

CHAPTER ONE

INTRODUCTION

1. General Background

Obviously, English is a foreign language to us. Becoming bilingual is a way of life. Brown (1994, p.1) says that our whole personality is affected as we struggle to reach beyond the confines of our first language and into a new language, a new culture, a new way of thinking, feeling and acting. "Second language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit" (Brown, *ibid.*). The learning of a second language is a complex process, involving a seemingly infinite number of variables. He views that academic courses in foreign language are often inadequate training grounds, in and of themselves for the successful learning of a second language, if any people gain fluency in a foreign language solely within the confines of the classroom.

Learning a second language is a complex phenomenon. Though, we may have a great effort, we cannot get complete mastery over the second or foreign language. Learners may have to cross different successive stages in course of learning a language. There may be a lot of violations of or mismatches to the standard target language norms which can be termed as errors. Different schools of thought regard errors from different perspectives. Some of them see errors as natural outcomes of learning whereas others may view them as sin and should not be tolerated at any cost.

1.1 Error Analysis

Learning is a never ending process. As soon as we get born we start learning. Mainly there are two types of learning, viz. voluntary and non-voluntary. The former requires deliberate efforts from the side of the learner, whereas the later takes place as the time passes.

All learners make mistakes. This is not confined to any language learners. we also make mistakes when we speak on mother tongue too. Mistakes often cause merriment and even cause the speaker or writer to lose face Corder (1973, p. 256) says that "Whether we borrow to correct ourselves or not seems to depend on whether we think our learners have noticed and how urgently we want to get on with what we are saying." We recognize our mistakes, though, but very often it is almost impossible to correct them in every circumstances. Not only does the learner always recognize his mistakes, but when he tries to correct them he may even commit another error in trying to do so. Generally, majority of learners' errors are linguistically quite different from those made by a native speaker.

Generally, learners' errors are judged in terms of the number of mistakes a learner makes. In majority of cases, second language learner's language abilities are judged in term of the frequency of the mistakes he makes. A person is termed as a good language learner when he avoids of making mistakes. Furthermore, Corder (1973, P. 298) says "The layman probably assesses a foreigner's ability in his language in the first place by how haltingly he speaks and by how good his pronunciation is, that is, in linguistic terms, but in its most superficial aspect". He may assume that poor pronunciation is equated with the lack of knowledge of language and that a halting speech is confined to those who do not know the language well. But as the time passes, he may come to the conclusion that fluency is the quality which varies both in foreigners and native speakers with the speech situation and the topics of conversation.

In fact, the nature and the quality of mistakes, a learner does not make directly presuppose that he does not know language. Rather, this may be the indication of the nature of his knowledge. The analysis of learners' error helps us to infer what a learner still has to learn. By describing and classifying the errors he has made, we may have the glimpse of the areas in which a learner feels difficulty in.

To some extent there is the comparison between the two languages concerned. In this respect, error analysis expects something from contrastive analysis too. Contrastive analysis not only tries to explore the areas of difficulty a learner feels, but also gives qualitative explanations on how a native learner can get mastery over certain aspects of the language. Error analysis, thus, provides a check on the predications of bilingual comparisons and in as much as EA does this. It's an important additional source of information for the selection of items to be incorporated in the syllabus.

Normally, it is believed that native speakers make mistakes which are also termed as performance level mistakes, but non-native speakers on the other hand, commit errors which are not at competence level. The native speakers frequently make mistakes due to slips, false starts or confusion of structures which are called lapses. But the non-native speakers are found to commit breaches of code or errors. Native speakers also produce inappropriate utterance i.e. failure to match the language as per the demand of the situation for example, social gaffs which are more subtle or the selection of the wrong term. Errors are not the physical features but are the sign of an imperfect knowledge of a code or a system. The learners have not internalized the formation of the second language rule system.

Native speakers correct their own errors but the learners cannot. Corder (ibid.) exemplified when he further says:

We are in some difficulties here with our terminology. In context other than technical ones, the term 'error' tends to be reserved for willful or negligent breaches of a code/rule which is known or ought to be known or is thought to be known by the offender. None of these circumstances fit the case of a learner of a language. His situation is similar to that of an infant acquiring his mother tongue. He regularly produces those utterances which are not those of an adult speaker (p. 275).

Similarly, Brown (1994, p. 204) states that we learn to swim by first jumping into the water and flailing arms and legs until we discover that there is a combination of movements - a structured pattern that succeeds in keeping us afloat and propelling us through the water.

Quoting Corder (ibid., Brown ibid) says, "A learner errors... are significant in [that] they provide to the researcher evidence of how language is learned or acquired what strategies or procedures the learner is employing in the discovery of the language" (p. 205).

Since this is the acquisition phase of a learner, s/he cannot correct all mistakes and if they happen to do this they again commit another mistake. When we talk about children's utterances, we do accept them as different because they are still learning and we do not take the utterances as erroneous. When we talk about children's utterances, we do not accept them as different because they are still learning, and we do not speak them a erroneous.

1.1.1 Mistakes and Errors

Technically these two terms are very different. A mistake refers to a performance error that is either a random guess or a 'slip' in that it is a failure to utilize a known system correctly. All language learners, regardless of their nationality, caste and age make mistakes. Native speakers are able to recognize and correct such 'lapses' or mistakes which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech.

Mistakes are the direct manifestations of a system within which a learner is operating at the time. Mistakes must be carefully distinguished from errors of a second language learner that are direct manifestations of a system within which a learner is operating at the time. Duly and Burt (1972, as cited in Brown, 1994, p. 206) term errors as 'goofs' and defined it as "An error for which no balance is implied." According to Brown (1994, p. 205) "An error is a

noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner". Corder (ibid.) used the terms 'idiosyncratic dialect' to connote the idea that the learner's language is unique to a particular individual, that the rules of learner's language are peculiar to the language of that individual alone. This system falls neither in the FL nor in the SL but in between the two systems; it is the system based on the efforts made by an individual. For this, publicly observable data are collected, analyzed and compared to the system of FL and SL.

Error analysis can keep us too closely focused on specific languages rather viewing universal aspects of language. Gass (1984, in Brown, ibid.) recommended that researchers pay more attention to linguistic elements that are common to all languages. The inter-language system of learners may have elements that are common to all languages, i.e. it neither totally reflects the FL system nor does it reflect the SL system, but rather falls in between the two having universal features of language.

1.1.2 Identification of Errors

James (ibid.) used the term the 'detection of errors' for identification of errors. Furthermore, it is the awareness of the presence of the error. It has been found that it is really easy to detect learner's errors in formal written piece whereas it is really difficult in informal spoken texts. Spotting others error is easier than spotting somebody's own errors. Generally, error detection is easier by native speakers than that of non-native speakers. We should identify learner's erroneous utterances/sentences and should label them either as mistakes or errors. We make mistakes even if we are speaking our mother tongue. Mistakes should be differentiated from errors. Mistakes at the competence level are technically called errors which are uncorrectable by the committer whereas mistakes at performance level can be corrected by the learners themselves. So, mistakes are less fatal than that of errors.

1.1.3 Description/Classification of Errors

Those errors identified at the second stage are now categorized under different headings. Errors are described in terms of the target language because EA is TL oriented. The main purposes of description are:

- a. To make explicit what otherwise would be opaque.
- b. To count the frequency of the errors, and
- c. To create categories.

The categories under which errors can be categorized are as follows:

a. Group and Individual Errors

It is the individual learner who in course of his learning, commits errors. According to Coder (ibid., p. 298) "Although it is individuals who learns, we usually direct on teaching towards groups; we cannot normally afford to teach an individual or modify our program in response to the feedback from a single member of the class." He further contends that although there are differences among the individuals, programs are designed on the basis of what is common to all the members of the group; their average intelligence, common objectives, common mother tongue and common experience of the mother tongue.

Practically EA takes account of those errors which are common by discarding the individual ones.

b. Productive and Receptive Errors

This categorization is on the basis of the skills involved in learning. Productive errors are those in

speaking and witting which are also called expressive errors. These are easier to detect and easily observable. Contrary to this, receptive errors are errors in listening and reading. Generally, receptive errors occur when there is misunderstanding or misinterpretation of something. According to Corder (ibid.) "There is general belief amongst teachers that learner's receptive abilities normally exceed his productive abilities and that recognition of an item is easier than its retrieval in production" (p 300).

c. Overt and Covert Errors

This distinction has been done on the basis of clarity of errors. Overt errors are those that are obvious, explicit, open, clearly visible or detectable. Unquestionably ungrammatical sentences at structural level are overtly erroneous sentences. On the other hand, covert errors are those sentences/utterances which are well formed syntactically but are not interpretable in certain context. So, they are implicit hidden and are discourse errors.

d. Local and Global Errors

This categorization is on the basis of the effects erroneous utterances may cause. Local errors are those affecting only single element in a sentence and do not breakdown the intent of the conversation. Generally, they cause trouble in particular constituent in a clause of a complex sentence.

Contrary to this, global errors affect the intelligibility of the conversation. They affect the overall organization of the sentence. They totally violate the general principle or organization system of particular language and therefore are confusing. From the correction point of view, it is generally recommended that they should be corrected first.

e. Inter-lingual and Intra-lingual Errors

This categorization is based on the analysis of errors in relation to either learner's FL or SL. Inter-lingual errors are resulted from the transform of systems/rules from mother tongue. They can also be termed as the exact translation of utterances from mother tongue of the learners to the target language. They may create merriment and sometimes the speakers may lose face. Brown (ibid.) opines that:

The beginning stages of learning a second language are characterized by a good deal of inter-lingual transfer from the native language, or, interference. In these early stages before the system of second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw (p. 298).

Intra-lingual errors result from faulty or incomplete/partial knowledge of L2. Those errors which reflect not the structures of mother tongue but generalizations based on partial exposure to the TL. According to Brown (ibid. p. 299):

Researchers have found that the early stages of language learning are characterized by a predominance of interferences but once learners have begun to acquire parts of the new system more and more intra-lingual transfer-overgeneralization within the target language - is manifested.

But as the learners' progress in the SL, their previous experiences and existing subsumers begin to include structures within target language itself.

1.1.4 Evaluation of Errors

Striven (1969, in Corder, 1973) contends that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use we view some errors more seriously than other. Evaluation of errors means the determination of the gravity of learners' errors. Some errors (e.g. local) can be discarded while others may deteriorate the entire communication, so cannot be discarded. But there are certain questions that arise when we talk about error gravity. They are "who are the judges of error gravity?" What are the criteria of evaluation of errors? What if learner's errors are of much gravity? The gravity of error is calculated for purely pedagogic purpose or for remediation, testing and marking.

Error gravity can be determined by non-native speakers if possible because layman cannot be the evaluator of error gravity. Moreover, teachers,

examiners, educationists and teachers of other subjects can also be the evaluators of error gravity.

Error gravity can be determined on the subjective and objective grounds. The former deals with the evaluators perceptions i.e. how he feels. This is fundamental based on intuition and personal feeling on the other hand the latter deals with the statistical tools or techniques like counting frequency of errors.

i. Rating and Ranking Scales

In the former case each erroneous expression are judged against a pre-established rating scale and attributed to the value represented by the number that the error is supposed to fall. The errors can be categorized in terms of five point rating scale:

- a. Errorless/ absolutely acceptable
- b. Slightly erroneous/highly acceptable
- c. Fairly erroneous/moderately acceptable
- d. Serious erroneous/moderately acceptable
- e. Absolutely wrong/ completely unacceptable

Mainly there are four criteria for the determination of error gravity. Gravity of an error depends upon the criteria used for judgment. These criteria are:

- a. Linguistic criterion
- b. Communicative criterion
- c. Attitudinal criterion

d. Pedagogical criterion (Corder, 1973 p. 63)

a. Linguistic Criterion

Linguistics is the scientific study of language based on the scientific description of formal properties. From this criterion, errors on grammar are less severe than that of lexical ones, since grammatical rules are more general than lexical ones because they are applied to larger number of instances. In the same way, global errors are more serious than local ones.

b. Communicative Criterion

Generally it is believed that greater the intelligibility of language, greater the efficiency in communication. This criterion is based on the mutual understanding/comprehension. This criterion judges/evaluates errors from message orientation.

c. Attitudinal Criterion

Determination of error gravity is a subjective enterprise. EG depends upon the attitude of the people towards the errors made by FL learners. It is found that use of native accent by foreigners irritates the native speakers. This criterion is dependent upon the effect of an utterance in the learner.

d. Pedagogical Criterion

From this perspective those errors which are directly related to the teaching item are serious. This criterion emphasizes that no error is more or less serious inherently. Instead, this depends on the matter taught. For example, while teaching grammar, grammatical errors are more serious.

1.1.5 Correction of Errors

Correcting the errors committed by learners improves their proficiency in a particular language. According to Bright and McGregor (1970, p.154), language teachers should try to avoid the errors by taking the following factors into account.

- a. When making correction, the teacher should not forget to illustrate the errors with examples. The illustrations should be contextualized as far as possible.
- b. The purpose of correction is not only correcting the particular instance of error but. Also correcting the underlying rule the learner is learning in a wrong way.

Edge (1989, p. 20) says, "Correction is a way of reminding students of the forms of Standard English. It should not be a kind of criticism or punishment." So, Teachers have to help the students to get rid of such problems without hampering their motivation to writing. Respecting the correction of errors, Edge (1989, p. 3) says, "Correction should not mean insisting on everything being absolutely correct. Correction means helping student to become more accurate in their use of language."

Language learning cannot be confined to the question of acquiring a set of automatic habits, but rather as process of discovering the underlying rules, categories and systems of choice in the language by some sort of processing by the learner of the data processed to him by the teacher. Corder (1973, p.

293) argues that "errors are the evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course". The technique of correction is not one of simply presenting the data again and going through the same set of drills and exercises to produce the state of over learning. Rather, it requires a teacher to understand the source of error so that he can provide the appropriate data and other information.

A technique of correction which merely draws the learners' attention to the fact of errors, is unlikely to provide him with the evidences he needs to discover the right system. Knowledge of being wrong is a starting point only. Little better is the simple provision of a correct reconstructed from the learners' erroneous utterance. Coder, (1973, p. 297) believes that "More useful might be a comparison of the reconstructed forms with its translation equivalent in the mother tongue of the learner". Language learning is not parrot learning; we do not learn or practice examples. They are the data from which we induce the systems of the language. Skills in correction of errors lie in the direction of exploring the incorrect forms produced by the learner in a controlled fashion.

According to Brown (*ibid.* p. 219):

As the focus of classroom instruction has shifted over the past few decades from emphasis on language forms to attention to functional language within communicative contexts; the

question of the place of error correction has become more and more important. The research on this issue (Long, 1988, Light brown and Spada, 1990) suggests that form focused instruction can indeed increase learner's levels of attainment.

How can we judiciously approach to error correction/treatment in the communicative classroom? This is one of the triggering issues of the present day. One of the keys to successful learning; lies in the feedback that a learner receives from others.

Brown (ibid.) further elucidates the idea of correction in terms of signals of colors... the green light of the effective feedback mode allows the sender to continue attempting get a message across; a red light causes the sender to abort such attempts. The traffic signal of cognitive feedback is the point at which error correction enters in, a green light here symbolizes non-corrective feedback that says "I understand your message." A red light symbolizes corrective feedback that takes on myriad of possible forms and causes the learner to make some kind of alternation in production. To push the metaphor further, a yellow light could represent those various shades of colors that are interpreted by the learner as falling somewhere in between a complete green light and a red light, causing the learner to adjust, to alter, to recycle back, and to try again in some way. Not that fossilization may be the result of too many green lights when there should have been yellow or red lights.

Cognitive feedback must be optional in order to be effective. Too much negative cognitive feedback is a barrage of interruptions, corrections and overt attention to malformations often leads learners to shut off their attempts at communication. They perceive that so much is wrong with their production that there is little hope to get anything right. On the other hand, too much positive cognitive feedback serves to reinforce the errors of the learner. These may result the persistence and even fossilization, of such errors. The teacher should mediate between the two extreme poles. Providing enough green lights to encourage continued communication but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all "(Brown, *ibid.* p. 220).

Long discussion has been made on theoretical backdrop, now we can turn to the possibilities of when and how to treat errors in the language classroom.

Long (1977, as cited in Brown, *ibid.* p.220) suggested that:

Having noticed an error, the first decision the teacher makes is whether or not to treat it at all. In order to make the decision, the teacher may have recourse to factors with immediate temporary, bearing such as the importance of the error to the current pedagogical focus on the lesson, the teacher's perception of the chance of eliciting correct performance from the student of negative feedback is given and so on. Consideration of those ephemeral factors may be preempted, however, by the teacher's belief (conscious or unconscious) as to what a language is and how a new one is learned. These beliefs may have been formed years before the lesson in question.

Hendrickson (1980, in Brown, *ibid.*) contends that local errors usually need not be corrected since the message is clean and correction might interrupt a learner in the flow of productive communication global errors need to be corrected in some way since the message may otherwise remain garbled.

The matter on how to correct errors gets exceedingly complex. Researches on error correction are not all conclusive on the most effective method or technique of error correction. Chun et al. (1980, as cited in Brown, *ibid.* p. 221) says that "In natural untutored environments nonnative speakers generally get corrected by native speakers only on small percentage of errors that they make".

1.1.6 Significance of Learner's Errors

Errors are the inevitable outcomes/byproducts of any language learning process about which the teacher should make as little fuss as possible. Teachers have not always been very impressed by the contribution from constructivists for the reason that their practical experiences have usually already shown them where these difficulties lie and they have not felt that the contribution of the linguists has provided them with and significantly new information. They argue that many of the errors with which they were familiar were not predicted by the linguists anyway.

Corder (*ibid.*) views that there are two schools of thought. He says that:

Firstly, the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place and therefore, the occurrence of errors are merely sign of the present inadequacy of our teaching techniques. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred (p. 298) .

Both of these views have theoretical standpoint on behaviorism in psychology and structuralism in linguistics. Corder (*ibid.* p 279) contents that no one expects a child learning his mother-tongue to produce from the earliest stage only forms which in adult terms are correct or non-deviant. Generally, we interpret his incorrect utterances as being evidence that he is in the process of acquiring language and indeed for those who attempt to describe his knowledge of the language at any point in its development, it is the errors which provide the best evidence. He further argues that when the child speaks correctly, it is quite possible that he is only repeating something that he has heard. We are all

aware that in normal adult speech in our native language we are continuously committing errors of one meaningless to state rules for making mistakes.

Mistakes are of no significance to the process of language learning. However, the problems of determining what is a learner's error in one of some differently and involves a much more sophisticated study and analysis of errors than is usually accorded them. A learner's error provides us with the system of the language that he is using at particular point of time. According to the Corder (1973, p. 297) they are significant in three different ways:

First, to the teacher that they tell him if he undertakes a systematic analysis how far towards the goal the learner has progressed and consequently, what remains for him to learn. Second they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly (and in a sense this is their most important aspects), they are indispensable to the learner himself, because we can regard the making of errors as a device the learners use in order to learn. It is a way the learner has of testing his hypothesis about the nature of the language he is learning. The making of errors, then is a strategy employed both by children acquiring their mother tongue and by those learning a second language.

Simple provision of the correct form may not always be the only or indeed the most effective form of correction since it bars the way to the learner testing alternative hypothesis. Marking a learner try to discover the right form could often be more instructive to both the learner and the teacher. Corder (*ibid*, p. 299) puts forward his view regarding correction as:

The utterance of a correct form cannot be taken as proof that the learner has learned the systems which would generate that form in a native speaker. Since he may be merely repeating a heard utterance, in which

case we should class such behavior not as language, but in Spolsky's (1966) term "language like behavior."

1.1.7 Correction Techniques

Mistakes/ errors are inevitable and a natural part of the learning process. We can apply different types of techniques to correct the errors. This section discusses some techniques of correction of errors.

Conferencing

The writing conference is a face-to- face conversation between the teacher and student. Hedge (2000) says. That the teacher can talk about writing in progress, give support with organization of ideas, assist with the language and extend the student' thinking about the topic. "Conferencing encourages students to think about writing as something that can be organized and improved and gives them an opportunity to talk about their writing reflect on the process" (Hedge 1988, p. 154).

Reformulating

It is a valuable technique which makes revision and editing an integral part of writing classes. Hedge (1988, p. 159) says, "It moves away from the narrower idea of ' correction', which often tends to focus on the surface features of language". The teacher collects the written works of the students and marks the errors by underlining of using a system of symbols. He rewrites one student's essay making sure he follows the ideas closely, but improving accuracy and appropriacy. Then he makes photocopy of the original and reformulation and distributes both to the class. The class compares them, looking for the changes and discussing the reasons for them. At last the students go through their own draft essays and revise them to produce a final draft.

Give the Students Chance to Correct Themselves

In every case the teacher should give the students the chance to correct the mistakes themselves. If the teacher jumps in immediately with a correction, an opportunity for real understanding is lost.

Involve the whole Class

If the students are not able to correct the errors individually, the teacher should invite the other students to correct before providing the correct form of the language. "It helps to keep all the class involved while an individual is answering a question; by involving students in correcting each other it makes clear that language learning for them is a corporate activity" (Lewis and Hill 1992, p. 91).

Correct Mistakes Selectively

We, the teachers, do not attempt to correct all the mistakes in a piece of writing, but only those in certain areas, such as tenses or articles, either because this is where the students particularly need help or because we have decided to focus attention on these for a while (Byrne 1988, p.125). Certainly this approach is more positive than total correction, the traditional approach to the correction of written work.

Indicate Mistakes so that the Students can Correct it

The teachers underline the mistakes and use some kind of symbol to focus the attention of the students on the kind of mistake they have made. Byrne (1988, p.125) suggests the following symbols, that can be used by teacher to mark the errors.

On the basis of the people involved in the correction of errors, there are three correction techniques. They are:

a. Self Correction

Spotting one's own errors is more difficult than spotting other people's errors. But as they are indicated, everyone prefers self correction than to be corrected by someone. It paves the path for farther progression since the learner himself is involved in the process. It is one of the best techniques for the time being. Edge (1989, p. 24) states:

The first thing to remember is that the best form of correction is self correction...People usually prefer to put their own mistakes right rather than be corrected by someone else. Also, self correction is easier to remember because someone has put something right in his/her own head.

The teacher may simply indicate the existence of an error or provide some clues to recognize and correct it. This lets the students a chance to edit their own work, discuss the confusions with the teachers and rewrite as accurately as possible. These are the genuine processes which let the students learn more and more. This technique can be used at any level them as per the situation is a diagnostic technique which informs the student about the existence of the error. But it may not be always possible to correct one's errors by him/her.

Although, the cardinal task of correcting own mistakes and errors has to be done by the students, the role of the teachers cannot be totally discarded. The teacher can help the students by diagnosing the type of error as well as by spotting the prevalence of the error. Edge (ibid.) contends that we should not correct the errors ourselves, but should show that the mistake has been made.

b. Peer Correction

The capacity of everyone is peculiar to himself on herself only. If the learner who committed an error cannot correct, his/her peers are let a chance to correct that this promotes the feelings of collaborative learning, mutual understanding / affinity and follows the principle of two heads are better than one. The teacher may or may not mark/ diagnose the errors. Bright and McGregor (1970, in Dangal, 2006) contend that it is the pupil and not the teacher who should learn

to spot mistakes by practicing proof reading. It is the pupils and not the teacher who should take responsibility for eliminating mechanical errors. In the similar fashion, Cross (1992) says, "It is better that students check their own work, finding and correcting own mistakes and requesting explanation for difficulties."

K.C. (1999) has given various names for the correction technique viz. peer response, peer feedback, peer critiquing, peer editing, and peer evaluation. In this technique the students can correct their errors in a class as pair work, group work or in a whole class. But it is not always possible and applicable in each and every situation. It is because all students do not take part actively in each and every activity and that always two or three people try to answer.

Furthermore, who wants to be corrected may lose their face in the large classes.

Peer correction can be more effective than the self correction so far as the correction techniques of errors are concerned because as Bertram and Walton (1991, as cited in Dangal, *ibid.*) put that this is undoubtedly more effective as students, like everybody else, find it easier to see other people's mistakes than their own. It is peculiarly useful in the cases of what we call errors because the learner can correct mistakes, lapses etc. him or herself for the errors cannot be corrected by themselves. The advantages of peer correction are given below.

- a. When a learner makes a mistake and other learner corrects it, both learners are involved in listening to and thinking about the language.
- b. It induces a more conducive atmosphere and helps to make students more independent as the students can learn from each other.
- c. The students are encouraged make their own decisions about correctness. This gives them more responsibility for the use of language.
- d. When a teacher encourages the learners to correct each other's mistakes, he gets a lot of information about the learner's ability.

- e. Weaker students can also help stronger ones by drawing their attention to the mistakes they make.
- f. Saves teacher's time and give permanency to learning.
- g. Practice of indicating other's errors helps students to spot their own errors.

c. Teacher Correction

There is a great debate on the issue that "who should correct?" Teacher correction is the most pervasive and effective technique, it is regarded as an authoritative, though, this technique has been in existence from the onset of the teaching and learning processes and with the time being the students are given chance to correct their own mistakes thinking that this lets the students to accumulate their capacity to learning. With the advancement of science, technology and other influencing philosophical thoughts, this technique has theoretically been discarded but in practice it is still prevalent.

If any errors which cannot be corrected either by the student who committed or by their peers, it should corrected by the teacher. But the teacher should not always intrude the pace of learning by directly involving himself in correction. Rather, he can give some clues on correction, e.g. repetition of erroneous utterance, shrugging of body and nodding of the head etc. so that the student can realize that s/he has made some mistakes; encouraging the student. Correction does not mean insisting on everything, the learner is incorrect but helping him to become more accurate in his/her use of language.

1.1.8 Views on Learners' Error

Generally there are two views on learners' errors. The attitude of the two schools is not same in any respect. These views are:

a. Behaviorist View

This view on teaching and learning was dominant during the Second World War up to early 60s. Based on the structuralism in linguistics and behaviorism in psychology, this school presupposes that learning a language is a matter of habit formation. Furthermore this view regards that learning is governed by the conditions in which the learner is placed. As a branch of structural linguistics, it believes that language is the system of structures and learning involves the learning of those elements in certain hierarchy. The proponent of this view was B. F. Skinner with his renowned work entitled operant conditioning theory. Skinner believed that habits can only be formed through habit formation. Ellis (1985, p.21-22) says that:

According to behaviorist learning theory, old habits get in the way of learning new habits. Where SLA is concerned, therefore the grammatical apparatus programmed into the mind as the first language interferes with the smooth acquisition of the second. The notion of interference has a central place in behaviorist accounts of SLA.

He further says that interference was the result of the proactive inhibition which is concerned with the way previous learning interferes or prevents the learning of the new habits. In SLA, proactive inhibition according to Ellis (*ibid*, p. 22) works as "Where the first and second language share a meaning but express it in different ways, an error is likely to arise in the L2 because the learner will transfer the realization device from his first language into the second." Learning of L2 involves developing new habits wherever the stimulus-response links of the L2 differ from those of the L1. In order to develop naïve habits the learner has to overcome proactive inhibition.

Behaviorist learning theory predicts that transfer will take place from the first language to the second language. The transfer will be negative when there is proactive inhibition. And in such cases, errors will result. If the first and second language habits are not idiosyncratic, there will be chances of positive transfer and the proneness of error is also less. Thus the differences between the

languages (the first and the second) create difficulties which lead to erroneous result whereas the similarities between the languages concerned results ease in learning.

Behaviorism considers errors as undesirable elements which impair the pace and amount of learning. They are the evidences of non-learning, of the failure of the student to overcome the proactive inhibition. Some are very concerned about the possibility of wrong habits to be habituated if they are tolerated. Brooks (1960, as cited in Ellis, *ibid.* p. 22) writes "Like sin, error is to be avoided and its influence overcome,..." So, errors according to behaviorist theory, are the results of non-learning, rather than wrong learning and are immediately corrected as soon as they appear.

b. Mentalist View

Ellis (*ibid.*) views that Chomsky's (1959, p. 158) attack on Skinner's theory of language learning led to a reassertion of mentalist view of first language acquisition in place of the empirical approach of behaviorists. As a pioneer of generative linguistics, Chomsky has turned the entire era into opposite pole. He stresses on the active participation of the learner and decreases the role of reinforcement and imitation. He claimed that each child is guided by the universal features of languages and the child's duty is just to provide it with the shapes as per the instructions he has been provided with. This view was also supported by McNeil (1970). The universal properties of language are a set of innate linguistic properties. This can be summarized by Chomsky (1966, as cited in Ellis, *ibid.* p. 43):

Primary linguistic data LAD G

For the language acquisition device (LAD) to work, the learner needs access to the primary linguistic data (i.e. input). Similarly, Lenneberg (1967, in Ellis, *ibid.*) emphasized the biological properties of language and that only homo-sapiens can acquire language. The child builds up his knowledge of his mother

tongue by means of successive stages of hypothesis testing. Lenneberg (ibid.) argues that learners test their series of hypotheses against the primary linguistic data. So, mentalist view on language learning is a testing and retesting of hypotheses against the primary linguistic data. They view the particular language used by the language learner as an inter-language lying somewhere between the languages concerned. In course of learning a language a learner may make a lot of erroneous utterances which are viewed positively as outcomes of learning. According to Brown (1994, p. 26):

Research has revealed that the child's language at any given point is a legitimate system in its own right. The child's linguistic development is not a process of developing fewer and fewer 'incorrect' structures, not a language in which earlier stages have more mistakes than latter stages. Rather, the child's language at any stage is systematic in that the child is constantly forming hypotheses on the basis of the input received and then testing those hypotheses in speech. As the child's language develops, those hypotheses get continually revised, reshaped and sometimes abandoned.

In this way, this view regards errors neither as a result of learner's faulty practice and non-learning nor as sin. Instead, they view them as a natural phenomenon and outcomes of the learner's regular and constant testing and retesting of hypotheses.

1.2 Review of Related Literature

Shrestha (1989) conducted a research entitled "The Errors in Subject-Verb Agreement Committed by the Nepali Learners of English." His study was intended to explore the errors of class nine students in subject-verb agreement. He found that students are likely to commit high frequency of errors when the head word is preceded or followed by a word of opposite nature in grammatical number.

Furthermore, Sharma (2001) carried out research entitled "A study on the Errors Committed by Grade Nine Students in Question Formation." His main purpose of the study was to identify and analyze errors in question transformation. This research was based on the primary data collected through test items with two types of question; Wh- and yes/no. His main finding was that the student's proficiency in forming question was very low/poor.

Karki (2002) conducted another research entitled "A Study on the Evaluation of Grammatical Errors". He utilized the primary data collected from the students of lower secondary level. His main objective was to identify and describe the types of grammatical errors committed by the students studying at lower secondary level in Nepal. This study was intended to find out the status of Nepali learners in using different grammatical items. His main finding was that most frequent errors were in article, preposition, passivization, s-v agreement, gerund, infinitive condition etc.

