THE STUDY OF ERRORS COMMITTED BY GRADE TEN STUDENTS IN WORD FORMATION

A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English

Submitted by
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DECLARATION

I hereby declare to be the best of my knowledge that this thesis is original: no part of it was earlier submitted for the candidature of research degree to any university.

Date :- 10-08 -2017 **.....**

Ranjeet Chaudhary

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ranjeet Chaudhary** has prepared this dissertation entitled **Study of Errors Committed by Grade Ten Students in Word Formation** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

To my parents, teachers, friends

and

All those who inspire me for my betterment

and

further success

.....

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ABSTRACT

This study entitled **Errors Committed by Grade ten Students in Word Formation** is a survey research .The main purpose of this study was to find out the errors committed by the students in word formation including derivation, inflection and modification. In order to find out the errors of the students, I administrated a test among forty students of four secondary schools of Rautahat district. Ten students were selected from each schools using purposive non-random sampling method. The test items included three objective type questions including ten items related to derivational, ten related to inflectional and ten related modification process of word formation. The data collected from test items were analyzed and interpreted by using statistical and descriptive devices. The results of this study showed that the aggregate error of the students were 30.16%. In the same way, the students committed more errors in modification process of word formation which consisted 48.75% in total. Similarly, the students committed fewer errors in inflection process of word formation which consisted 14% in total and 35.62% errors in derivation. Thus, students felt more difficulty in modification and derivation process of word formation and felt easy in inflection process of word formation. In the same way, boys' proficiency (53.59%) was better than the girls' proficiency (46.40%).

This thesis has been organized into five chapters. The first chapter consists of the background of study, statement of the problem, objectives of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter includes the review of related theoretical literature and review of empirical literature, implications of the review of the study and conceptual framework. In the same way, third chapter is methods and procedures of the study which includes design and method of study, population sample and sampling strategy, research tools sources of data, data collection procedures, data analysis procedures and ethical considerations. In the same way, forth chapter is the data analysis and interpretation of the results. The data has been interpreted in terms of holistic proficiency of the students, school wise analysis of the students' proficiency, item wise analysis of the students' proficiency and item wise analysis and interpretation of different errors. Finally, fifth chapter consists the findings, conclusion, recommendations and its sub topics; policy related, practice related and further research related. This study ends with the references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

*	:	incorrect form
▪	:	correct form
HSS	:	Higher Secondary School
No.	:	Number
E.g.	:	Example
etc.	:	etcetera
S.N.	:	Serial Number
N.	:	Noun
V	:	Verb
ADV	:	Adverb
ADJ	:	Adjective

CHAPTER ONE
INTRODUCTION

This is a study on **Errors Committed by Grade ten Students in Word Formation.** This introduction part includes the discussions on background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is a strong means of communication each other. People communicate each other using a language as a means or instruments. Language has duality of pattern because it follows dual structural organization: phonological and grammatical. Every normal human being uses languages in his/her daily life. A newly born baby acquires language from his/her parents. Human beings have a special capacity to acquire language from the society. Regarding language, Gimson (1990) says "Language is a system of conventional sign used for communication by a whole community". He means to say that a language is cultural phenomenon; it is acquired from community and translated from one generation to another.

Learning new language after first language is a difficult task. Learning a new language is difficult because learner faces many problems such as grammatical errors, graph logical errors semantic errors in the journey of learning period. Learners may divert from actual learning because of the influence of different affecting factors like first language interference, cognitive factors and emotional factors. McLaughlin (1978, p.202) says that second language learners use same strategies as used in first language learning. It means to say that learners make use of their first language learning strategies to learn second language too and if first language has more similarities with second language, learners commit less error and if there is less similarities then there will be

more mistakes and errors. There are so many languages exist in the world. Some languages have been disappeared and some languages are in endangered. Various languages are spoken in Nepal by different ethnic communities. The major language families are: Austro-Asiatic, Indo-Aryan, Dravidian and Tibeto-Burman. These are the common home for all languages found in Nepal. In this case, Yadava (2003) writes, "In Nepalese context, Indo- Aryan family of languages mainly compromise Indo- Aryan group of languages, which form the largest group of languages in terms of speakers viz nearly 80 percent."

Error analysis is very important for developing sound competency and proficiency in language learning. Without the analysis of error one can not know about the progress of learning. So, learners' errors should be examined and addressed accordingly. Errors are the common phenomenon to each and every student's and learners' in the world. The students who are more attentive and have sharper mind commit less errors than those who have weak mind. There are different views regarding errors. Corder (1973) has used the term error to refer to the feature of learners. It means if the learner violent the rules of native speakers then learners are supposed to be committed mistakes. Similarly, Gass and Selinker (2009), state that errors can be taken as red flag which provides windows into the system. In the beginning learners errors were considered as undesirable. They were viewed to be the result of non-learning activities. Brooks, in this regard (1960) writes "Like sin, errors are to be avoided and it influences to be overcome. But after Corder's (1967) study on the "significance of errors", the concept of error has been changed. After his research, errors are begun to take as natural process for learning.

Error analyst distinguishes between errors and mistakes. Errors are systematic and mistakes are not so systematic. Errors can be classified according to basic nature and forms Abbott (1990, p.223). They are: emissive, additive substitutive or related to word order. They can also be classified by how apparent they are: overt error and covert errors. Similarly, Error can be classified according to the level of the language such as phonological errors,

lexical errors, syntactic errors and so on. Error analysis is closely related to the study of error treatment in language teaching. Today, the study of error is particularly relevant to focus on teaching methodologies as to make competent in language use and usage.

1.2 Statement of Problems

Word is very important for speaking a language. Without proper use of words, we can not speak in any language. No one is perfect in this world by birth. Learners make mistakes and errors in learning phase. Learners at first, commit errors and mistakes and they are corrected then they develop perfect system in their learning .The learners at first, learn words, the form of words and sentences by committing errors, then they begin to speak more discourses. Errors are incorrect use of language which is deviant forms of rules order of a language. Generally, every language learner commits errors in course of language learning process. Comparative study is the way to identify the similarities and differences between two languages learner's errors and to find out the gap between them, the rules of grammar, word, word formation process and other aspects of language. If the rules of grammar, vocabulary and other aspects are meet in some aspects then the learning will be easy for second language learners but in case of differences between them, the learning will be more difficult. Learner may face lots of problems in learning phase. Word formation is a process of making word by combing prefixes and suffixes in root words. Here, my area is to find out the errors committed by the students in word formation. Hence, I have chosen this study to find out how competent the students are in word formation and to find out the difficult areas in word formation. This study aims to the learners to form words without errors. It will seek the areas where students commit errors in changing one class word to another For example, noun to verb and singular to plural. So, the problems addressed in this study are errors in modification, inflection and derivation process of word formation.

1.3 Objectives of the Study

The present study had following objectives:

a. To find out the proficiency of the students in word formation.

b. To find out the errors committed by the students in word formation in terms of inflection, derivation and modification process of word formation, and

c. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

Following research questions were used as the guiding questions in this study:

1. What is the proficiency level of the students in word formation?

2. What are the errors committed by the students in inflection, derivation and modification?

3. What are the problematic areas in word formation to the students of grade ten?

1.5 Significance of Study

Studying learner's error is very important not only for teachers but also for syllabus designers and research designers. It is because errors are the sign to state learner’s status of learning. From studying learners' errors, we will be able to infer learner’s knowledge at what point he is in his learning career and discover what they still have to learn further more. By describing and classifying his /her errors in linguistic terms we build up a picture of the language of which are causing him learning problems. Errors provide feedback. They tell the teacher something about the effectiveness of his teaching materials and show him what part of the syllabus he has learnt and what kind of support, they further need.

