PHẢN HỒI CỦA GIÁO VIÊN VỀ BÀI VIẾT CỦA HỌC VIÊN: TRƯỜNG HỢP TRONG TRƯỜNG CAO ĐẲNG CẢNH SÁT NHÂN DÂN II

Nguyễn Thị Trang[1*], Lê Phương Long[2]

[1]*Khoa Ngoại ngữ - Tin học, 155 Nguyễn Văn Tăng, phường Long Thạnh Mỹ, Tp. Thủ Đức, Tp. HCM*
[2]*Trường Đại học Lạc Hồng, số 10 Huỳnh Văn Nghệ, Bửu Long, Biên Hòa, Đồng Nai, Việt Nam*

*Tác giả liên hệ: phamnguyen208@gmail.com

TÓM TẮT

Phản hồi (feedback) là đưa ra nhận xét, ý kiến về một vấn đề vừa được tiếp nhận bằng cách quan sát tỉ mỉ, lắng nghe chi tiết và đưa ra quan điểm cá nhân, ghi nhận điểm tích cực, đóng góp ý kiến để cải thiện những điểm tiêu cực. Trong nghiên cứu này, tác giả đã khảo sát các loại lỗi trong 100 bài viết ngắn của 100 học viên trong 5 lớp Quản lý hành chính 1 (QLHC1), Quản lý hành chính 2 (QLHC2), Quản lý hành chính 3 (QLHC3), Quản lý hành chính 4 (QLHC4), Quản lý hành chính 5 (QLHC5) của Khoá K03S, Trường Cao đẳng Cảnh sát Nhân dân II. Ngoài ra, 10 giáo viên tiếng Anh cũng được hỏi về thời gian và phương pháp sửa lỗi viết của học viên. Nghiên cứu cho thấy rằng, các vấn đề về chính tả, dấu câu, ngữ pháp và cách sử dụng là những lỗi thường gặp nhất của người tham gia khảo sát. Hơn nữa, từ kết quả phỏng vấn 10 giáo viên tiếng Anh cho thấy rằng tất cả các lỗi đều cần được giáo viên sửa chữa. Một trong nhiều phương pháp mới mà giáo viên sử dụng có thể là viết nhóm và các chiến lược chấm điểm khác nhau để tìm lỗi. Một số khuyến nghị sư phạm cũng được tác giả đề cập đến sau khi kết thúc cuộc khảo sát tương ứng kết quả của nghiên cứu này.

TEACHERS' FEEDBACK ON LEARNERS' WRITING: THE CASE OF PEOPLE'S POLICE COLLEGE II

Nguyen Thi Trang[1*], Le Phuong Long[2]

[1]*155 Nguyen Van Tang street, Long Thanh My ward, Thu Duc city, HCMC, Vietnam*
[2] *Lac Hong University, No. 10 Huynh Van Nghe Str., Buu Long Ward, Bien Hoa City, Dong Nai Province, Vietnam*
*Corresponding Author: phamnguyen208@gmail.com

ABSTRACT

Feedback refers to remarks or feedback on a problem that has recently been identified through careful observation and attentive listening expressing individual viewpoints, appreciating commendable qualities, and offering suggestions to correct weaknesses. In this study, the authors surveyed the types of errors in 100 short paragraphs written by 100 students who are studying English in 100 classes - Police Officers of Administrative Management on Social Order (QLHC1, QLHC2, QLHC3, QLHC4, QLHC5). Additionally, 10 English teachers were questioned on the timing and method of correcting students' writing mistakes. The findings demonstrate that spelling, punctuation, grammar, and usage problems are the most frequent mistakes committed by participants. The findings of the teacher interviews suggest that all faults should be corrected by teachers. One of many new methods that teachers use can be group writing and various marking strategies for errors and stylistic variation. The paper ends with pedagogical recommendations.

1. Introduction

In the teaching and learning process, feedback is significant; it is an essential component of successful learning. It assists students in understanding the material they are studying and provides clear guidance on how to advance their learning. The main purpose of English as a Second Language (ESL) teachers' writing feedback is to assist their students in developing their writing abilities in accordance with their needs and the course's objectives. According to Polio (2003) [1], many ESL writing teachers and academics are concerned about how to achieve this best. The role of corrective feedback on writing is viewed by Ferris, Pezone, Tade, and Tinti (1997) [2] as a crucial component of teachers' direction. According to many second-language writing instructors, providing students with comments can help them write more accurately (Hyland & Hyland, 2006; Brown, 2007) [3]. According to Chastain (1988) [4], it might be challenging for students to determine whether or not a learning task was correctly completed without the proper feedback.