Similarly, Karna (2002) conducted a research entitled "A study of Errors Committed by Grade XII Students." His main objective was to find out the actual ability of the Nepalese students in applying adverbs. He analyzed the data descriptively following simple statistical tools. His main finding was that students of public school committed more errors than the private school in the use of adverbs.

Maharjan (2010), conducted a research on "Learner's Error and their Evaluation." His main objectives were to identify, describe, and explain the grammatical errors committed by the Nepali, non-Nepali English teachers and native English speaking teachers to find out whether there are any consistent and significant differences in the error gravity perceptions of the Nepali non-Nepali and native English speaking teachers to determine the gravity of the errors and their hierarchy through the lenses of intelligibility and acceptability against the background of the evaluators. For his study he collected answer sheets of the students of the higher secondary school level students and

identified the errors committed by them in different grammatical categories. He also utilized three sorts of evaluators -100 native English speaking teachers, 100 Nepali English teachers if higher secondary school and 20 non-Nepali English teachers teaching elsewhere from the countries other than Nepal, England, America, Australia, The New Zealand and Canada. He utilized stratified random sampling procedure in order to select the population. He found that tense holds the highest level of difficulty for the students, preposition was in the second, articles third and infinitives and gerund were the fourth. Regarding the teachers' perception on students' errors, the Nepali English teachers were found to be the most severe judges against their native English speaking teachers who leniently marked the errors. The non-Nepali evaluators were in between two, whereas native Nepali evaluators were far more lenient than either Nepali or non-Nepali English teachers. He also concluded that female evaluators were more severe than their male counterparts.

Albpechtsen and his associates (1980) studied the evaluations of native British informants on deviant structures of discourse produced by David learners of English in interview situation. The objective of the study was to asses the direct effect of learner language on interlocutors (direct effect includes the question of comprehensibility and other attitude). The study reveled that:

- a. Correctness and intelligibility of a text highly correlated each other i.e. whereas incorrect inter-language may not be easy to comprehend; correct inter-language is easily comprehended by native speakers.
- b. There is a clear difference between the intelligibility of lexical errors and that of phonetic and syntactic errors.

Shrestha (1989) conducted a research entitled "Error Gravity on S-V Agreement." He concluded that the subjects are of the following types.

- i. The number of N+pl

- ii. NFva of N+pl
- iii. Each/Every/Neither/Either N or One
- iv. S adj.
- v. S units.
- vi. verbal
- vii. Dummy there
- viii. It all
- ix. (pre M) N (post M)
- x. SN-cl.
- xi. A number of N+pl
- xii. Quantifier (all) of N Mass

This is a brief overview of all researches that have been conducted in the area of error analysis. Though, there are so many researches that have been carried out in the field of errors analysis so far, there is no any research work conducted on this title.

1.3 Objectives of the Study

The study had the following objectives:

- a. To find out the views of the teachers on peer and self correction techniques in grade nine.
- b. To compare the views of teachers about peer and self correction.
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

Correction can be defined as 'feedback on errors'. Researchers are interested in errors because they believe to contain valuable information on the strategies

that people use to acquire a language. Moreover, according to Richards (1974, p. 15) At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort Before correcting errors, we have to pay due attention to the positive and negative aspects of correction is implemented. Though, it is a small scale research. It will find the view of government aided school teachers about peer and self correction techniques. It will be valuable for many concerned people. The study will equally be useful for the error analysis, Linguists, researcher, curriculum designers, textbook writers. Language teachers and the students of language and linguistics.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the present study the following methodology was adopted.

2.1 Sources of Data

Sources are the informants from which we collect either primary or secondary data. Every research is dependent upon the data that have been systematically collected from any resources. To accomplish the intended goals I used or utilized the sources of data.

2.1.1 Primary Sources of Data

The primary sources or data for this study were teachers who were teaching English in government aided secondary schools in Jajarkot district.

2.1.2 Secondary Sources of Data

To fulfill the objectives, I used and consulted the previously carried out literature and the materials in books, Corder (1973), Richards (1974), Ellis (1985), Edge (1989), Brown (1994), Byrne (1988), Hedge (2000), Lewis and Hill (1992), Bright and McGregor (1970) and other related books, Journals, magazines, periodicals, research works as well as other related materials which are related to my research topic.

2.1.3 Population of the Study

The research was conducted for the secondary level English language teachers. The population of the study was number of secondary level English teachers of Jajarkot district. There are 9 permanently accepted and 49 purposed secondary schools in Jajarkot.

2.3 Sample Population of the Study

Fifteen secondary level English teachers of government aided schools were the sample population of the study.

2.4 Sampling Procedure

The schools for research were selected using purposive judgmental, non-random sampling procedure and the selected schools were government aided. Fifteen secondary level English language teachers were selected for the purpose/study

2.5 Tools for Data Collection

For this research, questionnaire was the main tool for the data collection. I collected fifteen secondary level English language teachers' views towards peer and self correction techniques for this research.

2.6 Process of Data Collection

To collect the data from primary sources I followed the following step-wise procedures.

First of all I visited the schools, then contacted the authority and concerned people and built up rapport with them.

- a. Then, I randomly selected English teachers from six government aided secondary schools of Jajarkot district.
- b. Then, I explained and clarified my purpose and terms of the questionnaire to the respondents.
- c. I distributed the questionnaire to the selected teachers and requested them to fill in it, and clarified when it needed.
- d. Finally, I collected the filled up questionnaire from the teachers.

- e. At last, I presented the findings and recommendations.

2.7 Limitations of the Study

The limitations of the study were as follows:

- a. The study was limited to the fifteen English teachers' views on peer and self correction techniques only.
- b. It was limited to only fifteen respondents (i.e. English teachers) from government aided secondary schools of Jajarkot district only.
- c. It was limited only to the correction technique.(Only peer and self correction)

CHAPTER THREE

ANALYSIS AND INTERPRETATION

Analysis and interpretation is the main focal part of the study. This chapter provides the analysis and interpretation of the teachers' views on peer and self correction in terms of previously mentioned aspects viz; views of the English teachers on self and peer correction and comparison among them

In the process of analysis and interpretation of the data was carried out under the following topics.

