

**ERRORS COMMITTED BY ELEMENTARY LEVEL NEPALESE
LEARNERS OF ENGLISH IN USING SIMPLE
PRESENT TENSE**

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

**Submitted by
Ram Chandra Tiwari**

**Faculty of education
Tribhuvan University
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal
2015**

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DECLARATION

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

Date: 3rd December, 2015

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Ram Chandra Tiwari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Ram Chandra Tiwari has prepared this thesis entitled **Errors Committed by Elementary Level Nepalese Learners of English in Using Simple Present Tense** under my guidance and supervision.

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DEDICATION

This research is dedicated
To
All My teachers and friends

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Ram Chandra Tiwari

ABSTRACT

This present study is an attempt to find out the problems using simple present tense by Elementary **Errors committed by Elementary level Nepalese learners of English in using simple present tense.** To achieve the objective of the study, the researcher used both Primary and secondary sources of data. The researcher purposively selected fifty five Nepalese learners of English from five language schools of the Bharatpur Sub-Metro Politician. In a similar vein, the researcher also took help of the books, articles and journals related to grammar. The main tools of data collection were test items. This study found out the types of errors like addition, omission, wrong word order, subject –verb agreement, using progressive form in place of the simple present verb, past form in place of simple present verbs, wrong use of voice and wrong selection of tense while expressing the function of simple present tense.

The research study has been organized in five chapters. The first chapter deals with general background, statement of the problems, objectives, research question, significance of the study, delimitations of the study. The second chapter comprises the review of theoretical literature, empirical literature and conceptual framework. Similarly, research methodology, study design, data analysis and interpretation procedures etc. are discussed in the third chapter. The fourth chapter includes analysis of data and interpretation of the results and summary. In the last chapter, conclusion and recommendation for different groups are presented. The concluding chapter is followed by the references and appendices that list the sources and tools used in doing the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Abbreviations</i>	<i>xii</i>

CHAPTER I: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of Problem	2
1.3	Objective of Study	2
1.4	Research Questions	3
1.5	Significance of the Study	3
1.6	Delimitations of the Study	3
1.7	Operational Definition of the Key terms	4

CHAPTER II: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1	Review of related Theoretical Literature	5
2.1.1	Steps of Errors Analysis	9
2.1.2	English Language in the Context of Nepal	9
2.1.3	Role of Grammar	10
2.1.4	Tense System	11
2.1.5	About Simple Present Tense	11

2.1.6	Formation of the Singular and Plural	14
2.2	Review of Empirical Literature/Previous Studies	14
2.3	Implication of the Literature Review for the Study	15
2.4	Theoretical/Conceptual Framework	15

CHAPTER III: METHODOLOGY AND PROCEDURE OF THE STUDY

3.1	Design and Method of the Study	17
3.2	Population, Sample and Sampling Strategy	17
3.3	Study Area/Field	17
3.4	Data Collection Tools and Techniques	17
3.5	Data Collection Procedures	18
3.6	Data Analysis and Interpretation Procedure	18

CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULT

4.1	Analysis of Data and Interpretation of the Result	19
4.1.1	Types of Errors Committed in Simple Present Tense	19
4.1.1.1	Types of Errors in Multiple Choices	19
4.1.2	Errors in Free Writing	21
4.2	Summary of Findings	26

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

5.1	Conclusions of the Study	27
5.2	Recommendation	27
5.2.1	Policy Level	27
5.2.2	Practice Level	28
5.2.3	Further Research	28

References

Appendix

LIST OF TABLES

	Page No.
Table No. 1 Types of Errors in the Response of Multiple Choice Problems Related to Simple Present Tense	20
Table No. 2 Types of Errors committed writing Daily Routine	22
Table No. 3 Learners Committed Errors while Describing Room	23
Table No. 4 Expressing Scheduled Events in the near Future	24
Table No. 5 Expressing Universal Truth or Fact	25

LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
CA	Contrastive analysis
Dr.	Doctor
e.g.	For example
EA	Error analysis
et al.	And others
etc.	Etcetera
F	Frequency
i.e.	That is
L1	First language learners
L2	Second language learners
M. Ed.	Master's Degree in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
P.	Page
PP.	Pages
Prof.	Professor
S.N	Serial Number
T.U	Tribhuvan University
TEFL	Teaching of English as Foreign Language
TL	Target language

CHAPTER - ONE

INTRODUCTION

1.1 Background of the Study

Error analysis (EA) is often compared with CA because the assumption is that CA predicts the areas and nature of L2 errors with respect to L1 interference. Error analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2.

