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Secondary Students' Responses when Teachers Correct Their Mistakes Throughout Passage Reading

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A B S T R A C T

This study explores strategies to improve reading comprehension and examines the direct and indirect impacts of remedial feedback, particularly among high school students learning English as a foreign language. It also looks into how students react to criticism, including their perceptions of corrective methods and their general attitudes toward them. The research identifies key factors that shape these reactions, based on a simple experimental study involving 30 participants.

Findings reveal that the type of corrective feedback and the nature of errors influence student performance differently over time. Participants generally favored direct feedback, finding it easier to apply and less time-consuming. However, indirect feedback appeared to be more effective in helping students improve overall accuracy when engaging with new reading materials.

A subset of students still faced difficulties with reading and received both forms of feedback. Some of them preferred indirect correction, believing it helped them identify, fix, and remember their mistakes while reducing repeated errors during review.

Students may struggle to process feedback due to quick teacher corrections or limited review time. To overcome these barriers, students employed various strategies, such as seeking help from teachers, carefully reviewing their work, consulting dictionaries or grammar guides, or writing and reading corrections aloud.

Overall, the study concludes that a combination of direct and indirect corrective feedback significantly enhances reading comprehension and accuracy for EFL learners, with long-term benefits.



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ردود أفعال طلاب المرحلة الثانوية عندما يقوم المدرسين بتصحيح أخطائهم أثناء قراءة المقطع

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المستخلص

تستكشف هذه الدراسة استراتيجيات تحسين فهم القراءة، وتدرس الآثار المباشرة وغير المباشرة للتغذية الراجعة التصحيحية، لا سيما بين طلاب المرحلة الثانوية الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. كما تبحث في كيفية تفاعل الطلاب مع النقد، بما في ذلك تصوراتهم لأساليب التصحيح ومواقفهم العامة تجاهها. ويحدد البحث العوامل الرئيسية التي تُشكل هذه الانتقادات، استنادًا إلى دراسة تجريبية بسيطة شملت 30 مشاركًا.

تكشف النتائج أن نوع التغذية الراجعة التصحيحية وطبيعة الأخطاء يؤثران على أداء الطلاب بشكل مختلف بمرور الوقت. فضّل المشاركون عمومًا التغذية الراجعة المباشرة، إذ وجدوها أسهل تطبيقًا وأقل استهلاكًا للوقت. ومع ذلك، بدت التغذية الراجعة غير المباشرة أكثر فعالية في مساعدة الطلاب على تحسين الدقة العامة عند التعامل مع مواد القراءة الجديدة.

لا تزال مجموعة فرعية من الطلاب تواجه صعوبات في القراءة، وتلقّت كلا النوعين من التغذية الراجعة. فضّل بعضهم التصحيح غير المباشر، معتقدين أنه يساعدهم على تحديد أخطائهم وإصلاحها وتذكرها، مع تقليل تكرار الأخطاء أثناء المراجعة.

قد يواجه الطلاب صعوبة في معالجة التغذية الراجعة بسبب سرعة تصحيحات المعلمين أو ضيق وقت المراجعة. للتغلب على هذه العوائق، استخدم الطلاب استراتيجيات متنوعة، مثل طلب المساعدة من المعلمين، ومراجعة أعمالهم بعناية، والاستعانة بالقواميس أو أدلة القواعد، أو تصحيح الكتابة والقراءة بصوت عالٍ.

بشكل عام، خلصت الدراسة إلى أن الجمع بين التغذية الراجعة التصحيحية المباشرة وغير المباشرة يُحسّن بشكل كبير فهم القراءة ودقتها لدى متعلمي اللغة الإنجليزية كلغة أجنبية، مع فوائد طويلة الأمد.

1. Introduction

In my classroom, you would witness students actively expressing their ideas, asking questions confidently, and making meaningful connections. During reading sessions, the teacher notices differences in focus among students—some pay close attention to language details and letter patterns, while others, who thoroughly study texts at home, demonstrate stronger proficiency in English. These variations are often influenced by external factors, such as their learning environment. For example, regularly watching English-language TV channels can significantly improve their language acquisition.

When the teacher corrects students while they read in class, most students respond positively, as they are motivated to enhance their language abilities. These corrections are

provided either directly or indirectly. However, some students face significant difficulties reading English texts and lack basic language skills, leading to frequent grammatical or linguistic mistakes or an overall inability to read effectively. Teachers respond to these challenges with direct or indirect correction, which can evoke either constructive or discouraging reactions, depending on the student. Therefore, it's essential that corrections are delivered in a supportive and encouraging way to help struggling learners progress.