This study seems to be very significant for the students who are learning English language as well as those English teachers who are teaching students. Similarly, this study will be beneficial for learners, syllabus designer, text book writer, linguists and other person who work in language field. It will find out the main problematic areas and with the help of this research, the learners will mainly focus on that area of problems. Similarly, it will be beneficial for course designer writers, and linguist to design courses focusing on those critical areas. It also will be significance for those institutions which are running extra classes for students. They can run classes concentrating on those erroneous areas. So, the finding will be beneficial for all the students, experts, writers, course designer, and teachers who are involved in teaching and learning profession.

1.6 Delimitations of the Study

This study was limited in finding out the errors committed by secondary level students in word formation. For data collection purpose, this research was limited to test items including ten questions in each set. This research was limited in the error committed only in the modification, inflection, and derivational. Population included total students of Rautahat studying at grade ten. However, only 40 students were selected as sample. This research was confined to examine and interpreted the errors committed by following purposive sampling strategy, only in the modification, inflection, and derivation process of word formation.

1.7 Operational Definition of Key Terms

The key terms used in this study are defined as follow**:**

Inflection: - In my research, the term ‘inflection’ refers to adding affixes and prefixes to form new words.

Derivation: - In this research, derivation here refers to the process of making new words by adding prefixes and suffixes that bring changes in class categories. For example, beautiful-beautifully, develop-developing.

Modification: -Modification in my research refers to the process of making internal changes in words to form a word. For example, tooth-teeth, mouse – mice.

Errors in word formation: - Errors in word formation refers to errors in derivation, inflection and modification process of word formation by using different affixes and suffixes in different situations. In my study, it deals with the error committed in word classes while changing one class to another.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Any research work requires literature review and conceptual map to complete it with valid information. Literature review provides basic ideas and information and bases for further study on related topics. Several researches have been carried out in the field of error analysis in the Department of English Education. However, no any research has been carried yet related to the errors in word formation in Rautahat, district. In this section, I have explained the major technical insights and supporting literature for the study. To be specific this section includes review of related empirical researches implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

Review of related theoretical literature is the central and most important part of any research activity. It is a written summary and critique of theory and research relating to a particular issue of question. Reviewing the related literature widens the body of knowledge of the researcher with the available literature in the area of study. It is not possible to carry out further research without reviewing any related literature. Each and every study is carried out with reference of related literature. Literature review is a text of scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contribution to a particular topic.

According to Kumar (2009), "A literature review provides researcher insights and basic ideas to carry out research successfully. While reviewing the related literature researcher goes through various written documents, secondary data and so on." To put it another way, literature review basically includes the study of various book related to the title of the present study. Similarly, it includes scholar's article, notes, dairy, speech, statements, researches, documents and

any resources related to particular topic, issues that provides a description summary and critical evaluation of these work in relation to the research problem for to be investigated.

In short, literature review gives the information to the researcher about the areas that has already been carried out and the areas that has to be further carried out. It also provides the ideas on how to conduct, the method, procedural and the design of the research. I have reviewed the available theoretical concepts related to the selected issues here in this section.

The theoretical review of this study includes the discussion of following topics**:**

3.1.1 Word Formation: An overview

Word formation refers to the process of forming different types of word classes by using different affixes and suffixes in different situations. Word formation is the creation of new words. Each and every language consist word formation process to for new words. Regarding word formation Plag (2002,) says, "The term word formation suggests the formation of words". (p.12) He means to say that any process that forms new words is called word formation.

Word is the combination of letters which gives complete meaning. Any combination of letters which has its own complete meaning is called word. For example, {kαt}.This combination gives meaning that it refers to a pet animal. Similarly, the letters /C /, /A /, /T/, If we join like /TAK/, It does not give any meaning so, it is not a word. It is estimated that average speakers of a language known from 45000 to 60,000 words. This means that we as speaker must have stored these words somewhere in our heads; our so called mental lexical device. That is to say words are very essential for speaking language. It is not possible to speak without knowing words. According to Varshney (1985), "word is defined as (1) speech, utterance, verbal expression, (2) an element of speech; words are the smallest unit of written discourse (p.223". For a linguist, the word is a very important, it is a fundamental unit.

Similarly, Plag (2002, p.16) has further presented the following ideas about word:

- words are entities having a part of speech specification,
- words are syntactic atom,
- words (usually) have one main stress,
- words (usually) are in indivisible unit (no intervening material possible).

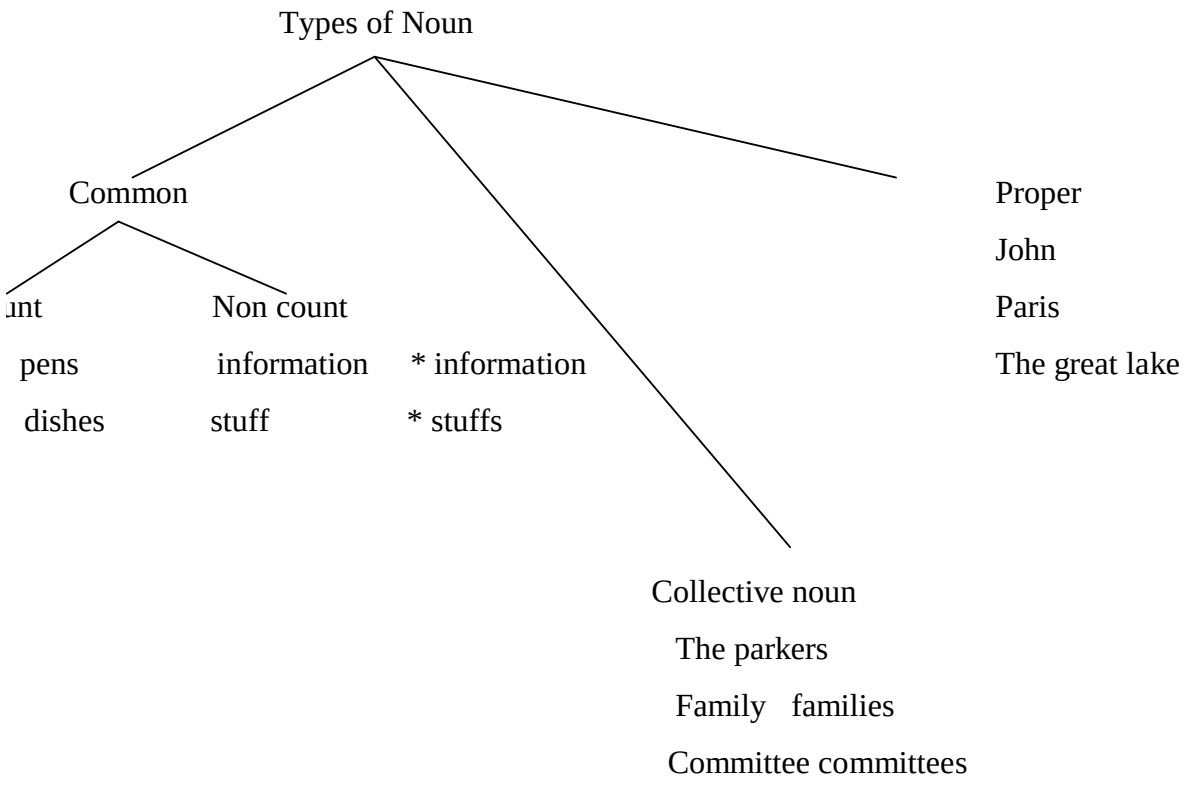
From the above points, we can say that words are the basic unit of a language without which we can not imagine a language to speak.

2.1.2 Word Class

Word class refers to the category of words. Basically, there are eight parts of speech in English language. They are: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection (Cowan, 2008).

a) Noun

A noun is the name of person place or thing. For example, House, Ram, Pen etc. Nelsifield (1956, p.8) defines noun as, "a word used for naming some person or thing." Similarly, according to Cowan (2008, p.15), nouns in English are usually classified as common or proper. Common refers to general names for people, place and things and divide into two classes.



Cowan (2008, p.16)

b) Verb

Verb is a word used to denote action. It is used for saying something about some person or thing. According to Wren &Martin (2011, p.3), "Verb is a word to express an action or state, as the girl wrote a letter to her cousin. Iron and copper are useful metal.''

