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## Students' Perceptions on Corrections

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**Abstract:** *The study's aim is to find what the students think about corrections. Students from SRM University in Amravati, Guntur District, Andhra Pradesh, took part in the study. 52 engineering students from diverse branches make up the sample size. The participants were given a questionnaire using a four-point Likert scale. The majority of students believe that instructor feedback is insufficient to help them to improve their writing, which is the study's problem statement. The objectives are to help the student write more effectively. Peer correction is the method used in this study. In this study, a Community Language Learning (CLL) approach was used. The results and findings demonstrated that the students' involvement improved both their writing abilities and motivation. The students may improve their involvement in class discussion based on the teaching and learning process by using the Community Language Learning (CLL) method, even though there were occasionally grammatical errors. The students were also comfortable writing in English, but after employing the Community Language Learning (CLL) technique, they gave positive feedback.*

**Keywords:** *Community Language Learning, Perceptions, Feedback on Teacher's Corrections.*

### 1. INTRODUCTION

A strong command of the language you write in or desire to write in is necessary for effective writing. Once you have that command, you should gain some insider information to give you an advantage over other authors in this competitive field. Undoubtedly, there are some talented writers. But in order to stay ahead of the competition and make living, talented writers also need to regularly hone their craft. Writing well is to a writer what gasoline is to a car. Like the relationship between gasoline and a car, authors cannot advance without strong talents. These abilities take time to develop; therefore patience and tenacity are needed. To get them, you must work hard and shrewdly. You can only move into the world of successful, in-demand writers with experience. Writing in English is not something you can fully master overnight, but with consistent, effective effort and gradual advancement, you should succeed. Write short lines at first, then work up to longer, more complex compositions.



## **Perception**

The notions "perception" and "attitude" are so dissimilar, it is crucial to distinguish between them. Smith and Ezeife (2010) assert that behavior and responsiveness are related to attitude. It suggests that a person's behavior or response to something can give away their attitude. While perception, on the other hand, "includes senses, feelings, ideas, thoughts, and theories" (Romanov, 2011). However, perception is still like "you perceive what you conceptualize," according to Romanov (2011) Pickens (2005) adds that in order to make sense of a circumstance, a person draws on previous experiences. On the basis of this, it can be said that perception is a means of communicating opinions and interpreting how someone feels about something. Furthermore, according to Funch (1995), two people will have distinct perceptions of the identical circumstance. In other words, every individual has a unique perception. In essence, perception pertains to how someone views something, whereas attitude is concerned with how they behave and react to it.

## **Community Language Learning Method**

Community Language Learning (CLL) is a technique of teaching languages that includes a psychological component and has students collaborate to build the language competence they want to learn. This approach was initially created by Charles A. Curran and his group and is known as counseling-learning theory. CLL is frequently used as an illustration of a humanistic strategy within the tradition of language education. In a language classroom, the students are referred to as clients and the teacher is referred to as a counselor.

Community language learning is a humanistic approach that emphasizes the importance of understanding the learner's sentiments and emotions as well as the relevance of human values in the teaching and learning process. In this approach, the student is seen as a "complete learner." In other words, teachers take into account pupils' physical responses as well as their motivation to study.

The teacher is seen as a counselor who is in charge of fostering a non-defensive atmosphere and helping students get over their reservations about learning a new language. Curran proposes six psychological prerequisites known as SAARRD in order to properly promote non-defensive learning in the classroom. These include Discrimination, Security, Aggression, Attention, Reflection, and Retention.

The CLL approach is focused on ideas that encourage conversation among students rather than the use of "proper" language. Since communication involves comfort and security, every step of the teaching process takes the needs and sentiments of the students into consideration.

In order to create a safe learning environment, it is first crucial to build a rapport between the learner and the teacher; when pupils feel safe, they tend to learn more efficiently. Additionally, the teacher should convey to the students what is necessary for success while still respecting their degree of confidence. For the learners to feel more secure in the teaching activity that the teacher has assigned, they need to be aware of its boundaries. To have a feeling of community and to learn from each other as well as the teacher, students must also work in groups. In this aspect, collaboration is favored above rivalry. Additionally significant are the educational strategies used in the CLL approach, which strongly focus and promote student dialogue. Usually, the efforts and materials of the students are used to increase communication in the classroom. In other words, there is no obvious textbook, planned lesson plan, or sometimes even clearly stated objectives. Instead, there is a circle of learners who usually initiate oral dialogue among themselves in either the native or the target language.



### **Literature Review**

Icy Lee (2005), did a study on “Error Correction in the L2 Writing Classroom: What Do Students Think”? The majority of the study on error correction has concentrated on teachers' tactics and how they affect students' writing. Less research has been done on students' attitudes and views regarding teachers' feedback on mistakes. The purpose of this study was to look into the attitudes, perceptions, and beliefs of L2 students towards error correction in the writing classroom. A questionnaire and follow-up interviews provided the data. The results revealed that the majority of students thought that their teachers should be responsible for marking and correcting their mistakes. The article concludes with some pedagogical suggestions for use in L2 writing classes.