Errors are defined as "mistakes caused by ignorance of the appropriate rule or structure in the foreign language" by Grass and Selinker (1994) [5]. Learners make a variety of blunders, according to Corder. First of all, mistakes educate teachers on the progress of their students. Second, mistakes serve as evidence for students of the method used to study and acquire a language, as well as the strategies and techniques that the learner employed. Finally, mistakes are crucial to the learner because teachers can regard mistakes as a tool that students use to learn. Therefore, since errors provide feedback, teachers benefit from recognizing errors.

Feedback is considered as the reply to attempts by the learner to discuss. Feedback can involve such roles as "correction, acknowledgment", claims for "clarification", and "backchannel" clues". It is proposed that feedback helps learners to find out theories they have created the system of rules about the target language. The key aim of feedback is to minimize the differences between present knowledge and production and a target (Hattie & Timperly, 2007) [6].

There is, however, a distinction between a "error" and a "mistake". A practice error is mentioned in a mistake. Using a well-known system is a breakdown. Both when speaking their native language and their second language, learners can make mistakes. Native speakers are able to recognize and correct these mistakes because they are errors in the process of creating speech caused by lack of concentration, mental fatigue, concern, and other factors (Brown, 1987) [7]. Pit Corder (1999) [8] stated that "a mistake is a problem not of knowing but of application." Errors, on the other hand, reflect gaps in students' understanding. They occur when students are unable to distinguish between right and wrong.

The paper consists of the following main parts. The first part gives a few important studies on error feedback. The second part gives information about the methodology. Next, it is to recognize and classify the errors in paragraphs. Finally, it is some pedagogical implications of errors for second language teacher and syllabus planners.

2. Literature reviews

There are two different kinds of feedback, according to Ferris (2002) [9]: direct and indirect. When an instructor gives pupils the appropriate linguistic form (word, morpheme, phrase, revised sentence, deleted word(s) or morpheme(s), etc.), this is referred to as direct feedback. On the other hand, indirect feedback occurs when the teacher calls attention to the mistakes that the students have made and invites them to fix them on their own.

Four different types of feedback are covered by Hyland & Hyland (2006) and Ferris (2003) [10]. They are peer reaction, computer-assisted feedback, teacher remarks, and teacher-student conferences. Three different sorts of feedback are shown by Diane J. Tedick's (1998) research on error correction and its implications for classroom instruction. They consist of recast, explicit correction, and metalinguistic hints. Rod Ellis (2009) [11] identified four different types of feedback. They are electronic feedback, metalinguistic feedback, direct feedback, and indirect feedback. For electronic feedback, the instructor demonstrates the inaccuracy and provides a connection to a portfolio of agreements that includes examples of proper usage. Without providing the appropriate form, the teacher presents problems or offers comments or information in relation to how the student's statement was made for metalinguistic hints.

According to Higgins Hartley and Skelton (2001) [12], the purpose of written texts might get muddled and ultimately may not have an impact on the requirement for improvement in student writing. Students received two types of written feedback during Kepner's (1991) testing: topic-related comments and external error corrections. It was found that second language (L2) teachers' frequent use of written error corrections as a key form of written feedback was ineffective for L2 writing, regardless of whether the students were higher- or lower-skilled.

Feedback has been divided into summative and formative feedback according to Hyland & Hyland (2006) [13]. Summative criticism has the purpose of assessing the writing as a whole. Formative feedback's objective is to help pupils improve their writing abilities.

Chandler (2003) [14] notes that students' accuracy and fluency in following the writing of the same kind over the same term improve significantly as a result of teachers' feedback on grammatical and lexical faults.

3. Methodology

Participants:

This paper be carried out with 10 English teachers and 100 first-year students who are studying English in 05 classes - Police Officers of Administrative Management on Social Order (QLHC1, QLHC2, QLHC3, QLHC4, QLHC5) at People's Police College II. The students are selected since they are going to finish their second term and they are the students who are experienced with the learning of writing in our school.

The students are asked to write a topic: "Imagine and write about your life in the future". The students are required to write their paragraphs with the following criteria: First, it comprises about 100 words in 20 minutes. Second, they should notice the unity, coherence, cohesion, grammar, vocabulary, and structure of written work.

The last instrument is to interview ten teachers of the English department at People's Police College II about the way to correct errors. First, should all learners' errors be corrected? Next, when should learners' errors be corrected? Last, how should learners' errors be corrected?

Table 1. *Sampling Rate*

Class	Number of Students	Number of Interviews	Sample Rate
QLHC1	52	20	38.5%
QLHC2	52	20	38.5%
QLHC3	52	20	38.5%
QLHC4	51	20	39.2%
QLHC5	51	20	39.2%
Total	**151**	**100**	

4. Kinds of errors in written language

Most EFL students who want to write well should reduce their writing skill limits. Spelling, punctuation, grammar, and usage errors are the four basic categories of errors in written communication that should be avoided.

