CHAPTER ONE
INTRODUCTION

1.1 General Background

Language is the universal medium for conveying facts including thoughts, emotions and feelings of everyday life. It is the primary means of communication and one of the unique possessions of human race. It is the distinctive property of mankind because of which human beings seem to be extraordinary and superior to all the species on this earth in any respect. Finachiaro (1964,p.8, cited in Brown 1994,p.4) defines language as system of arbitrary vocal symbols which permit all people in a given culture to other people who have learned the system of that culture to communicate or interact. To Richards's et al. (1999,p.196) "A language is the system of human communication which consists of the structured arrangement of sound into larger units". In the same way, OALD (2000,p.721) defines language as "The use by humans of a system of sound and words to communicate."

There are thousands of languages in the world. Among them the English language is the most widely used as an international language which is used all over the world. It has dominated all the academic spheres of the world. It has also played a significant role in the field of the science, technology, business and trades. Wide knowledge of science and technology is impossible without the knowledge of the English language. Due to the rapid acceleration of industrial development of international trade, commerce and transport, the importance of the English language in the present word is increasing.

Due to the growing effects of the English language in every sector, English should be perfectly correct in written and spoken language. Generally spelling is counted much more in the written language. In written language spelling brings differences in meaning. Therefore, the students of the English language should

give due attention to the spelling while writing lest the words written give another meanings that may cause difficulty in conveying the meaning.

1.1.1 Error analysis: An Overview

Defining error is not an easy job because it is different from the mistake that we make while speaking our mother tongue. In the field of applied linguistics the term 'error' is taken to mean some idiosyncratic or 'unnativelike' piece of language product regularly and systematically by a foreign language learner. Similarly, mistakes which include lapses and slips are occasional actions which are not systematic and which the learner himself can correct. Richards et al. (1999,p.127) defines error as the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Contrary to mistakes error results from incomplete knowledge. In the study of second and foreign language learning, errors have been studied to discover the process learners make use of in learning and using a language. Corder (1973,p.259) defines errors as breaches of code. Whatever may error is defined the core of all the definition has been that error is deviation from the norm or standard.

"Error analysis refers to the study and analysis of the errors made by second and foreign language learners" Richards et al. (1999,p.127). According to Crystal (2003,p.165) "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".

From the above definitions it is concluded that error analysis refers to the systematic study of the errors made by second and foreign language learners.

Error analysis, according to Richards et al. (1985) may be carried out in order to:
   a) find out how well someone knows a language.
   b) find out how a person learns a language.

c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Corder, in his influential article entitled "The Significance of Learners Errors" in 1967 stresses the significance of second language learners' errors.

"He remarks that they are significant in three different ways: First, to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedure the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of error as a device the learners use in order to learn''.

1.1.2 Stages of Error Analysis

Error Analysis is carried out in three successive stages as mentioned by Corder (1973). They are:

 (1) Recognition of Error

 (2) Description of Error and

 (3) Explanation of error.

There are a number of problems which one has to face in each of these stages. Therefore, for the thorough understanding of these problems along with possible measures to overcome we can discuss the following series of successive steps of error analysis as outlined by Van et al. (1984).

a) Collection of data for EA

b) Identification of Errors

c) Description and classification of Errors

d) Explanation of Errors

e) Evaluation of Errors

f) Prevention / Correction of Errors.

a) Collection of Data for EA

This is the first stage of error analysis. In order to study and analyze errors data is must. Therefore, it is necessary to have reliable data for error analysis. Data can be categorized on the basis of text, approaches they involve, modes and tools they use. Text can be of two types namely, spoken and written. Therefore, the data for error analysis can be spoken or written. Similarly, data for error analysis can be collected using two approaches; subjective and objective. Data received on the basis of the informants' subjective opinions or ideas is the subjective data. On the other hand, an objective approach to data collection is an empirical way of eliciting the actual data through the learners' natural uses of second language. Likewise, guided or free modes can be adopted for the collection of data. In guided mode the learners are supposed to create a text or paragraph on the basis of the clues given by the researcher. On the other hand, in free mode, the learners are allowed to write or speak freely on any topic they like. Finally tools like observation, interview, questionnaire, discussion, speech and composition can be used from data.

b) Identification of Errors

After data collection, the next step is identification of errors in which errors are established. Generally, errors and mistakes are taken as synonymous in a layman's sense which is technically not true. Technically, mistake is a cover term that includes both mistakes and errors, mistakes being light whereas errors being grave. At this stage the errors existing in the collected data are identified. Recognition and identification of errors indicate distinguishing error from what is not error.

c) Description and Classification of Errors

This is the third stage of error analysis. At this stage, the errors identified at the previous stage are categorized and kept under different types. Regarding this stage, Corder (1973,p.277) says, "A full description of errors involves 'explaining' it in terms of the linguistic process or rules which are being

followed by the speaker". He suggests that we should look for errors that occur repeatedly so that we can observe the rule the learner may be using or trying to describe it. In this stage, the researcher tries to look seriously at the kinds of errors learners are making. Errors are classified in the following ways.

i) Group and Individual Errors

The errors, of almost the same type and the same nature, committed by many (or most of the) students in a group are called group errors whereas those errors which differ in nature and type from person to person are called individual errors.

ii) Productive and Receptive Errors

Errors in speaking and writing are productive errors. These errors are made during the production of sounds, words and sentences. On the other hand, errors made in receptive skills, viz. listening and reading are called receptive errors. Receptive errors are difficult to delete. But these can obviously be studied indirectly by inference from the learners' linguistic and non linguistic responses to utterances in the target language; e.g. answers to question, obedience to orders.

iii) Overt and Covert Errors

A major distinction is made between overt and covert errors in Corder's model of error analysis. Overtly erroneous utterances are unquestionably ungrammatical at sentence level, so we can easily identify errors without any supportive content or discourse. Overt errors are obvious and can be recognized in isolation and they are explicit. For example, *He never smiles, isn't it? (Error in tag question). On the other hand, the covertly erroneous sentences are those which are appropriate in the context in which they occur. Covert errors are not obvious and cannot be detected easily in isolation without any reference to the context.

iv) Local and Global Errors

Those errors which lie in the use of an element of sentence structure, but which do not cause problems of comprehension and in interpretation are called local errors. For example *'I will inform you, if I heard form her.' Local errors simply affect single element in a sentence and do not usually hinder communication significantly. Global errors, on the other hand, refer to the errors in the use of the major element of sentence or utterance difficult or virtually impossible to understand. For example, * I like take taxi but my friend said so not that we should be late for school.'

v) Interlingual and Intralingual Errors

The errors committed due to the interference of the learners' mother tongue are called interlingual errors. Corder (1971) states " It happens when the learners L1 habits (pattern, system or rules) interfere or prevent him/her, to some extent, from acquiring the pattern and rules of the second language". For example, the Nepali learners of English due to the L1 interference, are likely to use * skin shoes' (in place of leather shoes)

Intralingual errors, on the other hand, are those errors which result from faulty of partial learning of the target language rather than from transfer. According to Richards et al. (1999,p.187) an intralingual error is one which results from faulty of partial learning of the target language rather than from language transfer. According to them intralingual errors may be caused by the influence of one target language item upon another. For example, a learner may produce* He is comes, based on a blend of the English structures "He is coming and He comes".

vi) Errors at Different Levels of Language

This classification is made on the basis of the level of language at which the errors are committed. Both intralingual and interlingual errors may occur at any level of language. Errors at different levels of language can be stated below.

Phonological errors: error in pronunciation. e.g. The * ship are coming. The sheep are coming (use of /i/ in place of /i/)

Graphological errors: spelling and punctuation errors in writing.
e.g. They wanted to* o c nn the * o c nnium personality (correct spellings: declare and millennium)

Grammatical errors: errors committed in the application of grammatical rules or principles e.g.*7 millions farmers died. (Wrong use of plural morpheme).

Lexical/Semantic errors: errors related to wrong uses of words or phrases so that some distortion/ misrepresentation of meaning is implied. E.g. He is a high boy. (tall)

Pragmatic/sociolinguistic errors: production of the wrong communicative effect e.g. through the faulty use of a speech or one of the rules speaking. The expression may be grammatically correct but not contextually/ situationally appropriate.

Similarly, Corder (1973) has classified errors into pre-systematic, systematic and post- systematic.

1. Pre-systematic error

At this stage error is committed at competence level. The learner lacks the knowledge of rules of the target language. The learner cannot recognize error, let alone correct it. The learner at this stage gets things wrong most of the time and only occasionally hits the right form. This is the stage of random guessing. The errors are irregular and unpredictable. This stage can be characterized as state in which he is only vaguely aware that target language has a particular system.

2. Systematic error

At this stage, error can be identified but correction is not possible. The learner is aware of the rules but the problem is on application of rules. In this stage, he cannot correct his error but he can give some explanation of what he was aiming at and trying to do. The errors are regular and predictable.

