

The Secondary School Students' Usage of English Learning Websites to Self-Correct Writing Errors

Alia Nur Dodgson Bt Tariq

alias.adventure@gmail.com

Faculty of Education, University Teknologi Malaysia, 81310 Johor Bahru, Malaysia

Masdinah Alauyah Md. Yusof²

alauyah@utm.my

Language Academy, Universiti Teknologi Malaysia, 81310 Johor Bahru, Johor, Malaysia

Abstract

Corrective feedback (CF) is an inevitable teaching strategy carried out by educators, especially in an English Language classroom. Past studies have shown that corrective feedback is effective; however, indirect corrective feedback seems to have a variety of issues that has caused it to be unsuccessful. Some studies found that one of the setbacks of indirect corrective feedback is students are still having difficulties in dealing with and learning from the indirect corrective feedback itself. Students could not rectify their errors as they do not have sufficient linguistic knowledge to facilitate them, especially when they have to deal with complex linguistic errors all by themselves. Hence, this research was carried out to address this problem via the utilization of the English Language learning websites as the reference materials for the students to deal with complex linguistic errors. It was hoped that the students would be able to deal with indirect corrective feedback and successfully self-correct their errors. The qualitative research approach was employed in this research, where participants recorded their usage of the English Language learning websites in a logbook. Five randomly selected participants were interviewed to obtain a more comprehensive understanding of their experience, feedback and comments. The results showed that there were positive reactions and comments which indicated that the use of the English Language learning websites has been successful in assisting the participants in dealing with indirect corrective feedback and in doing self-correction. However, there were also negative reactions to be taken into account. Thus, this presentation will highlight some insights from the research.

Keywords: *English Language learning Websites; Indirect corrective feedback; Self-correction*

1. Introduction

Various teaching techniques have been adopted by teachers in secondary schools in order to teach and improve students' writing. For example, from the researcher's observations, teaching of writing could be through the process approach or through the genre approach. Some teachers would also educate students' inductively, for example, teachers would criticize and provide comments on students' work. In other words, they are carrying out corrective feedback. Corrective feedback has become a necessity for all educators and students and it has been carried out for centuries throughout students' learning, either in their exercise books, exam papers or throughout the lesson itself. However, based on past studies, the effectiveness of corrective feedback remains questionable as when it is ineffective, various factors are found to be affecting the process of corrective feedback. This research is aimed at addressing inadequacy of linguistic knowledge that is needed when dealing with indirect corrective feedback and complex linguistic mistakes made by the secondary school students via the utilization of the English language learning websites as the reference material.

1.2 Statement of the Problem

Indirect corrective feedback is not a foreign technique in secondary school. This type of feedback has been constantly given in their exercise books and exam papers. However, it has been seen from personal observation in English classes that most of these students would only look at the feedback in exam papers and exercise books but do not make any effort to understand the indications of errors and comments given. Correction or uptake is done only when the teacher instructs the students to do so. Otherwise, students would usually do not put high emphasis on indirect corrective feedback given and there is weak effort in learning from the errors made.

According to Van Beuningen, De Jong and Kuiken (2012), students may not be able to correct themselves due to insufficient linguistic knowledge to facilitate them, especially when they have to deal with complex linguistic errors all by themselves. Hence, it might be seen that the way to solve the problem of lack linguistic knowledge is through equipping oneself with more and vast linguistic knowledge. The basic resource of this is typically the English teacher. However, this is not sufficient as each student has their own personal linguistic weakness when using the English language. Moreover, in a typical Malaysian classroom in secondary schools, it is common that each class contains around 35 to 50 students. It is impossible that one teacher would know specifically every single language problems that each student faces.

Henceforth, from the problem statements above, this research project is carried out with the intention to seek answers to address the weakness of indirect corrective feedback in order to make it effective and instil a meaningful and active learning session. The factors are addressed by adopting strategies, which are through students self-correcting the indirect corrective feedback given by referring for information of the correct form using a modern approach, which is through referring to English

learning websites. This study may be helpful and resourceful for future purpose and also academicians, especially second language educators and learners.

2. Literature Review

2.1 Indirect Corrective Feedback

There are many types of corrective feedback. This research project focuses on indirect corrective feedback and self-correction. Bitchener, Young and Cameron (2005) mentions that indirect corrective feedback is where the students are given indications by their teacher on errors that have been made by the students. The indications could come in various forms such as highlighting, underlining or coding. Each differs in the forms of its explicitness.

After learners comprehend the indicated errors, it is then up to the learners to learn from the errors and perform their own corrections, in other words, self-correction Bitchener, Young and Cameron (2005).

Self-correction is the learner's ability to correct oneself when errors are made (Firth, 1987). This involves a process of self-monitoring as they need to be able to review what they have written and recognize the errors themselves (Firth, 1987). If the educators facilitate by giving detailed cues, it could lead to higher self-correction as it gives students opportunities to reflect and be aware of structural forms and improve their linguistic creativity through self-correction (Makino, 1993). Teachers could also equip students with reference books for their reference to assist with the process of self-correction. In this research project, learning websites will be the reference available for the participants. The benefit of acquiring the skill of self-correcting and self-monitoring is that individuals will be able to become active, independent, responsible learners - aiming for ongoing improvement inside and outside classroom (Firth, 1987; Makino, 1993).

After self-correcting, self-reformulation is encouraged in this research project to ensure uptake occurs. Self-reformulation might be seen as students reformulate, by themselves, the correct version of the sentences that have an error. This could be an opportunity for educators to see students' perception on what they view as 'correct' in English language (Lyster, 1998 and Lyster & Ranta, 1997). Self-reformulation is where students' current knowledge contradicts with correct forms. Consequently, this provokes students' cognitive beliefs and boosts their learning (Tocalli-Beller & Swain, 2005).

