

**A Research Proposal**  
On  
**Teacher's Correction of Errors and Students' Perceptions on it**

Submitted to  
The Department of English Education  
In partial Fulfillment for the Master's Degree in Education  
(Specialization in English Education)

Faculty of Education, Tribhuvan University  
Kirtipur, Kathmandu, Nepal

By:  
Toshal Dahal  
M.Ed. Second Year  
T.U. Regd. No: 9-2-9-802-2002  
Second year Examination Roll No: - 280525  
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## **APPROVAL FOR THE RESEARCH**

This proposal has been approved by the following Research Guidance Committee.

	Signature
<b>Dr. Chandreshwar Mishra</b>	
Reader and Head	.....
Department of English Education	Chairperson

<b>Dr. Jai Raj Awasthi (Guide)</b>	
Professor	.....
Department Of English Education	Member

<b>Dr. Anjana Bhattra</b>	
Reader	.....
Department Of English Education	Member

Date: 2065/09/06

## ***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 one of the important languages. It is the only one language in the world widely accepted as a lingua franca. 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.  
(p7)

Furthermore, English is one of the five official languages of the UNO; it has also the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature.

### **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 School 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 curriculum 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 education systematic. Not only the government but different private sectors are also 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. 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 broadcasted in English. We can listen the BBC world service, which is broadcasted 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 read English in Nepal. In short, English is needed in every steps of our life. Although, there is the Nepali language in Nepal for day to day communication we cannot complete our daily activities perfectly in the absence of English language.

### **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) has shown differences between those words in the following lines:

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 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. If a learner is fresh and conscious, he can find out his own mistakes and can correct them himself but learners never can correct their own errors; they have to acquire some extra knowledge in order to be able to do so.

Indeed, mistakes are of no significance to the process of language learning but errors are very important. We need to identify errors. For that error analysis is very necessary. Crystal (1991) says, "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).

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. A language teacher should be familiar to the errors caused by mother tongue but he should not make his whole teaching based on it. In Broughton et al. (1994) words, "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). They 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 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.

#### **1.1.2.1 Self Correction**

A student can correct his own mistake because it sometime is simply a 'slip' and the student may be aware of the correct version. 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.

#### **1.1.2.2 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 the peer correction should be used. In peer correction, the person, who makes mistake, and his other friends also get time to work in a group, it often helps to create a positive classroom atmosphere as students realize 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.

### **1.1.2.3 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. Edge (1992) says, “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.

### **1.1.3 Errors and Corrections**

Errors are ill forms, so they should be minimized to 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 there correction. In 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 sign 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. Teacher is a facilitator in a formal classroom. He should be conscious of learners' errors and corrections. 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. Bartrem 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 written work is senseless. It sends the message to the students that a piece of writing can only be good if it contains no errors, or conversely, that a piece of writing 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 produce 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.

## **1.2 Review of the Related Literature**

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

**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 school 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.

**Pandey** (2005) has conducted a research on the topic 'Correction between the use of icons and students performance.' He found the icons are used by very few teachers and students and the use of icons given in the textbook, and the achievement of students are related. **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.

Although several researches 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. And to know the students perception on those corrections are also very important in practical life. So, the researcher is going to conduct 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 are as follows:

- a. To find out whether teachers correct of 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. 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.

## ***2. METHODOLOGY***

The proposed methodology is described below:

### **2.1 Sources of Data**

The study will be based on both primary and secondary sources of data.

#### **2.1.1 Primary sources of Data**

The primary sources of data for this study will be answers provided by the students' and teachers of secondary level of Kathmandu valley. Different sets of questionnaires will be given separately to collect such answers. Similarly, the students' written works corrected by their teacher will be also a primary data for this study.

#### **2.1.2 Secondary sources of Data**

In addition to the primary sources of data, the secondary sources of data will be difference reference books, curriculum, journals, various articles, different web pages related to error analysis. Some of them are Bartram and Walton (1991), Broughton (1994), Corder (1981), Edge (1992), Richards (1974).

## **2.2 Sampling Procedure**

Seventy students and ten teachers from different secondary schools of Kathmandu valley will be the sample population for this study. Ten schools (five Public and five private) will be selected using purposive sampling procedure. Seven students and a teacher from each school will also be selected randomly.

## **2.3 Tools for Data collection**

The researcher will use two different sets of questionnaires: one for teachers and another for students to collect data from informants. Both sets includes close ended questions, which are constructed basically to find out the teachers' and students' general ideas on error and correction, mode of correction and its technique, correction on language skills and other aspects, frequency of errors and corrections, others' influences on corrections and the way of providing feedback.

## **2.4 Process of Data collection**

The researcher will collect the data from the primary sources by distributing two sets of questionnaires to the students of class 9 and teachers of ten secondary schools of Kathmandu valley. For that he will adopt the following steps:

- a. At first, he will go to the concerned schools to meet the head teacher and get permission to distribute questionnaires in that school.
- b. After getting permission from the head teacher, he will meet the English teacher and get his/her permission and ask for help.
- c. The researcher will go to the classroom, select students randomly and explain the purpose of doing research and also the tasks to be performed by them.

- d. He will distribute the questionnaires, and wait for their completion. He will collect the filled up questionnaires from the students.
- e. He will take a written work from a student corrected by their teacher and see the sample of teachers' corrections.
- f. He will provide questionnaires to the teacher as well and get them collected.

For the secondary data, the researcher will visit libraries departments, books and web pages.

## **2.5 Limitations of the Study**

The study will have following limitations:

- a. The population of the study will be the students of nine classes from Kathmandu valley.
- b. The study will be limited to the seventy students and ten teachers.
- c. The study will be limited to know the teachers' corrections just in students' errors.
- d. The study will be limited to find out the students perceptions just to the teachers' corrections.

## ***3. ANALYSIS, INTERPRETATION, AND PRESENTATION OF DATA***

The collected data will be analyzed and interpreted descriptively and presented statistically using appropriate statistical tools (like mean, percentage), charts, diagrams and tables.

## ***4. FINDINGS AND RECOMMENDATIONS***

After analyzing the data the findings will be presented in the form of summary. And some recommendations and pedagogical implication will be suggested.

## **5. WORK PLAN**

<b>Activities</b>	<b>Duration in week</b>
1. Preliminary studies	2
2. Development of tool for data collection	1
3. Data collection	2
4. Data analysis and interpretation	2
5. Completion of draft form of the thesis	2
6. Completion of the final form of the thesis	2
Total	11

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## APPENDIX - I

**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 difference 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 is 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

## Appendix-II

### 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:

1. 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 hinders 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) 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.

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,**

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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 difference 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 is 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



## APPENDIX – IV

### 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 make 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 sing 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 analyses 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 late 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  Disagree   
Agree  Strongly agree

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

Strongly disagree  Disagree   
Agree  Strongly agree

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

Strongly disagree  Disagree   
Agree  Strongly agree

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

Strongly disagree  Disagree   
Agree  Strongly agree

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

Strongly disagree  Disagree   
Agree  Strongly agree

**(D) Frequency of Errors and Corrections:**

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

Strongly disagree  Disagree

Agree  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.**