Eveline sylviani (2015) conducted a study on “Students perceptions towards grammatical error corrections in writing. Because the grammatical rules of the original language and the foreign language differ, pupils studying a second language may make mistakes. Therefore, in order to help their students write better, most teachers will offer error corrections on their work. However, there are benefits and drawbacks to teacher corrections. In light of this, this study looked into how students perceived the benefits and drawbacks of editing for grammatical errors in written work. It was crucial to educate the students on the importance of grammatical adjustments and whether they offered benefits or drawbacks. The study involved 67 English Literature (EL) students taking an Integrated Course. The data collection tool utilised was a four-point Likert scale questionnaire with 11 items, the first seven of which listed the benefits and the last eight the drawbacks. The questionnaire also included two open-ended questions. The gathered data was then subjected to a descriptive analysis. The results demonstrate that the pupils understand the benefits of grammatical feedback.

### **Problem Statement**

Student writing accuracy did not increase or were not improved by teacher corrections.

### **Hypothesis**

Through the use of sociocultural theory and the Community Language Learning (CLL) technique, students' writing abilities increased.

### **Research Questions**

1. What do students think about corrections?
2. Will further edits help the student's writing abilities?

### **Objectives**

1. The objectives are to help the student write more effectively.

## **3. METHODOLOGY**

### **A) Research Design**

In this study, both quantitative and qualitative methodologies were used.

### **B) Participants**

The participants of the study are SRM Private University students from Mangalagiri -Mandal, Neeru Konda, Amaravati, Andhra Pradesh 522502.

### **C) Approach**



Community Language Learning (CLL) method is adopted in this study to improve the writingskills of the students.

#### **D) Theory**

Sociocultural theory incorporated in this study. In the domains of educational psychology and instructional technology, the sociocultural paradigm of learning and teaching has gained widespread acceptance. This hypothesis focuses on the impact that culture and social interaction have in the growth of higher-order thinking abilities. Sociocultural theory examines how society affects growth and behaviour. Lev Vygotsky postulated that a person's learning is influenced by a variety of factors, including culture and beliefs in addition to teachers, parents, and classmates. Therefore, social connection is essential for learning and healthy growth.

Sociocultural theory is an overarching theory that encompasses a variety of concepts, not simply one. One of the key concepts of Vygotsky's sociocultural theory is the Zone of Proximal Development. Today's psychologists must make do with the limited resources available to them due to the early death and

#### **E) Technique**

Peer-corrections techniques are utilized in this study.

#### **F) Peer-Corrections**

Peer correction is a teaching method where students correct one another in the classroom as opposed to the teacher. As opposed to having the teacher correct every mistake, peer correction involves other students in the class correcting errors. It is advantageous because it involves the entire class in the current activity and enables the teacher to assess what the other students already know. For instance, if it turns out that nobody in the class truly understands the issue, the instructor can take the necessary action to clarify it to everyone.

#### **G) Sampling Method**

Simple Random Sampling method was incorporated in this study.

#### **H) Sample Size**

Overall fifty two students responded. Thirty one (31) male students and twenty one (21) female students answered in this survey.

#### **I) Procedure**

The observer and the researcher entered the classroom in the role of the teacher. The pupils paid attention to the teacher after the researcher asked them to sit in a circle and form a circle on the floor. She shared the community language learning (CLL) mind map with the students to help them understand how the study was conducted and the advantages of enrolling in this course.

The researcher is interested in to test their writing abilities. She therefore invited everyone to suggest three subjects based on their interests, hobbies, and passions. The pupils were given 15 minutes to choose three subjects and write about them. This task served as the baseline assessment of the students' writing abilities, including grammar, vocabulary, and spelling. Then, each student presented their arguments and themes. For the most part, they wrote freely, and the observer jotted down the themes as preparation for the upcoming sessions, which made it quite exciting for them. According to the student's priorities, she clarified more than 20 issues that she had received. They recommended subjects including education, writing, literature, technology, economics, entrepreneurship, business, social conflict, travel, study abroad, culture, music, art, and sports. The students may improve their involvement in class discussion based on the teaching and learning process by using the Community Language Learning (CLL) method, even though there were occasionally grammatical errors. The students were also comfortable writing in English, but after employing the Community Language Learning (CLL) technique, they gave positive



feedback.