Students with strong metacognitive skills can evaluate their reading comprehension and recognize when they understand a text and when they do not. They often have strategies to resolve comprehension issues. Still, many students frequently make errors in grammar or language while reading, which poses a major obstacle—especially for those with low reading comprehension, whether in narratives or informational texts.

Given this, English teachers must tailor their corrective strategies by first assessing students' comprehension levels and identifying where misunderstandings occur. By applying both direct and indirect feedback methods appropriately, teachers can observe how students react and adapt. Ultimately, effective correction depends on understanding student needs and using thoughtful approaches. If you stepped into my classroom, you'd see students engaged in thoughtful dialogue, posing questions, and connecting ideas with enthusiasm.

2. Statement of the Problem

English language instruction is highly valued in Iraq since the Ministry of Education once prioritized teaching English as a foreign language by incorporating it into the school curriculum from the very beginning. Dalem (2017) emphasized that oral communication skills hold the highest importance in second language education and are fundamental for the success of many ESL learners.

After gaining proficiency in this language, students move on to the first grade of primary school, where they acquire reading abilities. Reading in English is crucial among the language skills—reading, listening, writing, and conversation—and plays other essential roles in the educational process. Ur (1996) emphasized that speaking is the most crucial part of learning English, as individuals are considered proficient when they can use the language verbally. This indicates that verbal usage holds more importance than simply understanding the language.

The student's ability to read in English is the objective since it will be necessary for him or her at the university level. Studying several scientific disciplines in English, teaching the learner the value of the English language, cultivating an upbeat attitude, and supporting him in becoming linguistically competent in the future, and from this perspective

Research in the field of education has revealed that many students lack the basic skills necessary to learn English, particularly in reading. This finding was based on discussions with English language teachers and examined data on secondary school students, who are likely to continue facing difficulties.

The academic experience at the primary stage can be quite complex and profound. The researcher employed both direct and indirect methods to address the reading errors of a specific group of middle school students, drawing on observations of the challenges these students faced, as reflected in their academic records.

3. Research Questions

1/What methods do a secondary school student prefer to learn the skill of reading the English language?

2/Is the direct method or the indirect method for correcting errors when learning and developing reading better for teachers?

3/Do students' responses to direct and indirect methods contribute to the development and proficiency of students' reading?

4. Hypotheses

H1: Secondary students who are corrected during passage reading are more likely to experience increased reading accuracy over time.

H2: Frequent correction by teachers during passage reading leads to decreased student participation due to anxiety or embarrassment.

H3: Immediate teacher correction during reading improves students' pronunciation and fluency more effectively than delayed feedback.

5. Aims of research

The study aims to:

1/recognizing the problems that students of the book's systematic understanding sections who are in secondary school face

2/This study may open another major study to investigate similar or related topics

On the subject of the research.

3/Making use of the research findings to raise the standard for teachers of English,

the problems that students face when reading comprehension passages to improve their academic performance

4/This study shows us the extent of the impact of oral correction on students' responses in class.

6. Definitions of Basic Terms

6.1 Reading skills:

Reading is a mental process that is necessary for both obtaining knowledge and being successful in today's communities. These days, a great deal of studies on second language reading are focusing on readers' skills. y. Rivers (1981) believes that reading is the most important activity in any language class (p. 259).

6.2 Reading Strategies

SLA researchers have classified two main broad categories for reading strategies, namely cognitive and metacognitive strategies. "metacognitive strategies involve planning, monitoring, and evaluating that take place before, during, and after any thinking acts such as reading... In contrast, cognitive strategies refer to integrating new material with prior knowledge. Cognitive strategies that students use to acquire, learn, remember, retrieve and understand the material while reading include rehearsal, elaboration, and organizational strategies" Pereira-Laird, J. A., & Deane, F. P. (1997 - p. 190). According to the definition given above, cognitive strategies are required to complete the reading task, but metacognitive strategies are required to comprehend how reading organizes and completes the work. It seems that both strategies are related to one another and can be applied equally. Anderson in his studies looked at how different adult second language learners applied their reading skills. Readers with high and low scores essentially employed similar strategies while responding to the comprehension questions. Anderson did discover, however, that high scorers were better at customizing and putting reading strategies into practice than weak scorers.

