EFL Students' Attitudes towards Teacher Correction and Peer Correction in Writing Skills

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ABSTRACT

The purpose of this study was to (1) find out the attitudes of non-English speaking students at Tra Vinh University towards error correction in writing skills, including teacher and peer correction, and (2) discover their perspectives on the benefits and drawbacks of both types of corrective feedback. A questionnaire with 25 items and an interview with two questions about the chosen research topic was used to gather the data for this study. 13 non-English-speaking students with majors in Vietnamese literature and Accounting were the primary participants in this study at Tra Vinh University. The findings indicated that the majority of participants highly appreciated teacher correction. Nevertheless, peer correction was also preferred by some participants. This meant that the participants' attitudes towards teacher and peer correction varied significantly, which gave a wide range of thorough insights for further studies in this area.

Introduction

Background of the study

Over time, society has become more and more interested in studying English. It takes a long time for learners to advance, and it is particularly difficult to master all four skills—listening, speaking, reading, and writing concurrently. On the other hand, writing ability is thought to be both the most crucial and the most difficult skill to master (Maarof et al., 2011; Sapkota, 2012; Arif & Lestari, 2014). Kusumaningrum et al. (2019) argued that writing is such a difficult and complex skill because it requires students to integrate a variety of factors, including the topic, the purpose of writing, and the intended readers. As written English is so challenging for learners, mistakes are bound to occur frequently (Oladejo, 1993; Lee, 2005; Sapkota, 2012). English teachers have tried numerous things in an effort to address that situation. It appears that error correction is frequently utilized to improve students' English writing (Bandura, 1996; Ganji, 2009). Although there are many other error correction methods, teacher correction and peer correction are reported to be the most common-used ones (Thongrin, 2001; Ganji, 2009; Ramírez Balderas & Guillén Cuamatzi, 2018). Errors pointed out by students' teachers and peers can be vocabulary, grammar, spelling, organization, ideas, and so on, with the purpose of

assisting students in completing writing tasks effectively. (Lee, 2005; Yang et al., 2006; Maarof et al., 2011). Having recognized the importance of error correction, particularly teacher correction and peer correction, this study was carried out with the goals of exploring EFL learners' attitudes towards error correction from their classmates and teacher and figuring out the advantages and disadvantages of the two categories of error correction. To be more specific about the participants, they were non-English freshmen coming from Vietnamese Literature class and Accounting classes at Tra Vinh University.

Research problem

There are benefits and drawbacks to both peer and teacher correction. In agreement with Lee (2005), Arif and Lestari (2014) also found that teachers were more skilled at providing corrections. Additionally, they noted that teachers might spot more mistakes. However, some common problems with this type of correction include the fact that students and teachers occasionally could not grasp one another's points of view, or students ultimately were unable to understand error correction from their teacher (Hamouda, 2011). Regarding the other kind of corrective feedback, there is a strong belief that peer correction can offer more precise errors or that both givers and receivers can learn a wide range of information by discussing it with each other (Lundstrom & Baker, 2009; Arif & Lestari, 2014). Nevertheless, a few frequent downsides of this kind of correction are that students and teachers occasionally do not understand each other's point of view (Tsui & Ng, 2000). It is noticed that students' attitudes towards error correction and the pros and cons of two forms of error correction differ extensively and depend on distinct situations (Lee, 2005; Hyland & Hyland, 2006; Hamouda, 2011).

Purpose of the study

This study aimed to examine the attitudes toward error correction of students in Vietnam, especially at Tra Vinh university, where English is not the native language, and students struggle with many challenges when learning English, notably writing abilities. In addition, the study determined whether Vietnamese students have similar advantages or challenges as other students in different countries analyzed in previous studies.

Literature review

English writing and its necessary components

In general, English writing has been defined diversely by a large number of researchers with different perceptions, demands, objectives, and so on. As stated by Arif and Lestari (2014), writing is a discussion between a reader and a writer. In order words, they indicated that writing works as a term of expression. In addition, Sapkota (2012) said that writing could be depicted to be a productive skill, which means graphic symbols in writing will be utilized to demonstrate specific implications conveyed from the writer to the readers. Contrasting from the other researchers' point of view, Widarinsih (2015) argued that writing is a process of transferring thoughts, feelings, and messages toward certain goals. To create a skilled composition and enhance writing abilities, writers need to combine smoothly and efficiently numerous elements such as vocabulary, grammar, organization, content, and so on. Among distinct factors to enable

EFL learners to develop their writing capacity, peer correction and teacher correction play an immensely vital role. Several standard characteristics require to focus on when corrective feedback is taking place. Before identifying important variables relating to error correction, particularly teacher and peer correction, a few popular factors influencing the writing system and students' progress will be illustrated and evaluated in the diagrams below.

