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# ACROSS BORDERS

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AN OVERVIEW OF ISSUES IN  
MANAGEMENT & BUSINESS / SCIENCE & TECHNOLOGY  
/ SOCIAL SCIENCE & HUMANITIES  
2009-2011

## PROJECT TEAM

Dr. Roaimah Hj. Omar  
Dr. David Loh Er Fu  
Nor Raihan Abu Bakar  
Siti Zuraina Gafar@Abd Ghaffar  
Muhamad Hanapi Khamis  
Siti Nurshahidah Sah Allam

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**Division of Research, Industrial Linkages & Alumni  
Universiti Teknologi MARA  
Cawangan Melaka**

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# PREFACE

Across Borders is designed for use in knowledge development in various disciplines. It is written to accommodate the interest of academicians and industry. The compilation of research abstracts from different fields provides valuable information to assist the expansion of knowledge and development. It also serves as a reference for Universiti Teknologi MARA (UiTM) Melaka Campus and the Division of Research, Industrial Linkages & Alumni.

The compilation of proceeding abstracts includes 83 research abstracts that are divided into 3 sections according to their respective disciplines; Management and Business, Science and Technology, and Social Science and Humanities.

It is hoped that this book would inspire its readers to undertake further research in the specific fields or disciplines.

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We would like to sincerely thank all our friends, colleagues, and acquaintances for their roles, direct and indirect contributions and invaluable support in the compilation of the 83 proceeding abstracts.

## STUDENTS' VERSUS INSTRUCTORS' PREFERENCES IN TREATMENT OF ERRORS IN ESL CLASSROOM,

Kamisah Ariffin

Misyana Susanti Husin

### ABSTRACT

Learners make mistakes or errors in the process of learning. Error treatment is very important as learners will get information on their performance and clear understanding of what should have been learned or acquired. However, what kind of treatment can best benefit the learners? This is because the treatment of errors can influence learners' motivational learning behaviour. This paper, thus, investigates both the learners' and instructors' preferences towards error treatment as both parties have intuitive knowledge about the kind of treatment that can benefit learning the most. The classroom observation and survey reveal that there are four common approaches to error treatment, namely 1) explicit corrections, 2) asking other students for the correct answer, 3) providing clues for self-repair, and 4) ignoring errors. The findings reveal that students preferred explicit corrections the most while the instructors preferred the providing clues for self-repair method of treatment. Pedagogically, the findings point out that instructors have to employ the appropriate measure for error treatment in the classroom for the benefit of learning.

### KEYWORDS

Error treatment, explicit correction, clues for self-repair