

**ERRORS COMMITTED BY RAI LEARNERS OF ENGLISH
IN SPEAKING IN GRADE NINE**

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

Submitted by

Ramraj Rajbanshi

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2017

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Declaration

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

Date: 07-04-2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ramraj Rajbanshi** has prepared this thesis entitled **Errors Committed by Rai Learners of English in Speaking in Grade Nine** under my guidance and supervision.

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DEDICATION

Dedicated to

**My parents whose illiteracy and honesty always mockingly inspired me
to get to where I am today.**

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Abstract

The present thesis entitled **Errors Committed by Rai Learners of English in Speaking in Grade Nine** aimed to identify the different errors committed by the Rai learners of English in speaking. Keeping the objectives in consideration, thirty Rai learners of Grade IX from three different community aided schools of same Bhojpur district were sampled through purposive non-random sample procedure. The test items comprising a set of questions and a set of pictures for the students and the structured interview for the English teachers of the schools were tools of data collection. After the analysis and interpretation of raw data, it was found that Rai learners of English speaking in Grade IX commit phonological errors, morphological errors, lexical errors, grammatical errors and syntactical errors. They commit phonological errors due to lack of knowledge of English pronunciation or English phonology. Similarly, they commit morphological errors due to lack of knowledge of English morphology or lack of exposures of English morphemes. They commit lexical errors mainly due to speaker's mother tongue or lack of English lexemes in related situations. Similarly, they commit grammatical errors due to lack of proper knowledge of English grammar. They generalize Nepali grammar in English. They commit syntactical errors mainly due to influence of Nepali sentence pattern i.e. 'S+O+V' in English instead of 'S+V+O'. What can be concluded from this study is that the second language learners of English generally commit phonological, morphological, lexical, grammatical and syntactical errors.

The thesis has been divided into five chapters viz. introduction, review of the related literature and conceptual framework, methods and procedures of the study, analysis and interpretation of the result, and conclusion and recommendations. The first chapter has included information about background of the study, statement of the problem, objectives of the study, Research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter has included the review of related

theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study. The third chapter has included design and method of the study, population, sample, and sampling strategy, study areas, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter has included analysis of data and interpretation of the result and summary of findings. Finally, the fifth chapter has included the conclusions and recommendations of the study. Recommendations have been presented in three levels named policy related, practice related and further research related.

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LIST OF ABBREVIATIONS

%	-	Percentages
CUP	-	Cambridge University Press
DEO	-	District Education Office
Dr	-	Doctor
ESL	-	English as a Second Language
L ₁	-	First Language
L ₂	-	Second Language
M.A.	-	Masters in Arts
No.	-	Number
Reg.	-	Registration
RPs	-	Resource Persons
SLA	-	Second Language Acquisition
S.N.	-	Serial Number
SSs	-	School Supervisors
ST ₁ -ST ₃₀	-	Students From 1-30
TU	-	Tribhuvan University
Viz	-	Namely
Vol	-	Volume

CHAPTER ONE

INTRODUCTION

This study is based on the analysis of errors committed by Rai learners of English in speaking in Grade IX. It consists of five interrelated chapters. This is the first chapter which consists of background of the study, statement of the problem, objectives of the study, significance of the study, research questions, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Error analysis has been commonly recognized as branch of Applied Linguistic Science. The basic task of error analysis is to describe how learning occurs by examining the learners' output and this includes their correct and incorrect utterances.

Error analysis is an invaluable source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. According to Richards (1992, p.127), error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learners' errors, obtain information on common difficulties in language learning or on how to prepare teaching materials. Similarly, Michaelides, (1990) states that the systematic analysis of students' errors can be of great value to all those concerned i.e., teachers, students and the researchers. For teachers it can offer clear and reliable picture of his students' knowledge of the target language. In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis on them. Error Analysis is a type of linguistic analysis that focuses on the errors learners that make. It consists of a comparison between the errors

made in the target language and that target language itself. Error analysis emphasizes the significance of learners' errors in second language.

1.2 Statement of the Problem

English has occupied the status of second language for the majority of the Nepalese learners of Nepal from school level to university level in the form of compulsory and major subject in school and higher level education respectively. However, learning English as an L₂ is not an easy task. According to Brown (2000), in order to master the English language, learners have to be adequately exposed to all of the four basic skills viz; listening, speaking, reading and writing. In all, they need to know what the internationally accepted English is, apart from the variety used in Nepal. According to James, (1978) errors in speaking such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are by learners. Learners make a lot of common errors which can be attributed to other factors such as mother tongue interference, any transfer of training and other factors. They tend to over generalize some grammatical rules. Some errors are committed through literal translation from the native language to target language. English language plays an important role as an international language of politics, commerce, industry and education. Inner circle countries have declared English as an official language as well as mother tongue for some ethnic groups, and it has become a language of teaching and learning and lingua franca in expanded circle countries like Nepal. Many second language speakers in those countries are not proficient in English which they desperately need for both communication with the world and for commercial purposes. The learners, who are Rai speakers used in this research project, experience problems in expressing themselves. They do not have any contact with English outside the classroom. These learners start to use English as a language of teaching and learning form, and they find it difficult to express themselves in grammatically acceptable English. Ellis (1994) explains Corder's definition of an error when he says it takes place when the deviation arises as a result of the

lack of knowledge. An error occurs when learners fail to perform their competence. That is, it is a result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, no rules that they find easy to access. The language teacher, therefore, has to deal with these errors by devising some strategies after he or she has done error analysis, although it is quite challenging since they become fossilized, and fossilization is related to interlanguage.

According to my two-year real observation and teaching experience, indigenous learners of English, they really feel difficult in learning English, specially, in speaking English. When they speak they commit more errors so it is really difficult for the teacher to teach such students so that I have stated the main errors of Rai learners of English in speaking of Grade IX. I have explored the causes of errors committed by them and have analyzed the errors to suggest pedagogical implication of the study.

1.3 Objectives of the Study

The overall study of this study has been dealt with the errors committed by Rai learners of English in speaking in Grade IX. Specifically, the objectives of present study were:

1. To identify the errors in speaking English committed by Rai learners of Grade IX, and
2. To suggest the pedagogical implications of this study.

1.4 Research Questions

This research work has been carried out with an attempt to identify what and how Rai students of Grade IX commit errors when they speak English. This study has sought the answers of the following research question:

1. What kinds of errors are committed by Rai learners of English in speaking in Grade IX?

1.5 Significance of the Study

It is hoped that the findings from this study would highlight areas of development in order to eradicate errors committed by the L₁ language learners of English. It will encourage and increase the equal distribution of educational resources without discrimination. This will also assist with the identification of the relevant and competent educators of English. It is also hoped that under qualified educators and teachers will receive assistance and be empowered in terms of how to teach English to the second language learners of English in linguistically diversified areas in the context of Nepal. Such type of study will enhance to choose appropriate and suitable language teaching approaches, methods and techniques to all the English language teachers to teach their students effectively and comfortably in short period of time, and achieving the national goals of related level of education. In this sense it is really beneficial for Nepalese English teachers. It will again assist by making educators aware of the influence the media through advertisements and technology such as cellular phones impacts on English learning, especially when it comes to error analysis. It will also make educators aware of the fact that the English which learners learn should be the English which they are supposed to speak and write, and ensure that they minimize errors as far as possible.

1.6 Delimitations of the Study

This study was limited to identification of errors committed by Rai learners of English in speaking in Grade IX. To have the study successfully, following are the delimitations of this study:

- i. The area of the study was limited to Bhojpur district.
- ii. The study was limited to three (3) public schools. They were Tiwari Bhanjyang Secondary School, Tiwari Bhanjyang-1, Panchakanya Secondary School, Chyangrepokhari – 7 and Mane Danda Secondary School, Mane Danda-1
- iii. The students of class nine (9) of these three schools were the study population of this study.

- iv. 10 Rai learners/students of class nine from each schools all together 30 Rai learners were the sample population of this study.
- v. Survey design was used for this study.
- vi. Test items were used as the research tools for data collection. The respondents were selected through purposive non-random sampling procedure

1.7 Operational Definitions of Key Terms

The following important terminologies are used throughout the study:

- **Rai:** One of the indigenous people of Nepal having their own language, culture, religion etc. especially living in eastern hilly part of Nepal.
- **Indigenous Learners:** In my study indigenous learners refers the learners from the Rai community.
- **Errors:** Here errors mean errors committed by Rai learners of English in speaking.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

We can find a number of research works carried out to identify the proficiency levels of students in different language skills and language functions in English. The related theoretical literature, empirical literature, implication of the review, and conceptual framework of the study are mentioned in this chapter.

2.1 Review of Related Theoretical Literature

This sub chapter deals with different theoretical perspective related to influence of L₁ on L₂ learning or errors committed by non-native learners (Rai learners of English in this study) of English in speaking. The theoretical review of EA literature is mentioned as below.

2.1.1 Error Analysis (EA)

In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis to them. Error Analysis is a type of linguistic analysis that focuses on the errors learners commit. It consists of a comparison between the errors made in the native language and that target language. Error analysis emphasizes the significance of learners' errors in second language. It is important to note here that interference from the learners' mother tongue is not only reason for committing errors in his target language.

As 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 restriction, occurring as 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.

Error analysis is a very important area of applied linguistics as well as of second and foreign language learning. It is also a systematic method to analyze learners' errors. Errors are not always bad; rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition.

2.1.2 Stages of Errors

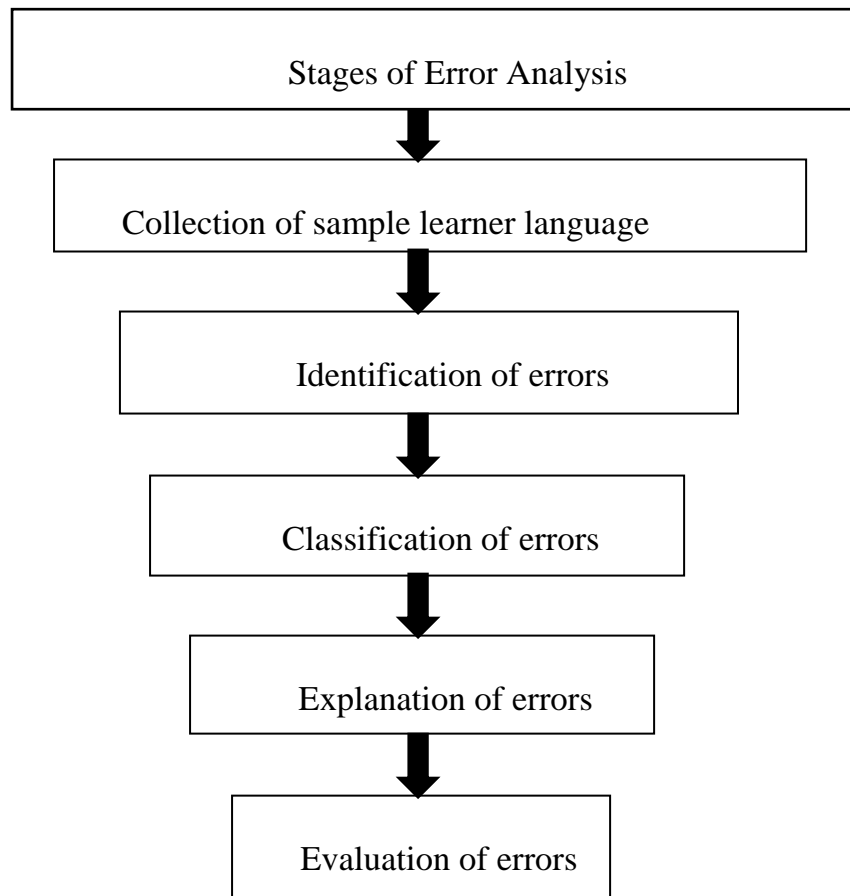
According to Corder (1974), following are the stages/steps of Error Analysis:

- i. **Collection of sample learner language:** The first point in Error Analysis is the collection of learners' language. Researchers have identified three broad types of error analysis according to the size of the sample. These are massive, specific and incidental sample.
- ii. **Identification of errors:** Errors are identified in this stage. Therefore, it is necessary to know how to identify them.
- iii. **Classification of errors:** The errors can be categorized into groups which are stated according to their origin and presence
- iv. **Explanation of the errors:** In this stage errors are explained about how they are committed by the learners in learning second/foreign language. It means reasons of the errors are found out in this stage.
- v. **Evaluation of the errors:** The evaluation of the learner errors poses a great number of problems. It is not cleared what

criteria judged have used when asked to assess the categories of an error.

According to Corder (1974) the stages of errors analysis can be concluded in the following figure.

Figure 1: Stages of Error Analysis



In my study I have done up to only second stage of error analysis on the basis of my objectives. First of all I collected errors through audio tape and after that I identified their errors.

2.1.3 Types of Errors

Generally L2 learners commit the following errors:

- i) **Phonological Errors:** Errors in sound or pronunciation is called phonological errors. An example of a phonological error is the lack of distinction between the phoneme /p /

and the phoneme /b/ among Arab ESL learners; so we hear them saying *pird* and *brison*, for example, instead of *bird* and *prison*.

- ii) **Morphological Errors:** The wrong production or creation of words is called morphological errors. The examples of a morphological error are *womans*, *sheeps*, and *furnitures*.
- iii) **Lexical Errors:** A lexical error involves inappropriate direct translation from the learner's native language or the use of wrong lexical items in the second language. Examples of lexical errors are: This is the *home* that my father built, and the *clock* is now ten.
- iv) **Grammatical Errors:** The errors that occur in the combination of grammatical units. For instance *There is many books*.

2.1.4 Causes of Errors

There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called interlingual errors. Although recently researchers tend to minimize interlingual errors and emphasize intralingual and developmental errors (Dulay & Burt, 1974), negative transfer or interference is still acknowledged as an important factor in second language learning. Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental factors include the following:

- I. **Simplification:** Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.
- II. **Overgeneralization:** This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of

corned and *goed* as the past tense forms of *corne* and *go* and the omission of the third person singular *s* under the heavy pressure of all other endless forms. It should be noted that simplification and overgeneralization are used by learners in order to reduce their linguistic burden.

- III. **Hypercorrection:** Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms.
- IV. **Faulty teaching:** Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. *Also*, it is interesting to note that some teachers are even influenced by their pupils' errors in the course of long teaching.
- V. **Fossilization:** Some errors, especially errors in pronunciation, persist for long periods and become quite difficult to get rid of. Examples of fossilized errors in Arab ESL learners are the lack of distinction between */p/* and */b/* in English and the insertion of the resumptive pronoun in English relative clauses produced by these learners.
- VI. **Avoidance:** Some syntactic structures are difficult to produce by some learners. Consequently, these learners, Second Language Learning Errors avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.
- VII. **Inadequate learning:** This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular *s* as in: He *want*.
- VIII. **False concepts hypothesized:** Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that *is* is the marker of the present tense. So, they produce: He *is talk to the*

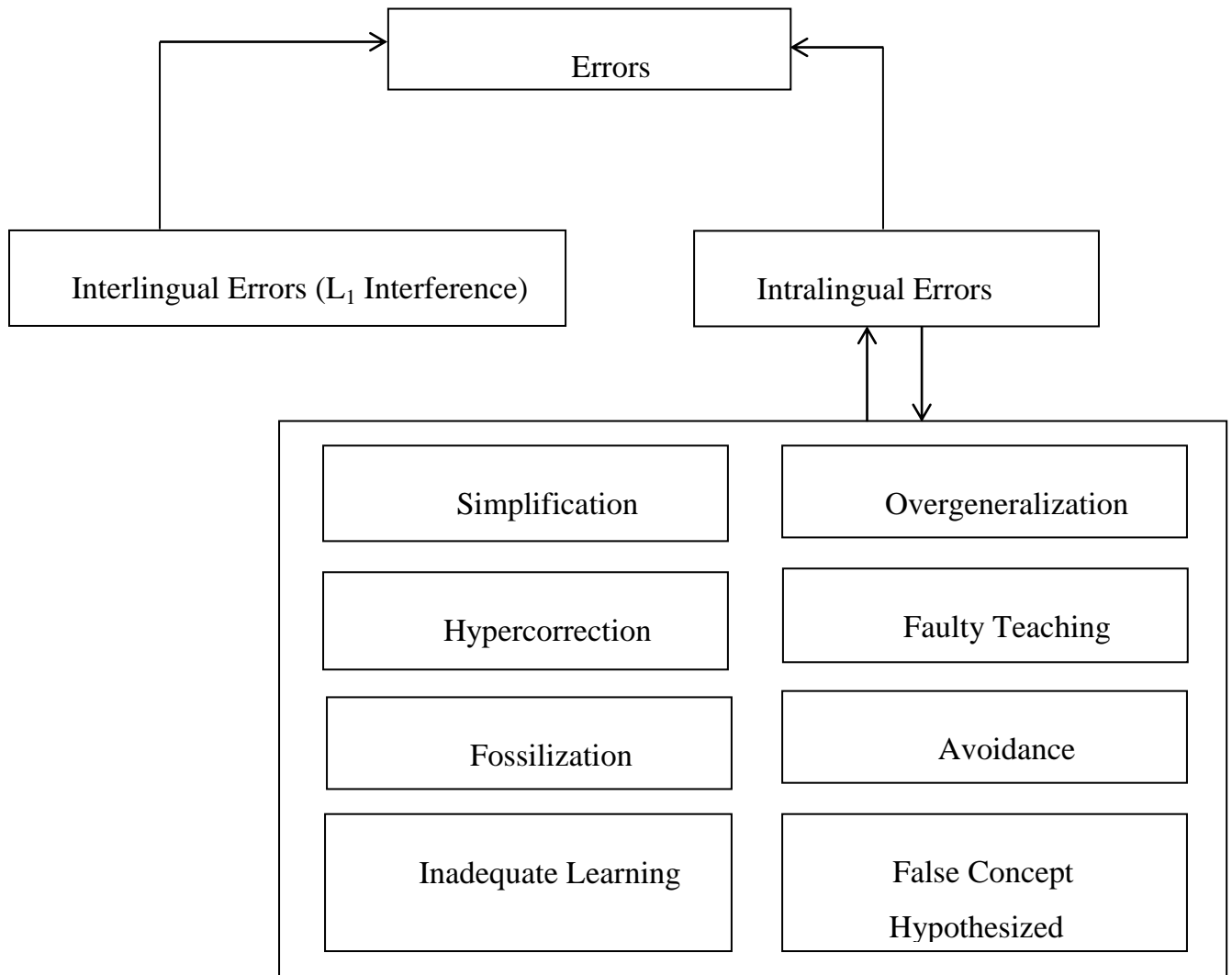
teacher. Similarly, they think that *was* is the past tense marker.

Hence they say: *It was happened last night.*

Fries (1945) conclude the overall ideas or concepts discussed above i. e.

‘source or causes of errors’ in the following figure.

Figure 3: Sources/Causes of Error



2.1.5 Treatments of Errors

Teachers cannot and should not correct all errors committed by their students.

Besides, the frequent correction of oral errors disrupts the process of language learning and discouraged shy students from communicating in the target

language. The following are general guidelines in correcting second language learning errors:

- I. Teachers should correct errors affecting intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should concentrate on correcting global errors more than local errors.
- II. High frequency and generality errors should be corrected more often than less frequent errors. For example, the omission of the third person Singular *s* is an error of high frequency and generality.
- III. Teachers should put more emphasis on correcting errors affecting a large percentage of their students. This factor *is* clearly related to the second factor above.
- IV. Stigmatizing or irritating errors should be paid more attention to. This factor is related to the sociolinguistic aspect of language learning. Pupils who come from lower socioeconomic classes are conscious of and very sensitive to ridicule about their informal variety of language from students from higher socioeconomic classes who speak a more formal and prestigious variety of the language.
- V. Finally, errors relevant to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the present perfect tense, the correction of errors involving prepositions, articles, and demonstratives in this lesson should not be emphasized by the teacher because if he/she did, the attention of the students would be distracted from the focus of the lesson which, in this instance, is the use of the present perfect tense.

2.1.6 Historical Background of Rai People

The earliest references to the population of the eastern hills of Nepal are contained in the ancient Hindu epics, the Mahabharata and Ramayana. These works speak of the Kirata as fierce Mongolian barbarians who lived in the country between the Sun Koshi River and Bhutan, but occasionally came down

into the plains. According to Rai oral tradition, their ancestors came to their present area of settlement via the Barakhshetra Gorge of the Sapta Koshi River. The gorge is a natural gateway into this region of the Himalayas from the plains of the Terai. In one version of the story, there were three brothers, Khambuho, Menho, and Meratup. Having travelled through the gorge, the brothers separated, each taking their own followers with them, and set out independently up three different river valleys: the Sun Koshi, Dudh Koshi, and Arun Koshi. Most of the Rai groups are considered to have descended from Khambuho. The region of Middle Kirat became known as Khambuan and this term is still used by some people today. Bantawa language is the main language of other varieties of Rai language. This survey began with the hypothesis of four primary geographic divisions of language variation within the Bantawa homeland. Eastern, Southern, Northern, and Western are four main Bantawa dialects and other many more dialects of Rai people. According to this research the most of the Rai people or the children of Rai people, they want to have education in their own dialects because they feel easy to learn in their own dialect rather than the system of the nation. The Bantawa language is in the process of standardization and it used its own script 'Kiranti' script as well as 'Limbu' script. Now it has been using its own or 'Devanagari' as well as 'Roman' script according to its choice. The most populated area of Rai people in Nepal is Bhojpur district.

2.2 Review of Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here this section is an attempt to review the related studies, articles, and reports. Some of scholars and students have been reviewed considering them as related literature and also evidence to the present study.

Scott and Tucker (1974) conducted a study on "Errors in Syntax Committed by Arab Students". The main objective of their study was to find the number of errors in syntax committed by Arab students of English. They carried out their

study on 22 Arab students of the first semester of a low-intermediate at the American University of Beirut. They used experimental research design and test was the research tool for the data collection. They used random sampling procedure for selection of respondents. Their findings of the study showed that Arab students of learning English generated a large number of errors in syntax.

James (1978) carried out a study on “A Report on the Error Analysis Research Project in Jordan”. The objective of this study was to find out all sorts of errors committed by Jordanian students of English. The findings described in this study were based on a preliminary - analysis of 4000 Wh-questions produced in writing by 400 secondary students from four different secondary schools. Survey design was the research design for carrying out the study. Random sampling procedure was used for selection of respondents of the research. Test was the research tool for the data collection. Out of 4000 questions, 1592 were found to be erroneous (Either grammatical or inappropriate), and the overall number of error was found to be 1790. This study was mainly concerned with two issues: word order and auxiliaries. Other errors like verbal forms, concord, and auxiliary were listed but not discussed since they were discussed. All errors involving word order and auxiliaries were discussed in detail. An attempt also made to account for the source of errors including interferences from the mother tongue. The number that involved word order and/or auxiliaries was found to be 788, of which no substantial examples were definite instances of L₁ interferences.

Farhat (1994) conducted a research on “Error Analysis: a study of the written performance of University of Khartoum Freshman”. He carried out his research on 100 Sudanese students of grade 10. The objective of this study was to find out whether misleading in target language causes errors or not. He used experimental research design for his study. Non-random sampling procedure was used to select the respondents and test as the research tool for data collection. His research showed that similar type of errors generated by his Sudanese students but with different and frequency of occurrence. The study of

errors themselves without proper analysis would have been misleading. The numbers of correct responses gave a good picture of which was not being mastered; they did not give good picture.

Parkinson (2001) conducted a study on “Explicit Teaching of Grammar and Improvement in the Grammar Student Writing”. His study tried to find out whether formal teaching of grammatical constructions results in a change English second language students’ written use of these constructions. He conducted his study on 200 African Black English college students. He used experimental research design for his study. He used random sampling procedure in selection of respondents and test was the tool for data collection. His finding showed that grammatical improvement was not observed as either as a result of formal teaching or as a result of extensive communication so his study showed that not only formal teaching of grammatical constructions is enough for target language teaching and learning.

Gopur (2008) conducted a research on “Error Analysis on Students’ Speaking Performance: A Case Study at the Second Year Students of SMK Permata 2Bogor, English Education Department, Faculty of Tarbiyah and Teachers’ Training, State Islamic University, Jakarta”. He carried out his study on 50 students of second year students of SMK Permata 2Bogor, State Islamic University, Jakarta. The main objective of this study was to find speaking fluency. He used survey research design to carry out his study. He used non-random sampling procedure. Questionnaires and interview were used for data collection. His findings showed that most of the students had pronunciation errors of initial, middle and final consonant sounds and vowel sounds in the given text.

Uva Wellassa University (2011) conducted a study on “A Linguistic Analysis on Errors Committed in English Undergraduates of Uva Wellassa University”. The main objective of the study was whether second language teaching and learning to create effective teaching methodology. To achieve the objectives,

23 males and 22 females of first year undergraduates were observed. It used experimental research design. It used random sampling procedure in selection of respondents and test was the tool for data collection. The findings of the study showed that most of the undergraduates had not gained the proficiency in English language and they used erroneous English in their academic writing as well as their oral performance.

Adip (2012) conducted a study on “Grammatical Errors Analysis of English Department Students”. He carried his study on 20 Urdu students of Education in English Language of Tarbiyah of IAIN Walisongo, State Islamic University, Jakarta. The main objective of this study was whether English or mother tongue is the better medium of instruction. It used qualitative approach for its study. He used non-random sampling procedure in selection of respondents and it used three research tools viz; observation, questionnaires and interview. The findings of the study showed that half of the teacher used English as a medium of instruction. Students also reported the same. Both teachers and students were using interactive technique for teaching learning process. Teachers as well as students had viewed that English was better medium of instruction than Urdu. Teachers were also using mother tongue during instruction. The teachers and students were promoting questioning and answering in English

Athiemoodan and Kibui (2012) conducted a study on “An Analysis of Errors of Kenyan Learners’ Proficiency in English based on Reading Comprehension and Vocabulary”. The main objective of the study was to examine Kenyan learners’ errors in proficiency in English with specific reference to their comprehension and vocabulary. The study had been conducted on 422 Kenyan learners of grade 10. The qualitative research design had been used to conduct the study. The random sampling procedure was used for respondents’ selection and test was the research tool for the data collection. The findings of the study showed that some reading difficulties experienced by the Kenyan learners within the context of this study could be attributed to problem external to the readers which could include lack of background knowledge, way of texts were

written and organized, the style and complexity of the language, an impoverished reading culture and environment, and inadequate experience and exposure to the manifold contexts in which reading occurs. Moreover, poor teaching could both initiate and perpetuate reading difficulties for learners

2.3 Implication of the Review for the Study

The review of the related literature made the researcher feel the need to carry out his/her study. They also helped the researcher to lubricate his courage and curiosity for his/her further research logically and psychologically. The review of the related literature provided me lots of ideas, information, opinions and logics related to my research topic ‘Analysis of Errors Committed by Rai Learners of English in Speaking in Grade Nine’. For instance, James, (1978) carried out a study on “A Report on the Error Analysis Research Project in Jordan”. He used survey design for the study. He used random sampling procedure for respondents’ selection and test was the tool for the data collection. Students of some Jordanian secondary school level were the sampling population of the study. Similarly, Farhat, (1994,p. 47) conducted study on “Errors Committed by Sudanese Students of English”. He used survey design in his study. He used non-random sampling procedure in selection of respondents and questionnaire as a tool for data collection. Similarly, Parkinson (2000) conducted study on “Whether Formal Teaching of Grammatical Construction Results in a Change in English Second Language”, where he also used experimental research, random sampling for respondents’ selection and test as a tool for data collection, and. Similarly, Gopur, (2008) conducted a research on “Error Analysis on Students Speaking Performance”. In this study survey research design was research design of the study. Non-random sampling procedure was used in selection of respondents and questionnaires and interview were used for data collection. Similarly, Uva Wellessa University, (2011) conducted a study on “A Linguistic Analysis on Errors Committed in Undergraduates of Uva Wellessa University”. In this study it used experimental design. Random sampling procedure was used in selection of respondents and test was the tool for data collection. First year undergraduates were the

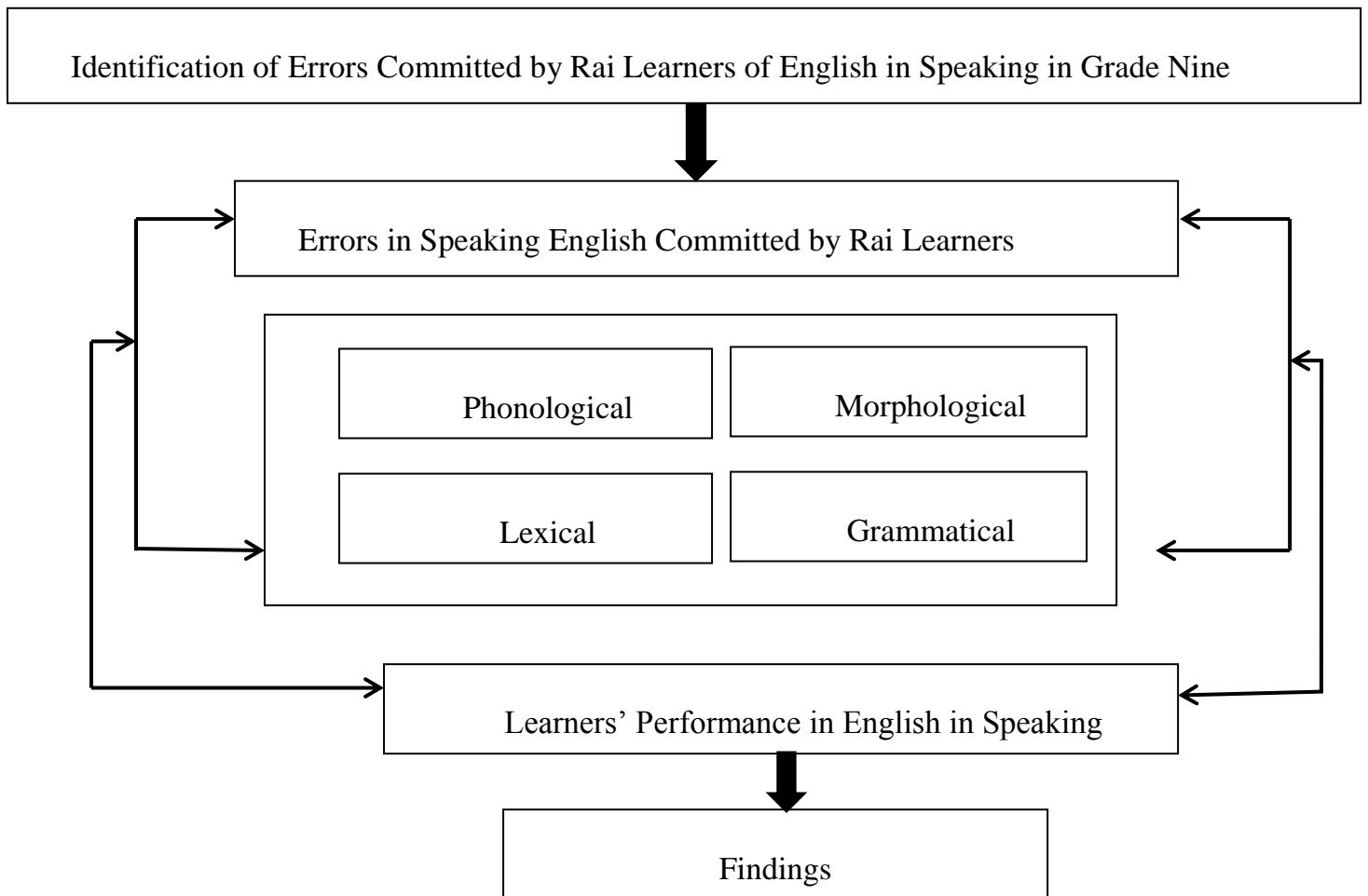
sampling population of this study. Similarly, Adib, (2012) carried study on “A Study at 2010 Speaking Class of ELT Department of Tarbiyah Faculty of IAIN Walisongo”. He used survey design for his study. Non-random sampling procedure was used in selection of respondents and observation and interview as the tools for data collection. Similarly, Athiemoodan & Kibui (2012) conducted a study on ‘Analysis of Errors of Kenyan Learners’ Proficiency in English in English Based on Reading Comprehension and Vocabulary”. In this study researchers used qualitative research design. Random sampling procedure was used in selection of respondents and test was the tool for the data collection. Kenyan students of grade ten were the sampling population.

All above studies are about different types of errors committed by second language learners of English in school level as well college level. My study is also related to errors committed by Rai learners of English in speaking in Grade IX. In this way these all studies became better foundation for developing theoretical concept as well as conceptual framework for my study. All these studies cleared me to move to the further research with appropriate research design, tools and sampling strategy.

2.4 Conceptual Framework of the Study

Through the review of the related literature mentioned in the preview section, the researcher is curious to carry out the study. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.

Figure 4: Conceptual Framework of the Study



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher has adopted the following methodological procedures to achieve the objective of the study.

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To precise, the researcher adopted the survey research design. To define the survey research, various scholars have put their own unique views. The purpose of a survey research is generally to obtain a snapshot of condition, attitudes and/or events at a single point in time. This study is of survey type because of the following reasons:

- I. This study was conducted to identify the errors committed by Rai learners of English in speaking in Grade IX.
- II. This study represented the whole Bhojpur district.
- III. Population sample was carried out from the large number.
- IV. Test items were used for the students and interview for the teachers for data collection.
- V. Data were collected at a single time.
- VI. The findings were generalized to the whole population.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of populations. The population of study consisted of Rai learners of English in Grade IX of different schools of Bhojpur district. Since it was small-scale study, it was difficult to collect data from each Rai respondents of each schools of Bhojpur district. So, the required sample was selected according to the purpose of the study and feasibility of the researcher. The researcher sampled three schools, thirty Rai respondents (10 respondents from each school) by using purposive non-random sampling procedure to meet the objectives of the study.

3.3 Study Area/Field

The research area of the study was Bhojpur district and the population consisted of three different community aided schools namely Tiwari Bhanjyang Secondary School, Tiwari Bhanjyang-1, Mane Danda Secondary School, Mane Danda-1 and Panchakanya Secondary School, Chyangrepokhari-7. For the feasibility of the study, the researcher selected those schools and thirty Rai respondents from those three schools in the rate of ten respondents from each by using purposive non- random sampling procedure.

3.4 Data Collection Tools and Techniques

According to the nature of my study, the main tools of the data collection were two sets of test items; especially for speaking where the first one was a set of ten questions related to the curriculum of class nine and second one was a set of pictures for the Rai respondents to describe.

3.5 Data Collection Procedures

In order to collect the authentic data, after determination of the prerequisites, the researcher visited three different schools and established rapport with the head teachers. After clarification of the purpose and getting approval, the researcher visited to the Rai respondents of class nine and the English teachers to be requested to inform to take test from the Rai respondents in the very particular day for the data collection of my research. The researcher visited those three schools in very particular days and took speaking test from the Rai respondents. Each respondent were asked to speak what they knew on the basis given a single picture and a single question to them. The researcher presented one question based the class nine's curriculum and one picture to each respondent to speak and the researcher recorded their speaking or voice.

3.6 Data Analysis and Interpretation procedures.

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher has analyzed the raw data descriptively and statistically. Simple statistically tools such as measures of frequency and percentile were used to record, analyze and interpret the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter the researcher has presented the analysis and interpretation of data which were collected from the sample. The raw data were analyzed and interpreted both qualitatively and quantitatively on the basis of the nature of collected data. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in a narrative form. Contrary to it the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile. I have presented the collected data through tabulation and diagrams as their nature and need.

4.1 Analysis of Data and Interpretation of the Result

This section includes the presentation, analysis and interpretation of collected data gained from the field of the study. Here data are analyzed and interpreted according to the nature of the data. Both qualitative and quantitative data were analyzed and interpreted descriptively in a narrative form. The discussion or analysis of the elicited data is mentioned in the sub-headings overleaf:

4.1.1 Analysis of Errors Committed by Rai Learners of English in Speaking

From the collected data, from the field through the use of test items which consisted a set of ten questions on the basis of curriculum of class nine and a set of pictures. Here students have been indicated by ST₁-ST₃₀.

On the basis of recorded voice, the researcher identified the respondents' errors by listening the respondents' voice record one by one to identify the errors committed by Rai learners of English in speaking in Grade IX. After listening all respondents' voice record the researcher concluded that the Rai learners of English in speaking in Grade IX committed phonological, morphological, lexical, grammatical and syntactical errors while they were speaking English. It was also felt that the frequency of committing different errors by the Rai learners of English in speaking by each individual learner in different frequencies though they were in the same class and level. The table of real

examples of phonological, morphological, lexical, grammatical and syntactical errors committed by Rai learners of English in speaking in Grade IX has been placed in appendix I V.

4.1.2 Analysis of Phonological Errors Committed by the Rai Learners of English in Speaking

The following tables shows the examples of phonological errors and their frequencies committed by Rai learners (ST₁-ST₃₀) of Grade IX during speaking English. Here phonological errors were identified on the basis of British accent of English. I compared respondents' pronunciation with the help of Oxford Dictionary where both American and British pronunciations are available but the researcher preferred British one to find out phonological errors of the respondents.

Table 1: Phonological Errors Committed by the Rai Learners of English in Speaking

S.N.	Learners	Phonological Errors	Frequency
1	ST ₁	Doctor /dɑ:ktər/ instead of /dəktə/	1
2	ST ₂	Ritual /rɪtʃʊlə/ instead of- /rɪtʃʊəl/	1
3	ST ₃	May/ <i>mɑɪ</i> / instead of <i>/meɪ</i> / Dictionary/ <i>dɪksnərɪ</i> / instead of <i>/dɪksənri</i> / Excuse/ <i>ɪskus</i> / instead of <i>/ɪskjuz</i> /	3
4	ST ₄		
5	ST ₅	Playing/ <i>plɛɪɪŋ</i> / instead of <i>/pleɪɪŋ</i> /	1
6	ST ₆		
7	ST ₇	Social/ <i>sɔ:siəl</i> / instead of	2

S.N.	Learners	Phonological Errors	Frequency
		/səʊsl / Work /wɔrk/ instead of /wɔk/	
8	ST ₈		
9	ST ₉		
10	ST ₁₀		
11	ST ₁₁		
12	ST ₁₂		
13	ST ₁₃		
14	ST ₁₄		
15	ST ₁₅	Related /rɪEtEd/ instead of /rɪleɪtɪd/ Festival /fEstɪbəl/ instead of /fEstəvəl/	2
16	ST ₁₆		
17	ST ₁₇		
18	ST ₁₈		
19	ST ₁₉		
20	ST ₂₀	May /maɪ/ instead of /meɪ/ Dictionary /dɪksnərɪ/ instead of /dɪksənri/	2
21	ST ₂₁	People /pɪpʊl/ instead of /pɪpəl/	1
22	ST ₂₂	People /pɪpʊl/ instead of /pɪpəl/	1
23	ST ₂₃		
24	ST ₂₄	Related /rɪlɑɪtɪd/ instead of /rɪleɪtɪd/	1
25	ST ₂₅		
26	ST ₂₆		
27	ST ₂₇	Dear /dEə / instead of /dEə / Medicine /mEdɪsɪn/ instead of /mEdɪsən/ Should /ʃʊld/ instead of /ʃʊd/	3

S.N.	Learners	Phonological Errors	Frequency
28	ST ₂₈	Dictionary /dɪksnərɪ/ instead of /dɪkʃənri/	1
29	ST ₂₉	Cave /kɛv/ instead of /keɪv/ Known/nəʊn / instead of /nəʊn/ Killer /kɪlə/ Instead of /kɪlə/ Day/de/ instead of /deɪ/ Arranged /ərɛnzɛt / instead of /əreɪndʒd/	5
30	ST ₃₀		

What found from the above table was that 13 respondents out of 30 respondents committed phonological errors while they were speaking English on given topics. It was also shown that the phonological errors committed by them were simple ones or daily used words not the tough or difficult ones. Such as day, people, should, dictionary, killer, known, arranged, medicine, related, dear, may etc.. Therefore; these factors made the Rai learners speak English difficult. This table also showed that due to difference in accent between native and non-native speakers of English. This also caused the phonological errors to the Rai learners of English in speaking.

4.1.3 Analysis of Morphological Errors Committed by the Rai Learners of English in Speaking

When the researcher analyzed the different errors committed by the Rai learners of English in Grade IX. The researcher found following morphological errors in the study. Here the researcher identified morphological errors on the basis of English word formation and production by native speakers of English. Here also the researcher took the help of Oxford dictionary to identify the morphological errors of Rai learners of English in speaking in Grade IX. Following table presents the examples of morphological errors and their frequencies by ST₁-ST₃₀

Table 2: Morphological Errors Committed by the Rai Learners of English in Speaking

S.N.	Learners	Morphological Errors	Frequency
1	ST ₁	<i>Treatment</i> instead of <i>Treat</i>	1
2	ST ₂	<i>Expenditure</i> instead of <i>spends</i> <i>Service</i> instead of <i>serve</i> <i>There</i> instead of <i>they</i>	3
3	ST ₃	<i>Dancer</i> instead of <i>dancing</i>	1
4	ST ₄		
5	ST ₅	<i>There</i> instead of <i>they</i>	1
6	ST ₆		
7	ST ₇		
8	ST ₈	<i>There</i> instead of <i>they</i>	1
9	ST ₉		
10	ST ₁₀		
11	ST ₁₁		
12	ST ₁₂	<i>Important</i> instead of <i>importance</i>	1
13	ST ₁₃		
14	ST ₁₄		
15	ST ₁₅	<i>Nature</i> instead of <i>naturally</i>	1
16	ST ₁₆		
17	ST ₁₇		
18	ST ₁₈		
19	ST ₁₉		
20	ST ₂₀		
21	ST ₂₁		
22	ST ₂₂	<i>God</i> instead of <i>goddess</i>	1
23	ST ₂₃		
24	ST ₂₄		
25	ST ₂₅		
26	ST ₂₆		
27	ST ₂₇		
28	ST ₂₈		
29	ST ₂₉		
30	ST ₃₀		

From the above table, it can be concluded that the Rai learners of English in speaking in Grade IX committed morphological errors while they were

speaking English on any given topic as they committed other errors like phonological, grammatical, lexical and syntactical. According to the above table 8 Rai respondents out of 30 Rai respondents committed morphological errors. It can be also realized that the Rai learners of English in speaking in Grade IX committed lesser morphological errors than phonological errors. It was also seen that due to lack of knowledge of word formation, they committed morphological errors.

4.1.4 Analysis of Lexical Errors Committed by the Rai Learners of English in Speaking

Here the researcher identified the lexical errors of the respondents on the basis of Oxford Dictionary. Following table presents lexical errors and their frequencies committed by the Rai learners (ST₁-ST₃₀) of English in speaking in Grade IX.

Table 3: Lexical Errors Committed by the Rai Learners of English in Speaking

S.N.	Learners	Lexical Errors	Frequency
1	ST ₁	<i>These</i> instead of <i>they</i>	1
2	ST ₂	<i>Mala</i> instead of <i>garland</i> <i>Sadness</i> <i>citizens</i> instead of <i>poor</i> <i>citizen</i> <i>Many many</i> instead of <i>many</i> <i>Dancing</i> instead of <i>playing</i>	4
3	ST ₃		
4	ST ₄		
5	ST ₅	<i>Very very beautiful</i> instead of <i>very beautiful</i> . <i>square</i> instead of <i>area</i>	2
6	ST ₆	<i>Sat</i> instead of <i>seven</i>	1

7	ST ₇	<i>Nau</i> instead of <i>nine</i> <i>My</i> instead of <i>I</i>	2
8	ST ₈	<i>Ping</i> instead of <i>swing</i>	1
9	ST ₉		
10	ST ₁₀	<i>They</i> instead of <i>these</i>	1
11	ST ₁₁	<i>This</i> instead of <i>they</i>	1
12	ST ₁₂		
13	ST ₁₃	<i>This</i> instead of <i>they</i>	1
14	ST ₁₄	<i>video watching</i> instead of <i>watching</i> <i>video</i> <i>This</i> instead of <i>they</i>	2
15	ST ₁₅	<i>Rise</i> instead of <i>grow</i>	1
16	ST ₁₆	<i>Ping</i> instead of <i>swing</i> <i>Wearing tika</i> instead of <i>putting tika/having</i> <i>tika</i>	2
17	ST ₁₇	<i>Sisterle brother tika</i> instead of <i>sister is</i> <i>putting tika to her</i> <i>brother.</i>	1
18	ST ₁₈		
19	ST ₁₉		
20	ST ₂₀		
21	ST ₂₁		
22	ST ₂₂		
23	ST ₂₃		
24	ST ₂₄	<i>They</i> instead of <i>these</i>	1
25	ST ₂₅		
26	ST ₂₆	<i>Driving</i> instead of <i>ploughing</i>	1
27	ST ₂₇	<i>There</i> instead of <i>it</i>	1
28	ST ₂₈	<i>Hand-writing</i> instead of <i>writing</i>	
29	ST ₂₉		
30	ST ₃₀		

Above table showed that the Rai learners of English in speaking in Grade IX also committed lexical errors during speaking English on any given topic. According to the above table 16 Rai respondents out of 30 respondents committed lexical errors. Most of the Rai learners of English in speaking of Grade IX committed lexical errors in comparison to phonological and

morphological errors according to the record of phonological, morphological and lexical errors in this study. They committed lexical errors mainly due to influence of Nepali language.

4.1.5 Analysis of Grammatical Errors Committed by the Rai

Learners of English in Speaking

Here the researcher identified the grammatical error on the basis of grammar book; 'Essential Grammar in Use' by Raymond Murphy. The following table represents the grammatical errors and their frequencies committed by the Rai learners (ST₁-ST₃₀) of English in speaking in Grade IX in this study.

Table 4: Grammatical Errors Committed by the Rai Learners of English in Speaking

S.N.	Learners	Grammatical Errors	Frequency
1	ST ₁	<i>They write instead of they are writing. My best friend suffering from fever instead of my best friend is being suffered from fever. Doctor treatment my friend and get well soon instead of doctor will treat my friend and he will get well soon.</i>	3
20	ST ₂	<i>There is enjoying instead of they are enjoying. There is dancing deusi instead of they are playing deusi. Sisters are to playing instead of sisters are playing.</i>	3
3	ST ₃	<i>They are dancers instead of they are dancing.</i>	1
4	ST ₄	<i>This is celebrate by Rai people instead of this is celebrated by</i>	1

S.N.	Learners	Grammatical Errors	Frequency
		<i>Rai people.</i>	
5	ST ₅	<i>It is a festival is a Dashain instead of it is Dashain festival. There is father, mother instead of they are father and mother. There is a children instead of there are some children. My village name is a instead of my village name is.</i>	4
6	ST ₆		
7	ST ₇	<i>They are enjoy instead of they are enjoying.</i>	1
8	ST ₈	<i>There is playing and looking .instead of they are playing and looking. Mother is tika instead of mother is putting tika.</i>	2
9	ST ₉	<i>A student is writing a board instead of a student is writing on the board. Teacher telling and students writing instead of the teacher is telling and the students are writing. You are got best mark instead of you got the best mark.</i>	3
10	ST ₁₀	<i>They are dog instead of these are dogs.</i>	1
11	ST ₁₁	<i>This is a brother and sister instead of they are brother and sister.</i>	1
12	ST ₁₂	<i>This is a picture is</i>	1

S.N.	Learners	Grammatical Errors	Frequency
		<i>dancing</i> instead of <i>this is a picture of dancing.</i>	
13	ST ₁₃	<i>This is sister and brother</i> instead of <i>they are sister and brother.</i>	1
14	ST ₁₄	<i>I read class nine</i> instead of <i>I read in class nine.</i> <i>Is</i> -instead of <i>are.</i> <i>I writing</i> instead of <i>I write.</i>	3
15	ST ₁₅	<i>It is celebrate</i> instead of <i>it is celebrated.</i>	1
16	ST ₁₆		
17	ST ₁₇		
18	ST ₁₈		
19	ST ₁₉	<i>Is</i> instead of <i>was.</i>	1
20	ST ₂₀		
21	ST ₂₁		
22	ST ₂₂	<i>Would you mind give me a pen?</i> Instead of <i>would you mind giving me a pen?</i> <i>I wonder if you could giving me a pen?</i> instead of <i>I wonder if you could give me a pen?</i>	2
23	ST ₂₃		
24	ST ₂₄		
25	ST ₂₅	<i>Students is writing</i> instead of <i>students are writing.</i> Teachers, students writing instead of <i>the teachers and the students are writing.</i>	1
26	ST ₂₆		
27	ST ₂₇		
28	ST ₂₈		
29	ST ₂₉		

S.N.	Learners	Grammatical Errors	Frequency
30	ST ₃₀		

The above table represented that 17 respondents out of 30 respondents committed grammatical errors while they were speaking English on any given topic. The same learner frequently committed different grammatical errors more than the other errors. According to the record of phonological, morphological, lexical, grammatical and syntactical errors, most of the Rai learners of English committed more grammatical errors. The Rai learners of English mainly committed errors in pluralization, subject-verb agreement, right forms of verbs according to tenses required and proper structures of particular sentences’.

4.2 Summary of Findings

This study showed that non- native speakers of English commit different types of errors due to interlingual and intralingual factors. These factors make difficult to speak English to the non-native speakers of English. This study showed that the Rai learners of English in speaking in Grade IX committed phonological, morphological, lexical, grammatical and syntactical errors in different frequencies. The major findings of the study have been mentioned below point wise:

- i) The Rai learners of English in speaking in Grade IX committed phonological errors while they were speaking on any given topic due to difference in accent between native and non-native speakers of English.
- ii) They committed phonological errors not only in difficult and tough words; they committed phonological errors in general daily used words too. 43.33% Rai learners of English in speaking in Grade IX committed phonological errors. These all were cleared from the table No. 1.
- iii) They committed morphological errors in English in speaking due to lack of knowledge of word formation according to the demand of the

- situation. 26.67% Rai learners of English in speaking in Grade IX committed morphological errors. It was cleared from the table No. 2.
- iv) It was also seen that they committed morphological errors in English in speaking due to lack of exposures in English vocabulary.
 - v) They committed lexical errors in English in speaking due to interlingual and intralingual influences. 53.33% Rai learners of English in speaking in Grade IX committed lexical errors. It was cleared from the table No. 3.
 - vi) They committed grammatical errors in English in speaking mostly in pluralization, subject-verb agreement, right forms of verbs according to tenses required and proper structures of particular sentences. Such as structures of request, command, advice etc.
 - vii) This study and table No. 4 showed that most of the Rai learners of English in speaking in Grade IX committed grammatical errors. According to table No. 4, 17 respondents out of 30 or 56.67% Rai learners of English in speaking in Grade IX committed grammatical errors.
 - viii) This study showed that the Rai learners of English in speaking in Grade IX committed mainly phonological, morphological, lexical, and grammatical errors. It was cleared from the tables 1- 4.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusion and recommendations of the research on the basis presentation, analysis and interpretation of the collected data. The following conclusion and recommendation of this study have been drawn on the basis of the analyzed data. The researcher has presented the conclusions and recommendations in the separate headings so that it will be comprehensible for the concerned readers.

5.1 Conclusions

The major conclusions of the study are as below:

- i) The Rai learners of English in speaking in Grade IX mainly commit phonological, morphological, lexical, and grammatical errors while they are asked to speak English on any given topic. It can be realized and cleared too from the tables 1-4.
- ii) They commit phonological errors mainly due to difference in accent between native and non-native speakers of English, and lack of knowledge of phonetic symbols.
- iii) They commit morphological errors mainly due to lack of knowledge of word formation according to the demand of the situation and lack of exposures in English vocabulary.
- iv) They commit lexical errors mainly due to interlingual and intralingual influences.
- v) They commit grammatical errors in English in speaking mostly in pluralization, subject-verb agreement, right forms of verbs according to tense required and structure of particular sentences because of different rule system in grammar between native and non-native learners of English.
- vi) Non- native learners of English in speaking in Grade IX feel difficult to speak/learn English due to lack of knowledge of English phonology, morphology, lexemes, grammar and syntax. They must

have knowledge of English phonology, morphology, lexemes, grammar and syntax for better English speaking and learning.

- vii) It is seen that phonological, morphological, lexical, and grammatical errors in English in speaking make Rai learners of English in speaking in Grade IX feel hesitation, nervous, less motivated and weak in confidence to speak English in front of the mass.
- viii) English speaking environment should be focused and created in each and every school of non-native nations of English for better English speaking environment. It will enhance in better English teaching and learning for non-native teachers and learners of English.

5.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the data, following recommendations for pedagogical implications have been suggested keeping in the mind though provoking-‘No great work can be done without sacrifice’. The section, recommendations for pedagogical implications of the study can be analyzed or understood through following three levels:

5.2.1 Policy Related

- i) The Rai learners of English in speaking in Grade IX commit phonological errors due to difference in accent between native and non-native speakers of English. Therefore, the English teachers should teach English pronunciation to such non-native learners of English himself/herself or through audio tape of native speakers of English by using drill method until they do not pronounce real pronunciation of the particular words to decrease phonological errors of the learners.
- ii) The English teachers should provide exposures related to vocabulary himself/herself or through multi-media to such learners and the learners should be encouraged to search the meaning of difficult words in dictionary as well as in related sources of material themselves to decrease morphological errors of the learners.

- iii) They commit lexical errors so that the teachers should provide them exposures of English lexemes related to the situation to minimize lexical errors done by them.
- iv) They commit grammatical errors so that they should be requested to drill the English grammar until they do not know the English grammar very well according to their level.
- v) They commit syntactical errors mainly due to the influence of Nepali sentence pattern i.e. 'S+O+V' instead of 'S+V+O' in English. Therefore, they should be provided lots of exposures of English sentences through English texts and passages to change the concept of Nepali sentence pattern (S+O+V) and to develop the concept of English sentence pattern (S+V+O).
- vi) The government should make a policy to provide especial role and responsibility to the English teachers in certain commitments for bringing change in English in the schools. If the commitments of the teachers were not gained, they should be punished immediately by the government.
- vii) What is felt very important is that a support mechanism should be developed at the district level so that the DEO can make a district plan of operation to build capacity of the schools and the English teachers through training, workshop, study tour, and technical and professional support on regular basis. Specific programmes and activities to mobilizing RPs and SSs should be a regular activity of the DEO.

5.2.2 Practice Related

- i) English speaking environment should be created in schools.
- ii) Extra-curricular activities should be also conducted in English in schools.
- iii) Students should be encouraged to speak English in the classroom as well as out of the classroom.

- iv) Students should be encouraged to read English newspapers, articles, magazines, cut outs, extra English books etc. and they are also encouraged to listen and sing English songs and news.
- v) The teachers should be requested to teach the English language through English utilizing the proper tools and techniques to better the performance of the students.
- vi) It is expected that the teaching learning process while teaching the English language at the basic level has to be rethought. In other words, the English teachers very rarely transfer the skill and techniques which they gain from the training in the classroom.

5.2.3 Further Research Related

- i) This research will enhance to analyze of Errors Committed by Maithili Learners of English in Speaking in Grade IX.
- ii) This research will also assist to analyze of Errors Committed by Tamang Learners of English in Speaking in Grade IX.
- iii) This research will also help to analyze of Errors Committed by Limbu Learners of English in Speaking in Grade IX.
- iv) This research will provide valuable secondary sources for those researchers of researches who are related to analysis of errors committed by L₁ learners of English in speaking in different levels of a school.
- v) This research will also generalize other errors in reading, writing and listening as errors committed by L₁ learners of English in speaking during learning English in different levels of a school.
- vi) It also seems important to carry out a research to identify the causes of errors committed by the L₁ learners of English

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Appendix I

TEST ITEMS

Dear Students,

These test items are research tools for getting information for my research entitled **Analysis of Errors Committed by Rai Learners of English in Speaking in Grade Nine** under the supervision of **Dr. Purna Bahadur Kadel**, University Campus, Kirtipur, Kathmandu. Your co-operation in responding the question and your responses will have a great value in accomplishing my research. I appreciate your response and assure you that your response will be completely anonymous. Please feel free to put your response as required by the questions. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Ramraj Rajbanshi

Researcher

Department of English Education

Tribhuvan University, Kirtipur, Kathmandu

Personal Details:

Name:

Class:

Roll No.:

School Name:

Please speak something as the question required on any one particular question from the list of the questions asked by the researcher and feel free to speak about the question that seeks your individual perception on the question and describe the picture what is presented in front of you by the researcher.

Questions Based on Latest Curriculum of Class IX

1. What would you like to do in your holidays?

.....
.....

2. You are writing something. Ink your pen ran out. You are requesting to one of your friends who has two pens. How do you request him/her?

.....
.....

3. Your best friend scored good marks in the exam. How do you congratulate him/her?

.....
.....

4. Your best friend is being suffered from common cold and has not gone anywhere for treatment. How do you suggest him/her for treatment? Give any two examples of suggestions.

.....
.....

5. Tell me a short story that you like and know very much.

.....
.....

6. Suppose you want to have dictionary from the head teacher of the school. What do you say for permission to have that?

.....
.....

7. Tell me the instruction for boiled egg.

.....
.....

8. Tell me about your future plan.

.....
.....

9. Suppose you got a lottery of fifty thousand. What will you do with that money?

.....
.....

10. Describe about your village in short.

.....
.....

Pictures for the Students to Describe

1. Describe the picture.



2. Describe the picture.



3. Describe the picture.



.....
.....

4. Describe the picture.



.....
.....

5. Describe the picture.



.....
.....
6. Describe the picture.



.....
.....
7. Describe the picture.



8. Describe the picture.



THANK YOU FOR RESPONDING

Appendix II

RESPONSES OF FIVE RESPONDENTS

Dear Students,

These test items are research tools for getting information for my research entitled **Analysis of Errors Committed by Rai Learners of English in Speaking in Grade Nine** under the supervision of **Dr. Purna Bahadur Kadel**, University Campus, Kirtipur, Kathmandu. Your co-operation in responding the question and your responses will have a great value in accomplishing my research. I appreciate your response and assure you that your response will be completely anonymous. Please feel free to put your response as required by the questions. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Ramraj Rajbanshi

Researcher

Department of English Education

Tribhuvan University, Kirtipur, Kathmandu

Personal Details:

Name: Respondent-1

Class: IX

Roll No.: 6

School Name: Tiwari Bhanjyang Secondary School, Tiwari Bhanjyang-01,
Bhojpur.

Researcher: Describe the following picture.



Respondent: This is a festival. This is a dancing. They are playing deusi bhaili. This is a God picture. They are brother and sister.

Researcher: You are writing something. Ink in your pen ran out. You are requesting to one of your friends who has two pens. How do you request him/her?

Respondent: I am writing something, ink in my pen ran out. I am requesting one of my friends who have two pens. Could you give me a pen?

Personal Details:

Name: Respondent-2

Class: IX

Roll No.: 23

School Name: Tiwari Bhanjyang Secondary School, Tiwari Bhanjyang-01,
Bhojpur.

Researcher: Describe the following picture.



Respondent: This is a Dashain. This is a ping. This is a sister and brother.

Researcher: Suppose you got a lottery of fifty thousand. What will you do with that money?

Respondent: I will buy books ,copy, pen etc. with that money.

Personal Details:

Name: Respondent-3

Class: IX

Roll No.: 51

School Name: Mane Danda Secondary School, Mane Danda-01, Bhojpur.

Researcher: Describe the following picture.



Respondent: This is teacher writing. This is a teacher teaching guitar.
Student writing. Teacher students writing.

Researcher: What would you like to do in your holidays?

Respondent: I will visit my auntie at Dharan. I will study. I will do my home-works. I will go with father and mother.

Personal Details:

Name: Respondent-4

Class: IX

Roll No.: 20

School Name: Panchakanya Secondary School, Chyangrepokhari-07, Bhojpur.

Researcher: Describe the following picture.



Respondent: This festival is Dhan naach. This picture is dancing. All boys and girls are dancing. This celebrate is Chandi by Rai people.

Researcher: You are writing something. Ink in your pen ran out. You are requesting to one of your friends who has two pens. How do you request him/her?

Respondent: Excuse me friend, give me a your pen. My pen ink finished.

Personal Details:

Name: Respondent-5

Class: IX

Roll No.: 26

School Name: Tiwari Bhanjyang Secondary School, Tiwari Bhanjyang-01,

Bhojpur.

Researcher: Describe the following picture?



Respondent: This is a Mt. Everest. This picture is dinner. This picture is dancing.

Researcher: Suppose, you want to have a dictionary from the head teacher of the school. What do you say for to have that?

Respondent: If I need dictionary to solve the problem, I will say head teacher to take permission. May I have dictionary?

APPENDIX III
THE NAMES OF SCHOOLS FOR DATA
COLLECTION

1. Panchakanya Secondary School,Chyangrepokhari-07, Bhojpur
2. Tiwari Bhanjyang Secondary School, Tiwari Bhanjyang-01, Bhojpur
3. Mane Danda Secondary School, Mane Danda-01, Bhojpur

APPENDIX IV

**PRESENTATION OF PHONOLOGICAL,
MORPHOLOGICAL, LEXICAL, AND GRAMMATICAL
ERRORS COMMITTED BY RAI LEARNERS OF
ENGLISH IN SPEAKING IN GRADE IX**

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
1	ST ₁	Doctor / dɑ:ktər/ instead of /dəktə/	<i>Treatment</i> instead of <i>Treat.</i>	<i>These</i> instead of <i>they.</i>	<i>They write</i> instead of <i>they are</i> <i>writing.</i> <i>My best</i> <i>friend</i> <i>suffering from</i> <i>fever</i> instead of <i>my best</i> <i>friend is</i> <i>being suffered</i> <i>from fever.</i> <i>Doctor</i> <i>treatment get</i> <i>well soon</i> instead of <i>doctor will</i> <i>treat and my</i> <i>friend will get</i> <i>well soon.</i>
2	ST ₂	Ritual /rɪtʃʊlə/ instead of /rɪtʃʊəl/	<i>Expenditure</i> instead of- <i>spends.</i> <i>Service</i> instead of <i>serve.</i> <i>There</i> instead of <i>they.</i>	<i>Mala</i> instead of <i>garland</i> . <i>Sadness</i> <i>citizens</i> instead of <i>poor</i> <i>citizen.</i> <i>Many</i> instead of <i>many.</i> <i>Dancin</i>	<i>There is</i> <i>enjoying</i> instead of <i>they are</i> <i>enjoying.</i> <i>There is</i> <i>dancing deusi</i> instead of <i>they are</i> <i>playing deusi.</i> <i>Sisters are to</i> <i>playing</i> instead of <i>sisters are</i> <i>playing.</i>

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
				g instead of playing.	
3	ST ₃	May/ <i>maɪ</i> / instead of <i>/meɪ</i> / Dictionary <i>/dɪksnerɪ</i> / instead of <i>/dɪkʃənri</i> / Excuse <i>/ɪskus</i> / instead of <i>/ɪskjuz</i> /	<i>Dancer</i> instead of <i>dancing</i> .		<i>They are dancers instead of they are dancing.</i>
4	ST ₄				<i>This is celebrate by Rai people instead of this is celebrated by Rai people.</i>
5	ST ₅	Playing <i>/plɛɪɪŋg/</i> instead of <i>/pleɪɪŋg /</i>	<i>There</i> instead of <i>they</i> .	Very very beautiful instead of very beautiful. Square instead of area.	<i>It is a festival is a Dashain instead of it is Dashain festival.</i> <i>There is father, mother instead of they are father and mother.</i> <i>There is a children instead of there are some children.</i> <i>My village name is a instead of my</i>

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
					<i>village name is.</i>
6	ST ₆			<i>Sat</i> instead of <i>seven.</i>	
7	ST ₇	Social /sɔsɪə/ instead of /səʊsl / Work /wɔrk/ instead of /wɔk/		<i>Nau</i> instead of <i>nine.</i> <i>My</i> instead of <i>I.</i>	<i>They are</i> instead of <i>they are</i> <i>enjoying.</i>
8	ST ₈		<i>There</i> instead of <i>they.</i>	<i>Ping</i> instead of <i>swing.</i>	<i>There is</i> playing and looking instead of <i>they are</i> playing and looking. <i>Mother is tika</i> instead of <i>mother is</i> putting tika.
9	ST ₉				<i>A student is</i> writing a board instead of <i>a student is</i> writing on the board. <i>Teacher</i> telling and students writing instead of <i>the teacher is</i> telling and <i>the students</i> are writing. <i>You are</i> got best mark

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
					instead of you got the best mark.
10	ST ₁₀			They instead of these.	They are dog instead of these are dogs.
11	ST ₁₁			This instead of they.	This is a brother and sister instead of they are brother and sister.
12	ST ₁₂		Important instead of importance.		This is a picture is dancing instead of this is a picture of dancing.
13	ST ₁₃			This instead of they.	This is sister and brother instead of they are sister and brother.
14	ST ₁₄			video watchin g instead of watchin g video. This instead of they.	I read class nine instead of I read in class nine. Is-instead of are. I writing instead of I write.
15	ST ₁₅	Related /rɪlɪtɪd/ instead of /rɪlɪtɪd/ Festival /fɛstɪbəl/ instead of /fɛstəvəl/	Nature instead of naturally.	Rise instead of grow.	It is celebrate instead of it is celebrated.
16	ST ₁₆			Ping	

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
				instead of <i>swing</i> . <i>Wearin g tika</i> instead of <i>putting tika/hav ing tika</i> .	
17	ST ₁₇			<i>Sisterle brother tika</i> instead of <i>sister is putting tika to her brother</i> .	
18	ST ₁₈				
19	ST ₁₉				<i>Is</i> instead of <i>was</i> .
20	ST ₂₀	May <i>/maɪ/</i> instead of <i>/meɪ/</i> Dictionary <i>/dɪksnərɪ/</i> instead of <i>/dɪkʃənri/</i>			
21	ST ₂₁	People			

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
		/pɪpʊ/ instead of /pɪpə/			
22	ST ₂₂	People /pɪpʊ/ instead of /pɪpə/	God instead of goddess.		<i>Would you mind give me a pen? Instead of would you mind giving me a pen? I wonder if you could giving me a pen? instead of I wonder if you could give me a pen?</i>
23	ST ₂₃				
24	ST ₂₄	Related /rɪlætɪd/ instead of /rɪlertɪd/		<i>They instead of these.</i>	
25	ST ₂₅				<i>Students is writing instead of students are writing. Teachers, students writing instead of the teachers and the students are writing.</i>
26	ST ₂₆			<i>Driving instead of ploughi ng.</i>	
27	ST ₂₇	Dear /dEər /		<i>There instead of it.</i>	

S.N.	Learners	Phonological	Morphological	Lexical	Grammatical
		instead of <i>/dEə /</i> Medicine <i>/mEdɪsɪn/</i> instead of <i>/mEdɪsən/</i> Should <i>/ʃʊld/</i> instead of <i>/ʃʊd/</i>			
28	ST ₂₈	Dictionary <i>/dɪksnərɪ/</i> instead of <i>/dɪksənri/</i>		<i>Hand-writing</i> instead of <i>writing.</i>	
29	ST ₂₉	Cave <i>/kEɪ/</i> instead of <i>/keɪv/</i> Known <i>/nəʊn /</i> instead of <i>/nəʊn/</i> Killer <i>/kɪlə/</i> Instead of <i>/kɪlə/</i> Day/ <i>de/</i> instead of <i>/deɪ/</i> Arranged <i>/ErEnzEt /</i> instead of <i>/ərəmɪdʒd/</i>			
30	ST ₃₀				