There are basically two types of verb main verb and auxiliary verbs. Main verb shows the action or subject for e.g. Ram eats rice. Similarly, auxiliary verbs are also called helping verb for eg. Is, am, are, was, were …etc.

There are three deviational suffixes that are typically verbs alone, for example,

- en: blacken, soften, shorten….
- *Ify : glorify, notify,….*
- *ise/ize: organize, realize…*

(c) Adjective: Adjectives are the words which come before noun and say something about the noun or pronoun. Adjective sometime known as describing word. Cowan (2011,) writes, "Adjective describes the properties of an entity that a noun presents. An adjective may describe inherent properties of the entity for e.g. Color (green blue ...); size (small, short, big…) Age (young, old, and child)." (p.238)

Adjectives have some characteristics which helps us to identify easily. For example: comparative and superlative form of adjectives.

Absolute	*comparative*	*superlative*
Big	*Bigger*	*Biggest*
Small	*Smaller*	*Smallest*

We can use much, ever, very, far, a lot before comparatives adjectives. For example: very cold weather, extremely large, less violent storm.

Some deviational used to form adjectives are given as written in Maharjan (2010 p, 162).

- *Able: reasonable, preferable*
- *Less: endless, senseless*
- *Al : global, fatal*
- *Ive : massive, superlative*
- *Ly : costly, friendly*
- *Ous : dangerous*

(d) Adverbs: An adverb has two major functions which include to serve as constituent in the structure of a sentence and to serve as modifier of the in an adjective phrase.

Some deviational suffixes used to form adverbs are given below as Maharjan (2010 p,163) writes;

- *wise: class-wise, clockwise*

- *ward: forward, toward*
- *ly: slowly, firstly*

2.1.3 Rules of Word Formation

Word formation is a process of making words by adding prefixes and suffixes in a root word. There are many ways in which new words are formed in a language. Yule (1994, p.52) states the following nine ways of word formation:

a) Borrowing: Borrowing means taking words from other language. One language borrows words of other language. for e.g. . The words *Khukuri, Lath*i *Charge* have been taken in English language from Nepali language. Similarly, the words like: *Bhakti, Wakil* have come into Nepali language from Sanskrit language.

b) Compounding: It is process of combining two words and making single word. For example, *pen+drive =pen drive, wash +room =washroom.*

c) Blending: When two words combine as initial part of one word and final part of another word is called blending.

Break -fast + lunch=Brunch
Motor +hotel = motel
International police =Interpol

(d) Acronym: - It is also a process of forming words. In this process, the initial letters are grouped together and a new word is formed. For example

ATM from automatic teller machine
CD from compact disc
VCR from video cassette recorder

(e) Reduplication: In this process of word formation, the form of prefix or suffix reflects certain phonological characteristics of the root, example. In English

Tip-top

Tick –tock

Zig – zag

f) Shortening: It is the process of word formation by which one or more syllables of the words are omitted and new words are formed. For example, Photo is shortened from photograph

Mathematics- Math

Examination -Exam

Kilogram - Kilo

g) Back formation: When new word is made by the removal of an affix from the existing word, this is called back formation.eg.

Televise from television

Donate from donation

Opt from optional

Babysit from babysitter

h) Conversion: A change in function in a word without any reduction is generally known as conversion. In this process a noun word used as verb function. For example, Paper, butter, water, bottle, vacation comes to be used as verb, as in the following sentences.

He is papering the bedroom walls.

Have you buttered the toast?

We bottled the home –brew last night.

i) Derivation: It is the most common word formation process in the production of new English word. In this, small 'bits 'are added to the words to form new words which are called affixes. Some affixes are added to the beginning of a word e.g. (un-,mis-, pre-) These are called prefixes. The other affixes are added to the end of the word for e.g. (-ful,-less) they are called

suffixes. Derivation, as "the most common word formation process" (Yule 1994, 57), builds new words by adding morphemes to stems. These morphemes are added to the target stem by affixation through prefixes and suffixes. While prefixes like *un-* or *dis-* usually do not change the lexical category of a word, suffixes, such as *-ness* or *-ation*, usually do. If you take the examples *happy* → *unhappy* and *happy* → *happiness*, it is obvious that because of the suffix *-ness* the lexical category of happy has changed. The meaning is always slightly changed, but in a way that the final word is still closely related to the former word. Common process of word formation to form a new word, changes in word. Regarding this, Cristal (2003) says "Derivation is a term used in morphology to refer to one of the two main categories or process of word formation". He means to say is that derivation of word formation process is the most common process of word formation to form a new word. Similarly, Lyons(1997) states " Deviation is the morphological process that result in the formation of new lexemes". Thus, it is generally a change from one word to class to another and it lists various processes whereby new words are formed from roots words. For example, seasonal from season, slowly from slow.

Inflection

Inflection is a process of word formation in which items are added to the base form of a word to express grammatical meanings. Affixes like -ful,-ly, -less,-ness, -tion, -able, -er are called derivational suffixes that are attached closer to the root words. Cristal (2003, p.233) defines inflection as "inflection is a term used in morphology refers to one of the two main categories or process of word formation: inflectional morphology, the other being derivational". Plag (2006, p.22) describes derivation and inflection following way.

Derivation	**Inflection**
- Encodes lexical meaning	-encodes grammatical categories
- Is not syntactically relevant	- is syntactically relevant
- Can occur inside derivation	- occurs outside all derivation

- Often changes the part of speech	- does not change part of speech
- Is often semantically opaque	- is rarely semantically opaque
- Is often restricted in its productivity	- is fully productive
- Is not restricted to suffixation	- always suffixation (in English).

From above mentioned description, we can say that in deviation process of word formation words changes the categories. This process of word formation changes one class to other class, For example, adverb to adjective, verb to noun. Derivation process of word formation does not restricted only in suffixes like in inflection process of word formation but in inflection process of word formation.

Modification

Modification is the act or process of changing something in order to improve it or to make it to more acceptable. Modification occurs when phonemes in a word is replaced by another one thus creates a new item. In this process variety of changes can be occurs like word class change, or tense change. There are several possibilities of swapping the phonological segments. These include replacing vowel or consonants both. Regarding this, Cristal (2003, p.297) states " modification is a term used in syntax to refers to the structural dependence of one grammatical unit upon another but with different restriction in the scope of the term being introduced by different approaches some reserve the term for any endocentric phase". That is to say modification of word formation is a process of structural or internal changes in word to form new words. For example, irregular plural forms of noun like mouse - mice, woman - women, foot - feet. Similarly, Maharjan (2010) writes, "Modification is simply a change in the primary phonemes specially the vowel or vowels of a form". He means to say is that in modification of word formation, there change in vowel morpheme of a word. Morphologically the forms do and not are combined into a complex form 'don't'. There takes place a change of [-u:]of do and [ɒ] of not,into [də:nt]

2.1.4 Error Analysis

The field of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of English language use the language (Richard, 1971,p.3). From this statement it can be said that errors are occurred at competency level which is mostly committed by beginner speakers. This happens because of lack of knowledge in learners. Similarly, mistakes are occurred at performance level which is mostly committed by native speakers because of carelessness. Error is an application in Linguistic of general use of term, referring to mistake in spontaneous speaking or writing. Similarly, Cristal (2003,P.173) defines error analysis as " A technique for identifying , classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures providing linguistics." That is to say errors are assumed to reflect, in a systematic way, the level of competency achieved by a learner, they are contrast with mistakes which are performance limitation that a learner would be able to correct. A distinction is often drawn between errors which are noticed and corrected by the learners.

Error is wrong rule order which is different from accurate use of something. Error is something like mistake, specially, one that cause problem or affect the result of something (Hornby, 1989). Errors are common phenomenon to every learner in the world. Errors may be in the speech or written form of language. Error analysis came as the complement of comparative analysis. Comparative analysis refers to the comparison of two languages. According to comparative analysis, if there are similarities between two languages, then the learner commits less mistake or errors. And if there is less similarity between languages then there is the greater possibility to commit mistake or error in target language. Mistake is an action of an opinion that is not corrected, that product a result you did (Hornby, 1989). Mistakes are cover term for performance mistakes and errors. A learner makes a mistake when she /he does not apply the rules of language, which is un correctable by him or her and such

mistake is known as an error where as if the learner produce a deviated from not due to the lack of knowledge of underlying rule but due to his failure to make appropriate use of it using language because of non-linguistic reason, then such mistake is called a performance mistake.

Mistake and error resemble to each other, though there is difference. Mistakes are random due to lack of conscious attention while performing any task mistakes are random in order. But in the case of errors, errors are predictable and orderly committed in performed task. Errors are systematic. The differences between error and mistake as follow. Error is doing something mistake, especially one that cause problem or affect the result of something. Similarly, mistake and error means something that is done incorrect or wrong. Thus, they are synonyms. But difference between these two words is in the context that they are used in.

Mistake is usually a choice that turns out to be wrong. Mistake is usually accidental. In other words, mistakes are performance based, and can be self corrected. Mistake is less formal than the errors, and is usually used in daily speech. Error is usually made due to the lack of knowledge. Error is a more formal word than the mistake. In sport, the violation of rules will be called an error.

We can see some distinction between mistakes and error as Sharma (2005, p.23) mentions following points of differences:

A) Mistakes are committed by any language learners or users but errors are committed only by l2 learners.
B) Mistakes are correctable by the learner who commits them but errors are un correctable by the learners.
C) Performance mistakes are irregular and inconsistent but errors are regular and consistent but errors are regular and consistent. For example, if in a written piece of work by a learner, the word ‘went’ is replaced sometime by ‘goed ’ and sometime is written

as it is, then it is a mistake but if he or she always writes 'goed' instead of 'went' then it is an error.

D) Performance mistake refers to the mistake committed at performance level, where as errors are committed at competency level, (Sharma, 2005, p.233). Similarly, it can be distinguished between an error and a mistake.

The above pints clarify that If a language learner unconsciously breaks

the rules of the target language as a result of fault learning, he makes an error. In the second language situation, these are often habitual and Systematic. When the learner breaks the rule of language as a result of non- linguistic factor, he makes a mistake. Ill –formed utterances produced by native speakers are not the result of an imperfect Knowledge of language. A native speaker in a position to correct the makes mistakes where as a non- native speaker may not be in the same position. This again depend on the stage at which learner is.

2.1.5 Causes of Errors

Errors are very common phenomena for every normal human being. Simply errors are committed due to the lack of knowledge in subject matter, code switching and code missing in a language. Norrish (1983, pp.21to 26) classifies the place of errors into three types. They are carelessness, first language interference and translation. The three causes of errors are discussed as follow.

a) Carelessness: Carelessness is often related to lack of motivation. Many teachers will admit that it is not always the students fault if he lost interests perhaps the materials or style of presentation does not still suit him.

b) First language Interference: Norrish (1983) states that learning a language is a matter of habit formation. When someone tries to learn new habit, then old one will interfere the new ones. This cause of error is called first language interference.

c) Translation from the First Language: Translation is one cause of error. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word. This is probably the most common cause of error.

d) Incomplete Rules Application: This is the converse of generalization or one might call it under generalization as the learners do not use all the rules. They change or decrease the complete rule as they aim at simplification rather than an attempt to get the whole complex structure**.**

e) Overgeneralization: This error is caused by the mis use of word of grammatical rules. An example is the generalization of the relative pronoun that as in:

Bill, *that had a great senses of unconventional morality.

f) Mis analysis: Learners forms wrong hypothesis. They make wrong concept and makes errors.

2.1.6 Importance of Studying Learner's Errors

Error analysis refers to the systematic study of errors made by the second or foreign language learners. To commit error is a natural and inherent feature in the process of second language learning. According to Corder, (1973, p.265), "From the study of error we can infer students' knowledge at the point of their learning career."

If we study the learner's errors at that time, we can find out his errors and correct his errors by implying remedial teaching. Errors analysis is carried out to:

- find out how well the learners learn a language
- identify the cause of learners' errors
- get information on common difficulties in language learning and make further strategies how to face problems

2.1.7 Stages of Errors Analysis

Errors are systematic which provides the information about the state of knowledge of a particular knowledge. To study error, researchers have to follow the following stages. Corder (1974) provides the following stages of error analysis:

1) Collection of Data:

It is the first stage of errors analysis. We can collect data in written form or in spoken form. The data we collect must be valid and authentic and reliable to evaluate the actual errors. If the data is fake untactful, it will not support to identify real errors and will be difficult in identifying actual errors.

2) Recognition of Errors:

It is the second step of error analysis. After the data collection, we have to distinguish errors and mistake. Mistakes and errors are two different things. Sometimes errors and mistakes are taken as synonymous. But we must think that mistake is the cover term for mistake, error lapses and slips. So, it is said all errors are mistakes, but not all mistakes are error. So, in this stage, we identify whether it is mistake error, slips or lapses. Language is a code of conduct. If we produce phonologically systematic, syntactically and semantically well formed utterances there will be obedience of code, and on the other hand, if we produce ill formed sentences of any kind there will be violation of the code, if the code is violated, there will be erroneous.

3) Classification of Errors:

In this stage errors are categorized into different group. We can classify errors as follows:

a) Corder's classification:

Corder (1973,as cited in Allen Corder, 1974, p.131) has classified errors into three stages on the basis of their systematicity. They are:

i) Pre-systematic stage:

In this stage, errors are committed due to the unaware of rules in particular language. They commit error randomly, irregularly. So, this kind of errors is in correctable. For example, if a person some time writes [kat] some time[kyat] for [cat] randomly, then it is pre-systematice stage of errors.

ii) While Systematic Stage:

In this stage, the errors committed by language learners are regular. So, it can be predicted and corrected easily. If a person writes [kat] frequently without knowing its correct spelling, then it is while systematic stage.

(iii) Post- Systematic:

In this stage, learner knew the rules of language but because of false analogy or lack of attention, they commit mistakes. If a person pronounces [r] as [l] just because of problem in tongue twister, then it is post systematic stage.

b) Superficial Level Classification:

Superficial level classification describes errors in term of the physical differences.

i) Group and Individual Errors:

If the errors are found in group then, it is called group errors and if the errors are found in individually, then they are called personal errors.

ii) Productive and Receptive Errors:

If the errors are found in speaking and writing skills then, they are called productive errors where as errors found in receptive skills: listening and reading, then they are called receptive errors.

iii) Local and Global Errors:

Errors in the use of sentence structure is global errors which makes a sentence difficult to understand .Local errors are the errors in the use of an element in sentence structure, which does not cause any problems of comprehension .Eg. He like a mango.

iv) Inter-lingual Errors vs. Intra-lingual Errors:

If the errors are committed due to the mother tongue influences then it is inter-lingual errors. Example, Nepali speaker may commit error in constructing English sentences because Nepali language follows SOV pattern and English follows SVO pattern. On the other hand, if because of same language influence then such kind of errors is called intra lingual errors. For example, previous learning may hamper later learning.

4) Description of Errors:

At this stage of error analysis the errors are identified .Description of error is the stage of error analysis. In this stage, error analyst specifies the error as clearly as possible and that error may be committed at orthographic level, phonological, grammatical, lexical and stylistic levels. We compare synonymous sentence in the learner's dialect and the target language. Abbott (1990, p.223) has superficially classified errors as follow:

Omission: e.g. *Cow is a useful animal.

Addition: eg. *She came on last night.

Substitution: eg *eg He was angry on me.

Mis- Ordering: eg * He asked me what was I eating.