There are various aspects explaining how indirect corrective feedback and self-correction enhances or impedes students' improvement in writing.

Before viewing these aspects, it is resourceful to view studies that have shown that indirect corrective feedback (CF) is effective. For example, a study by Gandhi and Maghsoudi (2014) who found that indirect CF was more effective than direct feedback in rectifying spelling errors. Another example is a study conducted by Ahmadi-Azadi (2014) who found that indirect CF had a positive influence on learners' accurate use of all selected grammatical structures. In another study, indirect CF group outperformed direct CF group in delayed posttest (Maleki &

Eslami, 2013). Storch and Wigglesworth (2010) also assert that indirect corrective feedback facilitates the uptake and retention of writing accuracy compared to direct corrective feedback. It is also found that indirect corrective feedback is effective as it allows students to have a deeper processing of the language, hence, improving grammatical accuracy compared to direct corrective feedback (Ferris, 2006).

Based on the success of indirect corrective feedback and self-correction, the first aspect to explain this is students' engagement. Indirect corrective feedback and self-correction are strategies where the students need to be directly involved in learning by doing extra work cognitively compared to directive corrective feedback, where the students are directly shown where errors occur and are provided the correct input straight away. The process dealing indirect corrective feedback works requires immense cognitive engagement and social interaction (Ahmadi-Azad, 2014). Students need to be intelligent in dealing with and learning from indirect corrective feedback. This is due to the nature of corrective feedback as this feedback guides students through indications and trains them to solve problems, leading them towards discovery learning (Chandler, 2003). For example, students need to decode and do inductive referencing before comprehending what type of feedback the teacher is providing and why it was given (Vickers, 2001).

However, the process of comprehending the feedback given takes some time, delaying the speed of students' development in writing. On the contrary, if the students are well-trained on how to learn from indirect corrective feedback given by the teachers and correct themselves, this may encourage students to become active and responsible for their own learning (in correction), in other words, they could become autonomous learners. Consequently, this could improve students writing accuracy as well as promoting language acquisition in the long-run as students' cognitive is provoked (Doughty & Williams, 1998; Ferris, 1995).

On the contrary, immense mental work has also caused indirect corrective feedback to be ineffective. A few studies show that indirect corrective feedback failed (such as study by Vickers, 2001 and Maleki and Eslami, 2013). Immense mental work occur within the process of dealing with indirect corrective feedback itself. First, students need to first identify the meaning of the indications (codes or highlights) provided by the teacher (Vickers, 2001). Then, they would have to compare with other error indicators, start to self-correct by searching for the linguistic input from their own knowledge, other reference or sources and finally, draw conclusions. Then, through self-reformulation, they have to rewrite correctly.

As indirect corrective feedback, self-correction and self-reformulation require students to have metalinguistic competence of a certain level to be able to deal with cognitive conflict and rectify themselves in writing, hence, this may be too exhausting for the weak ESL learners. It may be that these strategies are more suitable for students with medium or high proficiency in English who have certain level of metalinguistic competence (Van Beuningen, De Jong & Kuiken, 2012; Vickers, 2001). Students must have the ability to reason out and resolve language conflicts in the process of dealing with errors (Tocalli-Beller & Swain, 2005). These strategies may demotivate students with low language proficiency as initially, they

may have low motivation to study English and the immense effort required in indirect corrective feedback may have further impede their motivation in learning English through this strategy. Therefore, directive feedback may be more suitable for the weak students as Chandler (2003) suggests that direct corrective feedback allows the students to take on the correct form instantly. On the contrary, observation by Gandhi and Maghsoudi (2014) and Guenette (2007) depict that some students take direct corrective feedback for granted as they are not bothered to learn and take notice when everything has been done (corrected) for them.

2.2 English Learning Websites

In this research, English learning websites will be the resource for students to refer to. English learning website is a part of e-learning, where technology is used to support students' learning (Sou, 2006). English learning websites serves almost like textbook (only it is online), as it is a resource that the students could refer to since the websites consist of notes and information on reading, writing, speaking, listening, grammar and vocabulary as well as activities for students to practice using the English language (BBC Learning English, 2015). The purpose of English learning websites in creating an e-learning environment is to enhance the quality of learning by having access through diverse resources, services and information available that comes from different parts of the world (Sou, 2006). It allows users to exchange ideas and information globally (Sou, 2006).

English learning websites provides many benefits to users, particularly students. Sou (2006) mentions that the English learning websites in creating e-learning environment are effective and resourceful. This is due to internet and multimedia having so much to offer to the users. A professional engineer, Westmoreland, asserts that the benefit of English learning websites is that anyone can access this anytime and anywhere, within their own working pace and convenience (Boykin , 2003).

Besides, Sou (2006) mentions that that the availability of e-learning environment as well as English learning websites employs a self-study mode, which means students get to control their own learning process. In the 21st century, the internet is abundant with knowledge that is still increasing rapidly. Information and courses that are not available locally can also be obtained through technology (Ibid, 2003 as cited in Sou,2006). Supplementary or remedial activities are available online for students to access, hence, helping to overcome students' problems in comprehending what they have learnt (Sou, 2006). This indicates that with the internet and technology, there are no boundaries towards knowledge and information.

When students are given this convenience, it becomes a comfort to the students as they have ample time and resources to deal with their learning problems and they get to search for learning solution that suits them the best, hence, addressing their learning needs. This is conforms with the constructivist approach, where English learning websites create students centred learning environment (Kinchin, 2004). With this phenomenon, students will be trained to become lifelong learners and autonomous learners as they have to make sure that they themselves understand

what is learned and that they can apply this skill in their future learning process (Sou, 2006).