While CA examines similarities (ease) and differences (difficulty), the EA compares the learners' actual performance in L2 forms with the standard forms or rules of that L2. Thus, EA is carried out to examine the differences, particularly errors, in the learner's production of target language so; errors analysis is a type of linguistic analysis that focuses on the errors that L2 learners make. In EA, L2 learner's production is compared with the standard norms of the L2. Thus, EA also has a deep concern to L2 acquisition process.

According to Richards et al., (1996, p127), error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.

Michaelides (1990, p. 30) states that the systematic analysis of student's errors can be the great value to all those concerned, i.e., teachers, students and the researchers. For teachers it can offer clear and reliable picture of the students' knowledge of the target language.

From the origin of the concept of EA, it has been used for pedagogical remediation in the context of second language classrooms. The L2 learner's production is analyzed, and the errors are minimized. There are a number of steps taken for conducting the

error analysis. These steps generally include: data collection, identifying the errors, classifying the errors, qualifying the errors, analyzing the source and remediating the errors. The steps of EA are more explicit and strategic than the explanation of CA. The data in EA are collected from the learners' actual performance; they are identified with certain criteria. They are classified to make the analysis more effective; most importantly, the data are qualified and analyzed by using standard tools; then sources of errors are address and the errors are remedied .Thus the steps of EA look much scientific and logical, no matter what theoretical base it stands on.

Error analysis has a long history. Individuals have always been interested in why errors were made.

However, Error analysis emerged into scientific thought and fixated on two elements of the error produced: 1. what was the error? And why was it made?

1.2 Statement of Problem

Elementary level Nepalese learners of English committed addition, omission, wrong word order etc. types of errors in the use of simple present tense. Many learners committed errors due to the lack of the knowledge of subject verb agreement rules and absence the knowledge of singular and plural making suffix.

Learners committed the errors due to the insufficient exercise and lack of the repetition of the exercise. They also committed errors in using simple present tense due to the influence of the first language and miss interpretation of the target language rules.

1.3 Objectives of Study

The clear objectives need to be structured that lead the researcher to undertake the study systematically in order to carry out the research. The objectives of this study were

1. To identify the types of errors committed by Elementary level of Nepalese English language learners in the use of simple present tense.

2. To suggest some pedagogical implication

1.4 Research Questions

The following question triggered to carry out this research.

1. What sorts of errors are committed in the use of simple present tense by Elementary level of language learners?
2. What should be the suggestion to remove these errors?

1.5 Significance of the Study

This research work entitled 'Errors committed by Elementary level Nepalese learners of English in using simple present tense' aims at figuring out the errors regarding their knowledge. It also helps to finding out their different ability and leveling their position. Find out errors means knowing the types of errors and their causes. This helps the curriculum designer to take the necessary steps to design and implement the course book especially with regard to the chapter of simple present tense. Mainly this research intends to examine knowledge of students and listed out errors committed by them.

Similarly, this research also carries importance for those researchers who wish to undertake researches on different aspects of errors committed in using simple present tense in the days to come. The findings of this study will also be useful to all who are directly or indirectly involved in teaching, learning, and designing chapter in simple present tense.

1.6 Delimitations of the Study

This study is limited in the following way:

1. The research study was limited to 55 Elementary level Nepalese learners of English from 5 language schools.
2. The tools for data collection were only test items (Objectives question and Subjective question).

3. The primary aim of this research to find out the types of errors and its causes.
4. Researcher used question items designed by himself.

1.7 Operational Definition of the Key Terms

Elementary level: In this study, the word ‘Elementary level’ refers to the basic level of language learners who learns the language to gain the basic knowledge. In elementary level, language learners can be any aged group and their purpose is to learn the basic concept of English grammar and can able to give self introduction, describe daily routine, telling some things about family, friend etc. by using very common and simple words and sentence structures.

Language school: In this study, the word ‘language school’ refers to the school where English language is taught to fulfill the need and desire of the learners and these schools are established by private sector registering in the government organizations. These schools main purpose is to give the knowledge of English language in different level to fulfill the query of learners.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Chomsky (1965) argues that human learning, particularly language acquisition, could not be explained by simply starting off with a "tabula rasa" state of mind.

Chomsky made an emphatic distinction between the "competence" of a language user and the "performance" of this language user. The competence consists in the knowledge of language implement performance-grammars rather than competence-grammars. These performance-grammars must not only contain information about the structural possibilities of the general language system, but also about "accidental" details of the actual language use in a language community, which determine the language experiences of an individual, and thereby influence what kind of utterances this individual expects to encounter, and what structures and meanings these utterances are expected to have.

Ferguson (1965) pointed out that one of the major problems in the learning of a second language is the interference caused by the structural differences between the native language of the learner and the second language. A natural consequence of this conviction is the belief that a careful contrastive analysis of the two languages offers an excellent basis for the preparation of instructional materials, the planning of courses and the development of actual classroom techniques.

Corder (1967) states that learners acquire the rules of language in a predictable order; some rules are acquired earlier and others later. Besides, the difficulties can come up because writing combines many aspects or components, such as vocabulary, structure, or spelling. In particular, the learners usually find problems in using grammar properly, especially in constructing words into correct utterances or sentences. According to Corder, "pre-systematic" errors are those made while the learner is still attempting to make his hypotheses about the new language system, while "systematic"

errors are those made when the learner "has formed some concepts of hypotheses which of the point of issue which are, however, wrong in some way." Errors, which are related to this type of inaccurate hypotheses regularly, occur in the process of SLL. The third type of post-systematic errors covers deviant language forms, which occur where previously systematic errors have been corrected and that the rule has been rightly understood, but performance is inaccurate, because the learner has temporarily forgotten the rule.

Richards (1971) classified errors observed in the acquisition of English as a second language as follows: a) Overgeneralization, covering instances where the learners create a deviant structure on the basis of his experience of other structure of the target language; b) Ignorance of rule a result of failure to observe the restrictions or existing structures; c) Incomplete application of rules, arising when the learners fail to fully develop a certain structure required to produce acceptable sentences; d) False concepts hypothesized, deriving from faulty comprehension of distinctions in the target language.

Selinker (1972) built on the error analysis approach of Corder, with whom he worked at Edinburgh University. The main tenet of the interlanguage hypothesis, as formulated first for adult learners (Selinker 1972) and later for child learners (Selinker, Swain and Dumas 1975), is that the language of foreign language learners is itself a linguistic system independent of either L1 or L2, although influenced by both. It will differ from the native speaker system in ways which are systematic, so that the differences between learner production and target norms will not be random. Errors which define these differences to some extent will be relatively stable over a period of time, and the interlanguage will be mutually intelligible among similar types of learner. Interlanguage is a dynamic system moving in the direction of the target language. The assumption is that by studying learner production access can be gained to the mental processes which underlie it, and that ultimately this will improve understanding of how foreign languages are acquired. The term "interlanguage" thus refers to a intermediate language between the native and the target language. It was derived from Weinreich's (1953,p.7) "interlingual identifications" (Selinker 1972, p.

211). Selinker actually first used the term interlanguage in an earlier paper on language transfer (Selinker, 1969, p.71), and at that time he seemed to regard cross-lingual influence as the major influence on interlanguage. Selinker (1972) identified five central processes underlying language learner language which distinguish it from the way in which first language acquisition proceeds.

Language transfer

Transfer of training

Strategies of L2 learning

Strategies of L2 communication

Overgeneralization of L2 rules

Dulay et. al. (1982) offers a more loose view of what an intralingual error is. He states that "Intralingual errors occur when an L1 does not have a rule which L2 has; the learner applies an L2 rule, producing an error." This implies that whenever an error could not be attributed to L1 interference, it is treated as an intralingual error. However, Dulay et al. (1982) present a radically different view with regard to the description and explanation of L2 learners' errors. They argue that in the literature of EA there is a gross confusion between the description of L2 learners' errors and the explanation of their sources.

According to Krashen (1985), learned competence and acquired competence develop in very different ways. In his view, language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained. Language acquisition, however, occurs quite differently, for it develops exclusively, Krashen believes, through "comprehensible input." That is, second-language students acquire language competence by exposure to language that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. The most valuable input for acquisition is language that goes just a step beyond the structures which second-language students have already acquired (or, in Krashen's terminology, $i + 1$, where i represents language at the students' current level of competence). No matter how appropriate the

input, however, acquisition will not occur if a student's "affective filter," or collection of emotional responses that impede comprehension of meaning, is raised. Importantly, Krashen insists that learning does not turn into acquisition except in a certain convoluted way. This can occur only if second-language students successfully monitor their language production so that they provide their own grammatically correct comprehensible input.

Ellis (1994) examines possible reasons for fossilization and finds no single cause. Selinker identifies five central processes associated with fossilization: language transfer, strategies of SLL, strategies of SLC, and overgeneralization of TL material. The combination of these processes produces what might be seen as entirely fossilized IL competence, for language development has stopped. The making of errors, within the perspective of EA, is viewed as the natural route followed by both children acquiring their L1 and L2; teachers should be more tolerant of students' errors in initial and immediate stages of language learning.

To sum up, Error analysis (EA) is basically concerned to CA because the assumption is that CA predicts the areas and nature of L2 errors with due respect to L1 interference. Error analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2.

2.1.1 Steps of Errors Analysis

There are various steps of errors analysis suggested by the different linguists and grammarians. An error is occurred where the language learner does not possess the knowledge of the correct usage and a mistake is occurred due to the lapse in memory and tiredness. An example of a mistake is that when a learner knows the distinction between masculine and feminine pronouns she uses the pronoun 'she' when referring to a man.

According to Corder (1974) steps in EA research:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

According to Gass and Selinker (2008, p.103) identified 6 steps followed in conducting an error analysis:

1. Collect data
2. Identify errors
3. Classify errors
4. Quantity errors
5. Analyze source
6. Remediate

2.1.2 English Language in the Context of Nepal

Teaching English began in Nepal in 1910 B. S. The teaching of the English in Nepal was formally introduced for the first time at Darbar High School in 1853 A. D Prime Minister Jung Bahadur Rana established this school after returning from England to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 to strengthen the ties of friendship with British Empire. He realized the importance of the English language to communicate and strengthen his friendship with the English people to make his position stronger in Nepal. He invited a native English teacher to teach the children of Rana and Royal families. However, it was opened for the general public in 1885 A.D. After the establishment of Trichandra College in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, there were only a limited number of schools and colleges which provided education in English medium. Now, it has occupied an important

place in the educational system of Nepal. It is taught as a compulsory subject right from the elementary to Bachelor's level.

2.1.3 Role of Grammar

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. This is the definition of grammar that is perhaps most useful for teachers. The grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English what to know. In fact, many students will demand that a teacher tell them “what the rule is”.

For second language or foreign language learners getting advance knowledge of Grammar is mandatory to accomplish the adequate or situational or appropriate use of sentence structures. If we like learning second language without gaining the grammar, there will be many errors due to the lack of competence knowledge or over generalization of first language that's why the role of grammar is very crucial to achieve language skills of second languages. If we talk about first language learning, grammar does not play vital role because it is believed that first language has been acquired through mental where external things could not play the immense role but while learning second language role of grammar helps to analyze the second language and what is the similarity and difference between mother tongue and second language.

2.1.4 Tense System

Tense in verbs expresses the time that an action occurs in relation to the moment of speaking. It has three dimensions- present, past, future. In addition to verb form , time is also signaled by time adverbs, such as yesterday, today, tomorrow, at noon, and o'clock, and by prepositional phrases, such as for , since etc.

In the English language, tenses have been categorized into present, past and future. And each of them has separate branches and active and passive voice. Tense system of English is very systematic and scientific. To use the situational language and to know the appropriate functions or uses of each structure, understanding tense system is

required .what is the different between active and passive voice? Why we use certain voice in the certain situation can be well known if we know the tense system.

2.1.5 About Simple Present Tense

In the simple present tense, verb is inflected for tense because this does not involve aspect. The simple present tense is represented by the third person singular (s) inflection in verbs. It has a range of meaning, some such more common than others.

The Structures of Simple Present Tense can be illustrated as below along with their functions.

Subject + present verbs + object (Active Voice)

Subject /Object +is, am, are +past participle +..... (Passive Voice)

There may be the subject passive, object passive or without agent passive and all the language functions could not be expressed by passive voice.

The uses or functions of simple present tense mentioned in the teacher's grammar of English written by Cowan.

- to express general or daily action or situation of the present
- to make the future plan indicating time
- to describe the live program
- to narrate the past story or events in the present situation
- to express the scientific fact or universal truth

A. To express Usual Action or Repeated Action

Simple Present is used to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

I play tennis.

She does not play tennis.

Does he play tennis?

The train leaves every morning at 8 AM.

The train does not leave at 9 AM.

When does the train usually leave?

She always forgets her purse.

He never forgets his wallet.

Every twelve months, the Earth circles the Sun.

Does the Sun circle the Earth?

B. Facts or Generalizations

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

Cats like milk.

Birds do not like milk.

Do pigs like milk?

California is in America.

California is not in the United Kingdom.

Windows are made of glass.

Windows are not made of wood.

New York is a small city. It is not important that this fact is untrue.

C. Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

The train leaves tonight at 6 PM.

The bus does not arrive at 11 AM, it arrives at 11 PM.

When do we board the plane?

The party starts at 8 o'clock.

When does class begin tomorrow?

2.1.6 Formation of the Singular and Plural

Simple present tense is used to express the action which are done often, usually, sometimes or every day. with Personal pronouns 'he', 'she', and 'it' ,suffixes 's' , 'es' and 'ies'are added to the original form of the verb. Similarly, personal pronouns 'I', 'you', 'we', 'they' can use the original form of the verb. We add 'ies' to the original form of the verb when the verb ends with a 'y'.we add 'es' to the original form of the verb when the Verb ends with 's', 'sh', 'ch', or 'o'. For examples: wash-washes, cross-crosses, go- goes.

2.2 Review of Empirical Literature/Previous Studies

As a researcher, I went through the overall information related subject and other past studies. Some research studies and studies related to my research studies are reviewed as following:

Karki (1999) carried out a research entitled "Teaching Subject Verb Agreement Inductively and Deductively". The aim of his study was to find out the relative effectiveness of two methods: Inductive and deductive for teaching subject- verb, and agreements in English. Pre-test and post-test were the major tools for data collection.

Results of two tests were compared and it was found that inductive is relatively more effective than the deductive method

Rawal (2004) carried out a research study entitled "The Effectiveness of Drill Technique in Teaching Passivization". The objective of the study was to find out the effectiveness of drill technique in teaching passivization, drill technique more effective than other techniques included in the textbook. From his study he found out drill technique can be useful to teach the beginners.

Oli (2005) carried out research on "The effectiveness of Task-Based Technique on Teaching Simple present Tense." It was an action research. The sample of the research was class eight students. The research revealed that the task based technique is highly effective in teaching simple present tense.

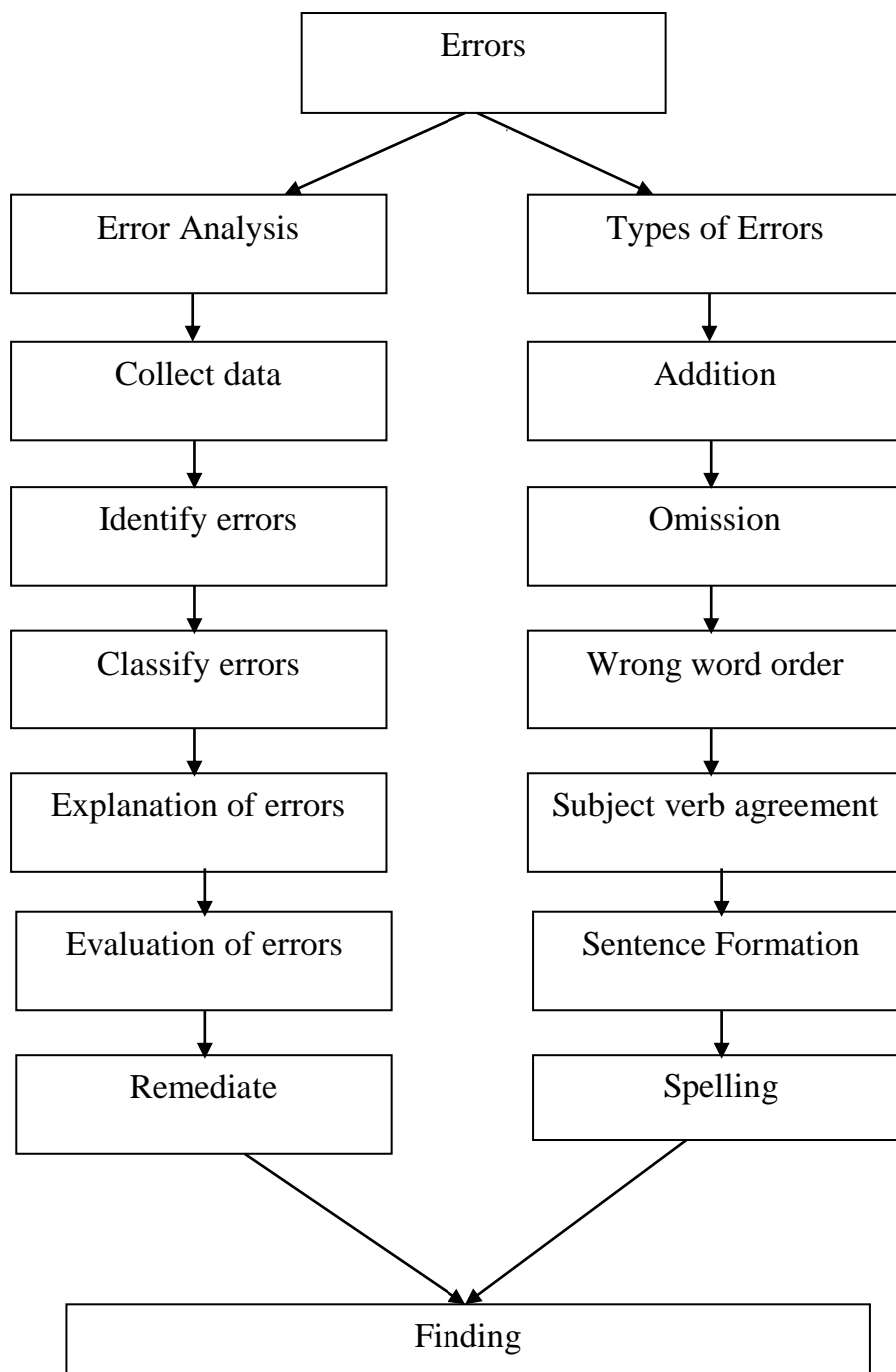
Khadka (2007) carried out another significant research on "Task Based and Form focused Technique of Teaching Grammar". The objectives of his study were to find out the effectiveness of task based and form focus technique to teach grammar. He compared between task based and form focused technique on teaching grammar. It was an experimental research. The task based technique was found far more effective than form focused techniques in teaching grammar.

2.3 Implications of the Literature Review for the Study

This research is totally different from others research done on this topic. Especially, this research is based on errors committed by Elementary level Nepalese learners of English while using simple present tense. My related literature review words were very much helpful to remove my curiosity and for my study. The reviewed works helped me to broaden the horizon of my knowledge of research problem. While reviewing the related literature we can get some genuine ideas and concepts on the basis of which we can develop a conceptual framework of research.

2.4 Theoretical/ Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study proceeded within this given framework. It is developed after the literature review as discussed above.



CHAPTER THREE

METHODOLOGY AND PROCEDURE OF THE STUDY

This chapter deals with the research design and method of study, population sample, and study area, tools for data collection techniques etc.

3.1 Design and Method of the Study

One of the commonly used research designs is error analysis. This research is a survey of errors committed by the Elementary level Nepalese Learners of English. This study is quantitative because all the responses were presented in percentage by using tables and simple statistical tools.

3.2 Population, Sample and Sampling Strategy

Fifty five Elementary level students of five language schools of Bharatpur Sub-Metropolitan city were my study population. Fifty five Elementary level Nepalese learners of English were selected using purposive non-random sampling method.

3.3 Study Area/Field

The researcher has chosen the study area from five language schools of Bharatpur Sub-Metropolitan City, Chitwan, Nepal. Researcher chose Elementary level students as his study population. Researcher made the 55 students respond to the test items.

3.4 Data Collection Tools and Techniques

The main tools for data collection were test items. The test items used for data collection are given in the appendix section of this research work along with sample answer sheet of the students.

3.5 Data Collection Procedures

The researcher followed following procedures while collecting data.

First of all, the researchers developed the test items concerning the level of students in simple present tense.

Then, the researcher visited five languages schools of the Bharatpur Sub – Metropolitan City and asked for the permission from the concerned authority and distributed the test items to the Elementary learners and requested them to reply on the test items.

After the ending of the given time the researcher collected the answer sheet, checked them and collected the data.

3.6 Data Analysis and Interpretation Procedure

As this research study is based on quantitative data and error analysis method was applied for identification of the errors, quantification of the errors. Finally, the data are carried out statistically and descriptively.

CHARTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This section deals with the analysis and interpretation of the data obtained from test items. The main purpose of this study was to find out the errors in using simple present tense by 55 Elementary level Nepalese learners of English from five languages schools of Bharatpur Sub-Metropolitan City, Chitwan, Nepal.

4.1 Analysis of Data and Interpretation of the Results

After finding errors and categorizing the collected data, the researcher mainly used descriptive approach to analyze and interpret the collected data.

4.1.1 Types of Errors Committed in Simple Present Tense

Omission, addition, wrong word order, agreement error etc. types of errors are found in the use of simple present tense. Multiple choice and free writing are the test items to find out the errors.

4.1.1.1 Types of Errors in Multiple Choices

Here 26 multiple choice questions were given to the learners to respond. Two options were given to each question and questions were made putting different types of errors.

Table 1
Types of Errors in the Response to Multiple Choice Problems Related to Simple Present Tense

S.N	Type of Errors	Total Question	Total Number of Students (55)		Percentage (%)	
			Right response	Wrong response	Right response	Wrong response
1.	Addition of s/es in the singular form	8	45	10	81.8	18.2
2.	Omission of s/es in the verb form	4	40	15	72.7	27.3
3.	Wrong word order	2	50	5	90.9	9.1
4.	Progressive form in place of simple present	6	25	30	45.5	54.5
5.	Past form in place of simple present	6	27	28	49.9	50.1

The above Table shows the types of errors and right responses and wrong responses in number as well as percentage by 55 learners in the problem of multiple choice items. Only two options were given to the learners to select the right answer in each question. The total numbers of questions were 26. Among them 8, 4, 2, 6, 6 questions were respectively connected with errors like addition, omission, and wrong word order, progressive form in place of simple present and past form in place of simple present. 54.5% learners committed errors in progressive form in place of simple present where 6 erroneous questions related in this particular type of errors. 9.1% areas are covered by wrong word order where only 2 such type of erroneous questions

related. In comparison to progressive form in place of simple present and past form in place of simple present, in both types of errors, equal erroneous questions are asked but 51.5 % learners committed previous type of errors which is less than first one by 4.4 % . While solving multiple choice problems related to simple present tenses, students committed errors like addition, omission, wrong word order and wrong selection of tenses.

4.1.2 Errors in Free Writing

In this part, five free writing type of questions were asked to the students. All questions were related to the uses of simple present tense.

a. Writing Daily Routine

Students committed different types of errors in sentence level while writing their daily routine which are shown in the following table.

Table 2**Types of Errors Committed in Writing Daily Routine**

S.N.	Types of Errors	Example of Errors Sentences	Total Number of Students(55)		Percentage (%)	
			Right Response	Wrong Response	Right Response	Wrong Response
1	Spelling	She bruhses her teeth.	50	5	90.9	9.1
2	Subject verb agreement	She go to school at 5 o'clock.	35	20	63.6	36.4
3	Sentence formation or wrong word order	she comes back always at 4p.m.	40	15	72.7	27.3
4.	Omission	She clean her room.	30	25	54.5	45.5
5.	Addition	She eates breakfast at 7 o'clock.	40	15	72.7	27.3

In table No 2, types of errors committed in free writing on daily routine are showing. The errors are listed as spelling, where only 9.1% learners committee errors. Similarly, subject verb agreement, wrong word order come respectively. The maximum errors were committed in subjective verb agreement, which is 36.4%. Addition of s/es in the verb form, where root form of verb is required and similarly, omission of s/es where verb five is required such types of errors committed respectively 27.3 % and 45.5 %. Spelling, subject verb agreement, wrong word order, omission and addition errors were committed by learners in writing daily routine.

b. Describing Room

In this free writing task students made following kinds of errors which are listed in the table.

Table 3
Learners Committed Errors While Describing Room

S.N	Types of errors	Example of errors	Total number of students (55)		Percentage (%)	
			Right Response	Wrong Response	Right Response	Wrong Response
1.	Wrong word order	A table I have and put my books in the table.	35	20	63.6	36.4
2.	Subject verb agreement	My room looks very attractive.	40	15	72.7	27.3
3.	Progressive form in place of simple present	When I am feeling tired, I use my room.	33	22	60	40

This table demonstrates the types of errors committed by learners while describing room. Forty percent of learners committed error by using progressive form in place of simple present and 36.4%, 27.3% learners respectively committed error of wrong word order and subjective verb agreement error. Examples of all types of errors are shown in the tables which were committed by learners while dealing with concerned problems.

To sum up, while describing room, students committed errors like wrong word order, subject verb agreement and progressive form in place of simple present.

c. Expressing Scheduled Events in the Near Future

In this free writing task, students committed such types of grammar and all of them are shown in the following figure.

Table 4
Expressing Scheduled Events in the near Future

S.N	Types of errors	Example of errors	Total number of students (55)		Percentage (%)	
			Right response	Wrong Response	Right response	Wrong response
1.	Future form in place of simple present.	I will go to my cousin's house on Sunday.	15	40	27.3	72.7
2.	Subject verb agreement	I joins my frined's party in July.	39	16	70.9	29.1
3.	Sentence formation	This year end sita I marry.	47	8	58.5	14.5

This table lists the types of errors while expressing scheduled events in the near future. More than 72 % learners committed error in selecting tense structures. They used simple future tense in place of simple present tense in this area maximum learners committed error. Around 29 % learners committed error in subject verb agreement. They could not put verb according to subject. About 14 % learners committed error in sentence formation as given in the example. This type of error occurs by the interference of first language while learning target language. In Nepali

sentence formation occurs like (subject+ object+ verb) but in English sentence formation occurs like (subject + verb+ object).

d. Expressing Universal Truth or Fact

Expressing universal truth or fact is one of the problems given to the students. While dealing this free writing learners committed following types of errors with their erroneous sentences are shown in the below table.

Table 5
Expressing Universal Truth or Fact

S.N	Types of errors	Example of errors	Total number of students (55)		Percentage (%)	
			Right response	Wrong response	Right response	Wrong response
1.	Use of passive voice in place of active	Water is boiled at 100 degree centigrade	31	24	56.4	43.6
2.	Spelling	Sun ries from east.	37	18	67.3	32.7
3.	Subject verb agreement	The sun set up in the east	42	13	76.4	23.6

From the above table, we can study 43.6 % learners used passive structures to express the fact or universal truth. Due to the lack of grammatical rules, 24 learners committed such type of error. Spelling errors as shown in the example were committed by 32.7 % learners. Spelling errors mainly occur in the absence of phonological knowledge and mispronunciation of word. Similarly, in subject verb agreement(23.6) % learners committed error due to the lack of knowledge about singular and plural makers suffix and subject verb agreement rules.

4.2 Summary of Finding

Based on the analysis and discussion made in the preceding chapter, it can be concluded that different type of errors committed by Elementary level of Nepalese learner of English.

1. Learners committed different types of errors in the response to multiple choice problems.
 - a. Addition of s/es in the singular form
 - b. Omission of s/es in the verb form
 - c. Wrong word order,
 - d. Progressive form in place of simple present
 - e. Past form in place of simple present
2. Students committed different kinds of errors in free writing.
 - a. Students committed errors like spelling, subject- verb agreement, wrong word order, omission and addition while writing daily routine.
 - b. Learners committed errors like wrong word order, subject –verb agreement and progressive form in place of simple present while describing place like room.
 - c. Expressing universal truth or fact is one of the problems given to the learners and they committed errors like use of passive voice in place of active, spelling, subjective –verb agreement.
 - d. Students committed errors like future form in place of simple present, sentence formation and subjective verb agreement while expressing scheduled events in the near future.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter includes the conclusion derived from the summary and recommendations of the study on policy level, practice level and further research.

5.1 Conclusion of the Study

Elementary Nepalese learners of English committed errors like omission, addition, wrong word ordering, sentence formation, wrong selection of tense while dealing multiple choice and free writing sentence in simple present tense. In the different types of exercises, errors (%) occurred in different rate even though the types of errors were same while dealing the problems of simple present tense, the learners committed errors in others areas like article, preposition which are ignored by this research study. Approximately 65% learners replied with right answers to the given test items. Due to the first language interference in the learning of target language and inadequate knowledge of target language's rules, learners mainly committed errors.

5.2 Recommendations

The researcher would like to suggestion on the basis of above finding of the study. The following implications can be drawn.

5.2.1 Policy Level

1. Educationists and policy makers should be conscious about the types of errors committed by learners while designing exercise or lesson in simple present tense, especially additions of s/es in the singular form, omission of s/es in the verb form, wrong word order, progressive form in place of simple present, past from in place of simple present, spelling, subject verb agreement, future form of in place of simple present, use of passive voice in place of active.
2. They should realize the types of errors committed by the learners and should be motivated to remove these errors.

3. They make the plan to remedy all errors in the use of simple present tense and to enhance the quality education in the future.
4. They should follow the cyclic repetition of simple present tense related exercise in textbooks.

5.2.2 Practice Level

1. Teachers should know how to teach the uses of simple present tense and related exercise like additions of s/es in the singular form, omission of s/es in the verb form, wrong word order, progressive form in place of simple present, past form in place of simple present, spelling, subject verb agreement, future form of in place of simple present, use of passive voice in place of active.
2. Students should involve in writing exercise like daily routine, expressing facts and universal truth and expressing time table action.
3. Similarly, while giving class work, poor students should be focused and teacher should explain their error with reason.
4. To help the new teachers and the students who like to study about the error analysis in the simple present tense. They should follow remedy teaching.

5.2.3 Further Research

This research only concerned with the types of errors committed in using simple present tense by elementary level Nepalese learners of English. This research could not study all types of errors of grammar so the further researcher can find out others types of errors where this research could not reach. In using, simple present tense, learners might committee errors in preposition, article, conjunctions, structures and uses. So, the future researcher can research the types of errors which errors could not be studied in this research.

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APPENDIX

Items

Dear students

I have prepared this test items to elicit the information for my research entitled “Errors committed while using simple present tense by the students of ELEMENTARY level “under the guidance of Mr. Padam Lal Bharati, Lecture, Department of English Education, Saptagandaki multiple Campus. The answers you have provided will be beneficial for my research purpose. I would appreciate your honest answer.

Researcher:

Ram Chandra Tiwari

Saptagandaki Multiple campus

Second years

Name of the students:

School’s name:

Date:

