

The Relationship Between Gender and Corrective Feedback

Nahid Zarei

Azad University-Maragheh Branch (Iran)

zareinahid@yahoo.com

Abstract

As teachers, we try to provide different types of corrective feedback in our classes hoping that our students' errors will be eradicated on the spot. Nevertheless, most of the time it is never so. The learners' uptake, of course, depends on many factors some of which may be affective, cognitive, age, gender, time of correction, students' learning ability, developmental stage, their attention and so on. There are different strategies for error correction during communication activities in the classroom (Hedge, 2008; Brown, 2007), but they can not be prescribed for every situation. As it was mentioned above, many factors will have an impact on the choice teachers make.

This paper intends to investigate whether there is a relationship between gender and the choice of these strategies. The research question is: Do males and females prefer the same strategies of error correction in communicative activities? To this end, a questionnaire, consisting of 24 questions, was used as the research tool. There were 205 participants 48.8 of whom were girls and 51.2 were boys. They were all taking intermediate English course at Iran Language Institute, one of the most popular English schools with approximately 150000 learners all over the country. Chi-square and Cross-tab were applied to analyze the data. The results revealed significant differences ($p < 0.05$) among boys and girls in 6 items.

This study can be invaluable for all ELT practitioners and English teachers, especially those who are managing mixed (boys and girls) classes.