

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

Language is one of the most important and characteristic forms of human behavior. It has a long history. Chisholm and Milic (1976) say "The English language is just over fifteen hundred years old, but language is well over one million years old having become a specialized behaviour of humans in the course of time" (p.3). They further highlight the language as a private property of human being. They say "No other species of living thing does this, although simple communication systems are common among many living things" (p.3). In support of this idea Lyons (1992) writes, "It is the possession of language which most clearly distinguishes man from other animals" (p. 2). Similarly, Sapir (1921) also provides the same idea adding the main elements, voluntarily produced symbols of language and defines language as "A purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols" (as cited in Lyons,1992, p.3).

Language helps any person to know and understand about the world. It is the necessary property of human beings, which helps to conduct their life in a systematic way. There are many languages in the world. Among them, English is a prominent language because it has wide coverage, varied function, richest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature. Crystal (1990) says:

It is the main language of the world's books, newspapers, and advertising. It is the official international language of airports and air traffic control. It is the language of international business and academic conferences, diplomacy and sport. Over two thirds of the

world's scientists write in English. Three quarters of the world's mail is written in English. Eighty percent of all the information stored in the electronic retrieval systems of the world is stored in English (p. 7).

Furthermore, English is one of the six official languages of the UNO. It is the only language in the world widely accepted as a lingua franca. Previously, it was a native language of British and American people but now it is the language of the world.

### **1.1.1 Errors and Mistakes**

There are two words 'mistake' and 'error'; to refer to any ill form in language use. In a layman's sense, both of the words are taken synonymously. But technically, they are two different terms. Corder (1981) says:

It will be useful therefore hereafter to refer to errors of performance as mistake, reserving the term error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date. (p.10)

It is clear that any ill form only in performance level is mistake, which is caused by lack of attention, fatigue, carelessness or some other nonlinguistic causes. So, they are irregular. But errors are in competence level which are caused by incomplete knowledge and are regular and systematic. In Corder's (1977) words, "Errors are a result of partial knowledge because the teaching learning process extends over time" (p.283). If a learner is fresh and conscious, he can find out his own mistakes and can correct them himself but learners can never correct their

own errors; they have to acquire some extra knowledge in order to be able to do so.

### **1.1.2 Causes of Errors**

In case of second language learning, one of the causes of error is the learners' first language. If the target language system is different from the first language, the learners feel more difficulty and make more errors. If the system of both language matches the learners feel easy and make fewer errors. Such a difficulty caused by mother tongue is known as 'mother tongue interference' and it is based on the behaviorist theory of language learning, which believes that language is essentially a set of habit when we try to learn new habits the old ones will interfere the new ones. A language teacher should be familiar with the errors caused by mother tongue but he should not make his whole teaching based on it. In the words of Broughton et al. (1994), "It is one of the possible causes for errors which the teacher must consider, not a basis on which stands all his teaching" (p.136).

Translation is another cause of errors. Learners, who have already mastery over a language, try to generalize the second language according to the first one. There is difference between mother tongue interference and translation. Interference takes place in learners' mind unconsciously but learners do translation intentionally.

When the learners feel lack of some language elements in the target language then they try to fulfill those element translating from their first language. But all the languages are different so errors take place while translating the text from one language to another. Broughton et al. further clarify the learning system itself as a main source of errors. They say, "The learning process itself is the sources of other errors" (p.136). It is believed that learning a language involves testing out hypothesis about a system. In language learning, the learners produce the utterances on the basis of their formal hypothesis. Inevitably, some of these will be erroneous. Errors are the reflection of the learners' speed and the ways of learning. In the errors of the learners, there are errors caused by the learners

misunderstanding of the target language system. In fact, interference of the mother tongue and the developmental reasons of the foreign language system are the main causes of errors.

### **1.1.3 Error Analysis**

Indeed, mistakes are of no significance to the process of language learning but errors are very important. A teacher can get much information about his/her teaching from learners' errors. Carter (1993) says, "There may be many sources to the errors and many different kinds of errors" (p. 26). All the errors that learners makes does not mislead them, all the errors may not be so serious or dangerous. Brumfit (1982) says, "Errors will show the teacher the kinds of problem the learner is facing and overcoming, but it must be recognized that some problems are more serious than others" (p.126). Furthermore, all errors may not be identified easily. Some errors can be easily detected in isolation but some need the context to be detected. Some errors may occur in the use of an element in sentence structure and that does not cause problem but some occur in the use of a major element of sentence structure and makes difficult or impossible to understand. So, we have to identify the sources, types and seriousness of errors before implementing remedial treatment. For that error analysis is necessary. It is the systematic study and analysis of learners' errors. According to Crystal (1991),

In language teaching and learning, error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms by some one learning a foreign language, using any of the principles and procedures provided by linguistics. (p.165)

Error analysis not only provides the information about the source, types and seriousness of learner's errors but tells something about the psycholinguistic

process of language learning. Corder (1986) says, "We hope to be able to draw certain conclusions about the strategies adopted by the learners in the process of learning. In this sense, error analysis is part of the methodology of the psycholinguistic investigation of error analysis. They are theoretical and practical. According to him "The theoretical aspect of error analysis is part of the methodology of investigating the language learning process" (p. 45) and he again says, "The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher" (p.45).

#### **1.1.4 Ways of Correcting Errors**

Correction is used to minimize the mistakes. The term mistake is used here as a general term that includes both error and mistake. There are three types of corrections, which are briefly described below.

##### **1.1.4.1 Self Correction**

A student can correct his own mistake because it sometimes is simply a 'slip' and the student may be aware of the correct version. The teacher should give students a chance and time to correct their own mistakes by making signs with hands or giving some clues. Edge (1992) has advised to the teachers, "Don't correct the mistake yourself, but show that a mistake has been made" (p.24). Self correction is considered as a best type of correction, so a teacher should provide students chance of self correction as far as possible.

To help students for self correction in written task, a teacher can provide some symbols in the margin. Sometimes, he can just provide symbols but sometime he/she has to underline the word or language elements where errors occur to help the students. Some of the common symbols provided by Bartram and Walton (1991), Edge (1992) and Wood (1993) are given below:

## Techniques of Correcting Errors

Symbol	Types of errors
!	Careless mistake
#	Number (singular or plural)
()	Optional
?	Unclear
^	Something missing here
A/Art	Article
C	Connection of ideas
C	Start a new paragraph
Cap	Capitalization
Frag	Sentence fragment
P	Punctuation
R	Reference unclear
Ref	Reference in text
RO	run-on sentence
S/sp	Spelling
ST	Style
SV	Subject verb agreement
T	Tense
VF	Verb form (gerund participle etc.)
VOC	Vocabulary
W	Wrong word
WC	Word choice
WF	Word form (noun, verb, adjective, adverb etc.)
WO	Word order

A teacher can use any symbol to show the students' errors. In Edge's (1992) words, "It doesn't matter exactly what signals you use although it would help if all the

English teachers in a class could agree on set" (p.53). The symbols should be according to the level of students and they should not make students confuse.

