

# CHAPTER-ONE

## INTRODUCTION

### 1.1 Chapter Overview

This Chapter deals with the background of the study, grammar and its importance, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.2 Background of the Study

In the context of Nepal, especially in community schools, the students are poor in English grammar. Although the talented and intelligent students obtain good marks in other subjects, they only get average marks in English due to lack of knowledge in English grammar. One of the major causes is grammar. So, grammar is the main way to improve English by applying the different rules of grammar. In grade eight, most of grammatical items are mentioned to teach inductively. There are three levels of language. They are described below:

**a. Phonological level:** Phonological level is the first and primary level of language. It studies the sounds and sound systems of a language. It studies phonemes and their organization into patterns in order to fulfill the communication function.

**b. Grammatical level:** This deals with patterns of language which studies the grammar of a language. It has two sub-levels: morphological level and syntactic level.

**c. Semantic level:** Semantics as the study of meaning is central to the study of communication; and communication becomes more and more crucial factor in social organization, the need to understand it becomes more pressing. Semantics is also at the center of the study of the human mind – thought processes, cognition, conceptualization—all these are intricately bound up with the way in which we classify and convey our experiences of the world through language (Leech, 1985).

This study will be carried out to find out the errors committed by the students of grade eight students in reported speech which can be useful to minimize other possible errors in similar areas of grammar in near future.

### **1.2.1 Introduction of Grammar and Its Importance**

Grammar is a set of rules that describes how words or group of words are arranged to form sentences. Actually, grammar consists of rules that govern the formation of sentences. The grammar of English sentences and this is precisely what learners of English want to know. To put in another word, grammar is the body of rules which underlie a language.

Grammar is defined variously by various grammarians. Ur (1996, p. 52) has defined grammar as, “the way words are put together to make correct sentences.” To quote Cowan (2009, p.60), “it is a set of rules that describe how words are arranged to form sentences in particular language.”

Thus, Grammar is a description, analysis and formalization of language patterns. It is a tool for making meaning which communicates meanings of very precise kind. It is defined as the connections of words and word groups in an acceptable structure. "Grammar is one of the aspects of language that should be taught and learnt. It can be defined as, how words are combined or changed to form acceptable units of meanings within a language" (Ur, 1996, p.62). Grammar is central to the teaching and learning of languages. It is also one of the most difficult and controversial aspects of language teaching.

The meaningful arrangements of forms in a language constitute its grammar. Grammar is the science of languages. Grammar is the practical analysis of a language and its anatomy. It deals with functions of words in a sentence. It explains the structural details of a sentence. Grammar presents the fact of language, arranged under certain categories and deals with what can be brought under general laws and stated in the form of general rules (Thompson & Wyatt, 1986).

Funk and Wagnals (1960) define grammar as "the science that treats of the principles that govern the correct use of language in either oral or written

form". It means, grammar is very important in order to manipulate the language in speech and writing. The main purpose of the grammar is to help the students to choose structures, which accurately express the meaning they want to create. Hence, the grammar is meant for improving language.

Grammar of the language, one's learning of the language is inadequate; conscious learning of grammar is slowly converted into an automatic process. Thus, the importance of grammar can be proved from the evidence that if one is given all the required words, phrases and so on, but not the rules of that language, and then he will virtually fail to produce a single sentence

What they mean is that grammar should be taught; without knowledge of the Thus, grammar is arrangement of structures which describes the functions of words in a sentence.

### **1.3 Statement of the Problem**

The field of grammar is a very difficult topic in itself. Grammar is difficult due to various rules of it. There were few researchers who carried out researches in the field of it. Students begin learning English grammar from the primary level; however, they commit many errors. Even the talented students are also found to commit errors. Sometimes, they write sentences in direct in place of indirect speech. There is no uniformity in the errors committed by them. No research has been carried out in reported speech by any researchers in Banganga municipality so far. Thus, the concern being addressed behind the study will be to find out the errors committed by grade eight students in community schools in Banganga municipality.

### **1.4 Objectives of the Study**

The objectives of the study were as follows:

- a) To find out the errors committed by the grade eight students in the use of reported speech.
- b) To identify the types and causes of errors, analyze and interpret.
- c) To suggest some pedagogical implications.

## **1.5 Significance of the Study**

The researcher hopes that after the completion of this study, one can get some valuable findings on reported speech. Especially, it will point out the errors in reported speech, remediation of errors and it will suggest some useful, methods and techniques of teaching reported speech. So, it will be also beneficial to the students, teachers, textbook writers, syllabus designers and other people who directly or indirectly involve in English language teaching. This type of study is quite essential for frequency of different types of errors made by the students while transforming direct speech into indirect speech and vice versa.

## **1.6 Delimitations of the Study**

The research had the following delimitations:

- a) It was limited to only one hundred students of grade eight.
- b) Twenty-five students of each school were randomly selected.
- c) It was carried out only in four community schools of Banganga municipality.
- d) The subject area was limited to a small area of English: error under 'reported speech.
- e) The medium of study was limited to written variety.
- f) Different types of questions were asked in the research that has been given in appendix 1.

## **1.7 Operational Definition of the Key Terms**

**Error:** The term 'error' refers to the systematic deviation from the norms of the code or a breach of the code in the second language learners' language due to inadequate knowledge of the language system.

**Mistake:** The term 'mistake' generally refers to any deviation from the norm of the code, systematic or unsystematic. When it is used as a term in contrast with errors, it refers to deviations caused due to

lack of attention, fatigue, carelessness or some other aspects of performance.

***Community School:*** Community school which receives regular fund from the government.

***Reported Speech :*** Reported speech is a process of reporting, statement, questions what a person has said, to read instructions and report them and so forth.

***Direct Speech:*** Direct speech is a exact words which is spoken by original speakers.

***Indirect Speech:*** Indirect speech does not have the actual words of a speaker rather there are words spoken by 2<sup>nd</sup> person.

## **CHAPTER- TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Chapter Overview**

This chapter deals with the review of the theoretical literature, empirical literature, implications of the review for the study and conceptual framework.

#### **2.2 Implications of the Review for the Study**

In the process of conducting a research study literature review of related topics supports and provides guidelines to carry out a research systematically. During the research time the researcher reviewed various books, theses, articles and journals for the research. Literature review is an on-going process that doesn't end until it is completed. The major purpose of reviewing the literature is to determine what has been already done to the problems of research. The review tells the researcher what has been done and what still needs to be done.

Kumar (2006, p. 30) presents the following functions of the literature review.

- ) It provides theoretical background of the study.
- ) Through the literature we are able to show how our findings have contributed to the existing body of knowledge in our profession
- ) It enables to contextualize our findings.
- ) It reviews the means by which we establish the links between what we are processing to examine and what has already been examined. In other words, it helps to refine our methodology.

Literature review is one of the ways of getting and expanding knowledge in the process conducting research for the first time. At that time, it is very helpful to the researchers in related fields and makes study very easy. It gives a clear way and proper ideas about the research to accomplish research work.

