CHAPTER ONE
INTRODUCTION

This chapter deals with the general background, error and error analysis, error correction and its types, oral error correction in EFL class and correction, fluency, and accuracy.

1.1   General Background

Learning a language is a complicated activity. A lot of research has been done on how to make learning effective but, it is difficult to say which methods are truly more effective than others.

In Lewis's (1991, as cited in Bartman & Richards, 1991, p.iii) words,

> Most people- whether they are language teachers, parents, or language students- have strongly held beliefs about how they should learn and, equally strongly, about how they should not. Unfortunately, many of these beliefs are exactly that- beliefs are not facts. They may be strongly held, but they have no firm basis. One of the subjects upon which most people have strongly held beliefs is the role played by correction.

Error correction has a long history in the fields of Second Language Education and Second Language Teacher Education (SLTE). Whether and how to correct errors usually depends upon the methodological perspective to which a teacher ascribes. Historically, the behaviorist teaching models that were practiced in the 1950's and 1960's such as the Audio-lingual Method stressed error correction at all costs. Behaviorists viewed errors as inevitable, but strove to avoid and overcome them by providing speedy examples of correct responses. Brooks (1960 ,as cited in Russell, 2009, p.2) wrote, "like sin, error is to be avoided and its

influence overcome…the principal way of overcoming it is to shorten the time lapse between the incorrect response and a presentation once more of the correct model". However in the 1970's SLA research began to cast doubt upon behaviorist models of instruction and question the value of grammar instruction and error correction in the L2 classroom largely based on the research findings of naturalistic SLA.

Richards and Rodgers, (1986, as cited in Russell 2009, p.2) say, "Communicative Language Teaching (CLT) is a teaching approach that became popular in the 1980's and is still widely employed today". They further highlight that similar to the Natural Approach, CLT also emphasizes communicative competence notional –functional concepts over the instruction of grammatical structures

In Hadly's (2001, as cited in Russell 2009, p.2) words,

> With CLT, the goal of instruction is the development of fluency and acceptable language use. Since CLT focuses on meaning over form, the correction of grammatical errors is not of primary importance. However, when learners' accuracy is assessed, it is always done in context. In this way today's researchers seems to agree on the fact that rather than expecting students to produce error free sentences, students were encouraged to communicate in the Target Language and making errors is a natural part of Second Language Acquisition.

Lewis (1991, as cited in Bartman & Richard, 1991, p. iii) says:

> Most language teachers probably correct their students too much can easily provoke aggression, anger and many other unhelpful attitudes". The fact is

the question of the teacher's attitude to mistakes and correction is probably

the single most important issue in a language teacher's professional

development. In many ways it is also central for students. The kind of

activities the teacher encourages in the classroom, and the kind which the

teacher avoids or minimizes, will be strongly influenced by the teacher's

view of the role of error and correction in learning.

After analyzing the views of the above scholar we can conclude that, with the popularity of CLT in EFL, the role of error correction has changed. Errors are considered natural products in language learning and in fact reflect the patterns of students' developing inter-language system. Thus, errors are no longer the thorns in the teachers' flesh that need immediate picking.

1.1.1 Error and Error Analysis

The term "error" is used to refer to a form of structure that a native speaker deems unacceptable because of its inappropriate use or the use of a linguistic item in a way in which a fluent or native speaker of the language regards as showing faulty or incomplete learning. In other words, it generally refers to the deviated form of language, which a fluent or native speaker of a language regards as showing a faulty or incomplete learning.

Errors may be in the speech or writing of a second or foreign language learner. Error results due to incomplete knowledge of underlying rules and mistakes occurs due to physiological and psychological reasons such as fatigue, boredom, tension, drunkenness, drug, external distraction, etc,. Error on the other hand, is the abnormal form of the language due to lack of underlying rules, i.e. linguistic competence. Bell (1981, p.172) says, "An error is a sure sign that the learner has not mastered the code of the Target Language."

Brumfit (1982, p.126)says, "Error 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". Furthermore, all errors may not be identified easily. Some errors may 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 make difficult or impossible to understand. So, we have to identify the errors.

Error Analysis is simply a type of systematic study and analysis of error made by second or foreign language learners. So, it can be defined as a technique for identifying, classifying and systematically interpreting the unaccepted forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguists. Five stages are involved in EA. First one has to identify the errors. To do this, one has to differentiate lapses from genuine errors of competence. Second and initial analysis and description of the error is made based on grammatical model. Third, the errors are classified according to categories or subcategories. Errors are also classified as global and local errors. The system of classifying error should be flexible and one should let the error determine the category. Fourthly, an explanation may be provided as to why the errors have been made. Lastly the error are evaluated to determine how much they deviate from the Target Language norm, to what extent they affect communication and which method of correction can be most effectively meted out. Generally, EA is carried out to find the causes of errors so that it helps to know how well someone knows a language.

According to Corder (1981), "From the study of his error we are able to infer his knowledge at that point in his learning career and discover what he still has to learn. The central aim of error analysis is the correction and remediation of errors".

1.1.2 Error Correction and its Types

Correction is a substitution for an error. It is the act of offering an improvement to replace a error. In other word correction means helping people learn to express themselves better. It is a technique which is used to minimize the error. Encyclopedia defines correction as the detection of errors and reconstruction of the original, error –free data. Retrieved from, http://len,wikpedia.org/wiki/Error-correction.Similarly World English Dictionary also defines correction as something offered or substituted for an error. Retrieved from, http://dictionary-reference.com/browse/correction.

Edge (1992, p.33) says, "Correction should not mean insisting on everything being absolutely correct. Correction means helping students to become more accurate in their use of language."

While making correction, teachers have to focus on the main point of teaching i.e. correction should be relevant to the teaching item. According to Norrish (1983, p.73) "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".

Freiermuth (1997, p.5) says, "The purpose of error correction is to improve learners' accuracy and language acquisition". He further adds, "To help learners become not only increasingly independent as English speakers, learners should always be provided with ample opportunities to self-correct and engage in peer correction".

Bear (2010, p.2) also says that, "Error correction is often done by the teacher providing corrections for mistakes made by student. However, it is probably more effective for students to correct their own mistake".

Correcting errors means correcting the underlying rules the learner is learning in a wrong way. That is to say correction does not mean only correcting the particular instance of error. Therefore, only the substitution of incorrect expression by correct one is not correction.

According to Joe (nd), two things should include in any correction. They are as follows:

i. Explain why it is a mistake- how does it leads to miscommunication? When students understand why, they are more motivated to remember correct English.

ii. Always show students a better way! Don't just tell them they are wrong, give them an example, in a sentence to reinforce your correction. Retrieved from http://www.teacherjoe.us/teacherscorrection.htm

Error correction is really important skill for ESL teachers because there is a fine balance needed to maintain lesson flow and develop student's confidence. Over-correction will result in students losing confidence and then always speaking hesitantly, often "stuttering" and always looking for the teacher for confirmation. Under-correction will results in students bad habits and not learning proper grammar, forms, usage: eventually decreasing communicative ability. Reiss (1981, as cited in Salikin, 2001, p.2) says that, "Correction must not be frightening in that non- threatening classroom is needed to encourage the learners to speak in English".

In Joe's (nd) words,

Some teachers correct every error made by their students. Other teachers rarely or never correct their students' error. Both approaches have their own weaknesses. The first approach makes students nervous and leads to lack of

fluency. The second approach can lead to students who speak but whose

English is hard to understand. Retrieved from

http://www.teacherjoe.us/teacherscorrection.htm

In summary, error correction is an area in which teachers can offer direct service to students. However, they will do their students a grave disservice if they insist on over correction. The implication of foreign language teaching is that remedial work done by the teacher should highlight important mistakes to encourage students to use the correct form to improve their performance. Moreover the teacher should be sensitive enough to tolerate some errors, especially those that are evidence of learning taking place.

Types of Error Correction

When trying to decide on which correction technique to use, it is important to remember that the teacher is not the only person who can use these techniques. Sometimes, students correct themselves or each other. In addition, corrections can be made individually, in small groups or with the entire class. Regarding the type of correcting errors there are essentially three types of error corrections, which are described below:

1.1.2.1 Self Correction Technique

The self-correction technique is based on the student correction technique. Here, the topic self correction itself makes clear that students should be given an opportunity to correct their own errors. They may cause error due to some physical or psychological reasons, but given an opportunity they themselves can correct them. Edge (1992, p.24) says, "It is particularly important to give a chance for self correction when the students have committed what we call mistakes or slip". The teacher may simply indicate that an error has been committed and give some time

for the students to recognize it and correct it. Edge (1992, p. 24) suggests, "Don't correct the mistake yourself, but show that the mistake has been made. Then give the student a little time to recognize the mistake and correct it".

