

CHAPTER – ONE

INTRODUCTION

1. General Background

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

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

It is the main language of the world's books, newspapers, and advertising. It is the official international language of airports and air traffic control. It is the chief maritime language. It is the language of

international business and academic conferences of diplomacy of sport. Over two thirds of the world's scientists write in English. Three quarters of the world's mail is written in English. Eighty per cent of all the information stored in the electronic retrieval systems of the world is stored in English. (p7)

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

1.1 English Language Teaching in Nepal

Because of the rapid growth of information technology, the world is becoming narrower. All the people of the world cannot live being untouched from the world's events. All the people from all over the world make contact with the help of the English Language.

In Nepal, the English language is taken as a foreign language. The formal beginning of the English language teaching was started in 1910 B.S., when Jung Bahadur Rana visited England. He was influenced by the development done there and thought to strengthen the friendship with the powerful British Empire. For that he realized the importance of English and opened a school named Durbar High Schools in Nepal. After that English teaching is taking place. Realizing the importance of the English language, the government of Nepal has included English in school and higher level curricula as a compulsory subject. National Education System Plan (NESP) 2028 B.S. has brought a revolutionary change by planning curriculum and textbooks for each

grade. The national and grade wise objectives of education were fixed. It made educational system systematic. Not only the government but also different private sectors are contributing much to English teaching in Nepal. There are different private schools, language institutes and other academic institutions specially established to teach English in Nepal. There is a professional, non-profit making, non-political organization named NELTA (Nepal English Language Teachers' Association) in Nepal. It has been organizing an international conference every year since its establishment in 1992. Many renowned ELT figures from all around the world have been participating and sharing their knowledge and ideas. NELTA has been contributing much to improve the teaching English profession in Nepal. Students and their parents are also becoming very interested towards English day by day.

In Nepal, many books and magazines are being published in the English language. Many radio and television programmes are also being broadcast in it. For example; there is a radio programme 'English by Radio' developed in Nepal for providing a chance to learn English via radio. We can listen to the BBC world service, which is broadcast from London in local FM frequency in the capital city of Nepal, Kathmandu. The signboards, advertisements and the names of medicines are also written in English. At campus level, most of the courses are taught in English medium and most of the books are available in English. Web browsing, which is very effective activity to get current ideas and information easily is also done in English. All of those factors are playing vital roles to compel everybody to study English in Nepal. In short, English is needed in every steps of our life. Although, there is the Nepali language for day to day communication we cannot complete our daily activities perfectly in the absence of English.

1.1.1 Error and its Causes

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

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

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

In case of second language learning, one of the causes of the error is the learners' first language. If the target language system is different from the first language, the learners feel more difficulty and make more errors. If the system of both languages matches the learners feel easy and make few errors. Such a difficulty caused by mother tongue is known as 'mother tongue interference' and it is based on the behaviorist theory of language learning, which believes that language is essentially a set of habit then when we try to learn new habits

the old ones will interfere with the new ones. A language teacher should be familiar with the errors caused by mother tongue but he should not make his whole teaching based on it. In the words of Broughton et al. (1994), "It is one of the possible causes for errors which the teacher must consider, not a basis on which stands all his teaching" (p.136). Translation is another cause of errors. Learners, who have already mastery over a language, try to generalize the second language according to the first one. There is difference between mother tongue interference and translation. Interference takes place in learners' mind unconsciously but learners do translation intentionally. When the learners feel lack of some language elements in the target language then they try to fulfill those elements translating from their first language. But all the languages are different so errors take place while translating the text from one language to another. Broughton et al. further clarify the learning system itself as a main source of errors. They say "The learning process itself is the source of other errors" (P.136). It is believed that learning a language involves testing out hypothesis about a system. In language learning, the learners produce the utterances on the basis of their formal hypothesis. Inevitably, some of these will be erroneous. Errors are the reflection of the learners' speed and the ways of learning. In the errors of the learners, there are errors caused by the learners misunderstanding of the target language system. In fact, interference of the mother tongue and the developmental reasons of the foreign language system are the main causes of errors.

1.1.2 Error Analysis

Indeed, mistakes are of no significance to the process of language learning but errors are very important. A teacher can get much information about his/her teaching from learners' errors. Carter (1993) says, "There may be many sources to the errors and many different kinds of errors" (p.26). All the errors that

learners make does not misled them, all the errors may not be so serious or dangerous. Brumfit (1982) says, "Errors will show the teacher the kinds of problem the learner is facing and overcoming, but it must be recognized that some problems are more serious than others" (p.126). Furthermore, all errors may not be identified easily. Some errors can be easily detected in isolation but some need the context to be detected. Some errors may occur in the use of an element in sentence structure and that does not cause problem but some occur in the use of a major element of sentence structure and makes difficult or impossible to understand. So, we have to identify the sources, types and seriousness of errors before implementing remedial treatment. For that error analysis is necessary. It is the systematic study and analysis of learners' errors. According to Crystal (1991),

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

Error analysis not only provides the information about the source, type and seriousness of learner's errors but tells something about the psycholinguistic process of language learning. Corder (1986) says, "We hope to be able to draw certain conclusions about the strategies adopted by the learners in the process of learning. In this sense, error analysis is part of the methodology of the psycholinguistic investigation of language learning"(p.35). He further mentioned the two functions of error analysis. They are theoretical and practical. According to him "The theoretical aspect of error analysis is part of the methodology of investigating the language learning process" (p.45) and he

again says, "The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher" (p.45).

1.1.3 Correction and its Types

Correction is a technique, which is used to minimize the mistakes. The term mistake is used here as a general term that includes both error and mistake.

There are three types of corrections, which are briefly described below.

1.1.3.1 Self Correction

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

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

Symbol	Type of errors
!	Careless mistake
#	Number (singular or plural)
()	optional

?	Unclear
^	Something missing here
A / Art	article
C	connection of ideas
C	start a new paragraph
Cap	capitalization
Frag	sentence fragment
P	punctuation
R	reference unclear
ref	reference in text
RO	run- on sentence
S / sp	spelling
ST	style
SV	subject verb agreement
T	tense
VF	verb form (gerund participle etc.)
VOC	Vocabulary
W	wrong word
WC	word choice
WF	word form (noun, verb, adjective, adverb etc.)
WO	word order

A teacher can use any symbol to show the students' errors. In Edge's (1992) words, "It doesn't matter exactly what signals you use although it would help if all the English teachers in a class could agree on a set" (p. 53). The symbols should be according to the level of students and they should not make students in confused.

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

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

1.1.3.2 Peer Correction

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

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

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

1.1.3.3 Teacher Correction

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

Teacher is a controller; he is a responsible person 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. Bartram and Walton (1991) say “Correction has a number of psychological effects on students, and what affects one student badly affects another positively” (p.29).

Correcting all the errors done by the students in a piece of language is senseless. It sends the message to the students that a piece of language can only be good if it contains no errors, or conversely, that a language element with no errors must be good. It implies that errors are to be avoided at all costs and it counteracts the important lesson that language cannot be produced or learned without making errors. Before correcting students’ errors the teacher has to recognize the seriousness of errors and the psychology of the learners.

Seriousness can be identified on the basis of the objectives of the teaching and the influence of that error in the newly developing target language system.

More serious errors mislead the learners but the less serious errors have no bad effects in learning. If the teachers correct all the errors of students, the students can develop negative attitudes towards their learning. They may get frustration and cannot do progress. And if the teachers only correct a few, they might feel that the teachers have not spent sufficient time looking at their work. So, there is a great challenge to the teacher to make the balance in the correction of errors.

1.1.4 More Exposure: A Best Technique of Correction

Language learning is a systematic procedure. The very important factor in learning a new language is that of hypothesis forming. Both a child, who is acquiring his / her L1 (mother tongue) and an adult, who is learning L2, basically follows the same sequence. Bartram and Walton (1991) write:

Basically, the sequence of event is as follows: The baby or L2-learner:

- is exposed to a lot of language.
- Subconsciously forms ideas- or hypotheses- about how the language works
- puts these ideas into practice by trying out language
- receive new information, that is, is exposed to more language
- changes the original ideas to fit the new information
- tries out the new ideas

And the whole cycle repeats again and again. (p. 12-13)

If this is the natural procedure of language learning then errors are also natural. While forming the hypotheses on the basis of the limited exposure the learners rarely may find the right idea straightaway. They often do not hit on the right idea at first. So, the teachers have to encourage students to guess and to make hypotheses. If teachers blame students for generalizing the wrong piece of language the learners will stop guessing. They just copy and memorize the correct utterances especially of their teachers. As a result their language will be limited. They make less progress because they are unable to create and formulate new sentences of their own. Bartram and Walton (1991) say “Teachers have to allow the students room to make guesses, experiment and be creative with the language. They have to have the opportunity to make mistakes” (p.14).

Now, it is clear that errors occur naturally because of the limited amount of exposure. Some extra exposure is needed to remove them. Errors are the symbols of learning. Direct correction of errors has a very limited role in learning. From direct correction students can only get the right form of the particular corrected piece. It does not help them to develop the language system. And they may forget the correction and may commit the same errors

again and again. It is better to remove the students' errors by providing them with extra exposures. From the students' errors, a teacher can identify the exposure, which is needed in the next step of his teaching. So, providing more exposure carefully to remove the students' errors may be the best technique of correction.

1.1.5 Errors and Corrections

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

In course of time, this view of language learning began to be questioned and the position of errors also changed. The saying 'Language learning is a matter of habit formation' becomes false. Language learning is started to be taken as a creative activity. In Corder's (1877) words, "language learning is not so much a question of acquiring a set of automatic habits, but rather a process of discovering the underlying rules" (p.292). Teacher is a facilitator in a formal classroom. He should be conscious of learners' errors and corrections.

Normally, accuracy and fluency cannot be gained simultaneously.

Brumfit (1982) says, "To demand simultaneous accuracy and fluent production is to demand the impossible for many students" (p. 126). Language is learnt by

using it. The more we use, the more we learn. So, the fluency is the first requirement to learn a language and correction always hinders in fluency.

Norrish (1983) says:

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

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

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

do not signify the lack of corrections. There may be some other causes of students' errors. Edge (1992) 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 (p.40).

1.2 Review of the Related Literature

Error analysis is a broad area to carry out research works. A number of researchers have carried out research works on error analysis and correction. Some of them are given below:

Thapa (2000) carried out his research on the topic 'Errors committed by the students of grade seven in the use of comparative and superlative degrees of English adjectives' and found out that the girls were better than boys and the students from urban area were poorer. Dhungana (2001) has conducted a research on the topic 'A study on the effectiveness of self-correction technique' and found out self correction technique as an effective technique. According to his research, the correction of errors in C (capitalization) was most effective. Barakoti (2001) has carried out a research on the topic 'Errors committed by PCL second year students in writing free composition.' He found that highest number of errors in tense and the lowest number of errors in preposition. Students committed the highest number of errors in addition and the least number of errors in omission. Karki (2002) has conducted a research on the topic 'A study on the evaluation of grammatical errors.' He has summarized his findings on the two headings; frequency of errors and judgment of errors.

According to his research work, the most frequent errors were in article, preposition, passivization, s-v agreement, gerund / infinitive and conditionals. Niraula (2005) has carried out a research on the topic ‘A study on the errors in word formation committed by the tenth graders.’ And he found the highest number of errors committed in suffixes and the lowest in prefixes. Similarly, he found more errors in adverb than in verb formation. Pokhrel (2006) has done a research on the topic ‘A study on lexical errors committed by eleventh graders.’ And he found that the students’ amount of errors is lower than that of proficiency in the use of synonymous words when they are facilitated with sufficient and appropriate context otherwise students commit more number of errors in using synonym in the given sentences. Ghimire (2007) has attempted to analyze errors on the topic ‘Analysis of errors in the use of conditional sentences by class X students.’ And found out that the private school students are better than government-aided schools students in the use of conditional sentences; his research shows that the girls committed more errors in the comparison of the boys. Pun (2007) has carried out a research on the topic ‘A study on errors in the use of relative clauses committed by the tenth graders.’ His major findings show that most of the errors were found in making independent sentences out of the sentences with relative clauses, and errors were found due to the use of wrong relative pronouns and superfluous pronouns. Dahal (2007) has carried out a research on the topic ‘Analysis of errors in tenses used by the basic learners in language institute.’ He found that most students use present tense but not past perfect and future progressive in their writing. He found more than half sentences of students’ writings erroneous in the use of tense. Gyawali (2007) conducted a research on the topic ‘A study of errors on tag questions committed by the students of grade eight.’ And found that students of public schools have the low proficiency and committed more errors than the private school students.

Although, several research works have been done on the topic error analysis and correction, all the works have been conducted to find out just the nature or types of errors and corrections. But no research has been done on ‘Teachers’ corrections of errors and students’ perceptions on it.’ till now. It is the teacher who usually corrects students’ errors in formal classroom. Therefore to know the students perception on those corrections is also very important in practical life. Hence, the researcher has conducted this research on the topic ‘Teachers’ corrections of errors and students’ perceptions on it.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out whether teachers correct students’ errors or not, if they do how they do it.
- b. To find out the perceptions of students towards teachers’ corrections of their errors.
- c. To provide pedagogical suggestions.