- a. Teachers' views on self correction
- b Teachers' views on peer correction
- c. A comparison of teachers' views on self and peer correction technique.
- d. School wise comparison of teachers' views on self and peer correction

3.1 Teachers' Views on Self Correction

Learners or people usually prefer to put their own mistakes right rather than to be corrected by someone else. Self correction is easier to remember because someone has put something right in his or her own head. It is particularly important to give a chance for self correction when the students have committed what we call mistakes or lapses. The teacher may simply indicate that an error has been committed, and give some time for the students to recognize and correct it. Giving hints by the teacher and correcting errors by the students themselves in this way is known as the diagnostic technique of error correction. This is quite useful technique of error correction as it makes students responsible for their own errors or mistakes and thus, more careful in making improvement. But the weak aspect of this technique is that it is not

always possible for the students to correct their errors themselves. When I distributed twenty-six questionnaire for fifteen secondary level English teachers in Jajarkot district to find out teachers' views on self correction. Mr. Harka Bahadur Khadka said, "They should be given the chance to correct themselves, if they are unable to do so we have to correct them." I also selected fifteen English language teachers from six different government aided schools of Jajarkot. I collected their views on self correction technique in the best way of correcting errors. According to questionnaire, teachers use to create the environment in teaching learning process for error correction students correct their errors as read and re-read, write or re-write after themselves. Among 15 teachers 7 teachers' views: Students correct their errors themselves when the teacher gives some clues, hints like: your answer is not correct, your answer will be correct, your answer i.e. nearly correct. You are left ... sentence, words in ... paragraph check it once again etc. After these clues they try to correct error or mistake themselves. View, they could not correct. Some of the teacher (20%) applied also peer correction they could not correct because of vague of the subject matter and system (i.e. traditional concept, old method etc.) of the educational achievement. Only, the less number of the students did self correction in his/her teaching learning activities, because lack of the language, attention of the students, teacher and school environment, 7 teachers focused the student's correction (i.e. self correction). They also applied a lot of techniques to avoid errors. I also analyzed among fifteen teachers, some teachers (i.e. 5%) did not correct the learners' error. So, the result was that students did not know about the true subject matter. While, I collected the error correction techniques, 5 teachers' views were about peer correction technique. It raises a lot of questions of students' desire, they feel bore and fun both but some answers which were wrong. In the contradiction of that logic rest of the other teachers' views were there. They write or read spontaneously. At that time, they determine a lot of things like: time, marks, status/prestige their work, after few minutes, hour or day gave to chance read their own answer, they found immediately a lot of errors and they felt insufficient of subject matter or

over to write their subject matter. So, they correct themselves i.e. self correction technique.

3.2 Teachers' Views on Peer Correction

When the individual cannot self correct the errors, but some members of the class can correct them, then peer correction can be very useful. When two students work, the discussion helps each one to learn from his or own errors. Two heads are better than one. Moreover, we all have difficulty in seeing our own mistakes, even if a teacher has given us a signal as to what sort of a mistake it is. Cooperation helps develop an ability to see your own mistakes.

I studied and analyzed the views of teachers' on peer correction to find errors. For the study I observed fifteen English teachers within twenty-six questions altogether regarding the peer correction is the effective techniques using to avoid errors. It was the best way of correction while using the teaching learning process. Especially secondary level students are very jealous, creative and active towards teaching learning activities. They really enjoy with this techniques. They also feel to teacher like their friends. Among the fifteen English teachers, this technique is effective for 5 teachers. They knew that they faced a lot of problem which they applied their problems, when the teacher asks for peer correction from the whole class. It might be that two or three learners always want to give answer. It means the teacher needs to call an other students who do not volunteer, or to give more help to correct themselves. It is not good for the class if the few students do the correction all the time. Mrs. Rekha shah English teacher of Tribhuvan Higher Secondary School Khalanga said that peer correction has been effective error correction in her teaching. She also said that peer correction makes teacher as a facilitator or guide in correcting errors while teaching. It means the idea of peer correction is to encourage cooperation, not to put one or two student in the traditional place of the teacher. Similarly, they also faced another problems. If the students do not use to correct each other they may find it very difficulty to change their habit:

they may just listen negatively for mistakes/ error. They feel that they are being criticized by the people who have no right to criticize them. They feel that the teacher is not doing his or her job or duty properly. In this sort of atmosphere, peer correction is useless if not damaging. In such a situation except English teacher, the teacher should not use this technique because it is familiar to his/her students, or he/she should slowly introduce peer correction so that they can get used to it at first in controlled situation. While I analyzed and found by the questionnaire most of the teachers try to apply peer correction in secondary level students because they feel peer correction help the following improvement (i.e. advantage)

- a. When a learner makes a mistake and another learner comments it, both learners involve in thinking about language.
- b. When a teacher encourages learners to correct each other's mistakes the teacher gets a lot of important information about the students' ability.
- c. The students become able to use the ideas that they can learn from each other. So, peer correction helps learners cooperate and helps to make them less dependent on teacher.
- d. If students use to get the ideas of peer correction without hurting each other's feeling, they will be helpful each other to learn when they work in pairs and groups but the teacher can not hear what is said etc.

3.3 A Comparison of Teachers' Views on Peer and Self Correction

Comparatively I found both techniques (i.e. self and peer correction) are used by English teachers at secondary level schools in Jajarkot district which were government aided. Peer and self correction are the techniques of avoiding errors with indirectly. These are the very effective correction techniques in secondary level students in grade IX. Three teachers (i.e. 20%) did not give any response about that because they did not tick any kinds of correction technique. Peer correction technique is less used rather than self correction. Tribhuwan

higher secondary school's teachers mostly used peer correction and other school's teachers used self correction. More or less both techniques are essential to correct errors. They also say that lack of time, lack of environment etc. they did not apply effectively. Although in comparison I found that according to teachers' opinion or views, mostly/frequently used techniques have been used in teaching learning activities. peer correction technique is more effective than other techniques because the teachers who were participated in my study gave logic in appropriate way. they stated that in questionnaire it is the powerful means of teaching not only correcting the errors. It was also found that self correction technique has been used by majority of the teachers but not effective than peer correction technique. peer correction technique has the advanced way of teaching or correcting errors of the learners. Psychologically or environmentally peer correction helps the learners to participate in active teaching and learning activities. But self correction can't cover of peer correction technique because students feel bore when they correct their errors alone.

