Development of a Writing Revision Instrument for Teaching English with Error Correcting Practice

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Abstract

Corrective feedback and error correction are important tasks for EFL (English as a Foreign Language) writing instruction. Students' major difficulty in error correction lies in their failure to detect errors. Researchers proposed that error correction and feedback can be implemented with online annotation techniques. Annotations on digital documents can be easily shared among groups of people, making them valuable for a wide variety of tasks, including providing feedback. Learning by practicing encourages guesswork and intuitive thinking in learners which accommodates to constructive learning theory. Error correcting practice can help learners understand reasons for writing errors. Therefore, this study developed an error correcting practice mechanism attached to an online error correction system that was designed for error correction, error feedback, and error analysis in English writing instruction. The purpose of this error correcting practice mechanism is to enhance students' error correction and peer assessment processes and help teachers understand how students interact with the system. With this system, users can make error corrections on digitized documents, on the general web browser such as Microsoft Internet Explorer, with online annotations in the same way as the traditional paper-based correction approach. The system not only feedback correct answers, teachers' comments, and the grammatical error type for each error to students but also provide a convenient interface for students to implement error correcting practice of documents with similar error distributions.

Keyword：online annotation, error correction, error analysis, writing instruction, error correcting practice