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SCHOLARLY ARTICLE

A Comparative Study on Self-Correction, Peer-Correction, and Teacher-Correction in the Language Classroom

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Abstract

This subjective inquiry aims to find out the effective correction techniques and used correction techniques of errors of the language learner so that it can be understood which techniques of correction teachers/educators may follow in the language classroom. This study used a quantitative method where one hundred forty-one participants (131 students and 10 teachers) took part in the questionnaire survey. Based on their opinions it has been found that most of the students focused on self-correction techniques behind the improvements in their learning skills. On the other hand, most teachers select self-correction techniques which can mostly promote good teaching and learning. They also ascertain that self-correction should be widely used in the language classroom. The majority of numbers prove that self-correction techniques play an effective role in correcting errors in the language classroom. Examining the number of participants it has been found that if the learners are encouraged to use the self-correction technique in their oral communication skills too, they can enhance their language learning ability since speaking is one of the most important language skills for a learner, in speaking self-correction technique may be a long term goal of the students through which they can

become more accurate and less reliant on teacher feedback or any other techniques of correction.

Keywords: Self-correction, Peer-correction, teacher-correction, Factors, Comparison, Feedback

1. Introduction

Making errors is a common affaire for a language learner, to correct the errors there are some techniques such as self-correction, peer-correction, and teacher's correction. In a language classroom, students often make mistakes/errors in their writing. They face many difficulties while correcting their errors. Such as some students feel hesitant to share their errors with their teachers, and then they correct each other or take the help of the internet (Bitchener *et al*). On the other hand, some students feel comfortable sharing their errors with the teacher so that they can learn quickly. They think that teacher's correction technique is the best technique of correction. In the language classroom, some of the students correct their errors by self-correction, some are peer-correction and most of the students correct their errors by teacher's correction. When they correct their errors without taking the help of the teacher then they need self or peer correction. Most of the students are taking help from peer correction to correct their errors, and teachers give importance to peer correction in the classroom. Even they arrange peer correction in the classroom. Peer correction is the technique of correction where learners correct each other.

Some of the students correct their errors without taking the help of peers and teachers. This is to say they did self-correction. Self-correction is a technique used to correct

errors by oneself. It is an independent way that students can do in the learning process. In the language classroom, the learners should be motivated to correct their mistakes themselves so that they can become independent and confident in developing a readiness to comprehend and process their mistakes (Chowdhury and Akteruzzaman).

In way of peer correction, students are more comfortable with their classmates, and therefore, getting corrected by their friends evokes less anxiety (Ramírez Balderas and Guillén Cuamatzi). The involvement of peers in the correction process makes the classroom atmosphere supportive and friendlier.

In the way of teacher correction, most commonly involves a teacher identifying errors and giving immediate and accurate corrections supported by explanations and examples. It creates a teacher-centred classroom (Aydin).

Therefore, it is clear that in the language classroom, conventionally three techniques of correction are being used and all the correction techniques are effective on students. However, which techniques of correction are the most effective and mostly used techniques it's very tough to say. It can be said only by a comparative study on self-correction, peer-correction and teacher's correction. Through this study, every learner can find out the answer to the under-mentioned two questions.

1.1 Research Questions

The purpose of this study is to find out the answers to these two research questions mentioned below.

1. What is the mostly used correction technique of errors for language learners at the university level in Bangladesh?

2. What is the most effective technique for correcting errors of language learners at the university level in Bangladesh?

2. Literature Review

Learners occasionally discover some of their errors in the language acquisition process by employing the monitoring approach and are able to catch and rectify their own errors before others do so. Self-correction is the name for this procedure. It can help individuals improve their linguistic competence.

Mistakes happen at all stages of learning in a language course. Mistakes and errors do not simply vanish, contrary to what some language learners and teachers believe. If the learner is relaxed and eager to learn, the acquisition will occur (Siriwardana Ranpati Devayalage). They should not be afraid of anything. Making blunders creates a welcoming and comfortable environment in language classrooms, as well as encouraging peer work or small group work, as well as the use of suitable and engaging language strategies. The stress in the classroom will be reduced because of the acquisition (In order to reduce fear, it is also important to consider how mistakes can be corrected. The majority of EFL students' error repair is a collaborative effort between teachers and students (Indriani *et al*). Learners would rather be passive and rely on their teachers. Nowadays, because of the emphasis on learner-centeredness and autonomy, self-correction of errors by learners is thought to be more beneficial to language learning than teacher correction.

2.1 Self–Correction

The teacher emphasizes the error in self-correction or self-repairs by repeating it in speech and emphasizing it in writing. Students read, analyze, correct, and evaluate their own writing with the help of indirect feedback from the teacher in an approach. Self-correction has a number of advantages. The student deliberately pays attention to his or her erroneous statement during self-correction. It promotes students' independence from the teacher; also, when students see

and become aware of their own faults, strengths, and shortcomings in writing, they recall better; and it saves time in large courses (Yang). According to Ancker (2000), through self-correction, students pay attention to their mistakes and try to lessen their dependency on the teacher so that they can learn more independently.

2.2 Peer Correction

Peer feedback is a writing practice in which students collaborate in groups and provide comments on each other's work (Waller and Papi). Despite the findings of several investigations, Peer feedback can produce more grammatical remarks than teacher feedback, according to studies. Substance, arrangement, and vocabulary of each other's writing (Paulus). Several studies have been completed. Students read content authored by peers; she believes it boosts learners' confidence and critical thinking skills. Tasks that are similar Students obtain more input from their peers than they would receive from their teachers. Peer feedback also fosters a sense of community in the classroom (Chowdhury and Akteruzzaman). As a result, peer-correction (feedback) improves learners' writing correctness and provides them with opportunities. It maximizes motivation by providing opportunities for people to exchange ideas, make comments, and make suggestions.

In addition, White and Caminero (1995) argue that learners have a greater opportunity to learn from one another. Students learn to communicate effectively and to understand differing points of view. Peer-correction, according to some detractors, is ineffective in the L2 classroom (Nelson and Murphy). In the classroom, there is a collaborative learning environment (Paulus). In addition to teacher input, several ways for error correction have been mentioned in the research.

According to Chandler (2003), if teachers want error correction to be effective, they should make the following changes. Students use the error repair to do something and incorporate teacher comments into their modifications.

It is unclear whether peer and self-corrections are effective for learners at various levels of skill. To that goal, the following research questions were proposed to look into the findings of a survey from a practical standpoint.

2.3 Teacher Correction

In the language classroom, when a student learns something, at first, they should revise it and most of the students do it. In the process of revision, they make mistakes, then they try to take help from their teachers and teachers correct them (*Facilitating and Improving Speaking Accuracy*). However, a language teacher sometimes prefers the way of peer-correction and self-correction to correct the student's errors (Aghajani and Zoghipour). Because they want that, the students will correct their errors with the help of themselves or with the help of their classmates so that they became independent and friendlier (Waller and Papi).

Chandler (2003) found that students who received error correction and meted out revision performed far bettering measures of accuracy and fluency compared to those that did no revision. Truscott also argues that Sheppard (1992) showed that teacher correction was not helpful yet during this study, the content group improved in sentence boundary markers.

3. Methodology

This research is based on a quantitative method that tries to quantify the number of learners who are using the techniques of self-correction, peer correction, and teacher correction in a language classroom. By this method, this study will get appropriate procedures, to ascertain solutions, which will help to find out the answer to the research questions. Two separate

questionnaires for the teachers and their students were designed to gather data separately that will help to know the perspective and observations both from the teachers and their students.

3.1 Participants

The target participants of this study are Bangladeshi University-level students. 131 student and 10 teachers presented to give a response to the questionnaire. Out of 131 students, 57.3% of females and 42.7 males participated. Participants are studying in different universities in Bangladesh. Where 52.7% of students do grammatical errors, 23.7% of students do spelling errors, 13% do pronunciation errors, 8.4% of students do errors in their content. Since all students make errors so they need different types of correction.