Fig. 1 Wagiyo (2021)'s *essential writing mechanisms*

According to Wagiyo (2021), numerous features were normally verified as crucial elements to help students write proficiently. Nonetheless, vocabulary, grammar, content, organization, and mechanics were considered five required components to create a well-written product.
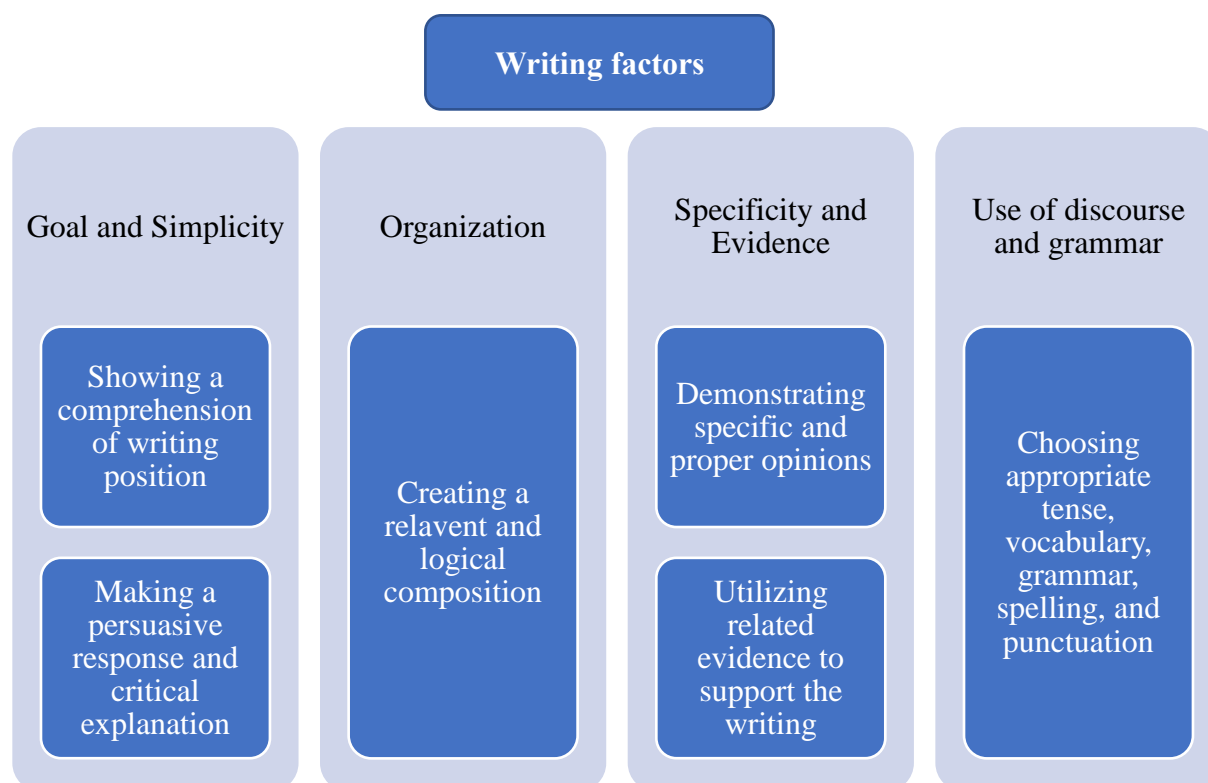
Fig. 2 Hermanto's points of view of vital writing factors leading learners to better writing (2018)

Hermanto (2008) gave not only key writing factors but also thorough supporting insights to provide a complete picture of writing expertly. The first two, "goal" and "simplicity," required students to show that they understood the article's point of view and to provide the base for an argumentative response and critical analysis. Next, in order to help students enhance their English writing abilities, the organizing dimension included the creation of a relevant and coherent composition. Hermanto highlighted specificity and evidence with their own detailed characteristics as the third component influencing writing far better. Writers were expected to provide readers with proper and honest opinions and effectively convincing evidence so as to support primary ideas or arguments as effectively as possible. Finally, proper usage of grammar, vocabulary, spelling, and punctuation for EFL learners' competent writing could not be missing.

Definitions of "attitudes", "error correction", "teacher correction", and "peer correction"

According to Lee (2005), error correction is the customary practice of providing "error feedback" on students' mistakes, and corrective feedback, which has a similar definition, is described as "putting things right by taking a remedial action" (Price et al., 2010). Teacher correction and peer correction appear to be the most widely used types of error correction for assisting students in improving their writing. According to Hamouda (2011), instructor correction is the process of identifying and fixing pupils' errors, which are mostly grammatical ones. In addition to the value of teacher correction, peer correction—the act of reading another person's writing and providing constructive criticism—is also valued by students as a way to improve their writing skills (Ramírez Balderas & Guillén Cuamatzi, 2018). Students are prone to display their attitudes, defined as the way people think and feel about things or views about

a case or an object, when receiving error corrections from teachers and peers (Oroujlou & Vahedi, 2011). Regarding the current study, error correction would be categorized as teacher correction and peer correction as well as defined as a process of reading students' writing, locating their mistakes—which are primarily related to grammar, vocabulary, organization, and content—and immediately correcting those errors for them.

Related Studies

Some related studies are going to be analyzed and sorted into different categories, which are the preference for teacher correction, preference for peer correction, peer correction after teacher correction, and equal liking between teacher correction and peer correction. Regarding the first category, Lee (2005) studied "Error Correction in the L2 Writing Classroom: What Do Students Think?". With the aim of examining students' perspectives on error correction in writing class, the researcher designed a questionnaire to discover students' perceptions. There was a total of 320 students from eight secondary schools in Hong Kong. The study suggested that over half of them considered error correction the teacher's responsibility.

Interestingly, Kavaliauskienė and Anusienė (2012) discovered a similar result in "Case study: Learners Attitudes Towards the Correction of Mistakes". To be specific, the main aim of this research was to discover learner mindsets for correction of mistakes or feedback as a language learning tool in oral, electronically- and paper-written work. They conducted the study at the Faculty of Social Policy, Mykolas Romeris University, Vilnius. The participants included students majoring in psychology and penitentiary law with specific learning English purposes. In this research, there were 24 students of psychology and 26 students of penitentiary law. The researcher found that half of the learners did not advocate the idea that their peers' correction would be beneficial to their writing. The possible cause of this opinion could be fear of being criticized publicly.

Similar to this, a study on "Students and Teachers' Preferences and Attitudes towards Correction of Classroom Written Errors in Saudi EFL Context" was undertaken by Hamouda (2011). He wanted to find out how teachers and students felt about writing error corrections in EFL classes, as well as how difficult it was for teachers to do so and for students to revise their papers after obtaining written feedback from teachers. A questionnaire that was taken from some earlier studies (Hyland, 2003; Ferris, 2004) was utilized as the main tool in Hamouda's research to gather the essential data. 200 students enrolling in two classes of Quassim University's Preparatory Year Program's Effective Academic Writing made up the study's population. Twenty non-native professors who teach English at this university and are from various nationalities were also participants. The study's analysis of the data revealed that the vast majority of students (78.5%) chose teacher correction because they believed their instructor would be better equipped to provide adequate feedback. Besides the mentioned researchers, Oladejo (1993) also indicated comparable findings in his research "Error Correction in FSL: Learners' Preferences". The major purpose of this study was to introduce the often-neglected opinions and attitudes of error correction in English writing learning. Particularly, 500 undergraduates of the National University of Singapore from five faculties (Science, Arts and Social Sciences, Architecture and Building, Business Administration, Engineering) were chosen to be participants to do the questionnaire. The result showed that an average of 65% of

the participants thought that their errors should be corrected by their teachers. The finding seemed to be initially expected because it is popular that in the predominantly Chinese culture of Singapore, peer correction is often considered to be undesirable as a sign of losing face.

