

**ERRORS COMMITTED BY GRADE EIGHT STUDENTS
IN FREE COMPOSITION**

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

**Submitted by
Rebat Kumar Dhakal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2008

**ERRORS COMMITTED BY GRADE EIGHT STUDENTS
IN FREE COMPOSITION**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

By

Rebat Kumar Dhakal

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2008

TU Regd. No.: 2-1-3-676-2000

Date of Submission: 25-08-2065

Second Year Examination

Roll No. : 280452/2064

Date of Approval of the

Thesis Proposal: 01-04-2065

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Rebat Kumar Dhakal** has prepared this thesis entitled **Errors Committed by Grade Eight Students in Free Composition** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 20-08-2065

.....

Mr Bhesh Raj Pokhrel

Lecturer

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Signature

Dr Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr Anjana Bhattarai

.....

Reader

Member

Department of English Education

TU, Kirtipur

Mr. Bhesh Raj Pokhrel (Guide)

.....

Lecturer

Member

Department of English Education

TU, Kirtipur

Date: 11-09-2065

EVALUTATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee.

Signature

Dr Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Mr Bhesh Raj Pokhrel (Guide)

.....

Lecturer

Member

Department of English Education

TU, Kirtipur

Date: 11-09-2065

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: 01-08-2065

Rebat Kumar Dhakal

DEDICATED

To

*My parents, Gurus/Gurumas and seniors
whose blessing is always with me.*

ACKNOWLEDGEMENTS

I am profoundly indebted to my thesis supervisor Mr. Bhesh Raj Pokhrel, Lecturer, Department of English Education, TU, Kirtipur for his continuous guidance, enlightening ideas and invaluable suggestions. His encouragement and practical support from the very beginning of the study made the writing of this research report possible.

I would also like to express my sincere gratitude to Dr. Chandreshwar Mishra, Head, Department of English Education, TU, Kirtipur for his valuable suggestions and constant encouragement to carry out this research smoothly. I am equally indebted to Dr. Anjana Bhattarai, member of Research Guidance Committee for her inspiration and kind help throughout my study.

I owe much to Prof. Dr. Jai Raj Awasthi, Prof. Dr. Tirth Raj Khania, and other members of the department for their help and support in carrying out this research successfully.

I feel pleasure to express my special thanks to all the teachers and students of the selected schools of Bhaktapur district who cooperated and helped me while collecting the data for the study.

Furthermore, my friends Komal Prasad Phuyal, Baburam Banjade, Biswas Dhakal, Susil Chapagain, Uma Kafle, Anish Bhattarai, Gopal Bhattarai, and all my well wishers who directly or indirectly helped me accomplish this study also deserve special thanks from the bottom of my heart.

Date: 01/08/2065

Rebat Kumar Dhakal

ABSTRACT

Unless and until grammar, mechanics and organizational style are cared for in writing, it may be better not to attempt writing at all, let alone free writing. The study entitled **Errors Committed by Grade Eight Students in Free Composition** is mainly concerned with identifying and describing the errors in agreement, preposition, article, capitalization, cohesion and coherence in free writing. For this study, 80 students studying in five different English schools in Bhaktapur district were selected using disproportionate stratified random sampling procedure, (i.e. 16 students from each school, consisting of equal number of students from both the sexes got selected). A set of subjective test items, consisting of three free writing questions, was the one and only tool for data collection. The frequency of errors in agreement, preposition, article, capitalization, cohesion and coherence were counted, computed and analyzed as well. The study showed that the students committed the highest number of errors in capitalization and the lowest number of errors in using prepositions. They committed 3661 errors in total, out of which 613(16.74%), 439(11.99%), 487(13.30%), 810(22.12%), 715(19.52%) and 597(16.31%) errors were committed in agreement, preposition, article, capitalization, cohesion and coherence, respectively.

The study consists of four chapters. The first chapter deals with introduction to the study encompassing the general background, literature review, objectives and significance of the study. The second chapter deals with the methodology. It encompasses sources of data, population of the study, sampling procedure, research tools, process of data collection, and limitations of the study. Similarly, the third chapter, which is the core part of the study, includes the analysis and interpretation of the data. And finally, the fourth chapter incorporates the findings, recommendations and pedagogical implications of the study.

TABLE OF CONTENTS

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

CHAPTER-ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Writing Skill	2
1.1.1.1 Components of Writing	3
1.1.1.2 Writing Free Composition	5
1.1.1.3 Errors in Free Writing	7
1.1.2 Agreement in English	8
1.1.3 Prepositions in English	10
1.1.4 Articles in English	11

1.1.5 Capitalization in English	12
1.1.6 Cohesion in Free Writing	13
1.1.7 Coherence in Free Writing	14
1.1.8 Error Analysis	15
1.1.8.1 Identification of Errors	16
1.1.8.2 Description and Classification of Errors	16
1.1.8.3 Explanation of Errors	19
1.1.8.4 Correction and Remediation of Errors	22
1.2 Review of the Related Literature	26
1.3 Objectives of the Study	29
1.4 Significance of the Study	30

CHAPTER-TWO: METHODOLOGY

2.1 Sources of Data	31
2.1.1 Primary Sources of Data	31
2.1.2 Secondary Sources of Data	31
2.2 Population of the Study	31
2.3 Sampling Procedure	31
2.4 Tools for Data Collection	32
2.5 Process of Data Collection	32
2.6 Limitations of the Study	33

CHAPTER-THREE: ANALYSIS AND INTERPRETATION OF DATA

3.1 Errors in Each Item	34
3.2 School Wise Errors in Total	36
3.3 School Wise Errors in Each Item	38
3.3.1 Errors Committed by the Students of Everest School	39
3.3.2 Errors Committed by the Students of BSAM	40
3.3.3 Errors Committed by the Students of Sunshine School	42
3.3.4 Errors Committed by the Students of Rainbow School	43
3.3.5 Errors Committed by the Students of Little World School	44
3.4 Detailed Description of Errors	46
3.4.1 Errors in Agreement	46
3.4.2 Errors in preposition	47
3.4.3 Errors in Article	49
3.4.4 Errors in Capitalization	50
3.4.5 Errors in Cohesion	52
3.4.6 Errors in Coherence	54

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1 Findings	56
4.2 Recommendations	58

REFERENCES	60
APPENDICES	63
APPENDIX-I Test Items	63
APPENDIX-II List of Schools and Students	64
APPENDIX-III Errors Committed by all the Students	68
APPENDIX-IV Sample Test Papers	78

LIST OF TABLES AND CHARTS

1. Table No. 1: Sample Population
2. Table No. 2: Total Errors in Each Item
3. Table No. 3: School-wise Errors in Total
4. Table No. 4: School-wise Errors in Each Item
5. Table No. 5: Errors Committed by the Students of Everest School
6. Table No. 6: Errors Committed by the Students of BSAM
7. Table No. 7: Errors Committed by the Students of Sunshine School
8. Table No. 8: Errors Committed by the Students of Rainbow School
9. Table No. 9: Errors Committed by the Students of Little World School
10. Table No. 10: Errors in Agreement
11. Table No. 11: Errors in Preposition
12. Table No. 12: Errors in Article
13. Table No. 13: Errors in Capitalization
14. Table No. 14: Errors in Cohesion
15. Table No. 15: Errors in Coherence
16. Chart No. 1: Item-wise Scenario of Errors

LIST OF SYMBOLS AND ABBREVIATIONS

% = percentage

& = 'ampersand' (and)

B. Ed. = Bachelor of Education

BSAM = Birendra Sainik Awasiya Mahavidhyalaya

e.g. = 'exempli gratia' (for example)

EA = Error Analysis

ed. = edition/editor

EFL = English as a Foreign Language

ELT = English Language Teaching

ESL = English as a Second Language

et al. = 'et alii / alia' (and other people)

etc. = et cetera

Everest = Everest English School

i.e. = 'id est' (that is)

L₁ = First language

L₂ = Second language

Little World = Little World English School

M. A. = Master of Arts

M. Ed. = Master of Education

O-V = Object-Verb

PCL = Proficiency Certificate Level

Rainbow = Rainbow English Secondary School

S. No. = Serial Number

Sunshine = Sunshine Higher Secondary School

S-V = Subject-Verb

TOEFL = Test of English as a Foreign Language

TU = Tribhuvan University

viz. = namely