Error Correction of Japanese Teaching Assistants and the Consciousness of Students

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Summary

Error-correction performance of Japanese native people has been investigated. Three aspects are depicted as research purposes including (1) amount of error and correction, correction method, and correction timing, (2) the correlation among the three aspects mentioned in (1) and error variety, and (3) the attitude of students to the error-correction of Japanese native people.The analysis samples are derived from the conversation of students of Japanese language and TA with a total time of 472 min. The transcription of conversation data were showed to 4 students and interview investigation was performed using semi-structured interview method.

Only 18.5% of errors have been corrected by TA, while it has been found that the students wanted to be corrected to more extent.

About correction method, explicit correction was applied in most cases by TA despite the error type, being short of variation in correction method. Elicitation was hardly used to make students realize the error. On the other hand, the students favored specific correction method depending on the error type. Being detailed, the students preferred explicit correction in case of pronunciation error, and preferred elicitation for grammar error. For vocabulary error, if the word has not been taught or unfamiliar, they would like to be told directly using explicit correction, and if their employment of word is wrong, they preferred to be reminded using elicitation so that they can think of the right word by themselves.

About correction timing, most of the corrections did not stop the students and not interrupt the communication. On the other hand, in order to make a smooth communication, the students preferred not to be interrupted and favored correction after finished except when unable to communicate.

Key words：error correction, Teaching assistants, correction and
　　　　　　　non-correction, correction methods, correction timing