

Adult Learners' Attitude Towards Error Detection and Correction by Teachers and Peers in Written Texts

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Abstract

This paper investigates adult learners' attitudes towards error detection by teachers and peers in their written texts. In fact, different psychological, social, and cultural aspects that extensively impact learners' attitudes towards feedback are highlighted in this article. The study also explores themes like adult learners' preferences for direct, indirect feedback, explicit grammar instructions, differences in learners' mindsets to have feedback from teachers and peers, that are influenced by learners' psychological, social, and cultural factors. To examine how adult learners' attitude is shaped by those psychological, social, and cultural aspects, the paper also includes a brief survey of 50 young adult students who are majoring in English and they are pursuing a Bachelor degree in English or have a Bachelor degree and are pursuing Master of

Arts in English.

Overall, the paper focuses on the themes that control adult learners' attitudes towards error detection in writing English texts.

Keywords: Teachers' feedback, Peers' assessment, Direct-indirect feedback, Adult learners' psychological, Social and cultural aspect

1. Introduction

Error detection in writing refers to pointing out mistakes in a written piece of paper or any form of writing. Making mistakes in written texts is found in undergraduate papers. Teachers usually correct these errors, helping learners achieve flawlessness and writing accuracy. However, students' attitudes vary from person to person. Some take them as positive feedback and apply them to improve their writing, whereas others take feedback as criticism, and this hampers their learning process in the long run. Some students are very confident to learn through feedback on their mistakes; on the contrary, many others are terrified of making mistakes. Adult learners differ from younger learners' mentality towards correcting their written texts. Unlike younger learners, adult learners' personal, emotional, and professional experiences shape their attitude towards feedback and corrections. As adults are more mature and knowledgeable, the finding of this paper may help them deal with the feedback teachers provide on their written work.

Attitude matters a lot for learners, especially when getting feedback on their writing. Learners' motivation and classroom participation are influenced by learners' perspectives on error fixing. A positive attitude promotes learning while a negative attitude hinders it. When students are willing to accept feedback, it will raise their motivation and their participation to learn through mistakes. They will not take it personally; rather professionally. On the other hand, usually, students with a negative attitude towards error detection in writing might not be motivated to face challenges to new learning. This will diminish their participation in encountering challenges, ultimately obstructing their mind from accepting errors in their write up.

These attitudes are built in learners by many factors, including learners' various cultural backgrounds, different levels of self-confidence, and learners' personalised aims in learning. Culture is pivotal in how learners welcome error detection in their writing. There are various types of cultures, like high power distance culture (for example, many Asian cultures, Middle Eastern cultures), low power distance culture (for example USA, many Western countries), face-saving culture, (for example, Japanese, Korean cultures). Learners from high power distance cultures barely challenge teachers' feedback, and they are even two-minded to put a counterargument on teachers' feedback. However, learners from low power distance cultures are quite the opposite of the first one. They are very liberal towards error detection by teachers in their writing. They are even open to peer feedback. There is another culture called the face-saving culture, and learners from this culture are reluctant towards direct feedback, which might give them shame and shyness around others. As observed by Hornikx and Hoeken (2007):

In large power distance cultures, such as the French or the Belgian culture, people accept and expect that some people can determine other people's behavior. In cultures with a

small power distance culture, for example, the Dutch or the Swedish culture, people prefer and expect such power inequalities to a lesser degree, preferring equal relationships. (Hornikx & Hoeken, 2007).

Therefore, culture plays an outstanding role in allowing learners to show attitudes towards feedback in their writing. The kind of mindset learners will grow towards their error correction is cultural in this scenario.

Emotional factor like confidence plays a very fundamental role in the learning process. It is stated that when learners feel anxiety, their confidence can fluctuate between going up and down. This self-confidence is crucial for learners to learn a new language (Salihoğlu, 2024). It is noticeable that emotion plays a role in learners' attitudes towards teacher feedback. But confident students take teachers' feedback positively, and they learn through the errors they have made in their writing. Learners' different learning goals are also responsible for the variation of attitudes towards mistakes in writing. Some learners have intrinsic motivation to learn whereas, others have instrumental motivation. Many people believe that intrinsic motivation, which learners learn out of passion and love, is essential because it focuses more on natural correction and learning. In contrast, extrinsic motivation leads them towards getting fast feedback. Both types of motivation are necessary for learners. C. F. Ng and P. K. Ng (2015, p. 98) observed that "*intrinsic motivation correlates more closely with language learning success than extrinsic motivation, but a learner's total motivation is most frequently a combination of extrinsic and intrinsic motivation*". Intrinsic motivation works more effectively for learners to accept feedback on their written mistakes. Still, extrinsic motivation also has a role in helping learners have a positive attitude towards error detection in their writing.

This study examines how adult learners receive feedback in their writing from their teachers, and peers and the kinds of feedback that they take positively or negatively. This paper also explores how learners' psychological, social, and cultural factors influence adult learners' attitudes towards error detection.

This paper is divided into five main sections: methodology, literature review, summary of the research findings and discussions, recommendations, and conclusion. The first two sections showcase the research procedure and some factors that dominate adult learners' attitudes towards error detection and correction done by their teachers. Also, it discusses adult learners' preferences regarding the types of feedback.

The third section investigates the summary of research findings and analysis. The following section suggests recommendations regarding how adult learners could bring positive attitudes towards teachers' error detection and correction, creating a sound environment for their learning process. Finally, a concluding section summarises the overall paper.