1.4 Significance of the study

This study will be significant mainly to the teachers and students because they are the immediate beneficiary of this research. Since this study will try to find out the teachers’ corrections of errors and students’ perceptions on it in our Nepali schools, it will be significant for the researchers, the course designers, the course book writers, to the parents and all other persons directly or indirectly involved in English language Teaching and designing evaluation remedy in their respective areas.

CHAPTER – TWO

METHODOLOGY

The researcher adopted the survey method in this study. This method enabled him to find out the related facts on teacher's corrections of errors and students' perceptions on it. Two types of school i.e. government-aided and private were the main variables of this study. Some important facts regarding errors and correction, mode of correction and corrections techniques, corrections of language skills and other aspects, frequency of errors and corrections, others' influences on correction and the ways of providing feedback were found. The sources of data, sampling procedures, tools for data collection and limitations of the study are specified as follows:

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The study is primarily based on primary sources of data. The data were collected from the students and teachers of class nine of the Kathmandu valley. So, they were the primary sources. The different sets of questionnaires filled by them and some written works of students corrected by their teachers were the primary 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, journals, various articles and different web pages related to error and its corrections. Some of them are;

Richards (1974), Corder (1981), Norrish (1983), Bartram and Walton (1991), Edge (1992) and Broughton (1994).

2.2 Sampling Procedure

Seventy students studying in class nine and ten teachers from different secondary school of Kathmandu valley were the sample population for this study. Ten schools i.e. five government-aided and five private were selected using purposive sampling procedure. Seven students and a teacher from each school were selected randomly (See Appendix- I).

2.3 Tools for Data Collection

The researcher used two different sets of questionnaires; one for teachers and another for students to collect data from informants. Both sets had included close ended questions, which were constructed basically to find out the teachers' and students' general ideas on errors and corrections, mode of correction and correction technique, correction of language skills and other aspects, frequency of errors and corrections, others' influences on corrections and the way of providing feedback (See appendix II and III respectively).

2.4 Process of Data Collection

After preparing two different sets of questionnaires for students and teachers the researcher selected ten secondary schools (5 government-aided and 5 private) of Kathmandu valley using purposive non-random sampling procedure. Then he himself visited the selected schools and established rapport with the concerned authority i.e. head teacher and requested the authority to permit him to collect the data. Then he requested the English teachers of the class 9 for this help. The researcher went to the class, selected seven students

randomly and asked them to be gathered in a fixed place. After getting the selected students in the fixed place he explained the purpose of conducting research and also the task to be performed by them. After that, the researcher distributed the questionnaires to them. He asked them to respond carefully. He helped them whenever they felt difficulty. When the students finished responding to those questionnaires the researcher collected them and asked students to provide their written tasks that were corrected by their English teachers. The researcher also provided the questionnaire to the teachers as well and asked them to complete that.

For the secondary data, the researcher visited different libraries, departments, books and web pages.

2.5 Limitations of the Study

The study had the following limitations:

- a. The population of the study was the students of nine classes from Kathmandu valley only.
- b. The study was limited to the seventy students and ten teachers of ten secondary schools.
- c. Seven students and a teacher were selected from each school.
- d. The study was limited to the information regarding the teachers' corrections of students' errors.
- e. The study was limited to find out the students' perceptions on teachers' corrections.

CHAPTER - THREE

ANALYSIS AND INTERPRETATIONS OF DATA

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to find out the teachers' corrections of errors and students' perceptions on it. It has been already mentioned that a set of questionnaire was provided to the students and another set to the teachers. Both sets were interrelated and they were designed in such a way that the information collected from a set i.e. from students were verified and further clarified by the subsequent set of questionnaire i.e. from teachers.

All the questions were of closed-ended type 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 three alternatives i.e. 'yes', 'sometimes' and 'no'. Some questions were to be answered with four alternatives i.e. 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. The options '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 is the main basis for data analysis. While analyzing the data, the total number of students and teachers responses was changed into percentage and it was analyzed thereafter.

Both sets of the questionnaires were divided into six different areas. They were; general idea on error and correction, mode of correction and correction technique, correction of language skills and other aspects, frequency of errors and corrections, others' influences on corrections and way of providing feedback. The analysis and interpretation of the study is presented below:

3.1 Analysis and Interpretation of the Information Collected From Students

It has already been mentioned above that the questionnaire for the students was divided in to six different areas. These six areas are analyzed and interpreted as follows:

3.1.1 Analysis and Interpretation of the General Idea on Errors and Corrections

There were eight questions on this area. Those questions were asked for getting the general ideas on errors and correction of the students. Among eight questions, three were yes/no type, three were objective questions with the alternatives options strongly disagree, disagree, agree and strongly agree. Furthermore, two questions were also objective questions having three and two alternative answers.

The first question was yes/no type that was ‘do you make errors?’ the responses and interpretation of this question are given below:

Table No. 1
Students’ Responses Towards Question No. 1

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	33	94.28	34	97.14
No	2	5.71	1	2.85

The above table shows that 33 students i.e. 94.28% from government-aided schools and 34 i.e. 97.14% from private schools have realized that they make

errors. Only 2 students i.e. 5.71% from government-aided and only one student i.e. 2.85% from private schools did not realize that they make errors.

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

Table No. 2
Students' Responses Towards Question No. 2

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	31	88.57	35	100
No	4	11.42	-	-

The above table shows that 31 students i.e. 88.57% from government-aided schools and all (35) i.e. 100% from private schools responded that their teachers corrected their errors. Only 4 students i.e. 11.42% from government-aided schools responded that their teachers did not correct their errors.

The third question was 'do you think that your teacher should behave you as a friend?' Two alternative answers 'yes' and 'no' were provided. The responses and interpretation are given below:

Table No. 3
Teachers' Behave as a Friend Towards Students

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	35	100	34	97.14
No	-	-	1	2.85

The above table shows that 35 students i.e. 100% from government-aided school and 34 i.e. 97.14% from private school opined that their teachers should behave them as a friend. Only one student i.e. 2.85% from a private school opined that their teachers should not behave them as a friend.

The fourth and the fifth questions were statements with four alternatives i.e. strongly disagree, disagree, agree and strongly agree. The statement of the fourth question was ‘your teachers correct your errors to improve you.’ And the statement of the fifth question was ‘your teachers correct your errors to trouble you.’ The responses and interpretation of those questions are presented below:

Table No. 4
Students’ Responses Towards Question No. 4 and 5

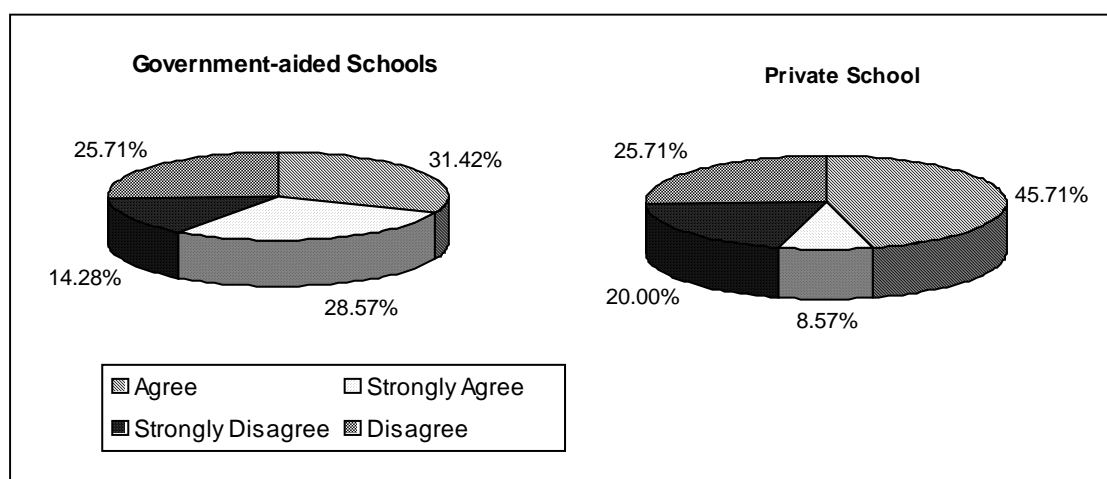
Q.No.	4				5			
	Government-aided Schools		Private Schools		Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentages	No. of Students	Percentage	No. of Students	Percentage
Response								
Strongly disagree	-	-	-	-	15	42.85	21	60
Disagree	4	11.42	-	-	16	45.71	14	40
Agree	15	42.85	15	42.85	1	2.85	-	0
Strongly agree	16	45.71	19	54.28	3	8.57	-	0

The above table shows the students' responses for question no. 4 and 5. The fourth statement was ‘your teachers correct your errors to improve you.’ No student strongly disagreed on this statement. Only 4 students i.e. 11.42% from government-aided schools disagreed it. Fifteen students i.e. 42.85% from government-aided schools and the same number from private schools agreed the statement. Sixteen students i.e. 45.71% from government-aided schools and 19 i.e. 54.28% from private schools strongly agreed it.

Similarly, the statement of question no. 5 was ‘your teachers correct your errors to trouble you.’ Fifteen students i.e. 42.85% from government-aided schools and 21 i.e. 60% from private schools responded as strongly disagree. Sixteen students i.e. 45.71% from government-aided schools and 14 i.e. 40% from private schools responded as disagree. None of the students from private schools responded to agree and strongly agree. But only one student i.e. 2.85% from government-aided school responded as agree and 3 students i.e. 8.57% responded as strongly agree.

The sixth statement was ‘errors always hinder in learning.’ The responses and interpretation are given below:

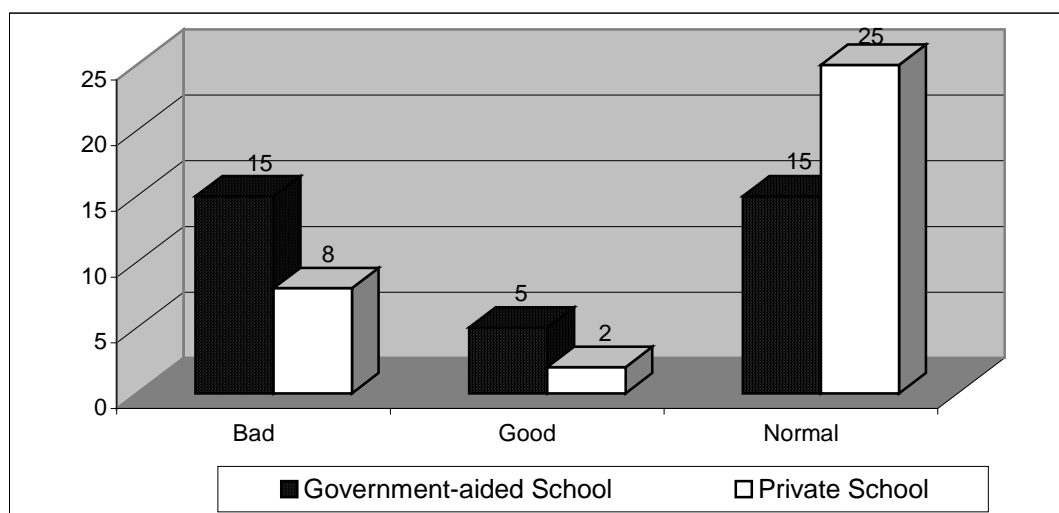
Diagram No. 1 and 2
Hindrances of Errors in Learning



The above pie-charts show that 28.57% students from government-aided schools and 8.57% from private schools strongly agreed the statement. Whereas, 14.28% students from government-aided school and 20% from private schools strongly disagreed it. Similarly, 31.42% students from government-aided schools and 45.71% from private schools agreed the statement but 25.71% from government-aided and the same percentage from private schools disagreed it.

