

CHAPTER ONE

INTRODUCTION

1. I General Background

Language is defined as a means of communication. By communication we mean exchange of message, information or ideas etc. and language means through which information and ideas are exchanged among human beings. In order to share our ideas, feelings and thoughts, we need a language. Language is used for the need and various purposes of human beings as well as to express their feelings, imaginations, impressions, ideas, positions and suppositions. The basic ideas and meanings can be communicated through language. The development of all parts of the human civilization is depended on the language. Therefore, language is the most inevitable element or need of human beings. We can not imagine about the world without language.

Crystal (1994, p.212) defines language as, "The systematic, conventional use of sound, signs, or written symbols in a human society for communication and self expression". This definition is broad one which includes different forms of language like written language and sign language including the proper language, speech. According to Sapir (1921,p.8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols". We interpret the ideas, emotion and desires, through language. It seems clear that there is much that is communicated by language which is not covered by any of them; and idea in particular is inherently imprecise. On the other hand, there are many systems of voluntarily produced symbols that we only count as language, we feel to be on extended sense of the word 'language'. Similarly Oxford Advanced Learners Dictionary (2005, 7th edition, p.862) defines language as, "The

system of communication in speech and writing that is used by people of a particular country or area." This definition gives the clear concept about the language. A language is a complex phenomenon which is used for human communication. Language is system of sounds, words, patterns etc. used by humans to communicate thoughts and feelings. In the same way, Wardhaugh (1996, p.3) defines language as "A system of arbitrary vocal symbols used for human communication."

From the above definitions, we can point out that language possesses the following features: Language is human, non-instinctive, vocal, voluntary, arbitrary, systematic and communicative. Thus, we can say that language is voluntary vocal system of human communication. This definition seems to be the most satisfactory one as it covers some key words which are important features of language. The key terms as voluntary, vocal, system, human and communication are explained below:

'Voluntary' means by wish or will. As we know voluntary is made of sounds and words which are voluntarily produced. When we see a great snake on the way, at that time, we make a great noise and we produce a sentence "What a great snake!" we produce the sentence by our will. In the production of the sentence, the mind orders speech organs to produce what we intend to produce. "Vocal" means the production of speech sounds by vocal organs. The production of speech sounds is determined by vocal organs. This distinctive sound produced by the involvement of vocal organs can be called a language.

'System' means organized body. A language is not a random mass of sounds or words but it is a system of sounds or words. There are mainly three systems in a language, phonological system, grammatical system and semantic system. Humans are only subjects to acquire language. Besides

humans, other animals also use their vocal organs for communication, but their communication is not called language. Communication is transmission of sounds, words from one person to another. We may produce both communicative and non-communicative sounds. The communicative sounds that we produce to communicate may be called a language. The non -communicative sounds are not called language.

1.1.1 English Language Teaching in Nepal

The English language teaching (ELT) started in Nepal from 1910 B.S. after Junga Bahadur Rana, the first Rana Prime Minister of Nepal who returned from his visit to the United Kingdom. It was meant only for a few privileged members of the Rana family and the classes were run in the Durbar premises in the beginning. Eventually, it was made available for the people from 1948 B.S. onwards.

In the early years, two English papers were taught in the high school grades. After the implementation of the New Education system plan (NESP) in 2028 B.S., only one paper was taught. There is a vast difference in method of teaching before and after the implementation of NESP. Before the implementation of NESP, Grammar Translation method was widely used. Teachers used to give ample rules and exceptions and the students were made to recite them all. During the classroom activities, the teacher used to take an active role and used to take more time but the students used to be inactive and get only a little time to speak. Two major language skills, listening and speaking were neglected. Thus, there could not be interactions between the teachers and the students in the target language.

The worldwide changing trends of ELT and the methods of teaching English have been updated. The Nepalese course designers and language teachers have been following those modified methods. That means Nepalese teachers are well aware of different methods of teaching. The

Grammar Translation Method, Audio-lingual Method was used in the past and Communicative Approach is being practised at present. Communicative competence is the desired goal of this approach. Communicative language teaching has played an influential role in the field of language teaching in this modern time. It equally emphasizes all the four language skills: listening, speaking, reading and writing. These language skills are very important for both teachers and learners.

Fluency and correctness are the aspects to be considered in communication that can be achieved by the learners if the grammatical structures are taught and practised well in classrooms relating in real life situations. Keeping this matter into consideration, secondary English text books of Nepal are designed to meet the communicative needs of the learners and the grammatical structures are given there in to practise.

1.1.2 Levels of Language

There are mainly four levels of language. They are phonological, grammatical, semantic and pragmatic level.

a. Phonological Level

Phonological level is the lowest level of language. All the phonemes or sounds of language are at phonological level. Phonological level is called substance level by Halliday (1976, p.16). Substance is the raw material of language. According to Halliday, the substances are of two types: Phonic and graphic substances. The printed or written form of language is the graphic substance and the utterance in the form of speech is phonic substance. For example, ["kæt"] is phonic substance whereas "Cat" is graphic one.

b. Grammatical Level (form)

Grammatical Level or form is the level of arrangement of the substances into meaningful patterns. Form may be syntactic or morphological.

Halliday (ibid) calls lexical forms for morphological forms and grammatical forms for syntactic forms. The speakers of English recognize the form as, "The cat is coming". Here, the arrangement of "the" and "cat" as "the cat" but not as "cat the" is a grammatical form and that of "come" and "-ing" in "coming" is a lexical form. Thus, at grammatical level the substances are arranged in a recognizable and meaningful pattern.

c. Semantic Level (Context)

Semantic level or context is the highest level of language. In the highest level of language there is meaning. No meaning or context, then no function of language. Semantic level or context is the level at which the relation between substance and form is established. The substances should be arranged into a form in meaningful context, only then, the language can be meaningful. Context consists of three types of situations: Thesis, Immediate situation and wider situation. Thesis refers to the topic or title which we are talking about. Immediate situation is the present situation which someone is speaking or using, i.e., if we are at the bus park, then bus park is our immediate situation. If we have past experience that leads us to speak in this or that manner or way is called wider situation, e.g., if we can explain about the past situation of the bus park to our friend that is called wider situation.

d. Pragmatic level

In addition to these three levels of language, we can talk of pragmatic level which is one step higher and more abstract than semantic level. At this level, we study the meaning in language with reference to the context in which it is used.

1.1.3 Grammar

Grammar is the study or science of rules for forming words and combining them into sentences. By 'grammar' we mean a set of rules of a language, the knowledge of which enables a person to produce and understand sentences of the language. Language is a rule governed phenomenon. The rules about a language relate to the structures of its sounds, word formation, sentences, and discourse. These rules constitute the grammar of a language. It is the knowledge of such grammar that a set of rules of language enables a speaker or person to produce and understand infinite number of sentences. Therefore, grammar is the set of rules of language that enables a person to produce and understand language. Grammar tells us how to speak and write language correctly and accurately.

The term 'grammar' has been used in two senses: broad and narrow. In its broad sense, it embraces the whole study of language. To be specific, it includes phonology, morphology, syntax and semantics. In its narrow sense, the term 'grammar' refers to a level of structural organization which can be studied without the help of phonology and semantics. It generally consists of morphology and syntax.

1.1.4 Word classes

Words are classified according to their use. Traditionally, it is divided into parts of speech. The parts of speech are usually grouped into two categories: the major and minor word classes. Major word classes are nouns, verbs, adjectives, and adverbs. They carry most of the content meaning in a sentence. The minor word classes are auxiliary verbs, prepositions, pronouns, determiners, conjunctions, and interjections. They play structural roles in a sentence. According to Wren and Martin, (1994,p.3), they are as follows:

a. Nouns

A noun is a word used as the name of a person, place or thing. There are five kinds of nouns in English. They are as follows:

i) Proper Noun

It is the name given to a particular person, place or thing. It begins with a capital letter in writing, e.g. Ram, Sita, Veri, Karnali, Surkhet, January, Sunday, AIDS etc.

ii) Common Noun

It is a name given to each and every person or thing of the same kinds, e.g. King, Minister, doctor, boy, tiger, town, village, school, car, road etc.

iii) Collective Noun

It is a noun singular in form but refers to a number of people or things and agrees with a plural verb; e.g. family, class, team, committee, flock etc.

iv) Material Noun

It is the name of a substance or thing from which something else is or can be made; e.g. gold, sugar, salt, milk, water, ice etc.

v) Abstract Noun

It is a noun that refers to a quality, state or idea rather than to a physical object. e.g. honesty, love, brightness, whiteness, sadness etc.

b. Verbs

A verb is a word that denotes an action or state of being. It says what someone or something does or what happens to them, (Celce Murcia and Larsen-Freeman, 1999, p.17). Verbs are six types. They are:

i) Intransitive Verbs

The verbs which take no following object is called intransitive verbs. e.g. They laugh. We smoke. etc. Here, "laugh " and "smoke" do not take object. So they are intransitive verbs.

ii) Transitive Verbs

The verbs which require an object is called transitive verbs. e.g. They make a school. I buy a pen etc. Here, "make" and "buy" are transitive verbs.

iii) Ditransitive Verbs

The verbs which take two objects are called ditransitive verbs. e.g. I handed Ram a note. Sita gives me a present. etc. Here, "handed" and "gives" take two objects. So, they are ditransitive verbs.

iv) Linking Verbs

The verbs which link the subject and the complement are called linking verbs. e.g. We are teacher. They are farmers. etc. Here, "are " is linking verb.

v) Complex Transitive Verbs

The verbs where what follows the object relates to the object are called complex transitive verbs. e.g. They considered the project a waste of time. Here, the verb "considered " takes two objects such as "the project" and "a waste of time". So, "considered" is called complex transitive verb.

vi) Prepositional Verbs

The verbs which require a prepositional phrase to be complete are called prepositional verbs. e.g. He glanced at the headlines. She picked up a book. Here, "glanced at " and "picked up " are called prepositional verbs.

c. Adjectives

An adjective is a word that describes a person or thing or gives extra information about them.(Wren and Martin, 1994,p.16). Adjective can be divided into following classes:

i) Adjectives of Quality

Adjectives of quality show the kind or quality of a person or thing. e.g. large, honest, foolish, feat, angry, bad, cheep, young, useful, lucky, active etc.

ii) Adjectives of Quantity

Adjectives of quantity show how much of a thing is meant. e.g. some, much, little, enough, all, no, any, half, sufficient, whole etc.

iii) Adjectives of Number

Adjectives of number show how many person or things are meant or in what order a person or things stands. e.g. five, few, many, all, some, most, several, first, one, two, any, certain etc.

iv) Demonstrative Adjectives

Demonstrative adjectives point out which person or thing is meant; e.g. this, that, these, those, etc.

v) Interrogative Adjectives

What, which, and whose when they are used with noun to ask question are called interrogative adjectives .e.g. what, which and whose etc.

vi) Emphasizing Adjectives

Emphasizing adjectives can use to emphasize something. e.g. own, very, else, absolute, perfect, true, real, total etc.

d. Adverbs

According to Cowan, R. (2008, p.249) "An adverb is a word which modifies the meaning of a verb, an adjective or another adverb". There are eight kinds of adverbs:

i) Adverbs of Manner

Manner adverbs describe how the action expressed by the verb in carried out. e.g. cleverly, bravely, happily, quickly, slowly, hard, well, foolishly, badly etc.

ii) Adverbs of Place

Adverbs of place answer the question where did the action occur? e.g. here, there, by, down, near, up etc.

iii) Adverbs of Time

Time adverbs answer the question when did the action occur? e.g. now, soon, today, tonight, yesterday, tomorrow, yet etc.

iv) Adverbs of Frequency

Frequency adverbs answer the question how often does the action occur? e.g. always, once, twice, never, often, occasionally, frequently etc.

v) Sentence Adverbs

The adverbs which govern the whole sentence are called sentence adverbs.e.g. Certainly, definitely, surely, fortunately, luckily etc.

vi) Adverbs of Degree

Degree adverbs describe how much or the degree to which the verbal action is carried out . e.g. hardly, very, quite, too, fairly, rather etc.

vii) Interrogative Adverbs

When adverbs are used in asking questions they are called interrogative adverbs. e.g. when, why, where etc.

viii) Relative Adverbs

Relative adverbs which refer back to a noun as their antecedent.e.g. when, where, why etc.

e. Pronouns

A Pronoun is a word used instead of a noun. (Wren and Martin, 1994, p.36). We can divide them as following:

i) Personal Pronouns

Personal pronouns refer to the speaker, the people who talked to, or the people or things talked about. e.g.

First person: I, we, me, us

Second person: You

Third person: he, she, it, they, him, her etc.

ii) Possessive Pronouns

Possessive pronouns indicate that something belongs to someone or is connected with them. e.g.

First person: mine, ours

Second person: Yours

Third person: his, her, theirs etc.

iii) Reflexive Pronouns

Reflexive pronouns are used to show that the indirect object of a verb is the same person or thing as the subject of the verb. e.g.