3. Post systematic error

This error occurs at performance level. In this stage, he can both correct and explain what was wrong. At a certain point, he would discover the correct system but is inconsistent in his application of what he knew. This is the practice stage of learning.

d) Explanation of Errors

It is the fourth stage of error analysis. At this stage of error analysis the errors are classified on the basis of their sources or causes. This stage is concerned with determining the sources of error. This stage especially focuses on the questions like why are certain errors made? What cognitive strategies and styles or even personality variable underlie certain errors? Errors may be committed due to various reasons. These reasons or causes for committing errors can be given as follows:

i) Errors due to L_1 interference

Brown (1994,p.90) says native language interference is surely the most immediately noticeable source of error among second language learners. The saliency of interference has been so strong that some have viewed second language learning as exclusively involving the overcoming of the effects of the native language. Errors due to L1 interference are termed as interlingual errors. Thus interlingual errors are the ones that have resulted from transfer of rules from the mother tongue. These errors occur due to influence of prior

experience on present learning. For example, a Nepali learner of English may produce the incorrect sentence 'I home go.' because of the transfer of the Nepali pattern 'ma ghar janchhu.'

ii) Error due to analogical creation

Errors due to analogical creation are those errors which are committed due to wrong analogy because not all analogical creations are errors. It is an effort to reduce the learning load by formulating rules. Errors due to analogical creation are committed due to the overgeneralization of the learners' rules without considering exceptions. The learner tries to solve all the problems on the basis of previous learning of rules. He applies the same regular forms to solve problems which are not appropriate there. For example,

Singular	Plural
Box	Boxes
Fox	Foxes
*ox	oxes

iii) Errors due to overgeneralization

The learners attempt to generalize the rules that they have acquired in one case to the other cases and therefore commit errors. They are intralingual errors. Analogical creation and overgeneralization is in fact the same thing. The learner extends the use of grammatical or linguistic item beyond its accepted uses and commits errors. For example –

Play -	played
Work -	worked
*go -	goed

iv) Errors due to hypercorrection

Hypercorrection is a process in which the learner once masters the correct form but later due to false analogical creation slides back to erroneous forms. Here

the learner tries to overcorrect his expression by overextending the rule in those areas where the rule is not applicable. For example, there may be a danger of saying 'onty three' for 'thirteen' due to the overemphasis given while teaching 'twenty three' if the child is presented with the cardinal numbers 1 to 20 for the first time and 20 to onwards after some interval of time.

v) Errors due to erroneous input

Sometimes non-proficient teacher gives inadequate and incorrect rules of language for the learners to correct their expression. Sometimes textbook or teaching materials are also full of erroneous expression. "In a classroom context the teacher or the textbook can lead the learners to make faulty hypothesis about the language" Brown (1994).

vi) Error due to inherent difficulty

Some features of the target language are inherently so difficult that they lead the learners towards committing errors; no matter what the linguistic background of the learner is. For example, it is generally agreed that English pairs /v/ - /f/ and /b/- /th/ are very hard to distinguish not only for Nepali or other language speaker but also for native speakers of English. English articles and prepositions are also considered to be inherently difficult items.

e) Evaluation of Errors

Evaluation of errors refers to the determination of seriousness of error. The seriousness of error is largely discussed under the terms 'error gravity. The greater the degree of error gravity the more serious the errors tends to be. Error gravity, according to Richards et al. (1999,p.128) refers to a measure of the effect that errors made by people speaking a second or foreign language have on communication or on other speakers of the language. The degree of error gravity of different kinds of errors (e.g. Errors of pronunciation, grammar, vocabulary etc) varies; some errors have little effect; some cause irritation,

while others may cause communication difficulties. For example, in the sentence below, 'a' causes greater interference with communication than 'b' and shows a greater degree of error gravity.

a) * since the harvest was good, was rain a lot last year.

b) * The harvest was good last year, because plenty of rain.

f) Correction and Remediation of Errors

This is the final stage of error analysis. There are mainly two viewpoints regarding error correction based on people's attitude to error. First, errors are unwanted and they should be treated as soon as they crop up. In other words, error should be corrected. Second, errors are inevitable and can give feedback to teachers as to what learning process the learners have been following and what they need to learn. Error should not be corrected (Awasthi 2056,p.78).

1.1.3 Definition of Spelling

Spelling can be defined as forming words with letters according to the principles underlying accepted uses. It is the writing of word or words with the necessary letters and diacritics present in an accepted standard order. OALD (2000,p.1242) defines spelling as 'The act of forming words correctly from individual letters'. It is also the process of forming words by putting letters together.

1.1.3.1 A Short History of English Spelling

Language is dynamic. It changes in accordance with the pace of time. For the effective communication in English language, its spelling plays vital role. Therefore, the changes that took place in language obviously have its impact on spelling too. The English spelling system is the result of a process of

development that has been going on for over thousand years. The history of English spelling as given by Bell (2006) is given below:

English spelling was first developed in the 7th century , but this early version was much altered later. The English language itself has also changed a great deal since then after the Norman Conquest in 1066 Norman French became the official language of England. During the next three centuries only a few monks continued to write English. Important and wealthy people even stopped speaking it. Only the lower classes carried on using it.

When England began to re- establish its own identity around 1350, after many wars with France and a succession of deadly plagues, the English language had become very different from the Anglo –Saxon of pre- Norman times, and English writing had to be rediscovered too . Early modern English writers, like Geoffrey Chaucer and William Tyndale, who translated the Bible into modern English in 1525, tried to give English a consistent spelling system, but their efforts were much undermined. Educated people had only written French or Latin before. They continued to use many of the French spellings they had become used to. Some of their mistakes later became the norm and remain so to this day ,e.g. 'double, couple, route, sure, centre, table .'

When books began to be printed in England in 1476 the newly invented spelling system was severely tampered with because nearly all the early London printers were foreign and inevitably committed many spelling errors. They were also usually paid by the line and often inserted additional letters into words to earn more money. They regularly added extra letters to the last word of a line to make the whole text look neater. 'Had', for example, they sometimes spelt as 'hadd' and others as 'hadde'. Many of their spelling errors, whims and tricks eventually became accepted English spellings.

In 1525 William Tyndale's English New Testament was condemned as sacrilegious by the pope of Rome and the bishops of England. This also

affected English spelling. He had already fled to the Netherlands and his Bible continued to be printed   abroad for many years thereafter, by people who rarely spoke English. In order to reduce the chances of censorship, even Tyndale's authorship was often disguised. His spellings were changed too, to make reprints appear like someone else's work. The people who bought these Bibles, and also began to use them for teaching children to read and write, were generally not aware of this. Because different editions of Tyndale's Bibles had different spelling, the English spelling system became more and more chaotic. It still carries many of the damages inflicted on it during that time.

During the 16th and 17th centuries, when many Latin and Greek words were imported in to English, things got worse. The new imports of that time were nearly always allowed to keep their original spellings, because Latin and Greek were regarded as superior to English. The English rule for doubling a consonant after a short vowel, as in 'better, bitter' thinner, dinner, was specially affected by this, because the imports were largely exempted from this rule, even if they sounded like older English words: rabbit- habit, pallet –palace, muddy –study, silly-lily, pepper –leper.

(Latinate words which had come into English via Norman French earlier were often spelt more sensibly: button, dinner and lesson.) To show their Greek origin, many words were spelt with 'y' instead of 'i'; symbol, system, symmetry. Silent letters proliferated too: pneumonia, rheumatism. During this time the use of 'ea' as an alternative spelling for both the 'eel' and 'e' sounds also became firmly established (speech – speak ,bed – bread) . This appears to have been done for no obvious reason, other than make learning to read and to spell slightly more difficult than it could be (teeth – tether, heath -heather).

By 1700 all the different influences had transformed English spelling into the phonically incoherent jumble which we still use today. Samuel Johnson's dictionary of 1755 fixed the system like a law. English has been spelt mainly

by dictionary, rather than by phonic rules or common sense, ever since. Things were made slightly worse still around 1870 when the upper classes decided to start pronouncing the 'a' in some words (ask, bath, pass) with a longer sound, as in cart. If this had been reflected in spelling, it would have enabled lower class people to learn to pronounce such words in the new way too and would have stopped being class feature. This pronunciation has since because the norm in Standard English, but because it never changed any spellings, many dialects continue to use the earlier pronunciation.

During the 16th century there were particularly numerous unsystematic changes to the spelling of both the short and long 'oo' sounds and also the OA and OU sounds, leaving all their spelling highly unpredictable ever since.

'Cote' changed to 'coote', then 'coat', 'a broode' to 'abroad', 'roose'to ', rose' and stode' to 'stood' 'toumbe' to tomb, 'dore'to 'doore',then 'door,toun,doun and croun' to 'town,down,crown'but 'thow' to 'thou',''over'changed to 'ouer'and back again, 'shulde' and 'wolde'to 'should and would'.

1.1.3.2 Importance of Spelling

Spelling is the graphic representation of sound in which particular word is written. As pronunciation is basic in speech, spelling is basic in writing. Knowing a particular word involves knowing of spelling of that word too. Spelling is an effective way to reinforce both word analysis skills and automatic word recognition. Research consistently indicates that fluent, skilled readers (both children and adults) make use of spelling patterns when they read and conversely, reading itself reinforces knowledge of spelling patterns. Students face difficulties in learning spelling. The main difficulty is that there is no one to one correspondence between the sound and symbol in English. We find a lot of irregularities in sound-symbol correlation in English. 'gh' in tough is pronounced as /f/, in 'through' it is silent, in 'fight' also it is silent. Because

of this relationship between sound and symbol sometimes students spell the words wrongly. The fluent reader quickly perceives whole words, but the path to fluency is through mastering the connection between letter combination and the sounds they represent. The fact is that our letters stand for sounds, not ideas. Spelling can and should be an integral part of language instruction for every student. It is the basis that helps students master the basics of language especially students who may struggle with reading. Teaching of spelling enables a struggling student to use different senses and deeply understand the complex patterns of English language and become master communicators. Learning to spell helps to cement connection between the letters and their sounds. It helps a great deal to improve both reading and writing skills of an individual. The major goal of the English writing system is not merely to ensure accurate pronunciation of the written word. It is to convey meaning. If words that sound the same (e.g. rain, rein and reign) were spelled the same way; their meanings would be harder to differentiate.

Therefore, spelling is a very important tool for effective written communication. The student, who can't spell has a very difficult time in communicating his ideas. His train of thought is broken by the inability to spell a word. A misspelled word will quickly take the mind of the readers away from the meaning of the message. So spelling is necessary for good communication.

1.1.3.3 Spelling System in English

Spelling plays a vital role in written communication. Misspelled words in written script lead towards the failure to comprehend the meaning of the message. Therefore, for the effective communication in written system of language correct spelling is must. Specially, foreign language learners have to struggle a lot to comprehend the meaning of misspelt words. In order to overcome this problem, there are some spelling rules that can be very useful for writing and memorizing correct spelling. Some of the spelling rules given are as follows:

1.   The Morphology of Regular Verbs

Morphologically full verbs are of two types: regular verbs (such as play) and irregular verbs (such as eat).In both types, the's' form and the '-ing' participle form are almost predictable from the base. The past form of the irregular verb cannot be predicted, for example: put –put, go –went. The regular verbs have the following four different forms.

Base:	call	fry
'-ing'participle:	calling	frying
'-s'form:	calls	fries
Past form or '-ed' participle:	called	fried

2.   The Spelling of Regular Verb Inflections

(a) Doubling of consonant before '-ing'and '-ed': A single consonant letter at the end of the base is doubled before'-ing'and '-ed' when the preceding vowel is stressed and spelt with singular letter, e.g.

bar   `barring   barred
beg   `begging   begged
occ`ur                 oc`curring   o c`curred

With some final consonant, however doubling occurs even when the preceding vowel is unstressed. In the following cases doubling is normal in British English.

Verbs ending unstressed vowel following by 'l', m', and 'p'is generally doubled, e.g.

travel   travelling   travelled
cancel   cancelling   cancelled
program (me)   programming   programmed
handicap   handicapping   handicapped

But most verbs ending in '-p' after an unstressed vowel have no doubling.e.g.

develop   developing   developed

gallop   galloping   galloped

gossip   gossiping   gossiped

(b) In verbs ending in the consonant '-c' which is preceded by a vowel, the doubling of the final consonant is spelt '-ck'.e.g.

`panic          `panicking   `panicked

`traffic          `trafficking   `trafficked

(c) In verbs ending in an unstressed vowel folloed by '-g'the final consonant is doubled.e.g.

`humbug     `humbugging   `humbugged

3.   Deletion and Addition of 'e'

(a) Before suffixes that begin with a consonant, final '-e' is normally not dropped.e.g.

excite -excitement, completeness

definite-definitely

But the words which end in '-ue' drop the final 'e'; e.g.

due   duly

true   truly

argue   argument

(b) Generally words which ends with '-ce' or '-ge' '-e' is not dropped before the suffixes which start with 'a'or 'o' .e.g.

replace   replaceable

courage   courageous

(But charge –charging, face- facing)

(c) When a suffix that begins with a vowel (e.g.-ing, able,-ous) is added to a word that ends in '-e', the final '-e' is dropped .e.g.

hope   -hoping,   fame - famous

note   -notable,   shade - shady

Some words have two possible forms before '-able' and '-age'. The from without '-e' is more common in most cases.

Link –lik (e) able,   Move –mov (e) able

Love –lov (e) able,   Mile -mil (e) age

(d) Final '-e' is not dropped from words ending in '-ee' , '-oe' '-ye'.

See- seeing   canoe-canoeist

Agree-agreeable   dye- dyeing

4.   Spelling of 'y'

In bases ending in a consonant followed by '-y' ,the following changes take place:

(a)   '-y' changes to '-ie-'before '-s'

           marry- marries   try –tries

(b)   '-y' changes to 'i' before '-ed'

           try –tried   carry –carried   dry –dried

(c)   '-y' does not change when it follows a vowel letter

           Stay- stayed, alloy- alloyed or where it precedes '-ing':

           Carry- carrying,   stay –staying

           (But say- said, pay –paid)

(d)   The words which end in '-ie' ,the '-ie' changes 'y'before the

           suffix '-ing':

           Die- dying, lie –lying,   tie –tying

5.   The Spelling of the Plural

The plural suffix '-s'is added after most nouns (hat-hats) including   nouns ending in silent '-e' (college-colleges) .However, there are several exceptions of this rule, they are as follows:

(a)Unless noun is written with a silent '-e', the plural suffix is spelled '-es' after noun ending in sibilants which are spelled '-s' (gas-gases), '-z' (buzz-buzzes), 'ch' (church -churches), '-sh' (bush -bushes).

(b) Nouns ending in '-o' have plurals in '-os' or 'oes'.

(i)When '-o' is preceded by a vowel /consonant (letter or sound), the spelling is '-os': bamboos, embryos, zoos, kangaroos, studios/dynamos, pianos, solos etc.

(ii)The following are among those nouns which have plural only in 'es': echo – echoes, hero-heroes, veto – veoes etc.

(iii)Nouns that end in '-is' have plurals in '-es':s
Basis–bases, crisis–crises, hypothesis–hypotheses, theis–theses etc.

(iv)Nouns ending in '-y' and preceded by a consonant, 'y' is changed into '-I' and '-es' is added to it. Baby- babies, but '-y' is not changed after vowel. Day-days, boy-boys etc.

6.   Plural of Compound Terms

In compound terms, the most significant word generally the noun takes the plural form which may occur at the beginning, middle or end of the term.

In the beginning, e.g.

Bills of fare,   commanders in chief

Brothers-in-law,   chiefs of staff etc.

Having the significant words in the middle e.g.

attorneys general, joint chief of staff etc.

When no single word is of great significance or when neither of the word is a noun the plural is formed on the last word

also- rans   go-betweens

forget me nots   runs –ons etc

When a noun is joined with an adverb or a preposition with a hyphen, the plural is formed on the noun.e.g.

Comings –in   passers –by

Lookers –on   fillers –in

Nouns that ends in '-ful' form the plural by adding '-s' .e.g.
armfuls, bucketfuls, cupfuls etc.

7.   Plural of Numbers

Plurals of numbers are formed by adding '-s'.e.g.
10s and 100s, the 1980s etc.

8.   Plural of Abbreviations

The plurals of abbreviations are formed by adding '-s' except in the abbreviations with periods,e.g.
HMOs, YMOs, WASPs, WHOs but M.A.'s

9.   Plural of Names

The plurals of proper nouns (names) are formed by adding '-s' or 'es' to them. The spelling of the name itself must be preserved, so the guideline for changing '-y' preceded by a consonant to '-ies' does not apply, e.g.

Charleses   Jerrys

Georges   Lees etc.

10.   Rules for Forming Adverbs from Adjectives

a) adjectives ending in constant '-le' by '-ly', e.g.

simple- simply, able- ably, noble-nobly etc.

b) Adjectives ending in constant '-y' , 'y' changes into 'I' before '-ly' e.g.

happy-happily   dry- drily

c)Adjectives ending in both '-ic' and '-ical' have corresponding adverbs in '-ically', e.g. $\left.\begin{array}{l}\text{Economic} \\ \text{Economical}\end{array}\right\}$ Economically

1.1.4 Error Categories

Errors   can be   grouped   into major categories and subcategories to incorporate the data of the present study. The classification system used in this study overlaps to some extent with the classification system of Bebout (1985). The error categories are discussed below.

1.1.4.1 Consonant Errors

Consonant errors consist of seven subcategories. They are:

a) **Failure to double consonants:** It involves those erroneous words in which only one consonant letter is written in place of double consonant letter. For example, planing (Planning), begining (beginning), trafic (traffic).

b) **Unnecessary doubling:** This category includes erroneous words which are produced by writing double consonant letter in place of single consonant letter. For example: coming (Coming), bussiness (business).

c) **Consonant replaced by consonant:** Those misspelled vocabulary items in which consonant is replaced by consonant letter are included in this subcategory. For example, districk (district), gread (great)

d) **Consonant omitted:** Omission of consonant letter from the correct spelling of the vocabulary items are included in this subcategory. For example, buing (buying), various (various)

e) **Consonant disordered:** Those items in which consonant letter is misplaced are included in this subcategory. For example, graden (garden), filed (field).

f) **Consonant added to correct vocabulary**: Erroneous items formed by adding consonant letter to the correct vocabulary are included in this subcategory. For example, spents (spent), afters (after).

g) **Consonant replaced by vowel**: Spelling errors caused by writing vowel letter in place of consonant is included in this subcategory. For example: louge (lodge), ciber (cyber).

1.1.4.2 Vowel Errors

Errors caused by misuse and disuse of vowel letters are categorized into vowel errors. It is divided into five subcategories viz; vowel omitted, vowel added to correct vocabulary items, vowel disordering, vowel replaced by vowel, vowel replaced by consonant.

a) **Vowel omitted:** Those items in which vowel letter was omitted from correct vocabulary items are included in this subcategory. For example, dvelop (develop), bulding (building), etc.

b) **Vowel added to correct vocabulary items:** Wrong formation of words by adding vowel letter in correct vocabulary items are included in this subcategory. For example, tape (tap), visite (visit)

c) Vowel disordering: Those items in which a vowel letter is misplaced are included in this subcategory. For example, bey (bye), firend (friend).

d) Vowel replaced by vowel: Erroneously spelt items replacing vowel letter by vowel are included in this subcategory. For example, engry (angry), rood (road).

e) Vowel replaced by consonant: Those items in which consonants are written in place of vowel letters are included in this subcategory. For example, factoryes (factories).

1.1.4.3 Other Types of Errors

a) Problem in writing compounds: Students failure to write compound words as well as root words in a proper way is categorized in this category. For example, no thing (nothing), high way (highway).

b) Errors on Nepali Vocabulary Items: Use of Nepali vocabulary items with incorrect spelling and colloquial pronunciation instead of Nepali Standard pronunciation are included in this category. For example Baun (Brahamin), Dashin (Dashain).

c) Spelt properly but contextually wrong vocabulary items: Those vocabulary items which are spelt properly but they are used inappropriately in the context are included in this category. It is word level spelling error. For example: deer (dear), hear (here).

d) Unintelligible items: Erroneous items which were not sensible in the context, where they were used are categorized in this category. For example: exprox (………………..), athore (…………….).

1.2   Review of the Related Literature

Various research works have been conducted to find out the errors of second language learners.

Singh (1997) carried out a research on 'An Analysis of Errors Committed by Students of First Year Proficiency Certificate Level in the Use of Articles and Prepositions.' The purpose of his study was to indentify and analyze the errors in the use of articles and prepositions. He selected the students randomly and administered the test to collect the data. From his study it was found that article errors were committed more than preposition errors by the students.

Shrestha (2001) made an attempt to carry out a research work on 'An Analysis of the Spelling Errors Made by Ninth Graders'. The main objectives of her study were to find out the spelling errors committed by the ninth graders, and to classify them into different groups and describe them. For the data collection she administered a test on free writing to one hundred students studying at different government schools of Jhapa. The main findings of her study were that students committed 1.60% errors on failure to double the consonant and 1.24% errors on unnecessary doubling errors.

Nepal (1998) has made an attempt to analyse the errors committed by grade seven students in the use of irregular verbs. The study shows that students frequently committed errors due to incomprehension of instruction, incomplete knowledge of tenses, overgeneralization, inappropriate use of verbs, students tendency to use 'd' with the irregular verbs ending in 'e'.

Sharma (2000) carried out a research entitled 'A Study of the Errors Committed by Grade Nine students in Question Formation'. The purpose of the study was to identify and analyze errors in question transformation. She collected the data administering the test on students from different schools for her study. The

study showed that the students committed more errors on Wh- question formation than yes/no question formation. They committed the highest number of errors in verb formations.

Bhattarai (2008) carried out a research work on 'An Analysis of Spelling Errors Committed by the Grade Eight Students.' The purpose of her study was to find out the spelling errors committed by the eighth graders of English medium schools and to classify them into different groups and describe. She collected data from the students of five different English medium schools within the valley. From the study, it was found that students committed errors on doubling the constant, on the omission and substitution of the constant. She also found out that students committed errors on writing Nepali words.

The above mentioned studies are related to errors committed by different grades on different research areas and in different districts. But no study has been carried out yet on the title 'An Analysis of Spelling Errors Committed by the Grade Ten students of government-aided schools in Hetauda Municipality. Thus, it has become a new subject of study in its own.

1.3   Objectives of the Study

The objectives of this study were as follows:

a)   To find out the patterns of spelling errors committed by grade ten students.

b)   To classify them into different groups and describe them.

c)   To suggest some pedagogical implications.

1.4   Significance of the Study

This work basically deals with the patterns and types of spelling errors committed by the students. Therefore, it can be a valuable piece of work for those people who are teaching and learning the English Language in Nepal. In addition to this, it provides the people with the ideas for overcoming the

problems regarding spelling errors. Moreover, this study will be beneficial for the students, teachers, textbook writers, syllabus designer and almost all the individuals who are directly or indirectly involved in English language teaching for the improvement.

CHAPTER TWO
METHODOLOGY

This chapter deals with the methodology the researcher has adopted to carry out the research work. It is one of the crucial parts of the study. This study is mainly based on the data collected by the researcher himself. The detail description of the methodology the researcher has adopted in this study is presented below.

2.1   Sources of Data

In this study both primary and secondary sources were used for the collection of data. However, primary source was the main basis for this research work. The researcher collected data from different government-aided secondary level schools within Hetauda Municipality of Makawanpur district.

2.1.1 Primary Sources of Data

The primary sources of data of the study were 100 students studying at the tenth grade, 20 from each five government-aided schools within Hetauda Municipality of Makawanpur district. The researcher administered a test to the tenth graders of Makawanpur district to collect the data.

2.1.2 Secondary Sources of Data

The secondary sources for this research were related books, thesis and journal in the field of spelling error. Mainly, the secondary sources of data included English textbook of grade ten, different reference books such as Corder (1973), Richards, et al. (1985), Quirk, et al. (1985) and journals and articles related to the literature, grammar books and different sources from websites.

2.2   Population of the Study

The population of the study was one hundred students from five different schools. Twenty students from each of the selected schools were chosen in order to collect the data.

2.3   Sampling Procedures

Five government-aided secondary level schools within Hetauda Municipality of Makawanpur district were selected adopting simple random sampling method. The selected schools were Siddhartha Higher Secondary School, Shramik Secondary School, Chandrodaya Higher Secondary School, Navajyoti Secondary School and Baljyoti Secondary School. Twenty students from each of the selected schools were randomly selected to collect the data.

2.4   Tools for Data Collection

Two different sets of test items on free writing were used as the main tool for data collection. The test items were constructed on the basis of the English curriculum. (See Appendix-iv)

2.5   Process of Data Collection

The researcher followed the following process for the primary data collection.

    a)   The researcher visited the selected schools and got the permission from the authority.

    b)   He selected twenty students studying at grade ten from each school and explained the purpose of the test so that they would not be worried about it.

    c)   He gave them the necessary instruction and administered the test.

    d)   The students were given 1 hour time to give their responses.

    e)   The tests were administered in different schools on different dates.

    f)   The researcher collected the test paper and checked them with serious attention.

2.6 Limitation of the Study

The study was confined to the following limitations:

a) This study was limited to the analysis and interpretation of the spelling errors committed by grade ten students.

b) The study was limited to only on free writing.

c) The study was limited to 100 students from five different government-aided secondary level schools of Hetauda Municipality, Makawanpur.

d) The medium of the test was strictly limited to the written only.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. In accordance with the objectives of the study, the errors committed by the students were counted and tabulated from the data. The analysis and interpretation of data has been carried out by using descriptive and statistical tools of percentage.

The main aim or objectives of this study was to find out the patterns of spelling errors committed by the tenth graders and to classify them into different groups and describe. This chapter is the crucial part, which led the researcher to research the objectives of the study.

The analysis and interpretation of the data have been carried out under the following headings.

    a. Holistic Analysis

    b. Category-wise analysis and interpretation of errors

    c. Group and individual errors

    d. Gender-wise analysis and interpretation of errors

    e. School-wise analysis and interpretation of errors

3.1   Holistic Analysis

Holistic analysis and interpretation of errors encompasses the total errors committed by the students of different schools. The errors committed by the students were analyzed and interpreted in terms of category, group and individual and gender.

<p align="center">**Table No. 1**</p>

<p align="center">**Total Errors Committed by the Students**</p>

S N	Name of School	Category-wise errors			Group and Individual errors		Gender-wise errors		Total errors
		Consonant errors	Vowel errors	Other errors	Group error	Individual errors	Boys	Girls	
A	Siddhartha Higher Secondary School	72	69	75	10	206	180	36	216
	%	3.33	31.94	34.72	4.62	95.37	5.62	4.5	37.76
B	Shramik Secondary School	26	56	25	7	100	46	61	107
	%	24.29	52.33	23.36	6.54	93.45	2.3	3.05	18.7
C	Chandrodaya Higher Secondary School	21	26	21	7	61	42	26	68
	%	30.88	38.23	30.88	10.29	89.70	6.1	1.3	11.88
D	Navajyoti Secondary School	25	55	21	6	95	36	65	101
	%	24.75	54.45	20.79	5.94	94.25	2.75	2.5	17.65
E	Baljyoti Secondary School	31	30	19	5	75	43	37	80
	%	38.75	37.5	23.75	6.25	93.75	1.65	2.64	13.98
	Total	175	236	161	35	537	347	225	572
	Total Percentage	30.59	41.25	28.14	6.11	93.88	60.66	39.33	100

The table above shows the holistic analysis and interpretation of errors committed by the students. According to the table, out of 572 errors, students committed 175 i.e. 30.59% consonant errors, 236 i.e. 41.25% vowel errors and 161 i.e. 28.14% other types of errors. The study shows that student committed the highest number of vowel errors. Similarly, students committed 35 i.e. 6.11% group errors and 537 i.e. 93.88% individual errors. Gender- wise analysis and interpretations of errors shows that boys committed 347 i.e. 60.66% errors and girls committed 225 i.e. 39.33% errors. Regarding gender-wise errors , boys committed the highest number of errors in comparison to the girls. Likewise, the students of Siddhartha Higher Secondary School committed the highest number of errors and the students of Chandroday Higher Secondary School committed the least number of errors.

3.2 Category wise Analysis and Interpretation of Errors

The errors committed by the students were analyzed and interpreted by dividing them into three categories. They are: consonant errors, vowel errors, other types of errors

3.2.1 Consonant Errors

Table No. 2

Distribution of errors

S. N.	Subcategories	Types of error	No of errors	%
1	a.	Failure to double consonant	24	0.12 %
2	b.	Unnecessary doubling	17	0.085 %
3	c.	Consonant replaced by consonant	33	0.165 %
4	d.	Consonant omitted	60	0.3 %
5	e.	Consonant disorder	15	0.075%
6	f.	Consonant added to correct vocabulary	16	0.8%
7	g.	Consonant replaced by vowel	10	0.05%
Total errors			175	0.875%

The table above shows the different categories of spelling errors committed by the students. According to the table out of 20,000 words written by the students only 572 i.e. 2. 86% erroneous words were found. Out of 572 erroneous words, students committed only 24 i.e. 0.12% errors due to the failure to double the consonants. Similarly, 17 i.e. 0.085% words were written erroneously because of unnecessary doubling 33 i.e. 0.165% errors by replacing the consonants by

consonants and 60 i.e. 0.3% errors due to the omission of consonants. Likewise, students committed 15 i.e. 0.075% errors because of consonant disorder and 16 i.e. 0.8% errors by adding consonant to the correct vocabulary. Only 10 i.e. 0.05% errors were committed by replacing consonant by vowel. The table above shows that the students committed 175 i.e. 0.875% consonant errors. According to the table, under the category consonant errors, the students committed 60 i.e. 0.3% by omitting consonants 10 i.e. 0.05% words were written erroneously by replacing consonant by vowel and it is the least number of errors. In totality, students committed 175 i.e. 0.875 % consonant errors.

3.2.2 Vowel Errors

Table No. 3

Distribution of Errors

S. N.	Subcategories	Types of error	No of errors	%
1	a.	Vowel omitted	91	0.455
2	b.	Vowel added to correct vocabulary	29	0.145
3	c.	Vowel disorder	7	0.35
4	d.	Vowel replaced by vowel	108	0.54
5	e.	Vowel replaced by consonant	1	0.005
		Total errors	236	1.18

According to the table above, students committed 236 i.e. 1.18% vowel errors were found. The table above shows that students committed 91 i.e. 0.455% errors by omitting vowels and 29 i.e. 0.145% errors by adding vowel to the correct vocabulary. Similarly, 7 i.e. 0.35% words were written erroneously by placing vowel disorderly and 108 i.e. 0.54% errors by replacing vowel by vowel. Only 1 i.e. 0.005% errors were found to be made by replacing vowel by

consonant. The table above shows that the students committed the highest number of errors by replacing vowels by vowel and the least number of errors by replacing vowel by consonant.

3.2.3 Other Types of Errors

Table No. 4

Distribution of Errors

S. N.	Sub-categories	Types of errors	No of errors	%
1	a.	Problems in writing compound	3	0.015%
2	b.	Errors on Nepali vocabulary items	64	0.32%
3	c.	Spelt properly but contextually wrong	39	0.195%
4	d.	Unintelligible vocabulary items	55	0.275%
		Total	161	0.805%

The above table shows other types of errors made by the students. Out of 572 i.e. 2.86% errors students committed 161 i.e. 0.805% other types of errors. According to the table, students wrote 3 i.e. 0.015% words erroneously while writing compound and 64 i.e. 0.32% errors while writing Nepali vocabulary items. In the same way, 39 i.e. 0.195% errors in writing those words which were contextually wrong but correct spelling and only 55 i.e. 0.275% errors were committed by writing unintelligible vocabulary items. The table above shows that students wrote highest number of erroneous words on writing Nepali vocabulary items.

3.3   Group and Individual Errors

Erroneous items which were committed by only one student are categorized into individual errors and those errors which were committed by more than one student are categorized into group errors.

Table No. 5

Group and Individual Errors

	No of errors	Percentage
Group errors	35	0.175%
Individual errors	537	2.685%

That table above shows group and individual errors committed by the students. Out of 20,000 word students committed 35 i.e. 0.175% group errors and 537 i.e. 2.685% individual errors.

3.4   Gender-wise Analysis and Interpretation of Errors

The following table presents the total gender-wise errors made by the students of different schools.

Table No. 6

Gender-wise Analysis and Interpretation of Errors

SN	Name of School	Gender	Total No of Students	Total words	Errors	%
1	Siddhartha Higher Secondary School	Boys	16	3200	180	5.62
		Girls	4	800	36	4.5
2	Shramik Secondary School	Boys	10	2000	46	2.3
		Girls	10	2000	61	3.05
3	Chandrodaya Higher Secondary School	Boys	10	2000	42	6.1
		Girls	10	2000	26	1.3
4	Navajyoti Secondary School	Boys	7	1400	36	2.75
		Girls	13	2600	65	2.5
5	Baljyoti Secondary School	Boys	13	2000	43	1.65
		Girls	7	1400	37	2.64

According to the table, there were 20 students taken from each school. From Siddhartha Higher Secondary School, there were 16 boys and 4 girls. The boys made 180 i.e. 5.62% errors out of 3200 words and the girls committed 36 i.e. 4.5% errors out of 800 words. Similarly, there were 10 boys and 10 girls from Shramik Secondary School. Out of 2000 words, the boys wrote 46 i.e. 2.3% words erroneously and the girls committed 61 i.e. 3.05% errors. In the same way, there were 10 boys and 10 girls from Chandrodaya Higher Secondary School. The boys committed 42 i.e. 6.1% errors out of 2000 words and the girls committed 26 i.e. 1.3% errors out of 2000 words. Likewise, from Navajyoti Secondary School, there were 7 boys and 13 girls. The boys committed 36 i.e. 2.5% errors out of 1400 words and the girls committed 65 i.e. 2.5% errors out of 2600 words. Similarly, from Baljyoti Secondary School, There were 13 boys and 7 girls. The boys committed 43 i.e. 1.65% errors out of 2600 words and the girls committed 37 i.e. 2.64 errors out of 1400 words.

3.5   School-wise Analysis and Interpretation of Errors

Table No. 7

SN	Name of School	Consonant Errors Subcategory							Vowel Errors Subcategory					Other Errors Subcategory				Group Errors	Indiv Er
		a	b	c	d	e	f	g	a	b	c	d	e	a	b	c	d		
A	Siddhartha Higher Secondary School	7	7	15	24	5	11	3	31	9	4	24	1	1	36	14	24	10	2
		3.24	3.24	6.94	11.11	2.31	5.09	1.38	14.35	4.16	1.85	11.11	0.46	0.46	16.66	6.48	11.11	4.62	95
B	Shramik Secondary School	3	3	7	6	4	2	1	18	5	1	32	0	1	11	3	10	7	1
		2.8	2.8	6.54	5.6	3.73	1.86	0.93	16.82	4.67	0.93	29.9	0	0.93	10.28	2.8	9.34	6.54	93
C	Chandrodaya Higher Secondary School	3	1	3	8	3	2	1	8	6	0	12	0	0	5	7	9	7	6
		4.41	1.47	4.41	11.76	4.41	2.94	1.47	11.76	8.82	0	17.64	0	0	7.35	10.3	13.23	10.29	89
D	Navajyoti Secondary School	6	5	2	9	1	1	1	21	0	2	32	0	1	6	8	6	6	95
		5.94	4.11	1.98	8.91	0.99	0.99	0.99	20.79	0	1.98	31.68	0	0.99	5.94	7.92	5.94	5.94	94
E	Baljyoti Secondary School	5	1	6	13	2	0	4	13	9	0	8	0	0	6	7	6	5	7
		6.25	1.25	7.5	16.25	2.5	0	5	16.25	11.25	0	10	0	0	7.5	8.75	7.5	6.25	93
	Total	24	17	33	60	15	16	10	91	29	7	108	1	3	64	39	55	35	5
	Total Percentage	4.19	2.97	5.76	10.48	2.62	2.79	1.74	15.9	50.06	1.23	18.88	0.17	0.52	11.18	6.8	9.61	6.18	93

The above table shows that the boys of Siddhartha Higher Secondary School were found committing the highest number of errors in comparison to the students of other schools. And both boys and girls of all schools except Siddhartha Higher Secondary School were found committing average number of errors.

The table above shows the total errors committed by different schools under three different categories and their sub-categories. According to the table students of school 'A' wrote 7 i.e. 3.24%, students of the school 'B' 3 i.e. 2.80%, students of the school 'C' 3 i.e. 4.41%, students of school 'D' 6 i.e. 5.94%, students of school 'E' 5 i.e. 6.25% words erroneously in sub-category 'a' of consonant errors. Altogether 24 i.e. 4.19% errors were found in this subcategory. The students of school 'A' committed the highest number of errors in this category. They made 7 i.e. 3.24% errors and the lowest number of

erroneous words were found written by the students of school 'B' and 'C' in this subcategory.

Similarly, in sub-category 'b' of consonant error students of school 'A', 'B', 'C', 'D' and 'E' committed 7 i.e. 3.24%, 3 i.e. 2.80%, 1 i.e. 1.47%, 5 i.e. 4.95% and 1 i.e. 1.25% errors respectively. According to the table, the students of school 'A' made the highest number of errors in this sub-category. They made 7 i.e. 3.24% errors and the students of school 'C' and 'E' committed the lowest number of errors. They committed 1 i.e. 1.47% and 1 i.e. 1.25% errors respectively.

In the same way, in sub-category 'c' of consonant errors, students of school 'A' 'B' 'C' 'D' and 'E' committed 15 i.e. 6.94%, 7 i.e. 6.54%, 3 i.e. 4.41%, 2 i.e. 1.98 and 6 i.e. 7.5% errors respectively. In this subcategory, the highest number of errors was committed by the students of school 'A'. They committed 15 i.e. 6.94% errors and the lowest number of errors were made by the students of school 'D'. They committed only 2 i.e. 2.12% errors in this sub-category.
In sub-category 'd' of consonant errors, students of school 'A', 'B', 'C', 'D' and 'E' wrote 24 i.e. 11.11%, 6 i.e. 5.60%, 8 i.e. 11.76%, 9 i.e. 8.91% and 13 i.e. 16.25 erroneously respectively. Altogether, 60 i.e. 10.48% errors were committed by the students of school 'A' committed highest number of errors in this sub-category. They committed 24 i.e. 11.11% errors and the lowest number of errors were committed by the students of school 'B' in this sub-category. They committed 6 i.e. 5.60% errors in this sub-category.

Likewise, in sub-category 'e' of consonant errors, students of school 'A', 'B', 'C' and 'D' made 5 i.e. 2.31%4 i.e 3.73%, 3 i.e 4.41%, 1 i.e 0.99% and 2 i.e 2.5% errors respectively. Altogether 15 i.e 2.62% errors were found in this sub-category. The table above shows that the students of school 'A'' committed the highest number of errors in this sub-category and the students of school 'D' committed the lowest number of errors.

In sub-category 'f' of consonant errors students of school 'A', 'B', 'C' and 'D' committed 11 i.e. 5.09%, 2 i.e. 1.86%, 2 i.e. 2.94, 1 i.e. 0.99% errors respectively. Altogether, 16 i.e. 2.79% errors were found in this sub-category. The students of school 'A' committed the highest number of errors and no errors were committed by the students of school 'E' in this sub-category.

In sub-category 'g' of consonant errors, students of school 'A', 'B', 'C', 'D' and 'E' committed 3 i.e. 1.38%, 1 i.e. 0.93%, 1 i.e. 1.47%, 1 i.e. 0.99% and 4 i.e. 5% errors respectively. 10 i.e. 1.74% errors were found under this subcategory. Altogether 10 i.e. 1.74% errors were found in this sub-category. According to the table the highest number of errors were committed by the students of school 'E' and the lowest number of errors were committed by the students of 'B' 'C' and 'D'.

Under vowel errors students of school 'A', 'B', 'C', 'D, and 'E' committed 31 i.e. 14.35%, 18 i.e. 16.82%, 8 i.e. 11.76, 21 i.e. 20.79% and 13 i.e. 14.35%, 18 i.e. 16.82%, 8 i.e. 11.76, 21 i.e. 20.79% and 13 i.e. 16.25% errors respectively in sub-category 'a'. In this sub-category 91 i.e. 15.90% errors were found and the students of school 'A' committed the highest number of errors and the lowest number of errors were committed by the students of school 'C'.

Similarly in sub-category 'b' of vowel errors students of school 'A', 'B', 'C' and 'E' committed 9 i.e. 4. 16%, 5 i.e. 4.67%, 6 i.e. 8.82% and 9 i.e. 11.25% errors respectively. In this sub-category altogether 29 i.e. 5.06% errors were found. The higher number of errors were committed by the students of school 'A' and 'E' and the no errors were committed by the students of school 'D' in this category.

Under vowel errors, students of school, 'A', 'B' and 'D' committed 4 i.e. 1.85%, 1 i.e. 0.93%, 2 i.e. 1. 98% errors in sub-category 'C'. Altogether there

were 7 i.e. 1.23% errors were found in this category. The students of school 'A' committed the highest number of errors whereas the students of school 'C' and 'E' committed no errors in this sub-category.

In sub-category 'd' of vowel errors, students of school 'A', 'B', 'C', 'D' and 'E' committed 24 i.e. 11.11%, 32 i.e. 29.90%, 12 i.e. 17.64%, 32 i.e. 31.68 and 8 i.e. 10% errors. In this sub-category, 108 i.e. 18.88% errors were found. The students of school 'D' committed the highest number of errors and the students of school 'E' committed the lowest number of errors in this sub-category.

In the same way in sub-category 'e' of vowel errors students of school 'A' committed only 1 i.e. 0.46% errors whereas no errors were committed by the students of school 'B', 'C', 'D' and 'E'. Therefore, in this sub-category only 1 i.e. 0.117% errors was committed.

Other errors included four categories. In sub-category 'a' of other errors students of school 'A', 'B', 'D' committed 1 i.e. 0.46%, 1 i.e. 0.93% and 1 i.e. 0.99% errors. Whereas students of school 'C' and 'E' committed no errors. Altogether 3 i.e. 0.52% errors were found in this sub-category.

In sub-category 'b' of other errors students of school 'A', 'B', 'C', 'D' and 'E' committed 36 i.e. 16.66%, 11 i.e. 10.28%, 5 i.e. 7.35%, 6 i.e. 5.94% and 6 i.e. 7.5% errors. Altogether, 64 i.e. 11.18% errors were committed in this sub-category. And the highest numbers of errors were committed by the students of school 'A' and the lowest number of errors was committed by the students of school 'C'.

Similarly, in sub-category 'C' of other errors students of school 'A', 'B', 'C', 'D' and 'E' committed 14 i.e. 6.48%, 3 i.e. 2.80%, 7 i.e. 10.29%, 8 i.e. 7.9%2% and 7 i.e. 8.75% errors respectively. In this subcategory 39 i.e. 6.8% errors were committed. The highest number of errors was committed by the students

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of school 'A' and the lowest number of errors was committed by the students of school 'B'.

In sub-category 'd' of other errors students of school 'A', 'B', 'C', 'D' and 'E' committed 24 i.e. 11.11%, 10 i.e. 9.34%, 9 i.e. 13.23%, 6 i.e. 5.94% and 6 i.e. 7.5% errors respectively. Altogether, 55 i.e. 9.61% errors were found in this sub-category. The highest number of errors was committed by the students of school 'A' and the lowest number of errors was committed by the students of school 'D' and 'E'.

According to the table, students of school 'A', 'B', 'C', 'D' and 'E' committed 10 i.e. 4.42%, 7 i.e. 6.54%, 7 i.e. 10.29%, 6 i.e. 5.94, 5 i.e. 6.25% errors respectively. In this category of errors there were 35 i.e. 6.18 errors were found. The highest number of group errors were committed by the students of school 'A' and the lowest number of group errors were committed by the students of school 'E'.

Regarding individual errors students of school 'A', 'B', 'C, 'D' and 'E' committed 206 i.e. 95.37%, 100 i.e. 93.45%, 61 i.e. 89.70%, 95 i.e. 94.05%, 75 i.e. 93.75% errors respectively. Altogether 537 i.e. 93.88% individual errors were committed by the students of school 'A' and the lowest number of individual errors were committed by the students of school 'E'

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

The present chapter consists of findings and recommendations of the study. The findings of this study have been derived after intensive analysis of the collected data. On the basis of findings, some recommendations have been made and pedagogical implications have been suggested.

4.1   Findings

The major focus of this study was to indentify, analyse and interpret the spelling errors committed by the tenth graders of five different government-aided schools within Hetauda Municipality of Makawanpur district. On the basis of the analysis and interpretation, the findings of the present study are summarized as follows.

a)   Out of 20,000 words written by the students, they committed 175 i.e. 0.875% consonant errors, 236 i.e. 1.18% vowel errors, 161 i.e. 0.805%

other types of errors. The study shows that students committed higher number of vowel errors and less number of other types of errors.

b) Under consonant errors student committed higher number of errors due to the omission of consonants. They committed 69 i.e. 0.3% of consonant omission errors and the least number of errors were committed by replacing consonant by vowel. They committed 10 i.e. 0.05% errors out of 20,000 words. This shows that students commit more errors due to the omission of consonants.

c) In case of vowel errors, students committed high number of errors due to the replacement of vowel by vowel. They committed 208 i.e. 0.54% errors in this category and the least number of errors were committed in vowel replaced by consonant. Out of 20,000 words students committed only one i.e. 0.005% errors in this category. It shows that students commit more errors due to the replacement of vowel by vowel.

d) The students committed the least number of other types of spelling error. Students committed 3 i.e. 0.015 while writing compound, 64 i.e. 0.32% errors while writing Nepali vocabulary and 39 i.e. 0.195% spelt properly but contextually wrong and 55 i.e. 0.1275 words were written unintelligibly. This shows that students commit high number of spelling errors while writing Nepali vocabulary and they commit least number of errors while writing compound.

e) Regarding group and individual errors students committed 537 i.e. 93.88% individual errors and they committed only 35 i.e. 6.18% group errors. In this regard students commit higher number of individual errors than group errors.

f) Students of Siddhartha Higher Secondary School committed the highest number of errors than the students of other school. This shows that the students of Siddhartha Higher Secondary School have poor spelling power.

4.2   Recommendations

On the basis of the findings of the study, the researcher has attempted to forward some suggestions for accelerating and upgrading the ELT situation and the teaching learning process of vocabulary, particularly spelling.

1) The students should be made familiar with the spelling rules according to the need of their level to reduce consonant doubling errors.

2) Dictation exercise with a clear focus on common errors as seen in the data can be given to students to reduce their letter addition omission and replacement spelling errors. Such activities should be followed by remedial correction.

3) It is better to suggest the students to use dictionary as it can be companion for any kind of writing activity.

4) Ample practice should be given on homophones and homograph to reduce spelt properly but contextually wrong spelling errors. This can be done by giving different examples like (plane/plain = homophones), (bear/bear= homographs).

5) Students commit letter substitution spelling errors, especially when they represent the same sound on a similar sound. For example 'C' for 'K' as in word 'electrik'* (electric) is written hearing the sound /k/. Some students applied the same spelling pattern whenever a particular sound was heard, ignoring the existence of other patterns for the same sound. So, it is necessary to show them how to consider the other spelling options. For example, 'unkal'*(uncle), 'toylet'*(toilet)

6) In order to avoid errors on Nepali vocabulary items the teachers should pinpoint the differences in spelling between the mother tongue and English.