While correcting students' written task a teacher can provide those symbols and ask them to rewrite the task again in correct form. This is called self correction and rewriting technique and it was first employed at the University of Kansas by Nancy Maria Wood. It is more effective to ask students to rewrite their composition than just let them glance at their errors and the corrected works. Wood (1993) says:

The use of a correction code to guide students in correcting their own errors makes writing more of a learning activity. Using the correction code does not make marking papers more efficient, but it does provide students with an opportunity to learn from their mistakes and to gain confidence in their ability to write. (p. 38)

#### **1.1.4.2 Peer Correction**

A person cannot correct all the mistakes of his own but another fellow of the same class may correct that. So, peer correction is an alternative way of self correction. If self-correction does not work then peer correction should be used. The famous saying 'two heads are better than one' supports the importance of peer correction. In peer correction, the person, who makes mistakes, gets help from his peer to correct it and vice versa. Peer correction has so many advantages. In Brumfit's (1982) words, "Practice in looking for errors or faults of organization in other people's work helps a students to detect errors in his own work" (p.10). Peer correction often helps to create a positive classroom atmosphere as students realize that the teacher is not the only source of errors correction and they can learn a lot from one another in a friendly and practical environment.

Norrish (1983) says, "It is a useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teacher's time and encourage communication among the students" (p. 71). While conducting peer correction the students should be seated in a group in such a way that they can easily converse with each other while they look at each others' work. Making group of four students is a better way for such a correction. It can be done effectively in a round table as well.

Pair works and group works are very useful activities in language learning. The success and effectiveness of such pair works or group works depend on the co-operation of each participant. The same principle is applicable in peer correction too. In Edge's (1992) words "If students can get used to correcting each other in a positive way, this can be very helpful during pair and group work" (p. 42). For that a teacher has to be very careful while selecting the members in a group. If all the members are co-operative in a group then the group work will be successful.

#### **1.1.4.3 Teacher Correction**

Teacher correction is needed if a learner himself and his friends fail to correct the mistake. Teacher correction should not be the direct correction. According to Edge (1992), Correction and peer correction fail at first, the teacher can sometimes help by focusing attention on the place where the mistake occurs" (p. 27). Correction is done to improve the learners, so they should be active even in the teacher correction.

Teacher is a controller; he is a responsible person in the classroom. So, he has to be very much conscious not only in correcting errors but also in conducting all the activities. All the learners may not perceive the teachers' corrections in the some way. So, the teacher should be conscious of the psychology of the individual learners. Bartram and Walton (1991) say, "Correction has a number of



psychological effects on students, and what affects one student badly affects another positively" (p. 29).

Correcting all the errors done by the students in a piece of language is senseless. It sends the message to the students that a piece of language can only be good if it contains no errors, or conversely, that a language element with no errors must be good. It implies that errors are to be avoided at all costs and it counteracts the important lesson that language cannot be produced or learned without making errors. Before correcting students' errors the teacher has to recognize the seriousness of errors and the psychology of the learners. Seriousness can be identified on the basis of the objectives of the teaching and the influence of that error in the newly developing target language system. More serious errors mislead the learners but the less serious errors have no bad effects in learning. If the teachers correct all the errors of students, the students can develop negative attitudes towards their learning. They may get frustration and cannot do progress. And if the teachers only correct a few, they might feel that the teachers have not spent sufficient time looking at their work. So, there is a great challenge to the teacher to make the balance in the correction of errors.

#### **1.1.4 Errors and Corrections**

To help learners to minimize errors in formal classroom a teacher can play a vital role. One way of minimizing those errors is their correction. In the past, when teaching methodology was based on behaviorism, language learning was taken as a matter of habit formation. It was believed that language is learnt from repetition and errors were taken as the signs of failure and were corrected as fast as possible. Even the exercises, which do not let them produce errors, were selected. Bartram and Walton (1991) say, "Exercises like drills or guided writing or speaking only correct English" (p. 109).

In course of time, this view of language learning began to be questioned and the position of errors also changed. The saying 'Language learning is a matter of habit formation' becomes false. Language learning is started to be taken as a creative activity. In Corder's (1877) words, "Language learning is not so much a question of acquiring a set of automatic habits, but rather a process of discovering the underlying rules" (p. 292). Teacher is a facilitator in a formal classroom. He should be conscious of learners' errors and correction. Normally, accuracy and fluency cannot be gained simultaneously. Brumfit (1982) says, "To demand simultaneous accuracy and fluent production is to demand the impossible for many students (p. 126). Language is learnt by using it. The more we use, the more we learn. So, the fluency is the first requirement to learn a language and correction always hinders in fluency. Norrish (1983) says:

Drawing the learner's attention to every mistake he makes, encouraging him to be aware of these mistakes, and making him think at length before speaking or writing, may not help him to use the language in the most natural or useful way. (p.3)

If fluency is hindered the students will not get a chance to use more language. So, errors should be ignored to left uncorrected to encourage the students to produce more language. The amount of language stored in learner's mind should be increased although there are errors. When the learners gain certain level of fluency then the teacher should emphasize on accuracy. Certain level of accuracy is required for a successful communication. This idea is presented by Edge (1992) "The teacher's task is to help students progress through fluency towards the accuracy that they will need in order to get the education and the jobs they want" (p. 20).

We should not be over ambitious to get all the correct utterances from the learners. And we should not correct all the errors as well. Edge (1992) further says "Correction doesn't mean making everything absolutely correct; correction means helping people learn to express themselves better" (p. 56). While making correction, we have to focus on the main point of teaching. Correction should be relevant to the teaching item. According to Norrish (1983) "It may well be found more profitable to concentrate on errors which are in the areas the class has been working on, rather than to indicate every single deviation" (p. 73). The another important thing is that students' errors do not signify the lack of corrections. There may be some other causes of students' errors. Edge (1992) says:

If the teachers hears lots of mistakes in important points she has been trying to teach she need not think too much about correction. She must realize that the class has not understood what she has presented and she needs to think of different ways of presenting the same points again (p. 40).

## **1.2 Review of Related Literature**

A number of researchers have carried out research works on error analysis and correction. Some of them are given below:

Thapa (2000) carried out his research on the topic 'Error committed by the students of grade seven in the use of comparative and superlative degree of English adjectives' and found out that the girls were better than boys and the students from urban area were poorer.

Dhungana (2001) has conducted a research on the topic 'A study on the effectiveness of self-correction techniques' and found out self correction technique

as an effective technique. According to his research, the correction of error in C (capitalization) was most effective.

Barakoti (2001) has carried out a research on the topic 'Errors committed by PCL Second Year students in writing free composition.' He found that highest number of errors in tense and the lowest number of errors in preposition. Students committed the highest number of errors in addition and the least number of error in omission.

Karki (2002) has conducted a research on the topic study on the evaluation of grammatical errors.' He has summarized his findings on the two heading; frequency of errors and judgment of errors. According to his research work, the most frequent errors were in article, preposition, passivization on, s-v agreement, gerund/infinitive and conditionals.

Niraula (2005) has carried out a research on the topic 'A study on the errors in word formation committed by the tenth graders'. And he found the highest number of errors committed in suffixes and the lowest in prefixes. Similarly, he found more errors in adverb then in verb from.

Pokhrel (2006) has done a research on the topic 'A study on lexical errors committed by eleventh graders.' and he found that the student's amount of errors is lower than that of proficiency in the use of synonymous words when they are facilitated with sufficient and appropriate context otherwise students commit more number of errors in using synonym in the given sentences.

Ghimire (2007) has attempted to analyze errors on the topic 'Analysis of errors in the use of conditional sentences by class X students.' And found out that the private school students are better than government-aided schools students in the use of conditional sentences; his research shows that the girls committed more errors in the comparison of the boys.

Pun (2007) has carried out a research on the topic "A study on errors in the use of relative clauses committed by the tenth graders.' His major findings show that most of the errors were found in making independent sentences out of the sentences with relative clauses, and errors were found due to the use of wrong relative pronouns and superfluous pronouns.

Dahal (2007) has carried out a research on the topic 'Analysis of errors in tenses used by the basic learners in language institute.' He found that most students use present tense but not past perfect and future progressive in their writing. He found more than half sentences of students' writing erroneous in the use of tense.

Gyawali (2007) conducted a research on the topic 'A study of errors on tag questions committed by the students of grade eight.' And found that students of public schools have the low proficiency and committed more errors than the private school students.

Dahal (2009) has carried out a research on the topic "Teacher's correction of errors and students' perceptions on it." He found that every teacher corrects his/her students' errors and students also perceive this actively as a positive one done upon them for their betterment. Although, several research work have been done on the topic error analysis and correction, all the works have been conducted to find out just the nature or types of errors and corrections. But no research has been done on "A Comparative study on the effectiveness of self correction technique and teacher correction technique of errors" till now. It is the teacher who usually corrected students' error in formal classroom. Therefore to know the effectiveness of self correction technique of errors and teacher correction techniques of errors is also very important in practical life. Hence, the researcher has conducted on the topic "A comparative study on the effectiveness of self correction technique and teacher correction technique of errors".

### **1.3 Objectives of the Study**

- i. To find out the effectiveness of self correction and teacher correction techniques of errors.
- ii. To provide pedagogical suggestions

### **1.4 Significance of the Study**

The Study will be significant mainly to the teachers and students because they are the immediate beneficiary of this research. Since this study tried to find out the effectiveness of self correction technique and teacher correction techniques of errors in our Nepali schools, it will be significant for the researcher, the course designers, the course book writers, to the parents and all other persons directly or indirectly involved in English language teaching and designing evaluation remedy in their respective areas.

## **CHAPTER-TWO**

### **METHODOLOGY**

I adopted the experimental method in the study. This method enabled me to find out the related facts on "The effectiveness of self correction technique and teacher correction technique of errors". Some important facts regarding errors and correction, mode of correlation and corrections techniques, correction of language skills and other aspects, frequency of errors and correction, others' influences on correction and the ways of providing feedback were found. The source of data, sampling procedures, tools for data collection and limitations of the study are specified as follows:

#### **2.1 Sources of Data**

Both primary and secondary sources were used to collect the data.

##### **2.1.1 Primary Sources of Data**

The study was primarily based on primary source of data. The data were collected from the students of class nine of the Kathmandu valley. The primary data for the study were collected by administering pre-test and post-test to the students of grade nine in a private school of Kathmandu district named Shree Green Village Secondary School.

##### **2.1.2 Secondary Sources of Data**

The secondary sources were previously carried out researchers, reference books, journals, various articles and different web pages related to error and its corrections. Some of them are; Richards (1974), Carder (1981), Norrish (1983), Bartram and Walson (1991), Edge (1992), Broughton (1994) and Harmer (2001), [www.google.com](http://www.google.com).

## **2.2 Population of the Study**

The population of the study consists of all students of class nine i.e. 20 of Shree Green Valley Secondary School.

## **2.3 Sampling Procedure**

Purposive sampling procedure were applied to select on a private school in Kathmandu district. All the ninth grader of that school were the sample of the present study.

## **2.4 Tools for Data Collection**

The tools for collecting primary data were everyday teaching plan and daily record of students' performance. The topics for compositions were selected according to their syllabus. Although most of question for writing compositions were chosen from their textbooks, only a few question were given from outside the textbooks. To see the effectiveness between two correction techniques, student's errors were treated differently.

## **2.5 Process of Data Collection**

The primary data were collected from the written works of the students. I made them involved in writing in his own presence. The total students were divided in two groups 'A' and 'B' on the basis of their roll no. That is to say, in group 'A', the students from roll no. 1 to 10 were included and in group 'B', the students from 11 to 20 were included. Before starting the written work, I explained the process of correcting errors to the students to facilitate self correction. The errors committed by students were corrected by himself/herself in the class, but not by another



students and teachers. I taught one period a day in the selected school. The following steps were followed for the collection of data.

- (i) First of all, I prepared a set of test items.
- (ii) I went to the field and built report with the school administration, teachers and students.
- (iii) Then, I selected 20 students using purposive sampling procedure and a first test was administered to find out their existing level of proficiency.
- (vi) I arranged the students in ascending order according to their roll no. and divided them into two groups: A (10 students) and B (10 students)
- (v) Each groups was taught 6 days per week an one period was of 45 minutes. The total period of teaching was of four weeks.
- (vi) At the end of the teaching, a second test was administered and the scores obtained in first test and second test were compared to determine the effectiveness of self correction and teacher correction techniques.

The performance of all the students in self correction and teacher correction of errors were recorded and tabulated everyday. At the end, overall performances of the students were analyzed to determine the effectiveness of the self correction technique of error and teacher correction technique of errors.

The table used for this purpose was follows:

**Table No. 1**  
**Daily Record of Students' Performance**

S. N.	Name	Types of Errors																Ttl
		Sp	Agree	WW	C	Art	Prep	Conj	P	T	N	PS	A	[]	∩	/	WO	
1		e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	e/c	
...																		
20																		
	Total																	

## **2.6 Limitations of the Study**

The research was attempted to carry out the task taking the following limitation into account to make his research systematic:

- (i) This research was limited to a private school in Kathmandu district.
- (ii) Only the ninth graders of the selected school were included in the study.
- (iii) This research work was limited to the correction for errors of writing only.
- (iv) The study was limited to compare the effectiveness of self correction technique of errors and teacher correction technique of errors.
- (v) The duration of the study was a month.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

This analysis is the central part of the study as it is concerned with the analysis and interpretation of the data obtained to measure the effectiveness of self-correction technique and teacher correction technique of errors which is the ultimate aim of the researcher. This chapter mainly deals with the analysis of effectiveness and a short description of uncorrected errors with their hierarchical order.

#### 3.1 Analysis of Effectiveness

The daily records of the students' errors were calculated to finalize the data. The statistical tool, percentage was used to measure the effectiveness of the technique. The formula used for this purpose was:

$$\begin{aligned}\text{Effectiveness of Correction} &= \frac{\text{Total Corrections}}{\text{Total Errors}} \times 100 \\ &= \frac{TC}{TE} \times 100\end{aligned}$$

Effectiveness of correction is equal to the ratio of total corrections to total errors multiplied by hundred.

This section consists of these three sub-section i.e. errorwise effectiveness of the technique, compositionwise effectiveness of the techniques and total effectiveness of the technique.

##### 3.1.1 Errorwise Effectiveness

This sub-section presents the table containing 16 different types of errors, Sp (Spelling), WW (Wrong Word), C (Capitalization), Art (Articles), Prep (Preposition), Conj (Conjunction), P (Punctuation), T (Tense), N (Numbers), PS (Parts of Speech), A (Addition), [ ] (Deletion),  $\cap$  (Combination), / (Separation)

and WO (Word Order); the number of errors in total; the total number of corrections as well as the percentage of effectiveness along with short description as to show how effective they were.

**Table No. 2**  
**Errorwise Effectiveness of Self-Correction Technique**

<b>S.N.</b>	<b>Types of Errors</b>	<b>TE</b>	<b>TC</b>	<b>Effectiveness (in %)</b>
1	Sp	968	708	71.80
2	Agree	107	50	46.73
3	WW	399	194	48.62
4	C	643	378	58.79
5	Art	161	83	51.55
6	Prep	213	86	40.38
7	Conj	58	29	50.00
8	P	579	287	49.57
9	T	498	185	37.15
10	N	271	153	56.46
11	PS	87	38	43.68
12	A	243	160	65.84
13	[ ]	231	134	58.01
14	∩	149	76	51.01
15	/	33	18	54.55
16	WO	199	30	15.08

**Table No. 3****Errorwise Effectiveness of Teacher-Correction Technique**

<b>S.N.</b>	<b>Types of Errors</b>	<b>TE</b>	<b>TC</b>	<b>Effectiveness (in %)</b>
1	Sp	968	600	60.85
2	Agree	107	30	28.03
3	WW	399	160	40.10
4	C	643	305	47.43
5	Art	161	71	44.09
6	Prep	213	70	32.86
7	Conj	58	19	32.75
8	P	579	210	36.26
9	T	498	120	24.09
10	N	271	130	47.97
11	PS	87	22	25.28
12	A	243	140	57.67
13	[ ]	231	110	47.61
14	∩	149	65	43.62
15	/	33	12	36.36
16	WO	199	20	10.05

**i. Sp (Spelling)**

It includes both the unattempted spelling errors and wrong corrections in the category of uncorrected errors. Total errors committed in the use of spelling were 986 out of which 708 were corrected flawlessly by the students in Self-Correction technique whereas in Teacher-Correction technique 600 errors were corrected.

Total effectiveness in spelling correction was 71.80% in self-correction technique

and 60.85% in teacher-correction technique. It was the highest percentage of correction among the types of errors. Some typical examples of uncorrected errors in spelling are given below.

**Table No. 4**  
**Uncorrected Spelling Errors with their Correct Counterparts**

<b>Uncorrected</b>	<b>Corrected</b>	<b>Uncorrected</b>	<b>Corrected</b>
writting	writing	talling	telling
hotal	hotel	tampal	temple
bording	boarding	singhing	singing
vacotion	vacation	expact	expect
Filam hall	Film hall	uncel	uncle
intelegent	intelligent	watter	water
fiften	fifteen	intristing	interesting
homelese	homeless	Table tenice	Table tennis
vallyball	volleyball	telent	talent
tobbaco	tobacco	angary	angry
huka	hookah	robbor	robber

**ii. Agree (agreement)**

The errors which were committed in S-V agreement (e.g. The boy drink tea) and O-V agreement (e.g. There is two pens) have been taken into account in this category. In self-correction technique, out of 107 errors committed by the students 50 errors were corrected properly but in teacher-correction technique, only 30 errors were corrected. Total effectiveness concerning the agreement correction was 46.73% in self-correction technique and in teacher-correction technique, it was 40.10%. Some of the examples of uncorrected errors are:

- a. His colour of eyes are...
- b. My mother cook rice everyday...

- c. The rivers is Kabeli, Kankai...
- d. He don't stop smoking...
- e. There is six people...

Corrections of the above errors are given below:

- a. His colour of eyes is...
- b. My mother cooks rice everyday...
- c. The rivers are Kabeli, Kankai...
- d. He doesn't stop smoking...
- e. There are six people...

### **iii. WW (Wrong Word)**

The errors which the students committed by using contextually incorrect words in place of contextually correct ones have been taken into account in this type. It excludes the wrong use of articles, prepositions and conjunctions which are analysed in separate headings. In self-correction technique, among 399 errors committed by the students under this category only 194 were corrected completely and in teacher-correction technique, only 160 errors were corrected. It was 48.62% effective in self-correction and 40.10% in teacher-correction technique. Some typical examples of the uncorrected errors under this category are:

- a. Most of the time he wears a white short and black pants.
- b. Our teacher didn't bite us.
- c. Please, be hear at 3 o'clock.
- d. We all are will here.
- e. Their is a road.

The students often found confused with homophonous words like no/know, past/passed to/two, read/red, sad/seed, thing/think, hall/hole etc. and they used wrong words instead of the contextually appropriate words.

Corrections of the above errors are given below:

- a. Most of the time he wears a white shirt and black pants.
- b. Our teacher didn't beat us.
- c. Please, be here at 3 o'clock.
- d. We all are well here.
- e. There is a road.

**iv. C (Capitalization)**

The type of error 'Capitalization' includes errors of small letters in place of capital ones and vice versa. There were 643 errors in total and out of which 378 errors were corrected absolutely by the students i.e. only 265 errors were left uncorrected by the students in self-correction technique and 305 errors were corrected. In self-correction technique, the total effectiveness of the error type was 58.79% and it was 47.43% in teacher-correction technique. Some examples that were not corrected are cited below:

- a. Taplejung is in mechi Zone.
- b. I am going to visit darjeeling.
- c. My teacher's name bimala neupane.
- d. Last year, i went to dharan.

Corrections of the above errors are given below:

- a. Taplejung is in Mechi Zone.
- b. I am going to visit Dargeeling.
- c. My teacher's name is Bimala Neupane.
- d. Last year, I went to Dharan.

**v. Art (Article)**

It includes the errors in omission of articles where they are needed, superfluous use of articles and wrong use of articles instead of corrected ones. Total errors in articles were 161 in number. In self-correction technique, they corrected 83



errors only and in teacher-correction technique, only 71 errors were corrected. Hence, the percentage of total correction of self-correction technique in articles was 51.55% but it was 44.09% in teacher correction technique. Some examples of uncorrected errors are:

- a. I passed S.L.C. from the Janata Secondary School.
- b. A Jhapa is a district...
- c. A old woman is sitting in a mat.
- d. One day, an robber came to the bank...

Corrections of the above errors are given below:

- a. I passed S.L.C from Janata Secondary School.
- b. Jhapa is a district...
- c. An old woman is sitting in a mat.
- d. One day, a robber came to the bank...

#### **vi. Prep (Preposition)**

Prepositional errors include all the three types of error: wrong use of preposition as a replacement for the right ones, omission of a preposition where it ought to be used and superfluous use of a prepositional. Total errors committed in the use of prepositions were 213 out of which 86 errors were corrected entirely by the students in self-correction technique and 70 errors were corrected in teacher-correction technique. So, the effectiveness of correction in preposition in self-correction was 40.38% and it was 32.86% in teacher-correction technique. Some of the examples of uncorrected errors are presented below:

- a. I came here to 4 o'clock.
- b. Come in time.
- c. Put the books in the table.

Corrections of the above errors are given below:

- a. I came here at 4 o'clock.
- b. Come on time.
- c. Put the books on the table.

**vii. Conj (Conjunction)**

It includes the wrong use of conjunctions as an alternative to the correct ones, superfluous use of conjunction and omission of conjunctions where they are needed in writing. The students committed 58 errors in total out of them they corrected 29 in self-correction technique and 19 in teacher-correction technique. Thus, the effectiveness of correction of errors as regards conjunctions was 50% in self-correction technique while it was 32.75% in teacher-correction technique. The researcher has shown some of the examples that could not be corrected by the students. They are as follows:

- a. When you get off at the bus park, and go to the southern path.
- b. There you can see temple, river or mountain.
- c. If you give me some salt and I will take it.

Corrections of the above errors are given below:

- a. When you get off at the bus park, go to the southern path.
- b. There you can see temple, river and mountain.
- c. If you give me some salt, I will take it.

**viii. P (Punctuation)**

All the errors under this category were committed because of the omission and wrong use of signs (e.g. full stop, question mark, hyphen, apostrophe, inverted comma etc.) in writing. In self-correction technique, the students corrected 287 out of 579 errors rightly and they corrected only 210 in teacher-correction technique. Therefore, total effectiveness of corrections of errors in punctuation

was 49.57% in self-correction technique and it was 36.26% in teacher-correction technique. Some typical examples of uncorrected errors are:

- a. We will buy spices\_ oil\_salt and other necessary things.
- b. He alway's cracked jokes.
- c. The rivers\_ name is Kabeli.
- d. Why? Don't you stop smoking\_.

Corrections of the above errors are given below:

- a. We will buy spices, oil, salt and other necessary things.
- b. He always cracked jokes.
- c. The river's name is Kabeli.
- d. Why don't you stop smoking.

#### **ix. T (Tense)**

This category includes the use of the wrong form of the verb in a sentence. Out of 498, 185 errors were corrected by the students in self-correction technique and in teacher-correction technique, only 120 errors were corrected. The effectiveness of the correction of the wrong form of the verb was 37.15% in self-correction technique and it was 24.09% in teacher-correction technique. Some of the examples of the errors that could not be corrected by the students are given below:

- a. I can helping my mother.
- b. I get your letter yesterday.
- c. A robber came to robbed a bank.
- d. After sing a song, I will return.
- e. Tomorrow, I went to school.

Corrections of the above errors are given below:

- a. I can help my mother.
- b. I got your letter yesterday.
- c. A robber came to rob a bank.

- d. After singing a song, I will return.
- e. Tomorrow, I will go to school.

**x. N (Number)**

The use of wrong plural form, singular number as an alternative to the plural one and vice versa is included in this category. In self-correction technique, among the 271 errors committed by the students, they were able to correct 153 errors but in teacher-correction technique, they were able to correct 130 errors. The percentage of effectiveness was 56.46 in self-correction technique while it was 47.97 in teacher-correction technique. Some uncorrected examples are mentioned below:

- a. I have many interesting thing.
- b. The name of two friend are...
- c. You have come here for one years.
- d. He was a very helpful friends of mine.

Corrections of the above errors are given below:

- a. I have many interesting things.
- b. The name of two friends are...
- c. You have come here for one year.
- d. He was a very helpful friend of mine.

**xi. PS (Parts of Speech)**

It includes the wrong use of the parts of speech in place of the correct one, e.g. verb instead of noun, noun in place of adjective, adjective as a replacement for verb etc. There were 87 errors in total and out of which the students corrected 38 errors in self-correction technique and 22 errors in teacher-correction technique. It was 43.68% effective in self-correction and 25.28% in teacher-correction. Some uncorrected examples are:

- a. He is four feet height.

- b. Your healthy is very bad.
- c. I hope you will recovery soon.
- d. Jungle is the most importance sources of...

Corrections of the above errors are given below:

- a. He is four feet high.
- b. Your health is very bad.
- c. I hope your will recover soon.
- d. Jungle is the most important sources of...

**xii. A (Addition)**

This category includes those errors in which some contextually required linguistic items except articles, prepositions and conjunctions were missed in the sentences. Total errors in this type were 243 out of which the students corrected 160 errors in self-correction but in teacher correction, they corrected only 140 errors. Therefore, the effectiveness of correction was 65.84% in self-correction and 57.61% in teacher-correction technique. Examples are:

- a. We \_\_very happy because...
- b. My teacher\_\_name is...
- c. I was very\_\_to learn about English.
- d. There are very\_\_buildings in the second picture.

Corrections of the above errors are given below:

- a. We are very happy because...
- b. My teacher's name is...
- c. I was very eager to learn about English.
- d. There are very big buildings in the second picture.

**xiii. [ ] (Deletion)**

It incorporates those errors in which some contextually superfluous linguistic elements except articles, preposition and conjunction are written in sentences. In self-correction technique, out of 231 total errors, the students corrected 134 errors accurately which was 58.01% effective. But in teacher-correction technique, they corrected 110 errors which was 47.61% effective. Some examples of uncorrected errors in addition are:

- a. I live stay for seven years.
- b. His height is about 4.5 feet high.
- c. Samana'ss was my best friend.
- d. The name of my school is Shree Sharada Ma. Vi. Secondary School.

Corrections of the above errors are given below:

- a. I live for seven years.
- b. His height is about 4.5 feet.
- c. Samana was my best friend.
- d. The name of my school is Shree Sharada Secondary School.

**xiv. á (Combination)**

It includes the errors that resulted in due to the separation of one word of sentence into two that needed to be combined. Among the 149 errors committed by the students under this type of error, only 76 were corrected properly in self-correction technique and they corrected 65 in teacher-correction technique. Thus, the effectiveness was 51.05% in self-correction technique and 43.62% in teacher-correction technique. Some typical uncorrected examples committed by the students are:

- a. May God give you strength to over\_come your grief.
- b. He entered in\_to the store.

- c. There are a lot of trees\_ In the first picture.
- d. Children should go to school\_ Because they are...

Corrections of the above errors are given below:

- a. May God give you strength to overcome your grief.
- b. He entered into the store.
- c. There are a lot of trees in the first picture.
- d. Children should go to school because they are...

**xv. / (Separation)**

It includes the errors that resulted in due to the union of two or more words and sentences that needed to be separated. Total errors in this category were 33 out of which the students corrected 18 in self-correction technique and 12 in teacher-correction technique. So, the percentage of the correction of the errors was 54.55 in self-correction technique and 36.36 in teacher-correction technique. Some examples of errors that were not corrected are:

- a. Shree Janata MaVi...
- b. Oneday my teacher came in my home.
- c. There are alotof trees...
- d. I was very sorry to know about Samu's death he was my best friend.

Corrections of the above errors are given below:

- a. Shree Janata Ma. Vi...
- b. One day my teacher came in my home.
- c. There are a lot of trees...
- d. I was very sorry to know about Samu's death. He was my best friend.

**xvi. WO (Word Order)**

Errors in word order were 199 in total and the students corrected 30 out of 199 properly in self-correction technique and 20 in teacher-correction technique.

Therefore, the total effectiveness of this type of error was 15.08% and it was 10.05% in teacher-correction technique which was the least effective in correction among the types of error. Some examples of uncorrected by the students are:

- a. People are\_\_on the way running.
- b. He\_\_all the things begged.
- c. I am going to Kathmandu visit.
- d. He was\_\_co-operative a businessman.

Corrections of the above errors are given below:

- a. People are running on the way.
- b. He begged all the things.
- c. I am going to visit Kathmandu.
- d. He was a co-operative businessman.

The students tried their best to correct the errors committed in writing compositions. Students attempted to correct but the ratio of correction is found varied. Among the 16 types of errors, in both correction techniques, the correction of 'Spelling' was the highest and the correction of 'Word Order' was the lowest in percentage i.e. 71.80% and 15.08% respectively in self-correction and in teacher-correction technique 60.85% and 10.05% respectively. The correction of the rest of the types of the error was between the range of two extremities.

### **3.1.2 Comparison between the Effectiveness of Self-Correction and Teacher-Correction Techniques**

The sole purpose of juxtaposing the two correction techniques in this subsection was to show which of the correction techniques of errors was more effective for diagnosing errors on the basis of the results achieved by the students in correction in the former and later correction techniques separately.



**Table No. 5**

**Comparison between Self-Correction and Teacher-Correction Technique**

<b>S.N.</b>	<b>Effectiveness ( in % )</b>		
	<b>Self-correction technique</b>	<b>Teacher-correction technique</b>	<b>Differences</b>
1	71.80	60.85	10.95
2	46.73	28.03	18.7
3	48.62	40.10	8.52
4	58.79	47.43	11.36
5	51.55	44.09	7.46
6	40.38	32.86	7.52
7	50.00	32.75	17.25
8	49.57	36.26	13.31
9	37.15	24.09	13.06
10	56.46	47.97	8.49
11	43.68	25.28	18.4
12	65.84	57.67	8.23
13	58.01	47.61	9.4
14	51.01	43.62	7.39
15	54.55	36.36	18.19
16	15.08	10.05	5.03

The above table clarifies the fact that almost all the students corrected errors more effectively in the Self-Correction technique in comparison with Teacher-Correction technique. This illuminates the reality that the way of diagnosing errors by Self-Correction technique had tremendous effect upon the task of correcting them whereas Teacher-Correction technique had the less effect. Hence, the effect of the way of diagnosing errors was more influential in self-correction technique

in comparison with the effect of constant practice in teacher-correction technique of errors.

### 3.1.3 Compositionwise Effectiveness

In this section, all the errors and the corrections found in data collected have been associated with respective compositions and they have been presented chronologically to calculate the compositionwise effectiveness of self-correction technique of errors in chronological order. It incorporates 15 compositions serially written by students for 20 days with the total number of the errors and the corrections and percentage of corrected errors. The exclusive purpose of this section was to disclose the effect of practice in the first stage and in the second stage separately and to lay the effect of the change of the stage of diagnosis.

**Table No. 6**

#### **Compositionwise Effectiveness in Self-Correction Technique**

<b>S. N.</b>	<b>T. E.</b>	<b>T. C.</b>	<b>Effectiveness (in %)</b>
1	441	243	55.10
2	350	192	54.86
3	253	157	62.06
4	403	269	66.75
5	279	187	67.03
6	230	168	73.04
7	292	204	69.86
8	197	128	64.98
9	192	107	55.73
10	207	119	57.49
11	172	92	53.49
12	348	205	58.91
13	182	100	54.95
14	198	120	60.61
15	150	69	46.00

**Table No. 7**

**Compositionwise Effectiveness in Teacher-Correction Technique**

<b>S. N.</b>	<b>T. E.</b>	<b>T. C.</b>	<b>Effectiveness (in %)</b>
1	441	230	52.15
2	350	185	52.85
3	253	147	58.10
4	403	255	63.27
5	279	170	60.93
6	230	160	69.56
7	292	191	65.41
8	197	118	59.89
9	192	97	50.52
10	207	105	50.72
11	172	85	49.41
12	348	195	56.03
13	182	80	43.95
14	198	108	54.54
15	150	55	36.66

Table No. 6 and 7 present all the compositions which were used as research tools to collect necessary data for this study in their chronological order along with the respective numerical values of the effectiveness of self-correction and teacher-correction technique found in the research. The errors committed by a student in writing compositions were corrected everyday by the student himself/herself to a certain extent. The percentage of the correction of errors was inconsistent to some degree in both correction techniques. In self-correction technique, the highest and lowest percentage in the correction of errors were 73.04 and 46.00 respectively. In the same way, in teacher-correction technique, the highest and lowest percentage

were 69.56 and 36.66 respectively. The correction of the rest of the errors in compositions was in between the line of two terminations.

### 3.1.4 Total Effectiveness

This sub-unit presents the grand total of the errors committed and corrections done by the students during the time of writing compositions.

**Table No. 8**  
**Total Effectiveness**

S. N.	Particulars	T. E.	T. C.	Effectiveness (in %)
1	Self-correction Technique	3,424	2,300	67.17
2	Teacher-correction Technique	3,424	2,020	58.99

So far as the number of the errors committed and the number of corrections made by the students in grand total were concerned, they were 3,424 and 2,300 respectively in self-correction technique. It means they corrected 2,300 errors out of 3,424 and the percentage of effectiveness was 67.17. But in teacher-correction technique, they corrected 2,020 errors out of 3,424 and the percentage of effectiveness was 58.99. This shows the effectiveness of self-correction than teacher-correction technique.

### 3.2 Hierarchy of Uncorrected Errors

This section consists of hierarchy of the errors that were left uncorrected by the students. The hierarchical order of the uncorrected errors has been illustrated on the basis of their number and percentage separately.

### 3.2.1 Hierarchy on the Basis of Number

**Table No. 9**

#### **Hierarchy on the Basis of Number in Self-Correction Technique**

<b>S. N.</b>	<b>Types of Errors</b>	<b>Frequency of Errors</b>
1	T	313
2	P	292
3	Sp	278
4	C	265
5	WW	205
6	WO	169
7	Prep	127
8	N	118
9	[ ]	97
10	A	83
11	Art	78
12	∩	73
13	Agree	57
14	PS	49
15	Conj	29
16	/	15

**Table No. 10**

**Hierarchy on the Basis of Number in Teacher-Correction Technique**

<b>S. N.</b>	<b>Types of Errors</b>	<b>Frequency of Errors</b>
1	Sp	386
2	T	378
3	P	369
4	C	338
5	WW	239
6	Prep	183
7	WO	179
8	N	141
9	[ ]	121
10	A	103
11	Art	90
12	∩	84
13	Agree	76
14	PS	65
15	Conj	39
16	/	21

Table No. 9 demonstrates that errors in 'tense' are in the first rank of the hierarchy with 313 uncorrected errors followed by punctuation, spelling, capitalization, wrong word, word order, preposition and number with 292, 278, 265, 205, 169, 127 and 118 respectively. In the same way, deletion, addition, articles, combination, agreement, parts of speech, conjunctions and separation with 97, 83, 78, 73, 57, 49, 29 and 15 uncorrected errors were in the 9<sup>th</sup> to 16<sup>th</sup> ranks respectively.

On the other hand, Table No. 10 shows that errors in 'spelling' are in the first rank of the hierarchy with 386 uncorrected errors followed by tense, punctuation,

capitalization, wrong word, preposition, word order, number with 378, 369, 338, 239, 183, 179 and 141 respectively. Similarly, deletion, addition, articles, combination, agreement, parts of speech, conjunctions and separation with 121, 103, 90, 84, 76, 65, 39 and 21 uncorrected errors were in the 9<sup>th</sup> to 16<sup>th</sup> ranks respectively.

Thus, in self-correction technique, the correction of the errors related to tense was the most difficult task as most of the students could not correct the errors and in teacher-correction technique, the correction of the errors related to spelling was the most difficult task. But in both techniques, correction of errors regarding the separation was the most easiest for the students to correct.