First person: myself, ourselves

Second person: yourself, yourselves

Third person: himself, herself, itself, themselves etc.

iv) Demonstrative Pronouns

This, that, these and those before verb are called demonstrative pronouns.

v) Indefinite Pronouns

Indefinite pronouns are used to refer to people or thing but they do not say exactly who or what they are. e.g. anybody, everybody, nobody, somebody, anyone, everybody, no one, someone, anything, everything, nothing, something etc.

vi) Reciprocal Pronouns

When we want to say that two or more people do the same thing, feel the same way or have the same relationship, we use 'each other' and 'one another'. They are called reciprocal pronouns.

vii) Relative Pronouns

Who, whom, whose, that, which, are called relative pronouns when a clause is introduced by them comes after the main clause.

viii) Interrogative Pronouns

When, who, whose, whom, what, which, are used to ask questions. They are called interrogative pronouns.

f. Determiners

Determiners are words that come before nouns to show how the nouns are being used. They are articles (a, an, the), possessives (my, your, our, his etc.), and demonstratives (this, that, etc.) some, any, no, each, every, either, neither, what, whatever, which, whichever, enough, much, many, more, most, little, less, least, few, fewer, fewest, several, all, both, half etc.

g. Prepositions

A Preposition is a word placed before a noun or a pronoun to show in what relation the person or thing devoted by it stands in regard to something else. (Wren and Martin, 1994, p.109). We can divide them in following ways:

i) Simple Prepositions

Simple prepositions which are generally formed by single syllabic words. Such as: At, by, for, from, in, of, off, on, out, though, till, to, up, with etc.

ii) Compound Prepositions

Compound prepositions which are generally formed by prefixing a preposition to a noun, an adjective or an adverb. Such as: About, above, across, along, amidst, among, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without etc.

iii) Phrase Prepositions

Phrase prepositions are formed more than two words. They are groups of words with the force of a single preposition. Such as: according to, along with, in addition to, in case of, in favor of, in front of, in order to, in spite of, in place of, on account of, with regard to etc.

h. Interjections

An interjection is a word which expresses some sudden feeling or emotion.

Interjections may express:

Joy: e.g. hurrah! huzza!

Grief: e.g. alas !

Surprise: e.g. ha! What !

Approval :e.g.bravo ! etc.

i. Conjunctions

Conjunctions are words that join sentences. Let us look at the following example:

1. God made the country and man made the town.
2. Our property is little, but our hearts are great.
3. She must weep, or she will die.
4. Two and two make four.

In 1, 2 and 3, the conjunctions 'and', 'but', 'or' join together two sentences. In 4, the conjunction 'and' joins together two words only. So, a conjunction is a word which merely joins together sentences, and sometimes words. It is clear that a conjunction can join two words, phrases or sentences. These joining words 'and', 'but', 'or' are called conjunctions. (Wren and Martin, 1994,p.127).

There are mainly three kinds of conjunction: They are :

-) Coordinating conjunctions.
-) Correlative conjunctions.
-) Subordinating conjunctions.

a . Coordinating Conjunctions

Let us look at the following sentence.

Birds fly and fish swim.

The sentence contains two independent statements or two statements at equal rank or importance. Hence the conjunction, i.e., 'and' joining together these two statements of clauses of equal rank is called a co-coordinating conjunction (coordinating means at equal rank)

According to Celce -Murcia and Larsen-Freeman (1999, p.461),

Conjunction or coordinating is the process of combining two constituents of the same type to produce another, larger constituent of the same type. In traditional grammar, this has been called compounding. For example two sentences that are combined by means of a comma plus a connecting word make a " compound sentence," two subject Nps that are combined with the word and are called a "compound subject.

The chief coordinating conjunctions are: And, but, yet, so, for, or, nor, also, either, neither, etc.

Coordinating conjunctions are of four kinds:

i) Cumulative or Copulative

Conjunction which merely adds one statement to another is called cumulative or copulative conjunction. eg. 'and '

We carved not a line and we raised not a stone.

ii) Adversative

Conjunction which expresses opposition or contrasts between two statements is called adversative conjunction. eg. 'but'

He is slow but he is sure.

I was annoyed, still I kept quiet.

I would come; only that I am engaged.

He was all right; he was fatigued.

iii) Disjunctive or Alternative

Conjunction which expresses a choice between two alternatives is called disjunctive or alternative conjunction. e.g.'or', neither.... nor,'else,'etc.

She must weep, or she will die.

Either he is mad, or he feigns madness.

Neither a borrower, nor a lender be.

Walk quickly; else you will not overtake him.

iv) Illative

Conjunction which expresses inference is called illative conjunction. e.g. 'for'

Something certainly fell in, for I heard a splash.

b) Correlative Conjunctions

Conjunctions which are used in pairs are called correlative conjunctions or merely correlatives. When conjunctions are used as correlative, each of the correlated words should be placed immediately before the words to be connected.

The chief correlative conjunctions are:

Both and, either..... or, neither.....nor,
not onlybut also, whetheror, though
yet, asas etc.

c) Subordinating Conjunctions

Let us read the following sentence.

I read the paper because it interests me.

The sentence contains two statements or clauses one of which, 'because it interests me', is dependent, on the other 'I read the paper.' Hence the conjunction introducing the dependent or subordinate clause is called a subordinating conjunction. A subordinating conjunction joins a clause to another on which it depends for its full meaning. The chief subordinating conjunctions are:

after,	although,	as,	as if,
as long as,	as though,	because,	before,
even though,	if,	if only,	in order that,
rather than,	since,	so that,	than,
that,	though,	till,	unless,
until,	when,	whenever,	where etc.
where as,	wherever,	while,	

Different types of conjunctions can be used for different purposes. Such as:

i) because/as/since/ for; because of; therefore/so

- Join statement (reason) and result.

Reason + Result

- a) Because /as/since/for: -is used before result.

e.g.

Because

- He ate rice because he was hungry.

As

- As he moved, someone hit him.

Since

- We stayed at hotel since it was too dark to go on.

For

- The days were short, for it was now December.

- b) Because of: - is used before result.

- Reason should be noun /noun phrase.

e.g.

Because of

- He ate rice because of his hunger.

- c) Therefore/ so:-is placed before result, after reason.

e.g.

Therefore

- He was hungry, therefore, he ate rice.

So

- It was too dark to go on, so we camped there.

ii) Although /though /even though, in spite of, however can join reason and unexpected or opposite result

Reason + unexpected /opposite Result.

a) Although/even /though: - is placed before reason.

e.g.

Although

- Although he studied hard, he failed the exam.

Even

- He says he will pay, even I don't think he will.

Though

- Though they are expensive, people buy them.

b) In spite of: - is used before reason.

- Reason should be noun or noun phrase.

e.g In spite of.

- In spite of his hard work, he failed the exam.

c) However: - is placed before unexpected result.

e.g. However

- He studied hard, however, he failed the exam.

iii) So that /in order that, to /in order to, for can join action and purpose and place before purpose

Action + purpose

a) Action +so that /in order that +purpose statement.

Which/that thing /place (subjective /objective case)

What/whatever thing /place (subjective /objective case)

Where/wherever place (for place adverb)

e.g.

Who

- The teacher who lives near my home teaches us science.

Whom

- The boy whom you punished was not guilty.

Whose

- The woman whose son left home was very upset.

Which

- I bought a pen which is very expensive.

what

- I bought what is very cheap.

Whatever

- You eat whatever you like.

Which

- We study in this school which is famous in Surkhet.

Where

- I teach in this school where I studied.

However

- You do however you like.

v) When /whenever, after, as, since, Justas, as soon as while, before, till, until, then, by the time

- All these conjunctions are used before a "time clause."
- They denote a time for an action.

First action + Second action.

She arrives tomorrow. I will tell her everything.

When she arrives tomorrow I will tell her everything.

Here, 'when she arrives tomorrow' is time clause which shows us about the future time. Other examples are given below:

When

- When I passed S.L.C, I became very happy.
- The game had started when I reached the school.

After

- After Ram wore school uniform, he went to school.
- After wearing school uniform, he went to school.

As soon as

- As soon as he wore school uniform, he went to school.

While

- While they were playing football, the rain fell.

Before

- She wore school uniform before she went to school.

Until

- The boy slept in the bus until he reached Surkhet.

Whenever

- Father always goes whenever he is invited.

Since

- They have moved a house since they got married.

Just as

- Ram knocked my door just as I finished my homework.

Till

- I knew that till she arrived nothing would happen.

Then

- She didn't see them then she left the house quickly.

By the time

- By the time I had crossed the road, the bus came.

a) When/ wherever, after, as, since, just as, as soon as, while : are used before the first action.

b) Before, till, until, then, by the time : are used before the second action.

vi) And, as well as, but, bothand, eitheror, neithernor, not onlybut also

- These coordinating conjunctions join pairs of noun/adjective/adverb/verbs/phrases/clauses.

e.g.

And

- Ram and Shyam play football.

As well as

- Hari as well as his friends visited the zoo.

But

- She works slowly but accurately.

Either..... or

- I shall either go to market or watch T.V.

Neither..... nor

- He can neither read nor write.

Not only but also

- Not only teacher but also mother loves me very much.

Both

- Both Sita and Radha like playing chess.

vii) If, whether, unless, whether.....or not

- All these conjunctions are used before conditional clauses.

e.g.

If

- If I were a bird, I would fly in the sky.

Unless

- Unless you take your medicine, you won't get better.

Whether

- Whether he played well, he would win the game.

Whether..... or not.

- Whether he helped me or not, I would help him.

In brief, its uses of conjunctions can be summarized following way:

A. Coordinating conjunctions are used to join two words, two phrases or two clauses.

Conjunctions	Meanings	Examples
And	Joins two words or ideas	Ram bought a camera and a DVD Player.
But	Shows opposite or conflicting ideas.	She was poor but happy.
Or	Shows choice or possibilities	He will be here on Monday or Tuesday.
So	Shows result	I was tired so I went to bed.
Yet	but opposite happens at the same time	Ram is lazy, yet well intentioned.
For	To show the reason or causes of a action	I hope they succeed, for this has been a dream come true for both men.
Nor	conjoins two negative sentences, both of which are true	Hair doesn't give up easily, nor does Shyam.

B. Correlative conjunctions are always used in pairs. They join similar elements.

Conjunctions	Meanings	Examples
Both..... and	Two	She is both intelligent and good looking.
Eitheror	One or the other of two	Either Sita or her sister will dance.

Neither...nor	Not one or the other of two things or people.	Neither Anita nor Sunita was in the park.
Not only ... but also	Show that something else is also true.	He is not only clever but also hard working.

C. Subordinating conjunctions allow us to show which idea is more and which is less important. The subordinate clause supplies a time, reason, and condition and so on for the main clause. Subordinating conjunctions introduce subordinate adverb or noun clause.

The contexts of using subordinating conjunctions are as follows.

Conjunctions	Meanings	Examples
as	To express reason and purpose of the statement .	As it is raining, I will not go out.
because		He was absent because he was sick.
because of		The match was postponed because of the rain.
since		Since you are not well, you should take a rest.
so that		Sita learnt computer so that she could get a job.
in order to		He went to market in order to buy some goods.
so as to		Ram saved a lot of money so as to buy a house.
why	We wondered why they were absent.	
although	To show concession. concessive conjunctions express a contrast with the content of the main clause.	Although he was poor, he was happy.
though		Though she was poor, she was happy.
even though		Even though he was generous, he was not rich.
in spite of		He was happy in spite of his poverty.
despite		Despite his poverty, he was happy.

than	To compare, people, place or something	Rita is taller than Bemala.
that	To show or express the result of something	The ground is very slippery that it is difficult to walk on it.
after	These conjunctions establish a time sequence relationship between the events or Conditions in the main and the subordinate clauses.	I will call you after I come home.
before		Meet me before you `leave.
since		You have not changed a lot since we last met.
when		He always switches off the light when he goes to bed.
whenever		Return my book whenever you meet me.
while		I broke my hand while playing volleyball.
until		I went on playing until mother shouted angrily at me.
till		They stayed outside talking till the sun went down.
as soon as		I wrote a letter as soon as I got the message.
as		She was all in tears as the film came to an end.
where	To show location or place.	Where there is a will, there is a way.
wherever		Wherever he led, we followed.
everywhere		Everywhere we traveled, we followed the same guide.
if	To express conditional state or situation.	If he is there, I will meet him.
unless		Unless you invite him, he won't come.
incase		You'd better take keys incase you're out.
provide that		They would pass the test provided that they took some extra classes.

even if		Ram will go there, even if he has to walk.
as	To show manner, which answer the question how?	They did as they were ordered.
as if		Hair talks as if he knew everything.
as though		It looks as though there will be rain.
how		Do you know how I did?
however		You can go however you like.
like		She looks like she hasn't eaten any thing for two days.
the way		I want to speak English the way he speaks.

1.1.5 Importance of Grammar

Grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of language. Grammar is the core of every language which comprises of several rules. Funk and Wagnall (1960, p.1064) define grammar as "The science that treats of the principles that govern the correct use of language in either oral or written form."

Similarly, in Robin's (1989, p.178) opinion,

Grammar is concerned with the description and analysis of stretches of utterances or stretches of writing and with the grouping and

classification of their recurrent elements by virtue of the functional places they occupy and the relations they contract with one another."

It means, grammar is very important in order to manipulate the language in speech and writing. The main purpose of grammar is to help the students to choose structures which accurately express the meanings they want to create. Hence the grammar is meant for improving the accuracy of language. A person can not learn a foreign language accurately only through a process of unconscious assimilation. Grammar helps us to consolidate forms and structures already learnt. The knowledge of Grammar helps the students in the improvement of written work. Grammar makes him understand a number of stylistic problems such as linking sentences to the next, unity of thought.

I.1.6 Error Analysis

In the word of Corder (1973, p.265),

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

Errors, in general refer to the use of a linguistic items in a way, which a fluent or native speaker of the language regards as showing faulty or

incomplete learning. Errors may be in the speech or writing of a second or foreign language learner.

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

According to Richards et al. (1985,p.95)" A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect to performance."

To conclude, the following points should be taken in to consideration while distinguishing errors from mistakes.

- 1) Errors are committed at competence level whereas mistakes at performance level.
- 2) Errors result from incomplete knowledge and mistakes are caused by lack of attention, fatigue, carelessness or some other sorts of physical defect.
- 3) Errors are regular and consistent but mistakes are irregular and inconsistent. For example in a written piece of work, if a learner sometimes produces 'went' and sometimes 'goed' as the past form of 'go', then it is mistake but if he always writes 'goed' instead of 'went', then it is an error.
- 4) Errors are uncorrectable by the learner but mistakes are correctable by the learner.

- 5) Errors are caused due to linguistics reason, i.e., lack of rules of language and mistakes are made due to non-linguistic reasons like fatigue, lack of attention, etc.

While learning a second language, everyone commits an error. Error analysis is a branch of applied linguistics, which mainly emerged in the sixties to demonstrate that learners' errors were not only because of the learners' native language but also they reflected some universal learning strategies. Error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' errors provide an understanding of the underlying process of second language acquisition. Hence, error analysis is a branch of applied linguistics and it is used to observe the learners' errors carefully and in detail in order to understand their nature and explain them.

The term 'Error Analysis' means the systematic study, an analysis of the error made by second or foreign language learners. Richards et al.(1985,p.96) hold the view that the error analysis may be carried out in order to :

- (1) Find out how well someone knows a language.
- (2) Identify the causes of learners' errors.
- (3) Find out how a person learns a language, i.e., identifies strategies which learners use in language learning.
- (4) Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

As mentioned above that 'Error Analysis ' is the systematic study and analysis of the errors made by second or foreign language learners, it must be admitted that errors are inevitable in the process of learning a language. But it is also true that it is the duty of teachers as well as syllabus designers and text book writers to help learners reduce errors. Nepali learners of English are no exception to this. Second language learners commit errors at all the levels of language. And this study was mainly concerned with syntactic errors. To be more specific this study was only concerned with the errors in using conjunctions.

Error analysis can be seen as series of successive steps /stages which are listed below:

- (i) Collection of data for error analysis.
- (ii) Identification of errors
- (iii) Description and classification of errors
- (iv) Explanation of errors
- (v) Evaluation of errors
- (vi) Correction and remediation of errors

Their brief explanation is given below:

(a) Collection of Data for Error Analysis

It is the first stage of error analysis. To successfully complete any research work, we must have reliable, authentic and factual data. And the data are of two types, spoken, and written.

(b) Identification of Errors

At this stage, errors are identified/ recognized on the collected data. Under this stage, the researcher differentiates error from what is not error. For this mistake, in general, is defined and classified, and errors committed mainly by L2 learners at competence level, which are systematic, regular and predictable, are separated from mistakes committed by native speakers and second language learners at performance level due to lack of attention, fatigue, carelessness, tension, fear, or some others sort of physical defect which are unsystematic, irregular and unpredictable.

(c) Description of Errors

Description of errors involves classification of errors. Regarding this stage Corder (1973, p.277) says, "An attempt is made to explain errors in terms of the linguistic processes or rules which are being followed by the speaker." He further says that description of errors can be made at various degrees of depth and generality of abstraction. He talks about two levels of description.

i) Superficial Level

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

a. Omission

Under omission, there is a dropping out of the necessary items, e.g. "Cow is a useful animal" (in this sentence, article 'the' is omitted in the beginning.)

b. Addition

In some sentences, unnecessary elements are added, e.g. as "They discussed about the issue." (Unnecessary addition of "about".)

c. Substitution

Substitution means using one element in place of the other e.g. "He is looking to me." (Use of 'to' instead of 'at'.)

d. Misordering

Misordering means breaking of proper order; e.g. "The teacher asked me what I was doing." (... Was I...misordered.)

ii). Deeper Level

It is a level in which the superficial description suggested above is taken to a deeper description by assigning the items involved to the different linguistic levels. For example, orthographic, phonological, morphological, syntactic, lexico semantic, stylistic, pragmatic, etc.

In this stage, we can also categorize errors under different types that is, local and global errors, interlingual and intralingual errors, overt and covert errors and so on. According to Richards et al. (1985, p.95), errors are classified

according to vocabulary (lexical errors), pronunciation (phonological errors), grammar (syntactic and morphological errors), misunderstanding of speakers' intention or meaning (receptive errors), production of the wrong communicative effect.

On the other hand, the errors are also classified in the following ways:

1. Group and individual errors.
2. Productive and receptive errors.
3. Overt and covert errors.
4. Local and global errors.
5. Interlingual and intralingual errors.
6. Phonological, graphological, grammatical, lexical / semantic, pragmatic/ sociolinguistic/stylistic errors.

These are explained as follows:

(1) Group and Individual Errors

The errors common to all the learners of a particular group are called group errors, and the errors, which are not common to all the members of the group are called individual errors.

(2) Productive and Receptive Errors

Errors in speaking and writing are productive errors. Productive errors are also termed as expressive errors. Most of the errors are expressive ones. For example, uttering or writing 'I will come on tomorrow ' instead of 'I will come tomorrow' is an expressive error. Errors in understanding or interpreting while interpreting and reading are called receptive

errors. In other words, receptive errors refer to misunderstanding of speaker's intention or meaning. Therefore, receptive errors also can be called as interpretative errors. For example, in the context of Nepal, if a saint's expression that "There is no difference between killing a cow and killing a buffalo" is interpreted as he is in favour of killing a cow instead of the interpretation, "He is against killing any animals", then this sort of error can be called as receptive error. If we consistently hear one sound or word for the other, this also comes under receptive error.

(3) Overt and Covert Errors

This distinction is made on the basis of the clarity of the error. An overt error is quite explicit and open whereas a covert error is not easily detectable. It is subtle and hidden. The overt error can be detected even in isolation, but the covert one can be detected only in context. Most of the covert errors pass unnoticed. For example, the utterance "Yes I like her mother very much" is free from error in isolation. However, in the context of, "Do you like john's mother?" it is erroneous.

(4) Local and Global Errors

Local error is such an error in the use of an element of sentence structure that does not cause problems of comprehension. In local errors, the erroneous expression contains only one point of error and hence can be pinpointed as well. For example, *If I heard from him, I will let you know. Global error, on the other hand, is an error in the use of a major element of a sentence structure, which makes a sentence or utterance difficult or impossible to understand. Global error refers to the error that involves inability to make correct use of more than one language element, For example;

* "I like take taxi but my friend said so not that we should be late for school." It is global error because the erroneous utterance is due to one's inability to make use of more than one language elements properly.

(5) Interlingual and Intralingual Errors

The error resulted from transfer of rules from the mother tongue is interlingual error. The errors committed due to LI interference or resulting from language transfer, that is, which are caused by the learner's native language. For example, the incorrect English sentence 'I home go' produced according to the word order of Nepali instead of the correct English sentence 'I go home.'

The intralingual errors are the ones which result from faulty or partial learning of the target language, rather than language transfer. Intralingual errors are caused due to over generalization of second language rules, that is, the influence of one target language item upon another, or due to redundancy reduction by omitting elements. For example, a learner may produce 'He is comes', based on a blend of the English structures 'He is coming' and 'He comes'.

(6) Phonological, Graphological, Grammatical, Lexical Semantic, Pragmatic, Sociolinguistic, Stylistic, Errors

Phonological errors result from the inability to pronounce correctly.

Phonological errors is, thus, an error in pronunciation. For example, the pronunciation of 'school' as /lsku:l/. Graphological error refers to the error in writing or perceiving letters or alphabet. For example, writing 'P' as 'q' and 'b' as 'd' or vice versa. Graphological error refers to the error where there is breaking of grammatical system. Grammatical error may be morphological or syntactic. The following utterances illustrate grammatical error:

* Who is the taller student in the class?(Morphological error because 'taller' is wrong here. There, spelling is uncorrect.)

* Mary has finished reading the novel, isn't she? (Syntactic error – "isn't" is wrong here because grammatically it isn't acceptable.)

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

*'Skin shoes' in place of 'leather shoes'

*'He threw a coconut at his friend' instead of ' He threw a coconut to his friend'. Here, 'at' gives wrong meaning because the intention of the speaker isn't hit him.

* 'I lent a book from the library' in place of 'I borrowed a book from the library'. Here, 'lent' gives opposite meaning, so, it is semantic error.

Pragmatics is the study of the relations between language and context that are basic to an account of language understanding. Pragmatics, thus, is the highest and the most abstract level of language. Any error in this abstract level is referred to as pragmatic or sociolinguistic or stylistic error. The same style of language use may mean one thing in one context and other thing in another context/society. The sentence or utterance may have linguistic as well as nonlinguistic meaning. Nonlinguistic, here, refers to contextual or situational meaning. The same utterance may mean different things in different contexts. Thus, pragmatic error refers to the inappropriate use of language. It may be the production of utterance that does not fit to the context or the understanding of the meaning without reference to the context. For example, interpreting the expression,

"Where are you going?" made by a father to his son knowing that he is going to the cinema, as the father wants to know where his son is going, is pragmatic error.

(d) Explanation of Errors

Why errors occur and what is the result behind them is to explain the errors. The sources can be classified as follows:

a. Errors Due to L1 Interference.

At any level, the errors committed by the learners by their mother tongue interference, e.g., 'I opened the radio', instead of 'I turned on the radio' is also a typical L1 caused errors committed by a Nepali learner of English. When a learner is learning a foreign language, he tries to apply the rules of his mother tongue to the target language. For example, a Nepali language speaker tries to transfer the sentence patterns S+O+V in English and commits errors. e.g.

Nepali: maile radio khole.

S + O + V

English: I radio opened.

This type of error is caused by L1 interference.

b. Errors Due to Analogical Creation

E.g. Quick-Quickly, Fast-Fastly*etc.

The derivative word 'fast' is based upon the analogical creation by former one. Analogy is the basic learning strategy. Most of the time they are correct but by chance they are incorrect. It is not the defect of the learner but the defect of language. It is the exception of the rules of the language. Such as:

e.g. Fan – fans

Van – vans

Man – mans * etc.

When a learner comes to know the rules of the language, he tries to process the data, to which he is exposed to and he tries to make a hypotheses about the rules of languages which may not be appropriate to all contexts. Errors reflecting the target language itself are called analogical errors.

c. Overgeneralization

Overgeneralization is also analogy creation. Learners can apply the rules in the exceptional areas also. In the words of Corder (1973. p.88), "Not all errors resulting from the learning process are related to the nature of the mother tongue. When a child acquiring English says, "I seed him."* We say he is producing a form on the basis of analogy like look-looked, see- seed.*We can put it in another way. We can say he is over generalizing the rules for the information of the past tense."

d. Hypercorrection

When a second language learner learns a correct rule and he goes on learning again and again then, he may apply the latter rule in the previous situation. For example, in pronunciation at first a learner learns the pronunciation of finger as /fɪŋgə |r(r)/and later he learns singer/ sɪŋgə |r(r)/. Then, he reads finger as /fɪŋ |r(r)/.This is called hyper correction. Most of the errors that aren't caused by transfer from the mother tongue are usually called hyper correction. Use of this seems to imply that a form is

produced correctly at first but its use is subsequently influenced by latter learning, so it is incorporated into a rule which doesn't apply to it.

e. Errors Due to Erroneous Input

Sometimes teacher commits errors and provides erroneous input. Most of the teachers are not qualified. Teachers induce errors. The cause of error teacher induced may be due to L1 interference, overgeneralization or hypercorrection. For example, the rule, 'If the action is in the past, the verb must be in the past tense', may lead to errors such as, 'Last night he wanted to played football but his father said that he had to finished his work'. Similarly, the structure of present continuous as S + is/ am/are/ + V ing +O may produce the sentence like, 'I am seeing him.' Such errors due to insufficient teaching or practice are kept under the errors due to erroneous input. Here, verb "see" isn't occur in continuous form "see + ing " because there are some words which do not follow this rule.

f. Errors Due to Inherent Difficulties

It is very easy to define correct or incorrect but in some areas of languages there is very difficult to say whether it is erroneous or not. In language there is degree of acceptability. There are certain areas which are difficult to learn. There are inherent difficulty areas. For example, it is generally agreed that English pairs /V/-/f/and /ð/ø/are very hard to distinguish not only for Nepali or others language speakers but also for native speakers. English articles and prepositions are also considered to be inherently difficult items.

Every language has phonological, morphological and syntactic structures. To learn a language, we have to learn all these structures. Among them, some structures are easier to learn and some are difficult. For example, in phonological level, /P/is easier to learn for Nepali learner and /f/ is difficult because former is similar to Nepali phonology but the second one differs and it makes difficult in pronunciation. Very often,

Nepali speakers pronounce / f / as /Ph/ on the other hand, / f / and / v / sounds are bilabial in Nepali but in English they are labio dentals. So, pronunciation is different.

g. Ignorance of Rules

In some cases, the learner tends to apply the rules to the context where they shouldn't. For examples, 'Yesterday she didn't went there.' This sentence violates the rule restriction of tense. This kind of error occurs because of an ignorance of the rules.

(V) Evaluation of Errors

This stage of error analysis refers to the determination of seriousness of errors. The seriousness of error is also known as error gravity. The greater the degree of error gravity, the more serious the error tends to be. Error gravity 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 error (e. g. error of pronunciation, grammar, vocabulary etc.) varies/ differs, some errors have little effect, and some cause irritation, while other may cause communication difficulties.

(VI) Correction and Remediation of Errors

At this stage, the errors are corrected by the teachers or the learners themselves. There are mainly three techniques of correction viz .self correction, peer-

correction and teacher correction, but emphasis should be given to self – correction. The correction is a part of remediation of errors.

1.2. Review of the Related Literature

In the process of learning a second or foreign language, the learners inevitably need the knowledge of grammar. In the process of learning a language, they commit errors. Error has been one of the important factors and field of research in English language teaching. So, many attempts have been made to study errors made by Nepali learners of English from different angles. Several Researches have been carried out on "Error Analysis" in the Department of English Education. Some of the researches which are some how related to the researcher's study area are as follows:

Shrestha (1980) has analyzed the errors on "A Study of Errors in the Use of the Prepositions Made by Grade X Students of English Having Nepali and Newari as a First Language." The objective of the study was to study the influences of the mother tongue of Nepali and Newari speaking students in using English prepositions correctly. He took thirty six students from Bishwa Niketan Secondary School, Katmandu. The study was conducted through the survey method. Different test items were used for the research work .His findings show that mother tongue interference is not the main source of errors in the use of prepositions. He has found that the mother tongue of learners don't have much influence in the acquisition of English prepositions.

Shrestha (1989) has studied "Errors on Subject verb Agreement in English." The grade Ten students of Nepal are represented by one hundred students form various linguistic and sociological communities studying at two popular Schools in Pokhara. The study of the objective was to identify the errors in subject verb agreement committed by the Nepali learners of

English. He has used different types of test for the study. He pointed out that students are likely to commit high frequency of errors when the head word is preceded or followed by a word opposite nature of grammatical number. They committed errors because of the lack of basic grammatical rules.

Luitel (1995) has researched entitled "A Study of Gravity of Grammatical Errors Made by Nepali Learners of English." He has analyzed the errors made by grade Ten students studying in Dhankuta district in terms of gravity of errors from the acceptability and intelligibility point of view. The main objectives of the study were to identify the types of grammatical errors committed by Nepali learners of English and to determine the gravity of those errors made by learners. Forty four students were taken from the selected schools for the study. He used different types of test for the data collections. Wrong order of noun phrase, prepositional phrase, inclusion of unnecessary preposition or definite article, omission of auxiliary 'do' in negation and selection of unnecessary inflected verb (except the use of-ing) in interrogation were found the most serious errors from the intelligibility point of view. Similarly, from the least serious areas of grammatical errors were question tags due to use of action verb and absence of tense change in reported speech respectively.

Singh (1997) has researched on the topic "An Analysis of Errors Committed by Students of First Years Proficiency Certificate Level in the Use of Articles and Prepositions." He has made an attempt to analyze the errors committed by students of proficiency certificate level in Birgung in the use of articles and prepositions. The objective of the study was to identify the errors in the use of articles and prepositions. He used different types of questionnaires for the data collection. The study showed that students of different faculties, mother tongue background and sex were found to commit article errors more frequently than prepositional errors.

Nepal (1998) did his research study entitled "A Study of Errors in the Use of English Irregular Verbs Made by the Grade Seven Students ". He took the sample students studying in grade seven of Katmandu district. Six public schools were selected and fifteen students from each of the selected school were chosen. The subjective and objectives type of tests were used for the study. The main objective of the study was to find out the causes and the sources of the errors committed by the seventh graders while forming the past and past participle. His study concluded that in comparing the student's errors in simple past and past participle of the given irregular verbs, more errors were found in past participle than in the Simple past forms of the verb.

Adhikari (1999) has carried out a research on " An Analysis of Errors Committed by Students of Grade Nine in the Use of Causative Verb." For the study, the researcher took the sample students studying in grade nine of Gorkha district. Five public schools were selected and twenty students from each of the selected schools were chosen. Different types of tests were used to collect the data. The main objective of the study was to find out the proficiency of the grade nine students in the use of causative verbs. The study showed that the students committed more errors in 'have' types of causative verbs rather than in 'make' and 'get' types.

Thapa (2000) did his research on the topic "Errors Committed by Students of Seven in the Use of Comparative and Superlative Degrees of English Adjectives." For the study, eight public schools from kathmandu district were selected for the study. The population of the study was ninety six students. A set of test items was administered among the students. The main objective of the study was to identify the errors in the use of comparative and superlative degrees of adjective and explain their sources. His study concluded that in comparison to irregular type of adjectives, more errors

have been found in single consonant ending types of adjectives (e.g. hot, big) rather than any other irregular types of adjectives.

Sharma (2000) has carried out a research on "A Study of the Errors Committed by Grade Nine Students in Question Formation." For the study, she took the sample students studying in grade nine of Dhading district. Twenty five students from each of the selected schools were chosen. Questionnaire that Consists of eight text items was used to collect the data. She administered the tests among hundred students for the data collection. The purpose of the study was to identify and analyze errors in question transformation. She found that the students committed more errors in forming Wh-question than in Yes\No question. They committed the highest number of errors in verb form. They committed errors because of the lack of adequate practice.

Paudel (2001) did research on "Errors in Sentence Transformations." He has analyzed the errors Committed by grade nine students studying in Parbat and Lamjung District in transforming sentences. Eight Public schools were selected and ten students from each of the selected schools were chosen. The questionnaires having four different test items were used to collect the data. Item 'I' contained eight affirmative sentences, Item 'II' contained eight negative sentences, Item 'III' contained eight affirmative sentences and negative sentences, Item 'IV' contained eight affirmative sentences in which the students had to transform them into negative, affirmative, yes /no question and wh –question respectively. He found that in Item No 'I' and 'II', most of the errors were committed on 'suppletion' and in Item No. 'III' and 'IV', most of the errors were found in punctuation marks and 'do' insertion respectively. It was found that the students committed the highest number of errors in transforming sentences into wh– questions.

Niraula (2002) carried out a research on "An analysis of Errors in the Use of Articles." For the study, four public schools of Kathmandu district were selected. Only, hundred students were chosen from the selected schools. The test items were administered among them. The main objective of the study was to identify the overt and systematic errors in the written form. He showed the errors committed by students in writing articles. He found that most students were confused in using 'a' and 'an' because of the pronunciation and omission of 'the' because of overgeneralization. To avoid more errors, adequate exercises should be provided to practise in the use of articles.

Shrestha (2002) researched on the title of "Analyze of Errors in the Use of Causative Verbs." He has attempted to analyse the errors committed by grade nine students in Kathmandu district in the use of causative verbs. The main objective of the study was to find out the errors in the use of causative verbs. The total population of the study was sixty students from public and private schools. Test items were given to the students. He found out that students were confused in using the verb forms (present form, past participle form, to infinitive form) after causative verbs 'make', 'get' and 'have' and after agent and object. He found that the public schools committed more errors than the private schools.

Gyawali (2007) undertook a research entitled "A study of Errors on Tag Questions Committed by the Students of Grade Eight." For the study, she selected four secondary schools of Tannahun District. She did her research on one hundred students of grade eight, twenty five from each of the selected schools. She found that most of the errors were committed on 'have' verb as main verbs, won't or shan't, 'do' verb etc. She also found that girls committed more errors than boys. The students committed errors because of

the incomplete knowledge of grammatical items such as pronoun, auxiliary verb, main verb, negative marker words etc.

Saha (2010) has carried out a research entitled "Errors Committed by Grade ten Students in Forming Statements and Interrogative Sentences." The main objectives of the study were to identify the errors committed by grade ten students while forming statements and interrogatives sentences and to compare the errors committed by the students of public and private Schools. For the study, four secondary schools of Kathmandu district were selected. Only, eighty students of grade ten, twenty from each of the selected secondary schools were chosen randomly. He found out that the students of all the four selected schools commonly committed different errors. And the errors are: errors in subject verb agreement, misordering, deletion, addition, wrong use of determiners and the period of time with 'for' errors in the formation of noun phrases and Prepositional phrases, and errors in sentence formation with modal auxiliary verbs and positive and negative yes/no question formation with 'be' and 'have' verbs along with Wh-question formation .The researcher also found out that the private school students were better than public school students in forming statements and interrogative sentences. To avoid the errors, students should be taught the most appropriate communicative approach and should be used basic knowledge of grammatical items, i.e, verbs, punctuation, articles, tense, modal auxiliary verbs, noun phrase, adjective phrase, prepositional phrase, Wh-question word etc. should be taught before teaching the formation of such types of sentences.

The above mentioned review shows that a lot of research works have been done so far in analysing the errors committed in different areas of grammar. This present study is different from others because no one has carried out the research work on this topic, "A Study on Errors of Grade Ten Students in the Use of Conjunctions". This study focuses in the grammatical term of

conjunctions. So, this work will try to identify and find out errors in the use of conjunctions made by the grade ten students and point out some pedagogical implications of the findings of the study.

1.3. Objectives of the Study

The specific objectives of this study were as follows:

- a. To find out the errors that are committed by the students of grade ten in conjunctions.
- b. To compare gender wise and school wise errors of the students.
- c. To point out some pedagogical implications on the basis of the findings of the study.

1.4. Significance of the Study

This study will provide valuable knowledge to the people involved in teaching and learning the English language in Nepal. This work points out the frequency of different types of errors committed in the use of conjunctions which will be important for the further study in this field to the students, teachers, textbook writers, syllabus designers, methodologists and other people who are directly or indirectly involved in the English language teaching and learning. It will be important to find out the problem faced by the students, to find out the effectiveness of teaching, to find out the condition of public schools' students, to provide effective teaching for the students, to prepare remedial course of grade ten and to help other educational concerned people who want to improve the present curriculum. etc.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study on the errors committed by grade ten students in using conjunctions. This research work is mainly based on a field study. The detailed description of the methodology used in it is presented as follows.

2.1. Sources of Data

This study is based on primary data collected by the researcher himself from different schools of Surkhet district. However secondary sources were also used.

2.1.1 Primary Sources of Data

The primary sources of the data were the students of class ten from Surkhet district.

2.1.2 Secondary Sources of Data

Apart from the primary sources of data, secondary sources were also utilized. The new secondary school curriculum, English text books of secondary level and other supportive materials such as Richards (1974), Allen (1976), Richard et al.(1985), Celce-Murcia, and Larsen - Freeman (1999), and related theses were the secondary sources of data for this study.

2.2 Population of the Study

The population of the study consisted of one hundred and twenty students studying in public schools of Surkhet district.

2.3 Sample Population and Sampling Procedure

Six public schools located at different parts of Surkhet district were randomly selected for the study. From each samples school, twenty students studying in grade ten were randomly selected. There were equal number of boys and girls from each school. Thus, the total number of students for this research was one hundred and twenty.

2.4 Tools for Data Collection

The main tools for collecting the data was questionnaire i.e. test items. The tool of the study was the pre-determined test paper consisting of four different types of questions, viz. completion type, multiple choices, matching and joining sentences. The question sheet is given in appendix 1.

2.5 Process of Data Collection

First of all six public schools were selected. The researcher then visited the selected schools and selected twenty students randomly from each school. Then he administered the test systematically. The stepwise procedures were given below:

- a The researcher explained the purpose of the test to the students in an attempt to make them comfortable.

- b. He gave them the necessary instructions so as to guide them what ought to do.
- c. The students wrote the answers of test items within the allotted time in one hour.
- d. The tests were conducted in different schools in different dates.
- e. On completion of the tests, he collected the test papers and checked them very carefully.

2.6 Limitation of the Study

The limitations of the study were as follows:

- a. It has been limited to only six public schools in different parts of Surkhet district. They are given in appendix 2.
- b. The population of the study was confined to the students of grade ten only. Twenty students from each school were selected. Hence, the total population of the study is one hundred and twenty.
- c. The study is limited to only a small sector of grammar, i.e., the use of conjunctions in writing.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

Chapter three concerns with the analysis and interpretation of the collected data. The required data from the students were collected checked and systematically tabulated in order to achieve the objectives of this study. The researcher visited six different schools of Surkhet district for data collection. Four different items of questions of conjunction were provided to the respondents and a test was conducted in order to collect data. The full mark of the test items was forty. Then, the incorrect responses given by the respondents in the test were evaluated properly. The errors committed by the students in conjunctions were analyzed and interpreted under different headings. Apart from using descriptive method, some statistical tools, such as frequency of errors in four different test items, percentage, bar chart, pie chart were used. The statistical tools/ formulas have been used for finding out grand total and average percentage of the data.