2. Literature Review

2.1 Introduction

Error in learning is inescapable, and the most important thing is how errors are detected and corrected. This is necessary because it plays a vital role in developing writing and the learning

process. In some cases, error detection is highly appreciable by both the adult learners and the teachers. However, neither party can agree on the types of error correction teachers provide. Most adult learners expect all corrections from the teachers in their writing, whereas teachers give selective corrections and expect learners to finish the rest. It is mentioned that students favor overall correction from teachers. On the other hand, teachers do not support it—this mismatch between their expectations results in poor outcomes in learning (Hamouda, 2011). Thus, a clear communication gap exists between learners' and teachers' expectations. Perhaps, teachers do not want their students to limit their creativity in writing and want them to become better, spontaneous learners. It is imperative here for both parties to diminish the communication gap, and they need to develop better error correction techniques.

2.2 Learners' Attitudes Towards Peer Feedback

Learners sometimes prefer peer feedback and online peer assessment when developing their writing skills. Online peer assessment is more formal and structured than offline peer feedback. However, both are fruitful for learners' improvement in writing. They have a very positive mentality towards these types of assessments. It is found that *“using Facebook to perform an online peer assessment activity can stimulate pupils' curiosity in English writing and their enthusiasm for writing and improve their writing skills and knowledge”* (Masrul & Santi Erliana, 2024, p. 54).

So, learners' attitudes towards peer feedback and online peer assessment are very welcoming in most adult learners. However, it is also found that some students do not prefer peer assessment. They directly opt for teachers' feedback on errors in their writing. Hamouda (2011) mentioned that when students were asked about peer assessment, surprisingly, 35% of students answered negatively, and most did not want their peers to fix any of their errors (p. 131). Therefore, it shows some mixed feelings among adult learners in terms of allowing peers' feedback on their writing. Some students favor peers' assessment; perhaps they prioritize their learning more than their ego. On the contrary, some students do not lean towards peer assessment in their writing. This can happen either because they cannot rely on non-experts' judgment or because their ego drives them, so they will not take feedback from peers.

2.3 Learners' Attitudes Towards Teacher Feedback

The learners have diverse attitudes towards error correction by teachers. Some students opt for manual correction in their writing; others prefer electronic feedback on their written texts because of its easy accessibility. Here, they get instant feedback after submitting their written work. The feedback they get through electronic devices is detailed, and they can save it for further use. Yet, many students prioritize teachers' honest feedback because, unlike electronic feedback, it is personalized, and students get comments based on their mistakes. This is very effective compared to the electronic feedback. It is stated that *“The feedback provided by the tutor remains paramount. The Internet may be used to return tutor comments, perhaps using a virtual-learning environment (VLE). In some instances, this has led to radical changes in how programmes are organised.”* (Denton, Madden, Roberts, & Rowe, 2008, p. 488). As students have mixed opinions on error correction by teachers and correction by electronic feedback, they should prefer teachers' direct feedback virtually. This might meet the expectation of

getting teachers' and electronic feedback simultaneously.

Students' emotions play a vital role in responding to teacher feedback. Some learners lack authority over their written texts when teachers correct them. They think that teachers are taking control over their writing. This creates negative feelings among students. Sometimes, students feel that their arguments are logical, and teachers want them to change their arguments. This brings negativity among students in error detection by teachers. It is mentioned that "*the potential dangers associated with a student's lack of authority when it comes to textual decision-making, a concern mirrored in our study, particularly about appropriation*" (Taggart & Laughlin, 2017). So, it is evident that learners should have a sense of belonging in their writing, which will progress their learning. The student-teacher relationship is one of the factors that facilitates students' good outcomes in learning. If the students feel that teachers are cooperative and are not ignoring the roles of students, considering that they also have a role to play in the feedback process. In that case, the feedback they get on their writing from their teachers is greeted warmly by students. Taggart and Laughlin (2017) mentioned that a good rapport with teachers helps students learn. Also, when teachers give error corrections in writing, students make mistakes; teachers' attitude of denying the role of learners hinders the learning process. Hence, it is showcased that a good teacher-student relationship assists students' learning by having a positive mindset to accept teacher feedback on their writing. Many adult learners also prefer detailed feedback both on content and grammar. Content includes ideas, the structure of essays, etc. Some studies have shown that learners prefer a grammar-based approach due to its large accuracy-oriented WCF (Written Corrective Feedback). However, other students like content-based correction, and attention is paid to writing content and grammatical errors (Chen et al., 2016).

Hence, it is clear that adult students have very positive attitudes towards both grammar and writing content. Perhaps, they prefer it as writing is a complete package, and good writing includes accuracy both in grammar and content.

2.4 Direct-Indirect Feedback

Sometimes, students' varied attitudes are seen in teachers' feedback on grammatical errors in writing. Some learners prefer direct feedback while others prefer indirect feedback on written texts. Learners' cultural background here has a pivotal role to play. Students from educational institutions that taught the Grammar Translation Method (GTM) are leaning towards direct feedback. On the contrary, learners taught the Direct Translation Method (DT) prefer indirect grammar feedback on their written texts. It is pointed out that many learners expect direct written corrective feedback (WCF) where they get direct answers. Also, many students like to get indirect WCF, which is when they fix their written mistakes (Wulf, 2021). Therefore, it can be concluded that both methods of teaching grammar are imperative for learners' writing development. Nevertheless, indirect feedback showcases those students are more active learners and put much effort into learning. At the same time, only indirect feedback cannot meet every criterion for a learner in writing, as they need clear and detailed feedback in their writing that comes from direct feedback. Also, giving hierarchical values is another cultural factor when students get feedback from teachers on their written texts. Learners from many

Asian countries value teachers' feedback more than peer assessment. This happens as they show utmost respect for their teachers' assessment. However, learners from an Asian country such as Indonesian students, have similar cultural traits in receiving feedback from teachers in their writing, except for face-saving characteristics, where they give less priority to avoid shamefulness. They are reluctant to accept the mistakes they have made in their writing. Fithriani (2020) observed that Indonesian learners also value teachers' feedback more than peer feedback, and hierarchical values are highlighted here. However, there are a little difference as they are not embarrassed if their mistakes in writing are shown to them. This showcases those learners from Indonesia are also respectful towards teachers' feedback, but are more open and not scared to deal with embarrassment in the learning process.

2.5 Learners' Psychological, Social and Cultural factors

Adult learners' psychology is another factor that influences how adult learners will show attitudes towards error detection in writing. Adult learners are different from young learners in terms of mindset. Some adults are mature enough, and some are not. In most cases, mature adults have a growth mindset where they are very liberal in terms of getting feedback, which conflicts with their judgment. This creates a positive learning environment. On the other hand, some adults have a fixed mindset; with this mentality, they cannot accept new things that often clash with their own beliefs. This fixed mindset hinders the learning process. Learners with this mindset cannot positively receive feedback in their writing, especially feedback that goes against them. It is mentioned that learners with a growth mindset have the mentality to improve their knowledge with effort; conversely, learners with a fixed mindset believe that abilities and expertise are static and unchangeable (Papi et al., 2019). Therefore, it can be assumed that learners with a growth mindset can positively take feedback from teachers or peers on their writing. Still, learners with a fixed mindset cannot accept input positively because of their beliefs. One group believes everything can change with effort and hard work, while others think it is fixed, as humans are born with specific abilities. This is the nature vs nurture debate. So, learners' attitudes towards error correction are psychological.

Learners' social and cultural factors also dictate how a learner will respond to error detection and correction. Sometimes, it happens that teachers give corrections to mistakes made by learners, and learners learn and apply them next time they write. However, learners might make the same types of errors. This could be due to teachers failing to give proper corrections, as corrections are personalized, and this suits differently from learners to learners. Another reason could be that learners' learning is hampered by social life. A good student can also perform poorly in written text with proper guidance and teacher feedback due to their daily and social life interference. Nonetheless, learners might show negative attitudes toward error detection by teachers. It is stated that learners are ideally applying the same verb and grammar in one circumstance; however, they fail to use these in another situation because of their daily life and social life (Bitchener et al., 2005). Therefore, to solve this problem, both teachers and learners should cooperate. Teachers should encourage and advise them on daily and social life so that they can balance learning with their social and daily life. Students should also be self-regulators and open to teachers' guidance.

Learners' attitudes towards error detection can also result in a mismatch between how a teacher gives feedback and how a student expects it from teachers. If both teachers and learners can come on the same line regarding feedback teachers give and students receive, then good, effective learning will occur. On the contrary, if there is a mismatch in the student-teacher dynamic, teacher feedback might not be very effective for students. Salteh and Sadeghi (2015) noted that:

If teachers and students both have a mutual understanding of the purpose of specific correction techniques and come to terms with their use, the odds are that the feedback will be fruitful. Conversely, "if teachers and students have mutually exclusive ideas regarding correction techniques, the result will most likely be feedback that is ineffective and, in the worst case. (p. 3).

Therefore, teachers need to pinpoint those methods that will benefit learners in receiving feedback. If they have the same preference, then learning will be fruitful. Otherwise, teachers' feedback will not help students' learning. This will lead students to have negative attitudes towards input from teachers.

2.6 Research Question

How do cultural, social, and psychological factors influence adult learners' attitudes towards error detection and correction of their written texts by teachers and peers?

3. Theoretical Framework

3.1 Socio-Cultural Theory (SCT)

Developed by Lev Vygotsky, this theory emphasises that learning is basically a social process. The concept of Zone of Proximal Development (ZPD) explains the learners' error detection and correction through the guidance of teachers and more knowledgeable peers. Errors in writing English texts can be detected and corrected when the feedback from the teachers and peers occurs within interactive and supportive environments rather than in isolation.

3.2 Affective Filter Hypothesis

Introduced by Stephen Krashen, this theory focuses on the role of emotions in language learning. The responses of the adult learners vary from teacher to peer feedback depending on their emotional comfort and confidence levels. Emotional factors such as anxiety, motivation and self-confidence influence the learners' response towards the teachers' and peers' feedback. A high affective filter such as fear of criticism may hinder error detection. On the other hand, friendly and supportive feedback reduces anxiety and emotional barriers.

3.3 Cultural Dimensions Theory

Developed by Geert Hofstede, this theory highlights the impact of cultural values in shaping human behaviour and communication style. Basically, cultural background of the adult learners influences their attitudes towards teachers' and peers' feedback and error correction. Cultural factors such as beliefs and norms have huge impact on the learners' willingness to criticise the peers or accept correction of the errors while writing texts. Adult students' attitude

towards Written Corrective Feedback (WCF) is immensely influenced by the cultural context they belong to.

In fact, error detection in adult learners is a multidimensional process which is shaped by the learners' psychological development, social interaction and cultural context.

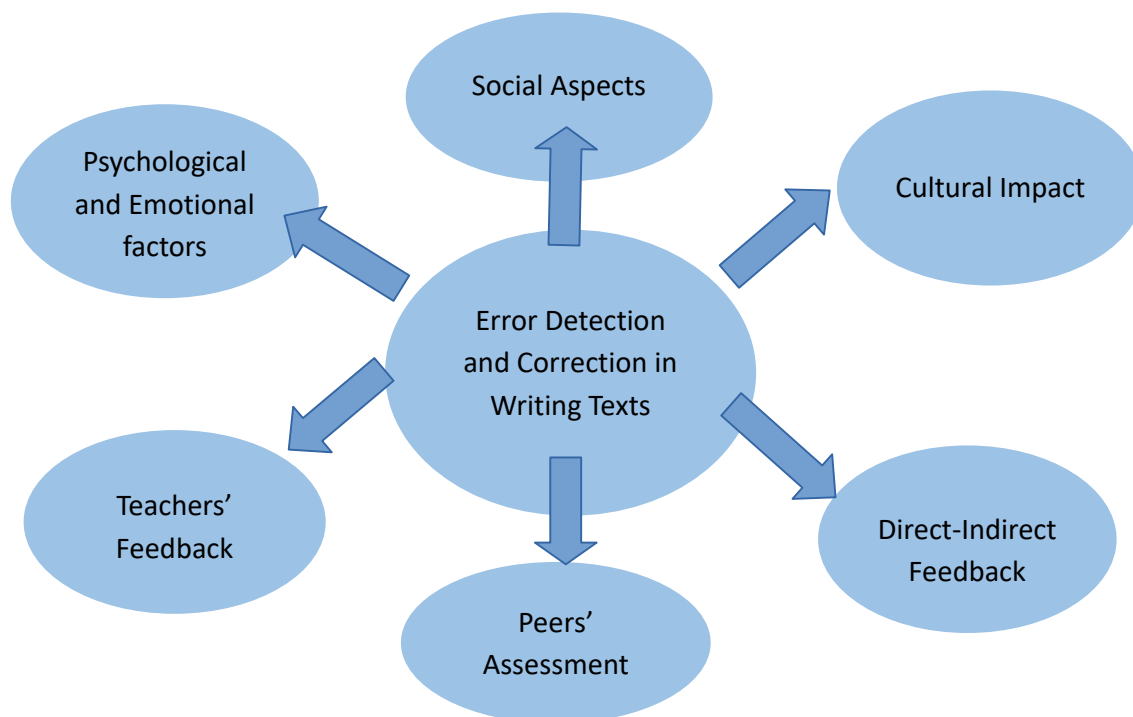


Figure 1. Learners' error detection and correction

3. Methodology

3.1 Research Design

The study adopts a quantitative descriptive research design with supportive qualitative elements. It aims to investigate adult EFL learners' attitudes toward error detection and correction in written texts, focusing on feedback provided by teachers and peers. A survey-based approach is employed to capture learners' perceptions, preferences, and beliefs regarding written corrective feedback (WCF).

To investigate the learners' psychological, social and cultural influences on their attitude in terms of receiving feedback from their teachers, peers, the primary research in this paper is based on two parts: A survey of adult students who are pursuing a bachelor's degree in English, or already have a bachelor's degree. For this, the researchers made survey questionnaires using Google Forms and distributed them through social media like Messenger, WhatsApp, and Gmail. At the same time, the researchers provided questionnaires in paper format in the classrooms in order to collect authentic data from the participants

3.2 Participants

The participants consist of adult learners of English in an English as a Foreign Language (EFL) context enrolled in undergraduate programs at tertiary level institution. The sample includes 50 learners, aged 18 years and above, with varying levels of English proficiency (intermediate to advanced).

Participants were selected using convenience sampling, as they were readily accessible to the researcher. All participants had prior experience with written tasks and had received feedback from both teachers and peers as part of their coursework.

3.3 Research Instruments

Quantitative data were collected using a structured questionnaire designed to measure learners' attitudes toward error detection and correction in writing. The questionnaire consists of three sections:

3.3.1 Background Information

This section gathers demographic data such as age, gender, educational background, and English proficiency level.

3.3.2 Attitudes toward Teacher Feedback

This section includes Likert-scale items examining learners' perceptions of teacher-provided error detection and correction, focusing on clarity, usefulness, emotional impact, and perceived effectiveness.

3.3.3 Attitudes toward Peer Feedback

This section explores learners' views on peer detection and correction of errors, including trust in peers' feedback, comfort level, collaborative learning value, and preference compared to teacher feedback.

Responses are measured on a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). Open-ended questions are included at the end of the questionnaire to allow participants to elaborate on their preferences and concerns.

3.4 Data Collection Procedure

Permission was obtained from the relevant academic authorities before data collection. Participants were informed about the purpose of the study and assured of confidentiality and anonymity. The learners voluntarily participated in the survey.

The questionnaire was administered in paper format during regular class sessions. Participants were given sufficient time to complete the questionnaire, and all responses were collected within a specified period.