Moving to the second classification, "A Comparative Study of Peer and Teacher Feedback in a Chinese EFL Writing Class," was organized by Yang, Badger, and Yu (2006), which turned out to be totally different from Oladejo's research (1993). This study was done at Chinese University to investigate whether peer correction was highly appreciated by examining two groups of students writing essays on the same topic, one receiving feedback from the teacher and one from their peers, as well as a questionnaire. About the questionnaire, 60% of the students thought peer feedback was "useful" or "very useful" compared to nearly 90% of students preferring teacher correction. This finding suggested that although teacher correction played a vital role in students' writing improvement, it would be undeniable that these Chinese students still valued peer corrections because they stated that "two heads are better than one" or "my peers are closer to me in age and experience".

In line with Yang et al. (2006), Jacobs et al. (1998) conducted a study on "Feedback on Student Writing: Taking the Middle Path". Their primary goal in conducting this study was to prove the hypothesis, "If peer feedback is not valued by L2 learners, ESL learners who have experience with both teacher and peer feedback will prefer not to receive peer feedback as one type of feedback on their writing," was flawed. 121 first- and second-year undergraduate ESL students who attended two universities, one in Taiwan with 77 participants and one in Hong Kong with 44 participants, were participants. They were required to answer the single question by selecting one of the two options and providing a brief justification in writing. Surprisingly, 112 (93%) of the 121 participants said they liked to get feedback from their peers, while only 9 (7%) of them opposed peer correction. These participants specifically stated that they would desire peer feedback to be one of the sorts of feedback they got on their work. They were, therefore, quite successful in disproving the notion.

Tsui and Ng (2000) conducted an experiment investigating the desire for peer correction under the title "Do Secondary L2 Writers Benefit from Peer Comments?". The study's goal was to document the roles of the teacher and peer corrective feedback in writing revisions among secondary L2 students in Hong Kong. The study was conducted in a high school. At the beginning of the school year, students were introduced to a process-oriented approach to writing in which they participated in a "writing cycle" for each writing task, which included brainstorming, drafting an outline, getting feedback from peers on their first drafts, revising those drafts to create second drafts, getting teacher feedback on those second drafts, and revising those second drafts to create third drafts, revision of third draft to make a final draft. The data collected also contained a questionnaire survey processed at the end of the fourth writing cycle. What was remarkable was that no matter whether the students had a high percentage or a relatively lower percentage of peer feedback, they saw corrections from their peers as having certainly crucial roles to play. Four roles known as a sense of audience, awareness raising through reading peers' writings, collaborative learning encouragement, and ownership of text support could be identified.

The last researcher who shared a similar result was Ganji (2009). He conducted research on "Teacher-correction, Peer-correction and Self-correction: Their Impacts on Iranian Students' IELTS Essay Writing Performance". Three tests were used to gather the data for this study: two IELTS exams and one TOEFL test administered on paper. Ganji set out to determine how advanced Iranian students performed on the IELTS writing test in relation to teacher correction, peer correction, and self-correction. 54 individuals were chosen from a pool of 75 IELTS applicants for the study and divided into three groups of 18. At the beginning of the semester, each student took a writing pretest. Following that, an 8-week treatment period during which they all received various forms of feedback began. In the end, he reached the conclusion that Peer correction and self-correction outperformed traditional teacher correction by a wide margin, and peer correction was found to be the most beneficial form of error correction.

Taking the next category, which is the preference of having peer correction after teacher correction, into consideration, Motlagh (2015) did a study on "Whom do learners prefer to be corrected by? Teachers or classmates?". The researcher wanted to investigate the preference for corrective feedback providers of Iranian students. To meet this goal, a questionnaire was conducted with the participation of 147 Iranian EFL learners to choose their favorite corrective feedback provider. The results were that 52.3% of these learners went for teacher feedback compared to 0% of peer correction preference. Nevertheless, surprisingly, there was 47.7% of them admitted that they were willing to receive corrections from their peers after being corrected by the teacher. Another study sharing a similar result was "Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research", conducted by Sapkota (2012). The study's key objective was to find out whether there would be an enhancement in students' writing skills through the approaches of peer correction followed by teacher correction. The participants for the study consisted of 10 students from a B. Ed College. The research report strongly recommended that the teaching of writing could be effective when using peer correction followed by teacher correction. Teacher correction could be just used as facilitation.

Last but not least, the equal importance between peer correction and teacher correction has been advocated by many researchers. Maarof et al. (2011) investigated "Role of Teacher, Peer and Teacher-Peer Feedback in Enhancing ESL Students' Writing" with the major purpose of figuring out students' insights into the role of the combined use of teacher feedback and peer feedback in boosting ESL writing in the hope that both types could be advantageous. A total of 150 students from five secondary schools answered a questionnaire containing 32 items on a 4-point Likert scale, two multiple-choice items, and three open-ended items. The results of the survey revealed that 140 out of 150 students (95.3%) believed they could enhance their writing with support from both their teacher correction and peer correction. Similarly, Thongrin (2001) did a study to discover "The Effectiveness of Self-, Peer- and Teacher corrected Writing on Writing Achievement of Undergraduate Political Science Students at Thammasat University. The researcher wanted to evaluate three different kinds of error correction mentioned above. There were 36 political science students at Thammasat University. They all attended writing classes in the first semester. The data set methods consisted of the researcher's English writing tests and a questionnaire prompting students' attitudes to different categories of corrective feedback. It

was reported that 83.3% of participants were strongly for the idea that three techniques should cooperatively correct writing errors.

In short, there have been various results of preferences for different types of error correction. Some studies showed the dominance of teacher correction, while others indicated the opposite results. In addition, it was not uncommon for many students to prefer receiving both peer and teacher corrections to having one. Interestingly, some students also admit that they were willing to be corrected by their peers after getting error corrections from their teacher. Therefore, these findings seem to vary significantly, depending on different aspects, including the sort of learners, learning purposes, background knowledge, and so on. Thus, in order to discover more aspects of peer correction and teacher correction in writing skills, if finances and energy permit, further researchers should broaden the scope to include more accurate and trustworthy data. Additionally, prolonged observation will be important to assess students' attitudes toward teacher and peer correction and the advantages and disadvantages of each approach.

Research Questions

To fulfill the purpose of the study, the questionnaire and interview were seeking to answer the following research questions:

1. How do non-English students at Tra Vinh University feel about receiving corrective feedback on their writing from peers and teachers?