Students who can self-correct obviously understand the errors, catch it, and make the necessary adjustment to their language production. It thus allows the teacher gauge understanding and application of the Target Language. If a student can make the necessary correction to newly taught information, then it demonstrates he has absorbed the information. Next he needs to apply the Target Language in real conversation.

Giving hints by the teacher and correcting errors by the students themselves in this way is known as diagnostic technique of error correction. This is quite useful technique of error correction as it makes students responsible for their own errors and thus more careful in making improvement. But the weak aspect of this technique is that it is not always possible for the students to correct their error themselves.

1.1.3.2 Peer Correction

Students learn better from their peers than from their teachers. It is because they feel free to discuss with each other and the level of language they possess is also as asset in this regard. When students cannot make correction themselves in this situation, it is very much useful. It is said that 'two heads are better than one'. When two students work together on correcting each other's work, the discussion helps each one to learn from their errors.

In Brumfit's words (1982, p.10), "Practice is looking for errors or fault of organization in other people's work help a student to detect error in his own work."

Edge (1992, p.26), mentions the following four advantages of and two problems with peer correction:

Four advantages of peer correction:

1. Firstly, when a learner makes a mistake and another learner corrects it, both learners are involved in thinking about language.

2. Secondly, when a teacher encourages learners to correct each other's mistakes, the teacher gets a lot of important information about the students' ability. Can they hear a particular mistake? Can they correct it?

3. Thirdly, the students become used to the idea that they can learn from each-other .So, peer correction helps learners cooperate and helps make them less dependent on learners.

4. Fourthly if students get used to the idea of peer correction without hearting each other's feeling, they will be able to help each other learn when they works in pairs and groups, when the teacher can't hear what is said.

Two problems with peer correction:

1. Firstly, when the teacher asks for peer correction from the whole class, it might be that some two or three people always want to answer.

2. Secondly if students are not used to correcting each other, they may find it very difficult to change their habits.

1.1.2.2 Teacher Correction Technique

The teacher undertakes the task of correction if none of the techniques mentioned above works .This still does not mean that the teacher has to give the correct form straight way . So, if the self correction and peer correction fail at first, the teacher can sometimes help by focusing attention on the place where errors occur. The most important point here is that correction by the teacher should be practiced in an encouraging atmosphere or in not threatening way. According to Edge (1992, p.27), "If self correction and peer correction fail at first, the teacher can sometimes help by focusing attention on the place where the mistakes occurs".

In summary, of these the most effective in English or foreign language skills acquisition is self-correction. When learners realize and correct their own mistakes, they are more effectively internalizing the language. The next most desirable and effective form is peer correction. Terrell (1983 as cited in Lynch, 2008, p.1) says, "When learners are able to recognize and correct their mistakes collectively, they actually help each other to develop English language skills with less interference of their respective Affective Filters". Finally, there is correction of errors by the teacher. An effective means, but one that should be last and the least frequently used form of English or other Foreign Language correction.

1.1.3   Oral Error Correction in EFL Class

Learning the English language includes both oral work and written work. Correction is done differently in oral work and in written work. Correction in oral work is done through speech. But in some of the situations the teacher cannot correct learner's errors in oral work for example during fluency work which disturbs and discourages learners than helps. In traditional instruction environments because the focus of classroom instruction is on accuracy errors are frequently corrected. Yet with the popularity of the CLT in EFL contexts and the understanding of 'inter-language', the role of error correction has changed. Errors

are considered natural product in language learning and in fact reflect the pattern of students' developing inter-language system. Thus errors are no longer the thorns in the teachers' flesh that need immediate picking. It is advocated that errors should be treated with a care and in a humanistic manner.

A crucial issue for any teacher is when and how to correct students' English mistakes. The main issue at hand during oral work is whether or not to correct students as they make error. Error may be numerous and in various areas (grammar, vocabulary choice, pronunciation of both words and correct stressing in sentences). Beare (2010, p.1) divides two schools of thoughts of oral errors made during class discussions, they are: 1) Correct often and thoroughly 2) Let students make errors Sometimes, teachers refine the choice by choosing to let beginners make many errors while correcting advanced students often.

However, many teachers are taking a third route these days. This third route might be called "selective correction". In this case, the teacher decides to correct only certain errors. Which errors will be corrected is usually decided by the objectives of the lesson, or the specific exercise that is being done at that moment. In other words, if students are focusing on simple past irregular forms, then only errors in those forms are corrected. Other errors, such as errors in a future form, or errors of collocations are ignored.

In Beare's (2010, p.1) words, "Many teachers also choose to correct students after the fact". According to him these teachers take notes on common errors that students make. And during the follow-up correction session the teacher then presents common errors made so that all can benefit from an analysis of which errors were made and why.

> One of the main dilemmas for teachers giving conversation groups is error
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> correction. It's always tricky to know when and if to correct students and

how to go about it. The danger of over-correcting is that students will lose

motivation and you may even destroy the flow of the class or the activity by

butting in and correcting every single error. The other extreme is to let the

conversation flow and not to correct any errors. There are times when this

is appropriate but most students do want to have some of their errors

corrected as it gives them a basis for improvement. (Retrieved from:

http://www.teachingenglish.org.uk/language-assistant/teaching-tips/error-

correction.htm)

Teacher is a controller; he is a responsible person of 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 same way. So, the teacher should be conscious of the psychology of the individual learners too.

Some of the discussed questions about oral error correction and their possible answers are described here:

a.   Should we correct learners' oral errors?

Correcting oral errors produced by L2 learners improves their proficiency in a Foreign Language more than if their errors would remain uncorrected.

Hegege (1999, as cited in Karra 2006, p.4), states the importance of treating errors in a positive way. He notes that it is useless, if not harmful, to treat error as if they were 'diseases or pathological situations which must be eliminated', especially if this treatment becomes discouraging, as occurs when teachers lose their patience because of children's numerous errors. This, of course, does not mean that

corrections should be avoided; after all it is the teachers' duty to teach the rules of L2.

After some key definitions, the issue of oral error correction should be approached from a historical perspective to see the progress made so far. Traditionally, when the audio-lingual approach to teaching foreign languages was popular among English teaching professionals, errors were seen as something to be avoided. However, today the contemporary research seems to agree on the fact that rather than expecting students to produce error-free sentences, students were encouraged to communicate in the Target Language and making errors is a natural part of SLA.

b.   When to correct learners' oral errors?

First of all, it is important that the teachers form the concepts that not all error should be corrected right after they are made. To decide when to give the corrective feedback teacher can take the frequency of the errors as a norm. Some oral errors are infrequent and may be slips of tongue. These errors mostly can be corrected by the students themselves. As for persistent errors, especially those shared by most students, teacher should correct them consistently. Besides, teachers need to discern global errors, which interfere with understanding, from local errors, which may not hinder comprehension. Generally speaking, global error should be corrected to further clarify speakers' intentions.

Moreover, the timing of correction depends upon the purpose of the classroom activities. The teacher should take care of time while correcting oral errors, whether correction facilitates the language learning or disturbs it .There should be considerable time to correct the oral errors. On the basis of correction timing there are immediate correction and delayed correction. If the goal is to have student express themselves, it is better that the student do not interrupt immediately. In typical classroom setting immediate correction is more effective, for example in

accuracy work, so that the learner remember what should be there instead. Where as if the learner corrected after the event then there is more chance to forget what the learners have said.

In most of the instances of errors, delayed correction is preferable to immediate correction so that the students themselves will get sufficient time to identify and correct their errors. Esser (1984, as cited in Karra 2006, p. 4) notes that repetitive and immediate corrections may cause sensitive children to develop aggressive behavior towards their classmates or teacher.

Norrish (1983, p.50) suggests a teacher, "Don't correct the mistake immediately but note those which you feel need dealing with and come back to them on another occasion."

Another consideration concerns students' individual reactions towards error correction. Some students may over-react to this kind of face threatening act. If teachers are able to expect students' individual reaction towards correction, he or she can have great timing of correction.

c.   How to correct

Teacher should not only know when to treat error but also how to do error correction. On a humanistic consideration, it is essential to convey the message to the students that making errors are not unforgivable or shameful. Positive affective feedback should be offered first to encourage students and to decrease the tension caused by error correction (e.g. students' fear of losing face).To avoid potential risk of discouraging students, students self correction with teachers' or peer's help is encouraged. By doing so, students are provide with more opportunities to accomplish his or her task and thus to obtain a sense of achievement. This kind of approach creates friendlier atmosphere than teacher correction. However this does not suggest that teacher correction would always hurt students' feelings and

should always be eschewed. Teacher correction can be beneficial when errors are repeatedly made by most students. In fact, it can be applied without necessarily making students feel embarrassed or threatened. For example teacher can postpone the correction till the end of an activity or a class period and discuss with all the students in class.

Doughty and Varela (1998, as cited in Russell, 2009, p. 4) suggest that recasting in oral work is effective feedback. Most of the learners want and expect the teacher to give them feedback in oral work; the teacher should consider frequency and type of correction during oral work.

d.   Which errors of the Learners Should be Corrected?

Some errors have higher priorities for correction than others such as errors that seriously impair communication, errors that have stigmatizing effects upon the listener or reader and the errors that the students produce frequently. Edge (1992, p.2) says, "It is more important to correct mistakes which affect the meaning of several sentences than to correct small grammatical point inside one sentence."

According to Edge (1992, p.5), "Mistakes that affect a long stretch of language are more important than mistakes which have only a local effect."

Hegege (1999, as cited in Karra, 2006, p.5) also concludes that correction must not be applied by the teacher unless errors obstruct communication. And it is obvious that lexical error obstruct communication more seriously than grammatical errors.

Understandably, it is not easy for teachers to resist the temptation of correcting every error because we feel responsible for preventing the some errors have higher priorities for correction than others such as errors that seriously impair communication, errors that have stigmatizing effects upon the listener or reader and the errors that the students produce frequently. Edge (1992, p.2) words, "The

most important sort of mistake is a mistake that leads to a misunderstanding. It is more important to correct small grammatical point inside one sentence."

So the teacher should concentrate on errors that affect meaning and communication. There is no point in learning to say correct sentences in English if they don't mean what we want to say. Thus the most important errors are those which affect learning and communication.

e.   By whom learners' errors be corrected?

Although teacher correction of learner error is helpful to many students, it may not necessarily be an effective instructional strategy for every student or in all language Classroom. Peer correction or self-correction with teacher guidance may be more worthwhile instrument of time and effort for some teachers and learners. However, no empirical research was found to substantiate these hypotheses.

In this connection, Edge (1992, p.24) suggests a teacher, "Don't correct the mistake yourself, but show that a mistake has been made". He further suggests, "Then give the student a little time to recognize the mistake and correct it".

According to Corder (1981), "It is more efficient for learners to correct themselves than to be corrected by the teachers." Freiermuth (1997, p.5) also agree with this view.

1.1.4   Correction, Fluency and Accuracy

It is true that correction is one way of minimizing the errors but, correcting all errors done by the students in a piece of language is senseless. In the past, when teaching methodology was based on behaviorism, language learning was taken as a matter of habit formation, and errors were taken as the signs of failure and were corrected as fast as possible. In course of time, this view of language learning began to be questioned and the position of error also changed. Language learning

is started to be taken as creative activity. In Corder's (1977, p.292) words, "Language learning is not so much question of acquiring a set of automatic habits, but rather a process of discovering the underlying rules".

Truscott (1996, p. 8) says:

> Correction, by its nature, interrupts classroom activities, disturbing the ongoing communication process. It diverts the teacher's attention from the essential tasks involved in managing a communicative activity. It moves students' attention away from the task of communicating. It can discourage them from freely expressing themselves, or from using the kinds of forms that might lead to correction. To avoid these and other problems, or at least reduce them, teachers may refrain from overt correction and instead recast students' ungrammatical utterances in a grammatical form.

Normally, accuracy and fluency cannot be gained simultaneously. Brumfit (1982, p.126) says, "To demand simultaneous accuracy and fluent production is to demand the impossible for many students". 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, p.3) 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.

If fluency is hindered the students will not get a chance to use more language. So, errors should be ignored or left uncorrected to encourage the students to produce more language.

Edge (1992, p.18) says, the more attention we pay to what we want to say, the less we pay to correctness. If we pay too much attention to correctness, we don't seem to be speaking a language at all.

The amount of language stored in learners' mind should be increased although there are errors. When the learners gain certain level of fluency then the teachers should emphasize on accuracy. Certain level of accuracy is required for a successful communication. Edge (1992, p.20) says, "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". Edges (1992, p.20) further adds, "Correction is a way of reminding students of the forms of Standard English. It should not be a kind of criticism or punishment."

We should not be over ambitious to get all correct utterances from the learners. And we should not correct all the errors as well. Edge (1992, p.56) words, "Correction doesn't mean making everything absolutely correct; correction means helping people to learn to express themselves better".

Another important thing is that the students' errors do not signify the lack of corrections. There may be some other causes of students' errors.

Edge (1992, p.40) says:

> If the teacher 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 point again.

If students spend all their time doing careful practice of separate piece of language, they will not learn to use the language in real situations. According to Bell (1981, p.176), "An accurate non-fluent speaker may well bore his hearer who has to wait patiently while the learner slowly and painfully brings out his grammatically correct sentence". He further adds, "The fluent inaccurate speaker conversely, may well fail to get his message across at all".

According to Cathcart & Olsen (1976, as cited in Freiermuth 1997, p.1),

> By having their errors addressed on the spot, students realize that an error has been made, and may even desire such correction. However, there is certainly no guarantee that the learners have grasped the meaning nor understood the gravity of the error. Additionally, the flow of communication in the target language has been temporarily interrupted, and can be delayed further when classroom codes of interaction require that the learner acknowledge the error, listen to an elaboration by the teacher, and repair the error, even if this takes a number of attempts by the student. Furthermore, if language learners constantly receive corrective feedback, they may become discouraged, frustrated, and even lose enthusiasm for speaking in the TL.

But for the sake of communication and fluency it is not always good to ignore the errors because, allowing errors to go uncorrected students may assume that the spoken L2 is accurate. Hence, students may internalize faulty language structures and develop classroom pidgins.

In summary we can say that, we cannot always ignore our students' correctness in their use of English. This is important because successful communication depends on a certain level of accuracy. So we need to balance fluency work and accuracy work while correcting speaking errors which is a great challenge to the teachers.

1.2   Review of the Related Literature

Many researchers have carried out the research under the topic related to error but, there are only few researches that have been carried out under the topic related to error and its correction, which are mentioned below:

Rayamajhee (2000) carried out his research on the topic "Effectiveness of Self-correction Technique in a Private School". His objective was to measure the effectiveness of self-correction technique of errors on the students of a private boarding school. To accomplish this task, students of ninth grade at Green Village English secondary school, in Kiripur were selected. He used three types of compositions (i.e. free, guided and picto-comps) written by the 20 students of the school to collect the data. He used the third and fourth stages of self-correction technique to diagnose the errors and found out that the students were able to correct 60.84% and 55.55% of their own errors in the third and fourth stages respectively. The total effectiveness of self-correction technique of errors was 58.89%. This showed that the third stage of diagnosis of errors was more effective than the fourth one.

Karki (2001) carried out a research on the topic "A Study on the Effectiveness of Peer-Correction Technique". His main objective was to measure the effectiveness of peer correction technique of errors in the students of public schools. To accomplish this task, all the ninth grade students of Shree Sharada Secondary School in Thumbedin-1, Taplejung district were selected by applying random procedure. Mainly three types of compositions (i.e. guided, picto-comps and free) written by the students were used to collect the data. And he found out that the

20

students corrected 2,609 errors out of 4,857, i.e. peer correction technique of error was 53.72% effective.

Dhungana (2001) carried out a research on the topic "A study on the Effectiveness of Self-correction Technique". His main objective was to measure the effectiveness of self-correction technique of errors in the students of public school. The sample for this research composed of all the tenth graders of Shree Sharada Secondary School, Thumbedin-1, Taplejung. Questions for writing compositions were used to collect the data. And he found out that the student corrected 58 errors out of 100 in total i.e. self-correction technique of errors was 58.25% effective.

Dahal (2009) carried out a research on the topic "Teacher's corrections of error and students perceptions on it". His aim was to find out whether teachers correct students' errors or not, if they do how they do it and to find out the perceptions of students towards teachers' corrections of their errors. To accomplish this task, he selected seventy students studying in class nine and ten teachers from different secondary school of Kathmandu valley using purposive non-random sampling procedure. The researcher used two different sets of questionnaires; one for teachers and another for students to collect data from informants. And he found out that, every teacher corrects his or her students' errors and students also perceive this activity as a positive one done upon them for their betterment. Generally, there is the vast individual difference among the students of government aided schools and among the teachers as well. The level of understanding and the opinion they put is varied from person to person in government aided schools. Conversely there is more uniformity in private schools. The students and teachers from private schools are modeled in a fixed ideology.

Although some of the research works have been done on the topic related to error correction. But no research has been done on "Techniques Used in Oral Error Correction" till now. In the course of learning a second language, learners will

produce utterances which are ungrammatical or otherwise ill-formed, when judged by the generally accepted rules of the language they are learning. This is, of course, obvious not only to teachers of language but to any native speakers of the target language who come in contact with them. It is generally socially unacceptable to correct the errors of a foreigner language speaking what he regards as our language unless we have been specifically asked to do so by him. It is however one of the most important tasks of the teacher in the language classroom, and it is part of the skilled technique of the teacher to decide when correction is necessary and to do it in a way that helps the learner to acquire most expeditiously the correct forms of the Target Language. Hence, the researcher is conducting this research on the topic "Techniques Used in Oral Error Correction".

1.3   Objective of the Study

The objectives of the study were as follows:
i.   To find out the attitude of public and private schools English teachers towards oral error and it's correction.
ii.   To find out the oral error correction technique used by English teachers of public and private schools.
iii.   To compare and contrast the oral error correction technique used by public and private school teachers.
iv.   To list some pedagogical implications on the basis of the findings of the study.

1.4   Significance of the Study

Corrections are very important in the teaching learning process because they can be good feedback both for teachers and learners. However, generally we do not find uniformity in teachers' corrections. The differences may lie in two areas: in the techniques used and the item focused. Different teachers follow different techniques. Some emphasized accuracy and some fluency. In addition to the

variation in the techniques, teacher focuses on different aspects. Some correct grammatical structures, some correct spellings. Such differences in correction should be especially noticeable among teachers of public and private schools so, this present study has tried to identify the oral error correction technique used by public and private schools' English teachers and their views towards it.

The findings of this study will be highly significant mainly for the ELT practitioners. Teachers will be familiar with the oral error correction technique and at least they can apply those techniques in real classroom. They will know the way of correction to develop the fluency in EFL. This research will be very useful for the researchers, to the parents and all other persons directly or indirectly involved in English Language Teaching. At last this work will give valuable ideas in language teaching that will be fruitful to any academician.

CHAPTER TWO
METHODOLOGY

The researcher adopted the survey method in this study. This method enabled her to find out the related facts on techniques used in oral error correction. Two types of school i.e. public and private were the main variables of this study. And to fulfill the objectives of this study the following methodology was adopted:

2.1   Sources of Data

The researcher used both primary and secondary sources for data collection. The primary sources were used for collecting data and the secondary sources were used to facilitate the research.

2.1.1   Primary Sources of Data

The study is primarily based on primary sources of data. The data were collected from the secondary level English teachers of Janakpur. So, they were the primary sources. The observation form filled by the researcher after observing the classes of teachers and questionnaires filled by the teachers were the primary sources of data.

2.1.2   Secondary Sources of Data

In addition to the primary sources of data, the secondary sources were the previously carried out researches, reference books, and different web pages related to error and correction. Some of them are; Bartman and Walton(1991) Edge(1992), Freiermuth(1997), and Norish(1983).

2.2   Sampling Procedure

Ten secondary level English teachers of Janakpur were the sampling population for this study. Ten schools i.e. five public and five private were selected.

2.3   Tools for Data Collections

The researcher prepared a checklist for the class observation and she also prepared a set of questionnaire to distribute to the selected teachers.

2.4   Process of Data Collection

After preparing two types of questionnaires (one open ended and one close ended) and observation check list for teachers the researcher selected ten secondary schools (5 public and 5 private) from Janakpur. Then she herself visited the selected schools and established rapport with the concerned authority i.e. head teacher and requested the authority to permit her to collect the data. Then she requested the secondary level English teachers for this help. The researcher observed the five classes of selected teacher and filled the observation check list form. The researcher also provided the questionnaire to the teachers and asked them to complete that.

2.5   Limitations of the Study

The study had the following limitations:

i.   The population of the study was from Janakpur only.

ii.   The study was limited to the five secondary level English teachers each from the private and public school of Janakpur.

iii.   The study was limited to the information regarding oral error correction technique used by English teachers and their views towards it.

iv.   The researcher observed five classes of each teacher.

CHAPTER THREE
ANALYSIS AND INTERPRETATIONS

The data collected from the informants were analyzed and interpreted to find out the oral error correction techniques used by the public and private school English teachers. It has been already mentioned that the two types of questionnaire were provided to the teachers. The researcher also observed the five classes of each teacher using observation checklist form.

Close ended type of questions were having two to four alternatives. Some of the questions were binary in nature i.e. 'yes' and 'no' type. Some were to be answered with four alternatives i.e. 'strongly disagree' and 'disagree', 'agree' and 'strongly agree'. The option 'strongly disagree' and 'disagree' were combined together as negative response and 'agree' and 'strongly agree' as positive .The adjective strongly was used just to measure the degree of agreement and disagreement of the responses on the given statement. The percentage was the main basis for data analysis. While analyzing the data, the total number of teacher's responses was changed into percentage and it was analyzed thereafter.

The researcher also used the observation form to observe the classes of each teacher. The observed items were divided into six different areas. They were teachers' ways of responding, correction techniques, correction timing, area of focus, response towards oral error and reaction of the teachers. The researcher tabulated the information and analyzed the data under three main headings which are presented below:
- Analysis and interpretation of close-ended responses.
- Analysis and interpretation of the open-ended responses.
- Analysis and interpretation of the data obtained from classroom observation.

3.1   Analysis and Interpretation of Close-Ended Responses

There were sixteen questions in this section. Those questions were asked for getting the information regarding the correction techniques used by the English teachers. Among sixteen questions, four were yes/no type, seven were objectives type with the alternatives options strongly disagree, disagree, agree, and strongly agree, one questions with the alternatives options of all, most, quite a lot, relatively few. Furthermore, four questions were also objective type having three and two alternative answers.

The first question was yes/no type that was 'does your students make errors while speaking?' The responses and interpretation of this question are given below:

Table No. 1

Teachers' Responses Towards Question No. 1

Response	Percentage	Public School		Private School	
		No of teachers	Percentage	No of Teachers	Percentage
Yes	100	5	100	5	100
No	_	-	-	-	-

The above table shows that all the teacher i.e.100% teachers responded that their students made errors while speaking.

The second question was to know whether the teachers correct their students' oral error or not. The responses and interpretation of the question are given below:

Table No. 2

Teachers' Responses Towards Question No. 2

Response	Percentage	Public Schools		Private Schools	
		No of teachers	Percentage	No of Teachers	Percentage
Yes	100	5	100	5	100
No	-	-	-	-	-

The above table also shows that all the teachers i.e. 100% teachers responded that they correct their students' oral errors.

The third question was 'errors are essential part of language learning'. The four alternative answers were 'strongly agree', 'agree', 'strongly disagree' and 'disagree'. The responses and interpretation are given below:

Table No. 3

Errors as Essential Part of Language Learning

Response	Percentage	Public Schools		Private Schools	
		No of teachers	Percentage	No of Teachers	Percentage
Strongly agree	40	1	20	3	60
Agree	30	2	40	1	20
Disagree	30	2	40	1	20
Strongly disagree	–	–	–	–	–

The above table shows that, 40% teachers gave more emphasis i.e. strongly agreed on the above statement. Thirty percent teachers agreed and same number of teachers disagreed on the above statement. Among them, 20% from public schools and 60% from private schools strongly agreed on the statement, 'Errors are essential part of language learning'. Forty percent from public schools and 20%

28

from private schools agreed on the statement. Similarly, 20% from private schools and 40% teachers from public schools disagreed. And none of the teachers from both types of schools strongly disagreed.

The fourth question was 'how many of your students' oral errors do you think you notice?' Four alternatives answer 'all', 'most', 'quite a lot' and 'relatively few' were provided. The responses and interpretation are as follow:

Table No. 4

Students' Oral Error Noticed by the Teachers

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
All		-	-	-	-
Most	60	4	80	2	40
Quite a lot	40	1	20	3	60
Relatively few	-	-	-	-	-

The above table shows the teacher responses for the question no.4. The question was 'how many of your students' oral error do you think you notice?' None of the teacher noticed all the oral errors of the students. Sixty percent teachers noticed most of the students' oral errors and 40% teachers noticed quite a lot of students' oral errors. Among them, 80% from public schools and 40% from private schools noticed most of the students' oral errors. And 20% from public schools and 60% from private schools noticed quite a lot of students' oral error.

The fifth statement was 'errors on oral work create a problem' with four alternatives i.e. 'strongly agree', 'agree', 'strongly disagree', 'disagree'. The responses and interpretation of the question are as follow:

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Table No. 5

Errors on Oral Work Create a Problem

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Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Strongly agree	10	-	-	1	20
Agree	60	4	80	2	40
Disagree	30	1	20	2	40
Strongly disagree	–	–	–	–	–

The above table shows that, only 10% teachers strongly agreed on the statement. Sixty percent teachers agreed it and 30% teachers disagreed for the statement. Among them, none of the teachers from the public schools strongly agreed on the statement but 20% from private schools strongly agreed on it. From public schools 80% and from private schools 40% agreed. And none of the teachers from both types of schools strongly disagreed. But 20% from public schools and 40% from private schools disagreed.

The sixth question wanted to know whether teachers think that it is important to notice as many oral errors as possible or not. The responses and interpretation of the question are given below:

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Table No. 6

Importance to Notice the Students' Oral Error

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Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Yes	70	4	80	3	60
No	30	1	20	2	40

From the above table it is clear that, 70% of the teachers responded that, it is important to notice as many oral errors as possible but, 30% of the teachers did not think so. Among them, 80% from public schools and 60% from private schools thought that it is important to notice as many oral errors as possible. And only 20% teachers from public schools and 40% from private schools did not think that it is important to notice as many oral errors as possible.

The seventh question was asked to know which one is better, a) substituting the erroneous expression by correct one or b) correct the erroneous expression by explaining the underlying rules.

Table No. 7

Preference of Teachers' Ways of Correction

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
a.	20	1	20	1	20
b.	80	4	80	4	80

According to the above table, 20% of the teachers responded that substituting the erroneous expression by correct one is better than to correct the erroneous expression by explaining the underlying rules. And 80% teachers responded that correcting the erroneous expression by explaining the underlying rules is better. Among them, only 20 % teachers from both types of schools responded that substituting the erroneous expression by correct one is better than to correct the erroneous expression by explaining the underlying rules. And 80% teachers responded that correcting the erroneous expression by explaining the underlying rules is better.

Eighth question was statement with four alternatives i.e. 'strongly agree', 'agree', 'strongly disagree', 'disagree'. The statement was 'oral correction always hinders fluency.' The responses and interpretation of the question are as follow:

Table No. 8

Hindrance of Correction on Fluency

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Strongly agree	30	1	20	2	40
Agree	40	2	40	2	40
Disagree	30	2	40	1	20
Strongly disagree	–	–	–	–	–

The above table clears that, 30% of the teachers strongly agreed, 40% of the teachers agreed and again 30% of the teachers disagreed for the statement no.8. Among them, 20% from public schools and 40% from the private schools strongly agreed on this statement. Forty percent from both types of schools agreed on this statement. Forty percent teachers from public schools and 20% from private schools disagreed. And none of the teachers from both types of schools strongly disagreed. The ninth statement was designed to find out 'whether making errors is good, bad or normal activity'. The responses and interpretation of this question are given below:

Table No. 9

Whether Making Error is Bad, Good or Normal

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Bad	40	3	60	1	20
Good	10	-	-	1	20
Normal	50	2	40	3	60

The above table shows that, 40% of the teachers considered making error as bad. Only 10% of the teachers considered making error as good and 50% of the teachers did not evaluate error making as good or bad. Among them, 60% from public schools and 20% from private schools considered making errors as bad. No one from the public schools and 20% from private schools considered making errors as good. And two teachers i.e. 40% from public schools and three teachers i.e. 60% from private schools responded that error making as normal activity. They didn't evaluate error making as good or bad.

Tenth question was asked with four alternatives i.e. 'strongly agree'' 'agree', 'strongly disagree', 'disagree'. The tenth question was 'teacher should correct only the errors that interfere with communication'. The responses and interpretation of this question are given below:

Table No. 10

Teachers' Responses Towards Question No. 10

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Strongly agree	10	–	–	1	20
Agree	60	4	80	2	40
Disagree	-	–	–	–	–
Strongly disagree	30	1	20	2	40

The above table shows that, 10% teachers strongly agreed, 60% teachers agreed and 30% teachers strongly disagreed on the statement no.10. Among them, none of the teacher from public schools strongly agreed on the above statement but, 20% teachers from private schools strongly agreed on this statement. Eighty percent teachers from public school and 40% teachers from private school agreed the statement. None of the teachers from both types of school disagreed on the

statement but 20% teachers from public school and 40% teachers from private schools strongly disagreed on it.

Eleventh question was designed to find out 'whether the errors that impede comprehension should be corrected or the errors that cause major hindrance should be corrected'. The responses and interpretation of the question are given below:

Table No. 11

Teachers' Responses Towards Question No. 11

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
that impede comprehension	30	2	40	1	20
that cause major hindrance	70	3	60	4	80

The above table shows that, 30% of the teachers thought that, the errors that impede comprehension should be corrected. And 70% of the teachers thought that, the errors that cause major hindrance should be corrected. Among them, it was found that, 40% from public schools and 20% from private schools responded that only those errors should be corrected that impede comprehension. But, 60% from public schools and 80% from private schools responded that only those errors should be corrected that cause major hindrance.

Twelfth question was statement with four alternatives i.e. 'strongly agree', 'agree', 'strongly disagree', 'disagree'. The statement was 'correcting each other works can be harmful to student relationship'.

Table No.12

Teachers' Responses Towards Question No. 12

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Strongly agree	-	_	_	_	_
Agree	20	2	40	_	_
Disagree	70	3	60	4	80
Strongly disagree	10	-	-	1	20

The above table shows that, none of the teachers strongly agreed on the above statement. But, 20% of the teachers agreed, 70% of the teachers disagreed and 10% of the teachers strongly disagreed on the above statement. Among them, 40% from public schools agreed it but no one from the private schools agreed this statement. Sixty percent from public schools and eighty percent from public schools disagreed. And nobody from public schools strongly disagreed on this statement but 20% from private schools strongly disagreed for it.

The thirteenth statement on this area was designed to find out whether the teachers delay and let students complete their speech first or do correct oral errors immediately. The responses and interpretation are as follows:

Table No. 13

Correction Timing

Response	Percentage	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Delayed correction	40	1	20	3	60
Immediate correction	60	4	80	2	40

The above table portrays that, 40% of the teachers prefer delayed correction technique and 60% of the teachers prefer immediate correction technique. Among them, only 40% from public schools and 60% from private schools prefer delayed correction and 80% from public schools and 40% teachers from private schools followed immediate correction. They let the students to complete their words.

Fourteenth question was statement with four alternatives i.e. 'strongly agree', 'agree', 'strongly disagree', 'disagree'. The statement was 'correcting errors means only the substitution of incorrect expression by correct one'. The responses and interpretation of this question are given below:

Table No.14

Teachers Responses Towards Question No. 14

Response	Percentages	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Strongly agree	10	1	20	_	_
Agree	40	2	40	2	40
Disagree	50	2	40	3	60
Strongly disagree	_	_	_	_	_

The above table shows that, 10% of the teachers strongly agreed, 40% of the teachers agreed, 50% of the teachers disagreed on the statement that substitution of incorrect expression by correct one is correction. Among them, 20% from public schools and no one from private schools strongly agreed for this statement. Forty percent from both types of schools agreed on this statement. Similarly, no one from both types of schools strongly disagreed for this statement. But, 40% from public schools and three teachers i.e. 60% from private schools disagreed for this statement.

Fifteenth question was to know whether the teachers correct students speaking erroneous expression by explaining the underlying rules or not. The responses and interpretation of the question are given below:

Table No. 15

Teachers Responses Towards Question No. 15

Response	Percentages	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Yes	90	4	80	5	100
No	10	1	20	_	_

The above table portrays that, 90% teachers responded that they corrected the erroneous expression by explaining the underlying rules and only 10% of the teachers responded that they did not explain the underlying rules to correct the erroneous expression. Among them, 80% from public schools and all teachers from private schools responded that they corrected the erroneous expression by explaining the underlying rules. But, only 20% from public schools and no one from private schools responded that they did not correct the erroneous expression by explaining the underlying rules.

The sixteenth question was statement with four alternatives i.e. 'strongly agree', 'agree', 'strongly disagree', 'disagree'. The statement was 'it is better to provide chance to students for their self correction'. The responses and interpretation of the question are given below:

Table No.16

Self-Correction a Better Way to Correct

Response	Percentages	Public Schools		Private Schools	
		No of Teachers	Percentage	No of Teachers	Percentage
Strongly agree	70	3	60	4	80
Agree	30	2	40	1	20
Disagree	–	–	–	–	–
Strongly disagree	–	–	–	–	–

The above table shows that, 70% of the teachers strongly agreed, 30% of the
teachers agreed and nobody disagreed and strongly disagreed for the above
statement. Among them, 60% from public schools and 80% from private schools
strongly agreed the statement.40% from public schools and 20% from the private
schools agreed the statement. But, no one from both types of schools strongly
disagreed and disagreed for the statement.

3.2   Analysis and Interpretation of Open-ended Responses

There were eight questions on this area. Those questions were asked for getting
the general ideas on oral errors and correction of the teachers. Open-ended
responses obtained from the teachers have been analyzed as follows:

a. Are errors on oral work important?

Table No.17

Importance of Errors on Oral Work

Views	Percentage	Public Schools	Private Schools
Yes, it is important.	40	40%	40%
yes it is important at first phase	10	20%	
Yes, but not all the time	20	20%	20%
No, they create problem in communication	30	20%	40%

Regarding this question majority of the teachers replied that errors on oral works are important and few teachers replied that it is not important it creates problem in communication. Forty percent teachers responded that errors on oral works are important, 10% of the teachers responded that it is important at first phase, 20% of the teachers responded that it is important but not all the time, and 30% of the teachers responded that it creates problem in communication. Among them, 40% of the teachers from both types of schools responded that errors are important in oral work because student learns through errors, 20% from public schools said that it is important at first phase because in their opinion errors occurs in learning period, 20% from both types of schools said that it is important but not all the time but 20% from public schools and 40% from the private schools replied that it creates problem in communication.

b.   Does correcting them really do any good? Can it harm?

Table No. 18

Positive and Negative Views of Correction

Views	Percentage	Public schools	Private schools
Yes, it helps.	90	100%	80%
No it discouraged the students.	10	_	20%

Regarding this question, 90% of the teachers responded that correcting in oral works helps and 10% of the teachers responded that it discourage the students. Among them, except one teacher from private schools all the teachers were found expressing nearly the same opinion. All teachers i.e. 100% from the public schools and 90% from private schools replied that correcting in oral works helped the students.

3.   What kind of correction do you find useful in oral work?

Table No. 19

Kind of Correction

Views	Percentage	Public schools	Private schools
Immediate correction	30%	20%	40%
Delayed correction	70%	80%	60%

Regarding this question, 30% teachers replied that immediate correction is useful in oral work and 70% teachers replied that delayed correction technique is useful in oral work. Among them, 20% teachers from public schools and 40% teachers from private schools replied that immediate correction is useful in oral work. But, 80% teachers from public schools and 60% teachers from private schools said that delayed correction is useful because whenever they tried to correct the students' oral errors immediately, students became nervous and forgot what they wanted to say.

d. **Which technique do you like to follow to correct your student's oral errors?**

Table No.20

Techniques Followed to Correct Oral Errors

Views	Percentage	Public schools	Private schools
Self correction	20	20%	20%
Peer correction	50	40%	60%
Teacher correction	20	40%	20%

Regarding this question, 20% of the teachers responded that they used self correction technique, 50% of the teachers responded that they used peer correction technique and 20% of the teachers responded that they used teachers correction technique to correct the students' oral error. Among them, 60% of private schools' teachers used peer correction and 40% of public schools' teachers used peer correction technique. Rest of the teachers i.e. 40% of the teachers from private schools and 20% teachers from public schools liked to follow the teacher correction technique because in their opinion this technique saves their time. And only 20% teachers from both types of schools liked to follow the self correction technique.

e. **What effect you see on the students if you correct their mistakes in oral work?**

Table No.21

Effect of Oral Error Correction on Students

Views	Percentage	Schools	
		Public	Private
Learn better /correct form	60	60%	60%
It discourages the students	30	40%	20%
Sometime they become nervous	10	_	20%

Regarding this question, most of the teachers have more or less similar views, i.e. 60% of the teachers replied that students learn better through correction, 30% of the teachers responded that, correction on oral work discourage the students and 10% of the teachers responded that sometime students become nervous through oral error correction. Among them, 60% teachers from both types of schools replied that, correcting oral error helps the students to learn better or the correct form of the language, 40% teachers from public schools and 20% from private schools replied that it discourages the students and 20% teachers from private schools replied that sometime the students become nervous.

6.   How do you correct the student's oral work?

Table No.22

Ways of Correcting Students Oral Work

Views	Percentage	Public schools	Private schools
Explaining underlying rules	40	40%	40%
By substituting correct one	60	60%	60%

Regarding this question, 40% of the teachers replied that they corrected the students' oral work by explaining the underlying rules and 60% of the teachers responded that they corrected the erroneous expression by substituting the correct one. Among them, majority of the teachers i.e. 60% from both types of schools replied that they corrected the erroneous expression by substituting the correct one. And 40% teachers replied that they corrected by explaining the underlying rules. They said that when they understand why it is a error they are more motivated to remember correct forms of English.

7. **What sort of changes have you seen in teaching and learning the English language through correction in oral work?**

Table No. 23

Changes in Teaching and Learning English

Views	Percentage	Public schools	Private schools
Learn better	60	60%	60%
Speak correctly	40	40%	40%

Regarding the changes in teaching and learning the English language through correction in oral work, the researcher found that 60% of the teachers replied that students' learn better through correction and 40% of the teachers replied that students speak correctly through correction. After analyzing, it was found that, all the informants had similar experience only their ways of saying was different. They said that by correcting the students' oral work they learn better and speak correctly.

8. **Does the student react badly to your correction**

Table No.24

Reaction of Students

Views	Percentage	Public schools	Private schools
Yes	20	20%	20%
No	50	60%	40%
Sometime	30	20%	40%

This question was asked to know whether the teacher noticed the students' reaction or their behavior after correction or not. From the informants responses the researcher found that 20% teachers responded that their students reacted badly to their correction, 50% teachers responded that their students did not react badly

to their correction and 30% teachers responded that their students sometimes reacted badly to their correction. Among them, majority of the teachers i.e. 60% teachers from public schools and 40% teachers from private schools said that their students did not react badly to their correction, on the contrary, 20% of the teachers from public schools and 40% teachers from private schools responded that sometimes their students reacted badly to their correction and 20% from both types of schools said that students reacted badly to their correction.

9. What problem might be caused by not correcting?

Table No. 25

Problem Caused by Not Correcting

Views	Percentage	Public schools	Private schools
Learn incorrect form of the language	50	40%	60%
Mistake become permanent	10		20%
No improvement in learning	30	40%	10%
Their learning speed will decrease	10	20%	

Regarding this question all teachers had similar views only their ways of saying was different. Fifty percent teachers responded that students learn incorrect form of the language, 10% teachers responded that errors become permanent, 30% teachers responded that there would be no improvement in learning and 10% teachers responded that their learning speed would decrease. Among them, most of the teachers i.e. 40% from public schools and 60% from private schools said that student would learn un-correct form of language, 20% teachers from private schools said that students' errors become permanent. Similarly, 40% teachers from public schools and 20% from the private schools said that there would be no improvement in learning. And 20% teachers from the public schools said their learning speed would decrease.

10. Was your English corrected a lot when you were a student?

Regarding this question, all teachers said that their English was corrected a lot when they were students.

11. If you answered 'yes', do you think it helped you? Are you sure? Have you any evidence that you couldn't have learned at least as quickly without so much correction?

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Table No.26

Correction Helped or Not

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Views	Percentage	Public schools	Private schools
It helped me.	70	80%	60%
Sometime it discouraged me	30	20%	40%

Regarding this question, 70% teachers responded that correction helped them and 30% teachers responded that sometimes correction in oral work discouraged them to speak in English. Among them, except one teacher from a public school and two teachers from private schools said that correction helped them. Twenty percent teachers from public schools and 40% teachers from private schools said that sometimes discouraged them to speak.

3.2   Analysis and Interpretation of the data obtained from Classroom Observation

This section deals with the classroom observation of ten English teachers of secondary level. The researcher prepared an observation check-list and observed each teacher's at least five classes. These observation checklists had been taken as a complement of questionnaire which had already been interpreted. Here the researcher has tried to observe how the teachers correct the students speaking errors. She has divided the observation form into six different areas. They were

teacher's ways of responding, correction technique, correction timing, area of focus, response towards oral errors, teachers' reaction. For this, the researcher used three rating scales viz. frequently, sometimes, seldom. The analysis and interpretation of the study is presented below:

a.   Item no. 1: Teachers' Ways of Responding

Ways of responding refers to how the teachers responded towards their students' oral error. This item includes other four sub-items. They are analyzed and interpreted as follows:

i.   Doesn't react at all

Regarding how often does the teacher react towards students' oral errors the researcher found that 90% teachers sometimes did not react at the student's oral error and only 10% teachers frequently did not react at the students' oral errors. All the teachers of public schools and 80% teachers of private schools sometimes did not react at the students' oral error. And only 20% teachers of private schools frequently did not react at the students' oral error.

ii.   Indicate there is a mistake but doesn't provide any further information about what is wrong

Regarding indicating errors and to provide any information about what is wrong, 40% teachers frequently and 60% teachers sometimes did not provide any information about what was wrong.

Twenty percent teachers of public schools and 60% teachers of private schools frequently did not provide any information about what was wrong. Similarly, 80% teachers of public schools and 40% teachers of private schools sometimes did not provide any information about what was wrong.

iii.   Says what was wrong and provide a model of the acceptable version

Regarding this sub-item, the researcher found that 10% teachers frequently and 60% teachers sometimes provided a model of the acceptable version after indicating the errors. Whereas, 30% teachers did not provide the model of the acceptable version, they only indicated what was wrong. Among them, 20% teachers from public schools and nobody from private schools frequently provided the model of the acceptable version of the erroneous expression. Similarly, 60% from both types of schools sometimes provided the model of the acceptable version. But, 20% from public schools and 40% from private schools did not provide the model of the acceptable version.

iv.   Indicates something was wrong and explains the underlying rules

Regarding this sub-item, the researcher found that 40% teachers frequently and the same number of teachers sometimes explained the underlying rules after indicating the students' oral errors. But, 20% did not explain the underlying rules. Among them, 30% from public schools and 20% from private schools frequently explained the underlying rules. Similarly, 60% from public schools and 40% from private schools sometimes explained the underlying rules. But, 20% teachers from public schools and 40% teachers from private schools did not explain the underlying rules.

b.   Item no. 2: Correction technique

Here correction technique refers to the three types of correction i.e. teacher correction, self correction and students correction. The researcher tried to find out which correction technique they used frequently, which is used sometimes and which they did not use. Analysis and interpretation of the item no. 2 are as follows:

i.   Teacher correction technique

Regarding how often teachers used the teacher correction technique to correct the students' oral error, the researcher found that 50% teachers frequently used teacher correction technique, 40% teachers sometimes used and only 10% teachers did not use teacher correction technique. Among them 60% teachers from public schools and 40% teachers from private schools frequently used this technique. Similarly, 40% teachers from both types of schools sometimes used this technique, and only 20% teachers from private schools did not use this technique.

ii.   Self correction technique

Regarding how often teachers used the self correction technique to correct the students' oral error, the researcher found that only 10% teachers frequently used, 40% teachers sometimes used and 50% teachers did not use this technique. Among them only 20% teachers from private schools frequently used this technique and 40% teachers from both types of schools sometimes used this technique. Furthermore, 60% teachers from public schools and 40% teachers from private schools did not use this technique.

iii.   Students correction technique

Regarding the frequency of student correction technique the researcher found that 50% teachers frequently used it, 40% teachers sometimes and 10% teachers did not use this technique. Among them 40% teachers from public schools and 60% teachers from private schools frequently used this technique. Similarly, 40% teachers from both types of schools sometimes used this technique and 20% teachers from public schools did not use this technique.

c. Item no. 3: Timing of correction

This item is related to the frequency of the types of correction timing i.e. immediate correction and delayed correction used by the teachers of both types of schools. The analysis and interpretation of this item are as follows:

i. Immediate correction

Regarding how often the teachers corrected the students' oral errors immediately, the researcher found that 60% teachers frequently and 40% teachers sometimes corrected the students' oral error immediately. Regarding the public and private schools, the same number of teachers corrected it immediately.

ii. Delayed correction

Regarding the delayed correction of the oral errors, the researcher found that 50% teachers sometimes used delayed correction technique and the same number of the teachers did not delay to correct the students' oral errors.

d. Item no. 4: Area of focus

This item is related to the area of the language i.e. structure, function or pronunciation focused by the English teachers while correcting the speaking error. The analysis and interpretation of this item are as follow:

i. Structure

Regarding this item, the researcher found that, 70% teachers frequently focused on structure and 30% teachers sometimes focused on it of the language. Among them 80% teachers from public schools and 60% teachers from private schools frequently focused on this area. Similarly, 20% teachers from public schools and 40% teachers from public schools sometimes focused on this area.

ii.   Function

While observing this item the researcher found that, 60% teachers from both types of schools sometimes focused on the function of the language and 40% teachers from both types of schools did not focus on this area. Among them, 60% from public schools and 80% from private schools sometimes focused on this area. But, 40% from both types of schools did not focus on this area**.**

iii.   Pronunciation

While observing this item, the researcher found that, 40% teachers frequently, 50% teachers sometimes focused on the pronunciation of the language and 10% teachers did not focus on this area of the language. Among them 20% teachers from public schools and 60% teachers from private schools frequently focused. Similarly, 60% teachers from public schools and 40% teachers from private schools sometimes focused on this area and only 20% teachers from public schools did not focus on this area.

e.   Item no. 5: Teachers' Response

This item is related to the positive and negative responses of the teachers and its frequency. The analysis and interpretation of this item are as follow:

i.   Positive response

Regarding this item researcher found that, 40% teachers frequently, 50% teachers sometimes and 10% teachers did not response positively to the students' oral errors. Among them, 40% teachers from public schools and the same number of teachers from private schools responded positively. Similarly, 60% teachers from public schools and 40% teachers from private schools sometimes responded positively and only 10% teachers did not response positively.

ii.   Negative response

Regarding this item the researcher found that, 60% teachers from both types of schools sometimes responded negatively and 40% teachers from both types of schools did not response negatively.

f.   Item no. 6: Teachers' reaction

This item include two sub-items i.e. react politely and react aggressively. The analysis and interpretation of this item are as follow:

i.   React politely

Regarding this item researcher found that, 20% teachers frequently, 50% teachers sometimes reacted politely and 30% teachers did not react politely. Among them, 20% teachers from public schools and same number of the teachers from private schools frequently reacted politely. Similarly, 60% teachers from public schools and 40% teachers from private schools sometimes reacted politely. Furthermore, 20% teachers from public schools and 40% teachers from private schools did not react politely.

ii.   React aggressively

Regarding this item researcher found that 30% teachers frequently, 60% teachers sometimes reacted aggressively and 10% teachers did not react aggressively. Among them, 20% teachers from public schools and 40% teachers from private schools frequently reacted aggressively. Similarly, 60% teachers from both types of schools sometimes reacted aggressively and 20% teachers from public schools did not react aggressively.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter incorporates the major findings of the study based on analysis and interpretation of the data and recommendations for pedagogical implications.

4.1 Findings

On the basis of analysis and interpretation of data, the following major findings have been made:

4.1.1 Findings from the Questionnaire given to the Teachers

a.   Sixty percent teachers think that correction helps in oral work and 70% teachers responded that it is important to notice as many oral errors as possible. b.   Forty percent teachers considered making error as bad. Only 10% teachers considered making error as good and 50% teachers did not evaluate error making as good or bad.

c.   Seventy percent teachers replied that they correct the student's oral errors by substituting the correct ones and only 30% teachers replied that they correct the oral errors by explaining the underlying rules.

d.   Thirty percent teachers replied that immediate correction is useful in oral work and 70% teachers replied that delayed correction technique is useful in oral work.

e.   Regarding the correction technique, it was found that, only 20% teachers like to follow the self correction technique, 50% teachers like to follow the peer correction technique and 30% teachers like to follow the teacher correction technique.