3.5 Ethical Considerations

Ethical principles were strictly followed throughout the study. Participants provided their

consent willingly and they were made easy and comfortable so that they didn't hesitate to share their opinions. Moreover, no identifying information was collected from the participants. Data was used solely for academic purposes and stored securely.

3.6 Summary of the Research Findings and Discussion

The following is the summary of the essential research findings from a brief survey of adult learners in Bangladesh. The second part of this primary research includes an in-depth personal interview with four adult learners. The next part of this paper incorporates the summarised version of the interviewees' opinions.

3.7 Quantitative Data Analysis

This questionnaire was distributed to the young adult students who are pursuing a bachelor degree in English or have a Bachelor degree and are pursuing Masters of Arts in English.

The analysis of the questionnaire asked by the researchers has been given below:

When the participants were asked about some pros of error detection in improving writing skills, 03 respondents said that learners' comprehension of language styles and structures is enhanced by error detection; error detection makes learners aware of their mistakes and prevents them from making mistakes in the future. Seven respondents said that error detection in grammar, syntax, and punctuation improves writing. The majority of them, 27 out of 40 respondents, chose all that includes the three options above. Therefore, adult learners believe that error detection has many advantages in the learning process.

The adult learners were then asked the next question about electronic software.

Do you think that the breakdown of marks can be more accurate if teachers use more electronic software? The participants were asked about this, and 60% of the respondents said yes. 17.5% of adult learners said undoubtedly. 12.5% of the respondents preferred to say 'not necessarily', and 10% of the participants directly said no. This data leads us to conclude that most adult learners preferred electronic software to break down marks, which suggests that learners have a passion for using electronic software. However, we have seen in scholarly articles that many learners also preferred teachers' feedback other than feedback provided by electronic software, as teachers' feedback is more personalized and effective for learners.

When students were asked how online peer assessment improves their writing skills? Almost half the number of students, 19 out of 40, chose all options that include analyzing and giving feedback online. Students improve their knowledge and skills; Students might receive constructive criticism through online peer assessment. It enhances students' critical thinking and self-assessment skills. Online assessment ensures timely feedback, which promotes students' fast learning. 17.5% of the surveyed respondents only said that by analyzing and giving feedback online, students improve their knowledge and skills, 12.5% of the respondents answered that students might receive constructive criticism through online peer assessment, and it hones students' critical thinking and self-assessment skills. 10% of the participants said that online assessment ensures timely feedback, which promotes students' fast learning. Only 1% of the participants chose the "no option" from that selected list. These findings show that

adult learners are taking peer feedback very positively. Nonetheless, our secondary sources found that adult learners have an aversion to getting feedback from peers to some extent. They preferred input from a higher authority, like teachers. This might be one of the reasons why their culture taught them to take reviews from teachers in their academic work, written texts, etc. That is how learners' cultural knowledge influences their attitudes towards error detection.

One of the questions: Did you ever take teachers' feedback negatively when it conflicted with your judgment? was asked and 16 students out of 50 said "No, I never took teachers' feedback negatively", and 11 students said "Yes, I took teachers' feedback negatively but I try not to take it negatively" 10 participants took the option "Yes. Sometimes I take teachers' feedback negatively." Only three students responded with "Yes. I took teachers' feedback negatively on many occasions." It shows that most of the learners are very obedient to their teachers. This is due to one of the social factors that teaches students not to bargain with elders, especially with teachers. However, some students expressed that they took the teachers' feedback negatively. Based on the data mentioned above, we can conclude that learners must have respect towards teachers, but sometimes they take it negatively, as they are human beings. It is natural for humans not to take something positively that conflicts with their psychological beliefs.

Learners were asked which types of written corrective feedback (WCF) suit them most in second language (L2) learning, and 57.5% of the survey takers replied that they prefer the combination of both direct and indirect written corrective feedback. 20% of the study members chose indirect written corrective feedback (e.g., Spelling=sp, Grammar=g, etc). Meanwhile, 15% of the questionnaire completers said that they prefer Direct Written Corrective Feedback, and only 7.5% of the respondents are against getting written corrective feedback. This type of question is also one of the two open-ended questions where learners gave mixed opinions about written corrective feedback. Direct feedback benefits most adult learners by providing instant corrections. Still, indirect feedback is more effective for some learners as they believe that, in most cases, learners usually get negative feedback in direct feedback, which is unsuitable for learning. Based on these findings, it can be said that adult learners prefer both direct and indirect feedback. Moreover, learners' preferences for types of feedback are also cultural. Learners' culture plays a crucial role, such as the attitude of their teachers and peers towards the feedback they receive.

Participants are also asked about explicit grammar instructions. When they are asked about why is explicit grammar instruction necessary in English learning process, 42.5% of the participants chose all of them options which includes; It helps students have the principles of grammar which is imperative in good writing; explicit instructions allow students to understand their grammatical mistakes they do, having good command over grammar helps find out cultural nuances of English language; and knowing grammar explicitly promotes self-expression. Furthermore, 15% of the respondents chose only the first option above, 32.5% of the surveyors preferred the second option, 2.5% of the respondents answered the third option only, and 7.5% of members preferred the fourth option. Interestingly, no one said "none of them". This showcases that explicit grammar instructions are necessary for learners to facilitate learning. Even secondary sources confirm that many adult learners lean towards explicit grammar instructions on error detection on written texts.