6.3 Classroom of Textbook

Textbooks are undeniably the most widely used educational resources in language classes. Consequently, they should include the core elements of both language and culture. The Oxford Advanced Learner's Dictionary defines a textbook as "a book that teaches a specific subject and is primarily utilized in schools and colleges" (p. 1238, OALD, 2000). Hutchinson and Torres (1994, p. 315) assert that “the textbook is an almost universal aspect of (English language) teaching.” Cortazzi and Jin (1999) describe a textbook as serving multiple roles: a teacher, a guide, a resource, a trainer, and an authoritative reference. Textbooks provide educators with essential information on vocabulary and grammar, as well as insights into the languages and cultures of English-speaking countries. They are regarded as resources because they offer a range of materials and exercises for teachers. Furthermore, textbooks can function as trainers for inexperienced teachers who need guidance, support, and instruction. A textbook is considered an authoritative source when it is perceived as credible, dependable, authored by experts, and endorsed by reputable publishers or educational institutions.

6.4 Direct Corrective Feedback

According to Bitchener and Ferris (2012: P. 148), direct corrective feedback refers to a "correction that not only identifies the error but also provides a specific solution to the issue." The aim of direct corrective feedback is to aid students in improving their reading and writing abilities in future assignments.

6-5 Indirect Corrective Feedback

Indirect corrective feedback is identified as a type of correction that indicates the location of an error without offering the actual corrections. This feedback can be presented in various ways, such as underlining or circling mistakes (Bitchener & Storch, 2016). The indirect corrective feedback method is often recommended as the most effective approach because it encourages learners to "engage in guided learning and problem-solving" (Lalande, 1982). In essence, it places the onus of correction on the student.

6.6 Students attitude:

Research shows that student behavior includes their attitudes and actions during learning, how independent and responsible they are, how involved they become in class, and how all these aspects affect the way they learn.

In psychology, "attitude" means the mix of emotions, thoughts, and behaviors that we direct toward something—like a topic, person, or situation. It shows how we judge or feel about that thing, either in a positive or negative way (Cherry, 2024).

Based on this idea, we can say that attitude is made up of three parts: how we feel, what we think, and how we act in certain situations. These are shaped by our past experiences, education, background, and the social environment we live in.

Additionally, researchers propose that our attitudes are composed of three primary dimensions (Jain V. 2014) (Bagozi R. 1994) (Chaiklin H. 2011) (Perlovsky L.2013):

1. **Affective Component**: This involves your emotional reactions—how you *feel* about a person, object, event, or issue.
2. **Behavioral Component**: This refers to how you *act* or intend to act in response to those feelings and beliefs. It includes both verbal and physical reactions.
3. **Cognitive Component**: This includes your *thoughts*, beliefs, and understanding about the subject in question.

In addition, these researchers also explained that attitudes can also be explicit or they may be implicit. They defined explicit situations as those we are fully conscious of and can deliberately express; they directly influence our emotional responses and behaviors in a clear, intentional way. In contrast, implicit attitudes are subconscious—though we may not be aware of them, they still subtly shape our feelings and actions, often without our realization."

6-7 mistakes and errors:

The terms "error" and "mistake" must be carefully differentiated because they have different characteristics. Errors are an inherent part of the language learning process, as explained by Dulay et al. (1982: 138). They represent imperfections found in learners' speech, writing, reading, and listening. Addressing these errors is complex, and this complexity is reflected in ongoing debates about when, how, what, and whether corrections should be made.

According to Corder (in Ellis, 2008:971), errors occur when students make faults because their internal second language system is still development.

Corder (in Ubol, 1981:5) explains that errors can be categorized into two types,

systematic errors and unsystematic errors. "Systematic errors stem from insufficient knowledge of the language, whereas unsystematic errors are caused by temporary factors like memory lapses, physical fatigue, or intense emotional states."

On the other hand, mistakes arise from tongue slips and occur when learners do not act according to their competence (Ellis, 1985 in Johnson, 2008:335). Making mistakes can serve as important teaching moments. Corder (1973: 256) argued that all learners make mistakes, including natives when they speak in their mother tongues.

Based on the definitions of the terms 'error' and 'mistake' mentioned above, the researcher distinguishes between the two as follows: errors occur due to a lack of competencies in learners, while mistakes arise from learners' failures to perform their competencies effectively, whether in spoken or written form.