The seventh question was designed to find out ‘whether making errors is good, bad or normal activity’. The responses and interpretation of this question are given below:

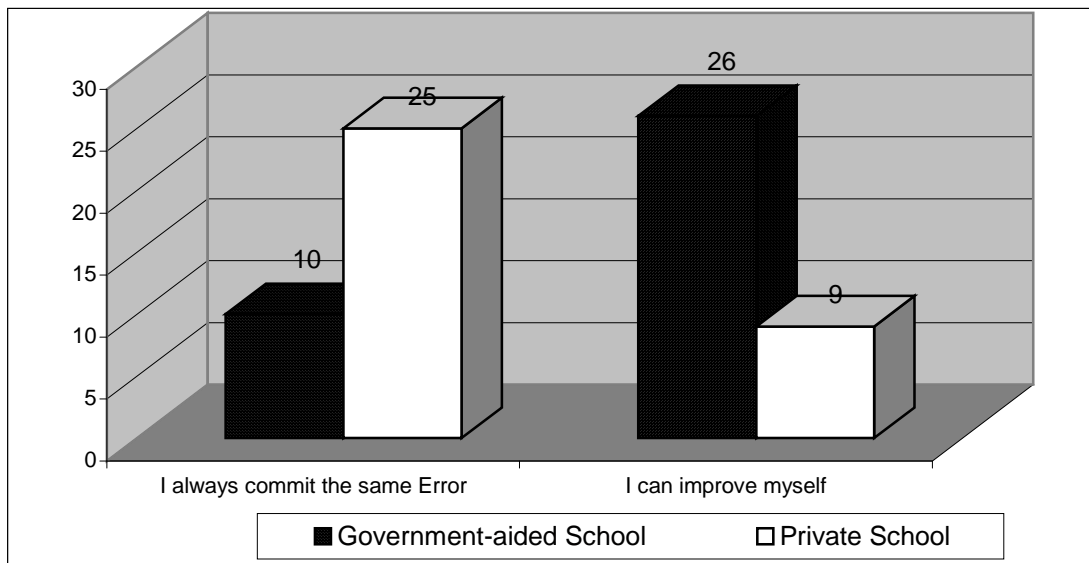
Diagram No. 3
Whether Making Errors is bad, Good or Normal



The above bar diagram shows that 15 students i.e. 42.85% from government-aided schools and 8 i.e. 22.85% from private schools considered making errors as bad. Five students i.e. 14.28% from government-aided schools and 2 i.e. 5.71% from private schools considered it as a good. Fifteen students i.e. 42.85% from government-aided school and 25 i.e. 71.42% from private schools responded that error making as a normal activity. They did not evaluate error making as good or bad.

The eighth question on this area was to know the result or impact of errors that was not corrected by the teacher. The statement was ‘if your teacher doesn’t correct your errors what will be the result?’ and two alternative responses i.e. ‘I always commit the same error’ and ‘I can improve it myself in course of learning’ were provided. The responses and interpretations of the question are provided below:

Diagram No. 4
Impact of Leaving Error Uncorrected



The above bar diagram shows that 10 students i.e. 28.57% from government-aided schools and 26 i.e. 74.28% from private schools responded that they committed the same error again and again if their teachers did not correct it and 25 i.e. 71.42% from government-aided schools and 9 i.e. 25.71% from private schools thought that they could improve their errors themselves in their learning career even their teacher did not correct it.

3.1.2 Analysis and Interpretation of the Mode of Correction and Correction Technique

There were altogether five questions for students to know the mode and the techniques of corrections.

The first question in this area was to know whether the students love their teachers' correction or not. The responses and interpretations are presented below:

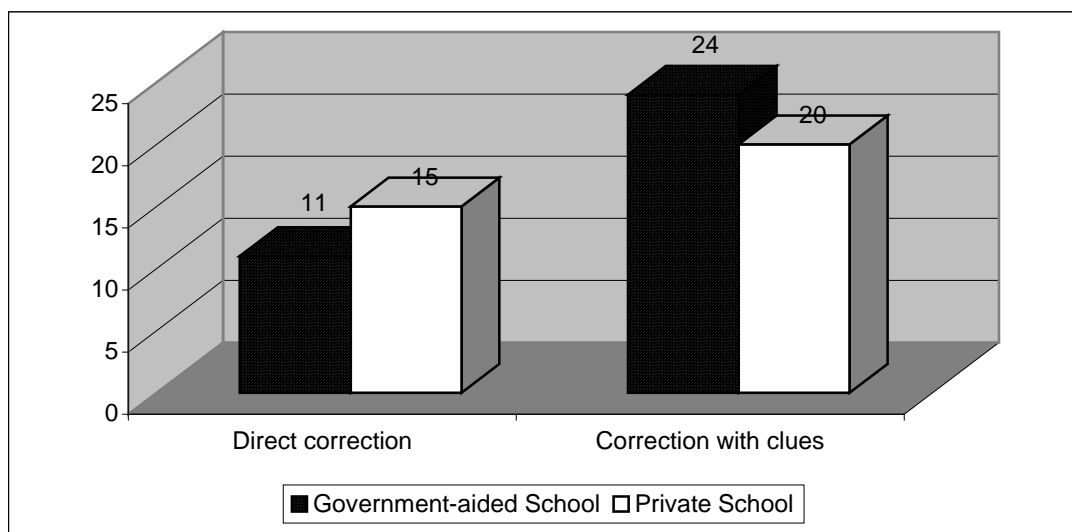
Table No. 5
Preference of Teachers' Correction

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	31	88.57	34	97.14
No	4	11.42	1	2.85

The above table shows that 31 students i.e. 88.57% from government-aided school and 34 i.e. 97.14% from private schools loved the teachers' correction. Only 4 students i.e. 11.42% from government-aided schools and only one student i.e. 2.85% from a private school did not love teachers' correction.

The second question was to find out the students' preference of correction technique i.e. 'direct correction' or 'correction with clues'. The responses and their interpretation are as follows:

Diagram No. 5
Students' Response on Question No. 2



The above bar diagram shows that 11 students i.e. 31.42% from government-aided and 15 i.e. 42.85% from private schools liked direct correction. Similarly, twenty four students i.e. 68.57% from government-aided schools and 20 i.e. 57.14% from private schools liked corrections of their errors with clues. Majority of the students were in support of errors corrections with clues.

The third question was to know the students opinion whether the teacher should correct all errors or not. The responses and their interpretation are given below:

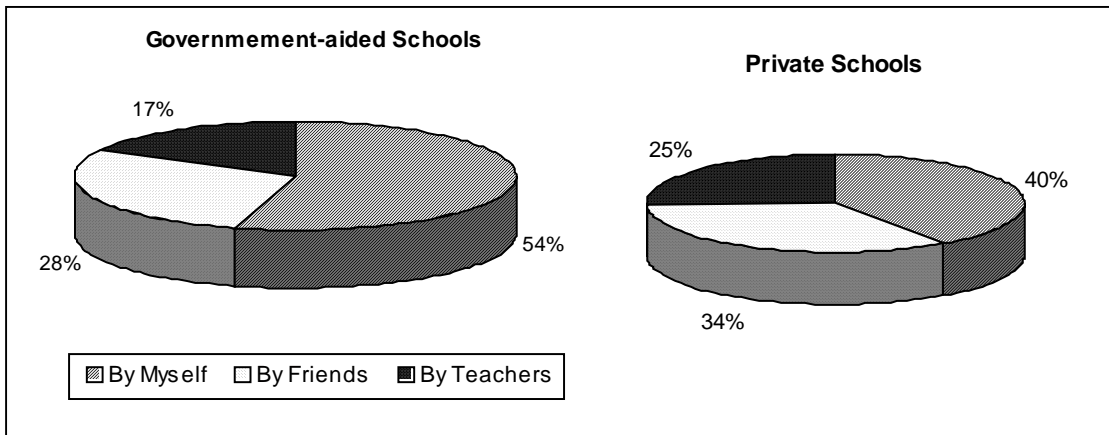
Table No. 6
Teachers' Corrections of all the Students' Errors

Response	Government-aided Schools	Private Schools	Government-aided Schools	Private Schools
	No. of Students	Percentage	No. of Students	Percentage
Yes	7	20	17	48.57
No	28	80	18	51.42

The above table shows that 7 students i.e. 20% from government-aided schools and 17 i.e. 48.57% from private schools responded that their teacher should correct all the errors. Twenty eight students i.e. 80% from government-aided schools and 18 i.e. 51.42% from private schools responded that teachers should not correct all the errors.

The fourth question on this category was designed to find out the students' preferences of correction type. The question was 'which type of correction do you love much?' and the three alternative answers were; 'by myself', 'by friends' and 'by teachers'. The responses and their presentation are presented in the following ways:

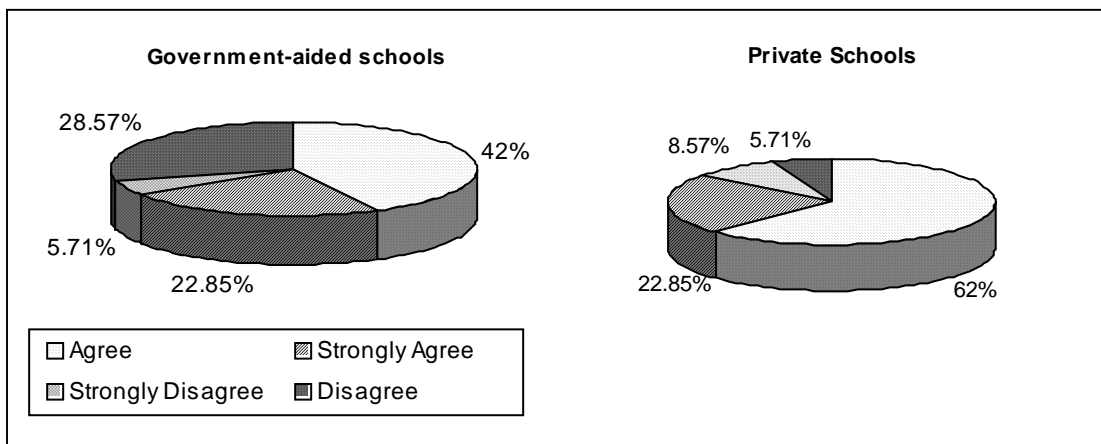
Diagram No. 6 and 7
Students' Preference of Correction Type



The above pie charts show that the maximum number of students i.e. 54% from government-aided schools and 40% from private schools loved self correction, 28% from government-aided schools and 34% from private schools loved friend's correction and 17% from government-aided schools and 25% from private schools loved teacher correction.

There was a statement 'Teachers' correction can reduce your errors' for the fifth question. Students were asked to answer using the options strongly disagree, disagree, agree and strongly agree. The responses and interpretations of the question are given as follows:

Diagram No. 8 and 9
Students' Response Towards Question No. 5



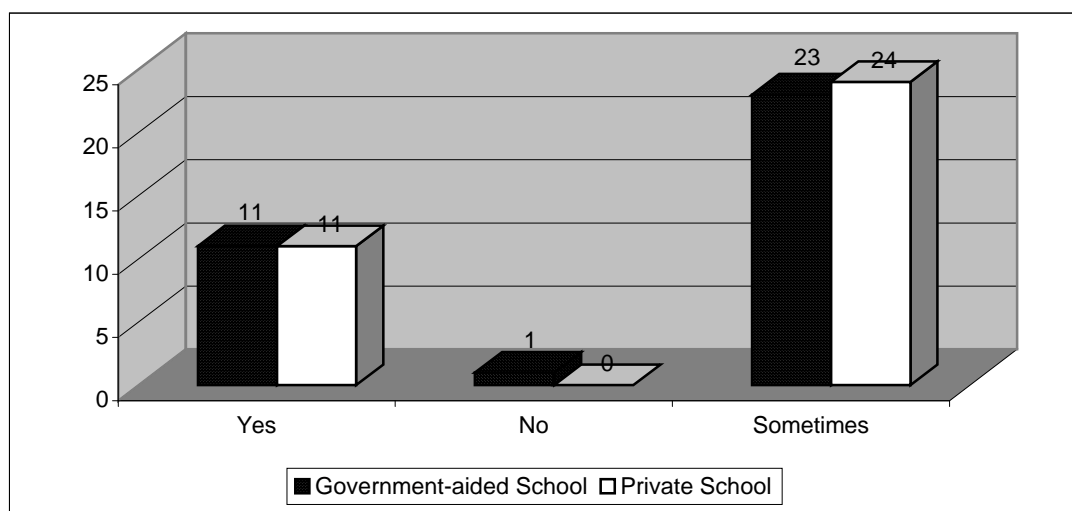
The above pie charts show that 5.71% students from government-aided schools and 8.57% from private schools strongly disagreed the statement whereas, 22.85% from both type of schools strongly agreed it. Similarly, 28.57% students from government-aided schools and 5.71% from private schools disagreed it but 42% from government-aided schools and 62% from private schools agreed it.

3.1.3 Analysis and Interpretation of the Correction of Language Skills and Other Aspects

There are four language skills in every language. They are listening, speaking, reading and writing. All the language skills are taught in schools. To get information regarding the correction of language skills, four different questions were asked to the students. They were asked to select a response from ‘yes’, ‘no’ and ‘sometime’.

The first question on this area was to know whether their teachers correct their speaking errors or not. The responses and interpretation are given below:

Diagram No. 10
Teachers’ Correction of Speaking Errors



The above bar diagram shows that 11 students' i.e.31.42% from both types of schools responded that their teachers corrected their speaking errors. Only one student i.e. 2.85% from government-aided school responded that their teachers did not correct their speaking errors. Twenty three students i.e. 65.71% from government-aided school and 24 i.e. 68.57% from private schools responded that their teachers corrected their speaking errors sometimes.

