

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Mankind is the only species on this earth gifted with well developed articulatory organs. Language is human species specific innate possessions which distinguishes human being from other animals. It is a vital means of communication through which human beings share their feelings, experiences, thoughts, emotions and ideas. Human has general and specific intelligences. It is the specific intelligence that plays a vital role in acquisition of language. Despite this inborn ability to acquire language, it cannot remain intact from the influence of surroundings. But it is sure that language has made possible of all round development of mankind which has a broad influence in every facet of human life. The changes in the world are possible due to the language.

In this respect many philosophers, linguists and authentic bodies of linguistics have given their definitions to language. According to Oxford Advanced Learner's dictionary, "language is a system of sounds, words phrases etc. used by humans to communicate thoughts and feelings". Sapir (1971,p.8 cited in Subedi 2006,p.3) defines language as "a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". Similarly, Chomsky (1957,p.2) defines: "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of finite set of elements. There is a finite set of structures through which infinite numbers of sentences can be produced". In Crystal's (1995, p.627) words language is "a species- specific communicative ability, restricted to human, which

involves use of sounds, grammar and vocabulary, according to system of rules.”

“It is the system of human communication by means of structural arrangement of sound or their written representation to form larger units e.g. morphemes, words, sentences”, Richard (1985, p.153 cited in Subedi 2006, p.3), “It consists of the four skills listening, speaking, reading and writing”.

From the above definitions of language, it can be said that language is a system of conventionalized communicative signs and symbols which fulfills all communicative needs. The earth is full of distinct languages which have few commonalities and differences but they are used for the same purposes. Human child naturally acquires his/her mother tongue through communication without any formal class whereas the second language learners consciously learn the second language in which they attempt to learn language through their system of significations.

Language is a system of systems. The systematic organization of speech sounds or vocal sounds expresses opinions, thoughts, feelings, emotions and desires. Each language has its rules and systems. A finite number of rules and symbols are used to express the infinite number of messages.

1.1.1 The English language

In the present world more than six thousand distinct languages are spoken. Among them, the English language is one of the widely spoken languages. It is also recognized as an international medium of communication. One in every seven human uses it. More than half

of the world's books and three-quarters of international mails are found in the English. It has been one of the noblest bodies of literature and has the largest number of vocabulary almost about two million words. So, it is recognized as the largest treasure house of knowledge too. The English language has become a lingua franca across countries and one of the official languages of the UN. It is widely used in science and technology. In other words, it has been the language used for different motives i.e. business, social and educational purposes. We non-English people have imported foreign culture, tradition, civilization, inventions through the English. For instances, we have imported Greek philosophy, French literature, Japanese technology through the English. The popularity of the English is growing up in the world by leaps and bounds. People in the world are eagerly motivated towards learning the English. Nepal, being a developing country, cannot remain uninfluenced from the wave of learning the English. It enjoys a great prestige in the Nepalese society due to its popularity.

It is true that the English language is the mother tongue of the people living in the England. But the English people are not the only native speakers of this language, Americans, Australians and Canadians are also the native speakers of English language. The native speakers of English are not merely confined to England. Therefore, people speaking the English can't be necessarily English. Those, who want to modernize, socialize and develop their career in the international arena, need knowledge of English language.

Undoubtedly, the English language has got a great recognition in Nepal as in other countries in its use in pedagogy and mass media. As in the world, In Nepal, the English language started with the

establishment of Durbar High School in 1910 B.S. Because of the growing need of the English language, the government of Nepal has included the English as a compulsory subject from grade one to Bachelor's level. Previously it was started from grade four but nowadays from grade one to university level. The adaptation of the the English language in the books by writers also makes it more important. Most of books are also available in the English language. It is playing an important role in the education system as well as in our national life. It has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world. One, who knows the English, can enjoy the advantages of a world citizen and can survive everywhere. It is the window through which one can view the broad world and interpret every aspect of life.

1.1.2 The Grade Ten English Text Book

The newly edited “Our the English Book” published by Curriculum Development Center, Sanothimi, Bhaktapur is based on communicative approach. The course book seems useful. It can make the students able to use the English effectively in their daily life. It has included all the four language skills (listening, speaking, reading and writing) which are equally addressed in the book. It is helpful to develop communicative competence of the learners. The book contains 19 units. Each unit deals with a particular function along with the varieties of activities. e.g. advising, request, greeting etc. Some lessons from grade nine are included in the book. It is supplemented with a practice book which has many exercises that are useful to enhance the learner's communicative competence. The cassettes of listening texts are also available.

The glossary is given to find out the meaning of difficult words. The book also contains several language functions like socializing, advising, persuading, greeting, telephone conversation etc. It has also included different stories, dramas, poems, essays, newspaper article etc; the activities included in the text book are practical and helpful to develop the level of confidence at the students. The grammatical exercises like question tag, if clause, passivization etc. are kept in the book to give the knowledge about grammar.

The pictures given in the text book are helpful to let the learners guess something about the lessons. They encourage them to speak about the pictures. The questions given at the beginning of the lessons create curiosity to the learners. These questions elicit them to go through the text. The price of the text book is also reasonable. It can be easily taken in their hand or bag.

Although the text book has tried its best to develop the communicative competence of the learners, the learners are being weak to speak why because the specified time for the learner cannot give enough practice to them. Especially in public schools, besides 45 minutes in a day, they spend the time speaking in Nepali. The learners from remote area are not familiar with T.V. and computer program which are also included in the text. The text book of grade ten is quite useful to develop the learners' ability to communicate, write, listen and read text because of inclusion of various types of communicative activities.

1.1.3 Error: An Overview

1.1.3.1 Meaning and Significance of Errors

Errors are inevitable. It is in fact an integral part of the learning process and developing competence. In the past, before 1960, the errors were regarded as serious defects in teaching and learning process. But attitude towards error has been changed. They are taken as a symbol of success but not as a drawback to detest. It is common process to commit errors while learning the second language. It provides feedback to the teachers as well as students. It also reflects the learner's knowledge on a particular area. The teacher can notice about the items which are still to be taught. They can bring a change in their techniques for teaching the same items. Error is an inherent feature of the process of foreign language learning.

People in the world commit errors while learning the second language in the various levels of language, i.e. Phonological, morphological, lexical, syntactical, and semantics etc. The use of correct sentence is a must for effective communication. The listener can misunderstand due to the use of the erroneous sentences. The message can't be conveyed if the error occurs in speech. The communication fails due to the use of incorrect language. There occur many problems for the second language learners in learning the second language. They need a complete knowledge about the language that they are learning.

“The study of error is a part of the investigation of the process of language learning”, Corder (1974). Errors are the unacceptable form of language committed by the foreign language learners while learning the second language by applying any principles and

procedures provided by linguistics. The native language learners can recognize their mistakes which they can correct. But the second language learners cannot recognize their errors and they can't correct them. They commit errors due to the incomplete knowledge of language. In this very context Richards et al. (1985,p.95) say, “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 of performance.” The second language learners go through trial and error process while learning the language. From the study of errors committed by the learners, one can find out their weakness. The teacher can re-teach the items to remove the learners' weakness.

According to Corder (1975), from the study of errors, we are able to inform his knowledge at that time in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms we build up picture of the features of the language which are causing him learning problems.

In language teaching and learning, Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone while learning a foreign language. Because of the use of the unacceptable form of language the other people can misunderstand and communication may fail. Errors are committed in competence level.

As mentioned by Brown, (1966, p.204) “Mistakes, misjudgments, miscalculation and erroneous assumptions form an important aspect of learning virtually any or acquiring information”. You learn to

swim by jumping into the water and spreading arms and legs until you discover that there is combination of movements that succeeds in keeping you afloat and propelling you through the water. The first mistake of learning to swim is a giant one, gradually diminishing it you learn from making those mistakes. Learning to swim, to play tennis, to type or to read all involve a process in which success comes by profiting from mistakes. Errors are analyzed to correct them.

To conclude, the following points should be taken into consideration while distinguishing error from mistake:

- 1) Errors are committed at competence level whereas mistakes are committed at performance level.
- 2) Errors result from incomplete knowledge and mistake is 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 written piece of work, if a learner sometimes produces 'went' and sometimes 'goed' as the past form of 'go' then it is a 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 committed for linguistic reasons vis-à-vis mistake is committed for non-linguistic reasons like fatigue, carelessness etc.
- 6) Errors are committed by L2 learners since they are not competent in that language but mistakes are committed by any language speaker or user.

1.1.3.2 Classification of Error

Errors are classified in the number of ways according to their nature and fields. According to Richards et al. (1989, p.95) errors have been classified as follows:

- 1) Error in Vocabulary – Lexical Error
- 2) Error in Pronunciation – Phonological Errors
- 3) Error in Grammar – Grammatical Errors
- 4) Error in Explanation due to misunderstanding the message – Interpretive Error
- 5) Error in Production of Speech – Pragmatic Error

Similarly, according to Corder (1974, p. 24-31) errors are classified as follows:

a) Expressive/Receptive Error

The errors which occur in speaking and writing, are known as expressive errors and which occur in listening and reading comprehension are known as receptive errors. e.g.

A: I caught a mouse yesterday.

B: I cut a mouse yesterday.

Here, the listener heard as 'cut' instead of 'caught'. What he understood was wrong. This type of error is called receptive error. If a person writes 'he go there' instead of 'he goes there', such error is called an expressive error.

b) Individual/Group Error

The errors made by an individual are known as individual error and errors made by group are known as group error. A person commits error in answering to a question. e.g. Nepali learner pronounces /iskul/ instead of /skul/. This type of error is called group error. If a person writes 'he play a ball'. This is an example of individual error.

c) Overt/Covert Error

The errors which can be seen physically are known as overt error and errors which cannot be seen physically but can be realized contextually are known as covert errors. e.g.

A: Do you like these mangoes?

B: Yes, I like it. (error in context) (covert error)

Did you destroyed it? (overt error)

Here, the error committed by B is not clear. It is not understood without context. In the sentence "Did you destroyed it?" The error is clearly seen.

d) Systematic/Unsystematic Error

The errors which occur frequently and consistently are known as systematic errors and the errors which occur alternatively and randomly are known as unsystematic errors. Unsystematic errors are also known as individual errors, e.g. He uses "What he already knows to make up for what he doesn't know" (Newmark, 1968) (cited in Yadav, 2004,)

He do not come to school.(systematic error)

He teached us English.(unsystematic error)

1.1.3.3 Objectives of Errors Analysis

Error analysis is a subtle study of the errors made by second and foreign language learners. Richards et al. (1985, p. 96) views that the error analysis may be carried out in order to:

- 1) To find out how well someone knows a language by considering the actual errors committed by second language learners.

- 2) To find out how a person learns a language after getting linguistic inputs in teaching and learning.
- 3) To obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

It is believed that error analysis enables the second language learners to be aware of committing errors while learning the target language. It also provides information to future generation who are involved in teaching learning the target language.

1.1.3.4 The Steps of Error Analysis

Error Analysis is a branch of Applied Linguists. It is a stepwise procedure. Error analysis is carried on in a series of successive steps. It is done systematically by following the stepwise procedures which are called the stages or phases of E.A. The stages of E.A. given by Corder(1973 cited in Mishra et al. 2009, p.233) are as follows:

- a. Collection of Data
- b. Identification/Recognition of Errors
- c. Description/Classification of Errors
- d. Explanation of Errors
- e. Evaluation of Errors
- f. Remediation of Errors

a. Collection of Data

The first step of E.A. is the collection of data. Data collection means gathering information. Nothing is possible to describe and analyze without its existence. Information and evidences are necessary to describe, classify and explain the things. E.A. is also no exception. Data and evidences must be reliable to give the factual result but it is difficult to detect them; some

errors are so subtle that they escape even from the penetrating eyes of the experienced teachers. In this relation to types of data for error analysis, Corder (1974, p.126) says, “The data may be spoken or written. It is easier to make a systematic study of written materials.

Moreover, he divides the written works produced by learners into two types: spontaneous production and controlled production. The former type contains free composition and the latter type contains translations, precise paraphrases and retelling of stories. At this stage, the data are elicited in natural way without making the testee concerned aware of the fact that the work is to be analyzed as error anyway. The ideal way of explicating data for error analysis, is to take into account both coverage and spontaneity. There are two types of data, e.g. primary data and secondary data. Data collected from concerned people are primary data whereas data from second person and other sources like books and records is the secondary data.

b. Identification of Errors

After data collection, the existing errors in collected data are identified. Identification / Recognition of errors refers to distinguishing errors from mistakes. At this stage errors are separated from mistakes. Generally errors and mistakes are taken as synonymous. But they are technically different. Mistake is an umbrella term that includes both mistake and error. Mistake is light whereas error is grave. Errors are found in competence level. Competence refers to the knowledge of the language a speaker has. Mistakes are found in performance level. Mistake is also called slips or lapses. Errors cannot be corrected by one who makes it. So, errors are more serious in nature than mistakes. The table given below gives clear idea.

Table 1

Difference between Error and Mistake

	Error	Mistake
Level	Competence	Performance
Speaker/user	Non-native	Native
Reason	Linguistic	Non-linguistic
Occurrence	Regular/ consistent	Irregular/inconsistent

c. Description/Classification of Errors

Errors are described and classified on the basis of different parameters according to the level of language. Errors are classified into phonological error, graphological error, lexical/semantic error, grammatical error, stylistic/pragmatic error, discourse error and paralinguistic error. A phonological error is an error in pronunciation. When someone fails to pronounce correctly, s/he commits phonological error, e.g. the pronunciation of school [skul] / as /isku:l/ Graphological error refers to the error in writing, e.g. writing 'zv' instead of 'za' that does not match with bundle. Lexical/semantic error refers to the error in understanding meaning or conveying meaning. Semantic error is also called lexical error, e.g. "skin shoes" instead of "leather shoes". Grammatical error refers to the error where there is breaking at grammatical system. There can be two kinds of grammatical error like: morphological error or syntactic error, e.g. "why do he call his brother?" Here the person has used "do" instead of "does". This is a syntactic error. Morphological error e.g. "Seven millions farmars died." Here the learner has use wrong plural morpheme "Millions." Syntactic, error or Discourse errors refer to the error in the organization at paragraph. It is the lack of coherence in organizing paragraph. Pragmatic or stylistic error refers to the error which occurs with the relationship between sentence and context or situation in which they are used. Pragmatic

is the study of relation between language and context which has an important role for understanding language, e.g. without saying "excuse me", using "May I know your problem?" is a pragmatic error. To fail to understand the gesture is paralinguistic error and not being able to use appropriate gesture is also called paralinguistic error.

d. Explanation of Errors

At this stage, the different sources or causes of errors committed by learners are tried to find out. Errors are committed due to different reasons. The sources of errors have been discussed in detail in 1.1.4

e. Evaluation of Error

Evaluation of error means analysis of the errors in terms of degree of seriousness. The seriousness of error is also called error gravity. Error gravity refers to a measure of the effect that errors made by people. The same error is sometimes more serious and sometimes less according to the context. Similarly, they produce simple or tough effect to cause trouble in communication. These are different criteria for determining error gravity.

f. Correction and Remediation of Error

This final step focuses on the finding of solution for avoiding the all possible error of the learners so as to facilitate learning. Errors provide feedback to the teacher. They tell the teacher something about the strength and weakness of their teaching techniques, where their teaching was successful and where it was failure. Therefore, appropriate suggestions can be recommended such as applying new methods in teaching, adopting different techniques etc. for the remediation of most serious errors, which are found by the evaluation.

1.1.4 Sources of Error

According to the theory of ‘Contrastive Analysis’ propounded by Lado (1957) the sole source of making error is mother tongue interference. It looks like inadequate to incorporate various sources of error. To recover it, Richards (1971) introduced other sources that are discussed below:

1.1.4.1. Mother Tongue Interference

It is the use of the native language pattern, style or rule, which leads to an error or inappropriate form in the target language. Richards (1947, p.5) has said, “Sentences in the target language may exhibit interference for the mother tongue.” For this interference, he has called ‘language transfer’. For example, Nepali learner of the English may produce the incorrect sentence ‘I home go’ instead of ‘I go home’ because of the transfer of Nepali pattern ‘Ma ghara janchhu’. This kind of influence of the mother tongue on other language is also called interlingual interference.

1.1.4.2 Overgeneralization

It is a process common in both first and second or foreign language in which a learner uses a grammatical rule in its unaccepted form, generally making words or structures following more regular pattern. Richard (1974, P.174) has said, “Overgeneralization generally involves the creation of deviant structure in place of two regular structures.” For example, a child may call ‘ball’ to all round objects, use ‘mans’ instead of ‘men’ for the plural form or ‘goed’ instead of ‘went’ for the simple past form of ‘go’. It is also known as analogical error.