The data have been presented in tabular form. The marks obtained by the respondents from different schools are listed and their unperformance has been presented in terms of errors. Twenty students from each of the public schools were selected as the sample population. Thus, the total number of students for this study was one hundred and twenty. The questionnaires having four different tests were given to students. The students had to solve the questionnaires in the same sheet of paper within one hour according to the instructions given in each item. Accordingly, one hundred and twenty answer sheets were collected. Each answer sheet was checked very carefully focusing on errors committed by the students on conjunctions. The correct sentences were not taken into consideration because the main purpose of the study was to analyze the errors committed by the students. While checking the answer sheet, the

frequency of errors in each test item was counted. At last, on the basis of the frequency of errors, the percentage of different test items were calculated. This chapter is divided into five main sections. The first section dealt with the item wise analysis and interpretation of different type of errors. This section also divided into five sub sections. The second section explained about the total errors of different schools. The third section related to school wise analysis and interpretation of errors on each item. Similarly, the fourth section concerned about the gender wise interpretation of errors on each item and the fifth section related to the analysis of the total errors in terms of gender.

3.1. Item wise Analysis and Interpretation of Different Types of Errors

This section deals with the item wise analysis and interpretation of different type of errors. There were four types of items. The first item contained ten multiple types of question, the second type of questions contained ten completion questions, the third item contained ten matching type of questions and the fourth item contained ten combining type questions. The total frequency of different types of errors committed by one hundred and twenty students in each item is presented here. In other words, it analyses the total number of different types of errors in different areas of each item while using the different types of conjunctions. The study in this section is analyzed under five sub-headings which are briefly described below.

3.1.1. Analysis and Interpretation of Different Types of Errors on Item No 'I'

Item No 'I' contained ten multiple types of questions that the students had to choose right answer to complete the sentence. The students committed different errors in this item and they were classified into ten different areas of errors including unattempted items which covered all sorts of errors appeared in the students' answer sheets in this item. The following table clearly presents the different types of errors that took place in this item.

Table No .1
Total Errors on Item No. 'I'

S.N.	Areas of Errors	Frequency of Errors	Percentage out of 799
1	Because	48	6.00%
2	In order to	77	9.63%
3	In spite of	84	10.51%
4	That	86	10.76%
5	While	176	22.02%
6	Than	47	5.88%
7	Where	81	10.13%
8	If	80	10.01%
9	However	110	13.76%
10	Unattempted Items	10	1.25%
Total		799	100.00%

The table above records the total number of different types of errors in item number 'I'. From the above table, it is clear that out of the total 799 errors, the students of six different schools committed the highest percentage, i.e., 22.02 Percent (i.e.,176 errors) in using time

conjunctions 'while' against the lowest percentage, i.e., 1.25 Percent (i.e., ten items) in unattempted items. Likewise, 110,(i.e.,13.76 percent errors on manner conjunctions 'however'), 86, (i.e.,10.76 percent errors in placing result 'that'), 84,(i.e.,10.51 percent errors on to show concession 'in spite of'), 81,(i.e.10.13 percent errors on place conjunctions 'where'), 80,(i.e. 10.01 percent errors on using conditional clauses' if'), 77,(i.e.9.63 percent errors on to put right purpose 'in order to'), 54, (i.e.6.00 percent errors on reason 'because'), 47,(i.e.5.88 percent errors on joining comparison conjunctions 'than'). They were ranked on the basis of their frequency from the highest to the lowest.

Thus, the researcher found most of the errors on time adverbial conjunction 'while' in comparison with other types of errors.

3. I.2. Analysis and Interpretation of Different Types of Errors on Item No.'II'

Item II contained ten completion types of coordinating conjunction that the students were required to fill in the gaps with the coordinating conjunctions. The errors committed by the students in this item were classified into eleven different types of errors. The following table clearly presents the area of errors that took place in item No. II.

Table No. 2
Total Errors on Item No. II

S.N.	Areas of Errors	Frequency of Errors	Percentage out of 858
1	And	57	6.64%
2	But	53	6.17%
3	Or	60	6.99%
4	So	82	9.55%
5	Yet	104	12.12%
6	For	93	10.83%
7	Nor	98	11.42%
8	Both	104	12.12%
9	Neither	100	11.65%
10	Either	89	10.37%
11	Unattempted Items	18	2.09%

The above table shows that out of the total 858 errors, the students committed the highest number of errors, in both type as, 104, (i.e.12.12 Percent on 'yet') and 104, (i.e, 12.12 Percent on 'both') co-coordinating conjunctions respectively against the lowest number of errors,(i.e. 18,(i.e 2.09 Percent in unattempted questions). Likewise, 100,(i.e.11.65 percent errors in the use of correlative conjunction 'neither'), 98,(i.e.11.42 percent errors on 'nor' joining two negative sentences), 93,(i.e.10.83 percent errors on 'for' joining cause), 89,(i.e.10.37 percent errors in using correlative conjunction on 'either'), 82,(i.e.9.53 percent errors on showing result 'so'), 60,(i.e.6.99 percent errors on 'or'), 57,(i.e.6.64 percent errors on 'and') and 53,(i.e.6.17 percent errors on 'but'). Thus, the researcher found most of the errors of coordinating conjunctions on 'yet' and 'both' in comparison with other types of errors.

3.1.3 Analysis and Interpretation of Different Types to Errors on Item No 'III'

Item III contained ten sentences that the students were required to match the meaningful sentence. The errors committed by the students in this item were classified into ten different types of errors. The following table presents the types of error that took place in item No 'III'.

Table No.3

Total Error on Item No 'III'

S.N	Areas of Errors	Frequency of Errors	Percentage out to 784
1	As well as	50	6.37
2	That	58	7.39
3	As if	91	11.60
4	In case	90	11.47%
5	Wherever	70	8.92%
6	As soon as	98	12.5%
7	Because of / since	119	15.17%
8	Although	101	12.88%
9	So that	83	10.58%
10	Unattempted Items	24	3.06%
	Total	784	100.00%

The table above records the total number of different types of errors in item number 'III.'

The table above indicates that out of the total 784 errors, the students committed the highest number of errors (i.e. 119 in reason conjunction on 'because of / since), against the lowest number of errors (i.e. 24 in unattempted items), and their percentage were 15.17 percent and 3.06 percent respectively .Apart from these errors, the students also

committed 101(i.e.12.88 percent errors on 'although'), 98(i.e. 12.5 percent errors on 'as soon as'), 91(i.e. 11.60 percent errors on 'as if'), 90(i.e. 11.47 percent errors on 'in case'), 83(i.e. 10.58 percent errors on 'so that'), 70(i.e. 8.92 percent errors on 'wherever'), 58(i.e. 7.39 percent errors on 'that') and 50(i.e. 6.37 percent errors on 'as well as'). Thus, the researcher found most of the errors on 'because of / since', in this item in comparison to other types of errors.

3.1.4 .Analysis and Interpretation of Different Types of Errors on Item No. 'IV'.

Item 'IV' contained twenty simple sentences. The students were required to combine these sentences with appropriate conjunctions to make a complete sentence .The errors committed by the students in this item were classified into ten different types of errors.

The following table clearly presents the different types of errors that took place on item No 'IV'

Table No. 4

Total Errors on Item No 'IV'

S. No	Areas of Errors	Frequency of Errors	Percentage out of 963
1	Where	115	11.94%
2	Not only ...but also	113	11.73%
3	Although	18	1.86%
4	As well as / and	191	19.83%
5	So... that	111	11.52%
6	But	106	11.00%
7	In spite of	103	10.69%
8	Because of	107	11.11%
9	while	23	2.38%
10	Unattempted Items	76	7.89%
Total		963	100%

From the above table, it was found that out of the total 963 errors, the students committed 191, (i.e. 19.83 percent errors on 'as well as / and') conjunctions which was the highest, and 18, (i.e. 1.86 percent errors on 'although'), which was the lowest. In between them, 115, (i.e. 11.94 percent errors on 'where' place conjunction), 113, (i.e. 11.73 percent errors on 'not only but also' to show that something else is absent), 111, (i.e. 11.52 percent errors on 'so ...that' joining result), 107, (i.e. 11.11 percent errors on 'because of' to join reason/cause), 106, (i.e. 11.00 percent errors on 'but' join opposite Ideas), 103, (i.e. 10.69 percent errors on 'in spite of'), 76, (i.e. , 7.89 percent errors on unattempted items) and 23, (i.e. 2.38 percent errors on 'while' time conjunctions).

Thus, the researcher found most of the errors on 'as well as /and' conjunctions in this item in comparison to other types of errors and he also found out that most of errors were committed on this Item on comparison to other three items. Most of the items were unattempted on this item because students felt lack of time and some of them felt difficult doing this item.

3.1.5 Analysis of Total Errors on Each Item

Total errors; here referred to the errors committed by one hundred and twenty students in different types of errors on each item. The main purpose of analyzing the total errors on each item is to find out in which item the students committed the highest number of errors and in which item the students committed the lowest number of errors. The table and its bar chart are presented below.

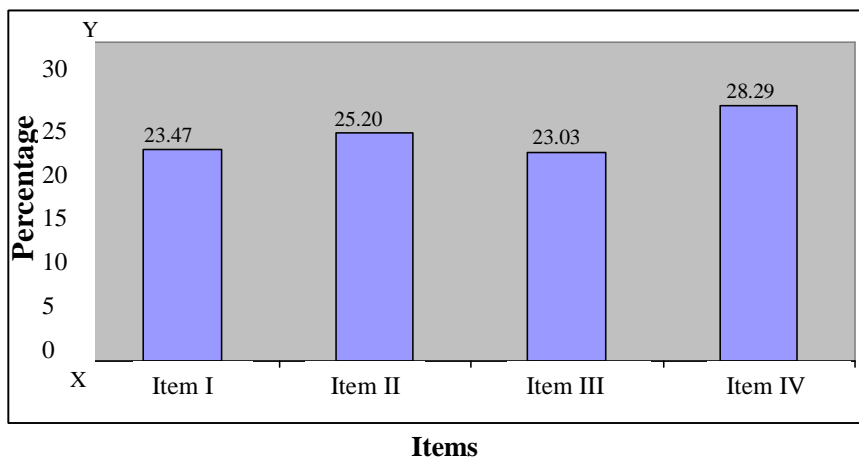
Table No 5

Total Errors on Each Item

S.N.	Items	Frequency of Errors	Percentage out of 3404
1	Item 'I'	799	23.47%
2	Item 'II'	858	25.20%
3	Item 'III'	784	23.03%
4	Item 'IV'	963	28.29%
Total		3404	100%

The above table shows the vital part of this study. That is why to make this table clearer, the errors committed on each item which has been shown in the above table is presented in the following bar chart.

Figure No. 3.1



The bar chart presents the total number of errors committed in four different test items. The horizontal line (X-axis) shows the individual items given in questionnaire and the vertical line (Y-axis) shows the frequency of total errors (in percentage respectively).

The table shows that the total frequency of errors on each items was 3404. Out of this total frequency of errors, the highest numbers of errors were found on item number 'IV'. The frequency of this item was 963, (i.e. 28.29 percent). The second, the highest numbers of errors were found on item number 'II'. The frequency was 858, (i.e. 25.20 percent). In the same way, item number 'I' and 'III' were found in the third and fourth position respectively. The frequencies were 799, (i.e.23.47 percent) and

784,(i.e.23.08 percent) respectively. All these items were put from high rank to low rank respectively.

Thus, it was found that the students committed the highest number of errors on item number 'IV' in comparison to other three items.

3.2 Holistic Comparison

This section deals with the holistic comparison. Holistic comparison here referred to the comparison of total errors among different schools. There were six public schools located at different parts of Surkhet district were randomly selected for the study. The researcher visited six different schools of Surkhet district for data collection. The data were analyzed and interpreted according to the research tools i.e. frequency, average and percentage. This section mainly focused on to find out the highest and the lowest rank of the participant schools. There were a total of one hundred and twenty respondents and each of them answered an item of forty questions. The test was conducted in order to collect data. Each question carried 1 mark and the full marks remained the same as the total number of questions. Therefore, the total responses were 4800 and the full marks of all the respondents remained 4800 only. The total incorrect responses given by all the respondents as a whole was found out by adding their obtained error marks. After that, total error of the participant schools in the research was ultimately decided on the basis of their incorrect responses. The following formulas were used to find out the total frequency of error.

Total respondents =120

Total responses =120x40=4800

Incorrect responses = Total error marks obtained by all the respondents as a whole.

Total frequency of error of all the respondents in terms of percentages

$$= \frac{\text{Total incorrect responses}}{4,800} \times 100$$

The researcher found a total of three thousand four hundred and four errors. Therefore, applying the above mentioned formula, we can find out the total percentage and can infer their frequency of errors. Total frequency of errors of all the respondents in terms of percentage

$$\times \frac{3404}{4800} | 100 \times 70.91\%$$

As per the above mentioned criterion of frequency of error, 70.91 percent is the unacceptable or serious errors.

The total frequency of errors has been tabulated and presented here below.

