

عنوان مقاله:

EFL Learners' Preferences for Error Correction and Its Relationship with Demotivation and Language Proficiency in the Iranian Context

محل انتشار:

فصلنامه مسائل آموزش زبان انگلیسی، دوره 1، شماره 2 (سال: 1391)

تعداد صفحات اصل مقاله: 19

نویسندگان:

Mina Rastegar - Assistant Professor, Shahid Bahonar University of Kerman, Iran

Hajar Homayoon - M.A. in TEFL, Shahid Bahonar University of Kerman, Iran

خلاصه مقاله:

The present study is an attempt to explore any significant relationships between learners' preferences for error correction, demotivation, and language proficiency (LP). One hundred Iranian EFL students, including both males and females, studying at the departments of foreign languages of Shahid Bahonar University of Kerman and Tehran University took part in this study. In order to obtain the required data, two questionnaires and a proficiency test were utilized: the learners' preferences for error correction questionnaire (Fukuda, 2004) to measure learners' preferences for error correction, the demotivation questionnaire (Sakai & Kikuchi, 2009) to measure demotivation, and Michigan Test (1997) to measure the learners' language proficiency level. The findings of this study revealed that first, there was a significant negative relationship between the learners' preferences for error correction and demotivation (-0.79): the more satisfied learners are with the error corrections they receive, the less demotivated they will be; second, there was a significant positive relationship between learners' preferences for error correction and LP (0.69): the higher the learners' satisfaction with error corrections they receive, the higher their level of LP; third, there was a significant negative relationship between demotivation and LP (-0.59): the more demotivated learners are, the less their scores of LP will be

کلمات کلیدی:

preferences for error correction, demotivation, language proficiency, EFL learners

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/601872>