7) Focus should be given on pronunciation and spelling of words so that students can distinguish sounds and put them in written forms.

8) Spelling errors result not only from the inconsistencies in English spelling and pronunciation, but also from the students' mother tongue. Therefore students should be made clear about the inconsistencies in English spelling and pronunciation through examples to eliminate the errors.

9) Teacher should help students learn the exceptions to each spelling rule along with the rule itself. For instance, if the student is ignorant of the exceptions to the general rule of plural formation in English which is realized by 's' to the singular, he will produce * mans instead of men.

10) Teacher should not introduce new lexical items by pronunciation only. They should develop the habit of presenting the spoken form simultaneously with the visual form, thus enabling the students to establish the relationship between the word and its spelling, which in turn enables them to consciously and subconsciously soak up the English system of writing and spelling.

11) Some errors are common to all and some are student specific. So, their individual errors and group errors should be treated differently in teaching learning activities.

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APPENDIX - I

Categories of Errors

1. Consonant Errors

   a)   Failure to Double Consonant.

S.N.	Wrong	Correct
1	traveling	travelling
2	traveling	travelling
3	traveling	travelling
4	traveling	travelling
5	written	written
6	Surounding	Surrounding
7	Profesor	Professor
8	Equaly	Equally
9	traveling	travelling
10	traveled	travelled
11	Planing	Planning
12	business	business
13	Planing	Planning

14	Planing	Planning
15	Planing	Planning
16	Traveling	Travelling
17	disappear	disappear
18	traveling	travelling
19	planning	planning
20	polluted	polluted
21	intelligent	intelligent
22	planning	planning
23	happiness	happiness
24	planning	planning

b) **Unnecessary Doubling.**

S.N.	Wrong	Correct
1	vegetable	vegetable
2	Jomsoom	Jomsom
3	Places	place
4	going	going
5	sincerely	sincerely
6	totall	total
7	regards	regards
8	garage	garage
9	qattar	Qatar
10	headquarter	headquarter
11	economical	economical
12	travel	travel
13	broaden	broaden
14	helpful	helpful
15	turning	turning
16	writing	writing
17	engineer	engineer

c) **Consonant Replaced by Consonant.**

S.N.	Wrong	Correct
1	jone	zone
2	quil	quite
3	seasor	season
4	educalion	education

5	similarily	similarity
6	facilily	facility
7	examisatin	examination
8	kings	kinds
9	hart	hard
10	marked	market
11	rezions	regions
12	plase	place
13	caster	castes
14	got	god
15	depeloment	development
16	happity	happily
17	facililies	facilities
18	municipatity	municipality
19	picnic	picnic
20	histolical	historical
21	populal	popular
22	answed	answer
23	convercation	conversation
24	pollude	pollute
25	institude	institute
26	resourse	resource
27	selebrate	celebrate
28	sence	sense
29	thing	think
30	headquaster	headquarter
31	bounc	bound
32	danse	dance
33	buddhish	Buddhist

d)   **Consonant Omitted.**

S.N.	Wrong	Correct
1	seondary	secondary
2	dinking	drinking
3	electicity	electricity
4	upply	supply
5	thouhand	thousand
6	onest	honest
7	vaious	various
8	bak	bark

9	famil	family
10	litte	little
11	eart	heart
12	terrily	terribly
13	concers	concern
14	entertain	entertain
15	eart	heart
16	bunissmen	businessmen
17	entertaiment	entertainment
18	although	although
19	eart	heart
20	yeserday	yesterday
21	brige	bridge
22	staring	starting
23	ver	very
24	clas	class
25	faithfully	faithfully
26	buddism	Buddhism
27	descring	describing
28	coutry	country
29	moder	modern
30	headquater	headquarter
31	healt	health
32	sanitaion	sanitation
33	eart	heart
34	terrily	terribly
35	industy	industry
36	progess	progress
37	sanitaion	sanitation
38	goverment	government
39	goverment	government
40	griding	grinding
41	monts	months
42	eletricity	electricity
43	enviroment	environment
44	brige	bridge
45	coose	choose
46	gace	grace
47	eart	heart
48	tourity	touristy
49	develoment	development
50	necessay	necessary

51	palour	parlour
52	headquater	headquarter
53	differet	different
54	enviroment	environment
55	transporation	transportation
56	buddhis	Buddhist
57	headquater	headquarter
58	enviroment	environment
59	tempeture	temperature
60	elephant	elephant

e)   Consonant disordered

1	There	three	9	details	details
2	concerte	concrete	10	engiener	engineer
3	Twon	town	11	eduacted	educated
4	Tempel	temple	12	sence	scene
5	Tempel	temple	13	tempel	temple
6	engieneers	engineer	14	insterting	interesting
7	electcirity	electricity	15	tempel	temple
8	tow	two			

f)   Consonant Added to Correct Vocabulary

1	dirfference	difference	9	writting	writing
2	lives	lies	10	christiyan	Christian
3	situdated	situated	11	diffenrent	different
4	beautifuly	beautifully	12	millect	millet
5	enjoyning	enjoying	13	awarencess	awareness
6	beautifuly	beautifully	14	sthupa	stupa
7	stature	statue	15	alsoy	also
8	crountry	country	16	culturey	culture

g)   Consonant Replaced by Vowel

S.N.	Wrong	Correct	S.N.	Wrong	Correct
1	louge	lodge	6	airpoet	airport
2	ciber	cyber	7	factori	factory
3	Loug	lodge	8	martir	martyr

4	communiti	community	9	beauti	beauty
5	cabies	cables	10	tole	told

2. Vowel Errors.
a) Vowel Omission

	Wrong	correct		wrong	correct
1	villag	village	30	examintation	examination
2	helth	health	31	plase	please
3	bref	brief	32	Hindusm	Hinduism
4	vally	valley	33	climat	climate
5	intersting	interesting	34	knowledg	knowledge
6	rod	road	35	templ	temple
7	pleased	pleased	36	rod	road
8	pleased	pleased	37	electricty	electricity
9	hart	heart	38	educted	educated
10	Som	some	39	crocodil	crocodile
11	hop	hope	40	vally	valley
12	bulding	building	41	resturants	restaurants
13	resturants	restaurants	42	beautiful	beautiful
14	buildings	buildings	43	serios	serious
15	beautiful	beautiful	44	ricved	received
16	languge	language	45	entertinment	entertainment
17	temple	temple	46	educted	educated
18	factores	factories	47	fertilizr	fertilizer
19	beautiful	beautiful	48	headqurter	headquarter
20	biscut	biscuit	49	torist	tourist
21	interst	interest	50	telephone	telephone
22	computr	computer	51	familes	families
23	typs	types	52	poltcal	political
24	frinds	friends	53	receved	received
25	liks	likes	54	produc	produce
26	hart	heart	55	receved	received
27	ther	their	56	busness	business
28	beautiful	beautiful	57	facilty	facility
29	villag	village	58	tonges	tongues

59	Nepales	Nepalese	76	villay	village
60	bulding	building	77	bulding	building
61	barly	barley	78	writng	writing
62	potatos	potatoes	79	recived	received
63	coperativ	cooperative	80	recived	received
64	therefor	therefore	81	intersting	interesting
65	languages	languages	82	villag	village
66	nither	neither	83	mize	maize
67	becase	because	84	beutiful	beautiful
68	receved	received	85	typs	types
69	villag	village	86	produc	produce
70	continously	continuously	87	barly	barley
71	receved	received	88	recived	received
72	sid	side	89	villag	village
73	vally	valley	90	hart	heart
74	language	language	91	potatos	potatoes
75	villay	village			

b)   Vowel Added to Correct Vocabulary

1	family	family	16	churche	church
2	visite	visit	17	disciplained	disciplined
3	othere	other	18	dreass	dress
4	parenets	parents	19	brickes	bricks
5	parenets	parents	20	polluation	pollution
6	employears	employers	21	visite	visit
7	sauch	such	22	staudy	study
8	oure	our	23	faumous	famous
9	lout	lot	24	develop	develop
10	pleace	place	25	develop	develop
11	joine	join	26	please	place
12	polluation	pollution	27	heare	hear
13	Jobe	job	28	rememberance	remembrance
14	remembarance	remembrance	29	aftere	after
15	Secounary	secondary			

c)   Vowel Disorder

	wrong	**correct**
1	frist	first
2	brith	birth
3	histroical	historical
4	histroy	history
5	situtaed	situated
6	twon	town
7	twon	town

d)   **Vowel Replaced by Vowel.**

S.N.	Wrong	Correct
1	yestarday	yesterday
2	ledy	lady
3	netural	natural
4	hotal	hotel
5	tample	temple
6	sistar	sister
7	vallay	valley
8	situeted	situated
9	surroending	surrounding
10	hetels	hotels
11	meny	many
12	surraunfing	surrounding
13	aveilable	available
14	educetion	education
15	travilling	travelling
16	collage	college
17	compus	campus
18	haspital	hospital
19	flew	flow
20	colture	culture
21	bouting	boating
22	diplome	diploma
23	hospitels	hospitals
24	cultere	culture
25	grece	grace
26	pluns	plans
27	plece	place
28	parants	parents
29	bast	best

30	netural	natural
31	hotal	hotel
32	farmar	farmer
33	pototo	potato
34	grece	grace
35	couliflower	cauliflower
36	devalop	develop
37	buddhasm	Buddhism
38	derty	dirty
39	Lumbani	Lumbini
40	sarrounding	surrounding
41	sarrounding	surrounding
42	indistries	industries
43	remembrence	remembrance
44	hoppy	happy
45	verious	various
46	remembrence	remembrance
47	indistries	industries
48	meny	many
49	lavel	level
50	ladge	lodge
51	restaurents	restaurants
52	vasual	visual
53	Toothpaste	toothpaste
54	slepper	slipper
55	sarrounded	surrounded
56	damocratic	democratic
57	presantly	presently
58	sorroounding	surrounding
59	intertainment	entertainment
60	helpfol	Helpful
61	lenguage	language
62	inditrics	industries
63	situeted	situated
64	ficilities	facilities
65	vegatable	vegetable
66	chouse	choose
67	quirrel	quarrel
68	digree	degree
69	coconot	coconut
70	collage	college
71	commarce	commerce

72	dispite	despite
73	lator	later
74	fictory	factory
75	clenic	clinic
76	parants	parents
77	collage	college
78	monoment	monument
79	compitition	competition
80	excitid	excited
81	respact	respect
82	suparstations	superstations
83	maintanance	maintenance
84	verious	various
85	knowladge	knowledge
86	enviranment	environment
87	mathemetic	mathematic
88	tample	temple
89	calture	culture
90	collage	college
91	festivel	festival
92	important	important
93	instatution	institution
94	monoments	monuments
95	sattle	settle
96	beggest	biggest
97	yestarday	yesterday
98	beggest	biggest
99	enginear	engineer
100	chrestian	Christian
101	educited	educated
102	nagative	negative
103	collage	college
104	discribing	describing
105	enginear	engineer
106	tample	temple
107	memarial	memorial
108	discribing	describing

e)   Vowel Replaced by Consonant
Factoryes   -   Factories

3. Other Types of Errors

a) Problems in Writing Compound

1	aswell as	as well as
2	enjoyfull	enjoyable
3	firstable	first of all

b) Errors or Nepali Vocabulary Items

1	Magur	Magas
2	Nekhil	Nikhil
3	Upredi	Upreti
4	Nameste	Namaste
5	Punapatinath	Pashupatinath
6	Naray	Naryahi
7	Shertha	Shrestha
8	Barmman	Brahman
9	Simarak	Smarak
10	Trikhadi	Trikhandi
11	Phokhara	Pokhara
12	Butandevi	Bhutandevi
13	Banskhandi	Banaskhandi
14	Rapit	Rapti
15	butandevi	Bhutandevi
16	Karara	Karra
17	Namesta	Namaste
18	Namest	Namaste
19	Simar	Smarak
20	Hupar	Hupra
21	Phokhara	Pokhara
22	Bhaktapul	Bhaktapur
23	Macchapuchray	Machhapuchhrey
24	Showimbhunath	Swaimbhunath
25	Phowatal	Phewatal
26	Fayatal	Phewatal

27	Bagans	Begnas
28	Manandra	Mahendra
29	Pothara	Pokhara
30	Heauda	Hetauda
31	Hetauuta	Hetauda
32	Bazer	Bazar
33	Barmman	Brahman
34	Chestri	Chhetri
35	Pharparbari	Phaparbari
36	Phawatel	Phewatal
37	Goraka	Gorkha
38	Vutndevi	Bhutandevi
39	Thrikhandi	Trikhandi
40	Pasupat	Pashupat
41	Goraka	Gorkha
42	Smark	Smarak
43	Narayi	Narayani
44	Naraana	Narayani
45	Punnachtra	Punnyachhetra
46	Kulakhani	Kulekhani
47	Bhimbadi	Bhimphedi
48	Lumbina	Lumbini
49	Nawary	Newari
50	Braman	Brahman
51	Chatri	Chhetri
52	Mandira	Mahendra
53	Negswoti	Nagswati
54	Pasupatinath	Pashupatinath
55	Nagsoti	Nagswati
56	Devic	Devis
57	Brahmine	Brahmin
58	Chhatri	Chhetri
59	Narayan	Narayani
60	Bhutandavi	Bhutandevi
61	Makanpur	Makawanpur
62	Hunumandoka	Hanumandhoka

| 63 | Namastay | Namastey |
| 64 | Hautada | Hetauda |

c)   **Spelt Properly but Contextually Wrong**

	wrong	Correct		wrong	Correct
1	Reach	rich	20	got	get
2	Piece	peace	21	know	now
3	They	there	22	their	there
4	Hear	here	23	leave	live
5	emigrately	emigrating	24	hole	whole
6	Hare	hare	25	hear	here
7	Leaving	lovely	26	their	there
8	Hear	here	27	their	there
9	Theis	there	28		caste
10	Sweat	sweet	29		their
11	Cute	crowd	30		reach
12	Beauty	beautiful	31		reach
13	Leaf	leapt	32		ever
14	Form	from	33		same
15	t	eat	34		will
16	stationary	stationery	35		here
17	Their	there	36		there
18	Their	there	37	fined	fine
19	Must	most	38		all
			39		some

d) Unintelligible Vocabulary Items

1	clikleness		28	commume
2	nite		29	sciencerlly
3	iseew		30	fasilyes
4	exana		31	indiasids
5	suraendly		32	constation
6	budding		33	rishot
7	praunt		34	pallar
8	insitotion		35	elecatris
9	reuset		36	psueedo
10	aubel		37	heavy
11	bickelly		38	well
12	eltereinment		39	indurstic
13	periences		40	commours
14	itishueas		41	siade
15	baur		42	colot
16	bitiful		43	patically
17	bindhya		44	drietice
18	pledge		45	sences
19	tateres		46	kristen

20	centipal	47	buye
21	har	48	propik
22	budding	49	copitot
23	beniceman	50	logle
24	pledge	51	descridition
25	central	52	reasnoots
26	indistrict	53	rutten
27	serdies	54	parance
		55	puten

S.N	Name of Schools	No. of students
1.	Siddhartha Higher Secondary School	20
2.	Shramik Secondary School	20
3.	Chandrodaya Higher Secondary School	20
4.	Navajyoti Secondary School	20

APPENDIX II

5.	Baljyoti Secondary School	20

APPENDIX- III
The Name of the Selected Students

The Name of the Students of Siddhartha Higher Secondary School

1)   Ishwor K.C

2)   Sandip Devkota

3)   Dipesh Chaulagain

4)   Bhim Bahadur Gole

5)   Sonam Lama

6)   Amit Pokhrel

7)   Dipesh Lama

8)   Saurav Shriwastav

9)   Sagar Pun

10)   Sapana Chhatkuli

11)   Bandana Shiwakoti

12)   Alina Lama

13)   Roshan Karki

14)   Sanjiv Shrestha

15)   Sajan Praja

16)   Sudip Shiwakoti

17)   Sagun Kumari Moktan

18)   Rabi Khadka

19)   Ganesh Bahadur Khadge

20)   Chhesang Lama

The Name of the Students of Shramik Secondary School

1)   Phoolmaya Siutan

2)   Phoolmaya Thokar

3)   Kiran Moktan

4)   Saroj Tamang

5)   Ritam Gurung

6)   Maya Shrestha

7)   Manita Shrestha

8)   Amardeep Shrestha

9)   Manaraj Lama

10)   Sunil Neupane

11)   Shakti Neupane

12)   Sarita Dhakal

13)   Sanju Maya Lama

14)   Rakhi Dong Lama

15)   Rajiina Mijar

16)   Uttar Kumar rai

17)   Sabin Budhathoki

18)   Kabin Moktan

19)   Bibek Raj Magar

20)   Madhurima Lama

The Name of the Students of Chandrodaya Higher Secondary School

1)   Puja Rokka

2)   Sudip Sigdel

3)   Sabina Basnet

4)   Roshan K.B

5)   Apsara Shrstha

6)   Milan Ghimire

7)   Sunil Nepali

8)   Sanjay Bhomjan

9)   Sujan Nepali

10)   Sudip Neupane

11)   Ashmita Neupane

12)   Lincoln Luitel

13)   Chanda paudel

14)   Ramesh Chapagain

15)   Amita Lama

16)   Divya Giri

17)   Lalakar Luitel

18)   Asmita Khadka

19)   Manila Niraula

20)   Babi Shrestha

The Name of the Students of Navajyoti Secondary School

1)   Nisha Timalsina

2)   Kabita Khadka

3)   Sadhana Titung

4)   Bina Waiba

5)   Preama Mahat

6)   Srijana Dhungana

7)   Pujan Karkee

8)   Bikram Dulal

9)   Gyandip Prasad Chaulagain

10)   Manoj Dahal

11)   Nabina Bhujel

12)   Bigyan Gautam

13)   Sunil Bhlon

14)   Niraj Mainali

15)   Sabina Basnet

16)   Sunita Titung

17)   Sarita Syangtan

18)   Kamala Devi Pandey

19)   Arati Dahal

20)   Muna Tamang

The Name of the Students of Baljyoti Secondary School

1)   Reshma Ghimire

2)   Nabin Adhakari

3)   Sagar Timalsina

4)   Bigyan Neupane

5)   Trishna Sunar

6)   Suman Aryal

7)   Rabina Thapa

8)   Rajan Adhikari

9)   Abinash Lamasal

10)   Nirajan Regmi

11)   Anil Rai

12)   Jayaram Gautam

13)   Radhika Pokhrel

14)   Anisha Shrestha

15)   Pratikshya Lamsal

16)   Sabin Ojha

17)   Surya Chaulagain

18)   Deepak Ghimire

19)   Ashmita Karki

20)   Anish Karki

APPENDIX - IV
QUESTIONNAIRE

Q.No.1. Write an essay on 'My Village'/'My Town' in about 100 words.

Q.NO.2. Write a letter to your friend telling him about your plan after the SLC Examination in about 100 words.