

Learners' Beliefs About Error Logs

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The Study

The Problem

- Repeated written errors/mistakes by L2 learners

Possible Solution

- Use error logs to provide error/mistake awareness in order to elicit self-reflection and self-improvement

Research aim

- Explore student beliefs about their experiences with the error logs

Research Question

What are language learner beliefs about using error logs?

Literature Review

Beliefs

- “A messy construct” (Pajares, 1997)
- Not stable and static, but variable and dynamic (Barcelos & Kalaja, 2003)
- Students’ subjective truths have strong influence on language learning (Barcelos & Kalaja, 2003)

Error Logs

- Error logs
 - Little research on error logs after receiving corrective feedback (CF) (Ferris, 2004)

Which errors to correct?

Global

Impedes understanding e.g. verb tense (VT)

Local

Merely distracting e.g. subject-verb agreement (SVA), plural/singular(PL/S)

- Corrections of most frequent errors are encouraged.

Corrective Feedback

Uncoded	Focused	Feedback
An error has been located in some way	Intensive (specific errors)	

Methodology

Academic Writing Course	Participants
Second-year	48

Methodology Cont'd

- First submitted draft every five weeks
- Uncoded focused CF for SVA, PL/S, and VT errors
- Other errors given either direct or indirect feedback

Japanese Mental Health Problems

82.2 percent ^{of} people think that they are healthy ~~on the questionnaire~~, but 71.8 percent feel stress, in their daily life (Hakuhoudou Seikatsu Souken, 2016). At the present day in Japan, people can be healthy ^{thanks} ~~thinks~~ to improvement ^{who write it} in medical technology and welfare. Although, the number of Japanese suicide is increasing. Actually, the number is more than the one in era of the World War II (Ministry of Health, Labor and Welfare, 2015). This is a strange truth, because modern people should not have fear of death because of war. The Japanese people ^{do not} enjoy better physical health today than ever before, ^{because A, B, and C.} but they do not enjoy good mental health because of various stress. ^{because people feel stress on human relations, and it causes depression or suicide.}

One of modern Japanese main stress is stress from human relations. At first, about half of ^{people who are in twenties} twenties feel stress from human relations at workplace or school (Hakuhoudou Seikatsu Souken, 2016). Main causes of this are bullying and harassment. Today in Japan, there are quite a few news about these. Next, only 2 percent ^{of} people feel stress from human relations on the internet (Hakuhoudou Seikatsu Souken, 2016). This result shows people are satisfied with communication on internet. Therefore, people are tired of real human relations.

Depression is well known as modern Japanese main mental disease. First, the number of patients with depression are increasing. The patients increased by 18 percent from 2005 to 2015 (World Health Organization, 2017). Second, ^{with} human relation ^{have} ~~has~~ possibility to ^{have} ~~be~~ cause of depression. This means Japanese who ^{with} ~~has~~ problems on human relation ^{have} ~~has~~ heavy risk being depression. As you can see, Japanese must be careful about their mental condition. ^{with}

Methodology Cont'd

- Only SVA and PL/S errors

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Error Log: Essay 1

Sentence with error	What kind of error is this?	Corrected sentence	Rules and notes	Error or mistake?
Example: The average number of bicycles <u>are</u> increasing.	Subject-verb agreement	The average number of bicycles <u>is</u> increasing.	The subject comes before a phrase beginning with 'of' and a singular subject takes a singular verb. Class handout	Error: You did not know the correct rule. Mistake: You knew the correct rule, but accidentally used the incorrect form.
One of the biggest fact. of life span is ~	Singular / Plural problem	One of the biggest <u>facts</u> of life span is ~	Since, there are many kind of facts, I had to write plurals's..	mistake!
With the spread of portable game	Singular / Plural problem	With the spread of portable <u>games</u>	"game" is not only one, so it is plural.	mistake
restriction prevent children from playing ...	"	<u>restrictions</u> prevent children from playing	"restriction" is not only one, so it have to put "s"	mistake
Workers is likely to ~	Subject - Verb Agreement.	Workers <u>are</u> likely to ~	"Workers" is plural, I had to write "are."	mistake

Methodology Cont'd

- Reflection given after the final treatment

Reflection prompts:

1. How do you feel about completing the error log after each second draft?
2. In general, do you find the error logs useful? Why/why not?
3. Do you think error logs can be used to improve students' writing? Why/why not?
4. Do you think completing the error logs this semester has improved your writing? Why/why not?
5. Can you suggest ways in which error logs could be used more effectively?

Findings (Qualitative)

THEMES	Code	n
Benefits	Positive responses	46
	Improvements in writing	29
	Self-understanding	26
	Increased grammar knowledge	16
	Future/other applications	11
Difficulties	Challenges	16
	Self-assessment challenges	10
	Future improvements	9
	Lack of improvement	6

Findings (Qualitative)

BENEFITS

Positive Responses

46

“When I fix my draft completely, I could make great essay. Thus I think error logs can be used more effectively for writing essay :)” – Hanako

Findings (Qualitative)

BENEFITS

Improvements in Writing

29

“I have improved my writing thanks to error logs. When I wrote the first draft, there were a lot of mistakes, so I used both sides of paper to fix my mistakes. However, this third draft had only one mistake.” – Naoko

Findings (Qualitative)

BENEFITS

Self-understanding

26

“Thanks to the error logs, I could notice mistakes.” –
Nana

Findings (Qualitative)

BENEFITS

Increased Grammar Knowledge

16

“I felt about error log that I became to have been care about those grammar problems so much. For example, “s” which is end of the noun.” – Kaho

Findings (Qualitative)

BENEFITS

Future/other Applications

11

“I couldn’t realize all the error log by myself. In general, I noticed them after check of teacher.”

- Sara

Findings (Qualitative)

DIFFICULTIES

Challenges

16

“It is hard to complete the error log because there are many points which is pointed out, so it takes a long time to write down it.” – Mana

Findings (Qualitative)

DIFFICULTIES

Self-assessment Challenges

10

“I felt hard because I had to look for the correct way of grammar. Also, when I couldn’t find the right answer by myself, it took very long time to finish a paper.” – Kumi

Findings (Qualitative)

DIFFICULTIES

Future Improvements

9

“Sometimes it is hard to understand why it is wrong, so if there was some advice, it might be helpful.”
– Toshio

Findings (Qualitative)

DIFFICULTIES

Lack of Improvement

6

“Using error log paper is not good for students’ writing.” – Yu

Implications

What we can learn from this:

- Students generally have strong positive beliefs about the error logs
- They generally shared the belief that the error logs helped their writing
- Students were diligent about completing the error logs even though no points were awarded for completion

Limitations

Limitations of this study

- Only English majors
- No comparison group
- Only self reporting
- Only one reflection
- Required to write in English
- Research is context-specific
- Reflection prompts may have influenced their responses

Future Studies

Future research interests

- Test it with students possessing lower/higher L2 ability
- Use the reflection throughout the semester to see how their beliefs change
- Compare reflections with error logs; correlation between number of errors/mistakes and beliefs?

References

Barcelos, A. M. F., & Kalaja, P. (Eds.). (2003). *Beliefs about SLA: new research approaches*. Kluwer Academic.

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Thank you

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