Question No. 2 and 3 were asked to find out the teachers' corrections of errors on reading and writing skills respectively. The responses and interpretation are as follows:

Table No. 7
Teachers' Correction on Reading and Writing

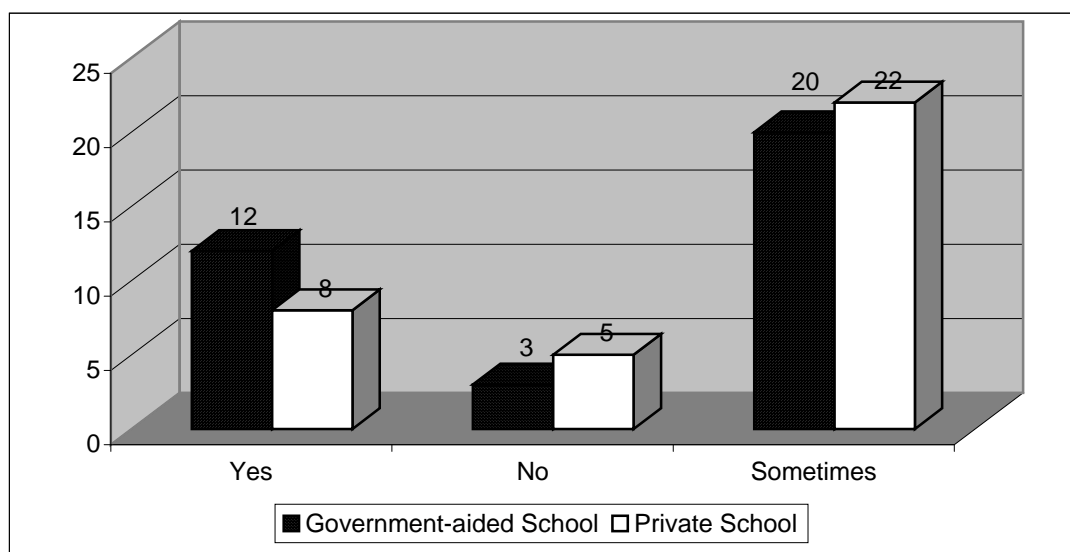
Q.No.	2				3			
	Government-aided Schools		Private Schools		Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage
Response								
Yes	16	45.71	16	45.71	16	45.71	22	62.85
No	1	2.85	1	2.85	-	-	-	-
Sometimes	18	51.42	18	51.42	19	54.28	13	37.14

The above table shows that 16 students i.e. 45.71% from government-aided and the same number from private Schools responded 'yes' to the teachers' correction of their reading errors. Only one student i.e. 2.85% from government-aided schools and the same number from private too responded 'no'. Eighteen students i.e. 51.42% from both government-aided and private Schools responded that their teachers sometime corrected their reading errors but not always.

Similarly, regarding the teachers' correction of writing errors, 16 students i.e. 45.71% from government-aided schools and 22 i.e. 62.85% from Private Schools agreed that their teachers corrected their writing errors. Nineteen students i.e. 54.28% from government-aided school and 13 i.e. 37.14% from private Schools responded that their teachers corrected their writing errors but sometimes only. None of the students responded 'no' on this question.

The fourth question was designed to find out the students' listening errors. The response and interpretation are given below:

Diagram No. 11
Listening Errors of Students



The above bar diagram shows that 12 students i.e. 34.28% from government-aided schools and 8 i.e. 22.85% from Private Schools responded that they made listening errors. Three students i.e. 8.57% from government-aided school and 5 i.e. 14.28% from Private Schools responded that they did not make listening errors. Twenty students i.e. 57.14% from government-aided schools and 22 i.e. 62.85% from private schools agreed that they sometime made listening errors.

3.1.4 Analysis and Interpretation of the Frequency of Errors and Corrections

There were three questions to know the frequency of errors and correction. This area was designed to know whether the students make errors again and again or not and how the teachers treat those errors.

The first question in this area was to know the regularity of teachers' corrections. The question was 'does your teacher correct your errors regularly?' the responses and interpretation are given below:

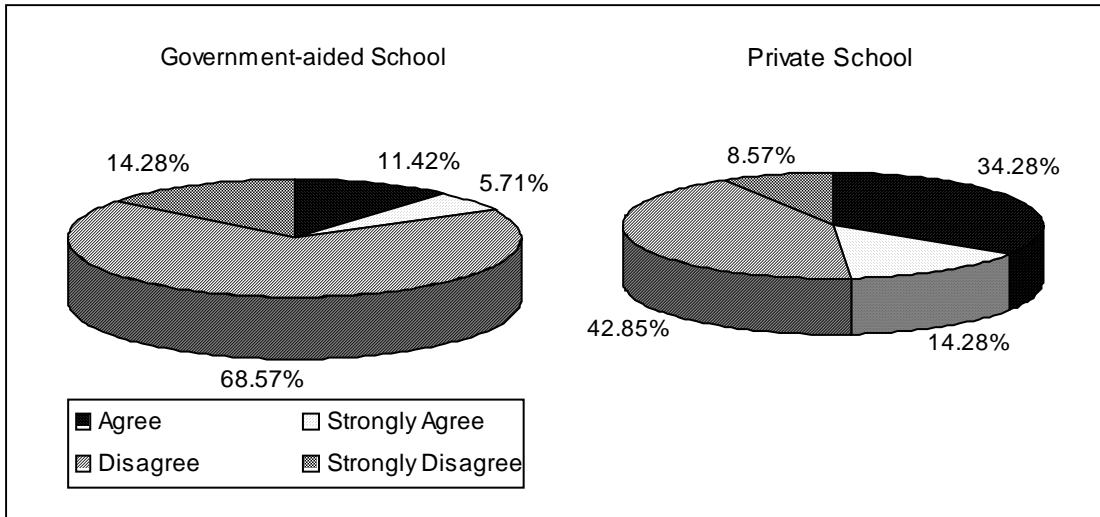
Table No. 8
Regular Correction of Students' Errors by Teachers

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	5	14.28	8	22.85
No	30	85.71	27	77.14

This table shows that 5 students i.e. 14.28% from government-aided Schools and 8 i.e. 22.85% from private school agreed that their teachers corrected their errors regularly. But most of the students i.e. 85.71% (30 in number) from government-aided Schools and 27 i.e. 77.14% from private schools responded that their teachers did not correct their errors regularly.

The second question on this area was to find out whether the students commit the same errors previously corrected or not. The intention of the question was to know the effectiveness of correction to remove the errors permanently. The responses and interpretation are as follows:

Diagram No. 12 and 13
Reoccurrences of the Previously Corrected Errors



Those Pie charts show that more than half students were against the statement. They thought that they would not commit the same errors previously corrected. To explain the fact in detail, 5.71% students from government-aided schools and 14.28% from private schools strongly agreed the statement but 14.28% from government-aided and 8.57% from private school strongly disagreed it. Similarly, 11.42% students from government-aided schools and 34.28% from private schools agreed the statement but 68.57% from Government-aided Schools and 42.85% from private school disagreed it.

The third question was designed to find out the students thought towards their teachers. They were asked to response about their teacher in three alternatives. The alternatives were; ‘teacher never makes errors’, ‘he/she also sometime makes errors’ and ‘he/she always makes errors’. The responses and interpretation are given below:

Table No. 9
Students' response towards question No. 3

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	1	2.85	-	-
No	34	97.14	35	100
He always makes errors	-	-	-	-

The above table shows that only one student i.e. 2.85% from government-aided schools responded that teacher never made errors. But all the remaining students i.e. 34 students i.e. 97.14% from government-aided schools and all i.e. 35 students (100%) from private schools responded that teachers also sometime made errors. No one responded that he always made errors.

3.1.5 Analysis and Interpretation of Others' Influences on Correction

Different factors can influence on teachers' correction of students' errors. Teachers have to think about different factors while correcting errors. For example; they have to think about students' psychology, parents (guardians) attitudes and even their staff's attitudes as well. Students are also affected by others' behaviors on their errors. Sometimes, their friends may make mockery on their errors. Even their teachers may badly treat their errors. Others' influences can mould the teachers' corrections of the students' errors. Here, to find out such influencing factors on teachers corrections, six different questions were asked.

The first question was asked to find out whether the guardians review their children's exercise books corrected by their teachers or not. The majority of

students responded that their guardians reviewed their corrected exercise books. The responses and interpretation are given below:

Table No. 10

Review of the Corrected Exercise Books of Students by Their Guardians.

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	21	60%	27	77.14%
No	14	40%	8	22.85%

The above table shows that 21 students i.e. 60% from government-aided schools and 27 i.e. 77.14% from private schools responded that their parents reviewed their corrected exercise books. Whereas, 14 students i.e. 40% from government-aided schools and 8 i.e. 22.85% from private schools responded that their guardians did not review their corrected exercise books.

The second question on this area was designed to know whether guardians meet uncorrected items in children's exercise books or not. The responses and interpretation of this question are as follows:

Table No. 11

Students' Response Towards Question No. 2

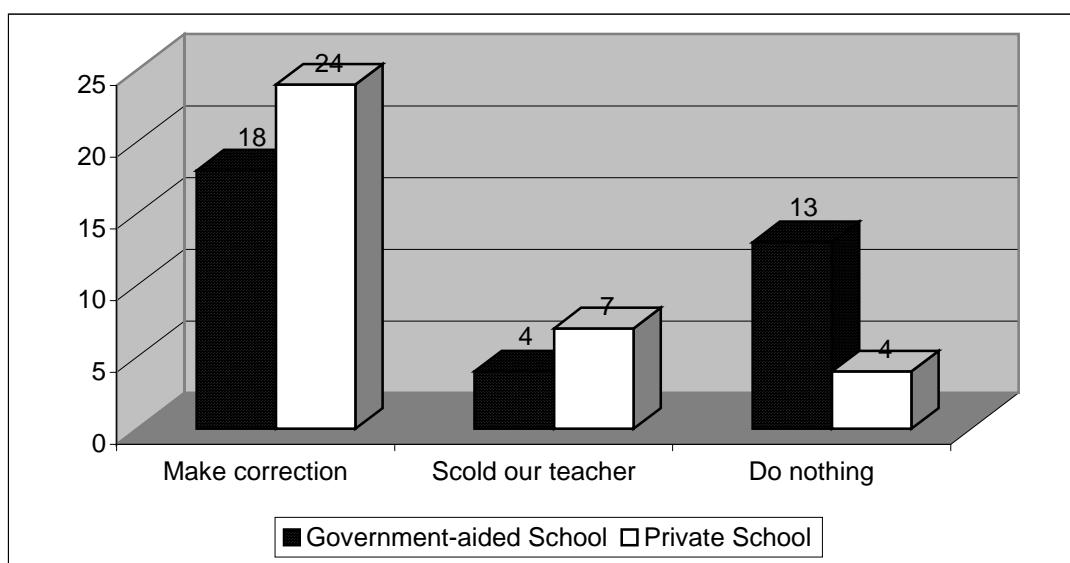
Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	20	57.14	20	57.14
No	15	42.85	15	42.85

The majority of students responded that their guardians met uncorrected items in their corrected exercise books by their teachers. Such a response was provided by 20 students i.e. 57.14% from both government-aided and private schools. Fifteen students i.e. 42.85% from government-aided and the same number of students from private schools responded that their guardians did not get uncorrected items in their exercise books.

The third question was designed to find out the guardians reactions towards uncorrected errors of their children. Students were asked to select a response from a set of three responses. The first response was that ‘they make correction’, second was ‘they scold our teacher’ and the third was ‘they do nothing’. The response and their interpretation are given below.

Diagram No. 14

Reactions of Guardians Towards Uncorrected Errors

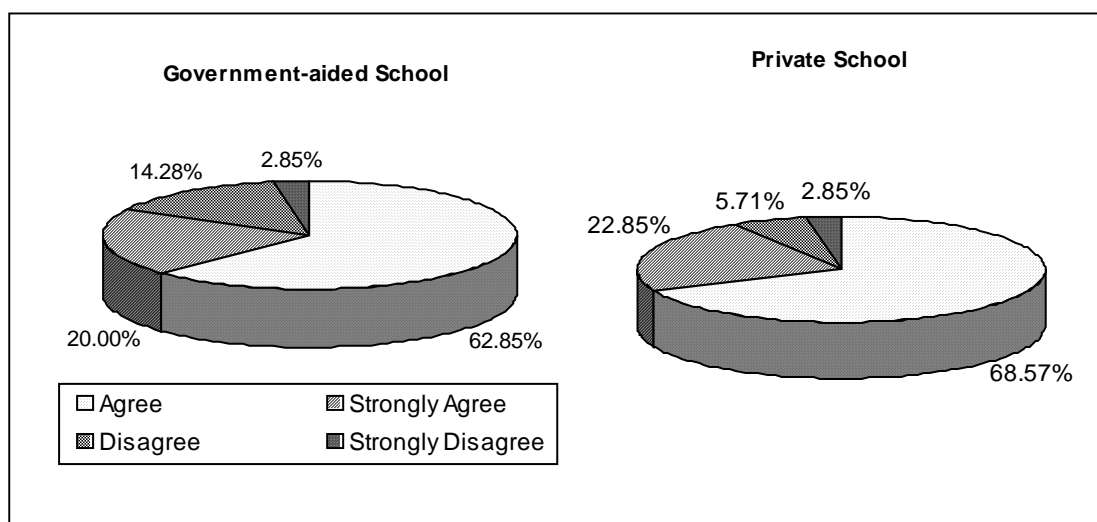


The above diagram shows that 18 students i.e. 51.42% from government-aided schools and 24 i.e. 68.57% from private schools opined that their parents make correction if they get uncorrected items by the teachers. Four students i.e. 11.42% from government-aided and 7 i.e. 20% from private schools responded

that their parents scolded their teachers if they get uncorrected items left in the corrected exercise books. Thirteen students i.e. 37.14% from government-aided schools and 4 i.e. 11.42% from private schools responded that their parents (guardians) did nothing towards uncorrected items by their teachers.