The above analysis can be presented in the following table:

Teachers' Views on Error Correction

S.N	Types of correction technique	No. of Teachers	Percentage
1	Self correction	7	46.66
2	peer correction	5	33.33
3	No apply correction	3	20.00
	Total	15	100.00

3.4 School wise Comparison of Teachers' Views on Self and Peer Correction

When I studied the views of teachers from different schools I found some new differences. Some teachers use to apply peer correction and some teachers self correction. Even they are experienced they don't care to the correction

techniques. Some teachers use to apply self correction to correct their errors and some teachers apply peer correction technique but it is found that some teachers use to apply teacher correction also. I selected 6 schools and 15 English teachers to find out the teachers' views on peer and self correction techniques who teach in class nine or secondary level. The school wise comparison of teachers' views on self and peer correction technique is given below. I would like to present the analysis of school wise comparison which I found in my study.

A) Tribhuvan Higher Secondary School Khalanga Jajarkot

This school is at Khalanga of Jajarkot. Khalanga is the headquarter of Jajarkot. This school is more advanced than other; I took 4 English teachers from this school who teach secondary level. I found that the teachers of this school are applying both peer and self correction techniques to correct their learners' errors. Two of them chose peer correction and other self correction. The teachers who select peer correction indicated that peer correction helps the teachers to make his/her teaching successful. They also indicated that when the students correct their mistakes and errors they can feel easy to understand the lesson. On the other hand, the teachers who selected the self correction technique they indicated that self correction makes students active and dutiful. And again they indicated that when students correct their mistakes and errors themselves they become self dependent in learning.

B) Shankar Bhavn Secondary School Bahunthan

This school is also located at Khalanga, but little far from bazaar area. I selected 2 teachers from this school for my study. When I studied their filled up questionnaire I found that they use to apply self correction technique to correct their learners' errors. They indicated in the questionnaire that the self correction is widely used correction technique. I found that they apply that technique as effective correction technique for the learners. Even they use communicative method but they are focusing in self correction technique.

C) Shiva vocational Secondary School Kalegaun

This school is also little far from Khalamga bazaar. Because of geographical difficulties this school is facing so many problems in teaching. I selected 3 English teachers from this school to find out teachers' views on self and peer correction techniques. Among three teachers one of them chose peer correction and next one chose self correction. But one teacher didn't choose any technique. The teacher who chose peer correction indicated that peer correction technique makes his teaching or correction easy. He also indicated that when students are busy in correcting their errors each other there the teacher's role becomes facilitator not administrator. But other hand the teacher who chose self correction indicated that self correction makes students curious and active in learning. He indicated that teacher can create suitable environment in self correction.

D) Bijaya Secondary School Chhiprena

This school is in next VDC. to Khalanga but near. It is also located in remote geography. I selected 2 teachers from this school to find out the teachers' views on self and peer correction. When I studied their filled up questionnaire I found that one teacher's focus is on the self correction and another teacher again didn't choose any correction technique. The teacher who chose self correction, gave logic that the self correction helps teacher to make teaching meaningful by activating students to be corrected themselves. He indicated that if students get environment or chance to correct their errors themselves they can be active in learning.

E) Triveni Secondary School Rimna

This school is in Khalanga VDC. but far from Khalanga bazaar. I selected 2 teachers from this school. Among two teachers one focused on self correction and another focused on peer correction technique. The teacher who focused on self correction indicated that self correction helps teacher to correct the learners

errors effectively. He also indicated that self correction helps teacher to make him easy to understand the learners. But other hand the teacher who focused the peer correction for error correction indicated that it consumes the time of teacher and students. He also indicated that It makes students more active and helps them to find and correct their errors in romantic way.

F) Shiva Shankar secondary school Jagatipur

This school is also little far from Khalanga bazaar. Although it is near to highway but it has so many problems in teaching learning English. I selected 2 teachers from this school for my study. One of them focused on peer correction and another didn't focus any correction technique. The teacher who chose or focused on peer correction indicated that peer correction makes teaching meaningful or it is the best way of correcting learners' errors. it avoids the boredom and passiveness of students. it means students can correct their errors themselves in meaningful way. but other hand the teacher who didn't focus any correction technique indicated that teacher's role should be authoritative makes students responsible and active to correct their errors themselves. he also indicated that the teacher correction makes learners readable in class and home.

From the above mentioned analysis we can say that both peer and self correction techniques are being used or focused by the English teachers of government aided secondary schools in Jajarkot district. Specially the teachers who are applying peer correction technique are giving fact logic of it. It has been found that peer correction is more effective error correction technique than others techniques.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, the findings of the study can be summarized as follows:

1. Views on Peer Correction

- a. Peer correction technique was found mostly applied by few teachers effectively. Only 33.33 percent teachers applied this technique.
- b. Peer correction technique consumes a lot of time.
- c. It helps both teachers and students to encourage for group work.
- d. When a teacher encourages the learners to correct each other's mistakes, he gets a lot of information about the student's ability.

2. Views on Self Correction

- a. It was found that 7 teachers i.e. 46.66% used self correction technique to correct their student's errors than peer correction technique.
- b. Among 15 teachers, 7 teachers used self correction technique.
- c. It was found that, Sometime students use to correct errors themselves when they comfort their own errors / mistakes.
- d. Most of the teachers think that self correction is the main technique of errors correction.

4.2 Recommendations

On the basis of the findings of the present study, the following recommendations have been made for accelerating and upgrading the ELT situation and the teaching learning process of error analysis particularly correction techniques.

- a. It is better to use peer correction technique more frequently to check their (students') committed errors.
- b. The teachers should be encouraged to apply peer correction rather than self correction technique.
- c. During the period of research, I consulted the government aided secondary schools and class IX only. I could not find any school or classes so, the text or views related to correction should be added those schools and classes taking concentration of its importance.
- d. The teacher should make the students familiar with the different features/ advantages/ merits etc. of both techniques (i.e. self and peer correction).
- e. The study found that, most of the teachers of different schools use both techniques. So, the trainers, planner, language teacher and the students should be informed of this fact.

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APPENDIX III

NAME OF THE SELECTED SCHOOLS

S.N.	Name School
1	Tribhuvan Higher secondary School Khalanga Jajarkot
2	Shankar Bhavan Secondary School, Bahunthan Jajarkot
3	Shiva Vocational Secondary school, Kalegaun Jajarkot
4	Tribeni Secondary School, Rima Jajarkot
5	Bijayas Secondary School Chhipren, Jajarkot

