

Correct me please: An empirical research on learners' and teachers' views on error correction.

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#### Abstract

There has been debate over error correction (EC) in foreign language classroom learning since the 1960s. Early researches mainly focused on a general argument about whether, which, when, and how errors should be corrected. In recent studies, the spotlight has been turned on a specific discussion of the question "how", particularly on one technique of EC, recasts. Little attention, however, has been paid to the long-overlooked question of who should provide correction. Above all, learners' views are barely concerned in the literature.

To bridge the gap, this study explores both Taiwanese learners' and teachers' views about EC in classroom learning. By analysing the interviews, the findings show a number of discrepancies between learners' expectations and teachers' beliefs. All learners expect to be corrected every error they make and among a variety of corrective techniques, 'explicit correction' is preferred. Intriguingly, teachers' beliefs and their actual behaviours do not satisfy learners' needs. Teachers claim that albeit they often correct students, it is impossible to have every single error rectified. 'Repetition' technique, instead of 'explicit correction', is most widely and frequently used by the teachers.

By indicating the marked difference between learners' views and teachers' beliefs, the discoveries throw new light on some EC literature which is mostly based on theoretical inferences. I propose that future studies can be directed towards empirical research surrounding peer and teacher correction, that is, to investigate the effects between peer and teacher correction on learners' error reduction in classroom practice.