Table No -6

Total Errors of Different School

S.No	Participant Schools	Total Number (Items)	Number of Frequency (Errors)	Average (Errors)	Average Percentage
1	S.H.S.S	800	629	31.45	78.62%
2	S.S.S	800	612	30.6	76.5%
3	B.H.S.S	800	501	25.05	62.62%
4	K.S.G.H.S.S	800	600	30.0	75%
5	N.R.S.S	800	592	29.60	74%
6	S.H.S.S	800	470	23.6	58.75%
Grand Total		4800	3404	28.36	70.91%

The above table shows that the students from S.H.S. School Dhuliyabit, committed fewer errors than the others. They committed 470 errors out of 800. It is 58.75 percent. The students from S.H.S school Phinikanda, committed the largest number of errors. They committed 629 errors out of 800. It is 78.62 percent. Likewise, the students from S.S. School,

Gadhi, committed 612,(i.e. 76.50 percent) errors out of 800, the students from K.S.G.H.S. School, Itram, committed 600,(i.e. 75.00 percent) errors out of 800, the students from N.R.S. School, Birendranagar,committed 592,(i.e. 74.00 percent) errors out of 800 and the student from B.H.S. School, Bhairabsthan, committed 501, (i.e. 62.62 percent) errors out of 800 responses. We could also see in the above given table that there were 3404 error responses out of 4800. The average error marks obtained by each respondent was 28.36 out of forty and the total percentage of the same was 70.91 percent. Therefore, the total frequency of errors of all respondents on average was found very serious because they committed higher level of rank.

3.3. School wise Analysis and Interpretation of Errors on Each Item

The searcher visited six public schools at Surkhet district. The selected sample schools are situated at different localities, Viz. Lekhgaun V.D.C., Gadhi V.D.C., Birendranagar municipality and Jarbuta V.D.C.

The total number of errors committed in different test items by students of six different schools is presented here. The six Participants School and twenty respondents from each School are given in alphabetical order here below.

3.3.I. Frequency of Errors of Bhairab Higher Secondary School

A glimpse of the frequency of errors of the respondents from this school is presented in the table given below:

Table No. 7

Frequency of Errors of Bhairab Higher Secondary School.

Boys	Test Items				Result	
	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R-I	5	7	6	8	26	65%
R-2	4	6	8	8	26	65%
R-3	4	3	6	4	17	42.5%
R-4	8	9	9	9	35	87.5%
R-5	6	7	4	8	25	62.5%
R-6	7	5	8	8	28	70%
R-7	6	9	4	10	29	72.5%
R-8	6	2	9	6	23	57.5%
R-9	6	2	6	9	23	57.5%
R-10	7	9	10	10	36	90%
G.T. Of Boys	59	59	70	80	268	67%

Girls

Respondents No	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R-II	7	5	3	8	23	57.5%
R-12	4	3	8	5	20	50%
R-13	7	5	3	5	20	50%
R-14	7	6	5	6	27	57.5%
R-15	2	7	5	8	22	55%
R-16	6	6	5	7	24	60%
R-17	6	9	7	10	32	80%
R-18	3	6	4	8	21	52.5%
R-19	8	9	2	4	23	57.5%
R-20	7	5	4	8	24	60%

G.T. Of Girls	57	61	46	69	233	58.25%
G.T. of both Boys and Girls	116	120	116	149	501	61.25%

This table No.7 presents the frequency of errors of the respondents from B.H.S.S. The boys committed 268,(i.e. 67 percent) errors and the girls committed 233,(i.e 58.25 percent) errors. The boys committed errors higher than the girls. Thus, overall frequency of errors of the respondents from this school was 62.62 percent,(i.e. 501 in numbers).

3.3.2. Frequency of Errors of Krishna Sanskrit and General Higher Secondary School

The table given below shows a glimpse of the errors of this school.

Table No. 8

Frequency of Errors of Krishna Sanskrit and General Higher Secondary School.

Boys	Test Items				Result	
	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R- 1	7	10	6	8	31	77.5%
R-2	5	5	8	8	26	65%
R-3	10	9	8	9	36	90%
R-4	7	8	8	8	31	77.5%
R-5	8	9	8	9	34	85%
R-6	8	7	10	8	33	82.5%
R-7	8	9	8	8	33	82.5%
R-8	7	10	8	8	37	82.5%
R-9	6	9	9	10	34	85%
R-10	7	6	7	7	27	67.5%
G.T.of Boys	73	82	80	83	318	79.5%

Girls

Respondents No.	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R-11	8	10	9	8	35	87.5%
R-12	7	9	2	8	26	65%
R-13	8	8	10	8	34	85%
R-14	6	9	4	7	26	65%
R-15	5	5	8	10	28	70%
R-16	8	5	7	7	29	72.5%
R-17	8	4	6	5	23	57.5%
R-18	7	8	8	7	30	75%
R-19	6	5	8	10	29	72.5%
R-20	3	8	5	8	24	60%
G.T.of Girls	66	71	67	78	282	70.5%
G.T.of Boys and Girls.	139	153	147	161	600	75.25%

Table No.8 shows the frequency of errors of the respondents from K.S.H.S.S. The boys committed 318, (i.e. 79.5 percent) and the girls committed 282,(i.e. 70.5 percent) errors. The boys committed errors higher than the girls. Thus, the overall committed errors of the respondents from this school was 600,(i.e. 75.25 percent). There is huge difference of the errors between boys and girls, (i.e. 9 percent).

3.3.3 Frequency of Errors of Nepal Rastriya Secondary School

The following table shows a glimpse about the frequency of errors of this school.

Table No: 9**Frequency of Errors of Nepal Rastriya Secondary School**

Boys Respondents No	Test Items				Results	
	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	percentage
R.1	7	5	8	7	27	67.5%
R.2	9	5	8	9	31	77.5%
R.3	8	9	9	9	35	87.5%
R.4	8	9	10	10	37	92.5%
R.5	7	6	8	10	31	77.5%
R.6	9	9	7	8	33	82.5%
R.7	7	6	6	8	27	67.5%
R.8	8	7	8	8	31	77.5%
R.9	7	7	6	8	28	70%
R.10	6	8	7	8	29	72.5%
G.T.of Boys	76	71	77	85	309	77.25%

Girls

Respondents No	Test Items				Results	
	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	percentage
R.11	7	6	5	7	25	62.5%
R.12	7	8	0	7	22	55%
R.13	8	8	9	1	25	87.5%
R.14	5	6	5	7	23	57.5%
R.15	7	7	5	7	26	65%
R.16	7	6	8	8	29	72.5%
R.17	7	9	7	8	31	77.5%
R.18	5	6	5	10	26	65%
R.19	6	9	8	10	33	82.5%

R.20	8	7	8	10	33	82.5%
G.T.of Girls	67	72	60	84	283	70.75%
G.T.of both Boys and Girls	143	143	137	169	592	74%

Table No. 9 shows the frequency of errors of the respondents from N.R.S.S. The boys committed 309,(i.e. 77.25 percent) errors and the girls committed 283, (i.e. 70.75 percent) errors. The boys committed errors higher than girls. In general the frequency of errors of the respondents from this school was 592,(i.e. 74 percent).

3.3.4 Frequency of Errors of Saraswati Higher Secondary School

The table gives below shows a glimpse of the frequency of errors of this school.

Table No. 10

Frequency of Errors of Saraswati Higher Secondary School.

Boys Respondents No.	Test Items				Results	
	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R.1	9	7	9	8	33	82.5%
R.2	4	7	7	8	26	65%
R.3	9	10	7	8	34	85%
R.4	7	7	8	8	30	75%
R.5	6	5	9	6	26	65%
R.6	6	9	7	8	30	75%
R.7	6	8	7	7	28	70%
R.8	8	10	9	8	35	87.5%
R.9	9	9	7	7	32	80%
R.10	10	9	8	8	35	87.5%
G.T.of Boys	74	81	78	76	309	77.25%

Girls

Respondents No.	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R.11	8	6	7	8	29	72.5%
R.12	7	7	6	8	28	70%
R.13	7	10	7	8	32	80%
R.14	8	10	9	9	36	90%
R.15	9	8	8	8	33	82.5%
R.16	6	8	10	8	32	80%
R.17	9	9	8	8	34	85%
R.18	8	9	8	8	33	82.5%
R.19	7	8	9	8	32	80%
R.20	8	7	8	8	31	77.5%
G.T.of Girls	77	82	80	81	320	80%
G.T.of Both Boys and Girls	15	163	158	157	629	78.25%

Table 10 shows the frequency of errors of the respondents from S.H.S.S. The girls committed 320,(i.e. 80 percent) errors and the boys committed 309,(i.e. 77.25 percent) errors. The girls committed errors higher than the boys. They got an average frequency of errors 629 and the whole percentage was 78.25 percent.

3.3.5 Frequency of Errors of Shidha Secondary School

The following table shows a glimpse of the frequency of errors of this school.

Table No.11**Frequency of Errors of Shidha Secondary School**

Boys Respondents No.	Test Items				Results	
	1st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R.1	8	9	9	8	34	85.00%
R.2	8	9	8	8	33	82.5%
R.3	7	10	8	9	34	85.00%
R.4	5	10	9	9	33	82.5%
R.5	7	8	9	8	32	80.00%
R.6	7	8	7	7	29	72.5%
R.7	8	9	10	8	35	87.5%
R.8	8	9	7	9	33	82.5%
R.9	6	9	6	8	29	72.5%
R.10	6	10	7	9	32	80.00%
G.T.of Boys	70	91	80	83	324	81.00%

Girls

Respondents No	1st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R.11	9	7	5	8	29	72.5%
R.12	7	8	6	9	30	75.00%
R.13	7	9	6	9	31	77.5%
R.14	8	9	6	8	31	77.5%
R.15	7	7	4	8	26	65.00%
R.16	7	6	5	8	26	65.00%
R.17	7	5	6	8	26	65.00%
R.18	8	9	6	8	31	77.5%
R.19	7	7	5	8	27	67.5%

R.20	8	9	6	8	31	77.5%
G.T.of Girls	75	78	55	82	288	72.00%
G.T.of Boys & Girls	145	169	135	165	612	76.50%

Table 11 shows the frequency of errors of the respondents form S.S.S. The boys committed 324,(i.e. 81.00 percent) errors and the girls committed 288,(i.e. 72.00 percent) errors on average. The boys committed more errors than the girls. The total number of errors of the school was 612, (i.e. 76.50 percent) on average.

3.3.6. Frequency of Errors of Shiva Higher Secondary School

The following table shows a glimpse of the frequency of errors of this School.

Table No .12

Frequency of Errors of Shiva Higher Secondary School

Boys Respondents No.	Test Items				Results	
	1st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R.1	4	6	2	5	17	42.5%
R.2	4	6	3	8	21	52.5%
R.3	6	7	6	9	28	70.00%
R.4	6	6	6	9	27	67.5%
R.5	6	4	8	10	28	70.00%
R.6	7	4	8	10	29	72.5%
R.7	6	4	6	10	27	67.5%
R.8	6	4	6	9	25	62.5%
R.9	5	6	6	9	26	65.00%
R.10	8	9	6	10	33	82.5%
G.T.of Boys	58	56	58	89	261	65.25%

Girls

Respondents No.	1 st Item	2 nd Item	3 rd Item	4 th Item	Total Errors	Percentage
R.11	4	6	2	7	19	47.5%
R.12	4	6	2	7	19	47.5%
R.13	4	6	5	8	24	60.00%
R.14	5	6	6	7	24	60.00%
R.15	4	5	6	8	23	57.5%
R.16	5	6	2	8	21	52.5%
R.17	5	7	2	8	22	55.00%
R.18	3	6	4	7	20	50.00%
R.19	3	5	2	8	18	45.00%
R.20	4	6	2	8	20	50.00%
G.T.of Girls	41	59	33	76	209	52.25%
G.T.of Boys & Girls	99	115	91	165	470	58.75%

Table No.12 shows the frequency of errors of the respondents from S.H. S.S. The boys committed 261,(i.e. 65.25 percent) errors and the girls committed 209,(i.e. 52.25 percent) errors. The boys committed higher percentage of errors than the girls. The total an average of errors of both boys and girls of this school was 470 in number and 58.75 in percentage.

Hence, it was found from the above table that the highest number of errors was committed by the students from S.H.S.S.,Phinikanda, and the lowest number of errors by the students from S.H.S.S.,Dhuliyabit. In between them, the students from S.S.S,Gadhi, the students from K.S. G.H. S. S., Itram, the students from N.R.S.S., Birendranagar, and the students from B.H.S.S.Bhairabsthan, were found in the second, third, fourth and fifth position respectively.

3.4. Gender wise Interpretation Of Errors

This part deals with the comparative study of errors between the boys and the girls. The errors are put in tables and are interpreted as follows:

3.4.1 Errors in Multiple choice type of Questions

The following table presents the gender wise interpretation of errors in multiple choice type of questions.

Table NO. 13

S.N	School	Sex	Number of Students	Total Questions	Total Errors	Average Errors
1	B.H.S.S.	M	10	100	59	5.9
		F	10	100	57	5.7
2	K.S.G.H.S.S.	M	10	100	73	7.3
		F	10	100	66	6.6
3	N.R.S.S.	M	10	100	76	7.6
		F	10	100	67	6.7
4	S.H.S.S.	M	10	100	74	7.4
		F	10	100	77	7.7
5	S.S.S.	M	10	100	70	7.00
		F	10	100	75	7.5
6	S.H.S.S.	M	10	100	58	5.8
		F	10	100	41	4.1

The table proves that ten boys from B.H.S.S.,Bhairabsthan, committed 59 errors out of the 100 questions. On average it is 5.9 in numbers. But ten girls committed 57 errors out of 100 questions, which is 5.7 on average. This shows, the girls committed fewer errors than the boys. In the same way. ten boys from K.S.G.H.S.S.,Itram, committed 73 errors out of 100., It is, on average 7.3. on the other hand, ten girls committed

only 66 errors out of 100. It is on average, 6.6. This again shows that the girls committed fewer errors than the boys which is 0.7 on average.