### **2.3 Review of Theoretical Literature**

Several studies have been carried out on error analysis focusing on different grammatical items. All the research works mentioned below are concerned with error analysis in the area of grammar of English language. Having their significant views in the application of language teaching and learning, the research works were carried in the past. In the context of Nepal, English language is taught and learnt as a foreign language. Because of this reason, Nepalese learners are facing problems and committing errors. Those errors are categorized and studied systematically. Their findings with the helpful recommendations are presented explicitly and analogically. Followings are some relevant research works studies in the past by the following researchers.

Little Wood (1984), 'The majority of intralingua errors are instances of the same process of overgeneralization that has been observed in the first language. Acquisition errors are not only caused due to interlingual reasons but also due to intralingua reasons. Here, error is caused because of the use of rule or linguistic items beyond its accepted uses.

To show the importance of studying learners' errors, Corder (1973, p.265) says,

The most obvious practical use of the analysis of errors is to the teacher. Errors provide feedback, they tell the teacher something about the effectiveness of the teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been inadequately learnt or taught and need further attentions. They enable him to decide whether he can move on to the next item on the syllabus or he must devote more time to the items he has been working on.

Singh (1997) carried out a research entitled 'An Analysis of Errors Committed by Students of First Year PCL in the Use of Articles and Prepositions.' The

purpose of her study was to identify the overt and systematic errors in the written composition. She has also made an attempt to evaluate the errors in terms of their frequency and seriousness. She carried out the study on the students of first year PCL studying at Thakur Ram Multiple campus, Birganj. She prepared a set of objective questions and two free compositions took the selected sample population and administered the test items. The findings of her study reveal that students of different faculties, mother tongue, background and sex are found to commit article errors more frequently than preposition errors.

Shrestha (2001) analyzed 'The Errors of Spelling Made by Ninth Graders'. In her study, she aimed to find out the errors in spelling. She administered the test items to the selected sample population. Her study shows that the highest number of error was committed due to omission of consonant letter and the lowest number of error was made in consonant wrong ordered in the category wise analysis. She has collected responses from the students and presented correct and incorrect forms of the words in list form. She has presented her thesis in descriptive form.

Thakur (2002) analyzed 'The Errors Committed by the Tenth Graders in the Use of Past Tense'. His study was limited in Lalitpur and Dhanusha districts. The objectives of his study were to identify the errors committed by the tenth graders in the use of past tense in their writing to explain the proficiency of their written work and to compare and contrast the errors committed by the tenth graders. He administered the written test to the sample population.

Chaudhary (2006) analyzed 'The Errors Committed by Tharu Students in Passivization'. He aimed to identify errors in passivization and sentences of the English made by Tharu students. He took eighty sample students studying in grade 10 in the schools of Saptary district. He administered test and collected student's responses. He has found that the Tharu students were not clear to use appropriate tense in the changing of passivation. The students were found to commit more errors in imperative advice passive rather than imperative command and request.

Sah (2008) studied 'Errors Committed by the Students of Grade Ten in the Use of Simple Present Tense'. She wanted to identify the errors in the use of simple present tense. She has also made an attempt to describe and classify the errors in the use of simple present tense in terms of test sets, schools and genders. She selected thirty students from each of the four schools of Nuwakot district. Majority of errors were committed in sub, verb agreement by the students.

Bhandari (2013) carried out a research on "An Analysis of Grammatical Errors Committed by Grade Ten Students". He aimed to identify and classify the grammatical errors committed by the student of grade ten on grammatical items. He found out that selected public schools are very poor in the use of grammatical items. The students committed the highest numbers of errors in transformation type-2, conditionals and narration.

The present study is different from above reviewed researches because nobody has carried out the research on errors committed by grade eight students in reported speech so this study is new to deal with the errors committed by the grade eight students in the use of reported speech.

### **2.3.1 Reported Speech**

Reported speech is one of the most important aspects of grammar. Without the sound knowledge of reported speech we can't express our ideas, feelings and experiences appropriately. Reported speech is inevitable in language teaching and learning. It is used to report, statement, questions what a person has said, to read instructions and report them and so forth. According to Thomson and Martinet (1993 p. 269), there are two ways of relating what a person has said; direct and indirect. In direct speech, we repeat the original speakers' exact words: *e.g.* He said, "I have lost my umbrella".

Remarks repeated are placed between inverted commas, and a comma or colon is placed immediately before the remarks. Direct

speech is found in conversations in books, in plays, and in quotations. In indirect speech, we give the exact meaning of a remark or a speech, without necessarily using the speakers' exact words: He said (that) he had lost his umbrella. When we convert direct speech into indirect, some changes are usually necessary. These are most easily studied by considering statements, questions and commands separately (Thomson and Martinet, 1987, p.268).

While changing direct speech in to indirect speech we have to change the tense, pronouns, adverbials and inverted commas appropriately. The appropriately conjunctions should be used. On the basis of types of sentences.

#### **a) Statements in Indirect Speech**

Indirect speech does not have the actual words of a speaker rather there are words spoken by 2<sup>nd</sup> person about 1<sup>st</sup> person or it is a statement about someone spoken by someone else. It is usually written or spoken in past form. For example:

Direct : He said, " I am happy.'

Indirect: He said that he was happy.

In indirect speech, there should be changed in tense, pronoun, adverbials, except universal truth like:

*The sun rises in the east.*

#### **b) Changes in tense**

A. Indirect speech can be introduced by a verb in present tense:

He says that...This is usual when we are:

- a) Reporting a conversation that is still going on;
- b) Reading a letter and reporting what it says;

- c) Reading instructions and reporting them;
- d) Reporting a statement that someone makes very often.

e.g. Tom says that he'll never get married.

When the introductory verb is in present, present perfect or future tense we can report the direct speech without any change of tense:

According to Thomson and Martinet (1987, p.270), the changes are shown in the following table:

<i>Direct Speech</i>	<i>Indirect Speech</i>
<b><i>Simple Present</i></b> 'I never eat meat', he explained	<b><i>Simple past</i></b> He explained that he never ate meat
<b><i>Present continuous</i></b> 'I'm waiting for Ann', he said.	<b><i>Past continuous</i></b> He said (that) he was waiting for Ann
<b><i>Present perfect</i></b> 'I have found a flat', he said.	<b><i>Past perfect</i></b> He said (that) he had found a flat
<b><i>Present perfect continuous</i></b> He said, 'I've been waiting for ages.'	<b><i>Past Perfect Continuous</i></b> He said he had been waiting for ages
<b><i>Simple past</i></b> 'I took it home with me', she said	<b><i>Past perfect</i></b> She said she had taken it home with her.
<b><i>Future</i></b> He said, 'I shall/will be in Paris on Monday'	<b><i>Conditional</i></b> He said he would be in Paris on Monday.
<b><i>Future continuous</i></b> 'I will /shall be using the car myself on the 24th', she said.	<b><i>Conditional continuous</i></b> She said she'd be using the car herself on the 24th.

### **c) Unchanged Past tenses in Indirect Speech**

In written English, past tenses usually do change to past perfect but there are the following exceptions:

- Past/past continuous tenses in time clauses do not normally change:

e.g. Hemant said, 'A TV correspondent came to meet father when he was sleeping.'

Hemant said that a TV correspondent came to meet father when he was sleeping.

- A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged:

*e.g.* She said, "Binita's in-laws are very cooperative and understanding and she is very happy in her joint family."

She said that Binita's in-laws are very cooperative and understanding and she is very happy in her joint family.

#### **d) Unreal Past Tenses (subjunctives) in Indirect Speech**

- i) Unreal past tenses after wish would rather/sooner and it is time to change:

*e. g.* a) 'We wish we didn't have to take exams', said the children.

The children said they wished they didn't have to take exams.

- b) 'Bill wants to go alone', said Ann, but I'd rather he went with a group .

Ann said that Bill wanted to go alone but that she'd rather he went with a group.

- ii). I/she/he/we/they had better remains unchanged. You had better can remain unchanged or be reported by advise + object + infinitive.

*e. g.* 'The children had better go to bed early, Said Tom.

Tom said that the children had better go to bed early.

#### **e) Indirect Speech: Pronoun and Adjective**

- i) Pronouns and possessive adjectives usually change from first or second to third person except when the speaker is reporting his own words:

*e. g.* a) He said, "I took most of my decisions in consultation with my parents, and that is why I never faced any resistance from my family."

He said that he took most of his decisions in consultation with his parents, and that was why he never faced any resistance from his family.

- ii) She said, "I know that if I have to improve my result, I will have to put in a lot of extra effort."

She said that she knew that if she had to improve her result she would had to put in a lot of extra effort.

**f) Expressions of Time and Place Adverbials in Indirect Speech**

According to Martine, (1987, p.274) adverbs and adverbial phrases of time are changed as follows:

<b>Direct</b>	<b>Indirect</b>
Today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day/ the following day
the day after tomorrow	in two day's time
next week/year, etc.	the following week / year etc.
last week/year	the previous week/year
a year ago.	a year before / the previous year
here	there
this	that
these	those

*e. g.*

*Direct* a) 'I saw her the day before yesterday', he said.

*Indirect* He said he'd seen her two days before.

*Direct* b) 'I'll do it tomorrow', he promised.

*Indirect* He promised that he would do it the next day.

**g) Questions in Indirect Speech**

The indirect speech of interrogative questions can be changed in the following ways

**a. Wh-questions**

Direct question: He said, "Where is she going?"

Indirect question: He asked where she was going.

When we turn direct questions into indirect speech the following changes are necessary:

- i) The interrogative form of the verb changes to the affirmative form. The question mark (?) is therefore omitted in indirect questions; *e.g.*

Direct He said, "Where does he live?"

Indirect He asked where he lived.

- ii) If the introductory verb is say, it must be changed to a verb of inquiry, *e.g.* ask, inquire, wonder, want to know etc. *e.g.*

Direct He said, "How did you guess the correct answer?"

Indirect He asked how he had guessed the correct answer.

- iii) If the direct question begins with a question word (when, where, who, how, why, etc.) the question word is repeated in the indirect question. *e.g.*

Direct She said, 'What do you want?'

Indirect She asked (them) what they wanted.

### **b. Yes/no Questions**

- i) Use 'if' or 'whether' in Yes/No questions

*e.g.*

Direct He said, "Are you going to school?" "No," said I.

Indirect He asked me if I was not going to school and I replied that I did not

- a) Normally, we can use either 'if' or 'whether' but 'if' is more usual:

"Do you know Bill?" he said.

He asked if/whether I knew Bill.

- b) Whether can emphasize that a choice has to be made:

*e.g.* "Do you want to go by air or sea?" the travel agent asked.

The travel agent asked whether I wanted to go by air or by sea.

c) Whether + infinitive is possible after wonder, want to know

*e.g.* “Shall /Should I wait for them or go on?” he wondered.

He wondered whether he should wait for them or go on.

#### **h) Questions beginning shall I/we in indirect speech**

Questions beginning shall I/we? Can be of four kinds:

i. Speculations or requests for information about a future event.

*e.g.*, “Shall I ever see them again?” he wondered.

He wondered if he would ever see them again.

ii. Requests for instructions or advice.

*e.g.*, “Shall we post it, sir?” he said.

He asked the customer if they were to post/if they should post it.

iii. Offers:

*e.g.*, “Shall I bring some tea?” Could be reported as:

He offered to bring me some tea.

iv. Suggestions:

*e.g.* “Shall we meet at the theatre?” Could be reported as:

He suggested meeting at the theatre.

#### **i) Questions beginning Will you/would you/could you?**

These may be ordinary questions, but may also be requests, Invitation, or very occasionally, commands:

*e.g.*, a) He said, “Will you be there tomorrow?”

He asked if she would be there the next day.

b) “Will you stand still?, he shouted.

He told/ordered me to stand still.

c) “Will/Would you file these, letters, please?” he said.

He asked/told me to file the letters.

d) "Would you like a lift?" said Ann.

Ann offered me a lift.

**j) Commands, requests, advice, in indirect speech**

I said to my friend, "Please help me to arrange these books on the shelf."

I requested my friend to help me to arrange those books on the shelf.

Indirect commands, request, advice are usually expressed by a verb of command/request/advice + object + infinitive.

i. The following verbs can be used: advise, ask, beg, command, encourage, entreat, forbid, implore, invite, order, recommend, remained, request, tell, urge, and warn. *e.g.*,

Direct "Have a deep respect for every living creature," the saint said to the audience.

Indirect The saint urged the audience to have a deep respect for every living creature.

ii. Negative commands, requests, etc. are usually reported by not + infinitive *e.g.*,

Direct "Don't worry, for I am there to help you," she said to me.

Indirect She urged me not to worry, for she was there to help me.

iii. Examples of indirect, commands, requests, advice Note that direct commands are usually expressed by the imperative, but that requests and advice can be expressed in a variety of ways. *e.g.*,

a) Direct She said to the principal, "sir, let me go home a little early, for my mother-in-law is not feeling well."

Indirect She requested the principal to let her go home a little early, for her mother-in-law was not feeling well.

b) Direct She said, "Tom, do not forget to write your name at the top right-hand corner of your drawing."

- Indirect      She reminded Tom to write his name at the top right-hand corner of his drawing.
- c) Direct      The teacher said, "Let no child leave the class till all the answer sheets have been handed over to me."
- Indirect      The teacher said that no child was to leave the class till all the answer sheets had been handed over to her.
- d) Direct      "Please, don't take any risks", said my wife.
- Indirect      My wife begged/implored me not to take any risks.
- e) Direct      "Don't forget to order the wine", said Mrs. Pitt.
- Indirect      Mrs. Pitt said not to forget to order the wine.

### 2.3.2 Error Analysis

Error Analysis is a branch of applied linguistics. It deals with the erroneous sentences produced by the language learners. Error, in general, refers to the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Error may be in the speech or writing of a second or foreign language learner. Linguistic item may be a word, a grammatical item, or a speech act, etc. Error results from incomplete knowledge and mistake is caused by lack of attention, fatigue, carelessness or some other aspect of performance.

In learning the first language, the learner's mind, tries to acquire the information of only one linguistic system and to understand it as he is exposed to it all the time. In other, words, at the infant stage, he is unconscious and his mind is blank. He starts learning his mother tongue as a new language. To begin with he uses gesticulation, then words, broken sentences and finally complete sentences for his communication.e.g.

*Father office go                      Father goes to office.*

At his grown-up stage, he frequently uses his first language without having knowledge of the grammar. As a result, he often produces deviant, ill-formed,

incorrect or erroneous sentences and so on. But he can rectify them easily and sometimes can ignore. Such deviations in language are said to be 'mistakes'.

When he starts learning a second language, he is conscious and aware of it. In learning, there happens a clash between the system of the first language and that of the second. When one system becomes more or less a habit, the learning of a second language becomes rather difficult. Because of this factor, the erroneous sentences are repeatedly produced but he cannot rectify them. Such deviations in language are said to be 'errors'. Thus, a learner of a second or foreign language commits errors in the course of learning a language.

Besides, when an error is compared with a mistake, we find that mistake covers as a whole but an error covers a part of mistake. It means an error is a mistake but a mistake may or may not be errors.

Similarly, a learner of second or foreign language commits errors in course of learning a language. Linguists have taken this area of language for their study and analysis. The linguists under the behavioristic view have studied with the tools of psychological device and postulated the theories about errors in learning and teaching. Some linguists have brought cognitive view about errors in language learning and teaching. In this regard, in 'Error Analysis' Corder (1984, p.20) says,

In the field of methodology there have been two schools of thought in respect of learners' errors. Firstly, the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts.

Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners. Error analysis is carried out to:

- a) Find out how well someone knows a language.
- b) Find out how a person learns a language.
- c) Obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

In Corder's words (1973, p.266),

From the study of his errors we are able to infer his knowledge at that point in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms, we build up a picture of the features of the language which are causing him learning problems.

### **2.3.3 Importance of Error Analysis**

Error analysis refers to study of errors committed by the learners of foreign or second language. It studies and identifies what easy and difficult areas are to be learnt. Language teachers get feedback out of this study. Error analysis assists the teachers to detect the difficulties and difficulty levels of the learners in the process of language learning and learners learn better. So, error analysis provides evidence and important additional source of information for the selection of necessary items to be incorporated into the syllabus too.

Error analysis is the primary factor that plays vital role in language learning process. It is much helpful to design syllabus and to practise it in teaching. It means it is impossible to teach any second or foreign language successfully without researching errors and analyzing them.

To show the importance of studying learners' errors, Corder (1973, p.265) says,

The most obvious practical use of the analysis of errors is to the teacher. Errors provide feedback, they tell the teacher something about the effectiveness of the teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been inadequately learnt or taught and need further attentions. They enable him to decide whether he can move on to the next item on the syllabus or he must devote more time to the items he has been working on.

The teachers who teach foreign language get feedback from the errors that the learners commit while learning second or foreign language. Effectiveness of the syllabus or items that is being taught, teaching materials or techniques and teaching aids can be easily evaluated by them. It even guides to move onto next lesson.

To focus on its importance Corder (1973, p.267) further says, “The study of learners’ errors is a part of the methodology of the study of language learning.” Furthermore, he says,

. . . collection and analysis of the utterances of an infant is essential in understanding the process of first language acquisition a longitudinal study of errors produced by a second language learner at different time is essential in understanding the process of second language acquisition.

This remark prioritizes the importance of studying the learners’ errors. The analysis of learners’ errors clearly gives idea about the effectiveness of teaching. Progress of language learning can be pointed out by analysis of errors. It helps us to discover the areas where learners feel difficult, what can

be done to enhance students' learning, what teaching aids are to be prepared etc. In short; error analysis helps us to know:

- ) How much language has someone learned?
- ) The strategies employed by the learners in learning language.
- ) Receive information of the common difficulty areas.
- ) Identify the causes of learners' errors.
- ) To select the teaching aids and use them effectively.

### **2.3.4 Stages of Error Analysis**

Error analysis can be seen as a series of successive steps/stages. The stages of error analysis can be listed as follows:

1. Collection of data for error analysis
2. Identification of errors
3. Description and classification of errors
4. Explanation of errors
5. Evaluation of errors
6. Correction and remediation of errors

#### **1. Collection of Data for Error Analysis**

Collection of data is the first stage of error analysis. To study and analyze anything we should be aware of its existence. This fact is equally true in error analysis. Therefore we must have reliable data to describe and analyze errors. The data collected from the learners are supposed to have a picture of the features of the language. But the problem is to detect them, some errors are so subtle that they escape even the penetrating eyes of the experienced teachers.

Corder (1973, p.126) says that data may be spoken or written. He mentions that it is easier to make a systematic study of written materials. Moreover, he divides the written work produced by learners into two types:

Spontaneous production and, ii) controlled production. The former type

contains free composition and the latter type contains translation, paraphrasing, retelling of stories. The distinction here is between the learner selecting his own message and processing already given message.

The best way to collect data is to collect them in a natural way *e.g.* Without making the learner aware of the fact that his works are analyzed as errors. Generally, spontaneous production is preferred rather than controlled production in order to collect data because learner should be preferably spontaneous in his work. However, the learner can deliberately avoid linguistic areas in which he feels uncertain. Corder says, 'Spontaneous production is 'error avoiding' whereas controlled production is 'error provoking'. Hence, data derived from spontaneous corpus may lack coverage. Therefore, coverage as well as spontaneity should be taken into consideration while collecting data.

## **2. Identification of Errors**

In this stage of Error Analysis, an attempt is made to identify errors in the corpus. Generally, errors and mistakes are taken as synonymous in a layman's sense. Technically speaking, all mistakes are not errors. Corder (1973, p.127) points out the need to distinguish 'errors' (*i.e.* deviant sentences which are the result of lack of competence) from 'mistakes' (*i.e.* deviant sentences which are the result of psychological or physiological reasons rather than linguistic ones). Mistakes either may be at competence level or performance level. Mistakes which are committed at competence level are called errors and mistakes which are committed at performance level are called mistakes or lapses or slips. Hence, 'errors' remain distinct from 'lapses' or 'mistakes'. Errors have the following features.

- i) Errors are not recognized by the language learner as deviant forms.
- ii) Errors occur because of lack of competence and they tend to occur time and gain. So, they are said to be systematic.

The term 'lapse' denotes a mistake committed due to carelessness. As such, it does not appear repeatedly and can be corrected by the performer himself. The term 'error' can be defined as a systematic deviant from the norm of the code or

a breach of the code in the second language learners language due to inadequate knowledge of the code. Errors are not physical failures. Even, if his/her attention is drawn to them (errors). He/she can't make correction; rather there may be chance of committing other errors.

Corder (1973, p.272) makes distinction between 'overt error' and 'covert error'; the former can be detected even in isolation whereas the latter can be detected only in the context in which it occurs. The identification of errors completely depends upon the analyst making a correct interpretation of the learner's intended meaning in the context. Sometimes an analyst may be confronted with difficulty in the process of detecting errors because what looks or sounds a perfectly acceptable sentence may contain an error. For example, the sentence: 'I do not like it'. Is correct in isolation but in the context, 'Do you like mangoes?' it is erroneous. Therefore, it is difficult to decide whether the deviant form is in fact an error or just a slip or lapse. Sometimes, it may happen that the learner doesn't know all the rules but comes up with a correct sentence only just by guessing.

By definition, an error is that which occurs time and again in a systematic way. So, it is better to take into consideration only those deviant forms as errors which occur regularly in the learners' language.

### **3. Description of Errors**

In this stage of EA, an attempt is made to describe and classify errors in terms of the linguistic processes or rules. Corder (1973, p.128) says, 'A full description of the errors involves 'explaining' it in terms of the linguistic processes or rules which are being followed by the speaker.' He points out that the description of error can be made at various degrees of depth, generality or abstraction. Again according to him the description of errors can be done in two levels. They are:

- i) Superficial level and
- ii) Deeper level

### **a) Superficial Level**

The first and most superficial level merely describes errors in terms of the physical differences between the learners' deviant utterances and the reconstructed version. The difference between the deviant utterances and the reconstructed versions can be classified into the following four categories:

- i) **Omission:** e.g. Earth is round (omission of 'the' at the beginning).
- ii) **Addition:** e.g. They got married in last March (unnecessary addition of 'in').
- iii) **Selection:** e.g. The course begins at 7 January (wrong selection of preposition 'at'). Instead of in.
- iv) **Disordering:** e.g. Ram asked me where I was going (..... was I..... disordering).

### **b) Deeper Level**

In this level, the superficial description is taken to a deeper description by assigning the items involved to the different linguistic levels namely orthographic, phonological, morphological, syntactic, lexico-semantic, stylistic, pragmatic, etc.

It is better to go into the deeper level of description because it is more explanatory and powerful than a single statement of what is omitted or added. For example, an error of phonology may reveal a deficiency in the knowledge of pronunciation, sound system of the English language, etc.

## **4. Explanation of Errors**

If the description and classification of errors seem to be difficult, a consideration of their sources is even more difficult. Most of the errors can be accounted in terms of the mother tongue interference or intralingual interference, but there are some other errors which are really very difficult to explain.

Corder (1973, p.128) say, "Description of errors is largely a linguistic activity whereas explanation is the field of psycholinguistics". This stage of EA is

concerned with accounting for how and why the learner comes up with erroneous expressions.

Richards (1971, p.60) on his book *'Error Analysis and Second Language Strategies'* proposes a three ways classification of errors.

- i) Interference errors
- ii) Intra lingual errors
- iii) Inter lingual error
- iv) Developmental errors

### **i) Interference Errors**

According to Richards "The interference errors are those caused by the influence of the learner's mother tongue on his production of the target language in presumably those areas where the language clearly differs". It implies that whenever the patterns of structure between the learner's mother tongue and target language differ, this leads the learner towards negative transfer or mother tongue interference. Thus, the learner transfers the habit of his mother tongue into the second or foreign language.

### **ii) Intra lingual Errors**

Some errors reflect the system of mother tongue whereas some other does not reflect the system of mother tongue. Errors reflecting the mother tongue are called mother tongue interference and errors reflecting the target language itself are called intra Lingual errors or analytical errors. The source of these errors is the target language itself.

Intra lingual errors can be categorized as follows:

- a) Wrong analogy and overgeneralization
- b) Hypercorrection
- c) Faulty rules given by the teacher
- d) Inherent difficulties in the target language.

### **i) Wrong Analogy and Overgeneralization**

It is natural that a learner tends to simplify learning load in course of his learning career. He does this by formulating rules. But due to limited exposure to the language being learnt, he may over generalize the rules and fail to take the exceptions into account.

According to Littlewood (1984, p.92) "The majority of intra lingual errors are instances of the same process of overgeneralization that has been observed in first language acquisition''. Over generalization means wrong prediction about the language system. For example, the words 'fastly' and 'oxes' are produced by Nepali learners of English due to overgeneralization of suffixation rules.

### **ii). Hypercorrection**

A learner may commit errors due to hypercorrection. It implies that the learner once masters a correct form later due to false analogical creation he turns it into an erroneous form. According to Triple hypercorrection "means the correction of mistake and transferring the new rule and applying it to correct utterances" (triple 1). For example, the learner first uses the correct form of 'can' in sentence like. 'He can swim'. Later as a result of learning s-v agreement rules, he produces sentences like, "He cans swim". Another sociolinguist, Valentine(2010, p.128) states, "It can influence the speech of a social class in certain situation has been worked out" . If a predicted area of difficulty is over emphasized in the preparation of materials and presentation or practice, it will lead the learners towards false belief of their importance: as a result they tend to make use of the 'overemphasized' rule everywhere and forget to take into account the exceptions and this leads to the occurrence of errors.

### **iii). Faulty Rules given by the Teachers**

Sometimes, it happens that the teacher gives rules which are not fully adequate. When students use these inadequate rules, they form erroneous sentences. L2 learners commit error when they are confused in system. They cannot follow the same rule as taught. Johnson in his research claims that, "The second language speakers are not operating the same linguistic system as Standard

English speaker." For example when a teacher tells "if the action is in the past tense, the verb must be in the past tense", it may lead the learner to form a sentence like, "Last night he wanted to played football but his father said he got to finish his homework".

#### **iv). Inherent Difficulties in the Target Language**

It has been proved that some features of the target language are inherently difficult and this difficulty leads the learners towards erroneous expressions. A learner's ability to perceive a sound contrast determines the difficulties of acquisition. Both learners and native speakers find these aspects of the language difficult to master. Equivalent or similar sound is difficult to acquire. For example, it is obvious that English consonant pairs /v/ and / /, and /f/ and / / are very difficult to distinguish, not only for learners but also for the native speakers.

#### **iii) Inter lingual Error**

While doing languages transfer from L1 to L2, learners commit errors. Or due to the grammatical differences learner commits errors when they change sentences from source language to target language. Lado (1957 p.2) states "the relationship between difference and difficulty in its simplistic form, suggesting the relationship to be proportional: the greater the difference the greater the difficulty. Because of gap in source and target language people commits errors."

#### **iv). Developmental Errors**

Characterizing developmental errors Richards (1971) says,

"The developmental errors reflect the strategies by which the learner acquires the language. These errors show that the learner-oftentimes completely independent on the native language is making false hypotheses about the target language based on linguistic exposure to it".

