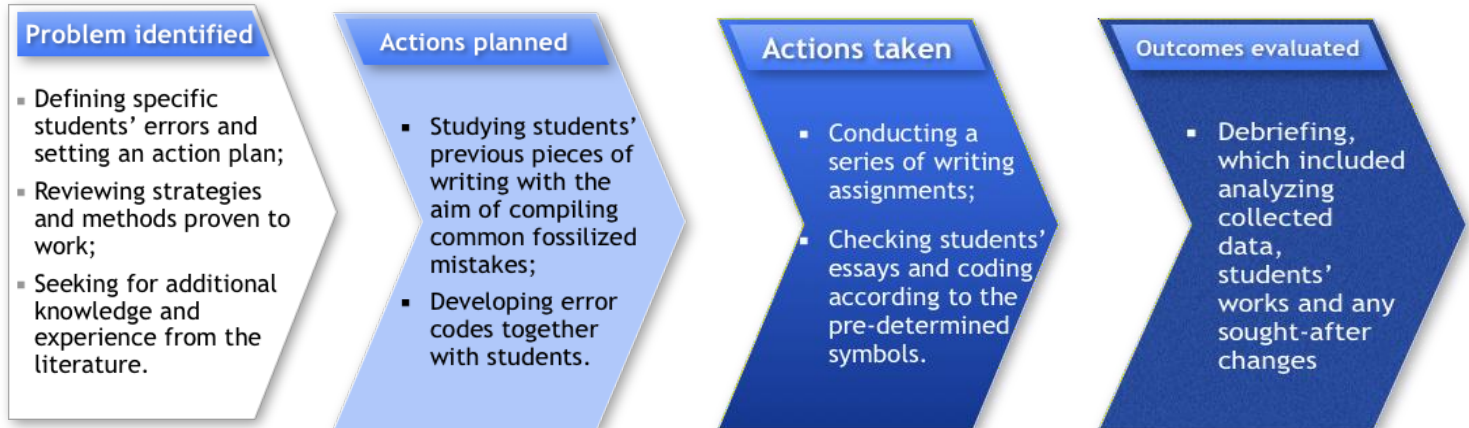# The Study on Improving Students' Writing in English Class through Using Correction Codes: The case of two schools in Kazakhstan.

RQ 1: What was the effect of editing work in reducing the number of students' mistakes in writing in five categories?

RQ 2: What skills, if any, did students obtain as a result of self-correction of their writing assignments?

Aliya Baratova
Botagoz Issabekova

Stages taken:

Problem identified
- Defining specific students' errors and setting an action plan;
- Reviewing strategies and methods proven to work;
- Seeking for additional knowledge and experience from the literature.

Actions planned
- Studying students' previous pieces of writing with the aim of compiling common fossilized mistakes;
- Developing error codes together with students.

Actions taken
- Conducting a series of writing assignments;
- Checking students' essays and coding according to the pre-determined symbols.

Outcomes evaluated
- Debriefing, which included analyzing collected data, students' works and any sought-after changes

1	Gr.	Grammar	6	▼	Missing word
2	WO	Word Order	7	PS	Part of Speech
3	V?	Verb, including to be	8	Sp	Spelling
4	T	Tense	9	?	Incoherent
5	WC	Word Choice	10	SS	Sentence Structure

Table 1. Error-codes composed together with students
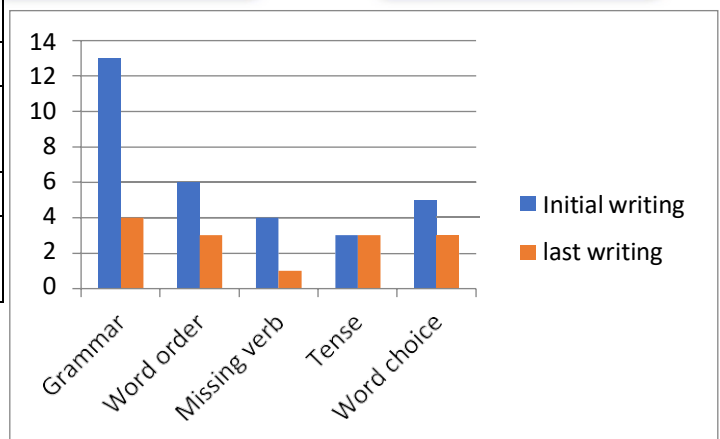
Figure 1. The result of students' progress after self-correction according to error codes

Mistakes are underlined, codes are written on the margin

↓

Mistakes are not underlined, codes are written on the margin

↓

Mistakes are not underlined, codes are not written on the margin, the number and types of mistakes are written below the writing

Flowchart 1. Error-coding approach adopted by a teacher

T   *There is always a dispute around genetically-modified organisms…*

T   *The technology changed what we eat and how we eat…*

In conclusion:

- coded feedback has advantage over non-coded direct way of giving feedback;
- 86% of students admitted that earlier they were more interested in the grade and assessment rather than in analyzing mistakes corrected by the teacher;
- self-correction requires regular revision and practice of topics needed to be reviewed again;
- students increased their motivation to eliminate fossilized errors;
- students developed their independence in identifying and consequently checking their mistakes;

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1. Ferris, D. (1999). The case for grammar correction in L2 writing classes: A response to Truscott (1996). *Journal of Second Language Writing*, 8(1), 1-11.
2. Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes. *Journal of Second Language Writing*, 10(3), 161-184.
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5. Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. Journal of Second Language Writing, 13(4), 285-312.
6. Truscott, J. (1996). The Case Against Grammar Correction in L2 Writing Classes. *Language Learning*, 46(2), 327-369.

Link to the video: