

# **CHAPTER : ONE**

## **INTRODUCTION**

This is an introductory part of the research work which sheds light on definition of language and grammar and its application. It also explores the knowledge on the research problem, its objective, significance and definition of operational terms.

### **1.1 Background of the Study**

Language is the most unique gift that sets human beings apart from the rest of living beings. It is the greatest accomplishment of human civilization. It is the means by which we can perform several things - communication, thinking, interlinguistic conflict, creation and so on. Native speakers of a language succeed in producing and understanding an infinite number of noble utterances in their language. It is possible for them to do so because of subconscious knowledge they have internalized about their language. The internalized knowledge is what Chomsky calls "the native speaker's competence" (1965, p. 4). It refers to the knowledge of native speakers about their language which enables them to use their language effectively. It means, it is the knowledge of the pronunciation, grammar, vocabulary and spelling of the language. A native speaker's competence consists of the rules concerning the sounds, organization of different units and meaning of their language. Language aspects include the components of pronunciation, vocabulary, spelling, grammar and language functions.

Different scholars define grammar differently. Generally, grammar is defined as the connection of words and phrases in an acceptable sentence. Grammar is one of the aspects of language that should be taught and learnt. Furthermore, it is difficult and controversial aspect of language teaching. At its core, the term 'grammar' refers to either the inherent structure of words and sentences (morphology and syntax respectively) in a language; or to the study and description of this structure. We unconsciously use grammar all the time when

we use language for listening, speaking, reading and writing. If we want to improve our English language abilities, we cannot escape from addressing grammar issues. Grammar explains how the language should be structured by using various categories.

Grammar is conventionally seen as the study of the syntax and morphology. It is the study of linguistic chains and slots. This is the study, both the way words are chained together in a particular order, and the kind of words that cannot slot into anyone link in the chain (Murphy, 1994, p. 7).

According to Franklin, Chuquet, J. & Danon-Boileu, L. (1990, p.12), "The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers". Grammar is the combining network of sound, sound patterns and words which is easily acquired by the native speaker. "A grammatical pattern is more than any simple utterance. It is the moulded form where countless utterances can be produced." If grammar means the underlying principals, then, no one can handle language without the knowledge of grammar" (Funk and Wagnalls, 1960, p. 144). So, grammar is the most important and essential part of language. That means grammar is the framework of a language where different language elements are combined together. In brief, grammar represents one's linguistic competence. Grammar, therefore, includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rules of word formation (morphology), the rules of sentence formation (syntax) and the vocabulary of words (lexicon). With the great impact of linguistics on language teaching, the past thirty years have seen a great change in people's traditional attitudes and approaches towards the teaching of grammar. Regarding grammar, Venkateswaran (1995, p. 129) says:

Language is a type of rule governed behaviour. Grammar is a subset of those rules which govern the configurations that the morphology and

syntax of a language assure. Grammar is the description of structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions of these sentences which are in the overall system of the language.

Grammar topics are usually sorted in books into word grammar and sentence grammar. Word grammar sections are further divided according to the different parts of speech- content words, containing verbs, nouns, adjectives and adverbs and structure words, containing determiners, pronouns, prepositions, conjunctions and interjections. Sentence grammar relates to the construction of phrases, clauses and sentences, all the way up to paragraphs and full texts.

Now a days, there are modern approaches to grammar which bring it alive and relate it to be our real life, outside of outdated grammar books containing endless lists of grammar rules. The prescriptive grammar approach used to have students theoretically analyze sentences for correctness in literary and religious texts, as if they were training to become linguists. In relation to grammar and its teaching, Ur (1996, p. 76) writes:

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar, but this knowledge may be intuitive and it is not necessary true that grammatical structures need to be taught as such, or these rules should be learned.

In presenting grammar, teachers should be aware that they are teaching grammar but not about grammar. Language learning is more important than language teaching. Besides, the main goal of grammar teaching is to enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively and appropriately according to the situation.

According to Celce Murcia and Larsen-Freeman (1999, p. 132), "Grammar should never be taught as an end in itself but always as a reference to meaning, social function, or discourse or a combination of these factors." The main purpose of grammar is to help learners in constructing structures which accurately express the intended meaning and it also helps them to use appropriate determiners to form grammatically well formed sentences to make meaningful communication. Thus, error analysis plays vital role in identifying the causes of learners' errors. This feeds with the knowledge of the strategies that learners use in language learning. This obtains information on common difficulties in language learning and works as an aid to teaching or in the preparation of teaching materials.

## **1.2 Statement of Problem**

The government of Nepal has introduced a curriculum including English language to be taught from grade one as a foreign language with an aim of making learners successful in communicating with other English speakers. Likewise, all the children in Nepal have the right to education. To this regard, the Government of Nepal is committed to quality education at national and international level. The Government of Nepal's policies are also directed towards providing a quality education to the people to adjust easily in the world. For this, English language also plays a vital role. So this language is taught in the schools. Not only this but also almost all the private schools use this language as a medium of instruction except for Nepali in the classroom. So the learners have to get mastery over the English language; a foreign language. But to learn a foreign language is not easy. In this regard, Brown (1994, p. 62) says, "Second language learning or the process of acquisition is not a set of easy steps that can be programmed in a quick do-it-yourself style". Learning a second language or a foreign language is a complex process, involving a seemingly infinite number of variables though, to some extent, the first language foster the second language; means learning L2 is strongly influenced by the learner's first language (Ellis ,1985). The learners of different linguistic backgrounds follow the rules of their own mother tongue while learning the

English language. They try to maintain congruency between the languages for the simplification, which is not generally true. Even if they are taught by their teachers the rules of grammar, they often make mistakes on them owing to different reasons. I, therefore, would like to make an effort to find out the errors in the use of determiners and their nature with possible causes. Since determiners consume a vital role in the phrase to impart a meaningful meaning, the study on its proper placement and use in the phrase is indispensable.

### **1.3 Objectives of the Study**

The main objectives of the research were as follows:

1. To find out the errors committed by secondary level students in the use of determiners.
2. To categorize the errors committed by the students of government-aided and private schools in different groups.
3. To compare the errors committed by government aided school students with the errors committed by private school students.
4. To suggest some pedagogical implications.

### **1.4 Research Questions**

I had the following research questions:

- (a) What sorts of errors do the secondary level students commit while using determiners ?
- (b) Do the students of government aided schools and the students of private school committee the same errors ?
- (d) What are the main categories of errors in which the students committee errors ?

## **1.5 Significance of the Study**

This study is of paramount importance to each and every person involved in English language teaching. The students and English teachers of the secondary level will be highly benefited from this study as it provides them with knowledge on the area in which they have to be conscious to apply new strategies to minimize the occurrence of errors.

Moreover, this study will be helpful to the subject experts, syllabus designers, language teachers, textbook writers, researchers and those who are directly and indirectly involved in teaching and learning English language to design different materials and texts for the students.

## **1.6 Delimitations of the Study**

The delimitations of the study were as follows:

- a. The study was limited to two (one public and one private) schools of Kathmandu district.
- b. Likewise, the primary data were taken only from secondary level.
- c. The study was limited forty students of grade ten.
- d. Similarly, the study was limited to the errors committed by the students of secondary level in the use of demonstrative determiners, quantifiers possessive determiners, and articles.
- e. The data were collected through written form only.

## **1.8 Operational Definitions of Key Terms**

The definition of some important terms are as follows:

**Determiner:** A word that indicates important characteristics about head nouns, such as definiteness, indefiniteness, possession and quantity.

**Error:** An error is a faulty production of the sentence which results from incomplete knowledge.

**Grammar:** A grammar refers to the rules in a language for changing the form of words and joining them into sentences.

## **CHAPTER : TWO**

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

Literature review is one of the essential tasks to conduct any research.

According to Kumar (2009, p. 30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". It is reviewed under two sub headings:

#### **2.1 Review of the Related Theoretical Literature**

Here, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributory to my research work are discussed below:

##### **2.1.1 Determiners**

Determiners refer to "a class of items whose main role is to co-occur with nouns to express wide range of semantic contrasts, such as quantity or number" (Crystal, 2003, p. 58). The articles, when they occur in a language, are the main subset of determiners. Determiners precede head nouns in a noun phrase. "The pronominal modifiers are often referred to as determiners. Although adjectives are also pronominal modifiers, they are not classified as determiners since they differ from determiners in their meaning and in their form" (Cowan, 2009, p. 186).

According to Celce Murcia and Larsen Freeman (1999, p. 196), "Determiners fall into three groups that describe their relative order of appearance before head nouns: predeterminers, central determiners, and post- determiners." The order of the determiners in noun phrase is as follows:

<b>Predeterminers</b>	<b>Central determiners</b>	<b>Post determiners</b>
Quantifiers (all, both, each)	Quantifiers (any, every, some)	Quantifiers (many, little few, much less, least, more, most)

Multipliers (double, twice, five times) fractions (three-fourths, two-fifths)	articles (a/an, the), possessive determiners (my, our, your), nouns as possessive determiners (John's, Anne's)	cardinal numbers (one, two)
	demonstrative determiners (this/that)	Ordinal numbers (first, second, another, next, last), partitives (glass/bottle/jar of)

### 2.1.2 Types of Determiners

Determiner is a class of items whose main role is to co-occur with nouns to express a wide range of semantic contrasts. In generative grammar theories, determiner is regarded as the head in combination with a noun to produce a determiner phrase.

According to Cowan (2009, p. 189), the determiners are of the following types:

#### (a) Numbers, Fractions and Multipliers

Cardinal numbers indicate quantity in numerical terms and occur with singular and plural count nouns. The cardinal number *one* is used before singular count noun. The other cardinal numbers (*two, three, ninety nine* etc.) are used with plural count nouns, for example:

- (a) I bought three cars and one motorbike.
- (b) We've lived here for 30 years.

Fractions also indicate quantity, and can occur with count as well as noncount nouns, for example:

- (a) You left half your peas on the plate.
- (b) Two-thirds of the audience left before the show was over.

Ordinal numbers designate a place in an ordered sequence and immediately precede countable nouns, for example:

- (a) That's the third bus that passed by without stopping.
- (b) The last band to perform was definitely the best.

Multipliers occur with singular and plural count nouns as well as noncount nouns, for example:

- (a) This car is twice as expensive as that car.
- (b) Frozen peas are twice the price of tinned peas.

### **(b) Demonstrative Determiners**

Demonstrative determiners *this* and *that* modify singular count nouns and noncount nouns. Their plural equivalents, *these* and *those*, modify plural count nouns. They can also function as pronouns, for example:

- (a) This information is very useful.
- (b) These cars over here are more expensive.

The meaning distinction between *this/these* and *that/those* applies to four dimensions. In other words, the meaning distinction between them can be viewed from four angles viz., Physical distance, dimension of time, information packaging and dimension of relevance.

- *This/these* can designate head nouns as being physically closer to the speaker; *that/those* can designate head nouns as farther away, for example:  
No, I want *this* lamp. *That* one over there is ok, but it needs a halogen bulb.
- *This/These* can designate a head noun as closer in time (more recent), and *that/those* can designate it as further away in time, for example:  
*This* winter was unusually warm. *That* winter was brutal.

- This/These plus head noun can be used to introduce new information; that/those plus head noun specifies old, familiar information, for example:

There's this guy in my class who gets A's on all his tests. Can you make those chocolate chip cookies again ?

- This/These precede nouns of high relevance to the speaker; that/those precede nouns of low relevance, for example:

Who has the right to try a man for a crime like genocide? Why certainly it must be the courts of the nation in which this terrible crime was committed. Who has the right to try a man for a crime ? Why certainly it must be the courts of the nation where that crime was committed.

The adjectives and degree adverbs that occur with this tend to be attention-getting exaggerations (really, wild, strange, gigantic) that are designed to "summon the attention" of the reader to the head noun. Conversely, the kinds of modifiers that occur with that (specific, classic, traditional) tend to be much more neutral in emotional content.

That/those are often used before a head noun in academic prose and in newspaper writing to define a concept or things for the reader. NPs with that/those plus head noun are often followed by a relative clause that defines or characterizes the head noun, for example:

- (a) The unit of heat was defined as that quantity which would raise the temperature of unit mass of water.

### **2.1.3 Quantifiers**

Quantifiers are a set of determiners that indicate the quantity or number of something. They include all, any, both, every, each (a) few, less, (a) little, many, most, much and several.

Some quantifiers occur with only singular count nouns. They include the following :

#### Quantifiers with singular count nouns

- any      Any computer will do.
- each     Each book was by a different author.
- every    Every computer in the school was replaced.

Some quantifiers including all, most, more, and some can be used with both plural count nouns and noncount nouns. They include the following:

#### Quantifiers with plural count nouns

- any      Any of those computers can process that much data.
- both     Both shows were canceled after one season.
- few      A few cell phones don't have this feature.
- many     Many voters are still waiting at the polls.
- several   Brian lived in that apartment for several years.
- all      All students must take the placement exam.
- most     Most travelers use the Internet to plan trips.
- more     Would you like more vegetables?
- some     Some birds cannot fly.

#### Quantifiers with non-count nouns

- little    I think I'll have a little soup.
- less      He gave us less homework than he usually does.
- much     We don't have much time
- all      Vanessa loves getting all the attention.
- most     Most of the furniture is in good shape.
- more     That recipe requires more milk than you have.
- some     Some of the information was not accurate.

It is customary to teach that much can only occur before noncount nouns with a negative element such as not or never or in questions, for example:

- (a) I don't have much money.      declarative sentence negative not
- (b) Do you have much money?      question
- (c) I have much money.      declarative sentence without a  
negative element.

Still, much has also been found occurring in declarative sentences without a negative element, for example:

- (a) Psychologists have given these matters much consideration.
- (b) The dining room was the scene of much confusion.

The above sentences are found to be used in a more formal style, as in literary writing. In fiction, sentences such as these would seem quite acceptable.

Quantifiers can introduce noun phrases with nouns that have no other modifiers, or they can precede articles and demonstrative and possessive determiners. In the latter case, they are always followed by of. All is an exception to this rule; it can optionally appear without of. For some native speakers, both can also appear with or without of, for example:

- (a) All men are created equal,
- (b) Some boys like sports.
- (c) Some of the woman in this room like tall men.
- (d) Many of his friends are Maoists.
- (e) All (of) the men are married.
- (f) Both (of) these cars are brand new.

### **(a) Quantifier Floating**

Quantifiers like all, both, and each can occur in more than one position in a sentence. The rule stating the alternative positions that quantifiers can have is

called quantifier floating. Quantifier floating optionally moves the quantifiers all, both, and each rightward from a position in a subject NP to a position immediately preceding the main verb or, if the verb is a finite form of be, after it. If the verb is nonfinite, the quantifier may precede to or split the infinitive, for example:

(a) All the boys waved at the girls.

or

The boys all waved at the girls.

(b) All of my relatives are farmers.

or

My relatives are all farmers.

The quantifier each can also be moved/floated rightward. When it appears after the subject NP, the verb agrees in number with the subject rather than with each, for example:

(a)  $\left. \begin{array}{l} \text{Each of the boys} \\ \text{Each boy} \end{array} \right\}$  owns a motorcycle.

(b) The boys each own a motorcycle.

With each, but not all and both, quantifier floating can apply to NPs other than subject NPs. It can move each to follow this NP or to follow the direct object, for example:

Uncle Masoof gave each of the children a dollar.

Uncle Massof gave the children each a dollar.

Uncle Massoof gave the children a dollar each.

Each can be moved from a subject NP to a position behind an NP that expresses quantity after stative verbs such as cost, measure, and weigh, for example:

(a) Each of the new wide-body jets will cost \$ 2 million.

- (b) The new wide-body jets will each cost \$ 2 million.
- (c) The new wide-body jets will cost \$ 2 million each.

Quantifiers other than all, both, and each cannot be moved by quantifier floating, for example:

- (a) Some of the guests made speeches.
- (b) \*The guests some made speeches.
- (c) Most of the guests are diplomats.
- (d) \*The guests are most diplomats.

### **(b) Quantifier-pronoun Flip**

When all, both, and each appear in an NP whose head is a pronoun, they must be followed by of, and the pronoun is therefore in the object form. Floating quantifier is used in generative syntax for an element which is able to move from one position to another in a sentence structure. The best known examples are quantifiers like all and both.

- a. All (of) his books got good reviews.
- b. All of them got good reviews.
- c. Both of them got good reviews.
- d. Each of them got a good reviews.
- e. \*All them got good reviews.

As a result of quantifier-pronoun flip, the quantifiers all, both and each may appear either before a pronoun (with of) or after a pronoun, for example:

- All of them got good reviews.
- They all got good reviews.
- Meena played all of them.
- Meena played them all.
- Tell each of them to come.

Tell them each to come.

### **(c) Reducing Quantifier + of + Pronoun Construction**

A quantifier + of + pronoun construction can be reduced by dropping of and the pronoun. The quantifier then functions like a pronoun that must have an antecedent in an earlier part of the discourse, for example:

Many of them arrived late.

or

Many arrived late.

### **(d) Meanings of Quantifiers**

Quantifiers can be classified in terms of their meaning. Some quantifiers have a meaning of inclusiveness. They include: *both, all, a few, each* and *every*. Other quantifiers are non-inclusive and have a meaning related to size or quantity.

They include: *many, much, some, little* and *few*.

#### **2.1.4 Partitives**

Partitives are multiword expressions containing a count noun plus of (e.g., *loaf of, piece of, cup of, liter of*) that denote a unit by which a following head noun can be counted, for example:

I already had a piece of cake.

We're going to need two tons of concrete.

#### **2.1.5 Other Ways of Expressing Quantity**

There are some other ways through which the quantification of an entity can be shown. It includes idiomatic paraphrases of regular quantifiers, such as *a lot of, lots of, a great deal of, loads of, oodles of, plenty of*, and a tad of.

### **2.1.6 Possessive Determiners**

Possessive determiners (*my, your, his, her, its, our, their*) appear before head nouns and indicate possession, for example:

- a. Remember to take your passport.
- b. Some stole all their money.

Nouns as possessive determiners have been inflected with an apostrophe plus s (Michael's) or an apostrophe (Mrs. Jones') to indicate possession.

- a. Remember Michael's passport.
- b. Someone stole all Mrs. Jones' money.

Constructions with an of-phrase are also used to show possession.

- a. The members of the panel refused to discuss that topic.
- b. I'm reading a book on the history of England.

### **2.1.7 An Introduction to Error Analysis**

All the learners make mistakes. We make mistakes errors when we are speaking our native language. Not only this, as a second language learner, everyone inevitably commits mistakes and errors at all levels and areas of language. The first is the case with mistakes and the second with errors. Error is an inherent feature of the process of foreign language learning.

An error refers to a deviant form of the normal speech or writing committed by a native speaker or by other language learners in the use of linguistic itemize a word, a grammatical item, a speech act and so on . Corder (1973) defines an error as "breaches of code". His term is used to refer to learners' errors which they cannot correct themselves.

In course of learning a foreign language, learners frequently make errors. Generally, the term errors and mistakes are referred synonyms in a layman sense, however, linguistics take them quite differently. Errors occur in learners' spoken and written language and consist of deviations in phonology, grammar, lexical system or orthography of target language. The errors may occur at performance and competence level performance errors are the mistakes like slips of the tongue, omission and so forth. Corder (ibid) says the performance errors are mistakes and can be corrected by learners themselves. He further says learners mainly make such mistakes due to carelessness, tiredness, haste, lack of attention, forgetfulness, mental fatigue and so on, such mistakes are unsystematic. But the errors, which are made at competence level are systematic, such errors are mostly committed by non-native speakers. Such errors which are serious and systematic are done frequently because of incomplete knowledge.

According to Crystal (2003, p.165), "Errors is a term used in psycholinguistics referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain." He further mentions that "It is this distinct from the traditional notion of error, which was based on the language user's ability to conform to substitution of sounds and morphs and is most noticeable in the phenomenon labeled 'slips of the tongue' (re-labeled by a set of real or imagined standards of expression". Several types of psycholinguistic errors have been recognized 'speaker's error", involving difficulties with the timing or sequence of commands, will lead to the addition, deletion or some psycholinguists 'slips of the brain' and in the false starts, pauses and other non-fluencies of every speech. 'Hearer's errors' are particularly noticeable in language acquisition, as when a child misanalyses an adult sentence (e.g. A: He's got his hat on. B: Where's his hat on?), and in the history of language, where new forms have come from a re-analysis (or 'meta analysis') of older ones (e.g. a napron → an apron). The distinction between 'errors' of production and reception is sometimes hard to draw, however especially as

often the only evidence for the latter is the former and generally, the term 'error' should be used with caution, especially in language acquisition studies, where it can be easily confused with the pedagogical notion of 'error' (in the context of essay-marking, etc.).

He further mentions that in language teaching and learning, error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and provided by linguistics. Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with 'mistake' which are performance limitations that a learner would be able to correct.

Sometimes mistake is used as a cover term for both error and slip. Errors are considered to be more serious. They are consistently and regularly made by the learners because they are ignorant of the rules of the language. The errors cannot be corrected by the doers. Slips, on the other hand are considered to be trivial. They can be corrected by the doers, themselves because they are committed due to lack of attention, tiredness or any other non-linguistic reason.

According to Bhatt and Webber (1999, p.95), "A distinction is sometimes made between an error, which results from incomplete knowledge, and mistake made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance". While learning the second language, the learners commit many types of errors. The errors occur in the learners' spoken and written language and consists of deviations from the written language and consists of deviations from the phonology, grammar etc of the target language. The errors may occur in performance and competence level. Performance errors are the mistake as like slips of the tongue, omission, spelling mistakes etc. such error occurs due to tiredness, carelessness, forgetfulness etc. whereas; competence errors represent the limitation of the learners' competence in the using the TL.

Study of errors can also help to design remedial courses and develop teaching learning materials. Since the course designers or text book writers know the areas that are difficult for the learners by looking at the errors they make.

### **2.1.7.1 Stages of Error Analysis**

Error analysis helps the language teacher to discover errors or difficulties which are cause problems. For this, mainly the sources of errors and causes of errors are to be decided in order to give remedial teaching to the students. Error analysis can keep us too closely focused on specific language rather than reviewing universal aspects of language. Error analysis is not a specific process. So, we follow certain steps, which are mentioned below:

### **2.1.7.2 Recognition of Errors**

An error analyst has to recognize or identify which of the expressions in the performance sample are erroneous. Recognition of errors should be based on acceptable standard of performance in the model of the language being learnt. So, there should be a fixed norm against which the judgment of correctness will be made.

For the recognition of errors, error analysts should know the differences between a 'mistake' and an 'error'. If the deviant forms of language items are frequent and consistent, we will put that erroneous language items in an error category. If they find the deviant forms not occurring regularly, they will put that erroneous item in mistake category. Errors are committed due to the incomplete knowledge of the target language. Hence, at the first stage, an error analyst tries to identify the errors.

### 2.1.7.3 Description of Errors

Description of errors involves classification of errors. In this stage, according to Corder (1973, p.277), "An attempt is made to explain errors in terms of the linguistic processes or rules which are being followed by the speaker".

Corder further says that description of errors can be made at various degrees of depth, generally of abstraction. He talks about two levels of description.

#### i. **Superficial level**

It is a level in which errors are described in terms of the physical difference between the learner's deviant utterance and the reconstructed version, for example, the difference between the deviant utterance and the reconstructed version may be classified into the following categories.

**a. Omission:** Under omission, there is the dropping out of the necessary items, for example:

'Cow is a useful animal'. (In this sentence, article 'the' is omitted in the beginning).

Sun is very hot. (Omission of 'the')

**b. Addition:** In some sentences, unnecessary elements are added, for example:

After the breakfast she will go for shopping (the used instead of  $\emptyset$ )

**c. Substitution:** Substitution means using one element in place of the other, for example:

A best boy in the class. (Use of 'a' instead of 'the')

**d. Misordering:** Misordering means breaking of proper order, for example:

"The teacher asked me what was I doing". (... 'was I ' ...misorderd)

## ii. Deeper level

It is a level in which the superficial description suggested above is taken to a deeper description by assigning the items involved to the different linguistic levels, for example, orthographic, phonological, morphological, syntactic, lexicosemantic, stylistic, pragmatic, etc. It is suggested to go into deeper level of description because it is more explanatory and, therefore, powerful. If we intend to go into further specific classification, we may need to assign the errors to linguistic systems, for example, an error of syntax may reveal a deficiency in the knowledge of the verb phrase (VP) noun phrase (NP), whole clause, etc. In the VP, it may be concerned with tense, auxiliaries, voice etc. and if it is in the NP, it may be concerned with number, count/uncount distinction, articles and determiners, etc.

Errors can be classified in terms of whether the errors are committed by an individual or group of learners, receptive or productive aspect and levels of language and sources of errors. Individual errors are those errors which are committed by the individual learner. On the other hand, group errors refer to those errors which are committed by all the learners of a particular group. Language teachers should focus on group errors as they are committed by all the learners. Productive errors are committed while the learner is speaking and writing. Receptive errors are committed while the learner is listening and reading. Overt errors can be seen on the surface level of performance but covert errors are found only when the situation of the performance is analyzed. Inter-lingual errors are those errors which are committed due to the influence or transfer of knowledge of the already learnt language. But intra-lingual errors are committed due to the exceptional rules of the same language. Phonological errors are committed while producing the sounds of a particular language. Graphological errors are caused due to the wrong spelling of language items.

Learners may write or produce wrong word structure and sentence structure. Similarly, they may use wrong grammatical items. Learners generally do

wrong choice of lexicon or vocabulary. At that time, lexical errors are committed. Besides, the learners may not produce or write appropriate language items on the particular setting. Then, pragmatic or stylistic errors are committed. Hence, errors can be classified on the basis of number of learners, language skills, visibility of errors, and source of errors and levels of the language.

According to Corder (1973, p.280), errors can be classified as: pre-systematic, systematic and post-systematic. In the first stage, the learner is unaware of the existence of a particular system or rule in the target language, her/his errors, therefore, are quite random and s/he cannot correct them. This stage is the stage of random guessing. In the second stage, her/his errors are regular. S/he has discovered and is operating rules of some sort but the wrong ones. S/he cannot correct them but can give some coherent account of the rule s/he has been following, in the third stage, s/he cannot only tell what sort of rules she has been following, but can correct the mistake. But in my opinion, mistakes in the first two stages are errors because these cannot be corrected by the learner her/himself and committed at the competence level.

#### **2.1.7.4 Explanation of Errors**

After identifying and classifying the errors, an error analyst tries to find out the sources of errors. Corder (1973, p.282) says that this stage of EA is distinct from the earlier stage in that the earlier stage is confined to linguistic activities whereas this stage comes under the scope of Psycholinguistics. In this stage, error analysts are mainly concerned with investigating why and how the learners come up with the particular erroneous expressions.

The following are the possible reasons which make the learners commit the errors.

### **a) Errors Due to L1 Interference**

It seems highly likely that great many errors are caused by interference. The pattern of structure between the learner's MT and TL difference leads the learner towards negative transfer. As a result, the learner tends to produce utterances that resemble the characteristics of this L1 but not those of the TL.

To quote Corder (1973, p. 283), "Observation suggests that many errors bear a strong resemblance to characteristics of the mother tongue, indeed many erroneous utterances read like word-for-word translations". This observation has led to the widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue.

### **b) Errors Due to Overgeneralization**

In course of learning, learners tend to simplify learning load. They reduce the learning load by formulating the rules. But due to limited exposure to the language being learnt, they may over generalize the rules and fail to take the exceptions into account. Since the learners are not aware of the new rules and ignore exception, they commit errors, for example, on the basis of the words 'girls', 'boys', 'books', 'pens' the learners may create a rule: singular noun + 's'= plural noun and may produce 'mans', 'childs' etc. due to overgeneralization.

### **c) Errors Due to Hypercorrection**

The learners commit errors because of the way they were corrected in their first errors. The learners themselves think that the correction is applicable for all the purpose of language but it is not always the case. Unfortunately, they commit the second error by the correction of the first error, for example:

Ram has an umbrella.

He is a member of \*a union.

Shyam works in a hotel.

He works there for \*a hour.

29- twenty nine

19-onety nine

#### **d) Errors Due to Erroneous Inputs**

Sometimes, a teacher makes errors while producing a continuous speech or in a spontaneous expression. Unfortunately, those errors are copied by the students. We also find that the teacher explains the general rules but the students apply those rules for exceptions also and commit errors, for example, "if the action is in the past, the verb must be in the past tense": may lead the learner towards making the erroneous sentence such as the following:

\*Last night he wanted to played but his father said he got to finished his homework.

#### **e) Errors Due to Inherent Difficulty**

It is known as a dustbin category. It is supposed that some features of the TL are inherently difficult and, therefore, lead the learners towards committing errors. Such errors are committed by any learner of the language. Universal types of errors are committed by both L1 and L2 learners due to inherent difficulty of the language items. English articles and prepositions are taken as inherently difficult areas for the native speakers as well. It is generally agreed that English consonant pairs /f/-/v/ and /θ/-/ð/ are very hard to distinguish, not only for learners learning English as a second language, but also for learners having English as their native language (Delatter et al.1962, as cited in Richards 1985, p.13).

#### **2.1.7.5 Evaluation of Errors**

After finding out the sources of errors, error analysts evaluate the errors as to how much serious they are. Some analysts evaluate the errors in terms in linguistic criterion and they say that grammatical errors are the most serious. Some analysts judge the errors in terms of communicative criterion. To them,

lexical errors are the most serious as they produce new, unintended meanings. Teachers evaluate the errors in terms of pedagogical criterion. To them, those errors which hamper in learning the current subject matter are the most serious. Hence, at this stage, error analysts evaluate the seriousness of the errors.

#### **2.1.7.6 Correction and Remediation of Errors**

Linguists do not possess the same opinion regarding correction of errors. Behaviorists say that learning is the process of trial and error. They say that learning is the formation of habits. To form the correct habit, errors should be corrected at a proper time. The supporters of error correction are of two groups. Some say that all errors should be corrected. On the other hand, others say that only the most serious errors are to be corrected.

Mentalists say that errors naturally come in the process of language learning. Later, they themselves disappear as the learners learn the rules of the languages. They say that correction of errors blocks their learning process. Students will increase negative attitude towards the target language. Hence, it is better not to correct the errors.

After the causes and sources of errors are analyzed, remedial teaching has to be done. Remedial teaching is the process of removing the errors that are committed by the second/foreign language learner. Remedial teaching should be done for the revision of the rules to clarify the problematic areas. To overcome the errors, explicit rules are taught and learnt inductively. In conclusion, remedial teaching should be done according to the seriousness of the errors.

## **2.2 Review of the Empirical Literature**

Various research works have been carried out in the field of contrastive analysis, error analysis, code switching, comprising methods, techniques and finding out their effectiveness but quite a few researches have been carried out on the use of grammatical items such as: effectiveness on the use of adjectives, adverbs, prepositions and punctuation. However, there is no investigations carried out on the errors in the use of determiners.

Some of the researchers related to the present research study area are as follows:

Khatri (2001) carried out a research entitled "The errors committed by 10<sup>th</sup> graders in the use of punctuation." The objective of his study was to identify the errors in the use of punctuation marks and to determine the frequency of errors. The tools for his study were test items like dictation, guided writing and free writing exercise. He select eighty students of grade ten from Khotang district through purposive non-random sampling. The finding of the study was presented under two heading. They were according to (i) Types of errors and (ii) Types of punctuation marks. The study clarified that the highest number of errors were committed in using exclamation marks, question marks, apostrophe, and the using full stops and capital letters. However, many errors were not in the use of commas and question marks.

Karna (2002) carried out a research entitled "A study of errors committed by grade XII students in the use of adverbs." The study was carried out to identify and analyze the errors in the use of adverbs by grade XII students. The researcher had also analyzed the proficiency in the use of adverbs with some pedagogical implications. It was a field based cross sectional study. The data were analyzed descriptively following with simple statistical tools. The study

showed were that the most of the students made use of ill formed adverbs in their writing.

Likewise, Ghimire (2006) carried out a research on “A Study of Errors Committed by Twelfth Graders in Writing Free Composition.” The study was carried out to find out the errors on tense agreement, preposition, article and spelling committed by twelfth graders. The researcher selected hundred students from Kathmandu valley through non-purposive random sampling procedure. The test items were main tools for the study. The findings showed that students were found better in using articles than in preposition.

Khanal (2006) carried out a research entitled “A Study of Errors Committed by the Grade XI Students in the Use of Tense in English.” The main objective of his study was to compare the difficulty level between ‘simple present tense’ and ‘present perfect tense’. He selected sixty students through non purposive random sampling procedure. The test items were his main tools for his study. He found that out of the total 2250 statements, student committed errors in 941 statements (41.82%) in simple present tense whereas 918 statements (40.80%) in present perfect tense. Thus, wholistic comparison showed that both types of tenses were found almost equally difficult for the students. At last, he concluded that simple present tense was found more difficult than present perfect tense in free writing.

Similarly, Niraula (2007) carried out a research entitled "The Proficiency of Grade Nine Students in the Use of Articles." His main objective was to find out the proficiency in the use of articles by grade nine students of public and private schools of Kathmandu District. He selected hundred students of grade nine through purposive non-random sampling procedure. The test-items were the main tools for this study. He had done comparative study and come to the conclusion that the students of private schools, in terms of performance on articles were better than the students of public school.

Tiwari (2007) had carried out a research on “Errors on the Use of Tense Aspects in Free Writing.” The main objective of the study was to find out errors particularly in the use of tense and aspect in free writing. She selected eighty students of grade eleven through non purposive random sampling procedure. The test items were main tools for her study. She found that majority of the students have not used simple present aspect of verb of state to talk about the things in general, instead they had used present continuous aspect of verb in a wide range.

So far I went through many research works that have been conducted in the Department of English Education, I found that Bal Bahadur Basnet had carried out his research work to find out the proficiency in the use of determiners of grade nine students from private and public schools. His research work was confined only to find out the proficiency in the use of determiners in Kathmandu valley but my research work focused to find out the errors in the use of determiners and to compare the errors committed by the secondary level students of government-aided and Private schools. In this regards, it is entirely new research work and obviously helps ELT experts to get a new direction in determining methodology in teaching determiners.

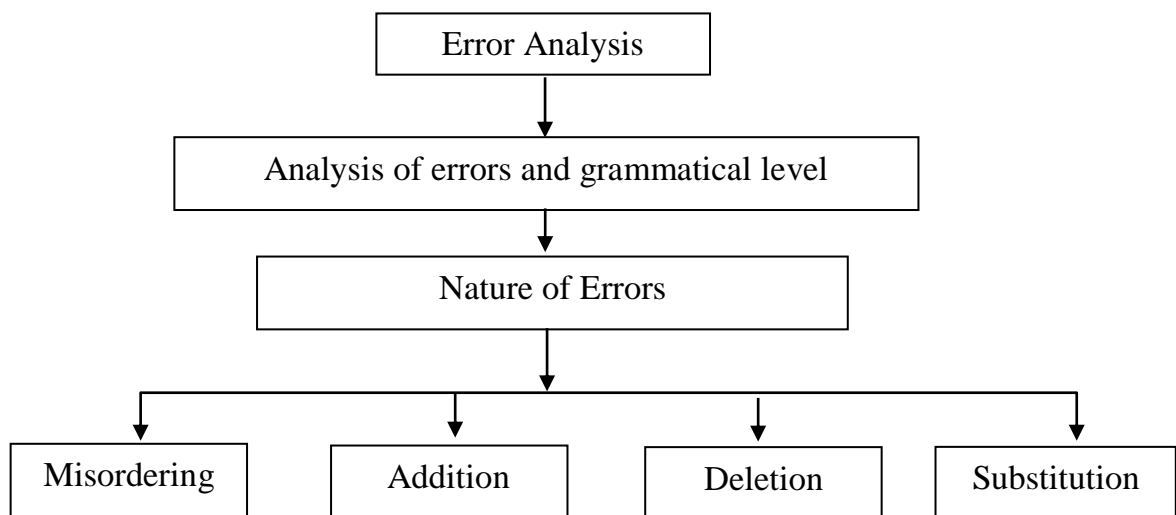
### **2.3 Implication of the Review for the Study**

The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also consulted many sources to broad the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research work to facilitate this research. Particularly, the study by Khatri (2001) and Karna (2001) helped me to design my theoretical background and necessary research tools. Similarly, the work of Tiwari (2007) provided me with an insight to prepare the methodology for my research. Ghimire (2006) study widen my knowledge on error analysis and different types of errors.

## 2.4 Conceptual Framework

The errors committed by the learners are influenced by different factors like L<sub>1</sub> interference, every generalization, erroneous input, inherent difficulty and hyper-convention. These sources lead to the breaches of codes in the use of possessive, quantifiers and demonstrative determiners which result in faulty production causing the break in meaningful communication.

I used the following conceptual framework to facilitate this study.



## **CHAPTER : THREE**

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

This research was based on the data obtained from the directly administered test. Therefore, the process of study design and data collection was as follows:

#### **3.1 Design of the Study**

The design of this study was survey research design. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time. (p.140)

Thus, from the above explanation, we can say that survey research is carried out to illuminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers

collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study was related to educational issues and try to get factual information, the use of survey research design was reasonable for it.

### **3.2 Area/Field of Study**

The area of this study was Kathmandu district and the field of it was concerned with the identification of errors committed by the learners with reference to determiners.

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

The population of the study were the students studying in class X. For the purpose of the study, two schools; one government aided and one public were selected. Forty students of grade ten were sampled through judgmental sampling procedure from different schools. Twenty students from each school were selected as the sample to facilitate the study. The schools and the students selected for the study are given in the Appendix.

### **3.4 Tools for Data Collection**

For this study, the researcher used two sets of test as a major tool for data collection. These questions were categorized into two groups viz., open ended questions and close ended questions.

### **3.5 Process of Data Collection**

The researcher collected data using the following procedure:

1. The researcher selected two schools from Kathmandu District using non-random sampling procedure. Then I visited two selected schools and selected twenty students from each school.
2. I built rapport with head teacher, and English teachers.
3. After building rapport with the teachers, I administered test items on students systematically following procedure.
  - 3a. Then, I described the purpose of the test to the students so that they would not be worried about it.
  - b. I gave them the necessary instruction clearly so as to make them clear of what they should do.
  - c. Tests were administered in two different schools.
  - d. After the students replied almost all the questions, I collected the test papers and checked them very carefully.

### **3.6 Process of Data Analysis and Interpretation**

The collected data were analyzed in a narrative way with description presenting in different tables. I collected the test papers and assigned marks to the papers after checking them. After that I analyzed and presented information with the help of the appropriate tables.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the interpretation of the errors committed by the students from all two selected schools of Kathmndu district. The data collected through open-ended and close-ended questions have been analyzed and interpreted by using simple statistical tool like table. The errors have been placed under different categories and analyzed separately.

#### 4.1 Analysis and Interpretation of Total Errors

The following table presents the total errors committed by the students of all the two selected schools in using of English determiners.

**Table No. 1**  
**Types of Error in the Use of Determiners**

S.N.	Category	No. of errors	Total percentage (%)
1	Deletion		
(i)	Deletion of possessive determiners before noun.	44	12.02
(ii)	Nouns without demonstrative determiners.	39	10.65
(iii)	Nouns without articles	42	11.47
(iv)	Nouns without quantifiers	14	3.82
	Total	139	37.97
2	Addition		
(i)	Determiners before auxiliary verb	23	6.20
(ii)	Determiners before main verb	21	5.70
(iii)	Determiners before adverb	16	4.30
(iv)	Determiners before proper noun	14	3.80
(v)	Determiners before pronoun	13	3.50
(vi)	Indefinite article before uncountable	12	3.20

(vii)	Determiners before adjectives noun	10	2.70
(viii)	Indefinite article with marked and unmarked plural	20	5.40
	Total	124	33.87
3.	Substitution		
(i)	The use instead of a/an	22	6.01
(ii)	a/an use instead of the	18	4.91
(iii)	Singular instead of plural determiners	13	3.55
(iv)	Plural instead of singular determiners	9	2.48
(v)	Article use instead of preposition	8	2.18
(vii)	Pronoun use instead of article	4	1.09
(viii)	Article use instead of pronoun	4	1.09
	Total	78	21.31
4.	Misordering		
(i)	Double use of article	6	1.64
(ii)	Article use between adjective and noun	13	3.55
(iii)	Quantifier floating	6	1.64
	Total	25	6.85
	Grand total	366	100

The aforementioned table shows that student aforementioned table shows that students committed more errors under deletion. The students committed 139 (37.97%) out of 366 errors. Similarly, user addition 124 (33.87%) errors were committed which were less in number incomparison to errors committed under deletion. It further shows that the students committed 78 (21.31%) errors under substitution and 25 (6.85%) errors under misordering which were less in numbers comparison to errors committed under substitution.

On the basis of errors identified above, the types of errors are separately analyzed and interpreted below:

#### **4.1.1 Deletion of Determiners**

According to Corder (1973, p. 277), deletion is a term which is described under superficial level. This was the most frequent type of error in the use of English determiners because the students of all the two selected schools committed 139 (37.97%) out of 366 errors. Some examples are given below,

(i) \* He gave it to father.

(ii) \* Ram father is helpful.

(iii) My school name is Padma Kanya Secondary School.

It specifically but in greater detail analyzed and interpreted below:

##### **(a) Nouns without possessive determiners**

Out of total errors 366, the students of all the two selected schools committed 139 (37.97%) errors. Out of the deletion errors in determiners. The total number of errors was committed 44 (12.02%) in possessive use. Some examples are given below:

(i) \* I like village very much.

(ii) \* School is near to house

(iii) \* Good hospital is there in village.

(iv) \* My father name is Rajan Shrestha.

(v) \* My sister name is Salina Shrestha.

In the above ongoing examples, it can be noticed that the learners have deleted the possessive determiner 'my' in the example (i), (ii) and (iii). Similarly, they have not used possessive marker ('s) in the example (iv) and (v)

**(b) Nouns without Demonstrative Determiners**

Students of all the two selected schools committed 366 errors. Out of total errors, deletion was 139 (37.97%). Out of deletion error in demonstrative determiners, total students committed 39 (10.65%) errors in the use of demonstrative determiners. Some examples are given below:

(i) \* Vegetable is not fresh but that fruit is fresh in shop.

(ii) \* A place is I like most.

(iii) \* My favourite is village.

(iv) \* Old shop is near.

In the above mentioned examples, the students have not used demonstrative determiners. Demonstrative determiner 'this' has not been used in (i), (ii) and (iii) examples. Likewise, the use of demonstrative determiner 'that' has been left in example (iv).

**(c) Noun without articles**

Out of total errors 366 the students of all the two selected schools committed the errors under deletion was 139 (37.97%). Out of the deletion of article, the students committed 42 (11.47%) errors in articles.

(i) \* He is nice student.

(ii) \* He wants to be doctor.

(iii) \* She wants to be nurse.

(iv) \* There is hospital in the village.

(v) \* School is near the riverside.

In the above ongoing examples, the students were found to leave the articles before singular, common and countable nouns. The use of indefinite article 'a' in the given examples has not been maintained.

#### **(d) Nouns without Quantifiers**

Out of total errors 366 the students of all the two selected schools committed 139 (37.97%) errors under deletion. Out of the deletion error in quantifiers, students committed 14 (3.82%) errors in the use of quantifiers. Some example are given below.

- (i) \* All people like father and mother very in village.
- (ii) \* People are helpful.
- (iii) \* I have friends and Raj is my best friend.
- (iv) \* There are boys in my class.
- (v) \* School has benches.
- (vi) "Trees are inside the compound.

In the above mentioned examples, the students have left the quantifiers before the nouns. The quantifier 'much' has not been used after 'very' in example (i). Similarly, they didn't use the quantifier 'many' in example (i), (ii), (iii) and (iv). The quantifier 'some' has been left before 'trees' in example (vi).

#### **4.1.2 Addition**

According to Corder (1973, p. 277), addition is a term which is described under superficial level. his was frequent types of error in the use of English determiners because most of the students of all the two selected schools committed the total 124 (33.87%) errors out of 366 errors. Some examples are given below:

- (i) \*He is a going to market.

(ii) \* She runs a quickly on the road.

(iii) \* I drink a water.

(iv) \*my teacher always hits on the my head.

### **Errors under addition**

#### **(a) Use before auxiliary verb**

It specifically but in greater detail analyzed and interpreted below:

Examples,

(i) \* He a is going to market.

(ii) \* Hari a is playing football.

(iii) \* Cake which a had tasted mom that types a like chocolate.

In the example, mentioned above there was unnecessary addition of 'a' before auxiliary verb. These sentences were erroneous. In this way out of total errors 366 the students of all the two selected schools committed the errors under addition was 124 (33.87%). Out of addition error in article, the students committed 16 (4.30%) error before auxiliary verb.

#### **(b) Use before main verb**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* He is a going to market.

(ii) \* Ram a play football.

(iii) \* Netra a did homework.

(iv) \* He any likes game.

In English, article is not used before main verb. But in the examples mentioned above 'a' and 'any' were used before main verb. So these sentences are erroneous. Out of total errors 366 the students of selected schools committed the error under addition was 124 (33.87%) and committed 21 (i.e. 5.70%) error before main verb.

**(c) Use before adverb**

It specifically but in greater detail analyzed and interpreted below:

Examples,

(i) \* She runs a quickly on the road.

(ii) \* He comes this here in my house.

It is not allowed to use article before adverb in English. But in the example mentioned above 'a' was unnecessarily added in the sentence and was found erroneous. Out of total error 366 the students committed 16 (4.30%) error before adverb.

**(d) Use before proper noun (person)**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* The Gopal is my best friend.

(ii) \* I have visited the Pokhara.

In the above example mentioned above 'the' was unnecessarily added before Gopal and Pokhara which was erroneous. In this way, out of total error 366 the learners committed 14 (3.80% errors before proper noun under deletion error which was 124 (33.87%).

**(e) Use before pronoun**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* She is very close to a me.

(ii) \* This cycle belongs to a him.

The examples above were erroneous because article 'a' is unnecessarily added before pronoun me and him. Out of total errors 366 the learners committed 124 (i.e. 33.87%) errors under addition. Out of total addition error in article the learners committed 13 (i.e. 3.50%) errors before pronoun.

**(f) Indefinite article used before uncountable noun**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* I drink a water.

(ii) \* He eats a rice.

In English indefinite article 'a/an' is not used before uncountable noun. In the above example 'a' is unnecessarily added before water and rice which was erroneous. Out of total errors students committed 12 (3.27%) errors before this category.

**(g) Use before adjectives**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* Her hair is a long.

(ii) \* My village is the beautiful.

The sentences mentioned above were found erroneous because of unnecessary addition of 'a'. In other words, 'a' was wrongly used in the sentences above before adjective. Out of total errors 366 students committed 10 (2.70%) errors before adjectives.

#### **(h) Use of indefinite article with marked and unmarked plural**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* There are a people in the market.

(ii) \* A students are very friendly with teachers.

Learners used indefinite article with marked plural and unmarked plural. But in English a/an has not plural form and is not used with plural noun. so, the example mentioned above were erroneous. In this way the learners committed 20 (i.e. 5.40%) errors out of total 366 errors with marked and marked plural.

#### **4.1.3 Substitution**

According to Corder (1973, p. 277), substitution is a term which is described under superficial level. This was also one of the frequent error in the use of English determiners because the learners of all the two selected schools committed 78 (i.e. 21.31%) errors out of 366 errors. Some examples are given below:

(i) \* In such way, I am writing a essay.

(ii) \* One of the modern ideas can change the world.

(iii) \* She likes to read a Geeta.

(iv) \*Our principal gives us many information.

(v) \* I like his parents very much.

### **Errors under substitution in the use of English determiners**

The learners have committed the following errors under substitution:

#### **(a) The use instead of a/an**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* She likes the cow.

(ii) \* He eats the apple everyday.

In the above example, Students used 'the' instead of 'a' and 'an' which were found erroneous. In this case, out of total errors 366, students committed 22 (6.01%) errors.

#### **(b) a/an use instead of the**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* It is very difficult for a students to visit many places.

(ii) \* I read a Ramayan.

(iii) \* I have visited a Sunkoshi river.

Here indefinite article 'a' is used instead of the. In English a is not used before plural noun, name of books and before the name of river. So, the sentences mentioned above are erroneous. The learners committed 18 (i.e. 4.91%) errors out of total 366 errors.

**(c) Singular determiners instead of plural determiners.**

It specifically but in greater detail analyzed and interpreted below:

Examples,

- (i) \* There are much playing things.
- (ii) \* This classrooms are well-decorated. .
- (iii) \* That animals have their own habitates.

In the above examples, singular determiners like much, this and that have been used before plural nouns. Out of total errors 366, the learners committed 13 (i.e. 3.55%) errors in this category.

**(d) Plural determiners instead of singular determiners.**

It specifically but in greater detail analyzed and interpreted below:

Examples,

- (i) \* We can get many idea.
- (ii) \* These ground is large for the students.
- (iii) \* Much boys and girls are laborious.
- (iv) \* I hate a boys.

'An' is used with third person, countable singular noun begins with vowel sound. In the example above, though the words 'European' and university begin with vowel letters they start with consonant sounds. So these sentences were found erroneous. Out of total errors 366 students committed 9 (i.e. 2.48%) errors in this category.

**(e) Article use instead of preposition**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* He is going a market.

(ii) \* She read books a night.

In the above example a was used in both the sentences instead of prepositions to and in before market and night respectively. So, the example mentioned above were found erroneous. Out of total error 366 the learner committed 8 (i.e. 2.18%) errors in this category.

**(f) Pronoun use instead of article**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* In such this way I am writing an essay.

In the above sentence 'this' was used instead of indefinite article 'a' . So , this sentence was erroneous. In this way , out of total error 366 the learner committed 4 (1.09 %) errors in this category.

**(g) Article use instead of pronoun**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* One of the ideas can change the world.

In the above sentence 'the' was used instead of pronoun 'his'. So , this was an erroneous sentences. out of total error 366 the learner committed 4 (1.09 %) errors in this category.

#### **4.1.4 Misordering**

According to Corder (1973, p. 277), misordering is a term which is described under superficial level. This was the least frequent type of errors in the use of English determiners because most of the students of all the two selected schools committed the total 25 (i.e. 6.8%) error out of 366 errors. Some examples are given below:

- (i)\* I have a the goat.
- (ii) \* An a cow has a calf.
- (iii) \*It is a table there in the classroom.
- (iv) \* My house is this.
- (v) \* Some all stole their money.

#### **Errors under misordering**

##### **(a) Double use of article**

It specifically but in greater detail analyzed and interpreted below:

Examples,

- (i)\* I have a the goat.
- (ii)\* An a cow has a calf.

In English, double use of article is restricted. But, in the example mentioned above there were unnecessary use of double article and this made the sentences erroneous. Out of total error 366 students committed 6 (1.64%) error in this category. The total error under misordering was 25 (i.e. 6.85%).

##### **(b) Article use between adjective and noun**

It specifically but in greater detail analyzed and interpreted below:

Examples,

(i) \* She is beautiful a girl.

(ii) \* She has long a hair.

In the example mentioned above 'a' was used between adj. and noun which is not allowed in English. Out of total error 366, the learners committed 13 (i.e. 3.55%) in this category.

**(c) Quantifier Floating**

It specifically but in greater detail analyzed and interpreted below:

Example,

(i) \* The each boy has his own bag.

(ii) \* Our English teacher gives the each children work.

(iii) \* My family members all are farmers.

In the above example, quantifiers were found to be wrongly place, which is not allowed in the use of English determiners. Out of total errors 366, the learners committed 6 (i.e. 1.64%) errors in this category.

**Table No. 2**  
**Comparison of Total Error Committed by the Learner of**  
**both Types of Schools**

Types of errors in determiners	Deletion		Addition		Substitution		Misordering		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
School										
Public	83	22.67	77	21.03	44	12.02	17	6.4	221	60.38
Private	56	15.30	46	12.84	34	9.28	9	2.18	145	39.62
Grand Total	139		124		78		25		366	100

This table shows the comparison of errors committed by government aided and private school learners. It was found that government aided school learners

committed 221 (i.e. 60.38%) errors in total whereas private school learners committed 145 (i.e. 39.62%) errors in total.

It was also found that government aided school learners committed 83 (i.e. 22.67%), 77 (21%), 44 (12.02%), 17 (6.4%) in deletion addition, substitution and misordering respectively. Whereas the private school students committed errors in determiners; 56 (15.30%), 56 (12.84%), 34 (2.8%), 9 (2.32%) in deletion, addition, substitution and misordering respectively.