## **5. Evaluation of Errors**

Evaluation of errors refers to the determination of seriousness of error. The seriousness of error is also termed as errors gravity. The greater the degree of error gravity the more serious the error tends to be. Regarding the SLA evaluation Corder (1980, p.177) says, "The basic question that second language acquisition research addresses is: how can we describe the process of second language acquisition" The errors are evaluated or the error gravity is determined on the basis of Corder's *Error Analysis, Interlanguage and Second language Acquisition* has the following criteria:

- i) Linguistic criterion
- ii) Communicative criterion
- iii) Attitudinal criterion
- iv) Pedagogical criterion

### **i) Linguistic Criterion**

According to linguistic criterion inter lingual, errors are considered to be more serious than the intra lingual ones because intra lingual errors are comparatively light and less common but inter lingual errors are more common and are difficult to wipe out. Similarly, lexical errors are more serious than grammatical ones.

### **ii) Communicative Criterion**

It considers those errors to be more serious which break the communication. Erroneous expressions decrease the degree of intelligibility. That is to say, error causes impairment of intelligibility. The crucial question in error gravity is: the more the degree of impairment of intelligibility, the more serious error tends to be.

### **iii) Attitudinal Criterion**

This criterion maintains that seriousness of an error may depend upon the attitude of the listener. For example, for English people, English spoken by French sounds sexy, by German naughty, by Italian funny and so on. It is found

that use of activism by foreigners irritates the native speakers. It has also been observed that pragmatic failure is also the factor to cause irritation in the listener and hampers the communication.

#### **iv) Pedagogical Criterion**

It mentions that those errors are serious, which are related to the language teaching items. If the aim of ELT is to teach pronunciation, and errors in this area is certainly considered more serious than in the area, say, reading comprehension.

### **6. Remediation of Errors**

At this stage, the errors are corrected by the teachers or the learners themselves are made correct the errors.

There are two views regarding the technique of remediation of errors. One view suggests that immediate correction should be used as the most reliable technique to treat errors. If errors are not corrected immediately, learners become habituated and as the time passes, correction cannot be done. So, errors should be corrected as soon as possible.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **3.1 Chapter Overview**

This chapter deals with the design and methods of the study, population, sample, and sampling strategy, data analysis and interpretation procedures. This research was based on the data obtained from the directly administered questionnaire.

#### **3.2 Design and Method of the Study**

This chapter deals with the methodological aspect of data collected during the field study. Having gone through the identification, classification and analysis of the errors committed by the eighth graders, the researcher attempted to find out the frequency of the errors and proficiency of the students. He adopted the following methodology in which sources of data, tools for data collection, process of data collection and limitations of the study have been dealt with.

The researcher collected the data from the randomly selected secondary schools of Banganga municipality from the students of grade eight. He administered the test and collected the primary data.

Some theses, textbooks, reference books, various grammar books and articles related to the present research to facilitate the study were consulted.

#### **3.3 Population, Sample and Sampling Strategy**

The population of the study was the students studying in class eight from Banganga municipality. For this research, he selected four secondary schools from Banganga municipality randomly. Twenty five students from each school were randomly selected as the population to facilitate the study.

#### **3.4 Study Area**

The area of study was to find out the errors committed by grade eight students of four community schools of Banganga municipality of Kapilvastu district in reported speech.

### **3.5 Data Collection Tools and Techniques**

The researcher constructed two sets of tests using tests items on one aspect of English grammar viz. reported speech to elicit responses in transforming direct speech into indirect one.

#### **Test Items:**

- a) Change the speech direct to indirect.
- b) Change indirect to direct speech

### **3.6 Data Collection Procedures**

Before collecting the data, four secondary schools from Banganga municipality were selected. The researcher visited these selected schools and also selected twenty five students from each school randomly. Then, he administered the tests on the students systematically following a step-wise procedure as follows:

- a) The purpose of the test to the students was explained so that they would not be worried about it.
- b) Then necessary information and instructions were clearly given to the students so as to make them clear of what they should do.
- c) The students responded the questions within the given frame of time of an hour.
- d) The tests were conducted in different schools at different times.
- e) Finally, The researchers collected the test papers and studied them very carefully.

### **3.7 Data Analysis and Interpretation Procedures**

To fulfill the determined objectives of the study, the required data were collected from respective students and tabulated systematically. The collected data were analyzed using various analytical tools such as tabulation, description and comparison. The researchers presented the facts in tables in order to

analyze and interpret data in school-wise and item-wise which were used for the fair and accurate interpretation as far as possible.

The data obtained from the secondary sources and tools were presented, discussed and interpreted in these sections. On the basis of the set objectives, the tabulation, analysis and interpretation were presented in details.

## **CHAPTER- FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Chapter Overview**

This chapter includes the analysis and interpretation of results, interpretation of data, school-wise analysis and interpretation of errors, item-wise analysis and interpretation of errors, sentences-wise analysis and interpretation of errors and summary of findings.

#### **4.2 Analysis of Data and Interpretation of the Results**

This chapter deals with the analysis and interpretation of the errors extracted from the graphic responses of the eighth graders studying in the schools designed for the research work. As mentioned in the objectives and limitations of the study, the researcher accumulated both the erroneous and correct verb patterns, pronouns and adverbs from the written work. Having the meticulous identification of the errors, they were described by using the simple statistical tools of 'percentage' in order to meet the objectives of the study.

##### **4.2.1 Interpretation of Data**

Because of the wrong use of the tense, students did not obtain good mark. Students seemed to have been weak in their response. Due to the hypercorrection and overgeneralization students committed various errors. Similarly, wrong use of person, wrong use of adverbials etc were some other causes of error of students of grade eight. In this section, the data regarding the type of errors has been analyzed and interpreted under the following subheadings:

- a) School-wise analysis and interpretation of errors.
- b) Item-wise analysis and interpretation of errors.

The different types of errors have been deduced from the data obtained from the responses of the sampled students on the basis of which the responses had been interpreted and the suggestions put forward. For details, a table of total errors is displayed below:

**Table No. 1**  
**The Total Errors of Four Schools in Two Items**

S.N.	Name of School	Direct to Indirect	Indirect to Direct	Total
1	Shree Banganga H.S.S.	10	13	<b>23</b>
2	Shree Janata H.S.S.	8	11	<b>19</b>
3	Siddhartha Secondary School	10	13	<b>23</b>
4	Shree Bal Secondary School	14	20	<b>34</b>
	Total	42	57	<b>99</b>

The above table shows that the students of Shree Bal Secondary School committed a large numbers of errors whereas the students of Shree JanataH.S.S. committed less number of errors. Moreover, this indicates that the students were found committing more errors in test indirect to direct than in test direct to indirect .. The item has been given in appendix-I

#### **4.2.2 School-wise Analysis and Interpretation of Errors**

Although the students of four schools attempted both types of test items but committed various errors. On the basis of those errors, the frequency of errors of all schools has been presented and interpreted in the following table.

**Table No. 2**  
**School-wise Errors of Students in Two Items**

S. N.	Name of School	Direct to Indirect		Indirect to Direct		Total Errors in Four Schools	
		Number	%	Number	%	Number	%
1	Shree Banganga H.S.S.	10	43.48	13	56.52	23	23.23
2	Shree Janata H.S.S.	8	42.10	11	57.89	19	19.19
3	Siddhartha S.S.	10	43.48	13	56.52	23	23.23
4	Shree Bal Secondary School	14	41.17	20	58.82	34	34.34
	Total	42		57		99	

The foregoing table shows school-wise total errors in written responses in two different items committed by the students of four schools of Kapilvastu. The table shows that the highest number of errors, 34.34% were committed by the

students of Shree Bal Secondary School whereas the lowest number of the errors, *e.g.*, 19.19% were committed by the students of Shree Janata H.S.S.. Siddhartha Secondary School and Shree Banganga H.S.S. committed a large number of errors *i.e.* 23.23%. Hence, the students of Shree Bal Secondary School committed more errors in comparison to other students of three schools in Kapilvastu.

#### **4.2.3 Item-wise Analysis and Interpretation of Errors**

This sector of research deals with the interpretation in terms of the types of errors in two different types of questions. The errors were counted under the following grammatical norms. Wrong use of tense, wrong use of person and wrong use of adverbials .

##### **a. Wrong Use of Tense**

This is the most frequent type of error in the use of reported speech. The students use the wrong aspect of tense; they used past instead of present and present instead of past tense, such as 'didn't go' instead of had not gone, ' will come instead would come' 'live' instead of 'lived', 'was invited' instead of 'is invited'. For example;

a. He said, Did you visit Pokhara?

He asked if I visited Pokhara.\* (Simple past instead of past perfect)

b. “The Earth is round”, he said.

He said that the Earth was round.\* (Tense error in the context of universal truth)

These above examples show that many students did not perform the exam well rather they committed errors in changing tense instead of 'is.' Many students used 'was'. Similarly, the next question shows that students had to change simple past tense into past perfect in indirect speech rather they changed it into simple past tense. They failed to understand the context of using appropriate aspects of tense and committed such errors. The table below shows the frequency of such errors.

**Table-No. 3**

**Errors on Wrong Use of Tense**

<b>S.N.</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Direct to Indirect	10	40
2.	Indirect to Direct	15	60
	Total	25	100.00

The preceding table shows that the students committed the highest number of errors 60% in Item-B(in indirect speech to direct speech) against the lowest number 40% in direct to indirect where no such errors were expected. The majority of the students committed errors on the wrong use of tense in text item-B.

**b.Wrong Use of Person**

In the use of reported speech, students committed errors in the use of pronouns and possessive adjectives. Students used 'first person' instead of 'third person' and 'second person' instead of 'first person'. Some examples related to the errors in person are as follows,

- a. My friend said, "How old are you?"

My friend asked me how old you are.

- b. He asked, "Did you come to school"?

He asked if you had come to school.

The above examples indicate that many students were confused in order to change the person into indirect speech. It was found that due to the overgeneralization, students committed error in reported speech. The table below presents the frequency of such errors.

**Table No. 4**

**Errors on Wrong Use of Person**

<b>S.N.</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Direct to Indirect	12	46.15
2.	Indirect to Direct	14	53.84
	Total	26	100.00

The table above presents a clear picture that the highest numbers of errors, 53.84 % in the use of person were committed in indirect to direct. Similarly, such errors were committed by 46.15% in direct to indirect. This shows majority of the students were found to have committed errors in the use of correct pronouns in test item-B.

**c. Wrong Use of Adverbials**

While changing direct speech into indirect speech and vice versa, students committed errors in adverbial change. Some examples:

a. Direct She said, "I will come tomorrow."

Indirect She said that she would come tomorrow. \*

b. Direct I was not invited to the party yesterday evening, Gita said.

Indirect Gita said that she had not been invited to the party yesterday evening.

Above examples show that many students were poor in case of adverbial change in reported speech. Former examples show the time adverbials and such cases students would have changed yesterday into the day before, *tomorrow* into the *following day* etc. These examples show that students tried to make answer correct as their own way and they used wrong way to answer the questions. Such errors occurred due to the hypercorrection. The following table shows these kinds of errors made by the students.

**Table No. 5**

**Errors on Wrong Use of Adverbials**

<b>S.N.</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Direct to Indirect	13	43.33
2.	Indirect to Direct	17	56.66
	Total	30	100.00

The above table shows that students committed more errors 56.66% in indirect to direct. So, that they were poor in the correct use of adverbials. But they committed only 43.33% errors in direct to indirect, that is direct into indirect speech.

**Table No. 6**

**Item-wise Total Distribution of Errors**

<b>S.N.</b>	<b>Types of errors</b>	<b>No. of Errors</b>	<b>Percentage</b>
1.	Tense	51	38.34
2.	Person	45	33.83
3.	Adverb	37	27.81
	Total	133	100.00

The table above reveals the records of the different types of errors in the use of reported speech on the whole. It indicates that the students committed the highest number of errors (38.34%) in the use of wrong aspects of tense against the lowest numbers of errors (27.81%) . The next error, 33.83%, was committed in the 'wrong use of person'. Finally, 27.81% errors were found out in aspects of adverbs used wrongly. Majority of the students were found committing a large number of errors in tense while transforming reported speech.

#### 4.2.4 Sentence-wise Analysis and Interpretation of Errors

This section of research, deals with the interpretation of errors in terms of three different types of sentences; viz. statement, interrogative and imperative.

Errors in statement were:

- a) He says, "I am unwell today."

He said that he was unwell today.

- b) The reporter said to her, when do you get up?'

The reporter asked her when she get up.

It was found that maximum students did not perform well. Similarly, in changing interrogative sentences into indirect speech were:

- a) Direct He asked "Did you come yesterday?",

Indirect He asked if he came yesterday.

- b) Direct 'What have you got in your bag?' John asked.

Indirect John asked what you had got in your bag.

While changing interrogative sentences into indirect speech students did not answer the questions correctly. In the former case, instead of 'if he had come the previous day'. The students answered 'if he came yesterday. John asked what I had got in my bag.' In the case of imperative sentences also students did not show satisfactory response.

- a. Direct She said, "Tell me your name please"

Indirect She said to tell her your name.\*

- b. Direct Shesaid to me, "Please helpme".

Indirect She asked me to help me.\*

In case of interrogative sentences, many students committed error in changing pronoun 'your'. Similarly, in the second case, instead of 'She asked to tell hermy name'. They performed as 'She said to help me'. It was found that most of the students were poor in dealing with changing direct into indirect speech.

Due to the overgeneralization, hypercorrection and erroneous input students committed error. The following table shows the frequency of such errors.