Following him, in omission, there is omission of the necessary item, such as, in the above example, of omission, there is 'The' at the beginning. In addition, there is added unnecessary elements, such as, she came on yesterday where is added 'on' preposition. Substitution to the use of one element in place of the other such as, he is looking in me where there is use of 'in' in place of 'at'. Mis-ordering is the breaking of proper order such as, he asked me what was i eating where there is use of 'was'. Similarly, Maharjan (2010) deals error as follow:

Orthographical Error: Writing 'skreen' for screen. These types of errors specify the learner as lacking the knowledge in formation rules of initial cluster. For example, S+ {p, t, k}+ i, r, j+ vowel.

Phonological error: Pronouncing/ iskul/ for school or /iskai /for sky. Learners try to insert /i/ before the initial consonants /s/

Grammatical error: Producing i am going there instead of i go there. The learner may have taken 'am' as the corresponding maker of the present tense.

Lexical error: The use of son instead of sun in "The son shine in the East". The learner selects wrong lexeme.

Stylistic error: This error is committed because of the wrong selection of the style.

5) Evaluation of Errors:

Evaluation of errors refers to the determination of seriousness of errors. Following Ellis (1986, p.53), evaluation of errors involves assessing the seriousness of each errors in order to take principled teaching decisions.

The seriousness of error is also termed as error gravity. The greater degree of errors gravity, the more serious the errors tend to be. Evaluation of errors can be done in two ways. They are as follow:

a) Ranking Scale:

Cristal (2003 p, 387) defines ranking as "Ranking is a term which refers to one of the scale of analysis which interrelates the categories of the theory, viz the hierarchical arrangement of linguistic unit within a linguistic level. To determine error gravity by using ranking scale, all the erroneous expressions committed by the learners are placed in a definite order e.g. (from the least serious to the most serious ones).

b) Rating Scale:

A particular erroneous expression is judged against a pre –established rating scale. We often ask participants to evaluate session by selecting form different choices such as good excellent, and fair. University of Wisconsin (2008) provides sample rating scale as follow:

1. Poor
2 fair
3 averages
4 good
5 excellent

When we are developing rating scale, we should think about the kind of information we need. We need to provide clear instruction and keep the order of choices.

6) Correction of Errors:

Learners' errors can be corrected mainly in two ways by the learner and by the teachers. This stage is viewed to be the goal of error analysis. Errors are naturally committed by language learners. At different stage of learning, they

commit divergent categories of errors which are not viewed as bad signs of learning. They should be discouraged encouraging the learners not to commit them repeatedly. Correction and remediation are inevitable in language teaching.

2.2 Review of Related Empirical Literature

Many research works have been carried out in the field of error analysis committed by students at the Department of English Education. However, there are less research works that have been carried out in word formation. Some of the literatures related to the present study have been reviewed here in this section.

Pokhrel (2006) carried out a survey on "Lexical Errors Committed by Eleventh Graders". His objectives were to find out the errors and proficiency of grade eleven students in the contextual use of synonymous words and to compare these errors and proficiency in terms of word class oriented variable, item wise variables and information oriented variables and enlist some pedagogical implication. The sample population of the study was eighty learners studying at eleven classes in Morang district. He selected four higher secondary schools from both public and private sector. Twenty students of each school were selected randomly. He put 10 tick mark on odd roll number and ten tick mark on even number to select twenty students so that all the students will be equally probable to take part in it. The same process was used in other three schools to select students. The researcher constructed seven tests items each containing ten marks. He made the conclusion that girls are found to be committed more mistakes than the boys. Similarly, the students of public schools committed more number of errors than the students of private students.

Pun (2011) carried out a research on "Inter-lingual errors committed by Tharu learners of English'. His objectives were to identify, classify and explain the inter-lingual error committed by Tharu learners of English and to suggest some pedagogical implication on the basis of the finding of study. He purposively

selected Kapilbastu district as a research area of study. He selected four secondary level public schools and twenty students from each of the school were chosen through judgmental sampling procedure. There were altogether 80 students participated in this research. This study was limited to 80 Tharu students studying at secondary level in Kapilbastu. His tools were test items. The study showed that in negation item, 46.40% of total errors were found to be committed by the Tharu students due to the mother tongue interference. From the study, he concluded that Tharu students are highly influenced by their mother tongue while learning English as a second language.

Chapagai (2011) carried out research on ‘’Errors Committed by the Bote Learners of English in Transformation ’. His objectives were to analyze the errors committed by Bote learner of English and to identify the cause and source of errors of transformation and to suggest some pedagogical implication. Total population of the study was thirty students from three school of Nawalparasi studying at grade nine. Non -random judgmental sampling procedure was used for the researcher’s convenience. There were 10 students of Bote (5girls and 5boys) of each school. Altogether 30 students had participated in this research. From this study, he found that students committed 30 percent errors in changing from affirmative to negative, 40 percent errors from negative to affirmative, 30 percent errors from affirmative to interrogative. Similarly, they committed 50 percent errors in transforming interrogative to affirmative and 50 percent errors in transforming from affirmative-negative to interrogative were seen in Bote learners.

Ghimire (2012) carried out a study on ‘Study of Errors Committed by Grade Twelve Students in Reported Speech’. His objectives were to find out errors committed in the use of reported speech and to analyze and interpret the errors on the basis of school and item base and to suggest some remediation to those errors made in the reported speech. The researcher carried out research in Kirtipur. He had selected four higher secondary schools from Kirtipur randomly. Twenty five students from each of the schools were randomly

selected as the sample population. This study was limited in 100 students studying at Kirtipur. The subject area was limited to a small area of English errors in reported speech. He found that most of the students were weak in using correct aspect of tense of tense in reported speech. They committed more errors in tense. The students of four schools committed 92 errors out of total 112 problems in reported speech

Similarly, Phuyal (2013) carried out a study on "Study of Errors Committed in the use of Adverb and their Evaluation". His Objectives were to identify and describe the types of errors committed in the use of adverb by the students of studying at secondary and to compare and contrast the errors in terms of test items and to suggest some pedagogical implications. He selected random sampling procedures for his research. He selected five public schools of Sindhupalchok district as research area of this study. He selected ten students from each of the school. Altogether fifty students were the population of the study studying at grade nine. Different mother tongue speaking students were the population of the research like Tamang, Magar, Newar. The major findings of this research was : students committed less errors in match the following and multiple choice test items which is 76 and 110 in number respectively. The students performed the best in item number 'd' match the following and worst in item number 'c' true false

Similarly, Khatri (2015) carried out a research on "Errors Committed by Tenth Graders in Passive Voice". His objectives were to find out errors committed by the tenth graders in passive voice and to compare errors in terms of items, gender and school bases. The research was limited to five government aided schools of Palpa. For this, the researcher selected twenty learners from each of five government aided schools in Palpa district. The major findings of this research present that most of the learners were found weak in using tense, pronoun object and subject verb agreement in passive voice. Performance of girls was found better than the boys. Some un-attempted questions were found due to the lack of knowledge.

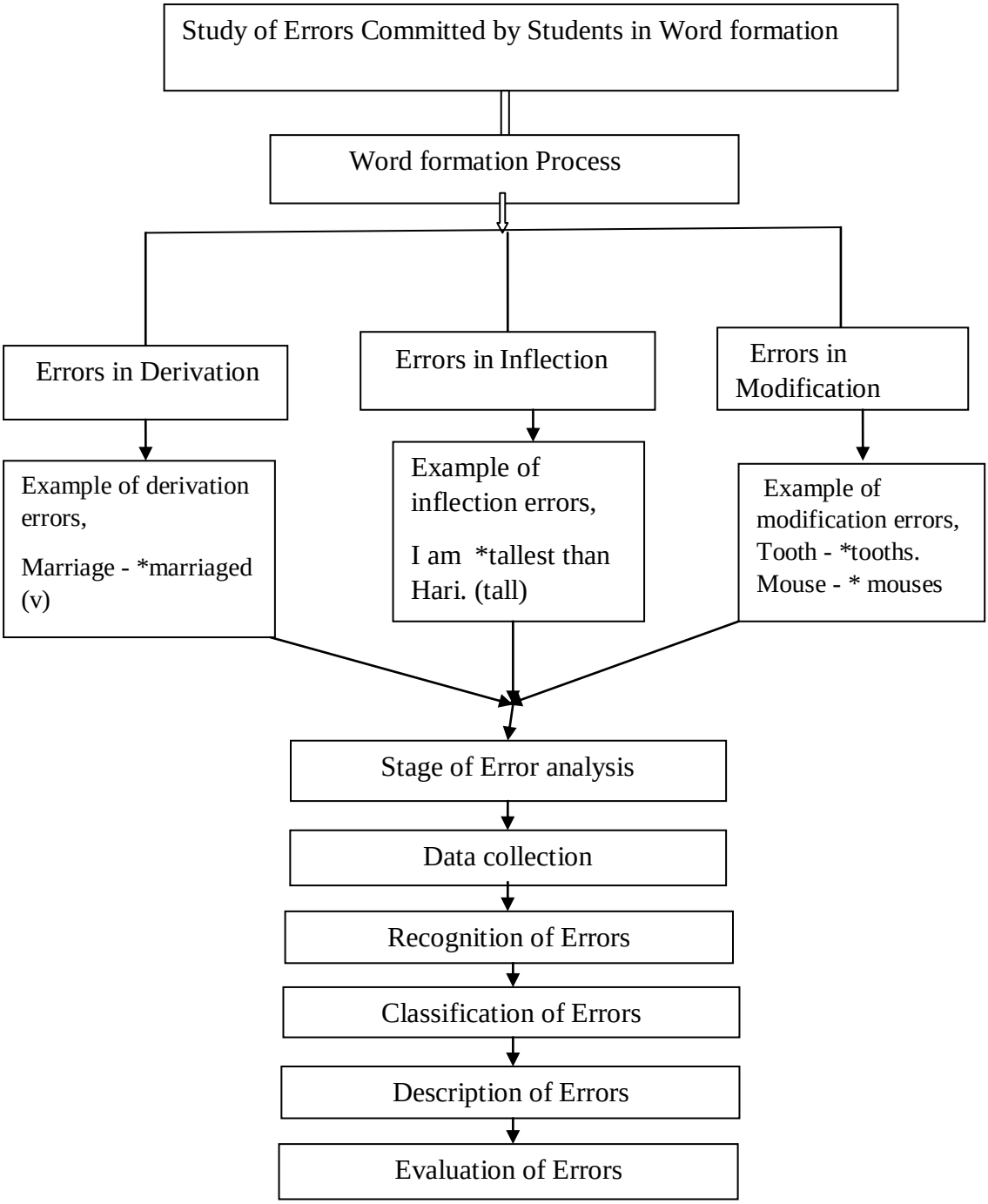
Reviewing the empirical research is really beneficial for me to update with research process and methodological tools and for choosing the new topic and catching the idea how to do research. This study has helped me to choose a new topic. As my study is based on the survey research design, I got various ideas on the process of it after reviewing those research works. As above mentioned, researchers have used test items and their experiences as research tool of data collection, these researches have direct implication to my research study because I will also use test items for the data collection tool.

2.3 Implications of the Review for the Study

Determining and reviewing the related literature is the central and most important task for researcher in any research activity. It helps me to bring the clarity on research problem to improve in some intend methodology. From the above review i got insight on reconstruction of methodology by going through the research of Pokhrel (2006). Similarly, Phuyal's (2013) study provided me the idea of error in adverbs. From the study of Applied linguistic, I got the idea of Errors Analysis. In the same way, the study of Pun (2011) helped me to design my theoretical background and necessary research tools. Likewise, the work of Chapagain (2011) provided me with an insight to prepare the conceptual framework and methodology for my research. Ghimire (2012) provided me the knowledge about error analysis in detail. Similarly, Khatri (2015) study widened my knowledge on errors committed by students in word formation. Thus the above discussed reviews are very helpful for this study because those reviews made me clear about the methodology and theoretical framework .From this reviews, I learnt how to cite different journals, articles. Similarly, I know the writing style and theoretical insight to complete my study.

2.4 Conceptual Framework

Conceptual framework is the plan or specific frame on which whole study is established in diagram. It provides the general picture of whole study from where the reader can conceptualize the whole idea f the research. In sum, we can call it is the spirit of the study. The conceptual framework of my study is as follows:



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures, and ethical considerations.

The following methodology had been adopted to complete this study.

3.1 Design and Method of Study

A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically. According to Selltiz (1962, p.50), "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedural". So, a research design is a plan of a researcher which helps him to carry out a research successfully.

Survey design was adopted for this study. Survey design is easy to conduct. Survey includes both large population and small population sample have chosen to the survey design to conduct within short time span. Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental research to small scale study research carried out by single researcher (Cohen and Manion, 1985). According to Kelinger (1986), "Survey is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence distribution and interrelation of social and psychological variables". To put it another way, survey research uses large number of population to find out relative variables. It can be conducted through internet, phone and face to face as well.

While conducting this study, I followed following 8 steps given by Nunan(1992,p.141):

Step 1: Define Objectives

I clearly defined objectives of the study as to find out the errors committed by students in word formation in terms of inflection, derivation and modification. Defining such objectives in research is necessary because without objective research is useless.

Step 2: Identifying Target Population

Population should be identified clearly by using the sampling procedure. The target population must be identified to carry out the research. Under this step, I mentioned target population. For example, students of Rautahat district

Step 3: Literature Review

During the research, the researcher must review the related literature of the topic so that researcher can have sufficient ideas for the previous work after the review. In this step, literature related to my topic is reviewed.

Step 4: Define Sample

The sample of respondent must be determined so that the researcher can conduct research in an effective way. In this step, we need choose any particular sampling procedures. For example, fish bowl, random sampling, non-random sampling.

Step 5: Identify survey instruments

The survey instruments must be identified by the researcher so that the researcher feels comfortable for data collection. Under this step, I generated survey instruments such as test items.

Step 6: Design Survey Procedure

The survey design or its nature must be design by the researcher to have the effective research. Regarding this step, I followed systematic data collection procedures, tools.

Step 7: Identify analytical Procedure

The analytical procedure must be identified for the research so that the researcher won't have problems during the research. I used mean, and median.

Step 8: Deforming reporting procedure

The reporting procedure must be determined by the researcher so that the research will have efficient result.

Survey research design is the most widely used research technique in educational research. It is very helpful for gathering the specific data from the large group of participation and easy to assimilate the result of the study in the real field. My study is based on study of errors committed by the student in word formation. For identifying learners' errors on different areas, word level, sentence level, survey research can be one of the best and most applicable. Due to these various reasons, I purposively selected survey research design to complete my study.

3.2 Population, Sample and Sampling Strategy

The population of this research included all students of Rautahat district studying at grade 10. Four public schools from Rautahat district were purposively selected. I visited 4 secondary schools of Rautahat, and 10 students were selected purposively from each of the school. Altogether 40 students were the sample of this research. Since the main objective of the study was to find out errors committed by students in word formation, I had purposively selected the students to involve as the participants in this stage.

3.3 Research Tools

I used test items as the data collection tools in this study. This tool is supposed to be effective, appropriate and feasible for the respondents because it is easy to conduct and collect the responses. Research tools for the study consisted of test items having three different items. Each three different items included 10 questions related derivation, inflection and modification respectively.

3.4 Source of Data

I utilized both primary and secondary of data to complete my study.

a. Primary Sources

The primary data were collected from the respondents and 40 students studying at grade ten were the respondents from Rautahat district.

b. Secondary Sources

In order to complete the study, I consulted various books about errors and word formation. I studies like Gass and Selinker(2006), Sharma (2015), Corder (1973), Lado (1962) and Crystal (2003) . I also reviewed blogs, websites, books, articles, newspapers related to errors, word formation process and other related issues related to my study.

3.5 Data Collection Procedures

First of all, I selected four schools purposively. Then I visited the head of the school and took permission. Next I made rapport with the administration and students. I clarified my purpose of visit and I distributed the questionnaire and administered the test. Then I collected that questionnaire from the students and analyzed the responses provided by them.