1.1.4.3 False Concept Hypothesized

There is a class developmental error, which derives from wrong understanding of the rules of target language. For example, auxiliary verb 'is' is understood as the marker of present tense such as 'He is here' and 'was' is understood as the marker of the past tense such as 'he was here five minutes ago'. Having this concept in mind a learner may produce the sentence like 'He is works here' or 'He was went yesterday'.

1.1.4.4 Incomplete Application of Rules

Under the category of error, the application rules are not complete, therefore, the structures seem deviated. As Richards (1974, p.177) says, "We may not note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances." For example, a learner transfers a speech act, "Where are you going?" into reported form. He/she applies the rules of changing direct speech into indirect speech and produces "Asked/inquired me where I was going" this indicates that the sentence is incorrect although he has used appropriate 'reporting verb', changed the 'pronoun' correctly and words have been placed correctly. The only thing he/she has not done is the omission of the question mark (?) and replacement of full stop (.). Thus, the minor errors sometimes may create misunderstanding.

1.1.4.5 Hypercorrection

It implies that when the learner once masters the correct form of linguistic item feels that the analogy must be correct but it results in erroneous form. It is believed that the complexity of language introduces this type of error. Some portion of a language can be

inherently so difficult that not only the second or foreign language learners but also the native speakers find them difficult to master. They are called the 'difficulty inherent in the language'. For example, prepositions of English cause difficulty in many cases to the learners and even to the native speakers. Similarly, the exceptions also create confusion and it is difficult to remember them individually.

According to the discussion with a friend, a good example of error committed due to hyper correction is "a learner once learned the plural form of 'ox' is 'oxen'. Later on, when the learner thinks that whatever he/she learned previously was wrong. As a result, one starts to use 'ox' – plural as 'oxes' which is totally erroneous."

1.1.4.6 Ignorance of Rule Restriction

"It is closely related to the generalization of deviant structures which is failure to observe the restrictions of existing structures that is, the application of rules to the contexts where they do not apply," (Richards, 1974, p.175). For example, 'I made his to do it' ignores restrictions on the distribution of pronoun.

1.1.5 The Uses of Error Analysis

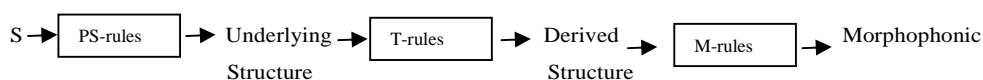
By categorizing the kinds of errors and finding their gravity, it attempts to dig out the problem rooted in student's acquisition and teacher's failure to impart techniques of teaching to eliminate the errors. Error is not a sign of failure rather it is an indication of what still needs to be taught. Making error is a natural and unavoidable part of learning language but to continue it is to deteriorate language structure which may cause lasting problem in acquisition of language. It gives good information to the teacher about their

teaching techniques. The teacher can notice about the items which are to be taught again. It gives information about how much knowledge a learner has.

The Psycholinguistics predicts the nature of the mother tongue whether it facilitates or hinders learning language. But the study of errors carries out an experiment to prove whether it facilitates or hinders in learning the second language. It is equally important for the students. They can find out their own drawbacks and reform them under the teacher's guidance.

1.1.6 An Introduction to Transformation

As passivization is a part of grammatical transformation, it is necessary to talk about Transformation that takes place in English grammar. The notion of transformation was introduced in the theory known as “Generative Grammar” by Noam Chomsky in his, “TG Grammar Syntactic Structures” (1957). It tries to describe a system how ‘surface structures’ are produced after a long processing from ‘underlying structure’. An underlying structure goes through various changes in different linguistic stages to come out into desired form of language which fulfills speaker’s speech act. It is best understood in following diagram based on 1957 model of Chomsky.



a. Phrase Structure Rules (PS-rules)

PS-rules are first applied to a sentence for its analysis. It generates the strings of linguistic elements. It is also called re-writing rules. The underlying structure of the sentence is the output of the PS-rules. The format of PS-rules is as follows:

$$X \longrightarrow YZ$$

b. Transformation Rules (T-rules)

The underlying structure of a sentence enters another component of grammar which consists of a set of rules known as transformational rules. It operates on a string of symbols. The derived structure is the output of the T-rules. A sentence changes into another type by applying T-rules. The application of the passive T-rule is given below:

Yesterday the boy teased the girl in the street.

SD:	X	NP1	V	NP2	Y
SI:	1	2	3	4	5
SC:	1	4	3+en	by+2	5

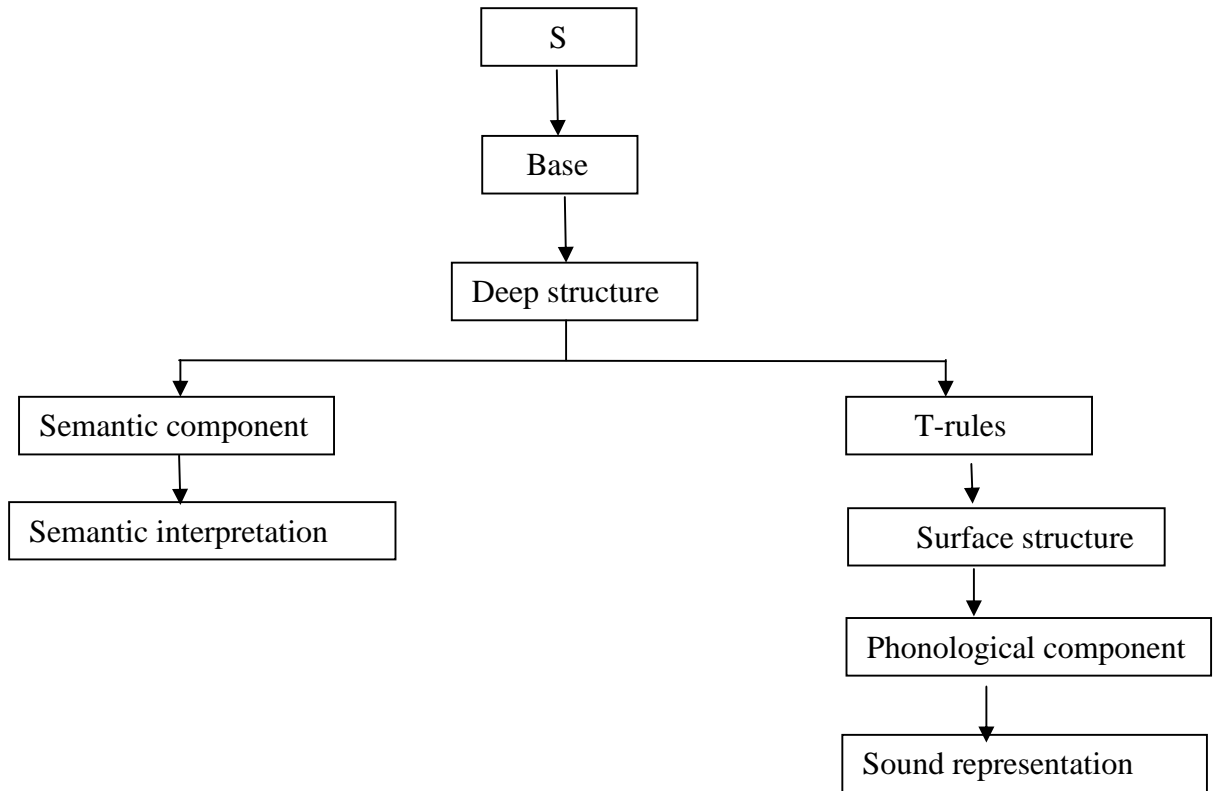
“Yesterday the girl was teased by the boy in the street” is the derived structure which we get by applying the passive T-rules.

c. Morphophonemic Rules (M-rules)

The derived structure enters the other component of grammar which is called morphophonemic rules. It operates on the morphemes of derived structure and converts them into actual phonetic sounds. Chomsky has revised 1957 model and introduced Standard Theory known as 1965 model (quoted from Yadav, p.128). The diagram of 1965 model is given below

Figure No.1:

Process of Transformation



d. The Syntactic Component

The syntactic component consists of base and transformation. The base is the starting point for sentence analysis. It has two sub components: Branching rules which is similar to the PS-rules of 1957 model and Lexicon which consists of all the information about the structural properties of lexical items in a language, i.e. phonological information, semantic information and syntactic information (syntactic category, strict sub categorization rules and selection restriction rules).

e. Transformational Subcomponent

Deep structure is the input to transformational subcomponent which consists of a set of transformational rules for generating surface structure. All the T-rules are obligatory and meaning preserving.

f. Semantic component

The output of the base subcomponent (deep structure) is the input to the semantic component. The semantic component makes use of semantic projection rules. The projection rules produce interpretation of word complexes. The semantic representation of the sentence is output of semantic component.

g. Phonological Component

The surface structure of a sentence is the input to phonological component which changes syntactic information into the phonetic representation. It includes various morphophonemic rules which changes surface structure into its sound representation.

h. Process of Transformation

Transformation is a part of functional grammar. The sentences derived from the transformation rules tend to serve communicative purposes. The convention of transformation of sentence from one pattern to another is very common in language. In generative grammar different kinds of transformation rules are undertaken as following:

- i. Addition, e.g. The man is happy.
 - The man is not happy.
- ii. Deletion, e.g. Harry is eager to please someone.
 - Harry is eager to please.

iii. Substitution, e.g. It is easy to please Harry.

- Harry is easy to please.

iv. Permutation, e.g. I gave a book to the boy.

- I gave the boy a book.

These rules are applied in the transformation of linguistic categories like Indirect Object Movement, Passive, imperative, Negation, Question, Do-support, Affix-hopping etc.

1.1.7 Voice: An Overview

1.1.7.1 An Introduction to Passivization

An act of passivization is a part of transformational grammar. The transformation of a sentence from its active form to its passive form is called passivisation. So, it occurs in syntactic level. The movement of subject (agent or doer of the action of the verb) and patient (object or receiver or undergoer) takes place in a sentence by taking place of each other. It shows the shift of focus from agent to patient. It causes change in meaning in speech act level. The process of passivization may differ from language to language. In this regard, English has two types of voice. They are as follows:

- a. Active voice:** In the active voice, the subject of a clause is most often the agent, or doer of some action. It shows the dominance of the agent or doer. It is a straight forward expression of statement. All kinds of active voice are not possible to transform into passive because transitive verb only allows for such transformation.
- b. Passive voice:** The voice where patient or receiver or undergoer occupies the place of subject in a clause or sentence. The subject of passive voice is affected by verb. The

perfect progressive forms of the passive voice are possible for some speakers of North American English but rare since two 'be' verbs in a row make this combination difficult to process. e.g. "A snake has been being killed?" Passive does not focus on the agent.

Although, 'be' is the prototypical auxiliary verb in the passive voice. It is possible to have another verb to fulfill the function e.g. 'get'. The passive voice made with the use of get is called get-passive. Get-passive is common in informal and conversational English. 'Get' cannot function as a true auxiliary since it can't be used in question and negatives. Some passive sentences in English have no active voice counterpart, such as, Nishan was born in Bardiya. There are different types of passive voices given in 'The Grammar Book' written by Celce – Murcia and Larsan - Freeman are as follows:

- i. Get passive
Get passive is common in conversational English. It mostly occurs in perfect progressive.
E.g. He got punished.
- ii. Have passive
Have can function as a passive auxiliary.
E.g. She has her bag snatched.
- iii. Be in complex passive.
E.g. It is thought that he was a police.
He is supposed to be a teacher.
- iv. Passive only
There is some passive voice which has no active voice.
E.g. He was hospitalized.
- v. Middle voice

Some verbs allow the object of a transitive clause to be the subject of an intransitive clause without changing voice. Such verbs are called ergative verbs or change of state verbs like break, grow, start, end. The passive voices in which the ergative verbs are used are called middle voice.

e.g. She closed the door.

The door was closed by her.

The door closed. (Middle voice)

In English grammar only four types of sentences out of five, can be transformed into passive voice. Exclamatory sentences cannot be passivized in English. English sentences having transitive verbs have potentiality to be changed into passive which is clarified by following examples:

i. Assertive Sentence

E.g. Ram killed a snake. (Active)

A snake was killed by Ram. (Passive)

ii. Interrogative Sentence.

E.g. Do you call them? (Active)

Are they called? (Passive)

E.g. Who built the temple? (Active)

Whom was the temple built by? (Passive)

iii. Imperative Sentence

E.g. Open the door. (Active)

Let the door be opened. (Passive)

Or

The door is opened

iv. Optative Sentences

E.g. May God protects our children from all sorts of evil forces!

May our children be protected from all sorts of evil forces!

The syntactic relationship between these two sets of sentences (i.e. active and passive) which are mentioned in above numbers can be noted in the following rules:

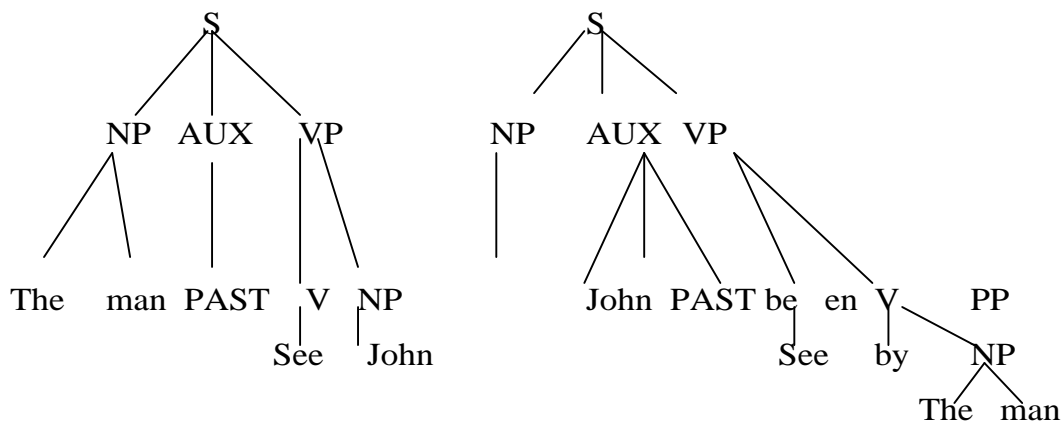
- a. Addition of 'be'... 'en' i.e. the auxiliary verb be +the passive (past participle) in the passive sentences.
- b. Inversion of nouns signifying the agent and object position in the sentence.
- c. When pronominal agents occur, the case of the pronoun changes from subject to object.

The understanding of the relationship between active and passive becomes more vivid through transformational rules from deep structure to surface structure. For Example:

The man saw John.

The following sample trees illustrate the effect of the rule:

Figure No.2:



Active Structure

S: NP+ AUX + VP

NP: (DET) NOUN

AUX: TENSE (MODEL)

TENSE: PAST or Non-PAST

VP: V (NP) (PP)

PP: PREP + NP

Passive Structure

1.2 Review of the Related Literature

Error refers to the unacceptable form of language. It is natural to commit error while learning second language. Errors are generally committed by the learner due to the incomplete knowledge in subject matter. It provides feedback to the teacher. The existence of error is universally accepted in the process of learning second language. Therefore, many researches have been carried out to study the errors in the process of learning language. Some Researches carried out in Nepal about error analysis are reviewed as follows:

Shrestha, J.K. (1989) has carried out a research on 'errors on subject verb agreement in English' to find out the errors committed by the Nepali learners of Bhaktapur. He has used the questions to test the learners and check them. He found that the Nepali English learners are likely to commit high frequency of errors when the head word is preceded or followed by word of opposite nature in grammar.

Nepal, A. (1998) has carried out a research on error in the use of past form in English irregular verbs by grade seven students in Kathmandu district. He has used the questions prepared by him to find out the causes and sources of errors in forming past and past participle. The finding shows that the students commit more error in forming past participle than past form.

Adhikari (1999) has conducted a research to find out the proficiency of the grade nine students in the use of causative verbs in Gorkha. He has used test items to test the student. His study shows that students committed more errors in the use of causative with 'have' than causative with 'get', and 'make'.

Thapa (2000) has carried out a research on the students' errors in the use of comparative and superlative degree of adjectives in Kathamandu district. He has administered the students from different schools by giving the test items. His finding shows that students commit more errors in the use of superlative degree than in the use of comparative degree of adjectives.

Khatri (2001) has carried out a research to find out the errors in the use of punctuation marks committed by grade ten students of Nawalparasi district. He has used the questions to find out the errors. His finding shows that the students have committed more errors in the use of punctuation marks in free writing than in guided writing.

Gyawali, G. (2007) has conducted the research on the study of the errors in the use of Tag questions committed by grade eight students in Tanahun District to find out the proficiency of the learners. She has used the prepared questions to test the students. Her finding shows that the grade eight students committed errors in Tag questions due to the incomplete knowledge and the clear instructions.

Rai (2007) has done a research on negative and interrogative transformation in English and Sampang language to analyse the process of negative and interrogative transformation in English and Sampang language in Khotang District. He interviewed with the Sampang speaking people. His finding shows that 'na' suffix is attached to negate the sentence in Sampang language.

Bhattacharya (2008) has carried out a research to find out the error in the use of plural nouns by the grade nine students in Butwal. He has prepared the questionnaires with which he has administered the students. The study shows that the students commit more errors in complete irregular nouns than the conditional regular nouns.

Patwari (2008) has carried out a research on Negative and interrogative transformations in English and Tharu in Madhuwan V.D.C. to analyze the process of Negative and interrogative transformation in English and Tharu. He has interviewed the informants taking a prepared list of language items. The finding shows that the negative sentence is made by adding Prefix 'na' to the verb.

The present research is basically different from those reviewed researches in that nobody has done research on the errors in English voice to find out the gender wise proficiency of the student and the causes of errors committed by them.

1.3 Objectives of the study

The general objectives of the study are to identify and analyze the errors in the use of passive and active sentences by the Grade Ten students in order to facilitate them in improving their proficiency in using passivization. The specific objectives of the study were as follows:

- a) To find out the errors in passivization.
- b) To find out the causes of error.
- c) To identify the gender wise proficiency of the students of Surkhet valley.
- d) To suggest some pedagogical implication

1.4 Signification of the study

The study can be useful for the syllabus designer in order to improve the syllabus since they can notice the difficulties in making active and passive voice. It is equally useful for the textbook writers and the teachers who are involved in secondary level because this study

gives clear idea for the teacher to notice about the proficiency of the students in pasivization. The teacher can know about the items which the students are to be re-taught. The study also provides feedback to the teachers who can either change their techniques for teaching or re-teach the item which the students fail to do. It provides some remedies through which the teachers can make their teaching effective and purposeful. It also gives ideas about how the passivization can be better taught and about the use of passivization. It will be significant not only in the context of Nepal but also in the world. It is equally important for researchers because they can get some ideas about the real proficiency of the students of different schools from Surkhet in the pasivization. It also can be a useful material for those linguists who are interested in error in the use of active and passive sentences. It can give remedies for class room implication. The teachers also can get feedback from this study. It helps to notice their drawbacks.

CHAPTER–TWO METHODOLOGY

Methodology is an important tool to carry out any research successfully. In this study the researcher was interested in identifying errors in the use of passivization by the grade ten students. The following methodological procedure was applied while carrying out the research:

2.1 Sources of Data

In this study the researcher had used both primary and secondary sources of data to accomplish the research.

2.1.1 Primary Source of Data

As for the primary source of data the researcher visited the field and distributed the prepared questionnaires to the students. The responses in the questionnaires from the students were used as primary data.

2.1.2 Secondary Source of Data

Different books, journals and unpublished theses were the secondary sources of data. Both English and Nepali authentic resources are taken for secondary source. Choamsky (1957), Richards (1985), Corder (1974), Sthapit (1999) were the main secondary sources of data.

2.2 Population of the Study

Twenty students were randomly selected from each five different schools of Surkhet district. They were divided into two groups which was done sex wise i.e. boy and girl. One group consisted of ten students. They were reading English as a compulsory subject in public schools.

2.3 Sampling Procedure

Five schools were selected through judgmental sampling. There were hundred Nepalese students of Grade Ten. They were learning the method of passive transformation in their compulsory subject English. There were twenty students from each school of Surkhet. The students were randomly selected for research. The following table shows the record of the selected schools and students.

Table - 2

Distribution of Students in Different School

S.N.	Name of the Schools	No. of Girls	No. of boys
1.	Jana Sewa H. S, Latikoili-3, Ghusra	10	10
2.	Shree Krishna Snskrit and General H. S, Itram	10	10
3.	Nepal Rastriya Secondary School, Danda Gaun	10	10
4.	Jana H.S, Birendranagar	10	10
5.	Amar Jyoti H. S, Neware	10	10
Total		50	50
G.T		100	100

2.4 Tools for Data Collection

A set of test items was prepared as a tool for data collection. It had ten different sets. Each set contains five different questions which were to be passivised . The test items helped to find out the students' errors and their proficiency in passivization .

2.5 Procedure of Data Collection

- i. The researcher visited the selected schools for the collection of the data after the preparation of a set of test items.

- ii. He then randomly selected the students and established rapport with them by specifying the purpose and significance of the study.
- iii. Then he administered the test items to the students and retrieved the filled test items sheets.
- v. Each student was asked fifty questions from ten different sets and their answers were collected.

2.6 Limitations of the study

Although the researcher has tried his best to make the study perfect, it has some limitations which are as follows:

- 1) It is related to small area of English grammar (passivization).
- 2) The data are collected from written test.
- 3) It is only based on test items.
- 4) The sample population was limited from five different schools.
- 5) The schools are randomly selected.
- 6) The researcher has only selected ten girls and ten boys from each five different schools of Surkhet valley.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

In this section, the collected data have been presented, analyzed and interpreted descriptively using simple statistical tool like tables and illustrations. After the tabulation of data points of errors committed in different sets, illustrations have been presented.

Firstly, the student's responses were marked systematically and their errors were tabulated and on the basis of the tables analysis and interpretation is carried out in this chapter. After the tabulation of data points of errors committed in different sets, illustrations have been presented.

3.1 Identification of Errors

There were altogether 50 items in the test of voice transformation. When the same test of 50 items was administered to 100 sample students, then the total number of items reached 5000 (50×100). The errors have been identified on the basis of total number of items.

Table 3**Identification of Total Errors Committed in the Items of ‘Voice Transformation’**

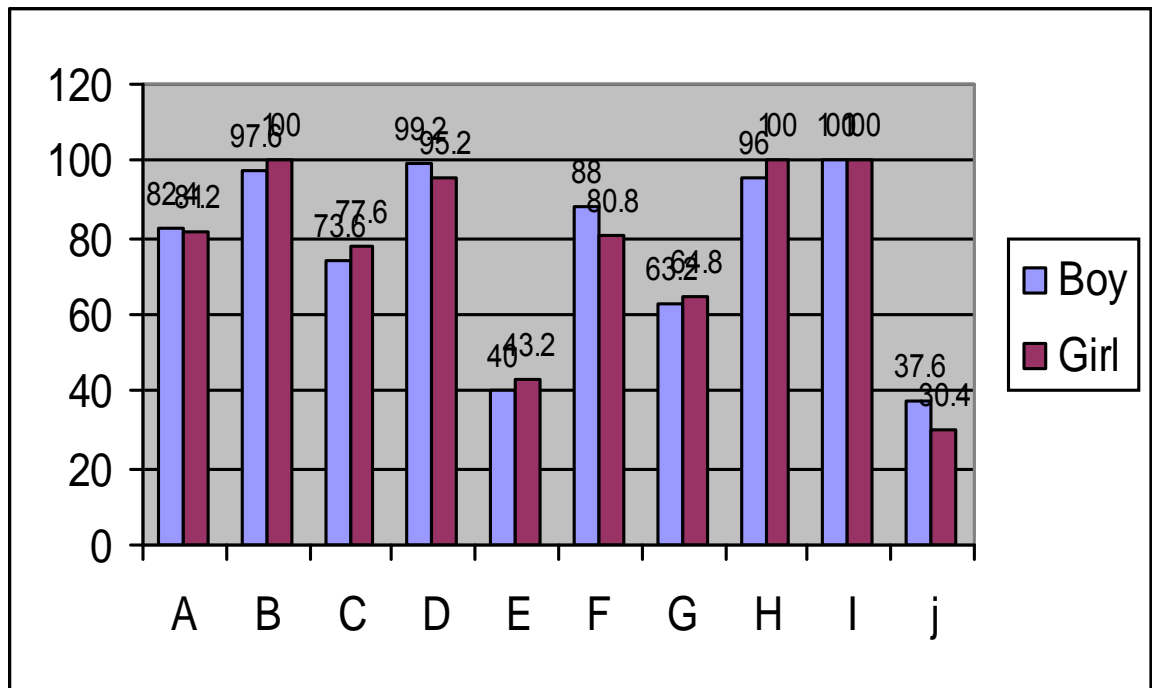
Set	Boys	Errors	% of Errors	Girls	Error	% of Errors	Total No. of Errors	% of Total Number
A	50	206	82.4	50	203	81.2	409	81.8
B	50	244	97.6	50	250	100	494	98.8
C	50	184	73.6	50	194	77.6	378	75.6
D	50	248	99.2	50	238	95.2	486	97.2
E	50	100	40	50	108	43.2	208	41.6
F	50	220	88	50	202	80.8	422	84.4
G	50	158	63.2	50	162	64.8	320	64
H	50	240	96	50	250	100	490	98
I	50	250	100	50	250	100	500	100
J	50	94	37.6	50	76	30.4	170	85
Total	50	1944	777.6	50	1933	773.2	3877	775.4

The above table shows the overall errors in different sets of voice transformation committed by hundred students (50 boys and 50 girls) of different schools of Surkhet valley. In set-A the boys' error percentage is 82.4 and the girls' error percentage is 81.2. The boys have committed more errors than the girls' in the set-A. Similarly, in the set-B the boys' error percentage is 97.6 and girls' error is cent percent. The girls' have committed cent percent errors. In the set-C the boys' error percentage is 73.6 and the girls' error percentage is 77.6 percent. The girls have committed more errors than the boys' in the set-C. In the set-D the boys' error percentage is 99.2 and the girls' error percentage is 95.2. The girls have committed fewer errors than the boys' in the set-D. In the set-E the boys' error percentage is forty and the girls' error percentage is 43.2. The girls have committed more errors than the boys' in the set-E. In the set-F the boys' error percentage is eighty-eight and the girls' error percentage is 80.8. The

boys have committed more error than the girls' in the set- F. In the set G the boys' error percentage is 63.2 and the girls' error percentage is 64.8. The girls have committed more errors than the boys in the set-G. In the set 'H' the boys' error percentage is ninety-six and the girls' error is cent percent. The girls have committed more errors than the boys in the set-H. In the set 'I' the boys' and the girls' error is cent percent. In the set-I both the girls and the boys have committed cent percent errors. In the set-J the boys' error percentage is 37.6 and the girls' error percentage is 30.4. The boys have committed more errors than the girls in the set-J. The boys have committed more errors than the girls in the overall questions. The figure shows boys have made overall 77.76 percent of total items whereas girls have 77.32 percent. But there is not vast gap between the sexes that could make us aware of sex influence. On the whole, in set-I, a set of Yes-No passive transformation into active, commit cent percent error whereas in set-E only 41.6 percent of error is committed make it more clear, the data is presented below in the bar-diagram.

Figure No.3

Identification of Total Errors Committed in the Items of ‘Voice Transformation’



3.1.1 Item Wise Analysis and Interpretation of Errors

There were ten sets of questions in the test paper and each set had five questions of the same category. It ranges from sets-A to J having questions for passive and active voice transformation. Every set is analysed and interpreted with equal emphasis. They have been tabulated below.

Set-A

Set-A consists of five different assertive sentences which are to be changed into passive voice. It was administered to fifty girls and fifty boys of different schools of Surkhet valley to measure their ability in passive voice transformation.

Set A

Table 4

Errors Committed in the Passive Voice Transformation of Assertive Sentence

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	35	70	10	30	66
2	50	10	48	96	10	50	100
3	50	10	42	84	10	42	84
4	50	10	38	76	10	42	84
5	50	10	40	80	10	42	84
Total	250	50	203	81.2	50	206	82.4

The above table shows the errors committed by the fifty girls and the fifty boys of the different schools of Surkhet valley in different assertive sentences which are to be changed into passive voices. In the questions no. 1, the girls have committed seventy percent errors whereas the boys have committed sixty-six percent errors. In the questions no. 2, the girls' error is ninety-six percent and the boys' error is cent percent In questions no. 3, both the girls' and the boys' errors is eighty-four percent. In questions no.4, the girls' error is seventy-six percent and the boys' error is eighty-four percent. In question no.5, the girls have eighty percent errors and the boys have eighty-four percent errors. The girls have committed less errors than the boys.

Set-B

Table 5

Errors Committed in the Passive Voice Transformation of Wh-questions.

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	50	100	10	44	88
2	50	10	50	100	10	50	100
3	50	10	50	100	10	50	100
4	50	10	50	100	10	50	100
5	50	10	50	100	10	50	100
Total	250	50	250	100	50	244	97.6

The above table shows the errors committed by the girls and the boys in Set B which contains five different Wh-questions which are to be changed into passive voices. Both the boys and the girls have committed cent percent errors in item no. 2, 3, 4 and 5 except in item no. 1. The boys' error is eighty-eight percent whereas the girls' errors are cent percent. The girls have committed more errors than the boys in Set-B.

Set-C

Table 6

Errors Committed in the Passive Voice Transformation of Imperative Sentences

S.N.	No.of Questions	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	36	72	10	30	60
2	50	10	44	88	10	48	96
3	50	10	32	64	10	34	68
4	50	10	42	84	10	36	72
5	50	10	40	80	10	36	72
Total	250	50	194	77.6	50	184	73.6

The above table shows the errors committed by the fifty girls and the fifty boys from the different schools in Surkhet valley. The set-C consists of imperative sentences which were asked to change into passive voice. In Q. no.1, the girls' error is seventy-two percent and the boys' error is sixty percent. In the Q.no.2, the girls' error is eighty-eight percent and the boys' error is ninety-six percent. The girls' error is sixty-four percent and the boys' is sixty-eight percent in Q.no.3. In question no.4 the girls' error is eighty-four percent and the boys' errors is seventy-two percent. The girls' error is eighty percent in Q.no.5 and the boys' error is seventy-two percent. In the Set C the girls have committed more errors than the boys because the overall percentage of the girls is 77.6 and the boys' percentage is 73.6.

Set-D

Table 7

Errors committed in the Voice transformation of Yes-No questions

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	42	84	50	48	96
2	50	10	50	100	50	50	100
3	50	10	46	92	50	50	100
4	50	10	50	100	50	50	100
5	50	10	50	100	50	50	100
Total	250	50	238	93.2	250	248	99.2

The above table shows the errors committed in Set-D by the girls and the boys of five different schools in the Surkhet Valley. The Set-D has Yes/No questions which are to be changed into Passive voice. While comparing the errors between the girls and the boys, in question numbers 2, 4 and 5, the boys and girls are found to commit equal errors. In Q.n.1, the girls' percentage is eighty four percent and

the boys' error is ninety-six percent. In Q.n.3 the girls have committed ninety-two percent error and boys have committed cent percent error. The boys committed more errors than the girls. The girls have 95.2 percent error whereas the boys have 99.2 percent in set-D.

Set-E

Table 8

Errors Committed in the Multiple Choices of Passive Voice Transformation

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	26	52	10	22	44
2	50	10	18	36	10	16	32
3	50	10	24	48	10	18	36
4	50	10	18	36	10	18	36
5	50	10	22	44	10	26	52
Total	250	50	108	43.2	50	100	40.0

The Set-E has multiple choice type questions in which they are to select the verbs which can make the passive sentence. In Q.no.1 the girls' error is fifty-two percent and the boys' error is forty-four percent. In Q.no.2 the girls have thirty-six percent error and the boys have thirty-two percent error. In Q.no.3 the girls' error is forty-eight percent and the boys' error is thirty-six percent. In Q.no.4 both the girls and the boys have committed thirty-six percent errors but in Q.no.5 the girls have committed forty-four percent errors and the boys have committed fifty-two percent errors. On the whole, the girls have committed more errors than the boys.

Set-F

Table 9

Errors Committed in the Active Voice Transformation of Assertive Sentence

S.N.	Q. No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	44	88	10	50	100
2	50	10	36	72	10	34	68
3	50	10	36	72	10	48	96
4	50	10	40	80	10	38	76
5	50	10	46	92	10	50	100
Total	250	50	202	80.8	50	220	88.0

The above table shows the errors committed in each question of the set-F by the girls and the boys of five different schools. The set-F has statements in passive voice which are to be changed into active voice. In Q.no.1 the girls' error is eighty-eight percent and the boys' error is cent percent. In Q.no.2 the girls' error is seventy-two percent and boys' error is sixty-eight percent. In Q.no.3 the girls' error is seventy-two percent and boys' error is ninety-six percent. In Q.no.4 the girls' error is eighty percent and the boys' error is seventy-six percent. In Q.no.5 the girls' error is ninety-two percent and the boys' error is cent percent. The girls have committed less error than the boys in the set-F.

Set-G

Table 10
Errors Committed in the Active Voice transformation of Imperative Sentence

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	32	64	10	28	50
2	50	10	26	52	10	26	54
3	50	10	32	64	10	28	56
4	50	10	26	52	10	28	56
5	50	10	46	92	10	48	96
Total	250	50	162	64.8	50	158	63.2

The set 'G' contains the passive imperative sentences which are to be changed into active imperative sentences. In Q.no.1 the girls' error is sixty-four percent and the boys' error is fifty percent. In Q.no.2 the girls' error is fifty-two percent and the boys' error is fifty-four percent. In Q.no.3 the girls' error is sixty-four percent and the boys' error is fifty-six percent. In Q.no.4 the girls' error is fifty-two percent and the boys' error is fifty-six percent. In Q.no.5 the girls' error is ninety-two percent and the boys' error is ninety-six percent. In the set 'G', the girls have committed more errors than the boys.

Set-H

Table 11

Errors Committed in the Active Voice Transformation of Wh-questions

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	50	100	10	48	96
2	50	10	50	100	10	48	96
3	50	10	50	100	10	48	96
4	50	10	50	100	10	48	96
5	50	10	50	100	10	48	96
Total	250	50	250	100	50	240	96

This table shows the errors committed in Set-H. It has Wh-questions in passive voices which are to be changed into active Wh-questions. The girls have committed cent percent errors in each item and the boys' have committed ninety-six percent errors in each item. The girls have committed more errors than the boys'.

Set-I

Table 12

Errors Committed in the Active Voice Transformation of Yes/No questions

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	50	100	10	50	100
2	50	10	50	100	10	50	100
3	50	10	50	100	10	50	100
4	50	10	50	100	10	50	100
5	50	10	50	100	10	50	100
Total	250	50	250	100	50	250	100

Set-I contains Yes/No questions in passive voice which have to be changed into active Yes/No question. The table shows that both the girls and the boys have committed cent percent errors in each item of set I.

Set-J

Table 13

Errors Committed in the Multiple Choices of Active Voice Transformation

S.N.	Q.No.	Girls No.	Errors No.	Errors %	Boys No.	Errors No.	Errors %
1	50	10	16	32	10	10	20
2	50	10	16	32	10	16	32
3	50	10	18	36	10	10	20
4	50	10	28	56	10	22	44
5	50	10	16	32	10	18	36
Total	250	50	94	37.6	50	76	30.4

The set-J has different types of sentences in passive voice. It is the multiple choice type questions. The students need to select the verb to make the sentences active. In Q.no.1 the girls' error is thirty-two percent and the boys' error is twenty percent. In Q.no.2 both the girls and the boys have the same percent error. In Q.no.3 the girls' error is thirty-six percent and the boys' error is twenty percent. In Q.no.4 the girls have committed fifty-six percent error and the boys have committed forty-four percent error. In the Q.no.5 the girls have committed thirty-two percent error and the boys have committed thirty-six percent error. The girls have comparatively committed more errors than the boys in the set-J.

3.1.2 Sources of Errors (Voice Transformation)

In this study, the researcher analysed the data systematically in detail. He detected the following sources which are responsible for the errors that were committed in different aspects of passivization.

Table 14

Distribution of Errors

S.N.	Sources of errors	No. of errors	Percentage of total errors
1	Incomplete application of rule	2610	67.32
2	False concept hypothesized of rule	540	13.92
3	Incomprehension of instruction	100	2.57
4	Mother tongue interference	97	2.50
5	Unattempted items	530	13.67
	Total	3877	100

The above table records the different sources of errors in the given items of voice transformation in totality. It indicates that the students committed the highest number of errors, i.e. 67.32 percent due to the incomplete application of rule whereas the lowest number of errors, i.e. 2.50 percent because of the mother tongue interference.

Similarly, students have committed 13.92 percent of total errors due to false concept hypothesized rule and 2.50 percentage of errors were committed due to incomprehension of instruction. Finally, 13.67 percent errors were produced from unattempted questions. Each of these sources is tabulated below descriptively.

3.1.2.1 Incomplete Application of Rule

The researcher detected that the students applied the rule partially while they changed the active form of sentence into passive form. Most of the students failed to change the auxiliary verb according to the need of tense. Similarly, most of them did not change position of the agent and receiver. Moreover, they did not care the inflection of pronouns. Thus, it implies that the students were not able to apply the rule of voice transformation completely. The following table records the errors committed due to incomplete application of rules in different items with examples.

Table 15

Total Errors Made by Incomplete Application of Rule.

S.N	Item	Aspect	Example	No. of	% of 2620
1	Assertive	Sub/Obj inversion	The deer was chased by the tiger.....= the deer chased the tiger.	325	
		Verb form	My father built the house. = The house had built by my father.	105	
		By instrumental	Nobody hurts me. = Me is not hurt.	85	
		Pronoun	The phone is being used. They are using the phone.	145	
			Total	660	25.2
2	Imperative	Sub/Obj inversion	Let the window be closed. = The window close.	205	
		Verb form	Pass the ball. = Let pass the ball.	103	
			Do your homework. = let my homework be done.	92	
		Pronoun			
			Total	400	15.3
3	Question	Subject/Object inversion	What was told you by her? =What did her tell you?	807	
		Verb form	Where has a bus run over a cow? = Where has a cow run by a bus?	400	
		By instrumental	Who sent her at the park? =Whom was her sent at the park by?	149	
		Pronoun	Why did they drive the car? =Why was the car driven by they?	204	
			Total	1560	59.5
			Grand Total	2620	100

The above table presents the total errors committed due to incomplete application of rules in different aspects of the three different types of items with examples (assertive, imperative and question). Out of two thousand six hundred twenty, six hundred sixty or 25.2 percent of errors were committed in assertive items. Similarly, four hundred or 15.3 percent errors were committed in imperative items. In the same way, one thousand five hundred sixty or 59.5 percent errors were made in question items.

This result of analysis concludes that the students committed the maximum number of errors due to incomplete application of rules. The major reason behind it was the students' incomplete knowledge of the rules. They were found to be quite unfamiliar with the different kinds of rules.

The researcher then tried to find the real cause of the problem and discovered that the rules of changing from active voice into passive voice are very complex. As a result, students could not remember the whole set of rules at a time. Therefore, there was high chance to be confused. The researcher, therefore, suggests to those concerned subject teachers to give a great deal of opportunity for practicing passivization so that they can remember the rules perfectly.

3.1.2.2 False Concept Hypothesized of Rule

Some of the students were found to have wrong concept of the rule especially in the change of indefinite agent that students have learned. There should be a receiver in a sentence so they falsely bring a subject in passive form. Similarly, they used 'by' instrumental without noticing the need of the sentence as they have conceptualized that there should be 'by' towards the end of a

sentence. They kept on using 'be' auxiliary only for every form of verb as they thought that it is only one passive making verb. The following table shows the total errors made by this false concept hypothesized of rule.

Table 16

Total Errors Made Due to False Concept Hypothesized of Rule.

S. N.	Item	Aspect	Example	No. of Error	% of 540
1	Assertive	Subj/Obj inversion	English is spoken all over the world. = The world speaks English all over.	130	24
2	Imperative	By instrumental	Opened the door. = The door be opened by you.	100	18.51
3	Question	Verb form	What could you throw in the box? = What was thrown in the box by you?	310	57.40
			Total	540	100

The above table shows the total errors made by the students due to false understanding of the rule while changing indefinite agents. It records one hundred and thirty or twenty-four percent of total five hundred and forty errors in assertive statement items, hundred in imperative items and three hundred and ten errors in question items. It also suggests that the highest number of errors were made in

question items whereas the lowest number of errors was seen in imperative items. In the view of the researcher, lack of attention of the rule by students in those terms was the sole cause to commit this type of errors. Therefore, it speaks that teachers should focus to attract the attention of the students toward the teaching items by allowing them to practise.

3.1.2.3 Incomplete Comprehension of Instructions

It was found that some students did not understand the given instructions properly. As a result, they tried to solve the problem differently. Some of the students inserted pronoun in place of agent after ‘by’ in imperative as they thought that they had to show some agent for the work. Similarly, some of them wrote answer of the questions instead of changing them. The table below presents the total errors of this type with examples.

Table 17

Total Errors Committed Due to Incomplete Comprehension of Instructions

S.N.	Items	Example	No. of Errors	% of 100
1	Assertive	People speak English all over the world. = English is spoken all over the by people.	35	35
2	Imperative	Open the door. = Let the door be opened by you.	20	20
3	Yes/No Wh-question	Do you like tea? = No I do not like. What did your father make last year? =My father made a house last year.	45	45
		Total	100	100

The table above shows that the students committed thirty-five errors in assertive, twenty in command items and forty-five errors committed in question items due to incomprehension of instruction. Student's poor comprehension power caused this type of errors as they were habituated by translation method. Therefore, this researcher suggests that they should be instructed in English all the time so that they could improve their comprehension ability.

3.1.2.4 Mother Tongue Interference

The influence of their mother tongue was noticed in some students. They frequently made errors in intransitive verbs as well because there is transformation rule in Nepali voice transformation. The following table shows the total errors of this type with some examples.