Besides, time seems limitless with the usage of English learning websites. Sou (2006) gives an example. In a conventional class, educators would deliver a lecture limited around to two hours. However, with English learning websites, educators could design an e-learning package. Educators could design a four to five hours multimedia presentation and students could view them and internalize the knowledge at their own pace.

English learning websites and e-learning can be seen as current and necessary in today's education as knowledge is developing globally and rapidly every second. Many efforts has been carried out by the Malaysia's Ministry of Education effort for government schools, for example, in 1997, *Sekolah Bestari* was established as schools that inculcate ICT in education (Ambigapathy,2002). Modules were available for students to access and learn. Improvement has been made over the years. Currently, in 2014, VLE Frog has been introduced in schools all over Malaysia (1BestariNet,2012).. It is an online system that is in line with e-learning as teachers and students have their own web page. This is a platform for teachers to create modules and share links of English language learning websites with the students' web page.

However, there are challenges faced by educators in schools that could affect the usage of English learning websites among students and teachers. Pramela (2006) and Noraza (2002) assert that teachers are agreeing and supporting that ICT is an important and useful tool in making an interesting lesson compared to traditional methods. However, the teachers claim that they lack of ICT knowledge and skills so they may require a long time to get prepared for the lessons. This study also points out that there is limited infrastructure available in schools as the computer lab is always booked and the computers are inadequate for the entire students' usage.

Internet access is also a problem as teachers complain that it is often difficult to download materials as wireless is not available. Studies by Samual and Zaitun (2007 as cited in Moganashwari & Parilah, 2013) and Melor (2007) indicated the same findings from teachers' responses that are insufficient infrastructure and little specialist in the area to provide guidance for the teachers.

From these challenges, it could be seen that it is important for both teachers and students to be equipped with the knowledge of ICT, particularly English learning websites in order to be able to access and utilize the websites optimally to promote students-centred learning and individual performance.

3. Objectives

The purpose of this research project is to investigate the usage of English learning websites when dealing with indirect corrective feedback. The objective is divided into sub-objectives stated below:

- 3.1 To investigate the English learning websites that secondary school students surf

- 3.2 To investigate secondary school students' ability to self-correct the errors indicated through indirect corrective feedback after using the English learning websites
- 3.3 To analyse secondary school students' perception on the use of English learning websites to assist self - correction

4. Research Methodology

4.1 Research Design

The qualitative approach is adopted in this research as it allow researcher to observe, describe and analyse the data in appropriate ways. A qualitative approach is of course highly subjective and it involves the researcher to observe the respondents in their home ground – this might be used to build a theory based on the description of the processes involved (Taylor, 2005). A qualitative approach may provide a deeper understanding of the participants' background and reactions as well as in-depth view of the research phenomenon (Sarantakos, 1993; Hatch, 2002). Based on these positive features of the qualitative method discussed above, it seems that this method is most suitable for this research. This is due to the fact that the focus of this research is observing students' learning process in improving their writing, specifically how the English learning websites are used to assist the students in dealing with indirect corrective feedback and self-correction. Observing a process is highly subjective and it involves intense attention to the participants' activities, reactions and outcomes.

4.2 Research Respondents/Participants

The The research respondents or participants of this research are 15 Form 5 Science 2 students from SMK Taman Daya 2, Johor Bahru. These fifteen students are particularly chosen as respondents as from a small interview with these students, they mentioned that they do have the access to the computer and internet at their convenience.

Another criteria for choosing these students is based on a statement made by Van Beuningen, De Jong and Kuiken (2012) and Vickers (2001), who mentioned that indirect corrective feedback requires students to have metalinguistic competence of a certain level in order to be able to rectify themselves in writing. These students matches this statement and hence, are chosen particularly for this research as they have the basic comprehension and vocabulary of the English Language. This is known through their mid-year examination result viewed by the researcher, where these students mostly scored around 50% – 70%. This indicates that they are a mixture of average and almost high proficient English language users. They still have room for improvement in their sentence construction and writing skills. Moreover, with these students' current level of proficiency in English, they can still be able to rectify themselves. Hence this makes the fifteen 5 Science 2 students the most suitable participants for this research.

4.3 Research Instruments

4.3.1 Logbook

For this research, a logbook has been designed for the students as a guide when they are going through the process of dealing with indirect corrective feedback and self-correcting using the English learning websites. This logbook is almost like a journal, where the participants would write down notes, observations and thoughts in a document (paper or logbook) (University of Worcester, 2012).

The purpose of this written record is to allow participants to take note of their learning experience that they are going through. The logbook is specifically designed by the researcher to facilitate the students in becoming more focused and independent in the process of self-correcting and using the learning websites for reference. Every written record made in this logbook will depict the students' learning process and this will be a significant and profound finding for this research. The logbook are filled with details on the errors highlighted in their essay, how they correct the errors, the English learning websites that the participants referred to, the correction they have made as well as written reflection of this learning process.

4.3.2 Interview Guide

For this research, a semi-structured interview will be adopted as it is aimed to be guided, yet, if the participants would like to share more feedback on the learning strategy that they have gone through, they will not be restricted from doing so. There eight interview questions, prompts as well as probes will be used (if necessary) to elicit various and further answers from the participant, allowing them to clarify in their own time and convenience (Mason, 1996, Drever, 1995 & Brenner *et.al.*, 1985 – all cited in Masdinah, 2002). An informal style will be adopted (Mason, 1996 as cited in Masdinah, 2002). The advantages of adopting this type of interview is that rich and wide information could be obtained, facilitating the exploration of the research from different angles (Mason, 1996; Mishler, 1986 - all cited in Masdinah, 2002). However, as subjective as it seems, no guarantee can be made that a researcher will obtain expected data. Hence, it is suggested that a plan and limitations must be prepared to ensure participants are giving in-depth responses, including the level and technique of questioning as well as considering the interviewee's background. If an interview is well organized, it is possible wide range data could be obtained (Oishi, 1995 as cited in Masdinah, 2002). In this research, interview questions are mostly constructed based on three research objectives and are modified according to the participants' responds and suitability. Answers in other comprehensible languages will be accepted due to the focus of this interview is on the content and feedback on this research, not on the participants' language performance.

