

**ESL LEARNERS' ERRORS AND THEIR
RESPONSES TO CORRECTIVE
FEEDBACK**



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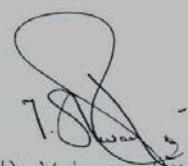
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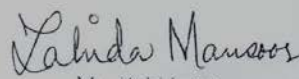
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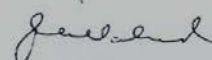
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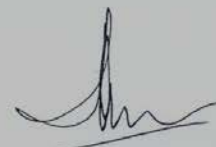
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ESL Learners' Errors and their Responses to Corrective Feedback

by

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Abstract

The present study explores the types of errors and their frequency of occurrence in English composition of ESL learners and their responses to corrective feedback. The study aims at analyzing if there is any difference in the frequency of errors between male and female, senior and junior participants enrolled in various disciplines. The sample of the study consists of eight groups belonging to first and final semester of BS and BBA programs. They were given three descriptive questions to answer. The errors they committed were broadly classified into 'grammar', 'tense-aspect', 'orthography' and 'punctuation' categories. The data analysis shows that the participants have made more or less similar errors irrespective of their gender, disciplines and semesters. But, the frequency of their error occurrence is different in all these comparisons. The study also explored the relative standing of these errors according to the number of times they occurred. The results displayed that 'orthography' and 'tense and aspect' were the most frequently committed errors respectively whereas 'punctuation' and 'grammar' errors were at the third and fourth places on the scale. Similarly, the responses of the participants on corrective feedback and marking strategies were also uncovered. The results indicate that they learn much from teachers' corrective feedback and surface level error correction.

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