Another interesting question was asked of the participants: Do you feel that L2 learners receive error detection as demotivating and insulting? 11 participants believed that L2 learners take error detection as demotivating and insulting. Twenty-four participants answered that L2 learners do not find error detection demotivating or insulting. Only 5 participants are confused about choosing their option. Therefore, this helps researchers conclude that most adult learners take error detection and correction as a learning process and want to learn from it. A smaller number of participants gave negative feedback. Here, learners' culture might come as most learners might feel that they should not bargain with teachers when they provide error correction on written text or the overall learning process. It is also explored that learners from some Asian cultures and others prefer silently accepting teachers' feedback on error detection. Some Western cultures also follow the opposite trend of not accepting teachers' input blindly on error correction.

3.8 Qualitative Data Analysis

Qualitative responses from open-ended questions were analyzed using thematic analysis to identify recurring themes and patterns. For qualitative research, researchers have collected interviews from four interviewees and all the interviews have been recorded. Apart from these, researchers have collected a few personal interviews from adult learners that have not been recorded. Three interviewees are female and have finished graduation in English linguistics, and are now pursuing their master's degree in TESOL (Teaching English to the Students of Other Languages). The 4th interviewee is a male having a bachelor degree with a dual major in English Literature and Linguistics. Currently, he is working as a screenwriter in Hollywood, Los Angeles, USA. Through analyzing their interview scripts, researchers have found that 1) Adult learners' attitude towards error detection on written texts is mostly positive and psychological; 2) Teachers' feedback is highly appreciable to learners but different subject-based feedback puzzle them; 3) Learners' conformity towards teachers' feedback in error detection is social, emotional and gender-specific; 4) Explicit instructions in highlighting errors in writing is opted to learners.

4. Adult Learners' Attitudes towards Error Detection on Written Texts are Mostly Positive and Psychological

The interviewer asked the respondents about error detection and whether it helped them in their writing or not. All interviewees answered that they benefited from error detection in writing and have a very positive attitude towards error detection by teachers. They all try to learn from their mistakes and consider it a part of their learning process. One of the interviewees specifically mentioned that she liked side notes with little explanation from teachers, as she believed this feedback helped her minimize the mistakes in her writing shortly after that feedback. However, the 1st interviewee highlighted that those adult learners have a negative attitude towards error detection and correction in their writing. She emphasized that whether learners take positive or negative feedback depends mainly on their psychology. She particularly mentioned Generation Z (Gen Z) learners, who, in most cases, have negative attitudes towards negative feedback in writing. She explained that:

Considering the existing classroom scenario and the mindset of today's learners,

especially Generation Z (Gen Z), it often has a negative impact. Not all students are open to error correction. Many dismiss feedback easily or follow new trends or informal language patterns. They usually do not want to admit they are wrong. So instead of helping, error detection sometimes makes them feel personally attacked by teachers' negative feedback, even though that's not the intention.

This interviewee explicitly pointed out that most adult learners who belong to Gen Z have a negative attitude towards error detection and correction in their writing. This indication to Gen Z showcases that this attitude towards feedback is psychological. It is mentioned that people's communication today is not tied up by time, place, and geography. Facebook, TikTok, Snapchat, Twitter, etc. are the communication media for Gen Z adults. Social media is Gen Z's primary mode of interaction (Peredy et al., 2024). As most learners from Gen Z do not have human interaction, it could be one of the reasons for them to show a negative reaction to error detection in their writing.

5. Teachers' Feedback is Highly Appreciable to Learners, but Different Subject-based Feedback Puzzles Them

All interviewees have agreed that they always take feedback in a good way. Error detection from teachers helps learners learn from mistakes. Interviewee 1 said that sometimes she found teachers' feedback had come from unacceptable personal grudges, but she tried to take lessons from it. However, feedback from peers is appreciable to some extent, and in some cases, these are not accepted in the same way adult learners accept teachers' feedback. The 2nd interviewee stated that she was always attracted to teachers' feedback, not peers. Perhaps her upbringing was in a culture that taught her to get feedback from teachers but not from peers. One of the interviewees claimed that she tries to take peers' assessment to learn something, but notices that peers sometimes fail to provide honest feedback. She mentioned that:

My peers think from a different point of view and gave me the idea that I can improve my writing this way, or use idioms like this or like that. So, this thing also motivated me and helped me to learn better. Also, it boosted my confidence in other ways. However, in most cases, peers are not helpful, and I felt they showed no interest in giving feedback. In that case, I felt a bit depressed.

It showcases those interviewees are very positive towards teachers' feedback in their writing, whether it comes from their grievances or not. They also have mixed mindsets towards evaluation from peers; however, different types of feedback lead to confusion for learners in their writing. Writing styles vary from subject to subject. The way a student from journalism writes would be different from an English major who writes argumentative essays. Nguyen and Truong (2024) stated that Pham and Bui thoroughly examined the teaching and learning of the genre-based writing approach at a Vietnamese university. Their study unequivocally demonstrated genre-based instruction's immense significance and impact on writing (p. 25).

Thus, getting feedback from different writing genres sometimes confuses them. The 1st interviewee explained that:

It was during my undergraduate studies, while I did a minor in Media Studies and

Journalism. There was a course, I think related to photography, where we had to write a paper. The writing format completely differed from what I was used to writing in my English department courses. I messed up my first assignment since I was used to one type of academic writing. I became too focused on correcting my format for my departmental course and mixed the two styles. That affected my performance in my upcoming English department assignments.