A mistake refers to a learner's inability to use the target language correctly, and it is self-corrigible. This means that language learners can identify and correct their own mistakes without assistance from others. In contrast, an error refers to a persistent lack of correct language use that is not self-corrigible; the learner is unable to recognize or correct these errors on their own.

6-8 punishment:

Some academics advocate for eliminating punishment-based interventions, while others believe it is an effective means of behavior control. Punishers are used to decrease, limit, or prevent the future occurrence of undesirable behavior, although their effects are often limited (Yell, M. L.1990),

Punishment in operant conditioning refers to changes that reduce the possibility of a behavior occurring again in the future. The scientist who initially introduced operant conditioning, behaviorist B. F. Skinner (1979), distinguished between two categories of punishment:

First: Positive punishment involves adding an unpleasant stimulus following a behavior. For example, a teacher might correct a student for interrupting during class if they speak out of turn.

Second: Negative punishment is a kind that refers to a type of behavioral modification where a stimulus is removed following a behavior, resulting in a decrease in that behavior occurring in the future.

Punishment is a highly controversial approach used with students who do not complete their homework or repeatedly make mistakes in class while reading, writing, speaking, or listening. The core of the issue lies in the lack of self-motivation and personal development by the student, which creates a significant gap between the student and the teacher. As a result, teachers may resort to punishment, leading to various problems. Many students who endure physical punishments, such as beatings or paddling, often report ongoing issues like anxiety, despair, and anger.

Many students who face punitive measures often withdraw from school activities and lose interest in their studies. Research conducted by the Society for Adolescent Medicine reveals that these students frequently experience a range of negative effects, including strained relationships with peers, difficulty concentrating, declining academic performance, antisocial behavior, strong feelings of resentment toward authority figures, physical complaints, a tendency to skip school, and an increased risk of dropping out. Such consequences can lead to various undesirable behaviors during adolescence (Hangen, 1994 cited by William,2011).

7. Previous study

1. ESL/EFL Learners' Responses to Teacher Written Feedback: A Decade of Empirical Studies

A comprehensive review of 64 studies published between 2010 and 2021 examined ESL/EFL learners' responses to teacher-written feedback. The review found that students' responses varied based on their language proficiency levels and cultural contexts. It emphasized the need for teachers to adopt diverse feedback strategies to cater to the varying needs of student

2. ESL Student Reaction to Written Comments on Their Written Work

This study explored how ESL students reacted to written comments on their assignments. It categorized students into different groups based on their responses, ranging from those who eagerly accepted feedback to those who were resistant. The study highlighted the importance of understanding students' attitudes towards feedback to provide more effective corrective measures.

8. Procedures and Methodology

8.1 Research instrument

The researcher employed the observation method, recording and observing the students' responses and reactions to direct and indirect oral correction methods.

8.2 The population and sample of the study:

According to Burn and Grove (1993), as cited in Yang (2019:22), a population in research refers to all individuals, objects, or events that meet the criteria for inclusion in a study. In this case, the population consisted of 30 Iraqi EFL secondary schools. The research was specifically carried out at Mosul Dam Girls High School, located in Mosul.

As part of the study, the researcher distributed a sample of the English language curriculum to 30 students. This included the student's textbook and a reading comprehension text for the fifth scientific grade at the preparatory level, titled Bakar's Adventures.

8.3 The Questionnaire's Validity:

Validity is "a truth or the degree to which a test measures what it claims to measure," according to Al-Juboury (2000:61). Two questions must always be taken into account while administering an exam: what exactly is being measured by the test? And what is the test's measurement accuracy? By describing an invalid test, the notion of validity can be clarified.

8.4 Questionnaires Reliability:

Reliability refers to the consistency or consistency of test scores. From this perspective, we can determine to what extent a test will yield the same results when administered more than once to the same individuals or students under the same conditions (Al-Jabouri, 2000: 49).

8.5 Results, Conclusions, and Recommendations

Result

To assess secondary students' responses when teachers correct their mistakes during passage reading.

In this study, the descriptive methodology was adopted to present the collected results about this study and the current objective and its hypotheses. The researcher observed and recorded the students' reading of the passage throughout the class for 45 minutes, as shown in the model in the appendix. (1), which was presented above, and it was applied to the study sample, as mentioned, of 30 students.