Table 18

Total Errors Committed Due to Mother Tongue Interference

S.N.	Item	Example	No.of Error	% of 97
1	Assertive	A tanker knocked over a cyclist yesterday. = By a tanker a cyclist was knocked over yesterday. Ram went to school. = By Ram school was gone.		
		Total	97	100

The above table records the total errors committed by the students due to their mother tongue interference. All ninety-seven errors were made in assertive items. Contrastive features of the two languages i.e. English and Nepali caused them to commit such type of errors. Therefore, to eliminate those errors teachers should organize the meaningful situation for adequate practice.

3.1.2.5 Unattempted Items

Students left some questions unattempted in which the missed items were as follows.

Table 19

Total Errors Made Due to Unattempted Items

S.N.	Items	Example	No. of Error	% of 530
1	Assertive	Subject/Object inversion	42	
		Verb form	33	
		By instrumental	34	
		Pronoun	16	
		Total	125	
2	Imperative	Verb form	47	
		Let introductory	33	
		Pronoun	20	
		Total	100	
3	Question	Subject/Object inversion	105	
		Verb form	95	
		By instrumental	45	
		Pronoun	60	
		Total	305	
		Grand Total	530	100

The above table indicates that the highest number, i.e., three hundred and five items were left unattempted in question part whereas the lowest number, i.e., hundred items were left in command part. Similarly, one hundred and twenty-five items were left unattempted in assertive part. Most students attempted the assertive partially.

One of the main reasons to unattempt part of the question was found to be the degree of difficulty. In most cases the students were found to commit more errors in voice transformation of question. Some of the students could not attempt the questions due to the poor writing power. Constant practice can improve their writing speed and make them confident regarding rules which will encourage them to attempt all items.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the item wise, sex wise and aspect wise analysis and interpretation of data, the study reaches to the following findings:

1. Students have committed 100% errors in item no. 4 and 5 in which they fail to notice the indefinite subject because of incomplete knowledge.
2. Students have not changed wh- question in to passive voice because of not being familiar with rules of passivization.
3. 'By' have not been deleted before the indefinite subject of the sentence because they have learned to use by in passive voice. It is due to false concept hypothesised .
4. The study shows that they have used wrong form of auxiliary verb and main verb while passivizing because of low practice and incomplete knowledge.
5. Hundred percent errors have been found in set I where the items have been left unattempted since they are not being clear on instruction and they have incomplete knowledge on it.
6. 'By' have been used with the subject of active sentence in the beginning while changing into passive voice because of mother tongue influence.
7. The girls' proficiency seems higher than the boys' because the boys' error was 1944 and the girls' error was 1933.
8. The students have low command over passive transformation since they have not been familiar with the rules of passivization
9. There has been no vast gap between the errors of the boys and girls which implies sex has less influence in making errors.

10. They have been found to commit low errors in multiple choice items because they seem to have practised with the readymade answers.

4.2 Recommendations

On the basis of the above findings, the following recommendations have been suggested to assist in minimizing the possibility of committing errors for pedagogical purposes.

1. As finding shows errors are inevitable part of language learning so student should not be discouraged for the error but error should be minimized with practice.
2. Special focus should be given to subject object inversion while passivizing in the English because there is inversion of subject and object in the English.
3. More examples should be given to them and let them practise enough for their knowledge.
4. The teacher should use enough teaching materials and provide them meaningful situation in which they can practise interestingly.
5. Although there is no vast gap in gender wise proficiency, it is better to provide equal opportunity to them in teaching and learning activity
6. The wrong use of 'by' in the beginning with the subject of active voice should be avoided. For this they should be made clear about Nepali and English voice transformation.
7. They should be made familiar with the insertion of other propositions like, with, to, etc. while changing into passive voice. So that they will not use only 'by' before objective case in passive voice.
8. They should practise for correct use of auxiliary verbs and main verbs enough with the examples.

9. They should be made familiar with the change of nominative case in active sentence into instrumental case while changing it into passive. For example:

Nominative cases

Instrumental case

He

by him

I

by me

They

by them

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Appendices

Passivization: it is a grammatical process which is used for expressing the action done to the subject indicating that the apparent subject of a verb is the person or thing undergoing, not performing (Encarta World English Dictionary, 1999).

Comparative: Comparative is a term used to characterize a major branch of linguistics in which the primary concern is to make statements comparing the characteristics of different languages or different varieties of the same language

1.5 Definition of the Specific Terms

Active voice: A term used in the grammatical analysis of voice, referring to a sentence, clause or verb form where, from a semantic point of view the grammatical subject is typically the actor, in relation to verb. E.g. The boy wrote a letter. It is contrasted with passive (Richards et. al, 1985).

Passive voice: A term used in the grammatical analysis of voice, referring to a sentence, clause or verb form where, from a semantic point of view the grammatical subject is typically the 'recipient' or goal of the action denoted by the verb. E.g. a letter was written by the boy. It is contrasted with active (Richards et. al, 1985).

or different historical states of a language.

Insertion: It is a basic syntactic operation within the framework of transformational grammar which eliminates a constituent from the existing string.

Deletion: It is a basic syntactic operation within the framework of transformational grammar which eliminates a constituent from the existing string.

Aspect: A grammatical category, which deals with how the event described by a verb is viewed.

Accusative case: The form of noun or noun phrase which shows that it functions as the direct object of a verb in a sentence.

Dative case: The form of noun or noun phrase which usually shows that it functions as the indirect object of a verb in a sentence.

Objective case: The form of noun or noun phrase which shows that it functions as an object and object get affected by the verb in a sentence.

Goal case: The form of noun or noun phrase which usually shows the movement to which something moves.

Test Items

School's Name:..... **F.M. : 50**

Student's Name:..... **P.M. : 20**

Time : 50 minutes

Change the following into Passive voice.

Set-A

- 1) A tanker knocked over a cyclist yesterday.
.....
- 2) Nobody hurts me.
.....
- 3) Ram went to school.
.....
- 4) My father built the house in 1997.
.....
- 5) People speak English all over the world.
.....

Set-B

- 1) Why did he drive the car?
.....
- 2) What could you throw in the box?
.....
- 3) What did your father make last year?
.....
- 4) Who sent her at the park?
.....
- 5) Where has a bus run over a cow?
.....

Set-C

- 1) Open the door.
.....

2) Dig the field.

.....

3) Read your book.

.....

4) Do your homework.

.....

5) Pass the ball.

.....

Set-D

1) Did anyone ask any questions about me?

.....

..

2) Can a cat catch a rat?

.....

..

3) Do you like tea?

.....

..

4) Are they teaching English at home?

.....

..

5) Does a cow give us milk?

.....

..

Set-E

1) Someone told the students a story. That is to say..... (The students are told a story, the students have been told a story, The students were told a story.)

2) We bought nothing yesterday. It means nothing..... yesterday. (Was not bought, was bought, has not bought.)

- 3) Yogesh sings pop songs very well. Pop songs areby Yogesh.
(sung very well, sings very well, being very well sung.)
- 4) Our School is very nice. It..... by the villagers. (is build, was built, will built.)
- 5) They promise us higher wages. It means we higher wages.
(Have been promised, are promised, were promised).

Change the following into Active voice.

Set-F

- 1) English is spoken all over the worlds.
.....
..
- 2) The deer was chased by the tiger in the jungle.
.....
..
- 3) The Temple has been built by the local people in the village.
.....
..
- 4) The windscreen was broken by the demonstrator in the movement.
.....
..
- 5) The phone is being used.
.....
..

Set-G

- 1) Let the window be closed.
.....
- 2) Let the ball be passed.
.....

3) Let the chair be repaired.

.....

4) Let the book be printed.

.....

5) You are requested to send them.

.....

Set-H

1) What was told you by her?

.....

2) By whom are they called?

.....

3) Why was he informed?

.....

4) When was it written?

.....

5) How have they been asked?

.....

Set-I

1) Is a pen bought?

.....

2) Are they sent to Pokhara?

.....

3) Was the medicine put in your eye?

.....

4) Can it be sold?

.....

5) Can water be supplied?

.....

Set-J

- 1) Bhairab was saved by Ramsingh. That is to say Ramsingh
Bhairab. (save, saved, saves.)
- 2) She is followed by them. It means they her. (follow,
followed, following)
- 3) The forest is being destroyed by the people. Its active voice is the
people the forest.(is destroying, are destroying, were
destroying)
- 4) Was the ball thrown? It means..... (Did you throw the ball, have
you throw the ball, do they throw the ball)
- 5) Let the pen be sold. Its active voice is..... (sell the pen, sold the
pen, sells the pen)