4.4 Data Collection Procedure

In the first phase, students will be given a topic and are instructed to write a short narrative essay (not less than 50 words) on Google Docs. Then, the students will be given indirect corrective feedback by the researcher, through highlighting.

Phase two is the process of students dealing with the indirect corrective feedback, that is the self-correction phase. Students will have to make correction by using the logbook as a guide (refer to 4.3.1 above for details of the logbook).

Phase three is where the researcher will observe and analyse students' logbook. The process will be analysed to understand the learning process the students have gone through. Besides, if the students manage to correct their errors by themselves, this will indicate that the English learning websites and self-correction has successfully promoted students' learning and writing skills. Data from the logbook will be collected and analysed as findings.

In phase four, interviews with five students (chosen at random) will be conducted. Each student will be interviewed for approximately 20 minutes. The interview will be recorded and transcribed. The transcription will be analysed. Findings will be identified and discussed for the further recommendations in enhancing the teaching of writing in ESL classrooms.

4.6 Data Analysis

4.6.1 Logbook

The data on learning process, English learning websites, correction and reflection written by the participants in the logbook will be separated, classified and tabulated in separate tables to view the overall reaction and respond towards the usage of learning websites in self-correction. The frequency (how many participants carry out the same action or utilize the same learning websites) and pattern will also be analysed and reported to obtain further understanding of the learning process.

Types of strategies stated by the participants will be addressing the second research question, which is *do the participants able to self-correct after using the learning websites?* This allows to view what are the successful or unsuccessful strategies adopted by the participants, depicting how ESL learners deal with the gap of their linguistic knowledge and able to improve themselves in writing. This allows the analysis of what type of English learning websites that the students find it comprehensible and facilitate the process of self-correction.

Then, participants' performance correcting their incorrect sentences will be analysed. The correction made will be evaluated by the researcher and the raw marks will be written in this table. Then, the percentage of the marks will be calculated to see participants' overall performance. If participants are able to score more than 50%, it depicts that the learning websites has successfully facilitated the participants in self-correction. If the percentage is lower than 50%, it may indicates that the learning websites are not able to assist the participants in self-correction. This, again, addressing the second research question, which is *do the secondary school students*

able to self-correct the errors indicated through indirect corrective feedback after using the learning websites? This will provide evidence on the effectiveness or ineffectiveness of the usage of English learning websites in self-correction.

After that, the comments and views writtend by the participants will be looked at. The researcher will take note on how many number of participants share the same comment and views. This could provide an overview on students' brief responds and reflection. Useful and further information may be obtained from the written comment on how and why has English learning websites facilitate or impeded participants' learning process. This addresses research question one and two.

4.6.2 Interview

To analyse the data from the interview session with five participants, first, the conversation of the interviews will be recorded and transcribed to see and analyse the answers and responses given by the participants.

For example:

<p><i>R(Researcher): What are the learning websites that you have referred to?</i> <i>P (Participant): I have referred to BBC Learning English Website.</i> <i>R: Do you find it helpful?</i> <i>P: Yes, because I get to refer to the information on grammar that I am not clear of.</i></p>

Figure 1

These responds will provide answers to all three research questions stated in chapter 1, especially to the third question, which is *what are the secondary school students' perception on the use of the English learning websites to assist self-correction?* It is also hoped that the result of this interview could provide novel and further insight of this research.

In conclusion, the data analysis will give an overall, detailed and resourceful result that may be useful for other ESL educators to refer to in improving participants' performance through self-correction and learning websites.

5. Findings and Discussion

This chapter will mainly present, describe and discuss the findings and analysis of the usage of English learning websites in assisting secondary school students when they were dealing with indirect corrective feedback and self-correction. Fifteen participants had written an essay and their mistakes had been indirectly indicated by the researcher (indirect correction). Participants then had to search for the correct answer by referring to English language learning websites and they stated their learning process and corrections made in their logbook.

The evaluation on the learning process occurring throughout this research was by examining and analysing fifteen participants' logbooks thoroughly to observe if this learning process had been highly effective in facilitating participants' writing or

otherwise. Five participants were also interviewed based on the three major research questions as stated in Chapter 3. The interview questions focused on the types of English language websites they surfed, their ability to self- correct and their feedback on indirect corrective feedback carried out in the classroom compared to using English learning websites as a support in dealing with indirect corrective feedback.

In presenting the findings, the results from participants' logbooks were analysed and compared from one participant to another. The data on learning websites referred to, correction and reflection written by the participants in the logbook and were separated, classified and tabulated in separate tables in order to view the overall outcomes and responses towards the usage of learning websites in self-correction. Illustrations such as tables and quotations from the qualitative data were included.

5.1 What are the types of English learning websites that the secondary school students refer to, to facilitate in dealing with indirect corrective feedback?

This section will address Research Question One: *What are the types of English learning websites that the secondary school students refer to , to facilitate in dealing with indirect corrective feedback?* This question focuses on English learning websites as a learning resource that is significant as a support for one's language learning process.

5.1.1 Types of English Language Learning Websites

In this research, it had been found that there were various types of English Language Websites that the participants had referred to. Some participants referred to the same websites while some viewed and learned from various, different, websites. Based on the analysis of the logbook, in the column *English Language Websites the participants referred to*, data had been tabulated.

Table 1 below shows the type of English Language website that the participants had chosen to assist them in dealing with indirect correction. It could be seen that all fifteen participants (100%) referred to the websites that consist of notes, while 7 participants (47%) would refer to forum, 6 participants (40%) referred to a software called *Ginger Grammar Checker*, that corrected the sentences overtly and directly, in other words, a correct answer was given straight away. It could also be seen that only one participant (7%) referred to a video.

Table 1: Types of English Language Website

The Content of English Language Website Referred to	Num. Of Participants	Percentage
Notes	15	100%
Forum	7	47%
A software that corrects the sentence	6	40%
Video	1	7%

Looking from the perspective of the website titles, there were 24 English language learning websites that the 15 participants had referred to (refer to table 2 below). It could be seen that 40% of the participants referred to a “*Ginger Grammar Checker*” website. Three English language learning websites that 20% of the participants were in favour of, were seen to be *Wiktionary*, *Reverso: Spell Check* and *British Council Learn English : English Grammar*. Then, 13% of the participants referred to *English: Make*, *Woodward English*, *Learn English*, *Review English Schools or Just Help Out on the World's Largest ESL Network*, *UsingEnglish.com* and *Dave's ESL Cafe*. Another 17 websites were only viewed by one participant (7%).

Table 2: English Learning Websites Participants Referred To

Num.	English Learning Websites	Num. of participants	%	Language problem	Content
1	<i>Ginger Grammar Checker</i> (2015)	6	40%	Sentence construction and grammar	A software that corrects the sentence
2	Wiktionary (2015).	3	20%	Spelling	Notes
3	Reverso: Spell Check (n.d.).	3	20%	Spelling	Notes
4	British Council Learn English : English Grammar	3	20%	Grammar	Notes and forum
5	Verbix (2015). English:Make.	2	13%	Grammar	Notes
6	Woodward Ltda.Wordward English (2015)	2	13%	Grammar	Notes
7	Learn English, Review English Schools Or Just Help Out On The World's Largest Esl Network. (n.d.)	2	13%	Grammar	Forum
8	Sperling, D. (2007). Dave's ESL Cafe.	2	13%	Grammar	Notes
9	Dictionary.com(2015).	1	7%	Spelling	Notes
10	Apotrophe Rules (n.d.)	1	7%	Punctuation	Notes
11	Banner, M.L. (2015). Online Writing Support.	1	7%	Grammar	Notes
12	Tiny TEFL Teacher (n.d.).	1	7%	Grammar	Notes
13	Grammarist (2014). Smelled vs Smelt.	1	7%	Grammar	Notes and forum
14	XenForoTM (2015).	1	7%	Grammar	Language

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	WordReference.com:Forum				forum and notes
15	Grammarly Inc. (2015). Grammarly Answer	1	7%	Grammar	Forum
16	Stack Exchange Inc. English Language and Use.(2015)	1	7%	Grammar	Forum
17	Escalas, M. (2000). LEO: Literacy Education Online:Summary of Verb Tenses.	1	7%	Notes	Grammar
19	Dictionary.com	1	7%	Grammar	Notes
20	English Book (n.d.).	1	7%	Grammar	Notes
21	English Language Culture.n.d.	1	7%	Grammar	Video and notes
22	Wikihow (n.d.). Deciding which to use.	1	7%	Grammar	Notes
23	DragonByte Technologies Ltd. (2015) UsingEnglish.com	2	13%	Grammar	Forum
24	Shoebottom, P. (2015). A Guide to Learning English.	1	7%	Grammar	Notes

Based on cross observation of tables 1 and 2, it could be seen that *Wiktionary* and *Reverso; Spell Check* were the most favourable websites that the participants liked to refer to when they were having difficulty in spelling. This was due to the facility provided by these websites as they allowed the participants to write the words, that they might spell incorrectly, and with just one click of the mouse, the participants were able to obtain the correct spelling as well as notes in a form of word definition and example of sentences. Other websites such as *British Council Learn English: English Grammar*, *Ginger Grammar Check* and *UsingEnglish.com* were the most favoured when the participants were having difficulty in correcting sentences and understanding grammar.

After analysing all websites, most of them contained notes that would explain and provided further details and examples for the participants and enhanced their understanding on their errors and how to correct them. This provided further explanations on topics that they were unfamiliar with. As shown in table 1, notes were the most favourable type of English learning website. This was supported by written comment in the logbook, where the majority of the participants (13 out of 15 participants to be exact) responded that they had learned more through reading notes from the websites and were thus able to improve their understanding. This indicated that notes had provided variety of linguistic information that assisted the participants in their own linguistic development and engagement. It allowed participants to

explore and search for the correct answer had allowed them to read and support their comprehension of the topic they were unfamiliar with.

Another point to look at was the usage of *Ginger Grammar Checker* website (as it seemed like many participants like to refer to it), it had directly helped participants to correct their incorrect sentences. Participants would only have to copy the incorrect sentences and paste it in the *Grammar Checker* box. Then, straight away, the correct sentence was displayed. This was helpful for the participants as they were able to correct their sentences accurately, regardless how high or low the participants' English proficiency were.

However, the weakness of this website was that sometimes, it could not always detect the errors in some sentences and this occurred to participant 10 and 12. For example, participant 10 wrote:

At 8.00 pm, we start our trip.

This sentence was incorrect as it was supposed to be in the past tense. When using the *Ginger Grammar Checker* website, the participant did not type the phrase '*Last month*' (which is the 'past tense' indicator) when she inserted the sentence "*At 8.00 pm, we start our trip*". The *Ginger Grammar Checker* website could not detect the tense and the problem. Consequently, the website recognised the sentence as a correct sentence as it used correct present tense. When this occurred, the participant could not detect her mistake and was not able to correct her error. This situation happened to 2 participants, and it impeded the participants' learning process, making it ineffective. They made the same comment in their logbook, for example:

Participant 10:

Actually do not know what my fault. At grammar and spell check write "not mistake detect"

Participant 12:

I do not understand with a few mistakes like "is" and "blue" in the sentence.

This phenomenon depicts that the participants were not skilful enough in using the software accurately, due to low linguistic knowledge. It seems that the technique of self-correcting using the internet, especially in correcting English sentences, is also important as to get the correct answer, users need to state exactly what they want to learn correctly in the search engine and this again, requires a certain level of linguistic knowledge for the students to know what they are searching for. This is similar to assertion made by Van Beuningen, De Jong and Kuiken (2012), where they mentioned that weak students may not be able to deal with the interlanguage process occurring during self-correction as these participants may have limited knowledge in English language to lead them in searching for the correct answer. This situation also shows that not all internet software and websites are reliable enough to be referred to. Without adequate information, some websites could not give the direct correct answers needed by the internet users. Hence, this indicate that the *Ginger Grammar Checker* may seem easy to use for a quick answer, but it is not helpful if the software does not detect the problem most of the time.

Moreover, when using *Ginger Grammar Checker* participants need to put in extra effort in comparing and contrasting the correct and incorrect sentences to detect their mistakes and learn from the checker. Some of them learned from this comparing process, as mentioned by a participant in the interview session;

Participant 4

“When I get the correct answer from the Ginger website, I will compare with my incorrect sentence and try to understand the mistake I made”.

However, there was another participant said;

Participant 1

“I did not refer to Ginger Grammar because I cannot understand my mistake. So, I use other website that I search in Google search engine, I learn about my mistake from the notes and examples I read’

This indicates that *Ginger Grammar Checker* was not a completely reliable website for ESL students due to not being able to detect errors most of the time and not giving adequate explanations to the participants. If the participants cannot understand their mistakes and how to correct them, they may carry on making the same mistake repeatedly.

Another interesting phenomenon occurred in this research was that 7 participants had referred to websites that contained forums in order to comprehend and rectifying their errors with in-depth comprehension. A participant had mentioned that when she read the forums, they were helpful as these people were discussing linguistic problems that were not mentioned in the notes. The forums contained discussions and explanation conducted by various respondents from all over the world on many English language problems that were not mentioned in the notes given by the website. The participants were also able to post questions and someone would respond and give further details and examples. This is based on the interview with few participants:

Participant 2:

“I like to use forum to learn English. I get to learn new words and grammar. I will read what people have posted. Then, I will also ask questions and someone will answer and give more specific details and examples and really helps me to understand. From this experience, I made many new friends from Sweden, Canada in the forum. I like it very much”.

Participant 4:

“When I use forum, I understand better as they explain much better and give more examples”.

Participant 5 also mentioned:

“I like to read the forum. The other people would discuss on sentences and problems that are not mentioned in the notes, and I share the same problem

too with what they are discussing. I would read their discussions and argument and search for the most convincing and correct answer”.

From participants' responses, it could be seen that forum was an interactive medium that allows the participants to interact and discuss certain language problems. This was in line with social cultural theory, where people around them, such as colleagues, are significant in interacting and providing new knowledge (Marsh, 2000). Colleagues will be a stimulant that encourages conversation and discussion, which then causes the participant to communicate with themselves to guide their behaviour and thinking. Killen (2009) asserts that discussion allows students to exchange ideas, obtain various points of view, expressing and exploring their own views, applying their knowledge, reflecting on their attitudes and values, solving a problem as well as enhancing their understanding and knowledge. It also generates new ideas or produce original solutions to problems by stimulating divergent or lateral thinking (Hauser, 1987). Discussion could be adapted to any subject at any level of education. Discussion allows these people to explain using language that is comprehensible, hence, facilitating learners to comprehend the further knowledge through comprehensible language and starting at their own level. Building up language comprehension through discussing different points of views facilitate in interlanguage development as the participants start to contemplate with theories that they have and eventually, accept and understand the accurate knowledge that they obtained from the discussion, in other words, the participants are able to achieve their zone proximal development (ZPD) with the scaffolding provided from the English learning websites and forum discussions (Vygotsky,1967). Moreover, forum discussions had allowed the participants to be active respondents and thinkers, thus, motivating them to be active learners. Hence, forum had proved to be useful for English language learners to refer to, especially in terms of sharing and comprehending specific problems that were rarely mentioned in the notes.

One participant had referred to a video to enlighten his confusion on grammar. A participant gave a comment on this in the interview;

Participant 5:

“The video is very helpful. The teacher in the video had explained clearly and step-by-step about the word ‘be’. It is fun”.

The participant who explained about grammar in the video seemed to have become a virtual teacher, educating the participant on the knowledge of grammar. Knowing that this participant enjoyed the video, indicates that he was a visual learner, where he learned from looking at graphic and pictures to further enhanced his knowledge comprehension. This indicated that self-correction by using English learning language website had allowed students to be autonomous and masters of their own learning. The students chose their own material and studied at their own pace and satisfaction until they could understand the knowledge.