Therefore, it can be concluded that learners appreciate feedback from teachers and, to some extent, they take it from peers, and both facilitate their learning process. It also reveals that different types of feedback in writing dumbfound them in their writing styles and strategies simultaneously.

6. Learners' Conformity towards Teachers' Feedback in Error Detection is Social, Emotional, and Gender-specific

All interviewees showed conformity towards teachers' error correction. Two female interviewees explained that they accept teachers' feedback without bargaining or asking for an explanation. One of them does it as she does not want to be the reason for teachers' attacks in her academic life. She explained that:

When feedback conflicts with my judgment, I usually accept it. Why? Because at the end of the day, marks matter. Although people say the learning process is more important, the reality is that grades have long-term consequences. So even if I disagree, I often meet the teacher's expectations.

Another female interviewee said that she showed willingness towards teachers' feedback on her errors in writing out of respect towards teachers. However, another female and the only male interviewee mentioned that they do not doubt teachers' expertise. Still, they believe teachers can be wrong sometimes, as they are human beings. If teachers' explanations seem incorrect to them, they put their arguments in a respectful tone and gesture. The only male interviewee said that:

Feedback from teachers, for me, has always been an absolute. Having the incentive to learn and hone my craft, any feedback or critique received from teachers is material I accept with as open a mind as possible.

Thus, it showcases how an adult learner will receive teachers' feedback on error detection, which varies from learner to learner and depends on the learners' psychology. Nonetheless, gender does play some roles here. The researchers talked to some adult learners personally, and these learners believed that how adult learners will respond to error detection by teachers in their written texts is gender-specific. They mentioned that a male learner reacts differently from a female learner in terms of receiving teacher feedback on their written texts. It is noted that "Teachers' negative feedback for behavior in turn has a stronger positive relationship with anger and was more strongly negatively linked with social acceptance for boys compared to girls" (Schwab et al., 2022). Hence, boys and girls show varied attitudes towards teachers' feedback on their written text. It is also explored that, unlike the other two female interviewees, one of the female interviewees preferred explanations and sidenotes on her error detection

received from teachers. She mentioned that:

When teachers detect the errors we make in our written texts, they give sidenotes or clear explanations on our mistakes. I learned the reasons behind the error. This helped me a lot.

Therefore, it shows that learners' attitude towards error detection by teachers is emotional and gender specific. Emotion plays a vital role here and collected data proves that learners' attitude towards teachers' feedback are social, emotional, and gender specific.

7. Explicit Instructions for Highlighting Errors in Writing Are Opted for Learners

After conducting four interviews with four interviewees, researchers found that learners prefer explicit instructions and teacher feedback. However, two leaned towards direct feedback and two opted for indirect feedback. One of the female interviewees, preferring direct feedback, also mentioned that she wanted to know where she made mistakes in her writing. She said that:

I believe explicit direct grammar instruction and traditional approaches to error detection are essential, especially in language learning, because if I highlight academic writing in more specific terms, teachers clearly explain grammar rules and detect the errors we make on our written texts.

It might seem that learners' attitudes are influenced by their traits, which affect their attitude towards error detection and correction. Another female interviewee preferred indirect feedback on written text, where she did not discuss about the necessity of the sidenote explanation. She mentioned that:

Let's say a student makes a mistake in a sentence. Instead of immediately correcting it, the teacher should let the student continue. Later, they can revisit that part and ask, "You used this word here but not there. Why?" That gives the student space to reflect and self-correct.

Thus, learners' attitude towards error detection is personal, where some prefer direct and some other prefer indirect feedback. One of the interviewees preferred sidenote explanations that helped learners detect and solve problems easily. It was found that learners' attitudes are personal and directed by intra-factors. Also, sometimes it varies in terms of gender, where male learners prefer red ink and a smaller number of corrections, while female learners opt for less color with detailed feedback (Yu & Yang, 2021). Therefore, learners prefer explicit instruction along with direct and indirect feedback. The attitude learners will show towards feedback on written text is directed by learners' traits, and sometimes their gender influences it.

8. Recommendations

Research may solve the puzzle of the learners-teachers distance by exploring how learners' cultural, social, and psychological factors affect learners' attitudes towards error detection and correction in their writing by teachers. Researchers might see these problems through a bigger lens. Society, culture, and human psychology are complex to modify. Moreover, researchers must focus on not belittling these values and deal with these factors to facilitate the learner's learning process. Educational institutions can play significant roles to bridge the gap between learners and teachers. Teachers and institutions have to create a mindset among learners that

questioning and discussing problems with teachers is called learning. In learning, social hierarchy, like student-teacher, should be overlooked; rather, learning should be at the center of everything. Teachers should use dialogic feedback rather than one-sided comments. This would allow learners to be more casual with teachers. Institutions should also organize workshops where students should be given lessons on promoting learning by asking teachers logical questions.

It is also found that adult learners prefer both electronic software and personalized feedback. The findings showcase that different adult learners have different attitudes towards teachers' error detection on their written texts. However, it is investigated through findings that most adult learners in our country tend to merge their expectations with teachers' expectations, and this trend silences their voice in learning. Teachers should create an environment where learners can show their genuine attitude towards error detection and correction. This will benefit not only students but also allow teachers to create an environment where actual learning will take place. However, it would be challenging for teachers to make such an environment because learners' attitudes are psychologically, socially, and culturally shaped by their brains, society and its people. Nonetheless, teachers have to prioritize learners' learning, ignoring the status quo where students are seen to conform to teachers' expectations.