The boys from N.R.S.S.,Birendranagar, committed 76 errors out of 100. On average, the boys committed 7.6 errors. On the other hand, ten girls committed 67 errors out of 100. On average, the girls committed only 6.7 errors. This again shows that the girls committed fewer errors than the boys which is 0.9 on average.

Ten boys committed 74 errors out of the 100 questions. On average the boys committed 7.4 errors. In this S.H.S.S.,Phinikanda, boys committed fewer errors than the girls. The difference is 0.3.

In the similar ways from S.S.S.,Gadhi,the boys committed 70 errors out of 100 questions. On average the boys committed 7 errors but ten girls committed 75 errors out of 100 also. It is 7.5 on average. This shows that the boys committed less errors than the girls. It is 0.5 in different.

Furthermore, it is calculated that from the S.H.S.S.,Dhuliyabit, the boys committed 58 errors out of 100 questions. On average, the boys committed 5.8 errors. Like as, ten girls also committed 41 errors out of 100 questions. It is 4.1 on average. In this school too, the girls committed fewer errors than the boys. The difference is 1.7.

3.4.2. Errors in Completion Type of Questions

The following table presents the analysis of errors committed by boys and girls in completion type of questions.

Table No. 14

Errors Committed by Boys and Girls in Completion Type of Questions

S.N	School	Sex	Number of Students	Total Questions	Total Errors	Average Errors
1	B.H.S.S.	M	10	100	59	5.9
		F	10	100	61	6.1
2	K.S.G.H.S.S.	M	10	100	82	8.2
		F	10	100	71	7.1
3	N.R.S.S.	M	10	100	71	7.1
		F	10	100	72	7.2
4	S.H.S.S.	M	10	100	81	8.1
		F	10	100	82	8.2
5	S.S.S.	M	10	100	91	9.1
		F	10	100	76	7.6
6	S. H.S.S.	M	10	100	56	5.6
		F	10	100	59	5.9

The table shows the errors of all the students of all the six schools. In B.H.S.S.,Bhairabsthan, there were ten boys and ten girls. In this type of question, there were altogether ten questions. In this way, there were 100 questions in total but the boys committed errors in 59 questions. On average, the boys committed 5.9 errors. But the girls were ten in number. Hence, there were 61 errors committed out of 100 questions, so on average, the girls committed errors 6.1. Thus, the boys committed less than 0.2 errors than the girls.

In the same way, ten boys from K.S.G.H.S.S.,Itram, committed 82 errors out of 100 questions. On average, the boys committed 8.2 errors. But, ten girls committed 71 errors out of 100. On average, the girls committed 7.1

errors out of 100 questions. So, the girls committed 1.1 less errors than the boys.

The students of N.R.S.S., Birendranagar, did as follows. Ten boys committed 71 errors out of 100. On average, the boys committed 7.1 errors. But ten girls committed 72 errors out of 100. It means the girls, on average, committed 7.2 errors only. In this school, also, girls slightly committed more errors than the boys. It is 0.1 differences in errors.

The students from S.H.S.S., Phinikanda, have the result as follows. Ten boys out of twenty committed 81 errors out of 100 which on average, is 8.1 but ten girls committed 82 errors out of 100 which on average, is 8.2. In this school only, the girls committed a little more errors which is 0.1 on average.

In this way, the students from S.S.S., Gadhi, the boys committed 91 errors out of 100. It is 9.1 errors on average per a boy. But the girls committed 76 errors out of 100 which on average is 7.6. In this school, the girls committed errors less than the boys. It is 1.5 differences in errors.

A more interpretation, the students from the S.H.S.S., Dhuliyabit, ten boys committed 56 errors out of 100 questions. On average, the boys committed 5.6 errors. But ten girls committed 59 errors out of 100 questions also. On average, the girls committed 5.9 errors. According to the data, the boys committed errors less than the girls. The difference of them is 0.3 errors.

3.4.3 Errors in Matching Type of Questions

The following table shows the gender-wise interpretation of errors in matching type of questions.

Table No.15
Errors in Matching Type of Questions.

S.N.	Name of School	Sex	Number of Student	Total Questions	Total Errors	Average Errors
1	B.H.S.S.	M	10	100	70	7.0
		F	10	100	46	4.6
2	K.S.G.H.S.S.	M	10	100	80	8.0
		F	10	100	67	6.7
3	N.R.S.S.	M	10	100	77	7.7
		F	10	100	60	6.0
4	S.H.S.S.	M	10	100	78	7.8
		F	10	100	80	8.0
5	S .S .S.	M	10	100	80	8.0
		F	10	100	55	5.5
6	S .H.S .S	M	10	100	58	5.8
		F	10	100	33	3.3

The table explains that from B.H.S.S., Bhairabsthan, ten boys committed 70 errors out of 100 questions. On average, it is 7. But ten girls committed 46 errors out of 100 which is 4.6 on average .This shows,the boys committed 2.4 errors more than the girls.

In the same way, ten boys from K.S.G.H.S.S.,Itram, committed 80 out of 100. It is on average eight. On the other, hand, ten girls committed 67 errors out of 100 questions. It is on average, 6.7. This shows that the girls committed fewer errors than the boys which is 5.04 on average.

Ten boys from N.R.S.S.,Birendranagar, committed 77 errors out of 100 questions. On average, the boys committed 7.7 errors. On the other hand, the girls committed 60 errors out of 100 questions. On average, the girls

committed 6 errors only. This again shows that the girls committed less errors than the boys which is 1.7 errors in difference.

Ten boys from S.H.S.S.,Phinikanda, committed 78 errors out of 100. On average, the boys committed 7.8 errors but ten girls committed 80 errors which on average of the girls committed 8 errors. This shows that the girls committed errors more than the boys. It is 0.2 error in difference. Similarly, ten boys from S.S.S.,Gadhi, committed 80 errors out of 100. On average, the boys committed 8 errors. But ten girls committed 55 errors out of 100 questions. On average, the girls committed 5.5 errors. It is defined that the girls committed less errors than the boys. The difference is 2.5.

In the last, the students from S.H.S.S, Dhuliyabit, did as follows. Ten boys committed 58 errors out of 100. On average,the boys committed 5.8 errors. But ten girls committed 33 errors out of 100 . It means the girls, on average, committed 3.3 error only. The girls committed fewer errors than the boys. The difference between them is 2.5.

3.4.4 Errors in Combining sentence type of Questions

The table which is given below shows the errors committed by the boys and the girls in errors in combining sentence type of questions.

Table No .16
Errors in Combining Sentence Type of Questions.

S.No	Name of School	Sex	Number of Student	Total Question	Total Errors	Average Errors
1	B.H.S.S.	M	10	100	80	8.00
		F	10	100	69	6.9
2	K.S.G.H.S.S.	M	10	100	83	8.3
		F	10	100	78	7.8
3	N.R.S.S.	M	10	100	85	8.5
		F	10	100	84	8.4
4	S.H.S.S.	M	10	100	76	7.6
		F	10	100	81	8.1
5	S .S. S.	M	10	100	83	8.3
		F	10	100	82	8.2
6	S .H.S .S	M	10	100	89	8.9
		F	10	100	76	7.6

The above mentioned table tells that ten boys committed 80 errors out of 100 questions. The average error of the boys is 8. But the ten girls committed 69 errors out of 100 questions and the girls committed 6.9 errors average in number. So the girls committed less number of errors than the boys. The difference between them is 1.1. This data is taken from B.H.S.S., Bhairabsthan.

The students of K.S.G.H.S.S., Itram, did errors as follows. Ten boys committed 83 errors out of 100 questions. On average, the boys committed 8.3 errors. But ten girls committed 78 errors out of 100 questions on average, the girls committed 7.8 errors. The girls committed less error than the boys. The difference error number is 0.3 on average.

In the similar way, ten boys from N.R.S.S.Birendranagar, committed errors 85 out of 100 questions and on average number of errors is 8.5. But ten girls committed 84 out of 100 questions and on average of the girls is 8.4 errors. So the girls committed slightly less errors than the boys. The difference between them is 0.1.

On the other hand, ten boys from S.H.S.S.,Phinikanda, committed 76 errors out of 100 questions and the average number of the boys errors is 7.6. But ten girls from the same School committed 81 errors out of 100 questions and on average errors of girls is 8.1. This shows that the girls committed higher errors than the boys that is 0.5 on average.

Similarly, ten boys from S.S.S., Gadhi, committed 83 errors out of 100 numbers and the average number of the boys is 8.3. But ten girls committed 82 errors out of 100 questions. On average number of errors of the girls is 8.2. The boys committed slightly more errors than the girls the average number of errors is 0.1 in number.

In last, ten boys and ten girls are taken from S.H.S.S.,Dhuliyabit, ten boys committed 89 errors out of 100 question and ten girls also committed 76 errors out of 100 questions too. The average number of errors of the boys and the girls is 8.9 and 7.6 respectively. It is seen that the boys committed more errors than the girls. The difference error number of both boys and girls is 1.3.

3.5 Analysis of total Errors In Terms of Gender

The following table presents the errors committed by the boys and girls comparatively in four type of questions.

Table No.17

Errors Committed by the Boys and Girls Comparatively in four Type of Questions.

S.No	Sex	Number of Students	Total Errors	Average Errors	Total percentage	Average difference	Difference percentage
1	M	60	1789	29.81	52.56%	2.9	5.12%
2	F	60	1615	26.91	47.44%		

In total, sixty boys from all the schools committed 1789 errors. On average, it is 29.81 whereas sixty girls committed 1615 errors which is 26.91 on average. The difference between the boys and girls is 2.9. It means the boys committed slightly more errors than the girls. The difference between the boys and girls is 5.12 on percentage.

The following figure helps to sum up the total frequency of errors of the students in terms of gender in general.

Figure No. 2

Comparative Analysis of Errors in Gender.

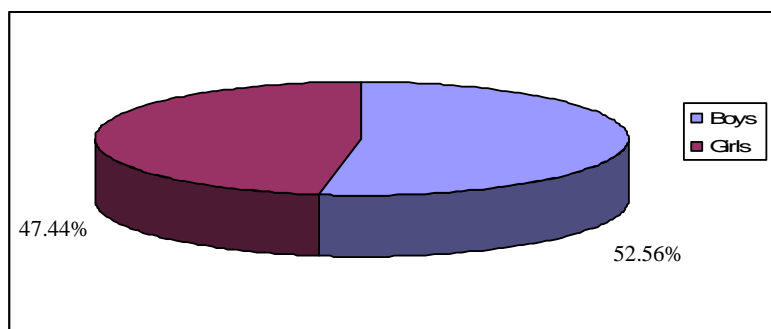


Figure No.2 shows that the boys committed more errors than the girls. The average errors of the boys was 52.56 percent whereas of the girls was 47.44 percent. Although the disparity of their frequency of errors in terms of gender is quite noticeable,(i.e.5.12 percent). It is suggested that the boys need to improve their errors.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present chapter consists of findings and recommendations of the study.

4.1 Findings

The researcher prepared a set of test items consisting of four different types of questions. Then the test was administered among one hundred and twenty students. There were total 4,800 responses and the total incorrect responses were 3404. The finding showed that 71 percent errors were committed by the students. There were items wise, school wise and gender-wise analysis and interpretation of the data. Different types of statistical tools were used to analyze the data to reach the findings. The major focus of this research was to identify and analyze the grammatical errors in using conjunctions committed by the tenth graders of public schools. Besides, it aimed to classify those errors in different types and suggest some pedagogical implications. For this, the data from the students of six secondary schools (including four Higher Secondary Schools) from Surkhet district were collected, checked, tabulated, analyzed and interpreted systematically.

On the basis of the analysis and interpretations of errors committed in different test items or sets and errors committed by the students of six different public schools. The findings of the present study have been presented as follows:

- 1) Out of the total three thousand four hundred and four errors, the students committed the highest number of errors, (i.e.28.29 percent)

in item number 'iv' and the lowest number of errors, (i.e.23.03 percent) in item number 'II' in comparison with other two items.

- 2) While comparing the errors, out of the total 3404 errors, the highest number of errors as 191,(i.e. 19.83 percent) out 963 errors from the item 'iv' were committed on 'and' conjunction in comparison with other type of errors.
- 3) In item numbers 'I' and 'II' most of the errors were committed on time conjunctions 'before' and coordinating conjunction 'yet'.
- 4) In item numbers 'III', most of the errors were found on reason conjunction 'because'.
- 5) Some of the questions were left unattempted in item number 'IV' in comparison with other three items.
- 6) While comparing the school wise analysis of errors, out of the total 3404 errors, the students from Saraswati Higher Secondary School committed the highest number of errors,(i.e. 629), and the students from Shiva Higher Secondary School, committed the lowest number of errors,(i.e. 470), in all items. They committed Error 78.62 percent and 58.75 percent respectively.
- 7) While comparing the gender wise errors, boys committed errors higher than girls. The boys committed 1789 errors, (i.e.52.56 percent) and the girls committed 1615, (i.e.47.44 percent) errors in percentage.
- 8) The students from all different type of schools had problems in learning and using conjunctions. They could not do well. Their competence level found very low.

- 9) The students did slightly better in matching type of questions but worse in joining sentences.

Each respondent committed average errors of 28.36 out of forty full marks. The average percentage of the total erroneous responses was approximately 71 percent whereas the total correct responses were nearly 29 percent. Thus, the grade ten students of community schools in using conjunctions was found worse because students did not aware of using conjunctions and teacher also did not give more attentions to their teaching activities .

4.2. Recommendations

According to the findings of the study some recommendations are suggested below:

1. First of all students should be taught the usual and proper position of each conjunction.
2. Adequate exercises should be provided to practise the using of such types of conjunctions.
3. The most appropriate communicative approach should be used and basic knowledge of grammatical items, i.e parts of speech, punctuation, articles, tense, phrases, clauses, etc. should be taught before teaching the conjunctions.
4. Students should be taught about to join two sentences appropriately according to the rules. Different types of conjunctions follow different rules also. Teachers should focus to teach reason conjunctions.
5. Some students left to join sentences because of the lack of knowledge of the rules. So they should be encouraged to complete the tests.

6. School should provide extra time for teaching grammatical items.
7. Teachers should give more attention and feedback to the boys than the girls.
8. The students should be encouraged to use and practice the conjunctions freely as well.
9. The students committed errors due to overgeneralization of rules. So students should be clear in using the rules or situations of the conjunctions. Teachers should give more attention to join sentences because students committed more errors to combine sentences than the other items.
10. There should be provided enough exercises, using teaching materials, using teaching methods and using interesting reading texts.

The researcher from this study realized that this thesis course is only one part of grammatical errors analysis. It hasn't covered the whole area of using conjunctions and all the stages of error analysis. Therefore, to cover the whole area, further studies need to be carried out as soon as possible. The practical study can be carried out focusing on other types of conjunctions like simple, complex and compound etc, and other stages of error analysis like explanation of errors (causes/sources of errors) evaluations of errors (seriousness of errors) and remediation of errors (corrections of errors) in using conjunctions which aren't found in this study. Since the study was limited to only one hundred and twenty students from six sample schools. It can not be claimed that the conclusion drawn here is the final. Therefore, further research in this field can be carried out in future by any interested researcher.

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Appendix- 1

Questionnaire to the Students

Name :

Full Mark : 40

Class : (Test item)

Time :1 hours

Roll No : ITEM - 1

Gender : M

F

School's Name

A) Tick the correct answer from the brackets (10x1=10)

1) Ram was absent he was ill.

(although, because, that, after)

2) I went to market buy my books.

(but, in order to, since, because)

3) He was happy his poverty.

(in spite of, because, so that, that)

4) Our food was so bad we couldn't eat it.

(after, that, while, too)

5) Hari broke his leg he was running very fast.

(Wherever, in order to, while, so)

6) Ritu is smaller Binu.

(than, whether, before, if)

7) there is a will, there is a way.

(before, until, Where, too)

8) I will meet him he is there.

(before, that, if, unless)

9) You can do you like.

(however, in case, why, therefore)

10) Meet me you leave the office.

(before, unless, so, where)

ITEM - 2

B. Fill in the gap with the coordinating conjunctions given in the brackets. (10x1 = 10)

(yet, so, or, but, and, for, nor, both, Neither
either)

- 1) Ram bought a camera a reel.
- 2) She was poor happy.
- 3) Will you take tea coffee ?
- 4) I was very tired I went to bed quickly.
- 5) He is very lazy well intelligent.
- 6) Ram asked my help he was in trouble.
- 7) Hari doesn't give up easilydoes Shyam.
- 8) She is intelligent and Good looking.
- 9) Sita nor her sister will dance.
- 10)I don't like Math's or Science.

ITEM - 3

C) Match the following two halves of the clauses to make a complete sentence. (10x1 = 10)

Column A

- 1) The match was stopped
- 2) Ram learnt computer
- 3) He was happy
- 4) I haven't seen him
- 5) He wrote a letter
- 6) We followed the path
- 7) You'd better take medicine
- 8) Hari talks
- 9) We can't walk easily
- 10) My father loves me

Column B

- as well as my mother.
- that the road is very slippery.
- as if he knows everything.
- in case you're out.
- wherever he led us.
- as soon as he got the message.
- since I last met.
- although he was poor.
- so that he could get a job.
- because of the rain.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ITEM - 4

Combine each pair of sentences with a clue given in brackets:

(10x1=10)

1) I am here. I shall remain here. (Where)

.....

2) He is deaf. He is dumb (not only - but also)

.....

3) She goes to school. She learns nothing. (although)

.....

4) Cows give us milk. Cows give us butter.(as well as)

.....

5) The sum is difficult. I can't do it.(So... that)

.....

6) The man is poor. The man is honest. (but)

.....

7) He was arrested. He was innocent. (In spite of)

.....

8) They didn't climb the mountain. It was snowing. (because of)

.....

9) Strike the iron. It is hot. (while)

.....

10) Sunita has gone. Binita has gone. (and)

.....

Appendix- 2

Names of the School Visited

The participant institutions i.e. the list of public schools are presented below.

- 1) Bhairab Higher Secondary School, Bhairabsthan, Surkhet.
- 2) Krishna Sanskrit and General Higher Secondary School, Itram, Surkhet.
- 3) Nepal Rastriya Secondary School, Birendranagar 6, Surkhet.
- 4) Saraswati Higher Secondary School, Phinikada, Surkhet.
- 5) Shidha Secondary School, Gadhi, Surkhet.
- 6) Shiva Higher Secondary School, Dhuliyabit, Surkhet.

Appendix – 3

Answer Sheet

ITEM - I

A) Tick the correct answer from the brackets.

- 1) because
- 2) in order to
- 3) in spite of
- 4) that
- 5) while
- 6) than
- 7) Where
- 8) if
- 9) however
- 10) before

ITEM -2

B) Fill in the gap with the coordinating conjunctions given in the bracket.

- C)
- 1) and
 - 2) but
 - 3) or
 - 4) so
 - 5) yet
 - 6) for
 - 7) nor
 - 8) both
 - 9) Neither
 - 10) either

ITEM – 3

D) Match the following two halves of the clause to make a complete sentence.

Column A

- 1) The match was stopped
- 2) Ram learnt computer
- 3) He was happy
- 4) I haven't seen him
- 5) He wrote a letter
- 6) We followed the path
- 7) You'd better take medicines
- 8) Hari talks
- 9) We can't walk easily
- 10) My father loves me

Column B

- because of the rain.
- so that he could get a job.
- although he was poor.
- since I last met.
- as soon as he got the message.
- wherever he led us.
- in case you're out.
- as if he knows everything.
- that the road is very slippery.
- as well as my mother.

ITEM – 4

B) Combine each pair of sentences with clue given in brackets.

- 1) I am here where I shall remain.
- 2) He is not only deaf but also dumb.
- 3) She goes to school although she learns nothing.
- 4) Cows give us milk as well as butter.
- 5) The sum is so difficult that I can't do it.
- 6) The man is poor but honest.
- 7) He was arrested in spite of his innocent.
- 8) They didn't climb the mountain because of snow.
- 9) Strike the iron while it is hot.
- 10) Sunita and Binita have gone.

Appendix - 4

The Result of Different School (Result Sheet)

1. Bhairab Higher Secondary School Bhairabstan, Surkhet.

R.N.	Name of Students	Full Marks	Total obtained Marks
1	Ratna Prasad Upadhaya	40	14
2	Padam Oli	40	14
3	Jiten Oli	40	23
4	Ram Shahi	40	5
5	Uttam Gautam	40	15
6	Gobinda Gautam	40	12
7	Mobin Shai	40	11
8	Prakash Chaudhary	40	17
9	Balkrishna Thapa	40	17
10	Surya Rawal	40	4
11	Sakuntala Nepali	40	17
12	Maya Chaudhary	40	20
13	Bidhaya Thapa	40	20
14	Rekha Gaha	40	16
15	Nirmala Adhikari	40	18
16	Debu Bhusal	40	16
17	Deelmaya Sunar	40	8
18	Bhabana Chapai	40	19
19	Klapana Rawat	40	17
20	Sabita Rai	40	16

2) Krishna Sanskrit and General Higher Secondary School Itram,
Surkhet.

R.N.	Name of Students	Full Marks	Total Obtained Marks
1	Taphan Dhakal	40	9
2	Dilli Dhakal	40	14
3	IndraBahadur Chaudhary	40	4
4	Namraj Rawal	40	9
5	Deepak B.K.	40	6
6	Tilak Ram Dhakal	40	7
7	Purna Prasad Kandel	40	7
8	Bhakta Bahadur Thapa Magar	40	7
9	Shree Dhar Nepali	40	6
10	Dasharath Chanda	40	13
11	Hema Kumari Thapa Magar	40	5
12	Man Kumari Thapa	40	14
13	Pratima Sharma	40	6
14	Niru B.K.	40	4
15	Urmila K.C.	40	12
16	Mausami Shahi	40	11
17	Rasmita Tharu	40	17
18	Pabitra Thapa	40	10
19	Amrita Oli	40	11
20	Sarmila Rokaya	40	16

3) Nepal Rastriya Secondary School Birendranagar 6, Surkhet.

R.N.	Name of Students	Full Marks	Total obtained Marks
1	Ramesh Bastola	40	13
2	Rangit Bhatta	40	9
3	Sujan Gurung	40	5
4	Lokendra Raj Sharma	40	3
5	Bishal Nepali	40	9
6	Ganesh Hamal	40	7
7	Bishal Thapa	40	13
8	Chhabi Raj Tamrakar	40	9
9	Khim Bahadur Budha	40	16
10	Asha Sing Nepali	40	11
11	Babita Thapa	40	15
12	Laxmi Sapkota	40	18
13	Puja Tamrakar	40	5
14	Pramila Chaudhary	40	17
15	Usha Rawal	40	14
16	Bima Karki	40	11
17	Uma Bhandari	40	9
18	Kalpana Gaha Magar	40	14
19	Puspa Nepali	40	7
20	Diya Rokaya	40	7

4) Sarswati Higher Secondary School Phinikada, Surkhet.

R.N.	Name of Students	Full marks	Total obtained Marks
1	Dipak Lamichhane Magar	40	7
2	Prem Thapa	40	14
3	Ganesh Rokaya	40	6
4	Yagya Prasad Pokharel	40	10
5	Pawan Ramjali Magar	40	14
6	Indra Prakash Salami Magar	40	10
7	Biplov Saru Magar	40	12
8	Keshav Sajapti	40	5
9	Bishnu Bikram Sunar	40	8
10	Karna Bahadur B.K.	40	5
11	Nirmala Lamichhane Magar	40	11
12	Bishna Pulami Magar	40	12
13	Chetana Pun Magar	40	8
14	Tirsana Sijapati Magar	40	4
15	Sumatra Budha	40	7
16	Babisara Sunar	40	8
17	Devisara Salami Magar	40	6
18	Amrita Rana Magar	40	7
19	Rita Gaha Magar	40	8
20	Jaisara Lamichhane Magar	40	9

5) Shidha Secondary School Gadhi, Surkhet.

R.N.	Name of Students	Full marks	Total obtained Marks
1	Amrit Paudel	40	6
2	Samir Thapa	40	7
3	Prem Prakash Dhakal	40	6
4	Prajapati Bhandari	40	7
5	Prem Thapa	40	8
6	Dinesh Gautam	40	11
7	Lokendra Hamal	40	5
8	Shyam Prasad Bhandari	40	7
9	Kamal Karki	40	11
10	Ganesh Dhungana	40	8
11	Man kumari Thapa	40	11
12	Tilusara Roka Magar	40	10
13	Yasodha Bhandari	40	9
14	Chandra Paudel	40	9
15	Bhabisara Rana	40	14
16	Laxmi Rana Magar	40	14
17	Asha Acharya	40	14
18	Nanda Acharya	40	9
19	Kopila Salami	40	13
20	Yam kumari Acharya	40	9

6) Shiva Higher Secondary School Dhuliyabit, Surkhet.

R.N.	Name of Students	Full marks	Total obtained Marks
1	Balaram Kharal	40	23
2	Nabin Subedi	40	19
3	Divendra Prasad Pangali	40	12
4	Khim Nepali	40	13
5	Kumar Dhakal	40	12
6	Bharat Sunar	40	11
7	Bijaya Kumar Gaha	40	13
8	Santosh Pariyar	40	15
9	Ram Prasad Tiwari	40	14
10	Nabin Dhakal	40	7
11	Bishnu Chapai	40	21
12	Tara Chapai	40	21
13	Bhima Chapai	40	16
14	Reeta Khadka	40	16
15	Amrita Tiwari	40	17
16	Sirjana Bhandari	40	19
17	Sabitra Dhakal	40	18
18	Bed Kumari Pangali	40	20
19	Sirjana Tiwari	40	22
20	Jeet Kumari Sunar	40	20

Appendix – 5

The highest and the lowest marks of the student test Items of each school.
(Answer sample sheets of the students)