

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Language is a means of communication through which we express our thoughts, feelings, information, emotions, experiences, ideas and so on. Language can be taken as a social phenomenon which is used in our society to establish the relation among the human beings. It means that language is the most unique, most innovative and essential gift only for human beings. Human beings have unique place in the universe due to the possession of language, which makes them different from animals. It is the most valuable quality of human mind, people can not think any social, academic and artistic activities going on without language. It is also a voluntary vocal system of human communication. Language is a set of ideas and structures in the field of teaching and learning processes. Every child learns language easily because he/she possesses an inborn capacity which enables him to acquire the first language. Language acquisition is a natural way of learning. But only the first language is not sufficient for human beings to communicate to all. Some other languages have to be learnt for various purposes, such as international communication for establishing diplomatic relationship with foreign countries, for understanding the innovative knowledge of science and technology and so on. Among the languages of the world, English is an extremely important language to the people of the world as it serves as a lingua franca at international level. It is a principal language in the sense that it has more than half of the worlds books and three-quarters of international mails and one in every seven human beings can speak it. (Sthapit, et al. 1994, p. 1)

Historically, the English language in Nepal is closely connected with the rise of the Prime Minister Junga Bahadur Rana. He established Durbar High School in 1853 in order to give English education to the Rana children only. After establishment of democracy in 1951 A.D. a number of schools and colleges were established throughout the country in which English was included as compulsory subject in each level.

The importance of the English language in the present world need not be exaggerated because it has become a window to the rapid progress in every field mainly in the field of science and technology. The importance of the English language, in the present context of Nepal, can be viewed from different perspectives, which can be summarized as below; the English language can be used for academic purpose, social purpose, economic purpose, cultural purpose, religion purpose, trade purpose, and so on. Due to the importance of language, all learners face several problems while learning second language in the world. Language learning is a cognitive process which may bring countless problems on the part of the learners. Language learners may commit several mistakes and these mistakes can be classified into performance mistakes and errors.

### **1.1.1 Error Analysis**

Committing errors is a universal phenomenon in the process of second language learning. Errors are the deviated form of language which occurs due to the lack of the knowledge of the underlying rules. We all make mistake even when we are speaking our mother tongue. Errors often cause a certain amount of merriment. It is a natural phenomenon, a learner commits errors in the process of second language learning. Errors which are consistent, regular and uncorrectable are made at the competence level. As a second language learner,

everybody inevitably commits errors at all levels and in all the areas of language. It is an inherent feature of the process of foreign language learning. According to Crystal(2003), 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 procedures provided by linguistics (p.165). Similarly, Richards et al.(1985) define error analysis as the study and analysis of the errors made by the second and foreign language learners.

The term 'mistake' and 'error' are taken as synonymous but technically speaking, all mistakes are not errors. Mistakes are made at the performance level whereas errors are made at the competence level. If the learners cannot recognize and correct the ill-formed element in a sentence made by himself, such type of mistakes are called errors.

In the field of teaching and learning, errors are significant for both teachers and learners to improve their proficiency of learning. Thus, errors are vital for the teachers; to undertake a systematic analysis of errors, for the researcher to find out how language is learnt or acquired and to use the strategies or procedures the learner is implying in his discovery of language.

### **1.1.2 Importance of Studying Learners' Errors**

A systematic analysis of errors committed by foreign language learners is of considerable importance. All learners make mistakes. In the past, errors were considered as bad signs in learning and teaching process. But, nowadays, the situation has completely changed. Errors are no longer taken as bad signs in learning. It is believed that it is natural to make mistakes and if there are no

mistakes then perhaps there is no learning. In fact, it is an unavoidable factor of learning process and developing competence.

The study of learner's errors has a great importance on language learning and teaching in the sense that error analysis is stepwise procedure that is used to identify the errors, find out the sources of errors and provide remedies. In accordance with Corder (1973. p.265), there are two uses of studying second language learner's errors. They are: The practical use of error analysis and the theoretical use of error analysis. Corder (1973) says that the practical use of studying learner's errors has the following two values:

1. The most obvious practical use of the error analysis to the teacher is to provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he can move into the next item of the syllabus or he must devote more time to the item he has been working on.
2. Another value of studying learners' error is "..... in terms of broader planning and with a new group of learners they provide the information for designing a remedial syllabus or a programmed of re-teaching."

According to Corder(1973), "..... the study of errors is a part of an experiment to conform or disprove the psycholinguistic theory of transfer." (p 266).

In this sense, error analysis can be used as an experimental method to find out the validity of the findings or predictions of contrastive analysis.

### **1.1.3 Process of Error Analysis**

Error analysis can be carried out in series of successive steps, which are as follows:

#### **(i) Collection of Data**

Collection of data is the first step of error analysis. No one can begin to describe anything until being aware of its extent. At first, we must have reliable data to identify, describe, classify, explain and evaluate the errors. Data collection means gathering information. Corder (1974) says that data may be oral or written but oral data is preferable because it embraces all kinds of errors, which are not found in written data (p. 126)

Depending upon the nature of collecting data, there are two types of tools: free and guided. If it is general, it will be free and if it is specific, it will be guided. Similarly, there are two processes of data collection viz conscious and unconscious processes. The best way to collect data is to collect them in a natural way, i.e. without making the learners aware of the fact that their works are analyzed as errors. On the basis of the quality, we can find two types of qualities of data viz as authentic as possible, and as comprehensive as possible. Ideal data should be both authentic as well as comprehensive.

#### **(ii) Identification or Recognition of Errors**

It is the second step of error analysis. Identification of errors is necessary in which errors are established. Generally, errors and mistakes are taken as synonymously, which is technically not true. Technically speaking, mistake is a cover term that includes both mistakes and errors. Therefore, all mistakes are errors but all errors are not mistakes. Corder (1973) points out the need to

distinguish 'errors' (i.e. deviant sentences which are the result of lack of competence) from 'mistakes' and 'lapses' (i.e. deviant sentences which are the result of psychological or physiological reasons rather than linguistic ones (p. 257).

The term 'mistake' can be defined as any deviation from the standard norm. Mistakes are made at the performance level due to carelessness, fatigue and some other physical discomfort which can be corrected by the performer himself if he realizes that he has made a mistake. They are made by both native and non-native speakers due to non-linguistic reasons and occur irregularly and inconsistently.

But the term 'error' can be defined as a systematic deviation from the norm of the code or a breach of the code in the second language learner's language due to inadequate knowledge of the code. Errors can not be corrected by the performer himself if he is told about the errors, rather there may be chances of committing other errors. Therefore, errors are made at competence level by the non-native speakers, due to linguistic reasons and occur regularly and consistently.

### **(iii) Description or Classification of Errors**

The next step in error analysis is description or classification of errors in which the errors are classified into different categories and then labeled. Corder (1973) says, "A full description of the errors involve 'explaining' it in terms of the linguistic processes or rules which are being followed by the speaker (p 277)." The description of errors can be made at various degrees of depth. Following corder the description of errors can be done in two levels. They are:

- (a) Superficial Level, and
- (b) Deeper Level.

The first describes errors in terms of the physical differences between the learner's deviant utterances and the reconstructed versions. The differences between the deviant utterances and the reconstructed versions can be classified into the following four categories.

- (i) Omission: eg 'Sun rises in the east'
  - Omission 'the' at the beginning
- (ii) Addition: eg My brother married with her.
  - Unnecessary addition of 'with'
- (iii) Subtraction: eg It is easy to please John.
  - John is easy to please.
- (iv) Disordering: eg
  - He asked me where was I going,
  - Disordering of ..... was I.

In the second 'deeper level', the superficial level is taken to a deeper description by assigning the items involved in the different linguistic levels namely orthographic, phonological, morphological, syntactic, lexicon, semantic, stylistic, pragmatic etc. This level is better one in the sense that it is more explanatory and powerful than a single statement of what is omitted and deleted. But linguists have found more errors than the above types. So, this is the traditional way. Nowadays, errors are classified from the level of description as given below:

Errors are classified according to the levels of language (phonological, lexical, syntactical, graphological, grammatical), things beyond sentence level (discourse and stylistic), number of learners (individual and group), language

skills (expressive and receptive), clarity (overt and covert), ways of interpreting (local and global) and the things that are not parts of language but play an important role in communication (pragmatic and paralinguistic). According to Corder 1975), every learner, in course of his learning a language passes through three stages of making errors(p.13). They are pre-systematic, systematic and post-systematic. In the first stage, the learner is unaware of the existence of particular system or rule in the target language. His errors, therefore are quite random and the learner cannot correct and explain himself. Errors in this stage are not regular.

In the systematic stage, the learner's errors become regular. He has discovered the rule of some sorts of the wrong ones. He cannot correct his errors but he can explain some coherent account of the rules. In the third stage, he can not tell what sort of rules he has been following but can correct and explain his errors.

Although, several classifications have been made on error analysis, but no separate research as yet has been done to analyze the errors in lexical and grammatical levels.

Grammatical error refers to the errors where there is breaking of grammatical system. Grammatical errors may be morphological or syntactic. The following utterances illustrate the grammatical errors:

- (a) Who is the taller student in the class? (Morphological error)
- (b) Mary has finished reading the novel, isn't she? (Syntactic error)

Semantic error refers to the error in understanding or conveying meaning. Semantic error is also referred as lexical errors. The following errors illustrate semantic/ lexical errors:



- (a) 'Skin Shoes' in place of 'Leather Shoes'
- (b) 'He throw a coconut at his friend' instead of 'He threw a coconut to his friend.'

#### **(iv) Explanation of Errors**

This stage of error analysis tries to find out the different sources of errors committed by the learners. Errors are committed either due to interlinguistic or intra-linguistic interference. Interlinguistic interference is popularly known as mother tongue or L1 interference. It refers to the fact that one's mother tongue interferes with his learning of second language that a learner transfers the habit of his mother tongue into foreign language. Nepali learner of English commits a lot of errors in pronunciation due to the influence of his/her mother tongue.

Intralinguistic interference refers to the fact that some errors are made within the language itself, not due to the structure of the mother tongue. Intralinguistic errors can be categorized as follows:

##### **(a) Overgeneralization**

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

According to Littlewood (1984), "the majority of intralingual errors are instances of the same process of overgeneralization that has been observed in the first language acquisition (p. 23)." It means wrong prediction about the language system. The learner tries to derive the rules behind the data to which he has been exposed to and may develop hypothesis that is related neither to the mother tongue nor to the target language.

eg.

- h: [h] - halt
- h: [h] - house
- h: [h] - hot
- h: [h] - honest

Association of 'h' letter is pronounced as [h]. Symbol and sound are associated in generalization and 'honest' is pronounced as/honest/by Nepali learners of English due to the overgeneralization of pronunciation rules.

### **(b) Analogical Creation**

Another source of errors is analogical creation. It is the error that is committed due to generalization of the whole system in the same way, such types of errors can often be found in exceptional cases. In fact, it is not mistake of the learners but it is the mistake of language itself due to irregularity patterns in language, i.e.

	Analogical creation
Hand - S	hands
Book + S	books
Man + S	mans*

### **(c) Hyper-correction**

Errors may be committed due to hyper correction which implies that the learner at first learns the correct form, but due to false analogical creation, he turns it into an erroneous form. For example, the students of pre-primary start to learn from one to twenty (1 to 20) correctly, but when they start to learn from twenty one to hundred (21 to 100), then their present learning two-one = twenty one, eight - six = eighty six affects the past correct learning negatively as one-one = only-one, one-six only-six, etc.

#### **(d) Inherent Difficulties Within the Target Language Itself**

It has been proved that some features of the target language are inherently difficult and this difficulty leads the learners towards erroneous expressions. Both learners and native speakers find these aspects of the language difficult to master. When we can not explain the nature of errors and those are not committed due to overgeneralization, hypercorrection, analogical creation and L1 interference, then it will be inherent difficulties with the target itself.

For example, English articles and prepositions are taken as inherently difficult areas for both the second language learners and the native speakers of the English language.

#### **(v) Evaluation of Errors**

Evaluation of errors is a recent branch of error analysis. The term 'error gravity' refers to the seriousness of errors. Different scholars determine the same error differently.

Evaluating of errors can be done in different ways:

- (a) The ranking Vs rating and
- (b) Subjective Vs objective

#### **(vi) Correction and Remediation of Errors**

The main purpose of doing error analysis is to facilitate learning. Correction is one part of remediation. Correction takes care of how errors of learners should be corrected whereas remediation is concerned with providing some kinds of remedial teaching. There are mainly two opposing views regarding the technique of remediation of errors. The first view suggests that immediate

correction should be used as the most reliable technique to treat errors. The other view suggests that errors should not be corrected. If they are corrected, it may hamper their ability to learn language naturally.

There are various techniques like teacher correction, peer correction, and self correction and so on. But no single technique is sufficient and we should apply each or all the techniques at a time according to the situation and the nature of errors. Generally, there are two ways of correcting errors. They are as follows:

- (a) **Explicit Technique:** In this technique, the learner points out the areas of committing errors and supplies the correct one by writing symbols. For example,
  - when I counted I found that one of the boy is missing. (Grammatical error)
  
- (b) **Implicit Technique:** In this technique, giving hints and not pointing out the errors on the spot that helps the learners to correct errors. Learners should be taught how to discover and correct the errors. So that they proceed towards self-correction.

In comparison, implicit technique is better than explicit technique. But we have to proceed from explicit to implicit gradually.

#### **1.1.4 Negation**

In the English language, negation is a process of giving rejection and denial. Negation in English is a very broad topic. It affects words, phrases, and sentences. Negation is a kind of transformation, which simply means contradicting the meaning or part of the meaning of a sentence. Negation process in English may bring several problematic cases on the part of learners. One reason is that different languages tend to place their negative particles in

different positions in the sentences. The negation system in the English language can be seen in three levels: the lexical level negation, e.g. unhappy; the phrase level negation, e.g. No smoking and the sentence level negation, e.g. Sony does not work hard. English has post auxiliary negation. Thus, auxiliary verbs such as modals, phrasal modals, the perfect 'have' and the progressive 'be' are all followed by the 'not' particle. Celce-Murcia and Larsen-Freeman (1983) opine that affixes play vital role in negative sentence formation in English language(p.184 ). According to Chomsky (1965), negation is a component of base rule developed by the learners on their way to master the transformational rules to map sentences onto surface realization (p.73). Chomsky opines that human's brain consists of principles and parameters which develop as a result of interaction between language acquisition device and the extrinsically functioning utterances of the language to which the learner has a chance of being exposed to. Negation is a transformational rule, which develops along with learner's ability to communicate his/her opposition against anything using negative marker 'not'. In the case of Nepali learners of the English language, learner have prerequisite linguistic system of their first language which play crucial role in the formation of morphological system of the English language as a result of interaction between learner's first language and the target language.

There are three ways of forming negation among them we will discuss about

### **(i) Lexical Negation**

Lexical negation simply refers to the negativity of specialized words or lexical items in which one may use a negative affix in English to convey negative sense. The way to make many adjectives and adverbs negative is to add a negative derivational prefix to a word, e.g. happy – unhappy, Logical – illogical, social- asocial.

There is also a negative suffix, -less, which can be used to negate nouns by expressing their absence or nonexistence. Thus, forming adjectives such as hopeless, speechless, lifeless and shameless. Prefixes and suffixes may play a vital role in the use of lexical negation. In lexical negation, different affixes were borrowed from different languages. For instance, 'un-' is a native English prefix. Certain indefinite pronouns and adverbs beginning with no- can also be used to give a negative meaning:

no + thing = nothing

no + body = nobody

Similarly, adverbs of frequency seldom, rarely, scarcely, and hardly also provide lexical level negation, e.g.

She hardly passed the exam.

## **(ii) Grammatical Negation**

Grammatical negation indicates the sentence-level negation in which 'not' is the main negative marker to negate different four types of sentences viz. Statements, questions, commands, and exclamations, for example:

Statement: John is not at home.

Question: Are you not going?

Command: Do not move.

Exclamation: Isn't that grand!

However, 'no' can also make a sentence negative especially when it negates the subject:

No one was home to sign for the package.

No and not are also negative substitutes.

No can be a negative substitute for an entire sentence: For instance,

A: Are you going to town after class?

B: No. I have to meet larry in the library.

The sentence-level negation includes the auxiliary verbs, not placement, the 'be' copula and 'do' verb of modern English.

For example,

With auxiliary verb	negative
▪ I can swim	I can not swim
'Not' placement	negative
▪ It is going to rain on Monday	It is not going to rain on Monday
With the 'be' copula	negative
▪ I am tired	I am not tired
With the 'do' verb	negative
▪ Muriel plays the piano	Muriel does not play the piano

Quirk, et al. (1985) have classified the types of negation as follows:

(i) Clause negation, e.g.

▪ We have done our work                      We have not done our work.

(ii) Local negation, e.g.

▪ She is not unattractive woman

(iii) Predication negation

▪ They may 'not go swimming.'

## **1.2 Review of the Related Literature**

Review of the related literature is an integral part of the entire research process which makes a valuable contribution to every operational steps. It helps the researcher in thinking about the research questions and in establishing the theoretical roots of the study, clarifying ideas and developing methodology. It provides the researcher with techniques and strategies to integrate the

researcher's findings with the existing body of knowledge. Therefore, an attempt is made here to review the books, journals, articles and researchers related to the research topics.

Nepal (1998) studied on the "Errors Committed by the Grade Seven Students Studying at Kathmandu valley in the use of Irregular verbs." The main objective of this study was to find out the causes and sources of the errors. He found that incomprehension of instructions; incomplete, knowledge and overgeneralization were the main causes and sources of errors. Along with it, he found that on comparing the students errors in simple past and past participle of the given irregular verbs, more errors were found in past-participle than in simple past form of the verbs.

Sharma (2000) attempted to identify the errors entitled "The Errors Committed by Grade Nine Students in Question Formation." With the purpose of identifying the errors and the frequency of those errors, she concluded that the students committed more errors in wh-questions than in yes/no questions and the students committed the highest number of errors in verbs. In totality, the proficiency in forming questions was very poor.

Shrestha (2001) studied "The Errors in the use of Spelling and Writing Made by Tenth Graders". He found that students committed more errors in vowel category than in consonant category as well as they committed more individual errors than group errors.

Kushawaha (2005) carried out a research entitled "Negation and Interrogative Transformation in English and Bhojpuri" applying stratified random sampling procedure and found that the negative marker in English is 'not' or 'n't' which is placed after an auxiliary verb whereas the negative markers in Bhojpuri are



‘na:’, ‘nat’, ‘mat’, ‘naikhe:’ and ‘noikhi:’ which are added immediately before the main verb. He concluded that subject-auxiliary/ ‘operator inversion’ rule is also required to transform a statement into yes/no questions in English whereas it does not take place in Bhojpuri.

Khanal (2006) carried out a research on “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 found that out of the total 2250 statements, students committed errors in 941 statements (41.82%) in simple present tense whereas 918 statements (40.8%) 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 that simple perfect tense in free writing.

Patawari (2008) conducted a research entitled “Negative and Interrogative Transformation in English and Tharu” applying stratified random sampling procedure with the purpose of identifying the process of negative and interrogative transformation in Tharu language. He concluded that the only negative marker in English is ‘not’ or ‘n’t’ which is placed after an auxiliary verb in an assertive sentences whereas the negative marker in Tharu are ‘nat/mat’ and ‘naikhe’ which are added immediately before the main verb. He found that Tharu negative markers such as ‘naikhe’ occurs before the verbs of assertive sentences in any tense and ‘nat/ mat’ occurs especially before the verbs of imperative sentences.

Although several attempts have been made on error analysis, no research as yet has been done in this area to identify the errors, to classify them in the formation of negative sentences of Kathmandu valley. So, the researcher felt a need to study in this area to identify and classify the errors committed by the ninth graders.

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

The following were the objectives of the present research:

- a. To identify the errors in negative formation committed by the grade nine learners,
- b. To classify the errors into lexical and grammatical levels committed by those learners, and
- c. To suggest some pedagogical implications for enhancing teaching learning process.

### **1.4 Significance of the Study**

The learners and English teachers of the secondary level will be directly benefited by this study.

Besides, this study will be helpful to the subject experts, syllabus designers, language and grammar teachers, text book writers, researchers and all those who are directly and indirectly involved in teaching and learning of the English language.

## **CHAPTER – TWO**

### **METHODOLOGY**

In order to achieve the objectives, the researcher adopted the following methodology:

#### **2.1 Sources of Data**

Both primary and secondary sources for the collection of data were used by the researcher.

##### **2.1.1 Primary Sources of Data**

Primary sources of data are directly concerned with the field study. Hence, the learners of grade nine studying in government- aided schools of Kathmandu valley were the primary sources of data for the study.

##### **2.1.2 Secondary Sources of Data**

Different books, journals, articles, curriculum reference materials, theses and other related available materials to the present study were studied as the secondary sources of data.

#### **2.2 Population of the Study**

The population of the study consisted of eighty learners of grade nine studying in different five government-aided schools of the Kathmandu valley. Sixteen learners from each school were the sample population of the study. There were five government-aided schools undertaken for the study were as follows:

- (i) Padmodaya High School, Pradarsani Marg, Kathmandu
- (ii) Vijaya Smarak Higher Secondary School, Dillibazar, Kathmandu.
- (iii) Sahidh Sukra High School, Bagbazar, Kathmandu
- (iv) Mahendra Rastriya Ma. Vi., Baluwatar, Kathmandu.

(v) Tilingtar Higher Secondary School, Dhapasi, Kathmandu.

### **2.3 Sampling Procedure**

In order to achieve objectives of the study five government-aided schools of Kathmandu valley were selected. While selecting schools of Kathmandu valley, the method of probability sampling designs were used by applying lottery method.

