Attitude towards error correction: A study on Chinese students learning Japanese and Chinese teachers teaching Japanese

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Students play the most vital role in the class. How do the students respond to error correction procedure by the teachers in the class? In the recent years, in China, the main objective of Japanese language education is to pass the "Japanese Language Proficiency Test" for the purpose of job hunting, not for communication. In the conventional teaching method, more emphasis is put on Audiolingual Method and Grammar Translation Method without taking that much Communicative Approach. To understand how the students respond to error correction by the teachers, in this research, I have investigated both on the students and the teachers using questionnaire. Considering different types of errors, correction methods and the psychological pressure upon being corrected, I made 3 types of questionnaire papers: general knowledge on error correction, attitude towards different errors and how much they favor a particular way of correction methods. The investigation was performed at 9 different universities in China on 570 Chinese students learning Japanese and 40 Chinese teachers teaching Japanese language. The collected data is analyzed based on basic tabulation and Kendall's tau-b correlation coefficient.

Investigation results firmly revealed positive attitude from both sides. However, teachers give more emphasis on correcting major errors, whereas students want to be corrected as much as possible. Investigation results also showed that students prefer more encouraging feedback, whereas teachers prefer implicit feedback to give the students chances to correct themselves or to let the class find correct forms. I also found out through the investigation that, academically high ranked students tend to despise feedback with negative evaluation in comparison with the lower ranked ones. And, in comparison with the male students, the female students dislike feedback with negative evaluation and teacher's tendency to invite others to correct the errors.

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