#### J) Instrumental Tool

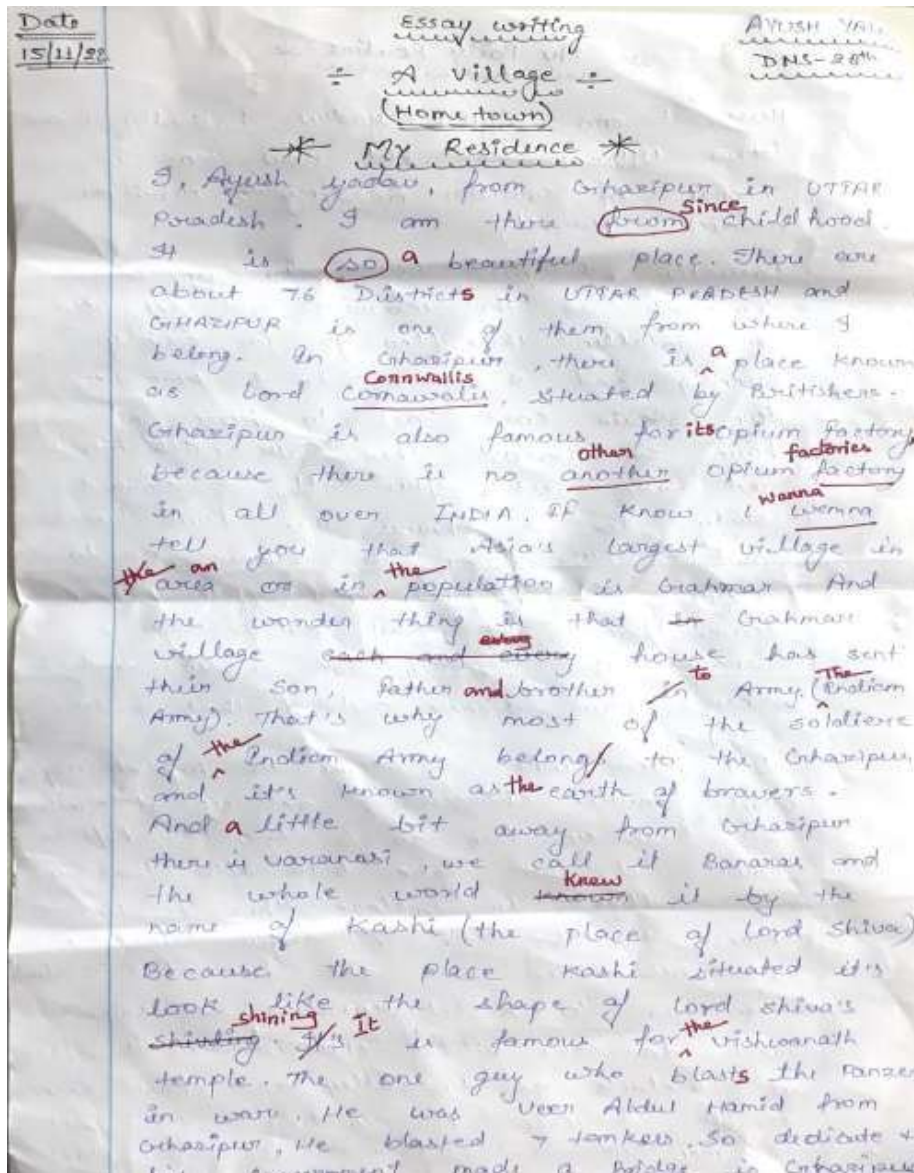
Google form on-line survey was conducted in this study. Fifty two students were responded to this. The data collection tool utilized was a four-point Likert scale questionnaire. The present study administered the questionnaire.

**Table-1 Questionnaire**

Questionnaire	
Students' perspectives on teacher correction	
<b>PART - A</b>	
NAME : .....	
DEGREE: B.E /M.E/B.Tech	
BRANCH: a) Csc b) ECE c) EEE d) Mech e)	
AGE : a) 17 b) 18 c) 19 d) 20	
GENDER: Male / Female	
<b>PART - B</b>	
1. I get demotivated to see many red marks in my answer sheet.	
a) Frequently b) Sometimes c) Never d) Rarely	
2. I get humiliated when teacher corrects spelling mistakes.	
a) Frequently b) Sometimes c) Never d) Rarely	
3. I get annoyed when marks are reduced after correcting my essays.	
a) Frequently b) Sometimes c) Never d) Rarely	
4. I don't think correction of my teacher improves my writing skills.	
a) Frequently b) Sometimes c) Never d) Rarely	
5. I cannot improve my writing skills only by finding faults in my writing.	
a) Frequently b) Sometimes c) Never d) Rarely	
6. I can identify my mistakes when I see the corrections done in my answer sheet.	
a) Frequently b) Sometimes c) Never d) Rarely	
7. I can remember my mistakes which I have realized through my previous answer sheet and rectify them next time.	
a) Frequently b) Sometimes c) Never d) Rarely	
<b>PART - C</b>	
1. How frequently did your prior English teachers offer feedback after modifying your essays or compositions?	
a) Frequently b) Sometimes c) Never d) Rarely	
2. How much written feedback on your tasks do you require from your teacher?	
a) Frequently b) Sometimes c) Never d) Rarely	
3. How much do you read the written comments your teacher gives you?	
a) Frequently b) Sometimes c) Never d) Rarely	



4. Are the comments and edits made by your teacher readable?  
a) Frequently b) Sometimes c) Never d) Rarely
5. How well do you comprehend your teacher's criticism and corrections when they are given in English?  
a) Frequently b) Sometimes c) Never d) Rarely
6. How much do you like English grammar correction?  
a) Frequently b) Sometimes c) Never d) Rarely
7. How much do you want your teacher to correct each error you make?  
a) Frequently b) Sometimes c) Never d) Rarely
8. Does your teacher's criticism help you write better?