**Table No. 7**

**Sentence-wise Distribution of Errors**

<b>S.N.</b>	<b>Types of sentence</b>	<b>No. of errors</b>	<b>Percentage</b>
1.	Statement	15	30
2.	Interrogative	18	36
3.	Imperative	17	34
	Total	50	100

The table above reveals the errors committed by the students of grade eight in three types of sentences in the use of reported speech. It shows that students committed 34% errors in imperative sentence. They committed 30% errors in statement and 36% errors in interrogative sentence. The study shows that the majority of students made the highest number of errors (36%) in interrogative sentence whereas the lowest number of errors (30%) in statement type of sentence.

**4.3 Summary of Findings**

For the study, the total errors were accumulated from the written responses of the sampled students. They were identified and classified for describing their types and frequency. Thereafter, they were analyzed and interpreted by using simple statistical tools of average and percentage. On the basis of their analysis and interpretation, the following conclusions were obtained and summarized.

1. Most of the students were found weak in using correct aspects of tense in reported speech. They committed more errors in tense. Altogether, the students committed 133 errors.

2. Similarly, more than 30 students responded wrong answer to the question in changing person. Due to the hypercorrection many students did wrong in the use of adverbials which caused errors.
3. Sentence-wise analysis and interpretation of errors also showed that due to the overgeneralization and hypercorrection students committed errors in their sentence formation.
4. The students committed more errors in indirect to direct than direct to indirect speech. They committed 99 total errors in this type of problem and they didn't respond many questions in this item.
5. Students committed more errors in interrogative sentence. They made 18 (36%) errors in this type of sentence.
6. As a whole, the proficiency of the students in the use of tense was poor.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Chapter Overview**

The fifth chapter concludes the work and puts forward the recommendations of the study. It presents the findings and suggests some pedagogical implications and recommendations at policy level, practice level and further research level.

#### **5.2 Conclusions**

The thesis entitled 'Errors Committed by Grade Eight Students in Reported Speech is an attempt to find out the errors of the students in reported speech. The study was confined to 100 students of grade eight from four community schools. Out of four schools the students of Janata Higher S.S. committed fewer numbers of errors and the students of Siddartha S.S. and Bal S.S committed more errors on reported speech. Similarly, they committed more errors in interrogative and fewer errors in statement types of sentences. Also, they committed more errors in transforming indirect to direct speech than direct to indirect speech. They committed more errors in using correct aspect of tense. They committed errors due to over generalization, hyper correction, lack of practice and incomplete knowledge in reported speech. The study shows that they require more practice in transforming indirect speech into direct speech. Beside this, the students should be made more practice in transforming tense, pronouns and adverbials frequently.

#### **5.3 Recommendations**

On the basis of the findings of the study, the researcher would like to make the following recommendations at different related levels:

##### **5.3.1 Policy Related**

1. There should be regular refreshment trainings on how to teach grammar to the teachers so that language learning will be effective and level of performance in grammar particularly in reported speech can be increased optimally.

2. Grammar practice time limit should be extended and it should be taught inductively.
3. Research activities and field work should be introduced of the teachers to minimize errors in reported speech.
4. Every school should maintain a library full of reading materials which are related to their course book and reference materials.
5. Transforming practices text should be conducted in conversational way.

### **5.3.2 Practice Related**

1. For elimination of wrong use of reported speech, the teachers should supply the students' ample examples and exercises.
2. The teachers should provide students enough exercises with sufficient teaching materials related to the reported speech.
3. More reference grammar books should be recommended by the teachers.
4. Reported speech should be taught in a meaningful situation. It is better to teach providing sufficient examples and rules to the students.
5. Students should be freely encouraged to practice the problems in their classrooms.
6. Students 'errors should be corrected by the teacher and he should motivate and encourage them to learn grammatical exercises related to reported speech regularly.

### **5.3.3 Further Research Related**

As stated earlier, the study of errors in the use of reported speech was confined to only one hundred students of grade eight studying at four secondary schools of Kapilvastu. As such the researcher cannot claim that the present study is conclusive and exhaustive. This is a mere attempt. In this domain, there are many researches left to be done. More researches should be carried out in the field of reported speech. In the days to come covering all the areas in reported speech.

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**Test Item A**

**Student's Name:**

**Full marks: 100**

**School's name:**

**Time: 1 hour**

**Change the following sentences into indirect speech.**

**25 x 2=50**

1. She said to me, "You have to work hard".

.....

2. He asked, "Did you come to school?"

.....

3. She said. "Go to village if you have time".

.....

4. He says, "I'm unwell today."

.....

5. I said to him, "I don't believe you."

.....

6. She said, "I will come tomorrow."

.....

7. "What have you got in your bag?" John asked.

.....

8. The reporter said to her, "When do you get up?"

.....

9. "The Earth is round". he said.

.....

10. "Have a cup of tea," she said.

.....

11. Sita said, "Read the book I lent you".

.....

12. "I did not go to market yesterday evening," Gita said.

.....

13. He said, "Don't go out".

.....

14. She said, "Tell me your name please".

.....  
15. Gita said to me, "I'll report you to the police".  
.....

16. They said, "We live in the village".  
.....

17. He said, "Give me your pen."  
.....

18. She said to me, "You go to see a doctor".  
.....

19. She said to me, "Please! Help me".  
.....

20. Sita said, "I like you".  
.....

21. He said to me, "Don't give him your pen."  
.....

22. He said to her, "Write your name at the top of the page".  
.....

23. He said, "Did you visit Pokhara?"  
.....

24. She said, "Do you play football?"  
.....

25. My friend said, "how old are you?"  
.....

**Test Item- B**

**Change the following sentences into direct speech.**

**25 ×2=50**

1. He told me that he was late.

.....

2. She asked him not to drink alcohol.

.....

3. Sita said that she hadn't gone to the party the day before.

.....

4. They told him that he looked as if he hadn't eaten for a week.

.....

5. He told me if I visited him the next day.

.....

6. He told me that he was sick.

.....

7. She requested me to buy the machine.

.....

8. He asked him if he had not come to school the previous day.

.....

9. She said that he was from Kapilvastu.

.....

10. He asked him to write a letter.

.....

11. The doctor asked him if he smoked.

.....

12. He asked me if I would go to school.

.....

13. She asked me to stop smoking.

.....

14. He asked me to go to school.

.....

15. She told me to try it again.

.....  
16. He told him to send him the money.

.....  
17. Ram asked to come for lunch.

.....  
18. Rita told me that she went to school.

.....  
19. She said that she was busy.

.....  
20. They told them to work hard.

.....  
21. My father asked me not to spend the money.

.....  
22. She requested me to help her.

.....  
23. He asked me if I was alone.

.....  
24. He asked me where I was going.

.....  
25. My friend asked me if I had a bicycle.  
.....

**APPENDIX B**  
**NAME OF SELECTED SCHOOL**

S.N.	Name of School
1	Shree Banganga Higher Secondary School
2	Shree Janaa Higher Secondary School
3	Shree Siddharatha Secondary School
4	Shree Bal Secondary School