



Iranian EFL Students' Writing Strategies for Error Correction: An MI Approach

Dariush Nejad Ansari, Azizollah Dabaghi Varnosfadrani

Abstract

This study tries to shed some light on the Iranian EFL students' writing strategies at the revision stage of the process of writing in relation to students' interpersonal or intrapersonal intelligences. A total of 73 students majoring in English participated in this investigation. The results indicated that there was a significant relationship between the participants' writing revision strategies and their dominant MI profiles. An analysis of covariance also indicated that the type of revision did not have any significant effect on the participants' writing achievement.

Full Text: [PDF](#)



This work is licensed under a [Creative Commons Attribution 3.0 License](#).

English Language Teaching ISSN 1916-4742 (Print) ISSN 1916-4750 (Online)

Copyright © Canadian Center of Science and Education

To make sure that you can receive messages from us, please add the 'ccsenet.org' domain to your e-mail 'safe list'. If you do not receive e-mail in your 'inbox', check your 'bulk mail' or 'junk mail' folders.

[Journal Help](#)

USER

Username

Password

Remember me

JOURNAL CONTENT

Search

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

FONT SIZE

INFORMATION

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)