These results will be presented by the objective of the current study by applying an observation method to capture the students' responses when correcting their mistakes while reading the passage, either directly or indirectly.

After the researcher recorded the students' responses while they were reading the comprehension passage, the researcher divided the results into three groups, from the most interactive to the least. The results showed the following:

Group A: some of the students' responses to correction were positive, as it was shown that they were accepting even if they made mistakes while reading, out of a desire to learn and increase.

These students were found to have some errors or to have some mistakes. In both cases, they strive to develop their reading skills and exhibit clear and positive responses when the teacher provides direct or indirect clarification while students read the comprehension passage in the classroom.

Group B: It was observed that some students in Group B responded positively to the direct correction of oral errors during reading, while others had mixed reactions to the direct correction, responding both positively and negatively.

Group C: Some students do not receive feedback from the teacher during class corrections. These students often struggle when reading because they lack basic language skills, which also affects their speaking, listening, and writing in English. Several factors contribute to this, such as limited exposure to English from an early age, difficulty recognizing letters, and problems with pronunciation. Psychological factors also play a role—students may feel anxious about reading aloud, making mistakes, or being embarrassed in front of classmates. This fear can create distance between the student and the teacher.

Conclusion

The study emphasizes the significance of students' responses and how we can make the most of them. It found that most students reacted positively and cooperated with the teacher during both direct and indirect error corrections while reading comprehension passages in class.

Students generally didn't feel embarrassed or influenced by psychological factors when correcting their mistakes in class. This suggests that the students' mindset has improved, and they have developed a strong interest in learning and reading English, which is seen as a global language today. They weren't concerned about being punished by the teacher; instead, they actively requested more corrections, whether direct or indirect.

The study also revealed that supportive actions from teachers and efforts to communicate clearly were linked to higher levels of student satisfaction.

Recommendations

1. The necessity of teachers giving students constant support and all types of feedback to increase their academic achievement and classroom engagement.
2. applying various teaching techniques may yield differing degrees of success based on the learning preferences and styles of the students.

3. To accommodate the requirements and preferences of various students, teachers need to try to employ a range of instructional techniques.
4. Providing audio labs, listening to comprehension passages, and reading practice to facilitate the student's reading skills and pronounce words correctly and with confidence.
5. Considering the psychological aspect of the student, his educational background, and his proficiency in the English language, without favoring one student over another, or, to put it another way, considering individual differences.
6. Give crucial attention to establishing an advantageous and encouraging educational environment by accepting student viewpoints, supporting active learning, and fostering class debates.
7. Teachers should frequently ask their students for feedback. To enhance their teaching methods and better serve their students' needs.
8. Use the punishment technique on the student inside the classroom only in necessary cases when he does not do his homework or does not make a real attempt to learn and read correctly.
9. Conducting an investigation into the challenges of learning to read the English language from the perspective of teachers based on factors like experience and educational background.
10. Encouraging students to practice English and find appropriate solutions to overcome the difficulties they face in practicing it, in addition to offering free summer courses within schools.