2. What are their perspectives on the benefits and drawbacks of each type of error correction?

Methods

Pedagogical Setting & Participants

Thirteen freshmen majoring in Vietnamese Literature and Accounting participated in the study at Tra Vinh University. These students, who included ten females and three boys, ranged in age from 18 to 19, with some exceeding that age. Initially, all 13 students were asked to complete a questionnaire evaluating the benefits and drawbacks of peer and teacher correction. The same individuals from the questionnaire were then interviewed in order to elicit their deepest thoughts about teacher and peer correction. The participants have been studying one English course called non-English major course 1, using the main textbook, which is Objective PET Student's Book written by Hashemi and Thomas (2010). Currently, they are having non-English major course 2, using the same textbook. During two terms of studying English as a foreign language, they can make progress consistently on four skills, but writing is still too tough for them to grasp. Applying teacher and peer corrective feedback to assist students in raising their writing ability is, therefore, extremely useful and crucial.

Design of the Study

The purpose of the study was to find out how non-English students felt about receiving peer and teacher feedback on their writing, as well as the benefits and drawbacks of these two tools. A questionnaire and an interview served as the study's two primary instruments, and both quantitative and qualitative methods were used to gather meaningful and in-depth information.

Data collection & analysis

A questionnaire and an interview were the two main types of tools used in the study. A questionnaire was the best first-instrument choice for eliciting various perspectives on the advantages and challenges of a wide range of pupils. Due to the questionnaire's practical and time-saving features, the quantitative data it yielded was also simpler to evaluate. Regarding the second method, interviewees were chosen since they did not have predetermined responses like a questionnaire and allowed students to express their opinions freely and comfortably. As a result, an interview appeared to be a useful method for gathering a ton of important data to support the questionnaire's findings. An interview would also be suitable for evaluating qualitative aspects.

Questionnaire

Prior to developing the questionnaire used in this study, a variety of data from previous studies would be gathered and modified to understand better students' attitudes towards teacher correction and peer correction as well as how they perceived the benefits and drawbacks of the two types of corrective feedback. Specifically, information from three research by Hamouda (2011), Maarof et al. (2011), and Tsui and Ng (2000) served as the foundation for the questionnaire's design. There were two primary sections to the questionnaire. The initial step was to gather demographic data about the participants, including gender, age, the number of years spent learning English, and how frequently they practiced writing. In the following section, 25 items were designed in a five-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) and categorized into two types of error correction, including 14 items relating to teacher correction and 11 items relating to peer correction, in order to get students thinking about the strengths and weaknesses of two error correcting forms. With the exception of items 6 and 8 in the teacher correction aspect and the fourth item in peer, correction observed and expressed firsthand, the majority of the statements were primarily taken from the findings of the three researchers described above.

The chosen individuals had between 15 and 20 minutes to complete the questionnaire, following the instructions in each section. Before beginning, they were told that the goal of the questionnaire was to learn about their perceptions of the advantages and disadvantages of instructor and peer feedback in order to improve their study of writing. There were no right or wrong responses, so they were expected to answer as truthfully as they could.

Interview

The interview was created with the following two questions in order to corroborate the questionnaire's findings and learn how children feel about receiving correction from teachers and peers:

1. Do you prefer peer correction or correction from the teacher? Why?

2. How do your teacher and your peers assist you in editing your written work?

Thirteen non-English speaking students majoring in accounting and Vietnamese literature were selected as interview subjects. They got roughly five minutes to respond in Vietnamese to two questions. Vietnamese was permitted since it was a language that people could readily and fully

employ to communicate a wide range of thoughts. Their comments were taken down and later typed down to support the survey's findings.

Results/Findings and discussion

Presenting the results under the lights of the research questions.
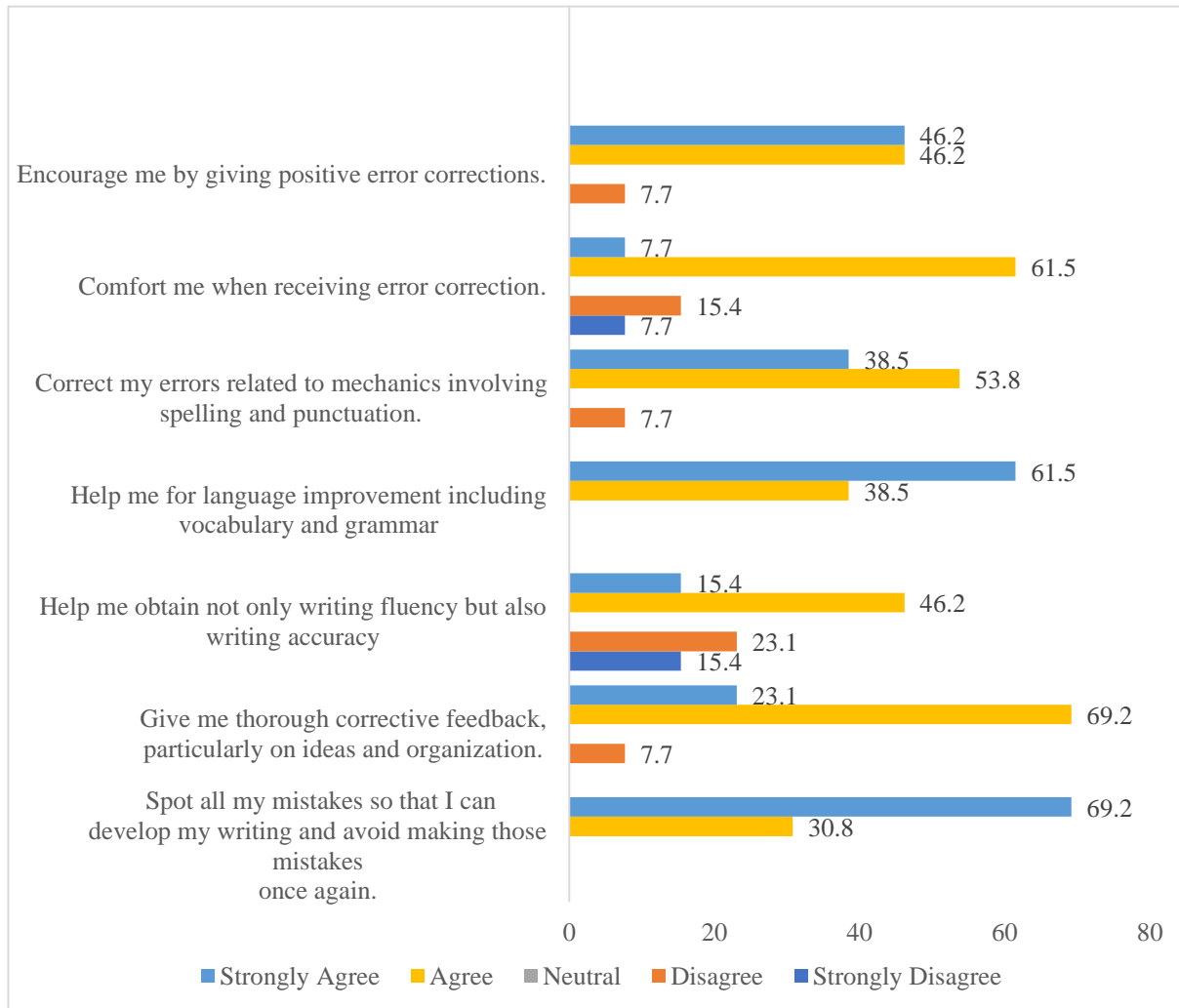
Questionnaire