3.2 Research Procedure:

Questionnaires were taken to meet the objective of the research. Then it was given to the targeted participants, also given to the faculty members, and then data was collected and analyzed. The data were analyzed and the findings were presented statistically in the form of numbers and percentages, as well as discussed. The research conclusions were made based on the findings

3.3 Data Analysis Procedure:

The participants completed their responses then questionnaires were collected. The questionnaire data were counted and analyzed in SPSS and also in Microsoft Excel. By using the frequencies the data were counted in percentage. The findings or percentages were then descriptively analyzed. According to the central research questions, the data were analyzed. The analyzed data was presented in the noticing segment and the central research questions

were eventually addressed. Tables and bar charts were also used to present the results. Based on the results, conclusions were drawn.

4. Results/Findings

After gaining the data from the participants, this study was analyzed quantitatively by using statistical devices such as SPSS to set the frequency and the percentage of different charts. This section analyzes the collected data for giving the answers to the questions of this study. To answer the first question this study analyzes which way of correction is the most effective technique in a language classroom. Moreover, for answering the second question, the descriptive statistics will analyze which technique of correction is the most used technique in Bangladesh at the university level.

4.1 Factors:

	N	**Minimum**	**Maximum**	**Mean**	**Std. deviation**
I find errors in my own writings.	120	1.00	4.00	2.3083	.94198
I face difficulties while correcting my own errors.	120	1.00	4.00	2.4417	.96837
I correct my own errors without taking help of the teachers.	120	1.00	4.00	2.3083	.99407
My classmates help me to correct my errors.	120	1.00	4.00	2.5083	.95262
Valid N (list wise)	120				

Figure: 4.1

Table-01 measures the mean and standard deviation which is valid. The mean of all the items has shown us it's between 2.00-2.6, which means it's between very often and sometimes. So it clearly says that the students very often find errors in their writings, and they very often or sometimes have difficulties while correcting their errors. While correcting their errors some students very often take the help of their classmates and some students take the help of their classmates.

4.2 Effective technique of correction:

	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Which way of correction helps you to learn better?	120	1.00	3.00	1.5833	.83599
Self correction is the reason behind the improvement of our learning skills.	120	1.00	4.00	1.8250	.88588
Peer correction is the reason behind the improvement of our learning skills.	120	1.00	4.00	2.1417	.87251
Teacher's correction is the reason behind the improvement of our learning skills**.**	120	1.00	4.00	1.8667	.91609
Valid N (list wise)					

Figure: 4.2

Table- 02: This table has shown us the mean and standard deviation which are valid. According to the first question, we got a mean of 1.5833 which is between self-correction and peer-correction. Through this range, it clearly says that self-correction and peer-correction both help students to learn better. The mean (1.8250 and 1.8667) of the items says self-correction and peer correction often or very often as the reason behind the improvements in students' learning skills. The mean (2.1417) of the item tells that for students, the teacher's correction technique is sometimes the reason behind the improvement of their learning skills. This is to say that students focused on self-correction and peer correction way more than the teacher's correction's way behind their improvements in learning skills. So it easily can be said that the students' self-correction and peer corrections are very effective techniques of correction.

Figure 4.3: Mostly used technique of correction:

	Often	Very Often	Sometimes	Not at all	Mean	Standard Deviation
1. My teachers give importance for self correction in the classroom.	43.3%	24.2%	23.3%	9.2%	1.9833	1.02066
2. My teachers arrange peer correction in the classroom.	30.0%	23.3%	35.8%	10.0%	2.3083	1.12866

Figure: 4.3

	Self-correction	Peer-correction	Teacher's correction	Mean	Standard Deviation
3. What is the mostly used way of correction in your language classes?	47.5%	16.7%	35.8%	1.8833	.90918
4. What type of correction is mostly being used in the classroom by your teacher?	43.3%	16.7%	38.3%	1.9833	.94365

Figure 4.4

Table-03 shows the percentage of students whose teachers give importance for self-correction in the classroom and whose teachers arrange peer correction in their classroom. The mean (1.9833) of the item tells that very often or often 43.3% students whose teachers give importance in their classroom. The mean 2.3083 which means it's between very often and sometimes. The percentage shows almost 35.8% students whose teachers arrange peer-correction in their classroom.

Table-04 shows a huge number of students who are used to way of self-correction in their language classes. The mean (1.8833) of the item tells that almost 47.5% students who are used to way of self-correction, which refers that the mean (1.9833) of the item shows there are 43.3% students who assure that self-correction way are mostly being used in their classroom by the teachers. According to figure no. 4.3 and 4.4 here we see both are giving importance on self-correction more than peer correction and Teacher's correction. Therefore, it must be inferred that self-correction is the mostly used way of correction in language classroom.