The fourth question was a statement having four alternatives i.e. strongly disagree, disagree, agree and strongly agree. The statement was ‘teachers’ correction makes parents happy.’ The responses and interpretation are given below:

Diagram No. 15 and 16
Students’ Response Towards Question No. 4



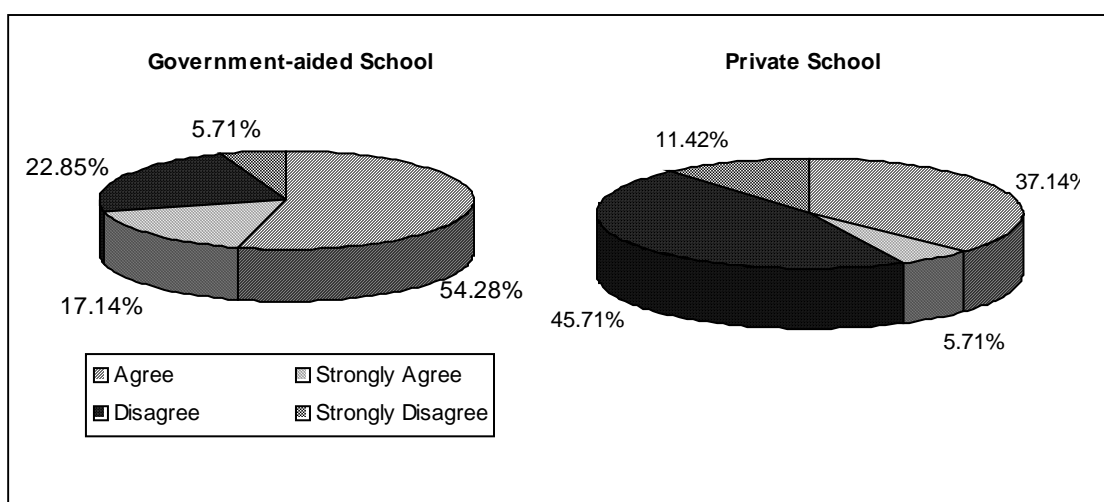
The above mentioned pie-charts show that almost all the students were in support of the statement. Twenty percent students from government-aided schools and 22.85% from private schools strongly agreed that teachers’ correction made their parents happy. The percentage of agree was 62.85% from government-aided schools and 68.57% from private schools. Only 14.28% students from government-aided schools and 5.71% from private schools

disagreed the statement and 2.85% students from both types of school responded that they strongly disagreed it.

The fifth question in this area was designed to know the friends' behavior on their errors. The statement was 'your friends make mockery on your errors'.

The responses and interpretation are given below:

Diagram No. 17 and 18
Other Friends' Behaviors on a Student's Errors



It is clear from the above pie charts that majority of the students from the government-aided schools were in support of the statement whereas majority of the students from private schools were against it. In detail, 17.14% students from government-aided schools and 5.71% from private schools strongly agreed the statement but 5.71% from government-aided school and 11.42% from private schools strongly disagreed it. Similarly, 54.28% from government-aided schools and 37.14% from private schools agreed the statement but 22.85% from government-aided schools and 45.71% from private schools disagreed it.

The sixth question on this area was designed to find out whether the students show their corrected exercise books to their friends or not. The responses and interpretation are as follows:

Table No. 12
Students' Responses Towards Question No. 6

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Yes	14	40	14	40
No	-	-	2	5.71
Sometimes	21	60	19	54.28

The above table shows that almost all the students show their corrected exercise books to their friends. Fourteen students i.e. 40% from government-aided schools and the same number from private schools responded 'yes' on this question. No one from the government-aided but only 2 students i.e. 5.71% from private schools responded 'no'. Twenty one students i.e. 60% from government-aided schools and 19 i.e. 54.28% from private schools responded that they sometime showed their corrected exercise books to their friends. In short, everyone show their corrected exercise books to their friends except some students of private schools.

3.1.6 Analysis and Interpretation of the way of Providing Feedback

This section has included four different questions to the students. The questions were designed to know how the feedback is provided to the students and how they perceive it after the corrections of their errors.

The first question was ‘do you store your corrected exercise books in a safe place?’ And the second was ‘do your teacher return your examination paper after the correction?’ The responses and their interpretation are given below:

Table No. 13
Students’ Responses Towards Question No. 1 and 2

Q.No.	1				2			
	Government-aided Schools		Private Schools		Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage
Response								
Yes	30	85.71	31	88.57	25	71.42	22	62.85
No	5	14.28	4	11.42	10	28.57	13	37.14

The above table shows that the majority of students saved their corrected exercise books in a safe place and the majority of the teachers returned them to the students. In detail, 30 students i.e. 85.71% from government-aided schools and 31 i.e. 88.57% from private schools responded that they saved their corrected exercise books in safe place. Only 5 students i.e. 14.28% from government-aided schools and 4 i.e. 11.42% from private schools responded that they did not save them in a safe place.

Similarly, in the second question, 25 students i.e. 71.42% from government-aided schools and 22 i.e. 62.85% from private schools responded that their teachers returned their examination papers after their correction. Ten students i.e. 28.57% from government-aided schools and 13 i.e. 37.14% from private schools responded that their teachers did not return their examination paper after their correction.

The third question on this area was to find out ‘whether the students review their corrected exercise books or not’ and the fourth question was to find out ‘whether they love to get marks and comments after the correction of their exercise books or not’. The responses and their interpretation are as follows:

Table No. 14
Students’ Responses Towards Question No. 3 and 4

Q.No.	3				4			
	Government-aided Schools		Private Schools		Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentages	No. of Students	Percentage	No. of Students	Percentage
Yes	33	94.28	34	97.14	35	100	33	94.28
No	2	5.71	1	2.85	-	-	2	5.71

The above table shows that almost everyone reviewed exercise books after they were corrected by their teachers and they also loved to get marks and comments on their corrected exercise books. The detail description is given below:

Thirty three students i.e. 94.28% from government-aided schools and 34 i.e. 97.14% from private schools responded that they reviewed their exercise books after their correction. Only 2 students i.e. 5.71% from government-aided schools and only one i.e. 2.85% from private schools responded that they did not review their corrected exercise books.

Similarly, in questions no. 4, everybody from government-aided schools i.e. 100% and 33 students i.e. 94.28% from private schools responded ‘yes’. Only 2 students i.e. 5.71% from private schools and none from government-aided schools responded ‘no’. It means every student from government-aided schools

loved to get marks or comments in their corrected exercise books. But there were a few students in private schools who did not like it.

3.2 Analysis and Interpretation of the Information Collected From Teachers

One of the important figures of teaching learning procedure is a teacher. We cannot imagine a classroom teaching in the absent of the teacher. The research is to find out the teachers' corrections of students' errors. Here in the research, teachers are the important respondents for the primary data. It has been already mentioned that questionnaires for teachers were also divided in six different areas as students. The analysis and interpretation of the teachers' responses is presented below:

3.2.1 Analysis and Interpretation of the General Idea on Errors and Corrections

To find out the general idea or the fundamental knowledge of errors and corrections, nine different questions were designed for teachers. Data collected for this area from teachers were analyzed and presented in the following lines:

The first question on this area was to find out whether the students make errors or not. The responses and interpretations are given below.

**Table No. 15
Errors by Students**

Response	Government-aided Schools		Private Schools	
	No. of Teachers	Percentage	No. of Teachers	Percentage
Yes	5	100	5	100
No	-	-	-	-

The above table shows that all the teachers i.e. 100% from government-aided and private schools responded that their students made errors.

The second question was to know the teachers' opinion to the impact of allowing students to make errors in beginning stage and its impacts on future learning. The statement was 'If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly'. The responses and interpretation are given below:

Table No. 16
Impact of Allowing Beginner to make Errors

Response	Government-aided Schools		Private Schools	
	No. of Teachers	Percentage	No. of Teachers	Percentage
Strongly disagree	1	20%	-	-
Disagree	2	40%	4	80%
Agree	1	20%	1	20
Strongly agree	1	20%	-	-

The above table shows that 20% teachers from government-aided schools strongly agreed the statement whereas there was nobody to strongly agree the statement from private schools. Forty percent teachers from government-aided schools and 80% from private schools disagreed it. Twenty percent teachers from both government-aided and private schools agreed the statement. Only 20% teachers from government-aided schools and none from private schools strongly agreed it.

The third question was to know the teachers corrections of students' errors and the fourth question was to know whether they think about student-psychology

before correcting their errors or not. The responses and interpretation of the both questions are given below:

Table No. 17
Teachers' Responses Towards Question No.3 and 4

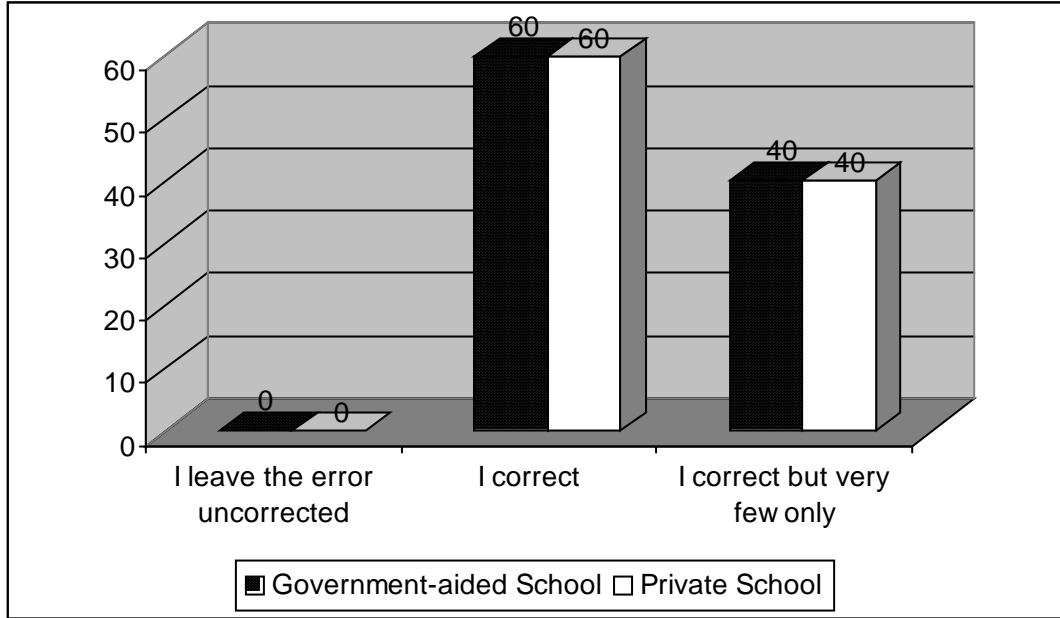
Q.No.	3				4			
	Government-aided Schools		Private Schools		Government-aided Schools		Private Schools	
	No. of Teachers	Percentage	No. of Teachers	Percentage	No. of Teachers	Percentage	No. of Teachers	Percentage
Response								
Yes	5	100	5	100	3	60	5	100
No	-	-	-	-	2	40	-	-

The above table shows that every teacher i.e. 100% from both government-aided and private schools responded that they corrected their students' errors. Forty percent teachers from government-aided schools responded that they did not think about student psychology before correcting errors but all the teachers i.e. 100% from private schools responded that they thought about student psychology before correcting students' errors.