In this lottery method, each element was numbered using separate slips of paper and put all the slips into a box. Then they were stirred it so that they could be mixed up randomly. After that, the researcher picked them up one by one without looking until the number of sample size fulfilled.

### **2.4 Tools for Data Collection**

In this research, the following types of test items were used as research tools for collecting data.

<b>Test items</b>	<b>Marks</b>
a. Fill in the blanks	10
b. Correct/Incorrect items	10
c. Transformation items	10
d. Items focusing on negative responses	10
e. Matching exercise	10

There were ten questions from each test item.

There were five types of test items. The test items A,B,C and D were based on the four types of sentences viz. Statements, imperative, interrogative and exclamatory. The test item 'E' included the lexical items which needed to be matched with its opposite meaning.

In order to find out whether the questions were too easy or too difficult for the learners, the researcher conducted a simple pilot testing using above mentioned test items for the learners. For this research, the researcher selected the sixteen learners of Padmakanya Higher Secondary School of Kathmandu district and took their exam to pilot the constructed test items. The test items were arranged in number in accordance with the time allocated to the test.

### **1.5 Process of Data Collection**

The relevant, valid and appropriate primary data were collected by conducting a set of test items to the learners. In the process of data collection, he adopted the following stepwise procedures:

- (a) At first, the concerned schools were visited to get the permission of school authority to administer the test, and its purpose was explained.
- (b) After getting the permission from the concerned schools, sixteen learners were studying in grade nine from each school were selected.
- (c) After the selection of learners, they were taken in a separate room to give clear instruction as to what they had to do. The time and full marks were explained.
- (d) The test was administered and answer sheets were collected within the allocated time.

After collecting test papers, they were checked carefully. The scores obtained by the learners were tabulated and interpreted statistically according to the objectives. The scores of the learners were analysed in order to find the number of errors they committed responding the test item.

## **2.6 Limitations of the Study**

The study had the following limitations:

- (a) The research was limited to the five government-aided schools of Kathmandu district.
- (b) The sample of the population was eighty learners of Kathmandu valley.
- (c) The research was limited to find out the lexical and grammatical errors only.
- (d) The research was limited to identify and classify the errors in lexical and grammatical levels committed by the ninth graders in formation of negative sentences.
- (e) The research was limited to the learners of some randomly selected schools of Kathmandu valley only.

## CHAPTER – THREE

### ANALYSIS AND INTERPRETATION

#### 3.1 Holistic Analysis

The main objective of the study was to identify and classify the lexical and grammatical errors committed by the learners of different five government-aided schools of the Kathmandu valley. For this study, total errors in each test item were evaluated, and comparison was made to see the difference at which lexical errors and grammatical errors appeared in their responses. Accordingly, school wise errors were analysed to see the quantitative different between lexical and grammatical errors committed by the learners while responding the test items.

According to the objectives of the study, the responses of the learners were marked systematically. The errors committed by the learners of Kathmandu valley were tabulated on the basis of collected data, the errors committed by the learners; the analysis has been carried out as accurately as possible. With an emphasis to make the study effective and objective, the analysis and interpretation has been presented by using different types of statistical tools of average and percentage.

**Table No: 1**  
**Total Errors in Each Test Item**

Items	Lexical Errors			Grammatical Errors		
	No	Average	% of 25	No	Average	% of 25
A	96	1.2	4.8	170	2.12	8.48
B	107	1.33	5.32	172	2.15	8.6
C	111	1.38	5.52	165	2.06	8.24
D	-	-	-	226	2.82	11.3
E	56	0.7	2.8	-	-	-
Total	370	4.61	18.44	733	9.15	36.62

The table shows that learners of five different government-aided schools committed different lexical and grammatical errors in each test item. There were five test items (A, B, C, D and E) to identify the lexical and grammatical errors in producing negative sentences. From the above table, it is seen that the learners committed 1.2 lexical errors on average ( 4.8%) in item ‘A’, similarly, 1.33 lexical errors on average (5.32%) in item ‘B’, 1.38 lexical errors on average ( 5.52%) in test item ‘C’ and 0.7 lexical errors on average ( 2.8%) in the test item ‘E’. From the same table, the researcher found that learners committed the highest number of Lexical errors 1.38 on average (5.52%) in item ‘C’, and they committed the lowest number of errors i.e. 0.7 on average ( 2.8%) in test item ‘E’.

On the other hand, it was found that learners committed 2.82 grammatical errors on average (11.3%) in item ‘D’ and 2.06 grammatical errors on average (8.24%) in item ‘C’. It means that learners committed the highest number of grammatical errors ( 11.3%) in item ‘D’ and the lowest number of grammatical errors (8.24%) in item ‘C’ of the given test. Similarly, learners committed 2.12 grammatical errors on average (8.48%) in item ‘A’ and 2.15 grammatical errors on average (8.6%) in test item ‘B’ of the given test.

**Table No: 2**  
**Comparison of Lexical Errors Committed by Learners at**  
**Five Different Schools**

Sample	Schools	T. Marks	Lexical Errors	Average Marks	% of 25
16	P.H.S.	25	93	5.81	22.44
16	V.S.S.	25	94	5.88	23.4
16	S.S.S.	25	53	3.31	13.25
16	M.R.S.	25	63	3.94	15.736
16	T.H.S.S.	25	78	4.88	19.5
80				23.82	18.86



The above table shows the school-wise lexical errors comparison committed by the whole number of learners in total. The learners of S.S. school committed (3.31%) lexical errors on average (13.25%) in their performance. The learners of V.S. School committed the highest number of lexical errors i.e. 5.88 on average (23.4%) while producing negative sentences. The researcher found that the learners of S.S. School were better than their learners of V.S. School counterparts because the learners of S.S. School committed the lowest number of lexical errors while attempting the given test items. The learners of M.R. School committed the lowest number of lexical errors i.e. 3.94 on average (15.73%) and the learners of M.R. School were found better than their T.H.S. School counterparts and the learners of P.H. School. The range of erroneous production was found from 3.31 to 5.88 on average. At last, the researcher concluded that the learners of all five different schools committed (18.86%) lexical errors as a whole.

**Table No: 3**  
**Comparison of Grammatical Errors Committed by Learners**  
**in Five Different Schools**

Sample	Schools	T. Marks	Grammatical errors	Average	% of 25
16	P.H.S.	25	184	11.5	45.92
16	V.S.S.	25	159	9.93	39.68
16	S.S.S.	25	138	8.63	33.35
16	M.R.S.	25	128	7.88	31.5
16	T.H.S.S.	25	124	7.8	30.96
				45.74	36.28

The above table shows that learners of all five government-aided schools committed different grammatical errors in their performance. According to the result of test items, the learners of T.H.S. School committed the lowest number

of grammatical errors i.e. 7.8 on average (30.69%) and on the other hand, the learners of P.H. School committed the highest number of grammatical errors i.e. 11.5 on average (45.92%) producing negative sentences. Similarly, learners of M.R. School committed 7.88 grammatical errors on average (31.5%) the learners of M.R. School were found better than their S.S. School counterparts and V.S. School and P.H. School of Kathmandu Valley. Similarly, the researcher found that the students of S.S. School were better than their V.S. School and P.H. School counterparts of Kathmandu while producing negative sentences. The range of erroneous production was found from 7.8 to 11.5 on average.

**Table No: 4**  
**School-Wise Errors Committed to Attempt Total Test Items**

School	Lexical Error	Average Marks	% of 25	Grammatical Error	Average Marks	% of 25
P.H.S.	93	5.81	22.44	184	11.5	45.92
V.S.S.	94	5.88	23.4	159	9.93	39.68
S.S.S.	53	3.31	13.25	138	8.63	33.25
M.R.S.	63	3.94	15.73	128	7.88	31.5
T.H.S.S.	78	4.88	19.5	124	7.8	30.96
		23.82	18.86		45.74	36.28

The table shows that learners of all five government-aided schools of Kathmandu valley committed different level of erroneous production on lexical and grammatical negation. The learners of V.S. School committed the highest number of lexical errors i.e. 5.88 on average (23.4%) and on the other hand, the learners of S.S. School committed the lowest number of lexical errors i.e. 3.31 on average ( 13.25%) in their performance. Similarly, the learners of M.R. School committed less number of lexical errors i.e. 3.94 on average (15.73%)

than their T.H.S. School, P.H. School and V.S. School counterparts of Kathmandu valley in producing the negative sentences. The table also shows that the learners of P.H. School committed the highest number of grammatical errors i.e. 11.5 on average (45.92%) and the learners of T.H.S. School committed the lowest number of grammatical errors i.e 7.8 on average ( 30.96% )in their exam. The learners of T.H.S. School appeared better than other schools of the Kathmandu valley. Similarly, the learners of M.R. School committed the less number of grammatical errors i.e. 7.88 on average ( 31.5%) in their test papers and it was also found that the learners of M.R. School were better than their S.S. School, V.S. School and P.H. School counterparts in producing negative sentences. The learners committed 18.86% lexical errors and 36.28% grammatical errors as a whole.

**Table No: 5**  
**Errors Committed by the Learners of Padmodaya High School,**  
**Kathmandu**

S.N.	Item	Lexical Error	Average Marks	%	Grammatical Error	Average Marks	%
I	A	22	1.37	5.48	45	2.81	11.24
II	B	24	1.5	6	43	2.68	10.72
III	C	31	1.93	7.72	47	2.93	11.72
IV	D	-	-	-	49	3.06	12.24
V	E	13	0.81	3.24	-	-	-
			5.61	22.44		11.48	45.92

The table indicates the lexical and grammatical errors committed by the learners of Padmodaya High School, Kathmandu. From this table, it is clear that the learners committed the highest number of lexical errors i.e. 1.93 on average ( 7.72%) in item ‘C’ and on the other hand, learners committed the lowest number of lexical errors i.e. 0.81 on average (3.24% ) in test item ‘E’.

Similarly, learners were found making erroneous production i.e. 1.37 on average (5.48%) in item 'A'. It shows that item 'C' was more difficult than item 'E' to the sample population. On the other hand, it was found that learners committed the highest number of grammatical errors i.e. 3.06 on average (12.24%) in the test item 'D' and the same learners committed the lowest number of grammatical errors i.e. 2.68 on average (10.72%) in test item 'B' in their performance. Similarly, the learners committed 2.81 grammatical errors on average ( 11.24%) in test item 'A' and the range of erroneous production was found between 2.68 to 3.06 on average. It can be concluded that learners committed 22.44% lexical errors and 45.92% grammatical errors in their performance.

**Table No: 6**  
**Errors Committed by the Learners of Vijaya Smarak High School,**  
**Dillibazar, Kathmandu**

S.N.	Item	Lexical Error	Average Marks	%	Grammatical Error	Average Marks	%
I	A	26	1.62	6.48	39	2.43	9.72
II	B	27	1.68	6.72	38	2.37	9.48
III	C	27	1.68	6.72	33	2.06	8.24
IV	D	-	-	-	49	3.06	12.24
V	E	14	0.87	3.48	-	-	-
			5.85	23.4		9.92	39.68

The above table indicates the lexical and grammatical errors committed by the learners of Vijaya Smarak High School, Dillibazar, Kathmandu. From this table, it is seen that the learners committed the lowest number of lexical errors i.e. 0.87 on average ( 3.48%) in item 'E' and the same learners committed the highest number of lexical errors i.e. 1.68 on average ( 6.72%) in both item 'B'

and 'C'. Similarly, it is seen that learners committed 1.62 lexical errors on average ( 6.48%) in the test item 'A'. The range of erroneous production was found between 0.87 to 1.68 on average in lexical negation. It was also found that learners committed 23.4% lexical errors in their performance. On the other hand, learners committed the highest number of grammatical errors i.e. 3.06 on average ( 12.24%) in item 'D' and the lowest number of grammatical errors i.e. 2.06 on average (8.24%) in item 'C'. Similarly, the learners committed 2.43 grammatical errors on average (9.72%) in the test item 'A' and 2.37 grammatical errors on average ( 9.48%) in item 'B' The learners of Vijaya Smarak High School committed 39.68% grammatical errors in producing negative sentences.

**Table No: 7**  
**Errors Committed by the Learners of Sahidh Sukra Ma.**  
**Vi. Bagbazar, Kathmandu**

S.N.	Item	Lexical Error	Average Marks	%	Grammatical Error	Average Marks	%
I	A	20	1.25	5	35	2.18	8.75
II	B	13	0.81	3.25	29	1.52	6.10
III	C	10	0.62	2.5	31	1.93	7.75
IV	D	-	-	-	43	2.68	10.75
V	E	10	0.62	2.5	-	-	-
			3.3	13.25		8.31	33.35

From the above table, it is clear that learners committed the highest number of lexical errors i.e. 1.25 on average (5%) in test item 'A' and the same learners committed the lowest number of lexical errors i.e. 0.62 on average (2.5%) in both test items 'C' and 'E' while producing negative sentences. Similarly, it is

seen that learners committed 0.81 lexical errors on average (3.25%) in the test item 'B'.

On the other hand, it can be observed that learners committed the highest number of grammatical errors i.e. 2.68 on average (10.75%) in item 'D' and the lowest number of grammatical errors i.e. 1.52 on average ( 6.10%) in item 'B'. The table also shows that learners committed the less grammatical errors in item 'C' than the item 'A' in their performance. The researcher concluded that learners committed 13.25% lexical errors and 33.35% grammatical errors in the exam.

**Table No.: 8**  
**Errors Committed by the Learners of Mahendra Rastriya Ma. Vi.**  
**Baluwatar, Kathmandu**

S.N.	Item	Lexical Error	Average Marks	%	Grammatical Error	Average Marks	%
I	A	16	1	4	26	1.62	6.5
II	B	20	1.25	5	32	2	8
III	C	18	1.12	4.48	24	1.5	6
IV	D	-	-	-	44	2.75	11
V	E	9	0.56	2.25		-	-
			3.93	15.73		7.87	31.5

The table shows that learners committed the highest number of lexical errors i.e. 1.25 on average (5%) in the test item 'B' and the lowest number of lexical errors i.e. 0.56 on average (2.25%) in item 'E'. Similarly, it is seen that learners committed lexical errors on average (4%) in item 'A' and 1.12 lexical errors in the item 'C' on average. The erroneous range was found from 0.25 to 1.25 in lexical negation. It is clear through the table that learners committed 15.73% lexical errors while solving the test items. The table also presented that learner

of Mahendra Rastriya Ma. Vi. committed different level of erroneous sentences on grammatical level. Test item ‘D’ was found to be the most difficult or as the learners committed the highest number of grammatical errors i.e. 2.75 on average (11%) in it and test item ‘C’ committed the lowest number of grammatical errors i.e. 1.5 on average. The table also shows that learners committed 31.5% grammatical errors while producing the negative sentences.

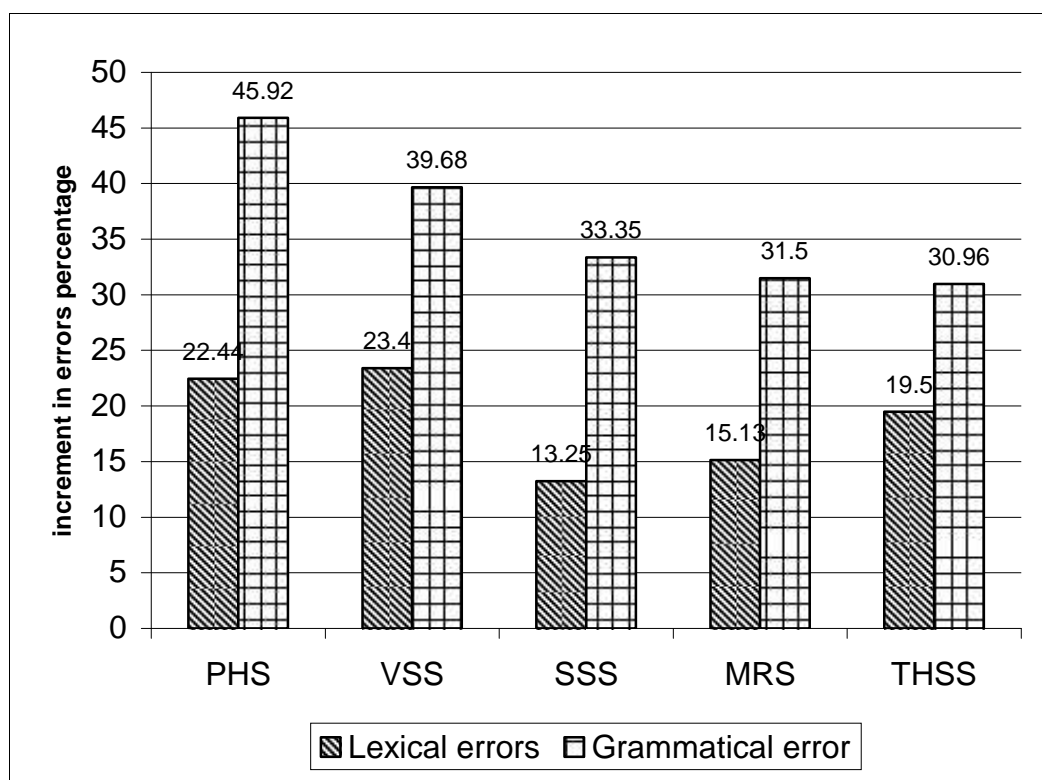
**Table No: 9**

**Errors Committed by the Learners of Tilingtar Higher Secondary School, Dhapasi, Kathmandu**

S.N.	Item	Lexical Error	Average Marks	%	Grammatical Error	Average Marks	%
I	A	12	0.75	3	25	1.56	6.25
II	B	23	1.43	5.75	30	1.87	7.48
III	C	25	1.56	6.25	30	1.87	7.48
IV	D	-	-	-	39	2.43	9.75
V	E	18	1.12	4.5	-	-	-
			4.86	19.5		7.73	30.96

The above table shows that learners of Tilingtar Higher Secondary School committed different levels of erroneous sentences on lexical and grammatical levels. The test item ‘A’ learners committed the lowest number of lexical as well as grammatical errors while producing the negative sentences. On the other hand, in test item ‘D’ they committed the highest number of grammatical errors i.e. 2.43 on average ( 9.75%) in their performance. The erroneous range was found from 1.87 to 2.43 on average. The researcher concluded that learners of Tilingtar Higher Secondary School committed 19.5% lexical errors and 30.96% grammatical errors while changing into negative sentences.

## Lexical and Grammatical Errors Committed by the total Learners in Bar-diagram.



The above diagram clarifies the extent to which lexical and grammatical errors were committed by the sampled learners in attempting the test items. It is obvious that PHS school has learners who committed the highest percentage of grammatical errors. The lowest percentage of grammatical errors to have been committed by the learners of THSS. The learners of SS School committed the least percentage of lexical errors. The learners of VS School committed the highest lexical errors in attempting the test items.

### 3.2 Detail Description of Lexical Errors

Lexical errors may occur due to the lack of incomplete knowledge of affixes. Affixes play a crucial role in word-level of negation. For instance, happy –



unhappy, kind-unkind, obedient- disobedient and so on. Affixes can be divided into prefix, suffix and infix but infix does not play a vital role in the use of negation. Prefixes and suffixes may bring several problems in the use of lexical negation. Lexical errors may occur due to the wrong use of prefixes in the use of negation in English because different prefixes were borrowed from different languages. For instance while 'un-' is a native English prefix. There is also a negative suffix less which can be used to negate nouns by expressing their absence or non existence, thus forming adjectives such as hopeless, speechless, lifeless and so on. Certain indefinite pronouns and an adverb beginning with no-can also be used to give a negative meaning.

no + thing = nothing

no+ body = nobody

no+ where = nowhere

However, not all words can be made negative with the use of affixes. Lexical gaps exist; some words have no single-word negative counterpart for instance, we say not unique but not \*ununique. Other formally negative items are negative adverb of frequency i.e. never, always and so on. These adverbs of frequency; seldom, rarely, hardly, never, may bring several problems in lexical negation. There are also lexical items that Jespersen (1917) calls "inherent negatives", for instance, forget, fail and so on. These are the content words that have a negative meaning but that appear positive in form.

The researcher paid his special attention to find out the lexical errors of the learners in the use of negation. Learners' erroneous outputs were found out by using questions which have prefixes, suffixes and other as well. Four types of test items (A ,B, C and E) were prepared to measure the errors of government – added schools of Kathmandu valley in the use of lexical negation. Test item 'A'

consists multiple choice items for lexical negation. The learners committed different types of lexical errors in test item 'A' for instance,

**Somu never writes me a letter.**

**\*Somu hasn't writes me a letter.**

**How disobedient they are !**

**\*How unobedient they are !**

**Forget it ! Go ahead.**

**\*Don't it ! Go ahead.**

Due to the inadequate knowledge of prefixes, inherent negative lexical item and adverb of frequency, the learners committed above mentioned erroneous outputs in the test item 'A' while choosing correct alternatives from the brackets.

Similarly, test item 'B' consisted of write 'T' for incorrect and 'C' for correct sentence in which the questions are set using indefinite pronouns, adverbs of frequency, and prefixes to appropriate words. This test item 'B' sought to measure the correct lexical items in negative structure without using negative marker 'n't' in the English language. It aimed to measure whether the learners can make correct negative sentences using lexical items in structures or not. The learners have committed the following types of errors in test item 'B':

**What an unlucky nurse she is !**

**\* What an unlucky nurse she is ! (I)**

**Bipin hardly passed the exam.**

**\* Bipin hardly passed the exam. (I)**

The above examples indicate that the learners of grade nine are not too much familiar with the lexical negation in English.

The researcher set the test item 'C' using prefixes, suffixes, indefinite pronouns, adverb of frequency with the positive sentences and the learners have to change them negatively. While changing positive statements into negative without negative marker 'not' in English, the learners committed the following types of erroneous sentences:

**- How careful driver he is!**

**\* How careful driver he is not!**

The last test item 'E' entirely focused on lexical negation only. The ten lexical items were set to give oppositeness with their meaning. Among the four types of test items, the test item 'E' is easier than A, B and C to the learners because they committed less numbers of errors in this test item.

### **3.3 Detail Description of Grammatical Errors**

Language is a set of rules. There are finite numbers of rules in each language and we can map (produce) infinite number of sentences using these rules to define each and every objects of the world. Grammar is a model of native speaker competence. It means grammar is directly or indirectly related to certain rules of language. Grammatical errors may occur due to the lack of proper use of 'be' verbs, auxiliary verb. 'do' verbs, have verbs, semi-auxiliary verb, modal auxiliary verbs in the use of negation. In the English language, 'not' is the main negative marker while making negative sentences. The role of main verbs, tense, and sub-verb agreement may also bring several problems on the part of learners while changing positive statements into negative ones.

In order to find out the grammatical errors committed by the ninth graders of Kathmandu valley, the researcher has set the four types of test items (A ,B ,C and D) were given to the learners. The learners have committed different types of erroneous outputs in the use of negation.

The researcher has set the test item 'A' using 'be' verbs, 'do' supporter verbs, and auxiliary verbs of English and the learners have to choose the correct ones from the brackets.

The researcher has prepared only five incomplete sentences in the test item 'A' and the learners themselves choose the best one to make them negative ones.

While choosing the best one; the sample population have committed the following types of errors in the grammatical negation. For example,

**.....you a good scholar? (aren't / isn't)**

**\* Isn't you a good scholar?**

**.....Himal bring us newspaper ? (don't/doesn't)**

**\* Don't Himal bring us newspaper ?**

**Why.....you inform me yesterday? (didn't/ don't)**

**\*Why don't you inform me yesterday?**

The above mentioned example (a) isn't you a good scholar? indicates the erroneous output of sub-verb agreement. Example (b) don't Himal bring us newspaper? also wrong use of sub-verb position. The last example (c) why don't you inform me yesterday ? indicates the errors in the use of tense of English.

Test item 'B' includes correct/ incorrect statements. The sample population must write correct/incorrect at the end of the given statements. During the construction of questions, the researcher included imperative sentences, 'Have' verb 'do' verb, time adverbials and so on. The sample population has committed the following types of errors in their performance:

- a) **Why didn't you came last Friday ?**
- \* **Why didn't you came last Friday ? (C)**
- b) **Haven't they watch the football match?**
- \* **Haven't they watch the football match? (C)**
- c) **Please not help them.**
- \* **Please not help them. (C)**

The above example (a) **why didn't you came last Friday?** indicates that the sample population is not conscious of the correct use of main verb and past time adverbial. Similarly, the example (b) **haven't they watch the football match?** indicates the wrong use of past participle form of verb and the last example (c) **please not help them** indicates the erroneous output of the learners because imperative statement always prefers 'don't' form of verb while changing positive into negative ones.

The test item 'C' includes five different positive sentences and learners have to change them into negative ones. The researcher has constructed the questions using 'let', past 'be' verb in front of the subject, 'Have' verb, imperative sentences and so forth. The sample population have committed the following types of errors in their performance:

- a) **Were they working in the office?**
- \* **Were not they working in the office?**
- b) **Let him sing a song.**
- \* **Let him sing not a song.**
- c) **Tell me your name, please.**
- \* **Not tell me your name, please.**

The above examples present different erroneous outputs made by the government-aided learners of Kathmandu in the use of negation. The first example (a) **were not they working in the office?** indicates the wrong use of

negative marker not in front of the subject. Example **(b) let him sing not a song** also committed errors because 'let' is a main verb and it demands permission to do something. Similarly, example **(c) not tell me your name please** is also an erroneous output because it is an imperative form of sentence. So, it demands 'don't' instead of not in the construction of negative sentence.

The last test item 'D' entirely deals with only grammatical negation. The sample population of the research has to reply negatively. The researcher has constructed the test item 'D' with the help of helping verbs, main verbs, 'have' verbs, 'be' verbs, and so on. The learners have committed the following types of errors while answering negatively:

**a) Karuna : Does your goat bite people?**

**\* Karishma : No, my goat don't bite people**

**b) Ram: Punam is dumb. Can she speak?**

**\* Radha: No, she is not speak.**

**c) Rewat: Pramod eats meats. Is he a vegetarian?**

**\* Reena; No, he doesn't eat meat**

The above examples show that the test item 'D' was the most difficult test for the learners because they committed more erroneous outputs in it rather than in items 'A' 'B' and 'C'. The example **(a) \* no, my goat don't bite people** indicates the error of sub-verb agreement of English. Similarly, example **(b) \* Radha: No, she is not speak** also committed error of inappropriate auxiliary verb of English. The last example **(c) \* Reena; No, he doesn't eat meat** committed erroneous output because the learners used 'do' operator instead of present 'be' verb of English.

## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The major focus of this research was to identify the lexical and grammatical errors in the use of negation and to classify them into lexical and grammatical levels committed by the ninth graders of five government-aided schools of Kathmnadu valley. Five schools of Kathmnadu district and sixteen learners were selected by adopting stratified random sampling procedure from each school. The test items were administered among the eighty learners. The collected data was analyzed descriptively as well as statistically to clarify the main objectives and interpretation of data, findings of the present study are presented below:

- i. In totality, the learners committed more errors in grammatical negation rather than lexical ones.
- ii. In item-wise comparison, it was found that most of the learners committed the lowest number of lexical errors in item no ‘E’ of the given test.
- iii. On the other hand, it was also found that most of the learners committed the highest number of grammatical errors in test item ‘D’ in their performance.
- iv. In school-wise comparison, the learners of Vijaya Smarak School committed the highest number of lexical errors i.e. 5.88 on average (23.4%) and on the other hand, the learners of Sahidh Sukra School committed the lowest number of lexical errors i.e. 3.31 on average (13.25% ) in their performance.
- v. Similarly, the learners of Tilingtar Higher Secondary School committed the lowest number of grammatical errors i.e. 7.8 on average (30.96%)

and on the other hand, the learners of Padmoday High School committed the highest number of grammatical errors i.e. 11.5 on average (45.92%) while producing negative sentences.

The learners frequently committed lexical and grammatical errors in negation owing to the following possible reasons.

- Incomplete knowledge of affixes.
- Incomplete knowledge of selecting prefixes.
- Incomplete knowledge of selecting suffixes.
- Incomplete knowledge of sub-verb agreement.
- Incomplete knowledge of word selection.
- Incomplete knowledge of the role of auxiliary verbs.
- Incomplete knowledge of tense.

The reasons behind them are:

- Lack of practice
- Poor comprehension power of learners.
- Negative effect of grammar translation method.
- Examination oriented teaching.

## **4.2 Recommendations**

The findings of this research work indicate that language teacher must possess sound knowledge of identifying the errors committed by the learners at lexical and grammatical levels. They are as given below:

- i. Learning materials should be prepared based on the prevailing grammatical level of the learners in the target language.
- ii. The teachers should use test items which can foster the learners ability to identify their errors themselves.



- iii. The language learners should be allowed to be involved in peer correction.
- iv. Learning materials should have plenty of test items focusing on learner's strategic competence to transform the utterances from assertion to negation.

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## APPENDIX – II

Marks obtained by the students of five different schools.

S.N.	Students name	Total marks	Mark obtained	Errors committed
1.	Munumaya Lama	50	43	16
2.	Dependra Karki	50	33	17
3.	Rita Bhandari	50	38	12
4.	Aashish Shah	50	31	19
5.	Subash Chaudhari	50	29	21
6.	Sarmila Karki	50	27	23
7.	Dependra Acharya	50	26	24
8.	Sagar Humaagai	50	28	22
9.	Ressehav Khatiwda	50	27	23
10.	Retu Kafle	50	26	24
11.	Babita Shrestha	50	27	23
12.	Mandira Khatri	50	26	24
13.	Shova Budhathoki	50	28	22
14.	Shiv Shirma	50	27	23
15.	Dev Sharma	50	32	18
16.	Pushpa Sapkota	50	31	19
17.	Babita Basnet	50	37	13
18.	Babi Tamang	50	34	16
19.	Ashish Nembang	50	34	16
20.	Anjana Thapa	50	31	19
21.	Sangita Basnet	50	30	20
22.	Samjhana Sing	50	30	20
23.	Sonam Sherpa	50	31	19
24.	Tara B.C.	50	27	23

25.	Deepak Bhagat	50	30	20
26.	Ramkrishna Shrestha	50	26	24
27.	Roshan Maharjan	50	30	20
28.	Sabana Banu	50	31	19
29.	Nikhil Nepal	50	26	24
30.	Santoshi Pakuwal	50	27	23
31.	Pramod Silwal	50	27	23
32.	Bindu Neupane	50	31	19
33.	Puja Khadka	50	35	15
34.	Pramod Shrestha	50	41	9
35.	Saraswoti Balunau	50	33	17
36.	Bijaya Tamang	50	39	11
37.	Soba Maharjan	50	33	17
38.	Suman K.C.	50	35	15
39.	Laxmi Lama	50	33	17
40.	Bishal Humagai	50	35	15
41.	Manju Gurung	50	32	18
42.	Bikash Shrestha	50	36	14
43.	Laxmi Basnet	50	30	14
44.	Rahem Ranjit	50	37	20
45.	Aakriti Rayamajhi	50	33	13
46.	Rabin Shrestha	50	37	17
47.	Pariarma Sapkota	50	31	13
48.	Prakash Kunwar	50	35	19
49.	Bhadrika Mishra	50	38	15
50.	Prabesh Pathak	50	41	12
51.	Biita Bhandari	50	35	9
52.	Suman Sunuwar	50	35	15

53.	Diksha Gouli	50	37	15
54.	Ramesh Baniya	50	33	13
55.	Rajan Rai	50	36	17
56.	Arbindra Shrestha	50	35	14
57.	Sunita Magar	50	37	15
58.	Yaba Raj Dumre	50	35	13
59.	Sarmila Khatri	50	34	15
60.	Sushil Thapa	50	29	16
61.	Anjana shrstha	50	30	20
62.	Shiv B.K.	50	36	14
63.	Sarita Gurng	50	34	16
64.	Diluram Gaire	50	31	19
65.	Seema K.C.	50	40	10
66.	Bishwash Bhandari	50	45	5
67.	Shrijan Pthak	50	38	12
68.	Dilu Koirala	50	34	16
69.	Suman K.C.	50	32	18
70.	Ram K. Karki	50	35	15
71.	Manju Burtel	50	35	15
72.	Lekh Nath Subedi	50	32	18
73.	Kamala Khatri	50	34	16
74.	Prem Kunwar	50	38	12
75.	Sush Ma Rai	50	34	16
76.	Prabin Kafle	50	30	20
77.	Bashanti Baral	50	26	24
78.	Hari shrestha	50	29	21
79.	Sujata wagle	50	37	30
80.	Nimal sherpa	50	39	11

## APPENDIX – I

### Test Items

School:

Date:

Name:

Time: 1 hrs.

Sex:

Attempt all the questions

#### Test 'A' (fill in the blanks)

Fill in the blanks choosing the correct one from the given alternatives as in the example given bellow: (1x10=10)

1. Shova .....coming with her brother (doesn't/ isn't)
2. What an .....principal we have ! (unkind/ diskind)
3. Why.....you inform me yesterday? (don't/ didn't)
4. Somu.....calls me a monkey. (hasn't/ never)
5. ....you a good scholar? (aren't/ isn't)
6. How .....police he is ! (inactive/disactive)
7. ....Himal bring us newspaper? (don't/doesn't)
8. ....it! go ahead ! (forget/don't)
9. She.....arrive tomorrow. (won't/ doesn't)
10. What a .....minister he is! (powerless/ unpowerful)

**Test 'B' (true/false items)**

Write 'C' if the sentence is correct and 'T' if sentence is incorrect as in the example given below: (1x10=10)

Example: My uncle seldom tells me jokes. (C)

1. Doesn't Sumirtra sings well?
2. Saphala never smokes.
3. Please not help them.
4. What an unlucky nurse she is!
5. Nobody called her.
6. Haven't they watch the football match?
7. Don't worry about it.
8. What an irrelevant topic is it!
9. Bipin hardly passed the exam.
10. Why didn't you came last Friday?

**Test 'C' (Transformation Items)**

Change the following positive sentence into negative ones as in the example given below: (1x10=10)

Example: I brought it yesterday.  
I didn't bring it yesterday.

1. Prem always goes to campus.  
.....
2. Were they working in the office?  
.....



3. Tell me your name, please.

.....

4. How careful driver he is!

.....

5. Everybody called her.

.....

6. Why did you sell your bicycle?

.....

7. Let him sign a son

.....

8. What a tidy room it is!

.....

9. Perisha ever tells me a long story.

.....

10. Has my uncle finished his work?

.....

**Test 'D' (Items focusing on negative responses)**

Reply the following negatively as in the example given below: (1x10=10)

Example: Prem: is mount Dhaulagiri the highest mountain?

Perisha: No, it isn't. It isn't the highest mountain.

1. Meena : Mohan takes photographs. Is he a musician?

Perisha : .....

2. Rekha: Have you ever been to the USA?

Reelam: .....

3. Rewat: Pramod eats meat. Is he a vegetarian?

Reena: .....

4. Sundar: Nepal is a landlocked country. Do we have the ocean?

Sumgam : .....

5. Ram: Punam is dumb. Can he speak?  
Radha : .....
6. Komal: Is it possible to go to India on foot?  
Kiran: .....
7. Pushap: Kanchan is a commerce student. Will she be an engineer?  
Rakesh : .....
8. Pukar : Seema works in a hospital. Is she a lecturer?  
Om: .....
9. Karuna: Does your goat bite people?  
Karishma:.....
10. Ambika: Can an elephant climb a tree?  
Shanker: .....

**Test 'E' (Matching exercises)**

Match the following words with its opposite meaning

(1x10=10)

logical	irrelevant
tidy	hopeless
relevant	unhappy
active	non-sense
hopeful	disobedient
happy	nowhere
sense	untidy
thing	inactive
obedient	illogical
where	nothing

**\*\*Thank You\*\***