1. By crossing out what is incorrect and writing the correct word or structure

2. By showing where the error is and giving a clue about how to correct it

3. By only showing where the error is

4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

5. Other (please specify):

4. **If there are <u>many</u> errors in a paper, what do you want your English teacher to do? On a first draft:**

1. Correct all errors, major and minor

2. Correct all errors the teacher considers major, but not the minor ones

3. Correct most but not necessarily all of the major errors if there are many of them

4. Correct only a few of the major errors no matter how many there are

5. Correct all *repeated* errors whether major or minor

6. Correct only errors that might interfere with communicating your ideas

7. Correct no errors and respond only to the ideas expressed

8. Other (please specify): _____

On a final draft:

1. Correct all errors, major and minor

2. Correct all errors the teacher considers major, but not the minor ones

3. Correct most but not necessarily all of the major errors if there are many of them

4. Correct only a few of the major errors no matter how many there are

5. Correct all *repeated* errors whether major or minor

6. Correct only errors that might interfere with communicating your ideas

7. Correct no errors and respond only to the ideas expressed

8. Other (please specify): _____

5. **How carefully do you look at the teacher marks/comments on your written work?**

    1. You read every one carefully.

    2. You look at some marks/comments more carefully than at others.

    3. You mainly pay attention to comments on the ideas expressed in the paper.

    4. Other (please specify): _____

6. **If you look carefully at <u>some</u> of the marks/comments your English teacher makes on your written work, which ones do you consider most important to look at?**

    (Please circle <u>ALL</u> that apply).

    1. Marks indicating errors in grammar

    2. Marks indicating errors in vocabulary choice

    3. Marks indicating errors in spelling

    4. Marks indicating errors in punctuation.

    5. Comments on the ideas/content

    6. Comments on the writing style

    7. Comments on the organization of the paper

    8. Other (please specify): _____

IV. Directions: The following sentence, which has an error in English grammar, has been responded to in various ways by different teachers. **Look over the different possible responses and rate each one. If you think the mark/comment is a very good way to indicate an error on a paper, circle #1. If you think the mark/comment is a very bad way to indicate an error on a paper, circle #5.** If you think it is somewhere in between, circle the number between #1 and #5 that best represents your opinion.

		Very Good			Very Bad	
a.	See section in grammar handbook. Since I arrived here, I <u>am</u> very lonely. ———————————————	1	2	3	4	5
b.	Since I arrived here, I <u>am</u> very lonely. ———————————————	1	2	3	4	5
c.	Since I arrived here, I <u>am</u> very lonely. ———————————————	1	2	3	4	5
d.	have been Since I arrived here, I ~~am~~ very lonely. ———————————————	1	2	3	4	5
e.	I'm sorry to hear that. Why don't you come and talk to me about it? Since I arrived here, I <u>am</u> very lonely. ———————————————	1	2	3	4	5
f.	tense Since I arrived here, I <u>am</u> very lonely. ———————————————	1	2	3	4	5
g.	Since I arrived here, I am very lonely. ———————————————	1	2	3	4	5

V. (OPTIONAL) <u>Directions</u>: Please write your response to the following question in the space provided.

Do you have any <u>other</u> ideas about teacher feedback to student writing that are not included above?