The fifth question was 'If a student is nervous and makes errors what do you do?' There were three alternative answers. They are; 'I leave the error uncorrected', 'I correct errors even the student is nervous' and 'I correct but very few only'. The responses and interpretation are given below:

Diagram No.19

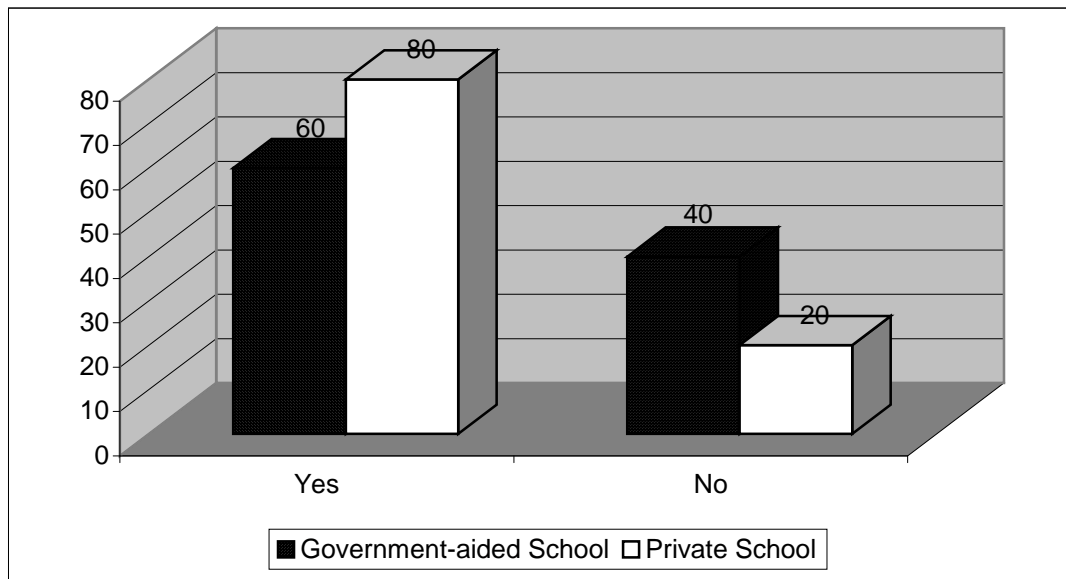
Error Correction of a Nervous Student



The above diagram shows that none of the teachers responded that 'I leave the errors uncorrected'. Sixty percent teachers from government-aided schools and the same number from private schools responded 'I correct errors even the students is nervous'. Forty percent teachers from government-aided and private schools responded that they made corrections of a nervous student but very few only.

The sixth question on this area was to find out the teachers consciousness of individual differences while correcting errors. The question was 'do you correct the same errors to all students?' The responses and interpretation are presented below:

Diagram No. 20
Teachers' Responses Towards Q. No. 6



The above bar diagram shows that 60% teachers from government-aided schools and 80% from private schools responded that they corrected the same errors of all the students. Only 40% teachers from government-aided schools and 20% from private schools responded that they thought about individual differences and did not correct the same errors of all the students. They correct errors according to the students' differences.

The statement for the question 7 was 'Students errors are the signs of the failures.' Statement for question no.8 was 'students' errors can show the trend of their learning.' the statement of question no. 9 was 'students errors are the signs of progress.' Teachers were asked to respond selecting a response from strongly disagree, disagree, agree and strongly agree, for those statements. The responses and their interpretation are given in the following ways:

Table No. 18
Teachers Responses' Towards Question No. 7, 8 and 9

Response Q.No.	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Government- aided schools	Private schools	Government- aided schools	Private schools	Government- aided schools	Private schools	Government- aided schools	Private schools
7	40%	40%	20%	60%	20%	-	20%	-
8	-	-	20%	-	40%	100%	40%	-
9	20%	20%	-	40%	20%	60%	40%	-

The above table shows that, in the seventh statement 40% teachers from government-aided schools and the same percentage from private schools strongly disagreed. Twenty percent teachers from government-aided schools and 60% from private schools disagreed the statement, 'students' errors are the signs of the failures'. Only 20% teachers from government-aided schools agreed and 20% strongly agreed the statement. It shows that all the teachers from private schools were against the statement but a very few teachers i.e. 40% (20% agreed and 20% strongly agreed) from government-aided schools were in the support of this statement.

In eighth question, none responded as strongly disagree. Twenty percent teachers from government-aided schools disagreed it. Forty percent teachers from government-aided schools and all i.e. 100% from private schools agreed the statement. Forty percent teachers from the government-aided schools strongly agreed it. In general, almost everyone supported that students' errors can show the trend of their learning. Only the 20% teachers of government-aided schools were against the statement.

In ninth question 20% teachers from government-aided schools strongly disagreed. Twenty percent teachers from government-aided schools and 40%

from private schools disagreed the statement. Twenty percent teachers from government-aided and 60% from private schools agreed and 40% from government-aided schools strongly agreed the statement. In short, majority of the teachers were in support of the statement, 'students errors are the signs of progress'.

3.2.2 Analysis and Interpretation of the Mode of Correction and Correction Technique

There were altogether six questions for teachers to get their responses on the mode of correction and correction technique. All the questions were of objectives type.

The first five questions have four alternative responses i.e. strongly disagree, disagree, agree and strongly agree. The responses and interpretation of these five questions are presented in the following ways:

Table No. 19

Teachers' Responses Towards Question no 1,2,3,4 and 5

Response Q.No.	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Government-aided	Private	Government-aided	Private	Government-aided	Private	Government-aided	Private
1	-	-	20%	-	20%	80%	60%	20%
2	20%	-	-	-	60%	60%	20%	40%
3	-	-	-	40%	60%	60%	40%	-
4	60%	20%	-	80%	40%	-	-	-
5	20%	-	-	-	60%	80%	20%	20%

The above table shows that, almost all the teachers were in support of the statement no-1. The statement was 'students' errors should be corrected not only

in the classroom but outside the classroom as well'. None of the respondents responded strongly disagree on the statement. Only 20% teachers from government-aided schools responded 'disagree'. Twenty percent teachers from government-aided schools and 80% from private schools responded as 'agree'. Furthermore, 60% teachers from government-aided schools and 20% from private schools responded 'strongly agree' on it.

The second statement on this area was 'it is better to provide chance to students for their self correction.' Almost all the respondents were in support of the statement. Only 20% teachers from government-aided schools responded 'strongly disagree'. Sixty percent teachers from both government-aided and private schools agreed it. Twenty percent teachers from government-aided schools and 40% from private schools 'strongly agreed' the statement.

The third statement was 'teachers' correction makes students happy.' Majority of the students were in support of the statement. Forty percent teachers from private schools and none from government-aided schools disagreed it. Sixty percent teachers from both types of schools agreed the statement and 40% teachers from government-aided schools but none from private schools strongly agreed the statement.

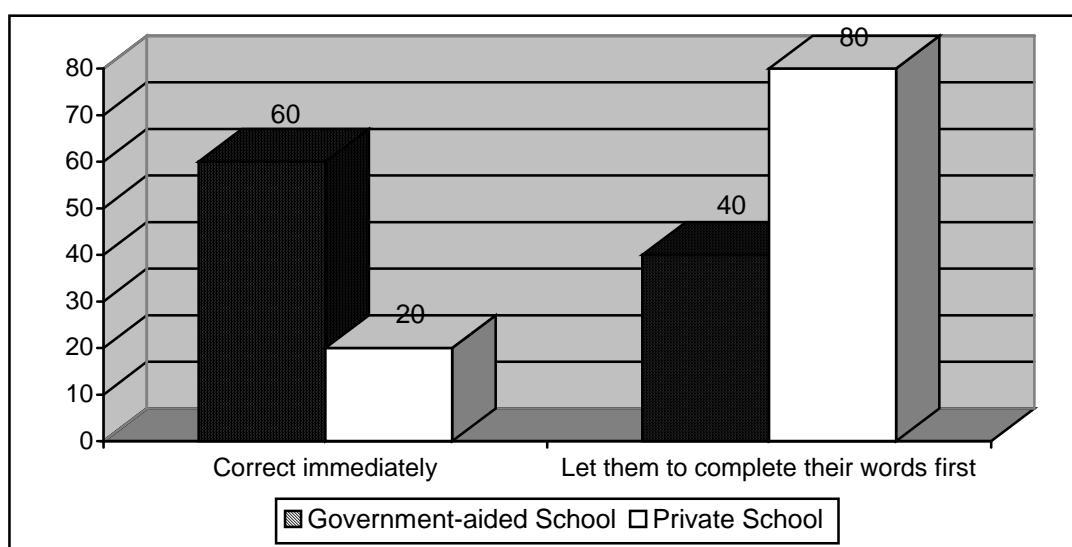
'It is better to correct the serious errors; minor errors should be left uncorrected' was the fourth statement. The majority of the teachers were against the statement. Sixty percent teachers from government-aided schools and 20% from private schools strongly disagreed the statement. None from the government-aided schools but 80% teachers from private schools disagreed it. Forty percent teachers from government-aided schools but none from private schools agreed the statement. In short 100% teachers from private schools were

against the statement but 40% from government-aided schools somehow supported the statement.

The statement of the fifth question in this area was 'you need to analysis students' errors before correcting.' Almost every teacher was in the support of the statement. Only the 20% teachers from government-aided schools responded 'strongly disagree'. There was no one to respond 'disagree'. Sixty percent teachers from government-aided schools and 80% from private schools agreed it. Twenty percent teachers from both types of schools strongly agreed the statement.

The sixth 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:

Diagram No. 21
Delaying on Correction of Oral Errors



The above bar diagram shows that 60% teachers from government-aided schools and 20% from private schools responded that they immediately

corrected the students' oral errors whereas 40% from government-aided schools and 80% from private schools responded that they did not correct the students' errors immediately but they let students finish their words first.

3.2.3 Analysis and Interpretation of the Correction of Language Skills and Other Aspects

Six questions were designed to find out the teachers' correction of language skills and other aspects. All the questions were statements and respondents were asked to select a response from strongly disagree, disagree, agree and strongly agree.

First four questions were specially related to the corrections of language skills. The responses and interpretation of the first four questions are given below:

Table No. 20
Teachers' Responses Towards Question No. 1, 2, 3 and 4

Response Q.N.	Strongly disagree		Disagree		Agree		Strongly agree	
	No. of Teachers	Percentage	No. of Teachers	Percentage	No. of Teachers	Percentage	No. of Teachers	Percentage
1	-	-	20%	-	40%	100%	40%	-
2	-	-	-	-	40%	80%	60%	20%
3	-	-	-	-	20%	80%	80%	20%
4	-	-	-	-	20%	80%	80%	20%

The above table shows that, none of the teachers strongly disagreed the statement no. 1. The statement was 'You have to correct students' errors on listening.' Only 20% teachers from government-aided schools disagreed it. Forty percent teachers from government-aided schools and all i.e. 100% from private schools agreed it. Furthermore, 40% teachers from the government-

aided schools strongly agreed the statement. In short, almost all the teachers, except 20% from government-aided schools thought that they had to correct students' errors on listening.

The second statement was 'you have to correct students' errors on speaking.' None of the respondents responded as 'strongly disagree' and 'disagree' for this statement. It means, everybody was in support of the statement. Forty percent teachers from government-aided schools and 80% from private schools agreed the statement. Furthermore, 60% teachers from government-aided schools and 20% from private schools strongly agreed that they had to correct students' errors on speaking.

The responses for third and fourth questions on this area were similar. The third question was to find out the teachers' responses on the correction of students' errors on reading and the fourth was on writing. Here, for the reading and writing skills nobody responded 'strongly disagree' and 'disagree'. Twenty percent teachers from government-aided schools and 80% from private schools agreed that they had to make corrections of students' errors on both reading and writing. Eighty percent teachers from government-aided schools and 20% from private schools 'strongly agreed' the statements.

The fifth and sixth questions of this area were specially designed to collect information from teachers regarding the correction of other aspects of language. The fifth statement was 'grammatical errors should be corrected but we can leave the errors uncorrected in language skills.' And the statement for sixth question was 'you have to correct students' errors in vocabulary use.' The responses and interpretation of those questions are given below:

Table No. 21
Teachers' Responses Towards Question No. 5 and 6

Q.No.	5				6			
	Government-aided Schools		Private Schools		Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentages	No. of Students	Percentage	No. of Students	Percentage
Strongly disagree	1	20	-	-	-	-	-	-
Disagree	2	40	5	100	1	20	-	-
Agree	2	40	-	-	2	40	5	100
Strongly agree	-	-	-	-	2	40	-	-

The above table shows that in question no. five, 20% teacher from government-aided schools and none from private schools 'strongly disagreed' the statement. Forty percent teachers from government-aided schools and all i.e. 100% from private schools disagreed it. Only the 40% teachers from government-aided schools agreed the statement, 'grammatical errors should be corrected but we can leave the errors uncorrected in language skills'. It means, except 40% teachers from the government-aided schools all others were against the statement.

Similarly, in question No. 6, nobody 'strongly disagreed' the statement. Only the 20% teachers from government-aided schools disagreed it. Forty percent teachers from government-aided schools and all i.e. 100% from private schools agreed it. Furthermore, 40% teachers from government-aided schools 'strongly agreed' it. It shows that almost everybody, except 20% teachers from government-aided schools thought that they had to correct students' errors in vocabulary use.