Hence, the findings had indicated the English Language Learning Websites were interactive, user-friendly and highly resourceful and that secondary school students were in favour of utilizing them for reference. It allowed the participants to become

the 'master' of their learning. The vast internet website choices had given autonomy to the participants in terms of their learning process. They showed they could carry out and discover their learning on their own. Discovering own learning abilities facilitated students to internalize the knowledge that they search for as they were challenging their current ideas (interlanguage development), contradicting and then, trying to comprehend the new form and keep it in their memory. When the participants are given the autonomy to choose, they become motivated to learn and understand as they can comprehend the material that they have chosen to study (Marsh, 2008). They are also able to choose according to their suitability to suit their various learning styles and needs.

5.2 Are the secondary school students able to self-correct?

The effectiveness of using English learning websites when dealing with indirect corrective feedback is significant in this research as it indicates what the participants gain and what the benefit is from this learning process. To answer research question 2, whether the secondary school students were able to self-correct or not, the result were examined by analysing the participants' score on how well they had corrected their sentences. From table 3 below, it could be seen that 4 participants obtained 100% score (which means they correct their errors perfectly), while 3 participants obtained in the range of 80% to 90%. 5 participants fall into the range of 60% to 79%. Only 2 participants fall into the range of 50% to 59%. However, 1 participant did not pass as he/she falls below 50%. Overall, 14 out of 15 participants had scored above average (50%), which indicates that using English learning websites as an assistance in self-correction can be effective and successful.

Table 3

Participant	Number of accurate correction made Total correction error	Percentage
1	13/18	72
2	19/19	100
3	7/7	100
4	7/7	100
5	10/14	71
6	15/15	100
7	9/13	69
8	4/7	57
9	6/7	85
10	8/14	57
11	4/6	67
12	8/17	47
13	7/8	88
14	11/14	79
15	8/9	89

However, overall, 11 participants did not get 100% correct. This indicates there were weaknesses associated with indirect corrective feedback when using online learning, which was that students tend to make mistakes when they were learning by themselves even though they have materials to refer to. This indicates that teachers' monitoring is significant to encouraging correct methods of learning, searching and discovering the correct information. We may imply that the educator needs to monitor this process of learning as well as its result to ensure that students stay on the right track. It should also be remembered that indirect corrective feedback is a part of sociocultural theory, where students are interacting within themselves in the process of searching and discovering information and this is the process of comprehending information. This points out the features and nature of indirect corrective feedback - encouraging discovery learning methods. Students may not get the correct answer straight away. It may take a while. However, as almost everyone was able to score more than 50% correct, it shows that using English learning websites can successfully facilitate students in dealing with indirect corrective feedback and self-correction.

5.3 What are the participants' responses on the use of learning websites to assist self-correction?

This section focuses on viewing participants' perception on using English learning websites as a medium of support in dealing with indirect corrective feedback and self-correction. This data and discussion are based on written comments by 15 participants as well as interviews with 5 participants. Overall, based on the comments given, there were positive and negative feedback throughout this activity.

After interviewing 5 participants, all of them agree that using English learning websites to assist in dealing with indirect corrective feedback and self-correction is very useful. As mentioned by participant 1

"Sometimes I don't know the answers. I can use the websites any time I want if I want to search for the correct answer."

Participant 2:

"I think using website is very helpful in this activity"

Participant 4:

"Using website is very fun, interesting and helpful when I want to correct my mistake".

Participant 3:

"This activity helps me a lot"

The responses indicate that the websites provide a positive impact when addressing indirect corrective feedback. Some even mentioned that they want to apply it in the future. This can be seen through their written and oral comments:

Participant 2

The website is very useful and I am planning to use it to check my spelling in the future.

Participant 4

I like to use forum. When I have English questions, I will ask in the forum. I will keep on using the forum in the future because I can ask many people from Canada or Sweden. They are better than me and they can give more explanation that I need. I learn a lot from forum.

This indicates that the research had been an eye opener for the participants in terms of learning how they could search for linguistic knowledge and which source could be used to provide interaction, or direct answers. This also shows that the participants were capable of using websites in the future, which means this research had educated them to become autonomous learners.

Another response that was obtained from the participants was that indirect corrective feedback and self-correction allowed them to diagnose and become more aware of their current linguistic knowledge. As seen from the written and oral respond below:

Participant 8

I did not know what was wrong with his sentences. After referring to the website, now I could see and learn about my error.

Participant 2

I am a bit more cautious now when I write. For example, in Gerak Gempur exam, I knew I am not good in past tense. So, I was very careful while writing and I also check my past tense in my essay.

Participant 3

I have changed now how I write. I now know what is the correct past tense words, so, now, I will use that in my writing. Before this, I don't know the word.

Participant 4

"I am more cautious of what I am writing in the next upcoming exam, that is Gerak Gempur. I understand better about past tense and I realise I keep on making that mistake. So, I hope I get to improve in the next exam since I am more cautious".

This indicates that correcting their own errors and mistakes had facilitated them in their retention of the information they just obtained from this research. As participants gained knowledge and understand their own frequent mistakes, they became more cautious about their thinking and actions when writing. This was the result of understanding the correct forms themselves, and they may have a higher retention rate when remembering the forms (Vickers, 2001). It may lead them towards acquiring the English language better.

Besides, allowing students to explore and search for the correct answer had allowed them to read and find means from various sources in the website to support their comprehension of the topic they were unfamiliar with. Moreover, based on an interview, a participant mentioned;

Participant 1:

"I search for the topic. From many websites that Google offers, I choose one website that I am comfortable with and help me to understand the topic better. Usually, they are websites that use simple English"...