Essay Writing (English)

K. Ramana Teja  
DWS - 28  
15/11/2022

① About Home town :-

My self k. Ramana Teja <sup>studying diploma Nautical science at Southern dist academy of Nellore</sup> I belong to <sup>Shrimp capital</sup> Nellore. That is in Andhra Pradesh. India. I am proud that I belong to Nellore because It has a historical moment <sup>that</sup> also happened in our area. Mahatma Gandhi also visited our Nellore during Salt Satyagraha. That <sup>to</sup> Nellore is also famous for <sup>its</sup> Coastal sector. We have one of the biggest ports i.e. Krishna Patnam Port at present Adani port is the owner (stake holder) of the port and <sup>has</sup> two fishing harbour and beaches. In Nellore, many freedomists also happened. Many freedom fighters are from Nellore. One of the biggest barrage <sup>Penna</sup> barrage is also situated in Nellore. In India one top exporter of Shrimp and fish <sup>is</sup> from Nellore. Nellore is also famous for its devotional sector. We have <sup>the</sup> famous Ranganakula Swamy. One of the <sup>avatar</sup> of Lord Venkateswara <sup>is</sup> <sup>originated</sup> in Nellore. It is <sup>originated</sup> in the bay of Penna river and many more temples are <sup>originated</sup> in Nellore. One of the famous poets /sant Thirana written his all stories in the bay of Penna river. Many ~~famous~~ celebrities and freedom are from Nellore. Sri poti Sriramulu who fought from separation from Tamil Nadu, and special status for Andhra Pradesh and he did a hunger strike for more than 53 days, for his memory we named as Sri poti Sriramulu Nellore. <sup>A</sup> famous singer one of the famous for his composing Bala Subramayam world Record for <sup>many</sup> more than 10 lakh songs composed ~~more~~ Nellore is very <sup>well</sup> established and economically <sup>stable</sup> and good. And we have Lord Narasimha Swamy <sup>originated</sup> in two places in Nellore. Penchakona and Narasimha konda. Nellore is also famous for his food items. We have world famous Nellore malaskaja one of the famous sweet. Nellore is famous for <sup>its</sup> <sup>Political</sup> sector. For being every time contravese things. We have Nallama Sanjeev Reddy he is the prime minister of India from Nellore. Nedadurumalli jannadhavan Reddy and N. Brinivasulu Reddy these two are <sup>the</sup> chief ministers of <sup>the</sup> Andhra Pradesh. Nellore is famous for <sup>its</sup> educational institutions in Andhra Pradesh. A grade teaching institutions in India from Nellore

DATA ANALYSIS AND INTERPRETATION

**DEGREE**

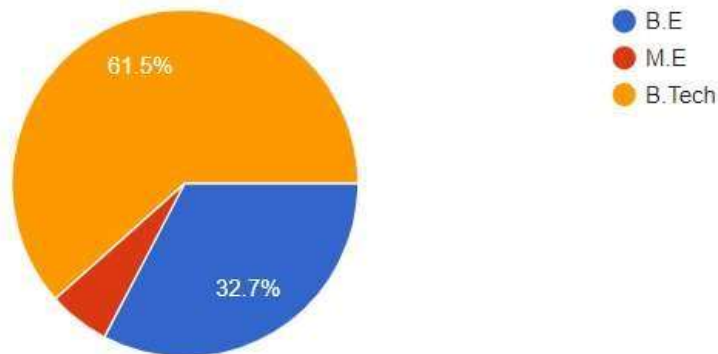


Figure 1

Table 2 Degree of the Respondents

Degree	Frequency	Percentage
B.E	17	32.7
M.E	3	5.8
B.Tech	32	61.5

**BRANCH**

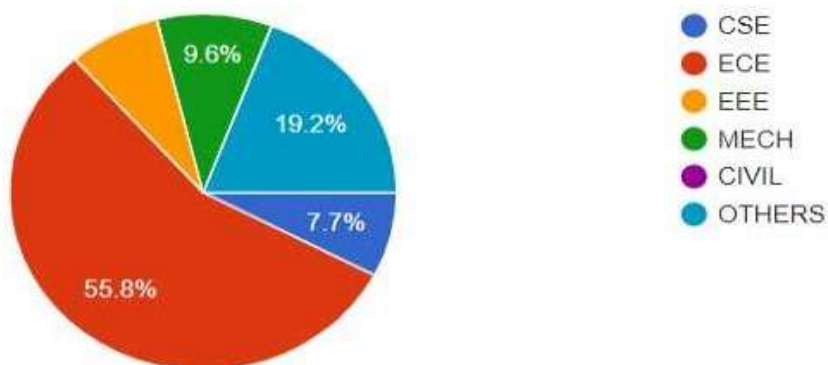


Figure 2





Table 3 Branches of the Respondents

Branch	Frequency	Percentage
CSE	4	7.7
ECE	29	55.8
EEE	4	7.7
MECH	5	9.6
OTHERS	10	19.2