3.2.4 Analysis and Interpretation of the Frequency of Errors and Correction

There were four questions designed for teachers to collect the data for knowing the frequency of errors and corrections. All the questions were objective; one having two alternative answers i.e. 'yes' and 'no' and others having four alternatives i.e. strongly disagree, disagree, agree and strongly agree. The first question was asked to know whether the teachers have to correct all the errors or not; the second to know the upcoming errors of the students, the third to know the occurrence of the same errors again and again and the fourth to know whether the errors should be corrected regularly or not.

The first statement was 'you have to correct all the errors done by your students.' It was designed to know the teachers opinion to what extent they think errors should be corrected. The response and interpretation are as follows:

Table No. 22

Need for Teachers' Correction for all the Student Errors

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Strongly disagree	-	-	-	-
Disagree	2	40	4	80
Agree	1	20	1	20
Strongly agree	2	40	-	-

The above table shows that none of the teachers strongly disagreed the statement. Forty percent teachers from government-aided schools and 80% from private schools disagreed it. Twenty percent teachers from both government-aided and private schools agreed the statement. Furthermore, 40% teachers from government-aided schools 'strongly agreed' it.

The statement of second question was ‘if we critically analysis the students errors, we can reduce the upcoming errors.’ The responses and interpretation of the question are given below:

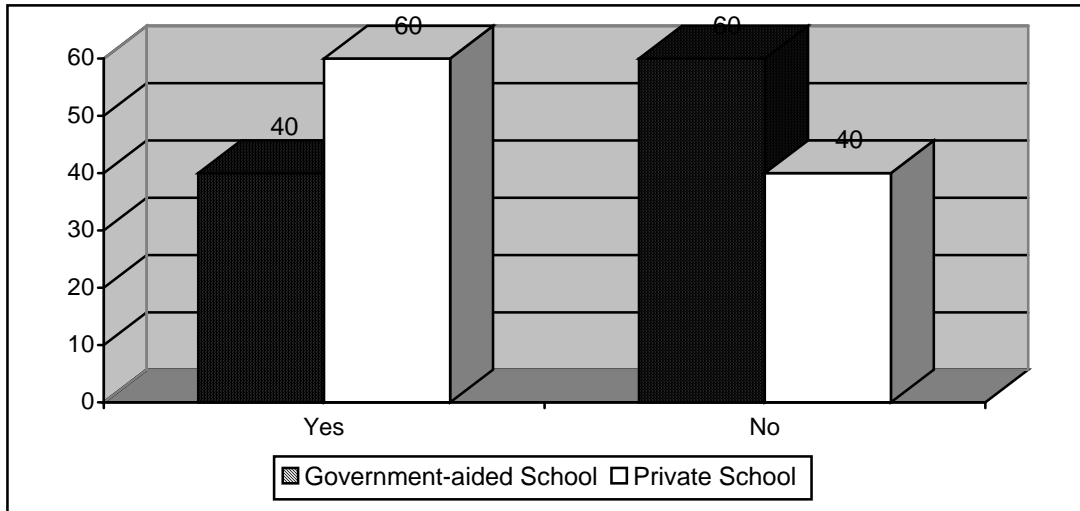
Table No. 23
Teachers’ Responses Towards Question No. 2

Response	Government-aided Schools		Private Schools	
	No. of Students	Percentage	No. of Students	Percentage
Strongly disagree	-	-	-	-
Disagree	2	40	-	-
Agree	1	20	4	80
Strongly agree	2	40	1	20

The above table shows that none strongly disagreed the statement. Forty percent teachers from government-aided schools and nobody from private schools disagreed it. Twenty percent teachers from government-aided schools and 80% from private schools agreed it. Furthermore, 40% teachers from government-aided schools and 20% from private schools strongly agreed it. In short, all the teachers, except 40% from government-aided schools were against the statement.

The third question on this area was 'yes/no type'. The question was designed to know whether the students commit the same errors which were previously corrected by the teachers or not. The responses and interpretation are as follows:

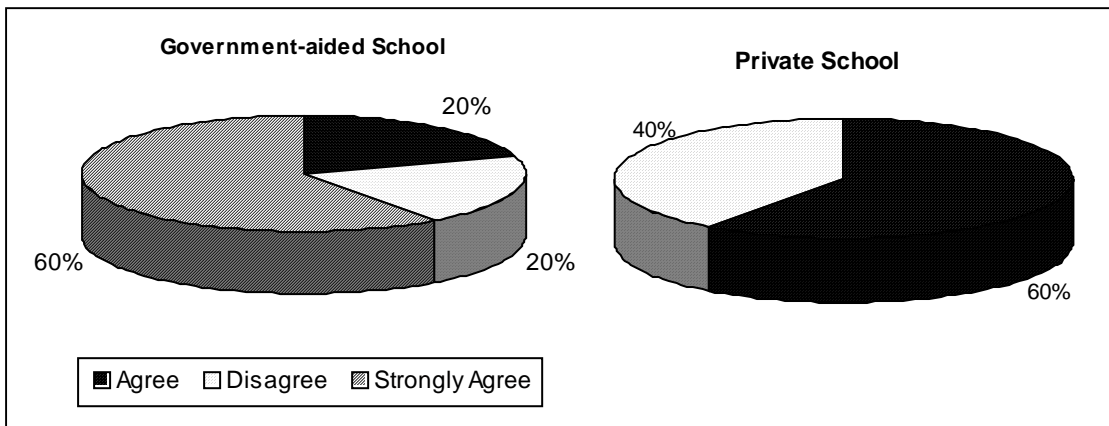
Diagram No. 22
Repetition of the Previously Corrected Errors



The above diagram shows that 40% teachers from government-aided schools and 60% from private schools responded that their students committed the same errors previously corrected by them. According to 60% teachers from government-aided schools and 40% from private schools, their students do not commit the same errors that were previously corrected by them.

The fourth statement was ‘students’ errors should be corrected regularly.’ The responses and interpretation are given below:

Diagram No. 23 and 24
Need of Regular Correction of Errors



The above pie charts show that 20% teachers from government-aided schools and 40% from private schools disagreed the statement. Twenty percent teachers from government-aided schools and 60% from private schools agreed it. Furthermore, 60% teachers from government-aided schools strongly agreed the statement. It shows that, almost all the teachers from government-aided schools and the majority of them from private schools were the supporter of regular errors corrections.

3.2.5 Analysis and Interpretation of the Others' Influences on Corrections

There may be several factors influencing teachers on their corrections. To find out the influences of other teachers (staff) and parents, two different questions were designed for teachers.

The first question was to know the other teachers' reactions on correction and another was to find out the parents' satisfaction on the correction of their children. The responses and their interpretations are given below:

Table No. 24
Teachers' Responses Towards Question No. 1 and 2

Q.No.	1		2	
	Government-aided schools	Private schools	Government-aided schools	Private schools
Response				
Yes	60%	60%	100%	100%
No	40%	40%	-	-

The above table shows that in the first question, majority of the teachers i.e. 60% from government-aided schools and the same percentage from private

schools too responded 'yes' and the minority of the teachers i.e. 40% from both government-aided and private schools responded 'no'. It shows that there was the direct influence of other teachers' (staff's) on teacher correction. Many teachers were afraid of being criticized by their staff while leaving some items uncorrected.

In the second question, all the teachers i.e. 100% from both type of school responded 'yes'. It shows that all the teachers think that their correction satisfied the parents of their students. It means, they did not have any negative comments or have positive feedback from parents regarding errors corrections.

3.2.6 Analysis and Interpretation of the Ways of Providing Feedback

Feedback plays a vital role to improve the whole teaching learning procedure. Here, to know the ways of providing feedback, implemented by teachers after the corrections of student errors, two different questions were designed.

The first question was to find out whether the teachers provide marks or not and the second was to know whether they provide comments or not after making corrections. The responses and their interpretation are given below:

Table No. 25
Teachers' Responses Towards Question No. 1 and 2

Q.No.	1		2	
	Government-aided schools	Private schools	Government-aided schools	Private schools
Yes	-	40%	80%	80%
No	-	-	-	-
Sometime	100%	60%	20%	20%

The above table shows that, in the first question 40% teachers from private schools responded 'yes'. It means they provide marks to students after correcting their errors. All the teachers i.e. 100% from government-aided schools and 60% from private schools responded 'sometime'. It shows that they sometime provided marks after making correction of their student errors.

Similarly, in second question 80% teachers from both type of schools i.e. government-aided and private responded 'yes'. Only 20% teachers from those schools responded 'sometime'. It means, almost all the teachers provided comments to their students after correcting their errors.

3.3 Analysis and Interpretation of the Student Written Works Corrected by the Teachers

Two different sets of questionnaires were used to collect the required information from teachers and students. Furthermore, to see the teacher correction of errors in practical life, some written tasks of students corrected by their teachers were collected. The researcher requested students to provide their corrected exercise books in each school he visited. In total, the researcher collected 10 different sample works, analyzed them and he got the following facts:

Minority of the corrections were done with red ink. Out of ten samples the researcher found only two exercise books corrected using red ink. Teachers used any ink to correct students' errors. Most of the teachers directly corrected the students' errors. Only two exercise books were corrected with clues and the clues were just underlines and circle. No other clues or correcting symbols were used on the correction of written works. Very few samples included marks on the corrected exercise books. Out of ten samples, marks were

provided just in only one exercise book and that exercise book was of practical class test. Minorities of the teachers had provided comments on the corrected exercise books. Some of the comments are; 'improve your handwriting' and 'labor more'. There was a note in a corrected exercise book. The note was 'meet me for suggestions.' It proves that the teacher wanted to provide suggestions in direct meeting. They did not provide all the suggestions from the corrected exercise books. Majority of the teachers corrected all the errors of students' written task. Only some errors on punctuation marks were left uncorrected.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are derived on the basis of findings.

4.1 Findings

After the analysis and interpretation of the data the findings of the study are summarized as follows:

It is found that, every teacher corrects his/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 molded in a fixed ideology. The detail findings are presented below under the six different headings.

4.1.1 Regarding General Idea of Errors and Corrections

- a. Every student makes errors while learning and students from private schools feel easy to accept that they make errors than the students from government-aided schools.
- b. Every teacher corrects students' errors. But a teacher does not correct the errors of every student in government-aided schools. Some students

from government-aided schools do not get their errors corrected by their teachers.

- c. Students are found to consider their teachers as their friends.
- d. All the students from private schools have positive attitude towards teachers' correction of their errors. They think that teachers correct their errors to improve them. But there are a few students who have negative attitudes towards teachers' corrections from government-aided schools. They think that teachers correct their errors to trouble them.
- e. Most of the students think that errors always hinder in their learning. This attitude is found more in the students from government-aided schools than their private school counterparts.
- f. The number of students who think making errors is bad is higher in government-aided schools than in their private school counterparts.
- g. More students from private schools than in government-aided schools consider making errors as a normal activity.
- h. Students from government-aided schools believe that they will improve their errors in course of learning. They do not think the compulsion of teachers' corrections for their improvement. But the students from private schools think that the teachers' corrections are compulsory for improvement.
- i. Teachers from government-aided schools are more conscious of the individual differences of students than the teachers from private schools. More teachers from government-aided schools consider students' individual differences before correcting their errors. They correct errors according to the need of individual. They do not correct all students in the same way.
- j. More teachers from government-aided schools have negative attitudes on errors than the teachers from private schools. More teachers from

government-aided schools take errors as the sign of failure than the teachers from private schools.

- k. More teachers from private schools than the government-aided schools believe that students' errors can show the trends of learning.

4.1.2 Regarding the Mode of Correction and Correction Technique

- a. There are more students, who love teachers' corrections, from private schools than from their government-aided schools counterparts.
- b. Students prefer corrections with clues to direct correction on their errors. In comparison, more students from government-aided schools love the correction with clues than the students from private schools.
- c. More students from private schools think that the teachers should correct all their errors than the students from government-aided schools.
- d. Most of the students like self-correction, but some like peer correction and a few of them like teachers' corrections respectively. In comparison, students from government-aided schools like self- correction than the students from private schools. But students from private schools like others' corrections i.e. by teachers or by friends than the students from government-aided schools.
- e. Majority of the students believe that teachers' correction can reduce their errors. And the number of students who believe in it is higher in private schools than in government-aided schools.
- f. All the teachers from private schools suggest that they have to correct their students' errors outside the classroom but there are a few teachers who are against it from government-aided schools.
- g. All the teachers except some teachers from government-aided schools think that it is better to provide a chance to students for their self corrections.

- h. All the students become happy in teachers' corrections of errors from government-aided schools but some students from private schools are not happy in teachers' corrections.
- i. Teachers think that they have to analyze errors before correcting and some teachers from government-aided schools think that they have to correct serious errors; minor errors should be left uncorrected. But all the teachers from private schools do not suggest leaving any errors uncorrected.
- j. Majority of the teachers let students to complete their speech before correcting their oral errors. More teachers correct the oral errors immediately in government-aided schools than in private schools.