Participant 2:

"I can surf and solve my English problem anywhere and anytime when I use the internet"

This is a point to be emphasised where learners would understand better when the knowledge is presented in a way that they could understand thereby increasing their linguistic knowledge. This is in line with Krashen's (1982) comprehensible input, $i+1$, where when students comprehend the input given using additional, higher level input, students will be able to gain knowledge and improve themselves (Marsh, 2008). This indicates the benefit of using the internet as a source of material for ESL learners as it supports Krashen's theory and allows the students to pick and choose the websites that suit their interests and needs. With interest, students will participate and learn better as they are having positive motivation (Marsh, 2008).

Moreover, the usage of these language learning websites has proven that it was a convenient source of information as students could access it anywhere and anytime, as mentioned by the participant 2 above. However, this could become a problem if the internet is used as the ONLY reference source - as one participant mentioned in her written feedback that she had a problem with her internet connection and laptop. This indicated that technology may seem one of the most convenient medium for learning English language but it depends on the capability for the learners to access it or not. Not all Malaysian secondary school students have the privilege to access the internet and have the ICT knowledge required as some students may come from low, middle or high income family background. Without the access, students may feel demotivated and not being able to complete the tasks given successfully. They would then have to refer to other sources such as books or teachers, which may also not be accessible all the time.

Besides, one participant was not in favour of learning using English learning websites. This could be seen in the interview:

Participant 5

"I don't like to use internet because I cannot understand what i read in the website. If I want to learn about my mistakes, I rather ask teachers and friends than using the internet. I understand better when my friends explain. I think the websites are difficult for me to understand. My friends can explain better using language that I can understand".

This indicates that this participant may have been having difficulty in dealing, not just with the grammar knowledge taught in the website, but she also had to deal with the English language used in the website itself. The English language used in the website may have hinder her from obtaining the input that she wanted to study due to her low language proficiency that results in uncomprehending the website's information. In other words, this participant had been carrying out heavy cognitive work as she had to do multiple brain activities at the same time in comprehending the new input. Vickers (2001) mentions that this can be quite demotivating for weak students that makes them give up in carrying out any self-correction when dealing with indirect corrective feedback. This explains why this participant preferred having a colleague or a teacher as her information source. This was because she was desperately in need of a comprehensible input, meaning she needed someone to help her in solving her confusion on the language. The participants preferred to have friends or teacher to help her by explaining in a simpler terms or even using the Malay language (which the websites could not do) and that allowed the participant to comprehend better. English learning websites could not provide explanations in the Malay language as they are mostly written in American or British English.

6. Conclusion

In this concluding chapter, we review the main findings discussed in chapter 5, as well as discussing the limitation of study, pedagogical implication and suggestion for further research.

Based on chapter 5, it is found that using English Language Learning Websites as a material to assist students when dealing with indirect corrective feedback have proven to fill the gap of where students may have no reference to address indirect corrective feedback and self-correction. This implies that technology has given a vast opportunity for students to identify what they want to learn and obtain the knowledge that they personally needs, leading students to be able to fulfil their own learning needs and learn by themselves, in other words, becoming autonomous learners. Unfortunately, the absolute limitation is when technology devices are not at one's convenience disposal. As mentioned by Participant 9, she had problems to carry out her website research due to slow internet connection. To have the privilege of owning a computer and internet connection, the students' family background may have to be of medium or high family income. It may be impossible for students who are from low income to own luxurious items. This may have caused difficulty for the students to access the internet to learn by themselves. Another limitation is that, based on the interview and respond carried out, even though all participants admit that they enjoy learning using the English learning websites, they still convey their uncertainty on the correction that they have made. They still require a teacher or a colleague to validate their answers. One participant mentions that she rather learn and correct through face to face interaction compared to learning through English language learning websites. This is because with interaction, the participant claims that she can ask more detailed question and obtain respond in a much comprehensible explanation.

There are few pedagogical implications that could be carried out by educators. English language learning websites is a resourceful material for students and teachers to refer to. It is convenient to be used at any time and anywhere. Students do not need to wait for their teachers and they could surf it according their learning needs. Teachers could use it in the classroom and set it up as a material that the students could refer to before the lesson (to prepare them for what they are going to learn) or after the lesson, as a homework (to reinforce what they have learned). However, what I have noticed based on this research is that teachers need to prepare their students with ICT skills as well as facilitate students in getting familiar with learning using English learning websites. Sometimes students are unaware that there are many ways to access knowledge, not just by surfing the internet, but they could also interact with other people to discuss any uncertainties.

Another pedagogical implication is that indirect corrective feedback is useful to be carried out within a classroom as it encourages students to discover their weakness, understand why they are weak in it and find a solution to it. It is a process of students' personal knowledge discovery of what they know and what they do not know and how they are going to bridge the gap by searching the correct answer. It is beneficial as students get to comprehend the knowledge properly and internalize what they have learned through experience of searching the correct answer.

It is suggested that for future research, researchers could investigate how long does it take for students to be able to self-correct after receiving indirect corrective feedback and what kind of clues that the teacher could give in order to lead the weak students until they are able to correct themselves. Another suggestion is to be more specific in terms of which English language learning websites facilitate the students' effectively and discover the features that makes an English language learning websites useful.

It is hoped that this research has been an eye-opener to educators, parents and students on how indirect corrective feedback and English language learning websites are able to encourage ESL students to become autonomous language learners. It is hoped that when this language learning strategy is inculcate among ESL students, they will be independent lifelong learners that would never give up in learning novel knowledge by themselves, keep on improving, achieving beyond what is expected of them and become proficient English language users.

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Author(s):

Alia Nur Dodgson Bt Tariq

alias.adventure@gmail.com

Faculty of Education, University Teknologi Malaysia, 81310 Johor Bahru, Malaysia

MasdinahAlauyah Md. Yusof²

alauyah@utm.my

*Language Academy, Universiti Teknologi Malaysia, 81310 Johor Bahru, Johor,
MALAYSIA*