3.6 Data analysis and Interpretation Procedures

Systematically collected data were analyzed and presented statistically and interpreted by the use of simple statistic tools like percentage, frequency and descriptive device.

3.7 Ethical Considerations

As the involved human beings as participants, before commencement of the study I got approval from the participants, before the commencement of the study I got approval from the school's authorized person then I visited the students requesting to respond the test items. It was explained clearly to the students that participation was entirely voluntary. They were assured that all identifiable personal information would be strictly kept confidential and that no names would be mentioned in the thesis as well as in any publications resulting from the thesis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter is the core part of research and it deals with the analysis and interpretation of the data obtained from the sampled students. In this section, all the systematically collected information from the respondents has been analyzed and interpreted both descriptively and statistically.

4.1 Analysis of Data and Interpretation of Result

In order to find out the students' proficiency in word formation and the errors committed by the students in word formation process, the collected data have been presented, analyzed and interpreted. The numerical data have been tabulated and interpreted descriptively. For the brevity and clarity in presentation, the analysis and interpretation has been made in terms of following themes.

1 Students proficiency in word formation

2 Errors in word formation

4.1.1 Holistic Analysis of Proficiency

This section deals with the holistic and average proficiency of all 40 secondary level students of four different schools from Rautahat district. Here, the proficiency of students has been presented and analysed based on the following categories viz; poor (score below 40%), average (score between 40-49%),good (score between 50-59%), very good (score -between60-79%), and excellent (score above 80%) In this analysis, I have presented school wise proficiency of students. The holistic proficiency is presented in the table 1 below.

Table 1

Holistic Analysis of Proficiency in word formation

Total Sample	Test items	Full marks	Obtain marks				Total	Total %	Average	Remark
			D	J	N	K				
40	Derivation	640	70	81	136	125	412	64.37	10.3	
	Inflection	400	79	72	98	95	344	86	8.6	
	Modification	160	19	6	28	29	82	51.25	3	
Total		1200	168	159	262	249	838			
Percent			56	53	87.33	83	69.83			

The table 1 shows the proficiency of the students studying in four different schools in three different items. It was found that the total average of the forty participants in derivation is 10.3. Hence, 24 students had the proficiency above average and 16 students had proficiency below average. Similarly, average score in inflection is 8.6 where 24 students are above average and 16 were below average. Likewise the average score in modification is 3. It shows that students had good proficiency in derivation and inflection process of word formation and relatively, poor proficiency in modification process of word formation.

As a whole, all the 40students secured 838 marks in out of 1200 marks, which are 69.83 in percentage. In aggregate, the proficiency of secondary level students in process of word formation: derivation, inflection and medication Is 69.83% in Rautahat district. So, the proficiency level of the secondary level students' in Rautahat district seems very good.

Similarly, the students of Shree Higher secondary School secure168 marks in out of 300 marks, which is 56 in percentage. The average proficiency of this school's students is good. It is the highest percentage among the schools.

Likewise, the average proficiency level of the students of Shree Jan Priya Higher School, Maidha is 53 % which seems good. It is the lowest score in the overall proficiency in the process of word formation.

In the same way, Shree Nepal Rastriya School's students secured 262 marks in out of 300 marks. The percentage of the mark is 87.33 %. So, the average proficiency of this school seems excellence in the process of word formation: derivation, inflection and modification.

Finally, Katani Higher Secondary school's students secured 249 in out of 300 marks. So, the average proficiency level of this school's students in the process of word formation including derivation inflection and modification is 71.83%, it is very good.

In conclusion, it is found that the aggregate proficiency of the students of Rautahat district is 69.83% in the process of word formation. Among the sampled schools, proficiency of students of Shree Janpriya, Maidha and Shree Higher Secondary School found good. Similarly, katani school found very good. Whereas, the students of Nepal Rastriya schools found excellent in three process of word formation: derivation, inflection and modification.

4.1.2 Item Wise Proficiency in Word Formation

This section is the summary of total proficiency in derivation, inflection and modification process of word formation. The students were asked 16 derivation related items, 10 inflection related items and 4 modification related items. Most of the students performed best in inflection process of word formation. The proficiency performed by the students in word formation has been presented and analysed based on the following categories viz. viz poor (score below 40%), average (score between 40-49%),good (score between 50-59%), very good (score -between60-79%), and excellent (score above 80%. The detail of such proficiency is given below.

4.1.2.1 Proficiency in Derivation process of word formation

This section is the summary of total proficiency in derivation process of word formation. The students were asked 16 test items related to word formation through derivation. The detail of such errors is given below.

Table 2

Proficiency in Derivation

Total sample	Full marks	Total pro.	Total percent	Average Total	Above average		Below average	
40	640	412	64.37%	10.3	No of students	percentage	No of students	percentage
					24	60%	16	40%

The table above shows the total proficiency of the 40 students in derivation. There were 16 items of derivation each carrying 1 marks. The average of 40 students is 10.3. The students about 60% are above average and 40% students are below average.

Similarly, students scored 412 in derivations in out of 640 marks. So, the average proficiency level of the school's students in the process of word formation including derivation only is 64.37%. From this finding, it can be concluded that student are very good at derivation process of word formation..

4.1.2.2 Proficiency in Inflection Process

Inflection process of word formation refers to the type of word formation where prefixes and suffixes are added to the root word and changes the categories of words. Students were asked to fill in the blanks with the inflection word. Many students are above the average marks in inflection. The table 3 shows the proficiency in inflection process of word formation.

Table 3

Proficiency in Inflection

Total sample	Full marks	Score marks	percentage	average	Above Average		Below Average	
40	400	344	86%	8.3	No of Students	Percentage	No of Students	Percentage
					24	60%	16	40%

The table 3 shows proficiency of students in inflection in which they were asked to fill in the blanks with correct inflection to the bracketed words. There were 10 blanks carrying 10 marks. The average of 40 students is 8.3 in inflection process of word formation and that 60% were above average and 40% were only below it. Similarly, students score 344 marks out of 400 which is 86%. In this regard, students seem performed excellent in inflection process of word formation.

From the above analysis, it can be concluded that the proficiency in derivation process of word formation seems very good.

4.1.2.3 Proficiency in Modification

Modification is a process of word formation in which internal part of word is changed. Students were asked to modify the words. They performed weak in modification which is shown in table no 4

Table 4

The Proficiency in Modification

Total sample	Full marks	Score	Percentage	Average	Above average		Below average	
40	160	82	51.25%	3	No of students	Percentage	No of students	Percentage
					16	40%	24	60%

The table 4 above shows the total proficiency of the sample of 40 students in modification is 82. There were 4 modification test item carrying each 1 marks. The average of 40 students is 3 about 40% students were above average and 60% students were below average. Hence, the proficiency of students in modification seems average.

In the same way, the students achieved 82 marks out of 160 which is 51.25%. From this finding, we can conclude that the students' proficiency in modification seems good in modification process of word formation because.

4.1.3 School Wise Analysis and Interpretations of Students' Proficiency

The table below indicates the school wise analysis and interpretation of proficiency in word formation. This is the sort of summary of proficiency of students in word formation representing different schools .The following table presents the details of proficiency of four different schools

Table 5

Schools wise proficiency

S.N	Name of schools	Derivation		Inflection		Modification		Total	Percentage
		Obtained Score	%	Obtained Score		Obtained Score			
1	D	70	16.9%	79	22.9%	19	23.1%	168	56%
2	J	81	19.66%	72	20.9%	6	7%	159	53%
3	N	136	33%	98	28.4%	28	34.1%	262	87.33%
4	K	125	30.33%	95	%27.6	29	35.3%	249	83%
	Total	412		344		82		838	69.83%

The table 5 shows the proficiency of four different schools in three different items. The students' proficiency of Shree Nepal Rastriya Secondary school is 262 in out of 300 which is 87.33%. It is the higher proficiency than other schools in process of word formation. In this regard, it is concluded that the

students' average proficiency of Shree Nepal Rastriya Secondary School is higher than the proficiency of other schools' students.