Spelling errors: Even a large number of individuals who are fluent English speakers struggle with spelling mistakes since it is an irregular language. Spelling errors cannot prevent readers from understanding what the author is trying to convey. They can still have a bad feeling, though. One of the main issues with spelling for English language learners is that there isn't always a clear correlation between a word's pronunciation and its spelling. A single sound may own plenty of varied spelling and the identical spelling may possess a lot of varied sounds.

Punctuation errors: EFL students are interested in learning and comprehending the English punctuation order, such as how to punctuate frank conversation. The worst punctuation errors were made by EFL students. These errors result in incomplete sentences and make it difficult for readers to understand what a sentence means.

Grammar errors: Grammar errors are widespread among EFL students. For instance, students commonly choose the incorrect English verb tense to convey a notion. They could struggle to use the article (a/the) correctly or reassemble words in a sentence in the wrong order.

Usage errors: The most frequent type of error found in EFL students' writing about their backgrounds, societies, etc. is use error. An expression or series of words that a native speaker would never use to convey the particular meaning that EFL students are attempting to convey is referred to as a usage error rather than a grammar "regulation" that has been broken. Usage errors are uncommon among native speakers, although they happen frequently among EFL students. Usage errors can frequently be more challenging for the reader than grammar errors.

EFL students must understand that there are more problems that can arise in written work besides the ones mentioned above. Because students are trained to create written products that express their capacity to organize the material, to talk to the appropriate listeners as well as to demonstrate their language aptitude, it is not particularly simple for non-native speakers. The issue is made worse by the learners' psychological process, which is still unknown at this time.

5. Analysis and Discussion

After grading 100 short paragraphs of 100 students in all 5 classes - QLHC1, QLHC2, QLHC3, QLHC4 and QLHC5, the results showed that the types of errors that students often make the most are 4 basic errors such as spelling, punctuation, grammar, and usage errors:

Table 2. *Types of errors*

Types of errors	Number of errors	Percentage
Grammar errors	92	**39.15%**
Spelling errors	61	**25.96 %**
Usage errors	46	**19.57%**
Punctuation errors	36	**15.32%**
Total	**235**	**100%**

Table 3. *Types of errors, quantity and percentage*

Errors		Number of errors	Percentage
Grammar errors (39,15%)	Tense of verb	38	16.17%
	Word order	25	10.64%
	Article errors	13	5.53%
	Prepositions	11	4.68%
	Relative pronouns	05	2.13%
Spelling errors (25,96 %)	Plural nouns	23	9.79%
	Adverbs	20	8.51%
	omission	18	7.66%
Usage errors (19,57%)	Word-by-word translation	46	19.57%
Punctuation errors (15,32%)	Capital letters	25	10.64%
	Full stop	11	4.68%
Total		**235**	**100%**

The result demonstrates that the grammar errors the students made were in tense (39.15%), spelling errors (25.96%), usage errors (19.57%), and punctuation errors (15.32%).

Spelling is important; participants often make mistakes with plural nouns and some adverbs that add -fully or -full. The infinitive is a verb's fundamental form. The verb to be frequently the culprit, as in "I want to speak English." The tense in which a verb is used might change how it is spelled. Although poor spelling doesn't always prevent a message from being understood when it's written. The viewpoint of the reader is affected by it. Reading, especially prolonged reading, is one of the best ways to help pupils improve their spelling. We can also draw their attention to spelling errors and explain why they occur.

This is shown in the following examples:

- "My life in the future will be filled with exciting travels, personal achivements, and moments of pure joy" (omission "e" => achievements)

- "In the future, I imagine living in big house with beautiful garden and friendly neighbor" (a wrong form of plural => houses, gardens, neighbors)

- "I believe that in the comeing years, I will be able to achieve my goals and live a fulfilling life" (omission e => coming).

Word-by-word translation errors frequently arise from learners' incomplete comprehension of the precise definitions of polysemous words, their usage in various situations, their configuration, the grammatical structure and style, and the cultural differences between the United Kingdom and the United States. They frequently make blunders when writing phrases in their mother tongue, Vietnamese.

This is shown in the following example:

- "I hope have a house beautiful in the future with furniture luxurious and modern." (instead of *"I hope to have a beautiful house with luxurious and modern furniture in the future."…*)

Punctuation errors in this collection pose a challenge for the topic. Certain punctuation conventions, such as capitalizing names, months, and the pronoun I, are specific to just one or a small number of languages. Even though punctuation is frequently a matter of style, the lack of formal conventions makes a piece of writing appear embarrassing to many readers.

For example:

- "i see myself living in a beautiful house by the Ocean. I'm very excited about it" (instead of *"I see myself living in a beautiful house by the ocean. I'm very excited about it")*

- "Apart from that. I plan to travel to different countries and experience diverse cultures in the future" (instead of "Apart from that, I plan to travel to different countries and experience diverse cultures in the future".

