

## A Survey of 2nd Year Students' Frequent Writing Error and the Effects of Participatory Error Correction Process

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**Abstract :** The purposes of this study are 1) to study the effects of participatory error correction process and 2) to find out the students' satisfaction of such error correction process. This study is a Quasi Experimental Research with single group, in which data is collected 5 times preceding and following 4 experimental studies of participatory error correction process including providing coded indirect corrective feedback in the students' texts with error treatment activities. Samples include 28 2nd year English Major students, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. Tool for experimental study includes the lesson plan of the course; Reading and Writing English for Academic Purposes II, and tools for data collection include 5 writing tests of short texts and a questionnaire. Based on formative evaluation of the students' writing ability prior to and after each of the 4 experiments, the research findings disclose the students' higher scores with statistical difference at 0.05. Moreover, in terms of the effect size of such process, it is found that for mean of the students' scores prior to and after the 4 experiments;  $d$  equals 1.0046, 1.1374, 1.297, and 1.0065 respectively. It can be concluded that participatory error correction process enables all of the students to learn equally well and there is improvement in their ability to write short texts. Finally, the students' overall satisfaction of the participatory error correction process is in high level (Mean=4.32, S.D.=0.92).

**Keywords :** coded indirect corrective feedback, participatory error correction process, error treatment, humanities and social sciences

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