

**EFFECTIVENESS OF SELF CORRECTION AND TEACHER
CORRECTION TECHNIQUES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Rajendra Kshetri**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

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"Effectiveness of Self Correction and Teacher Correction Techniques"
under my guidance and supervision.

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DEDICATION

Dedicated to
my parents and sisters

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/05/05

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Rajendra Kshetri

ABSTRACT

The main purpose of this study is to measure the effectiveness of self correction and teacher correction techniques of errors. To accomplish this task, all the ninth graders of one of the private schools from Kathmandu district were selected for the collection of data. Mainly two types of composition i.e. guided compositions and free compositions were written by the students. The researcher made a collection of compositions written by the students, recorded and tabulated the errors and corrections everyday. He used two techniques for the correction of errors i.e. self correction and teacher correction technique. He, then, summed up the errors committed and corrections made by the students separately for twenty days. At the end, he used the grand total of error and corrections to determine the effectiveness of self correction and teacher correction techniques. The researcher divided the errors committed by the students in writing composition into 16 different types i.e. Sp, Agree, WW, C, Art, Prep, Conj, P, T, N, PS, Δ , [], \cap , / and WO. Then he counted the number of errors and corrections of each types of error in total. After listing the total number of errors and corrections of both techniques he found out that in term of errorwise effectiveness, the correction of spelling error was the most effective among all types of errors in which the effectiveness of spelling errors was 71.80% in self-correction and it was 60.85% in teacher-correction technique. Similarly, regarding compositionwise effectiveness, it was 67.17% in self-correction and 58.99% in teacher-correction technique. Thus, self correction technique of error was more effective than teacher correction technique.

This thesis mainly includes four chapters. The first chapter provides the introduction of the study. The introduction consists of general background, review of the related literature, objectives and the significance of the study. The second chapter presents the methodology that includes the sources of data, sampling procedure, tools for the collection and limitation of the study. The third chapter deals with the analysis and interpretation of the data. Similarly, the fourth chapter include the product an analysis and interpretation of the data i.e. findings of the study and some recommendations made on the basis of the findings. Finally, the references and the appendices which are necessary for the validation of the research are also presented.

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Hierarchy on the Basis of Percentage in Teacher-Correction
Technique

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LIST OF ABBREVIATIONS AND SYMBOLS

\cap	:	Combination
Δ	:	Addition
/	:	Separation
[]	:	Deletion
Agree	:	Agreement
Art	:	Article
C	:	Capitalization
C.N.	:	Composition Number
Conj	:	Conjunction
e/c	:	Total Errors/corrections
e.g.	:	for example (example gratia)
et. al.	:	et cetera
F.C.	:	Free Composition
FAO	:	Food and Agriculture Organization
G.C.	:	Guided Composition
i.e.	:	that is to say
KUE	:	Kinds of Uncorrected Errors
N	:	Number
O	:	Object
P	:	Punctuation
Prep	:	Preposition
PS	:	Parts of Speech
R.N.	:	Roll Number
S	:	Subject
S.N.	:	Serial Number
SAARC	:	South Asian Association for Regional Co-operaiton
Sp	:	Spelling
T	:	Tense
TE	:	Total Errors

T.U. : Tribhuvan University
TC : Total Corrections
TUE : Total Uncorrected Errors
UNO : United Nations Organization
V : Verb
Viz : that is to say (videlicet)
WO : Word Order
WW : Wrong Word