The researcher found that private school learners committed less no. of errors in comparison to government aided school learners. It was found that they used determiners before auxiliary verbs, main verb, adverb, pronoun. It was found that the private school learners' performance in determiners was far better than that of government aided school learners.

**Table No. 3**  
**Total Errors Committed in Determiners under Deletion**

School	Total number students	Total errors	%
Padma Kanya Higher Secondary School	20	83	59.71
Holy Vision English Boarding School	20	56	40.28
Total	40	139	100

The above table shows that private school learners committed less errors in comparison to government aided school learners. Around 59.71% from Padma Kanya Higher Secondary School committed errors under deletion. The learners from Holy Vision English Boarding School committed 56 errors which means 40.28%. The total number of students were forty, twenty each from private and government aided schools.

**Table No. 4**

**Total Errors Committed in Determiners under Addition**

School	Total number students	Total errors	%
Padma Kanya Higher Secondary School	20	77	62.09
Holy Vision English Boarding School	20	46	37.09
Total	40	124	100

The above table shows the schoolwise comparison of errors committed by government aided school and private school learners under addition error in article. It was found that the learners from Padma Kanya Higher Secondary School committed 77 (i.e. 62.09%), errors while the learners from Holy Vision English Boarding School committed 46 (i.e. 37.09%) errors under 'deletion'.

**Table No. 5**

**Total Errors Committed in Determiners under Substitution**

School	Total number students	Total errors	%
Padma Kanya Higher Secondary School	20	44	56.41
Holy Vision English Boarding School	20	34	43.58
Total	40	78	100

The above table shows schoolwise comparison of errors under 'substitution' committed by the learners. The students of Padma Kanya Higher Secondary School committed 44 (i.e. 56.41%) errors in total whereas Holy Vision English Boarding School committed 34 (i.e. 43.58%) errors under substitution errors in determiners.

It is found that the learners from Padma Kanya Higher Secondary School committed errors in substitution more than the learners from Holy Vision English Boarding School.

**Table No. 6**

**Total Errors Committed in Determiners under Misordering**

School	Total number students	Total errors	%
Padma Kanya Higher Secondary School	20	17	68
Holy Vision English Boarding School	20	9	32
Total	40	25	100

The above table shows that schoolwise comparison of errors under 'misordering' in determiners committed by the learners of all the selected four schools. The students of Padma Kanya Higher Secondary School committed 17 (i.e. 68%) errors whereas Holy Vision English Boarding School committed 9 (32%) errors out of total error 25 under misordering error in article.

**4.2 Summary of Findings**

The major focus of this research was to find out the types of errors committed by the learners of secondary level in determiners usages and to compare the errors committed by the students of government aided and private school. Altogether 40 students were selected each twenty from each school using simple random sampling procedure. I used essay type questions in different topics to findout errors in determiners in each school. As there was good cooperation from both types of schools, I could make a success. The collected data were analyzed descriptively and statistically to clarify the main objectives of data. On the basis of analysis and interpretation of primary data, the following findings were derived:

1. The students of government aided schools committed the highest number of errors, i.e. 221 out of 366 vis-a-vis private school learners i.e. 145 out of 366. In other words the learners of government aided schools committed 60.38% whereas the learners of private school committed 39.62% of errors.
2. Out of four different types of errors seen in determiners usages viz. deletion, addition, substitution and misordering, a large number of students committed errors on deletion, i.e. 83 (22.67%) and 56 (15.30%) errors by the learners of government aided school and private school respectively.
3. The student of government aided school committed 77 (62.09%) errors under addition and private school committed 46 (39.09%) of errors when committed under addition in comparison substitution.
4. The lowest number of errors committed in determiners usage is an misordering, i.e. 17 (6.4%) out of 25 (6.4%) errors were from government aided school and 9 (2.18%) out of 25 errors were from the learners of private schools 145 (39.62%) errors and 221 (60.38%) errors out of 366 errors were committed by the learners of government aided school and private school respectively. In comparison to deletion, the learners committed less errors on addition whereas they committed more comparing to substitution and misordering. Under substitution 44 (12.02%) errors and 34 (9.28%) errors out of 78 (21.31%) were committed by the learners of government aided school and private school respectively. It clearly depicts learners committed more errors on deletion and less errors on misordering.

## **CHAPTER : FIVE**

### **CONCLUSIONS AND IMPLICATIONS**

#### **5.1 Conclusions**

This study on "Errors in the Use of Determiners" is a survey research. This was primarily conducted to find out the errors in the use of determiners by secondary level students. The learners from both government aided and private schools of Kathmandu valley were selected as the informants of the study. The sample consisted of forty students and twenty from each school. Both open-ended and close-ended questions were used to collect the data to find out the nature of errors on determiners. The collected data were analyzed and interpreted. After the analysis of the data, I came to the conclusion that the learners of government aided schools committed greater number of errors than that of the students of private school. In comparison to substitution and misordering of determiners, over use of determiners in improper places were found in abundance.

#### **5.2 Recommendations**

On the basis of the findings derived from the analysis and interpretation of the data, following recommendations for pedagogical implications and further research have been suggested:

##### **5.2.1 Policy Level Related Recommendation**

The following policy level related recommendation are given below:

1. The syllabus designers and language experts should highly focus on the provision of ample exercises on determiners.
2. The government should timely provide trainings to the teachers on the topics of grammar.

3. The well-trained and competent human resources should be encouraged for language teaching.

### **5.2.2 Practice Level Related Recommendation**

The following practice level related recommendations are given below:

1. The teachers should focus on addition of determiners in improper place by the learners while teaching determiner usage whereas they are not required to concern much on misordering.
2. The government aided school teachers should focus on all four different types of errors viz. omission, addition, substitution and misordering equally in comparison to the private school.
3. The government aided school teachers should use appropriate teaching methods like co-operative learning and communicative approach while teaching article usage.
4. The teachers should focus on over use of determiners before, adverb, proper noun, uncountable noun, adjective and with marked and unmarked plural while teaching determiner usage.
5. The private school teachers also should take care in peer-correction since it can lead them in perfect use of determiners.

### **5.2.3 Further Research Related Recommendation**

The present study is limited to only determiner usage. It has created the room for further researchers in other parts of grammar which can be a matter of interest to all the teachers as well as curriculum designers.

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## Appendix-I

### A. Choose the correct alternative.

1×10=10

1. .... information is very useful.  
(a) This      (b) These      (c) Those      (d) That
2. He is ..... father.  
(a) I      (b) me      (c) my      (d) mine
3. .... cars over here are more expensive.  
(a) Those      (b) These      (c) That      (d) This
4. Would you like ..... vegetables ?  
(a) much      (b) many      (c) any      (d) some
5. I went to ..... church to observe it architecture.  
(a) a      (b) an      (c) the      (d) nothing
6. .... money he had collected was stolen.  
(a) Little      (b) The Little      (c) A Little      (d) Many
7. .... fool thinks he can have rights without responsible.  
(a) Many      (b) Many a      (c) Some      (d) Any
8. I like ..... books that you had kept on the self.  
(a) this      (b) that      (c) these      (d) those
9. I invited him to dinner for six days and he drank ..... day.  
(a) each      (b) every      (c) all      (d) some
10. This house is .....  
(a) my      (b) mine      (c) her      (d) our

**B. Write an essay on the following topics:**

**2×10=20**

1. Write an essay on your school in 150 words.
2. Write an essay on your village.

**C. Paragraph writing questions.**

**4×5=20**

1. Describe your close friend in about sixty words.
2. Write a paragraph on cow in eighty words.
3. What do you see in your local market? Write in a paragraph.
4. What do you see in a shop? What do you like the most there? Write in a paragraph.