**AGE**

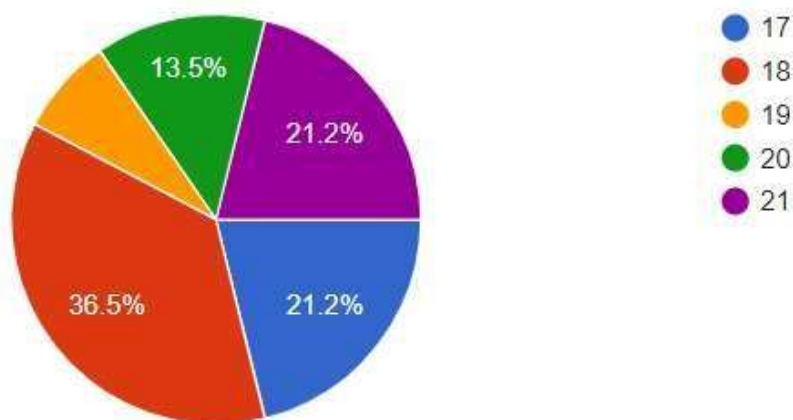


Figure 3

Table 4 Ages of the Respondents

Age	Frequency	Percentage
17	11	21.2
18	19	36.5
19	4	7.7
20	7	13.5
21	11	21.2

**GENDER**

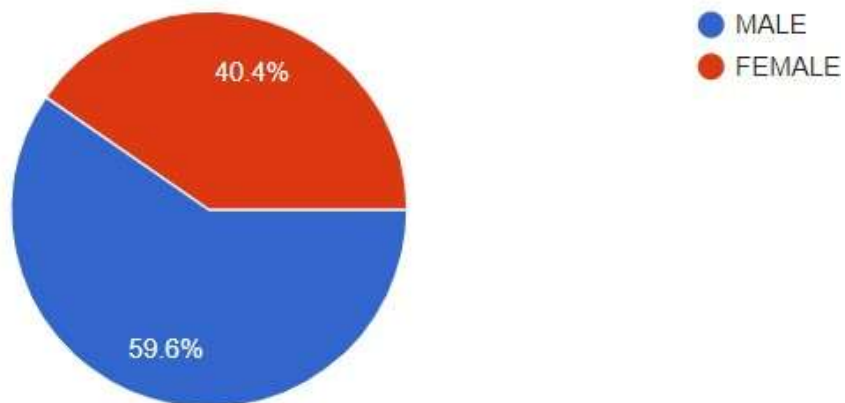


Figure 4

Table 5 Gender of the Respondents

Gender	Frequency	Percentage
Male	31	59.6
Female	21	40.4

1. I get demotivated to see many red marks in my answer sheet

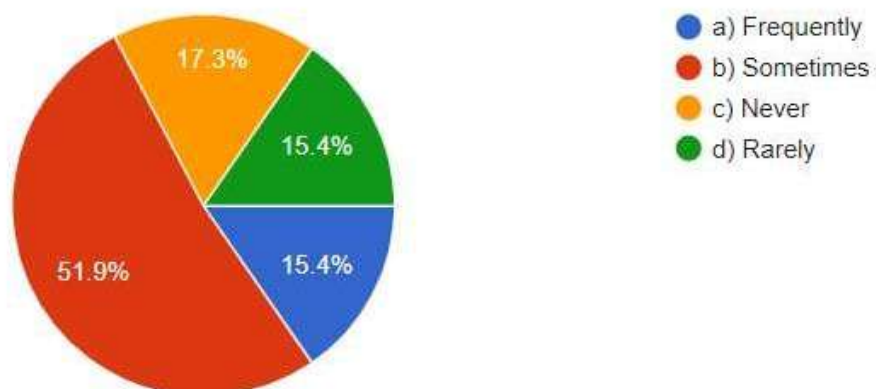


Figure 5



Table 6

I get demotivated to see many red marks in my answer sheet	Frequency	Percentage
Frequently	8	15.4
Sometimes	27	51.9
Never	9	15.4
Rarely	8	17.3

2. I get humiliated when teacher corrects spelling mistakes.

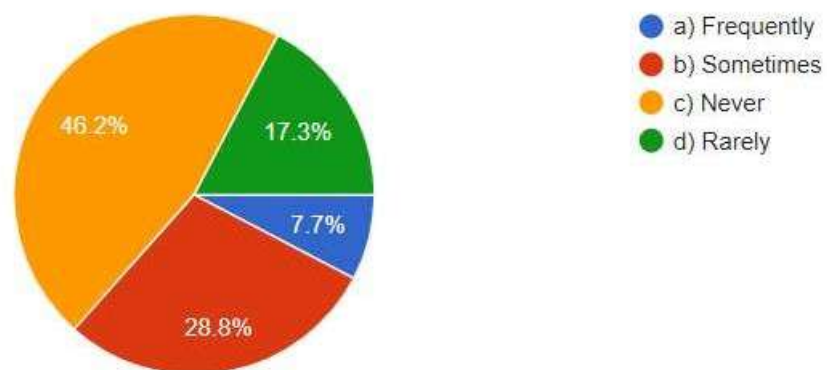


Figure 6

Table 7

I get humiliated when teacher corrects spelling mistakes	Frequency	Percentage
Frequently	4	7.7
Sometimes	15	28.8
Never	24	46.2
Rarely	9	17.3

3. I get annoyed when marks are reduced after correcting my essays

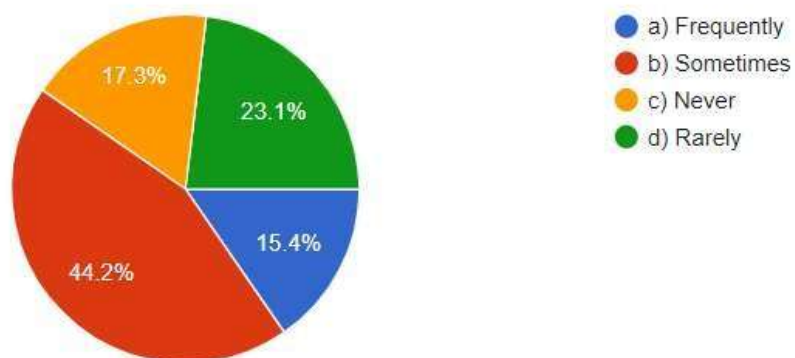


Figure 7



Table 8

I get annoyed when marks are reduced after correcting myessays	Frequency	Percentage
Frequently	8	15.4
Sometimes	23	44.2
Never	9	17.3
Rarely	12	23.1

4. I don't think correction of my teacher improves my writing skills.

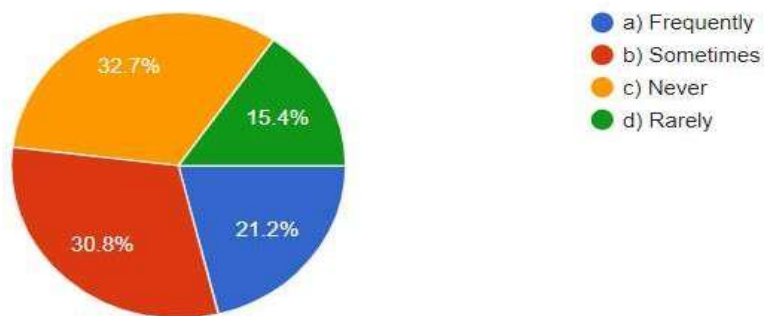


Figure 8

Table 9

I don't think correction of my teacher improves my writingskills	Frequency	Percentage
Frequently	11	21.2
Sometimes	16	30.8
Never	17	32.7
Rarely	8	15.4

5. I cannot improve my writing skills only bY finding faults in my writing.

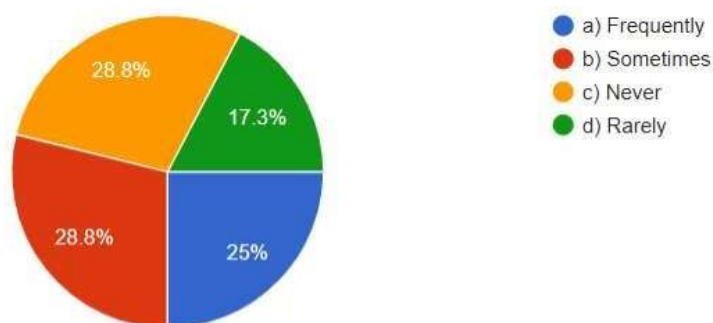


Figure 9

Table 10

I cannot improve my writing skills only by finding faults in my writing	Frequency	Percentage
Frequently	13	25
Sometimes	15	28.8
Never	15	28.8
Rarely	9	17.3

6. I can identify my mistakes when I see the corrections done in my answer sheet.

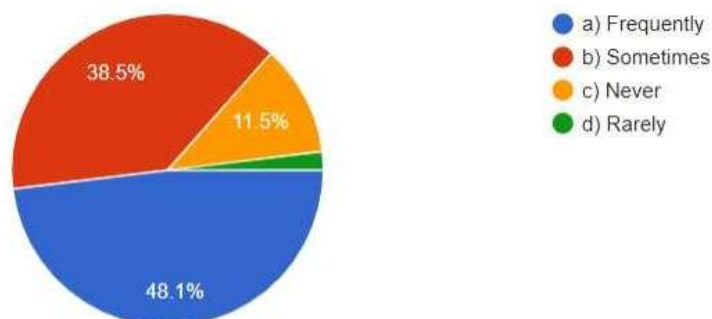


Figure 10

Table 11

I can identify my mistakes when I see the corrections done in my answer sheet	Frequency	Percentage
Frequently	25	48.1
Sometimes	20	38.5
Never	6	11.5
Rarely	1	1.9