Fig. 3 Advantages of teacher correction

Fig. 3 obviously shows that giving students thorough and specific corrective feedback, especially on ideas and organization, and pointing out all of their mistakes so that they can greatly improve and avoid making those mistakes again were two major benefits of teacher correction for students. These two responses received the highest percentage, with 69.2% each agreeing and strongly agreeing. The improvement of their language skills, including vocabulary and grammar, was the next benefit of the teacher's corrective feedback, with 61.5 % strongly agreeing. Similar to this, 61.5 % of participants concurred that receiving written comments from teachers can make them feel more at ease. This finding placed teacher correction in third place among the benefits. Other noteworthy benefits of teacher correction included fixing students' mechanics problems, such as spelling and punctuation, and assisting them in improving their

writing accuracy and fluency, receiving the majority agreement (53.8 and 46.2 in turn). Intriguingly, the same percentage (46.2) of participants strongly agreed and agreed that teachers could motivate students by constructively correcting their errors.
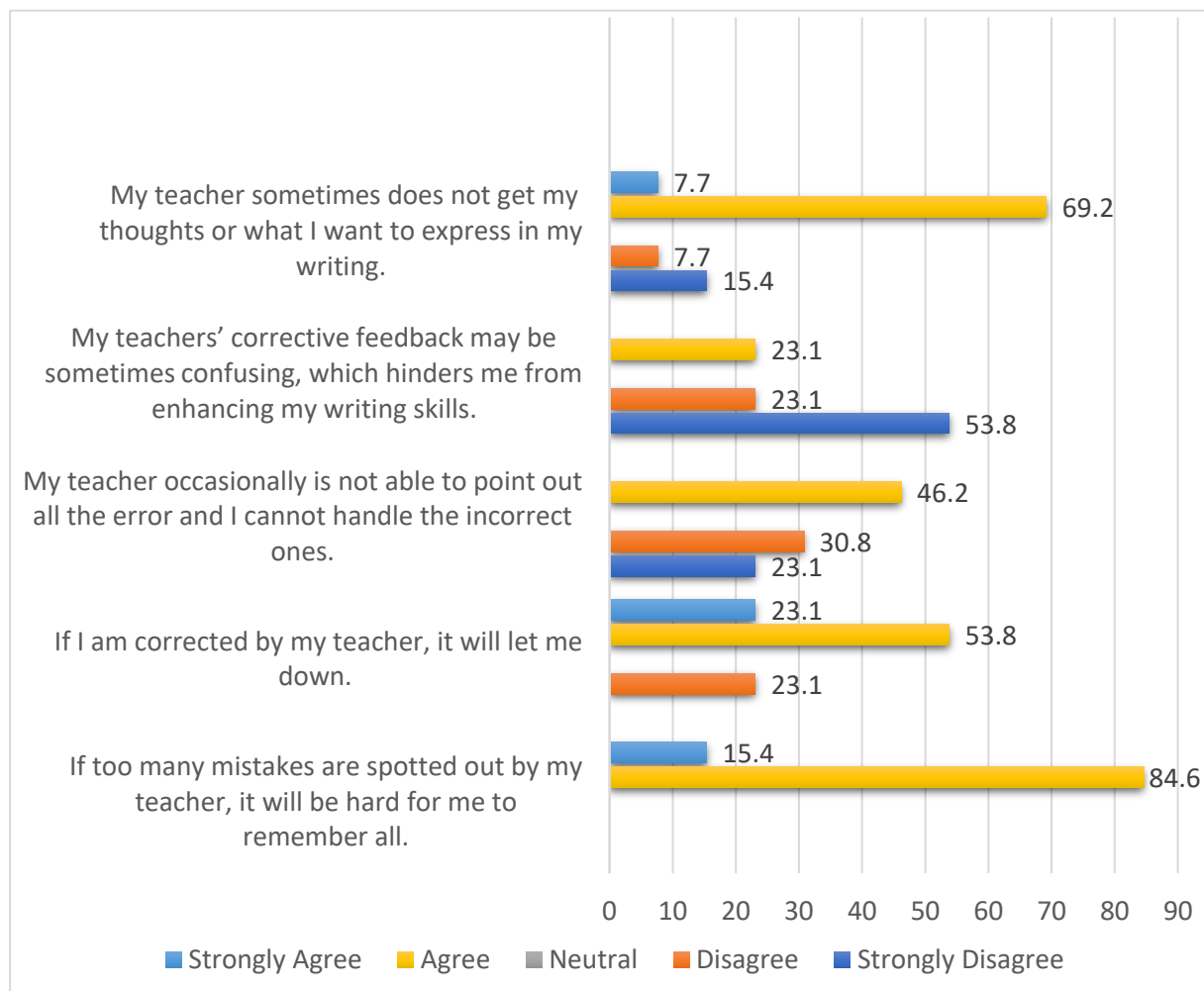