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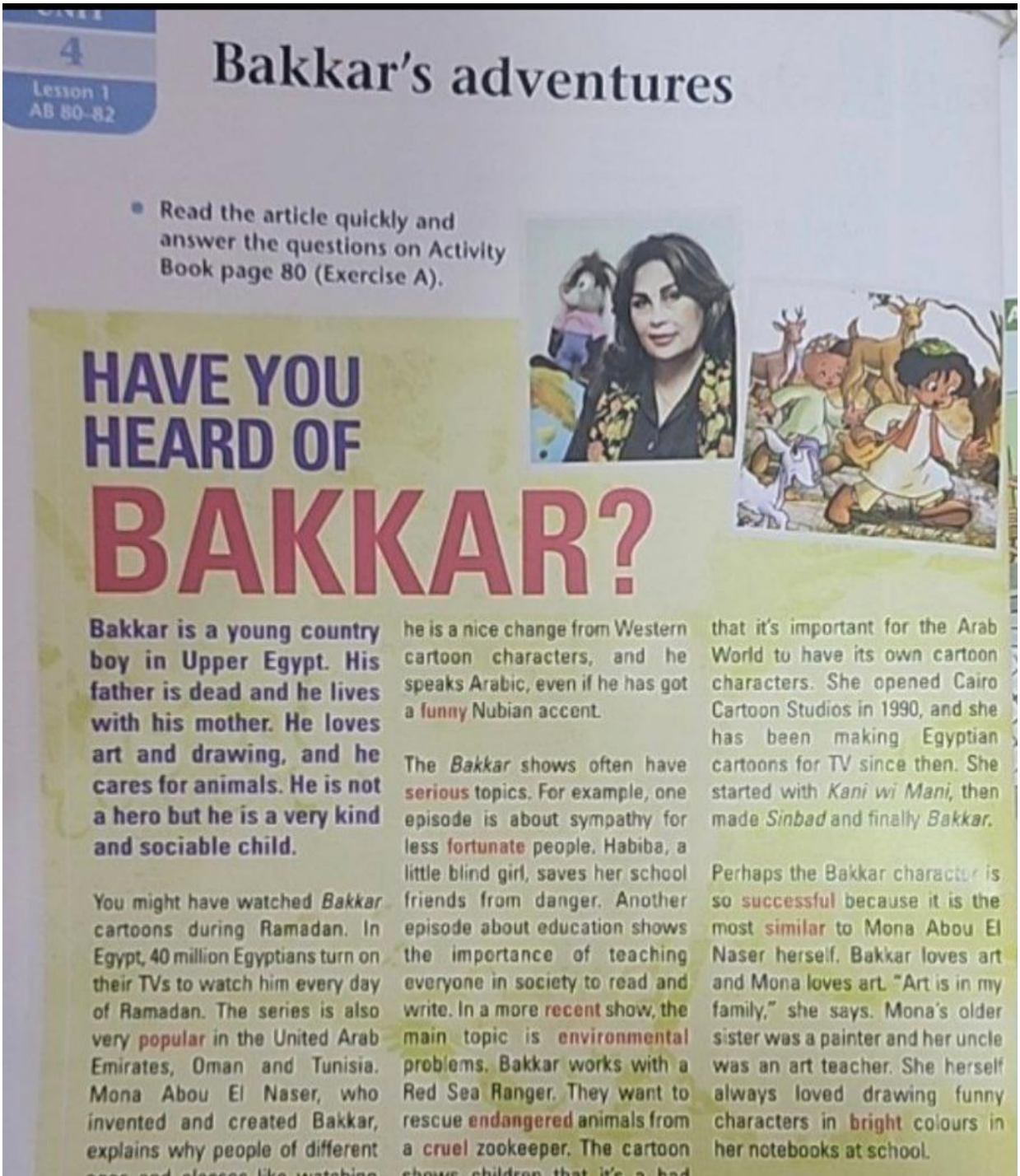
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See Appendix 1.

Photo of passage appendix 1



4

Lesson 1
AB 80–82

Bakkar's adventures

- Read the article quickly and answer the questions on Activity Book page 80 (Exercise A).

HAVE YOU HEARD OF BAKKAR?

Bakkar is a young country boy in Upper Egypt. His father is dead and he lives with his mother. He loves art and drawing, and he cares for animals. He is not a hero but he is a very kind and sociable child.

You might have watched *Bakkar* cartoons during Ramadan. In Egypt, 40 million Egyptians turn on their TVs to watch him every day of Ramadan. The series is also very popular in the United Arab Emirates, Oman and Tunisia. Mona Abou El Naser, who invented and created Bakkar, explains why people of different ages and classes like watching

he is a nice change from Western cartoon characters, and he speaks Arabic, even if he has got a funny Nubian accent.

The *Bakkar* shows often have serious topics. For example, one episode is about sympathy for less fortunate people. Habiba, a little blind girl, saves her school friends from danger. Another episode about education shows the importance of teaching everyone in society to read and write. In a more recent show, the main topic is environmental problems. Bakkar works with a Red Sea Ranger. They want to rescue endangered animals from a cruel zookeeper. The cartoon

that it's important for the Arab World to have its own cartoon characters. She opened Cairo Cartoon Studios in 1990, and she has been making Egyptian cartoons for TV since then. She started with *Kani wi Mani*, then made *Sinbad* and finally *Bakkar*.

Perhaps the Bakkar character is so successful because it is the most similar to Mona Abou El Naser herself. Bakkar loves art and Mona loves art. "Art is in my family," she says. Mona's older sister was a painter and her uncle was an art teacher. She herself always loved drawing funny characters in bright colours in her notebooks at school.