7. I can remember my mistakes which I have realized through my previous answer sheet and rectify them next time.

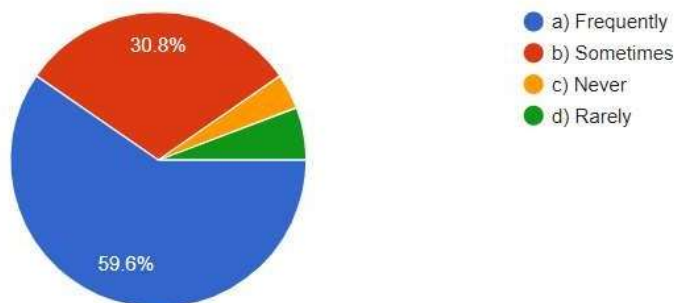


Figure 11

Table 12

I can remember my mistakes which I have realized throughmy previous answer sheet and rectify them next time.	Frequency	Percentage
Frequently	31	59.6
Sometimes	16	30.8
Never	2	3.8
Rarely	3	5.8

1. How frequently did your prior English teachers offer feedback after modifying your essays or compositions?

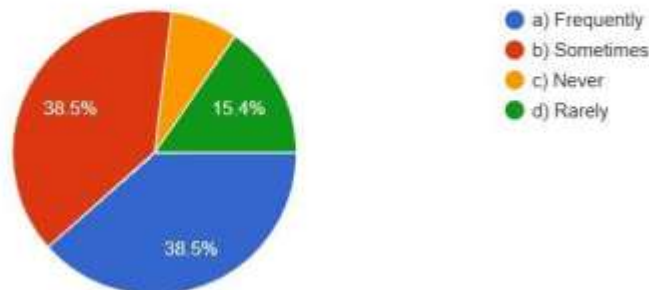


Figure 12

Table 13

How frequently did your prior English teachers offer feedback after modifying your essays or compositions?	Frequency	Percentage
Frequently	20	38.5
Sometimes	20	38.5
Never	4	7.7
Rarely	8	15.4

2. How much written feedback on your tasks do you require from your teacher?

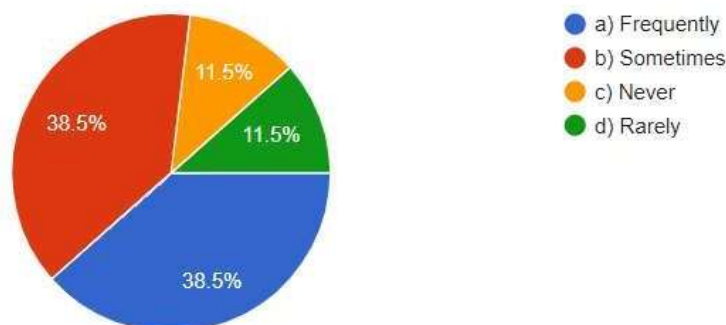


Figure 13

Table 14



How often written feedbacks on your tasks do you require from your teacher?	Frequency	Percentage
Frequently	20	38.5
Sometimes	20	38.5
Never	6	11.5
Rarely	6	11.5

3. How much do you read the written comments your teacher gives you?

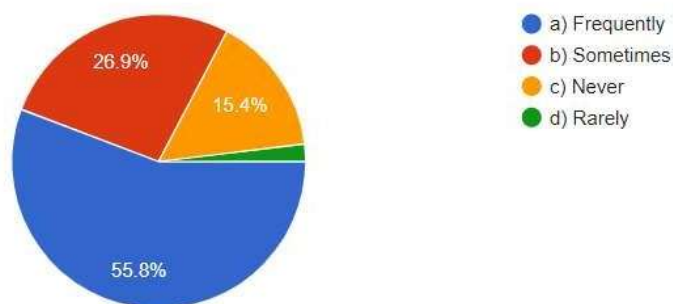


Figure 14

Table 15

How much do you read the written comments your teacher gives you?	Frequency	Percentage
Frequently	29	55.8
Sometimes	14	26.9
Never	8	15.4
Rarely	1	1.9

4. Are the comments and edits made by your teacher readable?

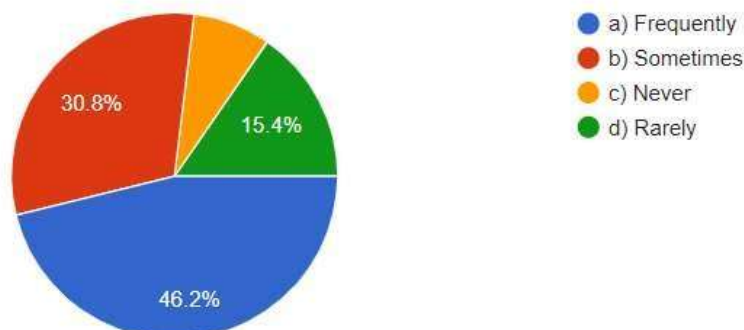


Figure 15

Table 16

Are the comments and edits made by your teacher readable?	Frequency	Percentage
-----------------------------------------------------------	-----------	------------