Fig. 4 Disadvantages of teacher correction

Here are some statistics outlining various issues that students may encounter when getting teacher corrective feedback. The majority of participants (11 kids, or 84.6 %) agreed that if their teacher corrects too many errors, they won't be able to recall all of them. Nine participants, or 69.2%, agreed that their teacher occasionally does not comprehend their thoughts or what they want to communicate in their writing. This was the second biggest issue. 53.8 % of them concurred that receiving frequent error corrections from their teacher would discourage them. The fact that sometimes their teacher cannot find all the errors and they are unsure of how to cope with the incorrect ones was ranked as the second difficulty, and then this one, agreed by 46.2%. Surprisingly, 53.8 percent of participants strongly disagreed with the offered drawback of teacher correction, which was that it could be imprecise or difficult to understand, preventing them from improving their writing abilities.
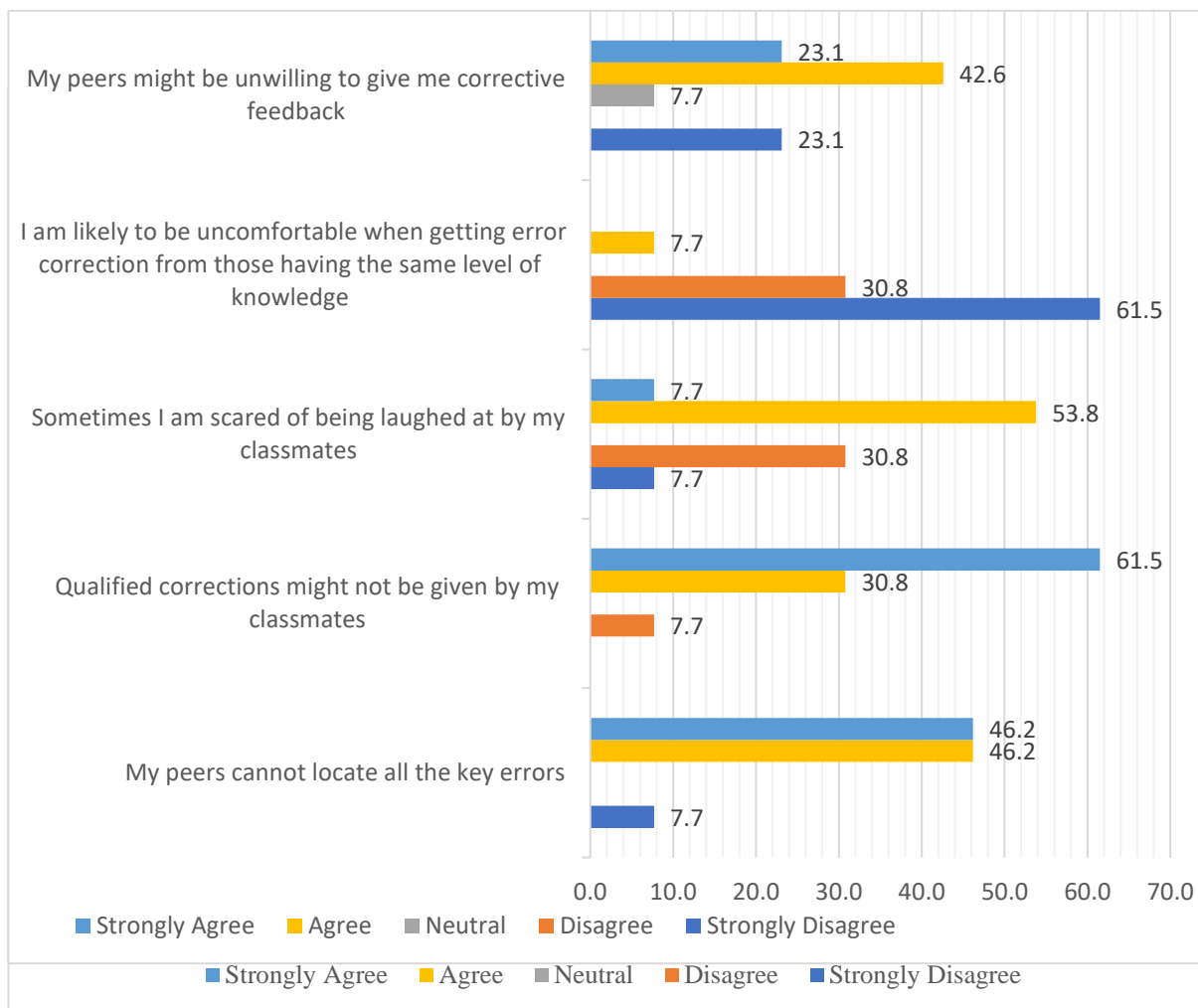
Fig. 5 Pros of peer correction

Fig. 5 unequivocally demonstrates the largest benefit that peer correction may provide to the participants, attaining agreement with 76.9% of the participants, which was to help them write more seriously because they know that they have a real audience reading their writing. The notion that peer assessment might help students identify strengths and weaknesses they might not otherwise be aware of was introduced after this (69.2%). The ability to disclose difficulties more easily because peer correction is less intimidating or stressful than instructor correction was another significant benefit of peer correction that 8 participants (61.5%) acknowledged. Another clear advantage of peer correction was that it increased students' writing correctness, which was acknowledged by 53.8% of the participants. However, almost half of them (46.2%) disagreed that their peers could provide more detailed criticism on content.

Cons of peer correction

The majority of the participants, eight out of the thirteen, agreed that their peers' potential inability to provide insightful or qualified corrections was the biggest challenge. 53.8% of the participants concurred that they occasionally worry about being laughed at by their peers. With relatively high percentages of participants, peer correction also has the drawbacks of students' classmates being unable to identify all the critical faults and their peers possibly being hesitant to correct their errors, with 46.2% and 42.6%, respectively. Eight participants (61.5%) strongly