4.1.3 Regarding the Corrections of Language Skills and Other Aspects

- a. Teachers do correction on listening errors. Very few teachers from government-aided schools do not see the need of the corrections on listening errors.
- b. Teachers correct students' errors on speaking but in government-aided schools they do not correct the speaking errors of all the students.
- c. Teachers do correction on reading but there are some students, who do not have any experience of being corrected in reading, from both types of schools.
- d. Teachers do correction on writing.
- e. All teachers are the supporters of the corrections of the grammatical errors.
- f. Teachers from government-aided schools give more emphasis on the correction of grammatical errors than on the correction of language skills.

- g. All the teachers from private schools and the majority of the teachers from government-aided schools correct students' errors on vocabulary use.
- h. Majority of the students are conscious of their listening errors. There are more students, who can notice their listening errors in government-aided schools than in private schools.

4.1.4 Regarding Frequency of Errors and Corrections

- a. Teachers' do not correct student errors regularly. In comparison, teachers' correction of errors in private schools is more regular than in government-aided schools.
- b. Normally, students do not commit the same errors previously corrected by teachers. Very few students commit same errors that are previously corrected by their teachers. Students from private schools commit more errors that are previously corrected than the students form government-aided schools.
- c. The students think their teachers as normal human beings. So, they think that their teachers also sometimes make errors.
- d. More teachers from government-aided schools than private schools think that they have to correct all the errors committed by their students.
- e. If a teacher critically analyses the students' errors he/she can reduce the upcoming errors. Some teachers from government-aided schools do not believe that analysis of errors can reduce the upcoming errors.
- f. Students from private schools commit more errors that were previously corrected than the students from government-aided schools.

4.1.5 Regarding Others' Influences on Corrections

- a. Majority of the guardians review the students' exercise books after their correction by teachers. The parents, whose children are learning in private schools, review the corrected exercise books than the parents, whose children are learning in government-aided schools.
- b. The guardians meet uncorrected items in their children's exercise books although they are corrected by the teachers.
- c. Most of the parents make corrections, if they get uncorrected items in their children's exercise books, some do nothing and a very few scold their teachers for not correcting all the errors.
- d. The number of students, who make mockery on others' errors, is higher in government-aided schools than in private ones.
- e. Everybody from government-aided schools shows their corrected exercise books to other friends but a few students from private schools do not show their corrected exercise books to their friends.
- f. Majority of the teachers suggest a teacher as an irresponsible person if he does not correct every error.
- g. Teachers' correction of students' errors make the parents happy.

4.1.6 Regarding the way of Providing Feedback

- a. Students save their corrected exercise books in a safe place. Students from government-aided schools love more to put those exercise books in a safe place than the students from private schools.
- b. Majority of the teachers return the examination paper after its correction. More teachers from private schools return it than from government-aided schools.

- c. Students review their exercise books after their correction. Students from government-aided schools are active to do so than the students from private schools.
- d. Students love to get marks and comments after the correction of errors. A few students from private schools do not like to get such marks and comments.
- e. Teachers sometimes provide marks and comments after the corrections of errors.

4.2 Recommendations and the Pedagogical Implications of the Study

Some recommendations and pedagogical implications derived from the study are presented in the following ways:

- a. Students' errors should be corrected regularly.
- b. Teacher should be aware of the fact that leaving all the errors uncorrected is not a good idea and correcting all the errors may be harmful. So, there should be good balance on correcting errors.
- c. Teachers should analyse the errors before their corrections.
- d. Emphasis should be given in self-correction and peer-correction. Teachers' correction should be used if other corrections failed in practice.
- e. It is better to correct students' errors with clues.
- f. The teacher should provide equal opportunity to all the students.
- g. Teachers should behave students as a friend
- h. Teachers' should correct students' errors carefully to remove the students' negative attitudes towards students' errors.
- i. Teachers should not put negative attitude towards students' errors.
- j. Correction should be done in language skills.

- k. Corrections should be done in grammatical errors and errors in vocabulary use too.
- l. There should be good co-ordinations between parents and teachers and among the teachers and other staff too.
- m. Teachers should accept students' errors easily. They should make aware of their students that making errors is not a crime. And they have to remove the environment of making mockery on others' errors in the classroom.
- n. Teachers should encourage students for correcting their friends' errors and to exchange their corrected exercise books to one another.
- o. It is better to return the examination paper to the students after its correction.
- p. Teacher should advice students to review their corrected exercise books at least once after its correction.
- q. It is better to provide comments, suggestions and marks to students after correcting their errors.
- r. The main point we always have to keep in mind is that correction should always facilitate learners but it should not hinder learners in learning.

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- <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/error-correction>
- <http://www.teachingenglish.org.uk/think/articles/error-correction-1>

APPENDIX – I

Table No. 1

Sample Population From Government-aided Schools

S.N.	Source	No. of Students	No. of Teachers
1	Neel Barahi Secondary School, Kalimati, Kathmandu	7	1
2	Jana Sewa Higher Secondary School, Kirtipur, Kathmandu	7	1
3	Patan Higher Secondary School, Patandhoka, Lalitpur	7	1
4	Namuna Machhindra Secondary School, Lagankhel, Lalitpur	7	1
5	Mahendra Shanti Secondary School, Balkot, Bhaktapur	7	1

Table No. 2

Sample Population from Private School

S.N.	Source	No. of Students	No. of Teachers
1	Kirtipur English Boarding School, Kirtipur, Kathmandu	7	1
2	Bagh Bhairab English High School, Kirtipur, Kathmandu	7	1
3	Emile Academy, Baneshwor, Kathmandu	7	1
4	Shining Stars Secondary Boarding School, Sanepa, Lalitpur	7	1
5	Balkot English Secondary School, Balkot, Bhaktapur	7	1

APPENDIX – II

Dear Respondents,

In partial fulfillment for the Master's Degree in Education (Specialization in English Education) I am doing research on the topic, '**Teachers' Corrections of Errors and Students' Perceptions on it**'.

In course of data collection, I am here and I need your opinion to your teachers' correction of your errors. The findings of this research can be helpful to the different people who are directly and indirectly involved in the field of English language teaching and learning. For that, here are some questions. I request you to go through the questions and provide unbiased and accurate response. The answers you provided are used just for this study. I do not use it for any other purposes. I will be indebted for your great contribution for this study.

Thank you very much

Toshal Dahal

Questionnaire for the Students

Name:-

School:-

Class:-

Sex: - Male

Female

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

(A) General Idea on Error and Correction:

Do you make errors?

Yes

No

2. Does your teacher correct your errors?

Yes

No

3. Do you think that your teacher should behave you as a friend?

Yes

No

4. Your teachers correct your errors to improve you.

Strongly disagree

Disagree

Agree

Strongly agree

5. Your teachers correct your errors to trouble you.

Strongly disagree

Disagree

Agree

Strongly agree

6. Errors always hinder in learning.

Strongly disagree

Disagree

Agree

Strongly agree

7. What do you think?

(I) Making errors is bad.

(II) Making error is good.

(III) Making error is neither good nor bad. It is a normal.

8. If your teacher does not correct your errors what will be the results?

(I) I always commit the same error.

(II) I can improve that error myself in course of my learning career.

(B) Mode of Correction and Correction Technique:

1. Do you love to have corrected your errors by your teacher?

Yes

No

2. Do you love to directly corrected your errors or given some clues to your errors?

Directly corrected

Given clues

3. Do you think that the teacher should correct your all errors?

Yes

No

4. Which type of correction do you love much?

(i) By teacher

(ii) By friends

(iii) By myself

5. Teacher correction can reduce your errors.

Strongly disagree

Disagree

Agree

Strongly agree

(C) Correction of Language Skills and Other Aspects:

1 Does your teacher correct your speaking errors?

Yes

No

Sometime

2. Does your teacher correct your Reading errors?

Yes

No

Sometime

3. Does your teacher correct your writing errors?

Yes

No

Sometime

4. Do you make errors while listening?

Yes

No

Sometime

(d) Frequency of Errors and Corrections:

1. Does your teacher correct your errors regularly?

Yes

No

2. You commit the same error (mistake) previously corrected by your teacher.

Strongly disagree

Disagree

Agree

Strongly agree

3. What do you think about your teacher?

(I) He knows everything so he does not make errors.

(II) He also sometime makes errors.

(III) He always makes errors.

(E) Others' Influences on Correction:

1. Do your parents (guardians) review your corrected copy by your teacher?

Yes

No

2. Do your parents (guardians) meet uncorrected items by your teacher?

Yes

No

3. If your parents (guardians) get uncorrected items what do they do?

(I) They make corrections.

(II) They scold our teacher.

(III) They do nothing.

4. Teacher's corrections make parents happy

Strongly disagree

Disagree

Agree

Strongly agree

5. Your friends make mockery on your errors.

Strongly disagree

Disagree

Agree

Strongly agree

6. Do you show your corrected copy to your friends?

Yes

No

Sometime

(F) Way of Providing Feedback:

1. Do you store your corrected copy in safe place?

Yes

No

2. Do your teachers return your copy of examination after correction?

Yes

No

3. Do you review your copy after corrected by your teacher?

Yes

No

4. Do you love to get marks and comments after the correction of your errors?

Yes

No

Please, be sure that you have answered all.

Thank you for your kind response.

APPENDIX - III

Dear Respondents,

In partial fulfillment for the Master's Degree in Education (Specialization in English Education) I am doing research on the topic, '**Teachers' Corrections of Errors and Students' Perceptions on it**'.

In course of data collection, I am here with you. And I need your opinion towards 'Errors corrections of your students.' The findings of this research can be helpful to the different people who are directly and indirectly involved in the field of English language teaching and learning. For that, here are some questions. I request you to go through the questions and provide unbiased and accurate response. The answers you provided are used just for this study. I do not use it for any other purposes. I will be indebted for your great contribution for this study.

Thank you very much
Toshal Dahal

Questionnaire for the Teachers

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

(A) General Idea on Error and Correction:

1. Do your students make errors?

Yes

No

2. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly.

Strongly disagree

Disagree

Agree

Strongly agree

3. Do you correct your students' errors?

Yes

No

4. Do you think about students' psychology before correcting errors?

Yes

No

5. If a student is nervous and makes error what do you do?

(I) I leave the error uncorrected.

(II) I correct errors even the student is nervous.

(III) I correct but very few only

6. Do you correct the same errors to the all students?

Yes

No

7. Students' errors are the sign of the failures.

Strongly disagree

Disagree

Agree

Strongly agree

8. Students' errors can show the trend of their learning.

Strongly disagree

Disagree

Agree

Strongly agree

9. Students' errors are the signs of progress.

Strongly disagree

Disagree

Agree

Strongly agree

(B) Mode of Correction and Correction Technique:

1. Students' errors should be corrected not only in the classroom but outside the classroom as well.

Strongly disagree

Disagree

Agree

Strongly agree

2. It is better to provide chance to students for their self correction.

Strongly disagree

Disagree

Agree

Strongly agree

3. Teachers' correction makes students happy.

Strongly disagree

Disagree

Agree

Strongly agree

4. It is better to correct the serious errors; minor errors should be leave uncorrected.

Strongly disagree

Disagree

Agree

Strongly agree

5. You need to analysis students errors before correcting.

Strongly disagree

Disagree

Agree

Strongly agree

6. While correcting oral errors of your students' do you correct immediately or do delay to let them complete their words first?

(I) I correct immediately.

(II) I let them to complete their words first

C) Correction of Language Skills and Other Aspects:

1. You have to correct students' errors on listening.

Strongly disagree

Disagree

Agree

Strongly agree

2. You have to correct students' errors on speaking.

Strongly disagree

Agree

Disagree

Strongly agree

3. You have to correct students' errors of reading.

Strongly disagree

Agree

Disagree

Strongly agree

4. You have to correct students' errors of writing.

Strongly disagree

Agree

Disagree

Strongly agree

5. Grammatical errors should be corrected but we can leave the errors uncorrected in language skills.

Strongly disagree

Agree

Disagree

Strongly agree

6. You have to correct students' errors in vocabulary use.

Strongly disagree

Agree

Disagree

Strongly agree

(D) Frequency of Errors and Corrections:

1. You have to correct all the errors done by your students.

Strongly disagree

Agree

Disagree

Strongly agree

2. If we critically analysis the students errors we can reduce the upcoming errors.

Strongly disagree

Disagree

Agree

Strongly agree

3. Do your students commit the same errors previously corrected by you?

Yes

No

4. Students' errors should be corrected regularly.

Strongly disagree

Disagree

Agree

Strongly agree

(E) Others' Influences on Corrections:

1. Do your colleagues suggest you are irresponsible if you do not correct every error?

Yes

No

2. Do the parents satisfy with your corrections of their children?

Yes

No

(F) Ways of Providing Feedback:

1. Do you provide marks to your students after correcting their errors?

Yes

No

Sometime

2. Do you provide some comments to your students after correcting their errors?

Yes

No

Sometime

Please, be sure that you have answered all.

Thank you for your kind response.