4.4 Finding errors:

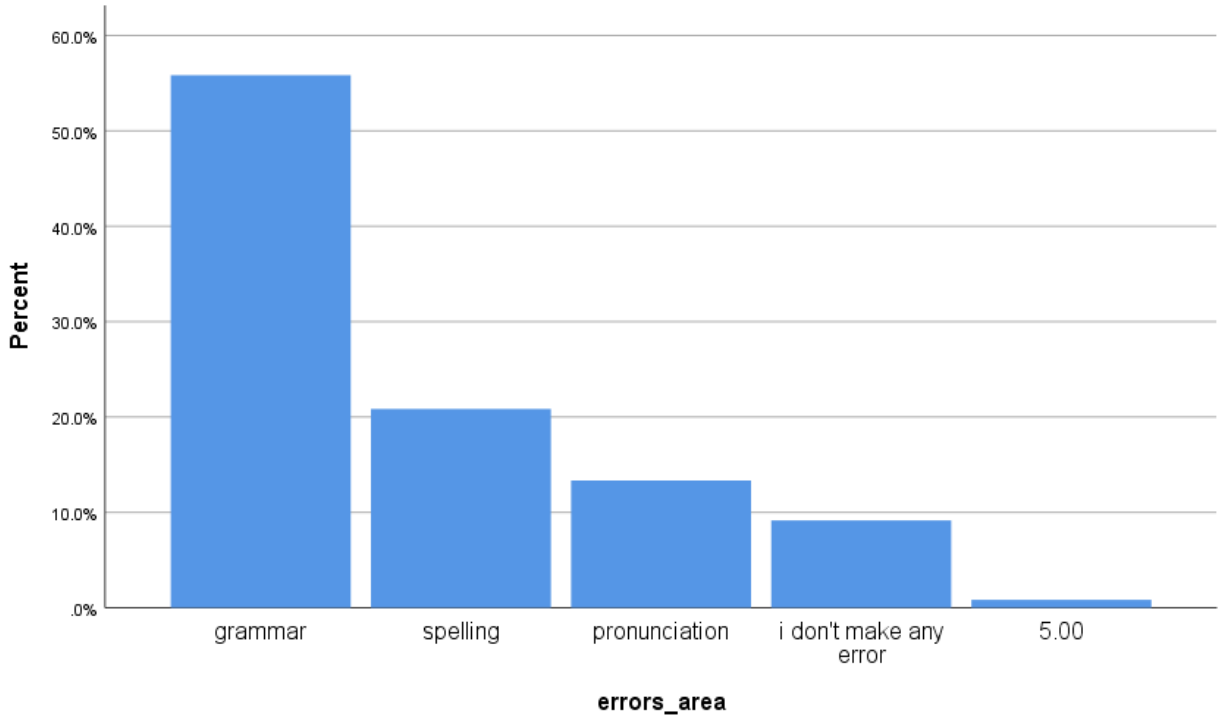


Figure: 4.5

This figure shows the area where students make errors and also shows the number of students who makes errors. It is an important finding that shows where a student does errors. The above chart visibly shows that almost 56% of students make grammatical errors. They also do other errors like spelling and pronunciation errors. But the number of students who makes grammatical errors at this rate is more than spelling and pronunciation errors. All the rates (20%, 14%, 9%) of the area assure that the students mostly make errors in grammar.

4.5 Teacher's preferable technique and their opinion about correction technique:

	Self-correction	Peer-correction	Teacher's correction	Mean	Std. Deviations
Which way of correction do you prefer as a language teacher?	66.7%	33.3%		1.6667	1.00000
As a language teacher, which way of correction can mostly promote good teaching & learning?	55.6%	33..3%	11.15	1.5556	.72648

Figure: 4.6

Table-05 evaluates the number of participants who choose a preferable way of correction, as a language teacher and they choose a way of correction which can mostly promote good teaching and learning. The mean (1.6667) of the item shows almost 66.7% of teachers choose self-correction as their preferable way, 33.3% choose peer correction and no one chooses teacher's correction as their preferable way. So it can be said that the self-correction technique is the most preferable way for corrections to the teachers. Based on the mean (1.5556) of the item, the rating percentage shows that there are almost 55.6% of the teacher who select self-correction ways which can mostly promote good teaching and learning.