### 3.2.2 Hierarchy on the Basis of Percentage

**Table No. 11**

#### **Hierarchy on the Basis of Percentage in Self-Correction Technique**

<b>S. No.</b>	<b>Types of Errors</b>	<b>Frequency of Errors (in %)</b>
1	WO	84.92
2	T	62.85
3	Prep	59.55
4	PS	56.32
5	Agree	53.27
6	WW	51.38
7	P	50.43
8	Conj	50.00
9	∩	48.99
10	Art	48.45
11	/	45.45
12	N	43.54
13	[ ]	41.99
14	C	41.21
15	A	34.16
16	Sp	28.20

**Table No. 12**

**Hierarchy on the Basis of Percentage in Teacher-Correction Technique**

S. N.	Types of Errors	Frequency of Errors (in %)
1	WO	89.94
2	Prep	85.91
3	T	75.9
4	PS	74.71
5	Agree	71.02
6	Conj	67.24
7	P	63.73
8	/	63.63
9	WW	59.89
10	∩	56.37
11	Art	55.9
12	C	52.56
13	[ ]	52.38
14	N	52.02
15	A	42.38
16	Sp	39.17

Table No.11 shows the hierarchical order of the uncorrected errors on the basis of percentage. According to it, among 16 types of error, the correction of errors concerning word order was the most difficult because the students could not correct 84.92 % errors that is followed by errors in tense, prepositions, parts of speech, agreement, wrong word and conjunctions with 62.85%, 59.55%, 56.32%, 53.27%, 51.38%, 50.43% and 50.00% respectively. Likewise, error types such as combination, articles, separation, number, deletion capitalization and addition fall in the 9<sup>th</sup> to 15<sup>th</sup> ranks with 48.99%, 48.45%, 45.45%, 43.54%, 41.99% and



41.21% uncorrected errors respectively. And the most easiest error was spelling with 28.20%.

In the same way, Table No. 12 also shows that among 16 types of error, the correction of errors concerning word order was the most difficult because the students could not correct 89.94% errors and that is followed by errors in prepositions, tense, parts of speech, agreement, conjunctions and punctuation with 85.91%, 75.9%, 74.71%, 71.02%, 67.24% and 63.73% respectively. In the same way, error types such as separation, wrong word, combination, articles, conjunctions, deletion, number and addition fall in the 9<sup>th</sup> to 15<sup>th</sup> ranks with 63.63%, 59.89%, 56.37%, 55.9%, 52.56%, 52.38%, 52.02% and 42.38% uncorrected errors respectively. And the most easiest error was spelling because the students could not correct only 39.17% errors.

In this way, in the hierarchical order on the basis of percentage, both the correction techniques have the same result. That is to say, in both techniques (self and teacher correction), the correction of errors concerning word order was the most difficult and spelling was the most easiest error among all types of errors.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The focal point of this study was to measure the effectiveness of Self-correction Technique and Teacher-correction technique of errors in a private school. For this, all the ninth graders of the selected school were involved in the collection of data. I made use of the two types of compositions for the collection of data. The students were made involved in writing compositions for 20 days and collected them and recorded the errors made by the students. The teacher only showed the errors by some symbols without diagnosing them for the purpose of self-correction to the half of the students and for the left half students, I used teacher-correction technique and make corrections of errors myself. The next day, I supplied the written compositions to the students and they spent half of the period by correcting the errors that were committed by the themselves the day before and the rest of the time of that period by writing compositions. At the end, the number of the errors and corrections were calculated and analysed to determine the effectiveness of Self-correction and Teacher-correction technique of errors. Finally, I arranged the errors that could not be corrected by the students in a hierarchical order and corrected them.

On the basis of the analysis and interpretation of the data obtained, the findings of the present research have been summed up as follows:

1. In terms of errorwise effectiveness, the correction of spelling error was the most effective among all types of errors both in self-correction and teacher-correction technique of errors. The students corrected 708 errors in self-correction and 600 errors in teacher-correction technique out of 986. Hence, the effectiveness of spelling errors was 71.80% in self-correction and it was 60.85% in teacher-correction technique. Similarly, the correction of word

order was the least effective in both correction techniques of errors. They corrected 30 errors out of 199 in self-correction and only 19 errors were corrected in teacher-correction technique. Thus, the percentage of effectiveness of the word order was 15.05 in self-correction whereas in teacher-correction technique, it was 10.06. The effectiveness of the rest of the types of errors was ranked in between 71.80% to 15.08% in self-correction and in teacher-correction technique, it was ranked between 60.85% to 10.6%. The other types of errors such as spelling, addition, capitalization, deletion, numbers and separation were above average and the rest of the types of errors were below average in relation to effectiveness.

2. The percentage of the correction of errors was ranged from 62.09 to 34.13 in self-correction and 52.15 to 36.66 in teacher-correction technique in terms of compositionwise effectiveness.
3. With reference to hierarchy of uncorrected errors, word order and spelling occupied the first and last rank in both correction techniques with 84.92% and 28.2% in self-correction and 69.56% and 36.66% in teacher-correction technique of errors on the basis of percentage.
4. The students corrected 2,300 errors out of 3,424 in grand total so the total effectiveness of self-correction technique was 67.17%. But in teacher-correction technique, they corrected 2,020 errors out of 3,424 and total effectiveness of teacher-correction technique was 58.99%.
5. Self-Correction technique was the most effective technique in comparison with teacher-correction technique because in self-correction technique, students could make more correction than in teacher-correction technique.

#### **4.2. Recommendations**

On the basis of the findings given above the following recommendations have been made:

1. The self-correction technique should be introduced to the students from the very beginning and it should extensively be practiced not only in the teaching of the English language but also in the teaching of all subjects as far as possible with some minor modifications if need be.
2. Word order was the most difficult for the students to correct. So, special attention should be given by the teacher in teaching word order.
3. Some of the errors were repeated by most of the students and some were not or some errors were common to all and some were student specific. While rectifying the errors, individual and group errors should be treated differently.
4. The number of the participants and the duration of the study should be extended.
5. Some errors regarding the structures, tenses, punctuation etc. are topic specific. So, the teacher should inform the students about them if there are any possibilities to reduce the errors.
6. The teacher should mark or diagnose errors to facilitate self-correction technique.
7. When the students are unable to correct some of the errors in spite of making every endeavor to the extent possible, peer correction should be used as a subsidiary means and teacher correction should only be used as a last resort.

Finally, I would like to recommend to carry out similar research works to reassess the effectiveness of self-correction technique of errors in the students of different grades studying in different public and private schools with a view of developing self-correction technique as a popular and effective means of teaching all subjects in general and teaching the English language in particular compared to teacher-correction technique.

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## **APPENDICES**

### **Appendix-I**

#### **Questionnaire**

G.C.1. Write an essay about your school using the clues given below:

- i. name
- ii. establishment
- iii. location
- iv. number of teachers (male and female)
- v. number of students (boys and girls)
- vi. other staff
- vii. physical condition and facilities
- viii. economic condition
- ix. administration
- x. future

[Outside the textbook]

G.C.2. Answer the following questions with sentences. Use your answers to write a paragraph about yourself.

- a. What is your name?
- b. Where do you live?
- c. How long have you lived there?
- d. How long have you been studying at your school?
- e. Since when have you been learning English?
- f. What games have you learned to play?
- g. Since when have you been playing these games?
- h. Do you have any problems with your studies?
- i. What have you done to solve them?
- j. Have you ever been out of your village or town?
- k. For how long have you been away?



1. Where would you like to live?

[Grade IX: 174]

G.C.3. Write an essay about your village. Use the following clues.

