

[Annual Conference Abstract]

A Study on Korean Learners' Error Evaluation: Comparison NS and NNS Teachers' Error Evaluation

In 1970s the concept of "Error evaluation" was raised and has worked within many studies in SLA field. Starting with Burt (1975), James (1977) up to Khalil (1985) and Schmitt (1993), some researchers turned the view to not only the errors learners make rather than the unawareness of the teachers who correct the learners' errors. The most important point is that the errors are not made by learners, but produced by judges such as experts and teachers.

The purpose of this study is to adopt "Error evaluation" to KFL context and to examine different tendency between NS (native speakers) and NNS (non-native speakers) teachers. As a hypothesis refining step, by qualitatively meta-evaluating 15 thesis which include Korean learners' error evaluation conducted by NS (N=5) or NNS (N=10) researchers, we could see some examples which could show us differences according to the evaluator, NNS or NS.

To examine it empirically, we asked Korean teachers to error-evaluate respectively oral and written production of Korean learner and answer some questions about their attitude towards error evaluation and treatment in classroom. The subjects of the study were NNS (N=22) and NS (N=29) Korean experts and teachers who are now studying or studied in major of KFL in Korea or are working as a Korean teacher. Participants' responses were quantitatively analyzed using descriptive statistics and t-test by SPSS 12.0 and also categorized and discussed qualitatively by linguistic units.

The results showed that NS teachers are more generous to oral error but less in written error than NNS

teacher and NS emphasized global error in appropriateness while NNS were more sensitive to local error in accuracy. For NS teachers, 'appropriateness in discourse (51.7%) > lexical correctness (10.3%) > structural correctness in sentence (31.0%) > morphological and grammatical correctness (3.4%)' are important factors to judge learners' errors,

			Preferences in error judgment					Total
			Morpho logical	Lexical	Structural	Discourse	Etc.	
Grp	NS	Freq.	1	3	9	15	1	29
		%	3.4%	10.3%	31.0%	51.7%	3.4%	100.0%
	NNS	Freq.	7	3	8	4	0	22
		%	31.8%	13.6%	36.4%	18.2%	.0%	100.0%
Total		Freq.	8	6	17	19	1	51
		%	15.7%	11.8%	33.3%	37.3%	2.0%	100.0%

on the other side, for NNS Korean teachers consider highly on 'structural correctness in sentence (36.4%)' than 'morphological and grammatical correctness (31.8%) > appropriateness in discourse (18.2%) > lexical correctness (13.6%)'. ($\chi^2=.037$ for [NS/NNS] * [preferences in error judgment])

To link theory to practice, we suggested the results of this study to KFL writing fields. Up to date in KFL classrooms, we hardly consider the *feedbacker* (teacher) as an important factor. According to the result of the study, however, NS-NNS status can be significant component for teaching writing especially in overseas KFL class accompanying with both teachers working together. Team or co-operative writing class can be suggestible.