According to the teacher's opinion, there are mostly the teacher thinks that the technique of self-correction is more essential for students than peer and teacher's correction. Cause it is an indication of students being aware of their strengths and limitations. After acquiring sufficient language knowledge, students can study and learn on their own, along with self-correction.

Following the teacher's opinion, if the errors are corrected through self-correction, it would be more effective.

5. Discussion of the Results:

In the data finding part, all the tables analyzed the finding got from the participants. It has been found that self-correction is the most effective technique of correction. Based on the teacher's opinion it can be said that there are some positive aspects to peer correction. For example, as a human being, everyone depends on other than themselves. Though self-motivation is the most important, it is preferable to be poked by other; peer correction is a kind of easy method for that. When the students work in a group, they feel comfortable correcting their errors without being scared of being criticized, learning from one another helps the students to learn better. In peer-correction, students are required to correct each other's errors.Both in self-correction and peer-correction, learners become involved in the learning process. And this was possibly the reason why they were more successful than teacher correction technique. It can be said that peer- correction technique is also effective as well as self-correction.

The table (Figure 4.2) shows that self-correction and peer-correction are more effective than teacher's correction. Most of the participants proved self-correction even more effective because the amount of learning involvement may be the highest in it. Through the range of the percentage, it can be said that self-correction and peer-correction both helps students to learn better. But self-correction technique is the most effective way for language learners, the valid reason is to said that most of the participants select self-correction (Figure 4.2) as the reason behind their learning skills and the mean (Figure 4.2) says that self correction techniques is that techniques which helps them to learn better. Thus, the results answer research question no. 1.

Moreover, it has been found that the self-correction technique is the mostly used correction technique of errors of the language learners at the university level. According to the result, almost more than half of the target participants use self-correction way in their language classes. From targeted participants (Figure 4.4) most of the learners choose self-correction techniques as most used technique in their language classes.

As it can be understood from figure-4.3 self-correction technique is the most used techniques by the teachers. Most of the teachers select self-correction as their preferable technique of correction and they think that self-correction techniques should widely used in classroom.and learners should follow the teacher's opinion, instructions as always. So it can be said self-correction is the most used technique of correction. The valid reason is to said that, the morality of the teacher's number, most of the time they instruct students to correct their own errors by self-correction techniques. Thus the result answers research question no.2.

In self-correction method, students become able to examine their own work and correct their own errors. However the presupposition for this ability is a reasonably high level of proficiency, which is often missing in the case of many EFL students. The logical conclusion of the present study is that teacher's correction method exhausts the time and energy of learners and teachers. The finding reveals the area where learners make errors. Through data analysis it was found that most of the students make errors in grammar. Self-correction is highly effective in that the help improve the writing performance and grammar knowledge of the learners.

7. Conclusions

The learners in self-correction and peer-correction techniques outperformed the teacher-correction technique. The logic of the present study is that the teacher-correction method exhausts the time and energy of learners and teachers. Self-correction and peer-correction, however, are highly effective in that they help improve the writing performance and

grammatical knowledge of the learners. These effective correction techniques are recommended to be adopted both by teachers and learners in their writing programs. A further outcome of utilizing these two correction techniques is that teachers can train their learners to appreciate revision-related tasks, which can lead to the discovery of the development of global approaches to writing and correction of writing. But the result obtained in the mentioned techniques revealed that the self-correction technique is the most effective technique for errors of language learners. A good many students often lack confidence and willingness to spend time on self-correction because this is regarded as the teacher's job. If students are encouraged to become self-critical, their autonomy will increase. Thus self-correction method put a useful and effective way of correction. The research analyzed three types of techniques of correction, but the majority of students select self-correction techniques as the most effective way. From all the findings of the study, it has been found that self-correction is the most used technique for correcting errors. To get corrective feedback it's needed to use correction techniques. And corrective feedback encompasses responses to learners' produced utterances that fix or attract attention to their errors. To conclude, correction is very important in any language class as learners deem correction as a source of progress, but it is the instructor who controls and chooses the most appropriate time for correction, the best sort of that, and whether or not to correct.

