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Toshal Dahal

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TEACHER'S CORRECTION OF ERRORS AND STUDENTS' PERCEPTIONS ON IT

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**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

Submitted by

Toshal Dahal

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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**By
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2009**

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DECLARATION

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

Date:

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Toshal Dahal

DEDICATION

*Dedicated
to My Parents and Teachers*

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ABSTRACT

The purpose of the present study 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. The researcher selected 10 different secondary schools (5 government-aided and 5 private) of Kathmandu valley purposively. He selected 70 students of class 9 randomly, in which 7 students were selected from each school. The researcher used two sets of close-ended questionnaires i.e. one for students and another for teachers. The researcher visited selected schools, established rapport and got the students collected with the help of the English teachers. He administered the questionnaire to the selected students and teachers and then he collected them. Furthermore, he collected 10 leaves of students exercise books, that were corrected by their teachers in which; a leaf was collected from each school. The data collected from the respondents were analysed and interpreted to find out the teachers' corrections of errors and students' perceptions on it. Broadly, it was found that the teachers correct their students' errors and students also perceive this activity as a positive one done upon their works for their betterment.

The study is divided into four different chapters. The first chapter consists of the background of the study, review of the related literature, objectives and significance of the study. The second chapter consists of sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretations of the collected data and last chapter summarizes the whole study by presenting findings, suggestions and some recommendations. The references and appendices are organized at the last part of this study.

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ABBREVIATIONS

%	Percentage
BBC	British Broadcasting Corporation
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
ELT	English Language Teaching
et al.	and other people
etc.	etcetera
i.e.	that is to say
M.Ed.	Master Degree in Education
NELTA	Nepal English Language Teachers' Association
NESP	Nepal Educational System Plan
No/no	Number/number
OUP	Oxford University Press
Q.No.	Question Number
Regd No.	Registration Number
T.U.	Tribhuvan University
U.S.	United States
UNO	United Nations Organization
Vol.	Volume