

TEACHERS' VIEWS ON PEER AND SELF CORRECTION

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

Janak K.C.

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

Nepal

2011

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DECLARATION

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

Date: **2068/05/21**

Janak K.C.

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Janak K.C.** has prepared this thesis entitled "**Teachers' Views on Peer and Self Correction**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2068/05/21

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DEDICATION

Affectionately Dedicated

To

My Parents and Teachers

Who took me up to now

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I would not have been success to complete this valuable work if there had not been continuous guidance, meticulous supervision and cooperative suggestions of different people. For this, I am very much indebted to **Mr. Bhesh Raj Pokhrel**, Lecturer Department of English Education, T.U., my thesis supervisor for his continuous assistance, inspiration, encouragement, cooperation, enthusiasm and constructive suggestions in this study.

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Janak K.C.

ABSTRACT

The present study entitled "**Teachers' Views on Peer and Self Correction**" is an attempt to examine to find out views of the English teachers about peer and self correction techniques in grade nine moreover this study makes an attempt to compare views among the English teachers from different government aided secondary schools. Purposive, judgmental, non random sampling which are mainly based on both sources (i.e. primary and secondary sources of the data). Questionnaire was the main tool used for data collection. All together fifteen English teachers' views from different 6 secondary schools in Jajarkot district was analyzed. The finding is that most of the teachers i.e. 46.66 percent applied self correction technique rather than peer correction. The study found that English teachers mostly used peer correction technique for avoid errors. The study also found that peer correction technique is far better than teacher correction technique because of it merits.

This thesis has been divided into four chapters. The first chapters is the Introduction for the study, introduction to error analysis, review of the related literature, objectives of the study and significance of the study. The second chapter deals with methodology adopted for carrying out the study. It includes sources of data, tools for data collection and some limitations of the study. Similarly, the third chapter contains the analysis and interpretation of the study. Finally the fourth chapter presents the findings and recommendations of this research. At the end, references and appendices have been included.

TABLE OF CONTENTS

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	IV
Dedication	v
Acknowledgement	VI
Abstract	vii
Table of Contents	viii
Symbols and Abbreviations	ix
CHAPTER- ONE: INTRODUCTION	
1. General Background	1
1.1 Introduction to Error Analysis	2
1.1.1 Mistakes and Errors	4
1.1.2 Identification of Errors	5
1.1.3 Description/Classification of Errors	6
1.1.4 Evaluation of Errors	8
1.1.5 Correction of Errors	10
1.1.6 Significance of Learner's Errors	14
1.1.7 Correction Techniques	16
1.1.8 Views on Learners' Error	21
1.2 Review of Related Literature	23
1.3 Objectives of the Study	26
1.4 Significance of the Study	27
CHAPTER - TWO: METHODOLOGY	
2.1 Sources of Data	28
2.1.1 Primary Sources of Data	28
2.1.2 Secondary Sources of Data	28
2.1.3 Population of the Study	28

2.3	Sample Population of the Study	29
2.4	Sampling Procedure	29
2.5	Tools for Data Collection	29
2.6	Process of Data Collection	29
2.7	Limitations of the Study	30
CHAPTER THREE: ANALYSIS AND INTERPRETATION		
3.1	Teachers' Views on Self Correction	31
3.2	Teachers' Views on Peer Correction	33
3.3	A Comparison of Teachers' Views on Self and Peer Correction	34
3.4	School wise comparison of Teachers' views on pair and self correction	35
CHAPTER-FOUR:FINDINGS AND RECOMMENDATION		
4.1	Findings	39
4.2	Recommendations	40
REFERENCES		41
APPENDICES		

LIST OF ABBREVIATIONS AND SYMBOLS

LAD	Language Acquisition Device
e.g.	for example
EA	Error Analysis
et al.	And other
etc.	Et cetera
G	Gravity
i.e.	That is
L1	First Language
L2	Second Language
MT	Mother Tongue
N	Noun
NELTA	Nepal English Language Teacher Association
p.	Page
p1.	Plural
preM	Pre modifier
SL	Source language
SLA	Second Language Acquisition
T.U.	Tribhuvan University
TL	Target language
v	Verb