8. Recommendations

The finding of this research provides an idea about the effective and used techniques for correcting errors of language learners. The questionnaire took various opinions of teachers and students. Since this research has used a comparative study about three types of techniques for correcting errors so it is obvious there will be a comparative analysis. Finding results from the

comparative analysis is more challenging than a specific analysis. Finally, this study has been able to find out the answer to the research question and provides students the knowledge about the effective and useful way of techniques to correct errors through a quantitative method. To correct the errors every student needs to follow a method or techniques that will help them learn properly. The results of the finding have found that self-correction is the method that is more effective than peer-correction and teacher-correction techniques. As a result, it is recommended that this method will help students to hold their focus on self-strength and recommended to students to become self-motivated and self-dependent. This study also has found that self-correction techniques are the most used and useful techniques for correcting errors. According to the maximum number of participants who select self-correction techniques as their preferable and most useful way, it is recommended to teachers and students get inspired about a proper technique of correcting errors. As a learner, every student must need all of these techniques, for example in the beginning level at first the teacher need to make students aware of their error. Once they become aware then they will be able to correct themselves. So it is certain students need teacher correction. On the other hand, as a human being everyone depend on other than self, and human-like to be poked by others, so peer correction is a kind of easier method for that, peculiarly students feel comfortable with this method, it is recommended to correct their errors without being scared of being criticized. This is to say students also need peer -correction to correct their errors. Finally, another and most effective technique of correction is self-correction which is recommended to students learn on their own (Bitchener). Since this study used a quantitative method, future studies may use a qualitative method.

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Appendix A:

Questionnaire:

For the survey purpose, a preset questionnaire has been used. The questionnaire is correlated to the central research questions

Title: A Comparative Study on Self-correction, Peer correction and Teacher's Correction in the Language Classroom.

*Required
Email*

Your email address

Level of your study*

Your answer

Department*

Your answer

(1) Mark your gender*

a. Male
b. Female

(2) Age be:*

a. 15-20
b. 20-25
c. 25-30
d. Above 30

(3) I find errors in my own writing.*

a. Often
b. Very often
c. Sometimes
d. Not at all

(4) I face difficulties while correcting my own errors.*

a. Often
b. Very often

c. Sometimes
d. Not at all

(5) I correct my own errors without taking help of the teachers.*

a. Often
b. Very often
c. Sometimes
d. Not at all

(6) Mark the area where you find errors.*

a. Grammar
b. Spelling
c. Pronunciation
d. I don't make any error
e. The content(correct answer of the question)

(7) My teachers give importance for Self-correction in the classroom.*

a. Often
b. Very often
c. Sometimes
d. Not at all

(8) My teachers arrange peer correction in the classroom.*

a. Often
b. Very often
c. Sometimes
d. Not at all

(9) Which way of correction helps you to learn better?*

a. Self-correction
b. Peer correction
c. Teacher's correction

(10) What is the mostly used way of correction in your language classes?*

a. Self-correction
b. Peer correction
c. Teacher's correction

(11).Self-correction is the reason behind the improvement of our learning skills.*

a. Often
b. Very often
c. Sometimes
d. Not at all

(12). Teacher's correction is the reason behind the improvement of our learning skills.*

a. Often

b. Very often
c. Sometimes
d. Not at all

(13).Peer correction is the reason behind the improvement of our learning skills.*

a. Often
b. Very often
c. Sometimes
d. Not at all

(14) What type of correction are mostly being used in the classroom by your teacher?*

a. Self-correction
b. Peer correction
c. Teacher's correction

(15) My classmates help me to correct my errors*

a. Often
b. Very often
c. Sometimes
d. Not at all

(16) In which ways of correction you are mostly used to?*

a. Self-correction
b. Peer correction
c. Teacher's correction

(17)When you find any mistake, what do you do first?*

a. I talk to my teacher
b. I try to solve the problem for myself
c. I take help of my friends
d. I take help of internet
e. I take the help of the books
f. I usually do not correct them

About the Authors

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