disagreed that they frequently experience discomfort while getting constructive criticism from those with the same education or experience level.
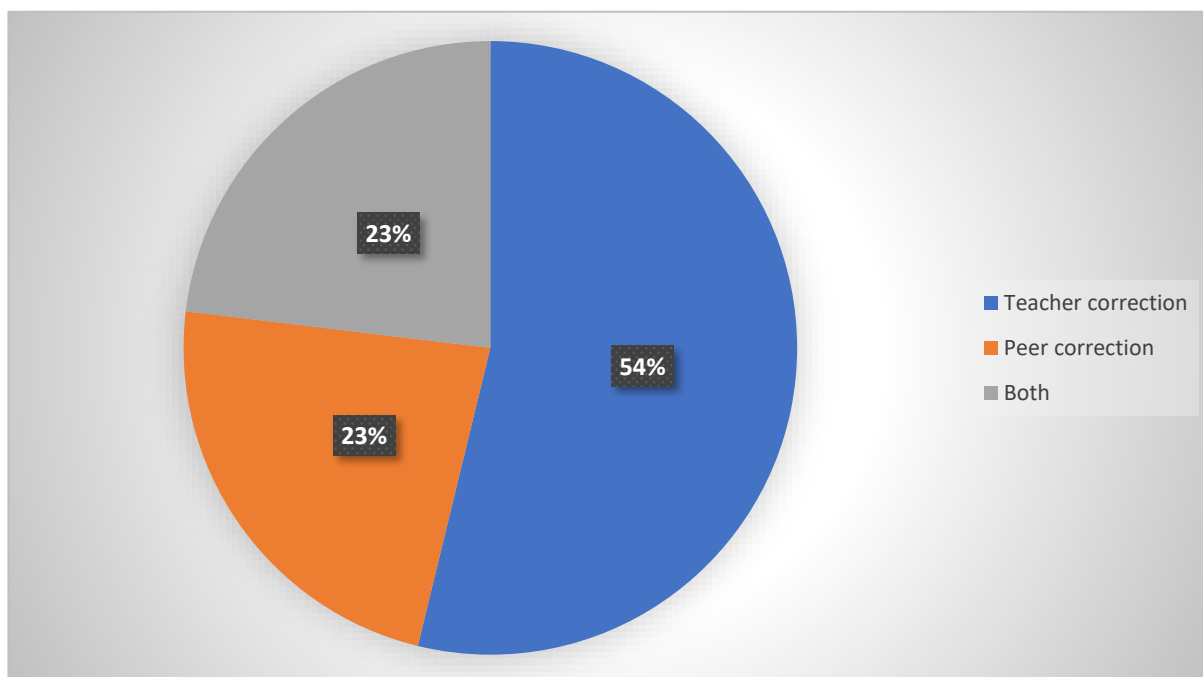
Interview

Fig. 6 Learners' fondness of teacher correction and peer correction

Thirteen non-English first-year students at Tra Vinh University who were majoring in Vietnamese literature and Accounting were interviewed for the study, and the results showed that a large majority of them (54% out of 100) desired their teacher to correct their writing mistakes. They firmly believed that their teacher had the academic ability to correct their errors accurately and professionally. However, three pupils of the others also gave peer correction a positive evaluation. They indicated that they really enjoyed getting constructive criticism from their peers. Finally, three additional students—or 23% of the participants—favored both forms of error correction equally. They believed it would vary depending on the circumstance. One of them claimed that his teacher would be the greatest person to provide him with grammatical or vocabulary corrections. Even so, he occasionally desired to generate fresh ideas for his work by soliciting feedback from his peers who could be knowledgeable about something entirely new and worthwhile to learn.

Regarding the second interview question, the interviewees provided a range of methods through which their teacher and students would correct their mistakes. The majority of participants in this study defined teacher correction as the process of finding students' grammatical problems and unsuitable words and correcting those mistakes for them. Others, however, claimed that their teacher frequently highlighted or circled their errors first. Then, after a brief phone chat, their teacher would call them to discuss how to improve their written work. A few individuals also revealed an additional alternative technique of instructor reprimand. On occasion, their teacher found their faults, displayed them to the class, and requested that some students fix them. If such learners were unable to provide proper corrective comments, the teacher would do it instead. Regarding peer correction, two approaches appeared to be relatively comparable

to the first one for correcting students' essay writing. They would first identify the mistakes and make the necessary corrections for their friends. Second, they would identify some problems in writing and offer the writer some solutions to fix the errors.

Discussion

The primary goal of this study was to understand better how non-English students who were majoring in Vietnamese literature and Accounting felt about peer and teacher correction of their writing. Another specific objective of this study was to learn students' perspectives on the benefits and drawbacks of receiving constructive criticism from their teachers and peers. The study's main conclusions were covered in part before. The results of the questionnaire and the interview will be outlined and discussed in this section.

Students' views on the benefits and drawbacks of teacher correction and peer correction after doing the questionnaire

Hamouda's study (2011) found that teachers are frequently thought to be more qualified in providing adequate error correction, helping students point out all of their mistakes so they can improve and avoid making those mistakes again greatest benefit provided for students. It is clear why this benefit was given a higher ranking than the others in this study because the majority of students have a strong sense of confidence in their teacher's professional abilities and ability to manage many areas when correcting students' written faults effectively. Another significant advantage of teacher correction highlighted in this study was the ability of teachers to provide students with specific and in-depth corrective feedback, particularly on ideas and organization. The study of Sapkota (2012) also underscored this agreement. The second-place benefits of instructor correction were helping students with language development, particularly vocabulary and grammar, and making them feel more at ease when getting written criticism. Grammar mistakes were the primary focus of both teachers and students in numerous studies on error repair (Paulus, 1999; Tsui & Ng, 2000; K. Hyland & Hyland, 2006). It follows that English teachers frequently give grammar and vocabulary the most emphasis. Due to this, students frequently believe that their ability to write will increase as they become more fluent in grammar and vocabulary.

Perdani's research (2020) demonstrated the presence of a comfortable sensation after getting instructor punishment. The most often cited drawback of teacher correction was "If my instructor corrects too many faults, I cannot recall them." This flaw can suggest that the participants prefer to move along steadily rather than attempting to learn everything they can. The fact that teachers occasionally fail to comprehend students' thoughts or what they are trying to convey in their writing was another significant negative of teacher correction. This can be explained by the fact that every person has unique perceptions of many factors. As a result, different concepts or expressions may be expressed in different ways. Additionally, non-English speaking pupils in rural areas, particularly in Tra Vinh city, often struggle to communicate their opinions in the right language. This most likely leads to miscommunication between writers and readers, who serve as their teachers. It is believed that teachers' confusion is harmful to students' self-esteem when they make comments like "What's this?" or "I don't understand what you are saying here" (Jimena et al., 2005). The study's participants also mentioned that they

would become discouraged if their teacher constantly corrected their mistakes. From Bandura's (1986) research, it may be extrapolated that such a practice may reduce student efficacy. According to the researcher, students might not apply error correction in the best way if instructor correction causes them to have decreased self-efficacy.

Peer correction in this study was valued positively, which set it apart from many other studies, and a large number of participants endorsed its benefits. Because they are aware that their work will be read by real people, students who take their writing seriously tend to receive the best grades. This pattern was consistent with Tsui and Ng's study (2000), which found that participants favored peer correction since they felt like their audience. Another important advantage of peer correction is that it encourages students to communicate their issues more openly because it is less intimidating or stressful than instructor correction. When correcting several errors, teachers can become stern or feel unhappy, which might produce students anxiety. In Hamouda's research (2011), this problem was explained that teachers tend to think that correcting all the mistakes not only becomes overloaded work but also has a negative impact on students' self-awareness as they only copy what has been corrected by the teacher into their new writing. As a result, discussing ideas with classmates comfortably and easily can be more preferable (Jacobs et al., 1998).