Grammar errors, participants make mistakes with the tense of verbs, word order, prepositions, articles, and relative pronouns. Incorrect application of the negative form can be considered when the subjects do not apply the right negative form to the verb in the sentences. It is supposed that these participants are not conscious of the varied regulations for negative applications in English.

For example:

"When imagining my life in the future, I also haven't to forget to cherish the present moments and appreciate the journey towards my goals" (instead of should not forget…)

When it comes to preposition blunders, EFL students are unsure of the semantic range of particular prepositions. Participants are unsure on when to use the prepositions "on," "at," or "in" in various contexts. This frequently happens as a result of interference from their mother tongue, when the conceptual picture of unique relationships in a given context differs from the representation in English and necessitates a different preposition. For instance, "American English is different from British English" (without the word from). Instead of "of," say "we are all really proud about you" (instead of "at"). "At conclusion, I can say that my life in the future will be characterized by continuous learning, growth, and exploration of new opportunities" (instead of "In conclusion, I can say that…").

Article errors, participants have difficulty with the way of omission of "a/an", and "the", and the addition of "a, an, the". This is not astonishing because their native language owns various rules of article usage. "Mastering the English articles is one of the most daunting tasks facing the non-native speakers- especially when L1 does not have an article" (Raehan, Chodorow & Leacock, 2006). For example, "In conclusion, we can work hard, set goals, and believe in ourselves to achieve success in our future lives". (instead of "In conclusion").

Regarding relative pronoun errors, participants have a matter of misusing of relative pronouns. Relative clauses symbolize a learning issue for L2 learners of English while L1 owns a varied linguistic system. The difference in regulations of relative pronouns in English and their L1 can clarify the difficulty confronted by the subjects in selecting the right relative pronouns. For example, "My life in the future will be filled with exciting opportunities, that will allow me to grow and develop personally and professionally" (instead of "which" to refer to "opportunity").

Even the most proficient ESL students can instantly tell that a piece of writing is written by a non-native speaker since usage faults are more of a usage issue than a grammar one. The kind of mistakes that students make heavily depend on the structure of their native tongue. Vietnamese learners, for instance, struggle with the words "a, an, and the" since there are so few articles in the language. Some Vietnamese students totally omit articles. Others attempt to respond by using excessive numbers. The ensuing explanation can be the opposite of what you managed to accomplish in an effort to avoid double negativity. Double negation is equally challenging to comprehend.

The results of the interview with 10 English teachers are analyzed. All of the aforementioned flaws have been fixed. In order to understand and address problems in English writing courses, teachers and students must identify faults. The ideal method for teaching the lesson to students should be sought out by teachers. Teachers can gradually implement a variety of strategies that suit the needs, interests, concerns, and abilities of the learners.

When asked when and how to address the students' writing errors, teachers gave a variety of responses. Others are group writings, while some are teacher corrections. Group writing enables students to learn from a number of peers; they not only learn from their own mistakes but also from those of other students, which saves time for both the teacher and the students while also maximizing learning. Ferris (2002) asserts that L2 student writers are both willing and able to gain from receiving simultaneous comments on both form and content for the same draft. If error feedback refers to the structures of errors, it may be effective. Teachers should employ a variety of marking techniques to account for stylistic differences and errors. The most general writing errors should be marked such as morphological errors, lexical errors, syntactic errors, and mechanical errors. In addition, marking strategies can be correcting directly or indirectly, locating the errors, identifying errors, using textual corrections and endnotes, or selecting larger or smaller categories of errors.

6. Conclusion and Recommendations

This essay's goal is to assess the use, punctuation, spelling, and grammar errors made by People's Police College II first-year students. It claims to identify and categorize the problems that students make in their English essays in order to determine what causes them and how to fix them. The results demonstrate that these English learners struggle with grammar, spelling, and punctuation norms related to tense, verbs, articles, relative pronouns, and prepositions. This essay demonstrates how feedback can improve pupils' writing accuracy. Additionally, categorizing errors enables teachers to identify the typical language difficulties students have so that they can focus their attention on these issues. The outcome also shows that students frequently struggle to grasp the written feedback that professors provide and that providing written error correction takes time. As a result, teachers allot more time in class to explain the textual feedback they provide.

The findings of the writing feedback from teachers imply that mistakes educate the teachers on how much students improve and what they should continue to learn. Errors give teachers feedback on their teaching strategies. It also teaches teachers how effective they are at teaching at the same time. To change errors and help students come up with acceptable solutions, teachers need to understand the root causes of errors.

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Biodata

Nguyen Thi Trang is an English teacher in the Foreign Language & Informatics Department at the People's Police College II, Ho Chi Minh City, Vietnam. She has been teaching English in her school for seven years. Her research and teaching interests include Second Language Acquisition (SLA), Pragmatics, and Translation Studies.