<b>Frequently</b>	<b>24</b>	<b>46.2</b>
<b>Sometimes</b>	<b>16</b>	<b>30.8</b>
<b>Never</b>	<b>4</b>	<b>7.7</b>
<b>Rarely</b>	<b>8</b>	<b>15.4</b>

5. How well do you comprehend your teacher's criticism and corrections when are given in English?

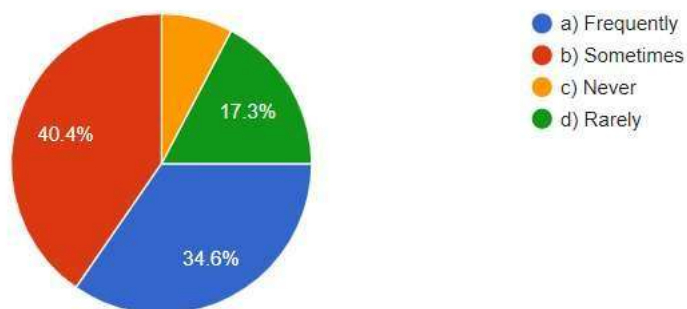


Figure 16

Table 17

<b>How well do you comprehend your teacher's criticism and corrections when are given in English?</b>	<b>Frequency</b>	<b>Percentage</b>
Frequently	18	34.6
Sometimes	21	40.4
Never	4	7.7
Rarely	9	17.3

6. How much do you like English grammar correction?

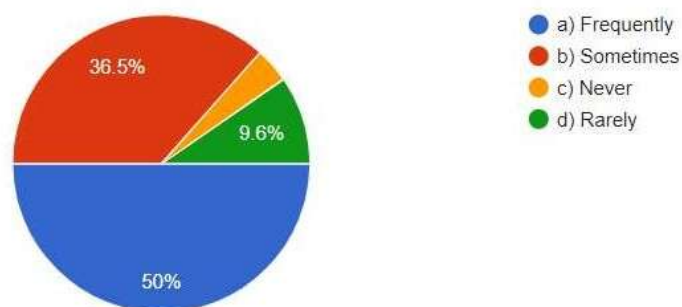


Figure 17





Table 18

How much do you like English grammar correction	Frequency	Percentage
Frequently	26	50
Sometimes	19	36.5
Never	2	3.8
Rarely	5	9.6

7 . How much do you want your teacher to correct each error you make?

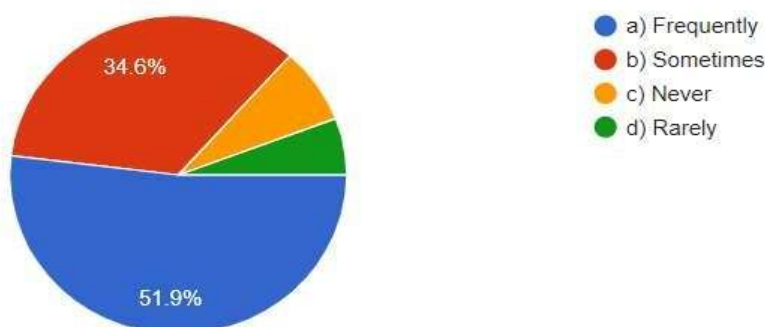


Figure 18

Table 19

How much do you want your teacher to correct each error you make?	Frequency	Percentage
Frequently	27	51.9
Sometimes	18	34.6
Never	4	7.7
Rarely	3	5.8

8. Does your teacher's criticism help you write better?

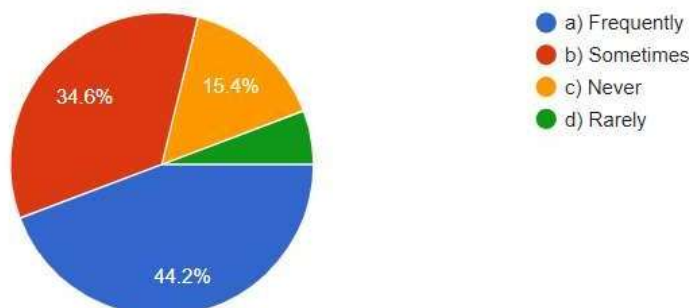


Figure 19

Table 20



Does your teacher's criticism help you write better?	Frequency	Percentage
Frequently	23	44.2
Sometimes	18	34.6
Never	8	15.4
Rarely	3	5.8

### Findings

All of these results and findings gave valuable information's. The students were also comfortable writing in English. Because the study's sample was drawn from a single institution and didn't represent a diverse demographic mix, the results cannot be generalized. Despite this flaw, it might be claimed that the study's findings offer insightful data that addsto our knowledge of students' perspectives on corrections.

## 2. CONCLUSION

The goal of this study was to ascertain what the target population's overall opinions and preferences were about in-class error correction. The pupils' sentiments about instructor correction of spoken mistakes were overwhelmingly positive. They also revealed very positive opinions toward fixing grammar mistakes. These results corroborate those of numerous other researches on correction preferences among students of English and other foreign languages that have been cited.

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