

The paper that I chose to submit to the *English Teaching Forum* journal was a revised version of a paper that I originally wrote for my Second Language Acquisition class during my first semester in the Gonzaga MA-TESL program. The topic of the paper was the different types and effectiveness of corrective feedback and how it can influence a learner's anxiety level. I selected this topic because it affected me personally as a language learner and I hoped that by submitting the paper to the journal that teachers might be more aware of the effects their corrections could have on their students.

When I was learning a foreign language, which in my case was Russian and later Spanish, I was always terrified of speaking in public. I had no confidence in my language abilities and hated making mistakes. Any time there was an oral presentation or exam, my anxiety level would skyrocket and I would become extremely stressed. The high-stakes atmosphere combined with my desire to perform well in every situation exacerbated the situation. The Spanish teacher never tried to make the learning environment more comfortable for students such as myself. My experience as a language student has greatly impacted my teaching style because I do not want my students to suffer from the same anxiety and stress that I had experienced. Therefore, when I was given the opportunity to research an aspect of language learning that was interesting to me, I chose corrective feedback.

The research on corrective feedback enlightened me to the different ways that teachers can correct students and in what ways that corrective feedback might trigger a raise in a student's affective filter. It also helped me reflect on the effectiveness of my own teaching style especially in regards to using recasting. I noticed that I tended to use recasts to correct my students' mistakes when they were speaking in class and before writing this paper, I was unaware of the ineffectiveness of such feedback. Since reflecting on my own teaching, I have tried to incorporate more strategies such as clarification requests, elicitation, and meta-linguistic feedback.

Through the assignment I have also realized the importance of forming a positive relationship with the class. In my opinion, this is one of the most important aspects of being

a teacher. If the students do not feel comfortable when they enter the classroom or trust the teacher, they will not benefit from the class as much as they could. It is also easier to provide corrective feedback if the students are relaxed and are comfortable with each other. The research for the assignment has helped to substantiate my opinions on the importance of creating a safe, positive environment for learning.

The process of writing the article to submit to the journal was more challenging than I had anticipated. I selected the *English Teaching Forum* journal because as a Peace Corps TEFL volunteer, I received a copy every month. I am very familiar with the style of the articles and what types of information the publishers are looking for in a submission. The website for the journal has two options for types of submissions: articles and teaching techniques. I chose to focus on an academic article because I believe that the information on corrective feedback is valuable and teachers should reflect on their own practices for giving feedback. The requirements of the submission were not too difficult to follow and the topic of corrective feedback seemed to fit all of the criteria such as relating to English language teaching and reflecting up-to-date principles. The most difficult aspect of the submission requirements was following the Chicago MLA style of citations rather than APA style which I used in the original draft. I also found it challenging to rework a paper that was already considered finished. Adapting the language to fit a broader audience and trying to capture the audience's attention was more difficult than I had anticipated but I believe that the new version is more accessible to all readers.

Although rewriting the paper was a bit of a struggle in the beginning, I am satisfied with the final product. I hope that the paper is accepted by the journal because I do believe that many teachers can benefit from learning the information. This became evident when I recently assisted with training sessions for new teachers. When I asked what ways the new teachers can provide feedback to their students, the most common answer was through recasting. They were surprised to learn that recasting was actually the least effective method and interested to learn about the other ways that they can correct their students. I never imagined that I would be interested in submitting papers to journals but this experience has helped to show me the benefits of sharing information and contributing to the English teaching community.