1.1.2 Findings from Class Observation

a. Fifty percent teachers frequently used the teacher correction and peer correction technique. Forty percent teachers sometime used all the three types of correction technique. But, 50% teachers never used the self correction technique. Only 10% teachers frequently used the self correction technique.

b. Sixty percent teachers frequently and 40% teachers sometimes used the immediate correction technique. Regarding the delayed correction technique, 50% teachers sometimes used this technique but, 50% teachers never used this correction technique.

c. Seventy percent teachers frequently and 30% teachers sometimes focused on the structure of the language. Regarding the function and pronunciation of the language, only 20% teachers frequently and 50% teachers sometimes focused on the function of the language but 30% teachers never focused on this area. Similarly, 40% teachers frequently and 50% teachers sometimes focused on the pronunciation. And only 10% teachers did not correct the pronunciation.

d. Sixty percent teachers sometimes gave negative responses and reacted aggressively.

1.1.3 Comparison

a. Sixty percent teachers of public schools and 40% teachers of private schools were found to use teacher correction technique frequently. It indicates that more teachers from public schools still use the teacher correction technique frequently than the teachers from private schools.

b. Eighty percent teachers of private schools and 60% teachers of public schools replied that they corrected the students' oral error by substituting the correct one. Comparatively, more teachers from private schools

corrected the students' oral error by substituting the correct ones than the teachers of public ones.

c.   Regarding the usefulness of immediate and delayed correction technique, more teachers from public schools replied that delayed correction technique is useful in oral work.

d.   Regarding the frequency of types of correction timing it was found that, 60% teachers of the public schools and 40% teachers of the private schools did not use the delayed correction technique. Whereas, 60% teachers from both types of schools frequently used the immediate correction technique. It indicates that most of the teachers corrected the students' oral errors immediately.

e.   Eighty percent teachers of public schools and 60% teachers of private schools frequently focused on the structure of the language. Similarly, 60% teachers of private schools and only 20% teachers of public schools frequently focused on the pronunciation of the language. Whereas, 40% teachers from both types of schools sometimes focused on the function of the language. It clears that more teachers from public schools frequently focused on the structure of the language than the teachers of private schools and more teachers from private schools frequently focused on the pronunciation of the language than the teachers of public schools.

4.2   Recommendations

a.   Teachers should be aware of the fact that leaving all the speaking errors uncorrected is not a good idea and correcting all the speaking errors may be harmful. So there should be good balance on correcting oral errors.

b.   Teacher should not only substitute the erroneous expression by correct one. They should explain why it is a mistake or how does it lead to miscommunication.

c. Teachers should not correct the students oral errors immediately because immediate correction often creates a lack of confidence in speaking which may discourage the learners to speak.

d. Teachers should not always focus on the structure of the language. Because if fluency is hindered the students will not get a chance to use more language.

e. Peer correction should be encouraged, which helps to create a positive classroom atmosphere as students realize that the teacher is not the only source of a oral error correction and they can learn a lot from one another in a friendly and practical environment.

f. Teachers should also give students a chance and time to correct their own mistakes by making signs with hands or giving some clues, so, that a student can correct his own mistake because it sometimes is simply a slip and the student may be aware of the correct version.

g. Teacher should focus on those oral errors that interfere with communication.

h. Teachers should give positive response towards student's oral errors, which encourage them to speak in English.

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APPENDIX I

QUESTIONNAIRES

Dear Sir/ madam

This questionnaire is a part of my research study entitled "Techniques used in Oral Error Correction" under the supervision of Dr. Anju Giri, Lecturer, Department of English Language Education, Faculty of Education, T.U., Kirtipur. The major objectives of the study are to identify the differences in oral error correction techniques used by public and private schools teachers.

Your cooperation in completing the questionnaire will be of great value to me. Please feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effect to you as well as others.

Name of the teacher: ……………………………………………..

School name: …………………………………………………………

Type of school   Public ☐   Private ☐

Please go through the following questions and tick ( ) the answer which you think is the best one.

1.   Does your student make errors while speaking?
   a.   Yes
   b.   No

2.   Do you correct your students' oral errors?
   a.   Yes
   b.   No

3.   Errors are essential part of language learning.
   a.   Strongly Agree
   b.   Agree

c. Strongly Disagree

d. Disagree

4. How many of your students' oral errors do you think you notice?

a. All

b. Most

c. Quite a lot

d. Relatively few

5. Errors on oral work create a problem.

a. Agree

b. Strongly agree

c. Disagree

d. Strongly disagree

6. Do you think it is important that you notice as many errors as possible?

a. Yes

b. No

7. What do you think, which is better?

a. Substituting the erroneous expression by correct one.

b. Correct the erroneous expression by explaining the underlying rules.

8. Oral correction always hinders fluency.

a. Strongly agree

b. Agree

c. Strongly disagree

d. disagree

9. What do you think?

a. Making error in oral work is bad.

b. Making error in oral work is good

c. Making error is neither good nor bad it is normal

10. Teacher should correct only the errors that interfere with communication.
   a. Agree
   b. Strongly agree
   c. Disagree
   d. Strongly disagree

11. What do you think?
   Only those errors should be corrected
   a.   that impede comprehension.
   b.   that cause major hindrance.
12. Correcting each other works can be harmful to student relationship.
   a.   Strongly agree
   b.   Agree
   c.   Disagree
   d.   Strongly disagree
13. While correcting oral errors of your students' do you correct   immediately or do delay to let them complete their words first?
   a.   I correct immediately.
   b.   I let them to complete their words first.
1.4 Correcting errors means only the substitution of incorrect expression by correct one.
   a.   Strongly agree
   b.   Agree
   c.   Strongly disagree
   d.   disagree
15 Do you correct the erroneous expression by explaining the   underlying rules?
   a.   Yes   b. No
16. It is better to provide chance to students for their self correction
   a.   Strongly agree

b.   Agree

c.   Disagree

d.   Strongly disagree

QUESTIONNAIRES

1.   Are errors on oral work important?

        ……………………………………………………………………………

2.   Does correcting them really do any good? Can it harm?

        ……………………………………………………………………………

3.   What kind of correction do you find useful in oral work?

        ……………………………………………………………………………

4.   Which technique do you like to follow to correct your student oral errors?

        ……………………………………………………………………………

5.   What effect you see on the students if you correct their errors in oral work?

        ……………………………………………………………………………

6.   How do you correct the student's oral work?

        ……………………………………………………………………………

7.   What sort of changes have you seen in teaching and learning the English
        language through correction?

        ……………………………………………………………………………

8.   Does the student react badly to your correction?

        ……………………………………………………………………………

9.   What problem might be caused by not correcting?

        ……………………………………………………………………………

10.   Was your English corrected a lot when you were a student?

        ……………………………………………………………………………

11.   If you answered 'yes', do you think it helped you? Are you sure? Have you
        any evidence that you couldn't have learned at least as quickly without so
        much correction?

        ………
        ……………

APPENDIX II

CLASSROOM OBSERVATION CHECKLIST

Name of the Teacher: ……………………………………….   Period: ……………………

Name of the School: ……………………………………   No. of students……………..

Teaching Class: ……………

Types of school…………………………..   Date: …………………

S.N.	Observed items	Frequently	Sometimes	Seldom	Remarks
1	Teachers' way of responding				
a)	Doesn't react at all				
b)	Indicates there is a mistake but doesn't provide any further information about what is wrong.				
c)	Says what was wrong and provide a model of the acceptable version.				
d)	Says what was wrong and explain the underlying rules.				
2	Correction techniques				
a)	Teacher correction				
b)	Self correction				
c)	Students correction				
3	Correction timing				
a)	Immediate correction				
b)	Delayed correction				
4	Area of focus				
a)	Structure				
b)	Function				
c)	Pronunciation				
5)	Teachers' response				
a)	Positive response				
b)	Negative response				
6)	Teachers' reaction				
a)	React politely				
b)	React aggressively				

APPENDIX- III

Table No. 1

Sampling Population From Public Schools

S.N.	Name of the schools	Name of the teachers
1.	Shree Sakal Bhaulan Kanya Higher Secondary school	Lalit Kumar Das
2.	Shree Janaki Secondary School	Manoj Kumar Thakur
3.	Shree Saraswati Model Higher Secondary School	Indra Kumar K. Karna.
4.	Shree Sankat Mochan Higher Secondary School.	Sushil Sah
5.	Shree Kuwarampur, Secondary School.	Raju Das

Table No. 2

Sampling Population From Private Schools

S.N.	Name of the schools	Name of the teachers
1.	Nobel Higher Secondary English Boarding School.	Deepak Kumar Mishra
2.	Monastic Higher Secondary English Boarding School	Shyam Kumar Yadav
3.	Sri Ram Janaki English Boarding School	Sri Raj Narayan Jha
4.	New Vision English Boarding School	Raju Das
5.	Janaki English Boarding School	Rakesh Yadav