Two significant peer correction weak spots will be thoroughly examined in relation to the last dimension. Students frequently faced the initial challenge that their peers would not provide adequate or satisfying feedback when correcting them. It is frequently said that pupils lack professional abilities or are unable to fix their classmates' writing errors as accurately as their teacher can (Lee, 2005; Ganji, 2009; Perdani, 2020). It's possible that students simply obtain a few fresh perspectives on the subject matter or the foundation for constructive peer criticism. Correcting crucial faults that may involve intricate grammatical construction, suitable vocabulary, or efficient organization calls for a variety of abilities and knowledge. According to Kavaliauskien and Anusien's research, one major drawback of peer correction was that occasionally pupils were afraid of being mocked by their peers (2012). They noted that 50% of the participants in their study decided against peer correction because they would face public criticism and ridicule from their peers. However, turning to this study, it was found that many students vehemently disagreed that they typically feel uneasy while obtaining error correction from those who have the same knowledge or academic level. This disagreement was comparable to Oladejo's research from 1993, in which 65% of participants disagreed that getting feedback from classmates was not the same as losing face. Hence, it can be concluded that the study's participants are open to receiving peer criticism as long as they are not harshly disparaged or made fun of.

Students' attitudes towards teacher correction and peer correction through the interview

The majority of participants in the interview appeared to greatly value instructor correction, according to the interview's results. They were convinced that their teacher had the knowledge and skills necessary to fix their writing errors. Additionally, it is well known that Vietnamese pupils have become accustomed to receiving constructive criticism from their teachers. It shapes their habits and even their mindset that only their teacher has the necessary academic background and professional expertise to handle it effectively. The fact that pupils prioritized

instructor correction was in line with Hamouda's research findings (2011). He found that pupils preferred teacher correction due to their confidence in the teacher's ability to correct and their discomfort with peer correction. Three students chose peer correction out of the 13 interviewees, and three students had positive attitudes about both methods of error repair. They chose to receive constructive criticism from peers because doing so made them feel more at ease and at ease when talking and exchanging ideas with their classmates. One of them remarked, "I prefer having my classmates correct my writing because we can argue openly and comprehend one other's points of view." Regarding the final consideration, the main factor influencing the preference for both mistake correction types was diverse conditions. Students who preferred this pairing said that while their friends might provide them with fresher content ideas, their teacher could mostly assist them with grammar and vocabulary. This may resemble a study by Maarof et al. (2011) in which the majority of pupils desired the use of both teacher and peer criticism simultaneously. They discovered it to be more useful and crucial for improving their writing capacity.

Conclusion

In the context of Tra Vinh University, the current study examined the attitudes of non-English speaking students regarding peer and teacher criticism of their writing abilities. The questionnaire and the interview were the two main data gathering methods used in this study. A total of 13 non-English-speaking students with majors in Accounting and Vietnamese literature were chosen to take part in the interview and questionnaire. The outcomes are listed below. There were both discrepancies and parallels between the questionnaire's findings and those of several other studies. Numerous studies' findings indicated that there were four key benefits for students who received teacher correction. The next step was to provide them with explicit and in-depth remedial criticism, focusing in particular on concepts and organization. The latter two included making students more confident when receiving written feedback and assisting them in improving their writing correctness and fluency. Additionally, two major challenges to instructor correction were consistent with prior investigations. The students concurred that if their teacher corrects too many errors, they won't be able to recall them all.

Additionally, sometimes, their teacher does not comprehend the thoughts they are trying to convey in their writing. The largest advantage of peer correction, as determined by analysis, was that it encouraged students to take their writing more seriously because they were aware that a genuine audience was reading it. Most participants concurred that their peers could identify their strengths and shortcomings that they may not be aware of after that. Another important benefit of peer correction is that it makes it easier for students to talk about their issues because it is less intimidating or stressful than instructor correction. Peer correction, in contrast, has two major drawbacks: occasionally, pupils fear ridicule, and their peers may not provide enough satisfactory adjustments. More than half of the participants indicated that instructor correction was their preference for the interview's outcome. However, both sorts of error correction and good attitudes about peer correction also took place. The variety of answers may result from the students' various backgrounds or learning styles. The majority of participants who preferred teacher correction indicated that they had complete confidence in their teacher's knowledge, whereas some others firmly believed that getting peer correction was

more comfortable in some way. Finally, some of them liked both types of error correction, depending on the many circumstances or aspects they wished to enhance.

Limitations

The study had to put in a lot of time and effort, yet it still had significant flaws, which should be acknowledged as follows. First off, the research's breadth was not as comprehensive as anticipated due to time constraints and a small participant pool. As a result, the study has to be limited to Tra Vinh University's students, in particular non-English majors. Due to this constraint, the study was only able to collect and clarify some of the aspects of students' views regarding writing skill repair. Due to the fact that this study was just basic, there were further detailed topics that needed to be covered and discussed in greater detail. In short, the study's limited participants and breadth were its two main issues, which might have influenced the study's findings.

Recommendations for Further Research

As was noted in the earlier section of this chapter, the study's scope was restricted to one university, and just a few individuals were chosen. Therefore, other researchers can broaden the scope for more accurate and dependable data for their future studies if time, money, and effort permit. Potential subjects for the study in the same field could be English majors. Long-term observation will also be essential in order to more thoroughly and accurately assess students' attitudes toward both teacher and peer correction, as well as the advantages and disadvantages of each method. Future researchers can go in those two important ways to learn more about the subject.

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Biodata

Currently, Vo Thi Thanh Mai is working as an English teacher at Victory center and Tra Vinh university in Tra Vinh city, Vietnam. She has been teaching since 2019, and she has been extremely lucky when having classes with numerous types of learners, which significantly varies her teaching experiences. In terms of doing research, She is really into discovering English learning and teaching problems in order to seek solutions for both herself and other teachers who are also interested in this field. To be more specific, among a wide range of English skills and elements, writing always attracts her attention because it is regularly believed to be the most difficult skill to master. This means students are likely to struggle with a great number of writing problems that hinder their English learning development. Thus, she is motivated to study this area as much as she can.