

# Comparison of the Attitudes towards Error-Correction of Students and Teachers in Japanese Class among Grades:

Based on a Field Study in a University in China

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*Key words:* error-correction and non-error-correction, correction methods, correction timing, junior stage, senior stage

Teachers' and students' attitudes towards error-correction among grades were investigated and compared in this research. 18 hours' observation of lessons and 10 hours' follow-up interview to 10 teachers, six of whom are from China and four of whom are from Japan, in addition to the questionnaires, which were subjected to 199 students, and taken from Japanese lessons in a university in China. A cross-sectional investigation and a longitudinal investigation have been carried out for the Japanese major students from the first grade to the third grade to afford the following conclusions.

(1) About error-correction and non-error-correction, although the teachers from three different grades possessed different reasons, they believed that not all of the errors should be corrected. The teachers responding for junior stage students decided to perform error-correction or not depending in large part on the consideration of lecture time and error gravities, including whether it is the main content of the lecture, whether it makes a great influence to the expression of the meanings, and whether that kind of errors often happen. In sharp contrast, the teachers responding for senior stage students performed error-correction not only according to the consideration of error gravities, but also considering more about students' whole level and affective factor. Most of the students from all grades believed that it is better to be corrected on all of the errors they make, while the third grade students showed less expectation than the first grade ones. On the other hand, for the students who didn't want all the errors to be corrected, the ones of junior stage

showed more consideration to the factors such as error gravities, consumption of time, and amount limitation of memory, while the ones of senior stage took into account not only according to the factors including error gravities, consumption of time, and amount limitation of memory, but also including affective factor. It can be concluded that for senior stage students, the descending of expectation degree of error-correction may originate from affective factor plausibly.

(2) About the correction methods, the teachers have their own favors, but it can not be ascribed to the difference of the grade. In case of the students, there are some common agreements in spite of the different grades. About the correction on form, they preferred elicitation, while about the affective correction, they preferred encouragement, and disliked reproach or being asked to assure their errors from other students. Some differences among grades have been also found. About the correction on form, the students of the first and second grades also did a favor to explicit correction, while the third grade favored recast, which turned out to be a kind of implicit error-correction method. About the affective correction, compared to the first grade, the third grade showed less favor on encouragement. Also, the students in the first semester of the second school year, after studying for one and a half years, showed much less favor on the error-correction method of reproach or being asked to assure their errors from other students than their lower grade counterparts. It can be proposed that the descending of favor degree to the encouragement, concurrent with the ascending of school year, may arise from that senior stage students possess more confidence of Japanese language after long-range period study, and don't want to be encouraged by the teachers just like when they were under low grade. Research also showed that concurrent with the ascending of school year, the students from the same class showed less and less favor to reproach or being asked to assure their errors from other students, which may be due to that senior stage students made more consideration on affective factor.

(3) About the correction timing, all the teachers and students

showed much consideration to the integrality of the conservation and the affective conditions of students, and then made a favor to the correction timing which is after the end of the students' performance. In this regard, there is no difference among students from all grades.

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