Educational institutions should come forward to align electronic devices with teachers' feedback to meet the demands of learners on both sides. It is recommended that the government raise their hands because it will cost a lot of money and require teachers to be trained, which is also time-consuming. The government should allocate much money to the education sector for this. Nevertheless, it is tough for a developing country like Bangladesh to simultaneously introduce and run electronic devices with human personalized feedback by teachers because in most rural parts of Bangladesh, many educational institutions do not even have logistic support like computers, technology, internet, etc. Even teachers are not qualified to use AI tools like ChatGPT, Grammarly, Quillbot, etc. Thus, this study suggests that teachers and educational institutions must reduce problems learners encounter to show their attitude on their written texts by considering learners' psychological, social, and cultural factors that emerge in the learners' learning process.

9. Conclusion

To understand adult learners' attitude towards error direction and correction in writing by teachers and peers, it is imperative to fathom those factors that affect their attitude towards feedback. Many adult learners prefer direct feedback, while many favour indirect feedback. Some of them look for explicit instruction, peer assessment, etc. However, some learners do not like peer feedback at all. To investigate these differences, researchers must have an understanding of adult learners' psychological issues, their cultural and social aspects in shaping learners' attitudes towards learning. Learners might have positive and negative perspectives, but they need to foster a mindset that their negative perspective towards error detection should not cause barriers in their learning process. However, positive feedback indeed generates motivation, and this motivation facilitates learning. On the other hand, negative feedback demotivates adult learners, which must hamper learning.

Learners come from different cultures. Some cultures do not encourage learners to go against teachers' decisions regarding feedback. However, other cultures are more open to enabling learners to ask for explanations from teachers about errors on their written texts. Researchers have discovered this as one of the cultural factors in students' attitudes towards error detection. Researchers have also shown how learners from high power distance cultures and learners from low power distance cultures show attitudes towards teachers' and peers' feedback on their written texts. Emotional factors also affect learners' attitudes towards teacher and peer feedback. Learners with intrinsic motivation show attitude in one way, but learners with instrumental motivation in learning show attitude differently. This psychological factor learners face also dictates how adult learners will show their attitude toward the feedback they receive. Also, learners have been given lessons from their society, where they are taught to accept teachers' input modestly, even if they are right with their arguments on their written texts. These social factors influencing adult learners' mindset on error detection and correction given by teachers are also discussed in this paper.

Both survey and interview findings give insight into the adult learners' variety of attitudes towards error detection and correction done by teachers and peers. It seems that they are obligated to welcome teachers' feedback but not the same as peers' assessment. Researchers also have investigated that those adult learners show mixed feelings towards peers' evaluation, where some are open to learn from peers' feedback and some are orthodox towards peer assessment. In conclusion, it can be hypothesized that adult learners show a positive attitude towards teachers' feedback and have a mixed attitude towards peers' evaluation due to psychological, social, and cultural context that directly affect learners' attitude.

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Appendix A

Survey Questionnaire

- (1) What's your current level of education?
- (2) Do you think that error detection affects learners' learning ability?
- (3) What are some pros of error detection in improving writing skills?
- (4) What types of error detection in writing are essential for learners?
- (5) Do you believe that the breakdown of marks can be more accurate if teachers use electronic software?
- (6) How does online peer assessment facilitate improving students' writing skills?
- (7) Did you ever take teachers' feedback negatively when it conflicted with your judgment?
- (8) How familiar are you with Written Corrective Feedback (WCF)?
- (9) Which types of Written Corrective Feedback (WCF) suit you most in L2 learning?
- (10) Why is peer feedback beneficial in foreign language writing courses?
- (11) Why are group harmony and cohesion important in giving feedback to peers?
- (12) Why is explicit grammar instruction necessary in the English learning process?
- (13) How do you feel when you get feedback on your written texts?
- (14) Do you feel that L2 learners receive error detection as demotivating and insulting?
- (15) Why does a standard approach require error detection across all languages?
- (16) How do different types of feedback (direct feedback, one-on-one feedback, etc) affect L2 learners' writing? (Please write a few sentences from your own experience)
- (17) How should students react when teachers' feedback goes against their judgment? (Please write a few sentences)

Appendix B

Interview Questions

- (1) Do you think that error detection by teachers helps you in your writing?
- (2) What types of error detection do you find most helpful in improving your writing, and why?
- (3) Can you share when error detection in your writing either helped or hindered your learning process? What was the outcome?
- (4) How do you personally respond to teacher feedback, especially when it conflicts with your judgment?

(5) Have you ever used or received online peer assessment? How did it impact your writing skills or confidence?

(6) How do you usually feel when you receive feedback on your written texts? Does it motivate or discourage you?

(7) With the spread of AI tools, how effective is electronic software in evaluating writing compared to human feedback, especially regarding fairness and accuracy? What's your opinion on it?

(8) Do you think explicit grammar instruction and standard approaches to error detection are necessary in foreign language learning? Why or why not?

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Authors Contributions

Prof. Salma Ainy, PhD was responsible for study design, conceptualisation and methodology. Md. Abdul Momin collected and analysed the data. Alia Rawshan Banu drafted, edited and revised the manuscript. All authors involved in this study read and approved the final manuscript for publication.

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