- a. location (NEWS)
- b. climate (hot/mild/cold)
- c. population (male/female)
- d. crops
- e. castes
- f. education (school)
- g. institutions (post office/health post etc)
- h. political and other activities
- i. special problems
- j. distinctive features (if any)

[Outside the textbook]

G.C.4. Write a brief newspaper report. Use the clues given below:

- i. a week heavy rain.
- ii. rivers (Mechi, Kankai, Koshi, Kamala, Bagmati with its tributaries) overflowed.
- iii. affected area: Terai (Jhapa, Morang, Saptari, Dhanusha, Rauthat)
- iv. damage: 50 dead, thousands homeless, 150 livestock, paddy crops, crores of rupees)
- v. relief work
- vi. rs. 500 a family given by the government.

[Page No. 51]

G.C.5. Imagine how you can help your parents with their jobs. Discuss this with your partner and then write a couple of paragraphs using the following points:

cooking	farming	pottery	
Weaving	cattle farming	gardening	shopkeeping

[Page No. 81]

G.C.6. Write a couple of paragraphs about your teacher. Use the clues:

- His/her name, age, dress etc.
- Physical features: height, color of eyes, hair, face etc.
- Other attributes: intelligent/ helpful what do you like/ dislike in him/her.

[Outside the textbook]

F.C.7. Write a couple of paragraphs about why children should go to school.

[Page No. 107]

F.C.8. One of your friends is coming to visit your school. Write a letter to your friend. Give directions for how to reach your school from the nearest bus park or airport.

[Page No. 63]

F.C. 9. People thought it disgraceful for an educated person to work in the fields. Do you agree? Write a paragraph on why you do you or don't agree.

[Page No. 111]

F.C.10. Write an essay on "The Importance of Jungle" in about 180 words.

[Outside the textbook]

F.C.11. Write a letter to your friend. Describe what you did in your holidays.

[Page No. 19]

F.C.12. Try to remember the most important event in your life and write it down.

[Page No. 139]

F.C.13. One of your friends is coming to visit your school. Write a letter to your friend. Give directions for how to reach your school from the nearest bus park or airport.

[Page No. 63]

F.C.14. Write at least three paragraphs describing your life history, present condition and future aim. [Outside the textbook]

F.C.15. People thought it disgraceful for an educated person to work in the fields. Do you agree? Write a paragraph on why you do or don't agree.

[Page No. 111]

## Appendix-II

### Lesson Plan No. 1

**Subject:** Our English Book

**Date:** 2068/03/01

**Unit:** 1

**Class:** IX

**Topic:** Travel and Holidays

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing a description

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write a description about travelling during holidays.

**Instructional Materials:** Pictures and Flash Cards

#### **Class room procedure:**

A picture of Swargadwari and Namche Bazar will be shown and the students will be asked to guess the location. The teacher will describe the place as the famous place where people go to enjoy during holidays. The students will be encouraged to make a description of the travelling they have experienced during holidays in their own ways. Clear description will be given with some ideas and techniques like teacher will ask the students to write the exact date or to guess the date of travelling if they have forgotten, the place of travel, the cause to select that place, feeling/experience of going at that place etc. After the completion of the task of the student, the teacher will see the task and show the errors by some symbols for the self-correction. After finishing students' self-correction, finally, the teacher will correct the uncorrected errors of the students if necessary on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently.

## Lesson Plan No. 2

**Subject:** Our English Book

**Date:** 2068/03/02

**Unit:** 2

**Class:** IX

**Topic:** The Punishment Should Fit the Crime

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing Newspaper Article

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- write a newspaper article.

**Instructional Materials:** Flash cards, Newspapers cut outs, Articles

### **Class room procedure:**

The teacher will collect different newspaper articles of different incidents found in newspaper and other Media for teaching purpose. Students will be divided into four groups and given the articles to read and they will discuss in own group about the newspaper article. Then, clear description will be given with some ideas and techniques and students will be asked to write an article on the topic 'Murder in Nepalgunj'. Then for this, he will provide the necessary information to write this article. He will ask to write the name of the murderer (Milan Chaudhary), the name of the murdered (Aasha Nepal), the place and time of event (Nepalgunj, 2068/3/1), the cause of murder (money) etc. After the completion of the task of the students, the teacher will see the task and circle the errors and make corrections by writing the appropriate answer himself on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently.

### Appendix-III

#### Reduction of Errors and Improvement (in Self-Correction Technique)

R. N.	Student's Name	First Test				Types of Errors
		Types of Error	Ttl	TC	T E (in%)	
1	Racita Basnet	N(6), Agree	7	5	71.42	T, Sp(2), N(2)
2	Prashant Basnet	C, P, T, Agree(2), N, WO, Sp, [ ]	9	7	77.77	∩, Sp(4), T
3	Renuka Shakya	C, Prep, A(2), P(5), ∩	10	7	70.00	T(2), [ ], Sp (3), I
4	Prakriti Upreti	T(3), Sp(4), A(2)	9	5	55.55	Sp(4), A(2), Prep
5	Jason Shrestha	WW(3), T, A(3), Prep, WO, /	10	6	60.00	Sp(4), T, WW(2),
6	Aasna Maharjan	[ ](2), Prep, Sp(5), T, WW(3)	12	8	66.66	Prep(2), Sp(4), T, A
7	Lasta Sharma	/(2), T(4), Sp(5), Prep	12	7	58.33	C, Prep, A(2), P(5),
8	Aakriti Maharjan	T(2), [ ], Sp (3), N(4), A(4)	14	10	71.42	WW(3), T, A(4), Pre
9	Binay Shakya	A(5), Sp(6), Prep, T(4)	15	10	66.66	C, P(4) Agree(4), N,
10	Roji Maharjan	T(3), [ ], Sp (6), N	11	7	63.63	/(2), T(4), Sp(5), Pre
		Total	109	72	66.05	

#### Reduction of Errors and Improvement (in Teacher-Correction Technique)

R. N.	Student's Name	First Test				Types of Errors
		Types of Error	Ttl	TC	T E (in%)	
11	Shreeya Maharjan	Prep, A(3), P, [ ], Sp	8	4	50.00	/, A, T(2), Sp(6)
12	Bibek Maharjan	A(2), C(2), WW(2), P, Sp, WO	9	5	55.55	A(2), Sp(2), C, W
13	Upasana Shakya	P(2),Sp(2),Prep(2),A,Agree,[],WO	10	5	50.00	A, C(2), T, N, Sp(2),
14	Anuj Mukharjee	/, A(5), T(2), Sp(6)	14	9	64.28	Sp(4), T, WW(2),
15	Milan Chaudhary	Sp(4), T, WW(2), A	8	6	75.00	A(2), P(4), , Sp
16	Sneha Dahal	T(3), Sp(4), A(2), Prep(2)	11	6	54.54	Prep(3), Sp(3), T,
17	Preeti Maharjan	Prep, A(3), P, [ ], Sp(5), T(4)	15	9	60.00	/(2), T(4), Sp(5), Pr
18	Biraj Chaudhary	T(2), [ ], Sp (3), N(4), A(4), /(2)	16	10	62.5	A(2), Prep(4), Sp(3)
19	Mahima Neupane	/, A, T(2), Sp(6), Prep(4), WW(3)	17	11	64.70	T(2), [ ], Sp (7), N
20	Anuja Acharya	T(3), Sp(7), A(4), [ ](4)	18	13	72.22	Sp(6), A(5), T(2),
		Total	126	78	61.90	Total