Likewise, the students' proficiency of Shree Janpriya Higher Secondary School is 159 in out of 300 which is 53%. It is lowest proficiency in comparison to other schools. From this finding, it is concluded that students' average proficiency of Shree Janpriya Higher Secondary School is good.

In the same way, the students' proficiency of Katani Higher Secondary School is 249 in out 300which is 83%. In this regard, it is concluded that the students' average proficiency of Katani Higher Secondary School is excellence in process of word formation.

Finally, the students' proficiency of Shree Higher Secondary School Dudhiawa is 168 which is 56%. From this finding, it can be concluded that the students' average proficiency of Shree Higher Secondary School Dudhiawa is good

Thus, the students' average proficiency of Shree Nepal Secondary school, Shree Janpriya Higher Secondary School, Katani Higher Secondary School and Shree Higher Secondary School, Dudhiawa is excellent, good, excellent and good respectively.

4.1.4 Gender wise comparison of Proficiency

Proficiency here refers to the achieved scores of students. So, under this topic, achieved scores of boys and girls are presented. For carrying out this research 20 boys and 20 girls were selected purposively. This study shows boys have better performance than girls. Here, table 6 presents the scores of students in terms of girls and boys.

Table 6

Comparison of Gender Wises proficiency with Average score

Variables	Total sample	Total Proficiency	Total average	Above average		Below average	
				No of students	percentage	No of students	Percentage
Glirls	20	406	20.3	9	45%	11	55%
Boys	20	432	21.6	14	70%	6	30%

Table: 6 shows a sample size of different gender variables and the total average score of girls was 20.3. Similarly, the total average score of boys was 21.6. It further shows that 45% of girls were above and 55 % were below average. Likewise, 70% boys were above average and 30 % were below the average. Thus, in general boys were found better than girls as regard to the achievement in the word formation given to them.

Collection of Students' data

It is the first stage of error analysis. To complete this study, at first I collected data from ten grade student of Rautaht district. I administrated three test items including ten questions in each sets. After I had administrated the test, I collected the responses given by them.

Recognition of students' errors

Recognition of students' error is second stage of error analysis. In this stage, the collected data were distinguished errors from mistakes. Most of the students committed errors than the mistakes. They repeatedly committed error in adverbs, adjectives verb formation.

Classification of Students' errors

Classification of students' errors is third stage of error analysis. In this stage, I classified students' errors as orthographical error, grammatical error and lexical error. For example, students committed grammatical error as in "He * walking slowly" instead 'He is walking slowly.'

Evaluation of students' errors

Evaluation refers to the assessing the seriousness of errors. In this stage, I evaluated the students' errors and interpreted using statistic devices which are given below.

4.2 Item Wise Analysis and Interpretations of Errors

This section is the summary of total errors in derivation, inflection and modification process of word formation. The students were asked 16 derivation test items, 10 inflection test items and 4 modification test items. Most of the students committed errors in modification. The errors committed by the students in word formation has been presented and analysed based on the following categories viz. absolutely errorless (0-5%), slightly erroneous (6-15%), similarly, moderately erroneous (between 16- 49%), likewise, seriously erroneous (between 50- 79%) and absolutely wrong (above 80%). The detail of such errors is given below.

Table 7

Distributions of Errors

SN	Types of Errors	Full marks	No. of Errors	Percentage
1	Errors in Derivation	640	228	35.62
2	Errors in inflection	400	56	14
3	Errors in Modification	160	78	48.75
	Total	1200	362	30.16%

The table 7 shows different types of errors in the formation of major word classes as whole. The table indicates that the students committed the highest errors 228 in out of 640 which is 35.62% in process of derivation and lowest errors 56 in out of 400 which is 14% in process of inflection and the next, students committed errors 78 in out of 120 which is 48.75 % in modification process of word formation. The details of all types of errors are described as follows.

4.2.1 Errors in Derivation

One of the most frequent errors in word formation was in the area of derivation. The students frequently committed errors in derivations while adding suffixes. They added wrong suffixes in the process of forming of word classes. They could not understand the context of using appropriate suffixes and committed errors. The table below presents the detail of such errors.

Table 8

Total Errors in Derivation in the Process of Word Formation

S.N.	Items	Examples	Frequency	Percentage
1	1	Boy (adj) * boyful	140	21.64
2	3	Pooja dances very well. She is a good *dancing.	88	13.75
	Total		228	35.62%

The table 8 displays that the students committed 228 errors out of 640 which included 35.62% in derivation process of word formation. The students often added wrong suffixes instead of supplying appropriate forms of suffixes. Thus, from this finding, it is concluded that students' errors in derivation process of word formation is moderately erroneous.

4.2.2 Errors in Inflection

Inflection is another area of errors analysis. To complete this study, the students were asked10 test items related to inflection each carrying one marks. The students have to fill in the blanks adding inflections to the bracketed words. They committed errors in the process of inflection.

Table 9

Total Errors in Inflection

S.N.	Items	Examples	Frequency	Percentage
1	2	I am * talling than Hari (tall)	27	6.75%
2	3	Amy Johnson flies helicopter. She is *fly from London to Amsdon.	29	7.25%
	Total		56	14%

The table 9 shows that the students committed 56 errors in out of 400 which is 14% only. This shows that students committed fewer errors in inflection process of word formation. The possible reason behind committing such errors may be lack of grammatical knowledge in word formation and lack of practice. From this finding it is concluded that students' errors is slightly erroneous in inflection process of word formation.

4.2.3 Errors in Modification

Modification is a process of word formation in which internal part of word is changed. Students were asked to modify the words. They commit more error in modification which is shown in table 10.

Table 10

Total Errors in Modification

S.N.	Item	Examples	Frequency	Percentage
1	2	A adult man has 32* tooths (tooth)	42	26.25
2	3	Pradip Pal was poor farmer. His great problem was *pooring.	36	22.5
Total			78	48.75

The table 10 shows that students committed 78 errors in out of 160 which is 48.75%. The reason behind causing such errors may be lack of sufficient practice in word formation and carelessness of students.

4.3 School Wise Analysis and Interpretations of Errors

This is the summary of analysis and interpretation of errors by the students of different schools in three different items. It makes the comparative study of total errors by the students of selected schools. The table presents the detail.

Table 11

Errors Committed by the Students' of Four Different Schools

S.N.	Name of Schools	Errors in Derivation		Errors In Inflection		Errors in Modification		Total	Percentage
		Error committed	%	Error committed	%	Error committed	%		
1	D	90	39.47	21	37.5	21	26.92	132	44%
2	J	79	34.64	28	50	34	43.58	141	47%
3	N	24	10.52	2	3.57	12	15.38	38	12%
4	K	35	15.35	5	8.92	11	65.38	51	17%
	Total	228		56		78		362	30.16%

The table 11 shows the total errors in three different items committed by the students of four different government aided schools. The table clearly shows that the students of Shree Janpriya Higher S. School committed 141 errors out of 300 which is 47%. It is higher number of errors committed by the students in comparison to other schools. From this finding, it is concluded that the errors committed by the students of Jan Priya H.SS seems moderately erroneous.

Similarly, the students of Shree Nepal Rastriya Higher Secondary School committed 38 errors in out of 300 which are 12%. It is lower number of errors committed by the students in word formation process. From this finding it is concluded that the errors committed by the students of Shree Nepal Rastriya Higher School is slightly erroneous.

In the same way, the students of Shree Katani Secondary School committed 51errors which is 17% in the process of word formation. From this finding it is concluded that the students' errors of Katani School is moderately erroneous.

Finally, the students of Shree Higher Secondary School Dudhiawa committed 132 errors out of 300 which is 44%. In this regard, students' errors of Dudhiawa are moderately erroneous.

Hence, the students of Shree Janapriya Higher Secodary school, Harinagar and Shree Higher Secondary school, Dudhiawa committed more errors in the comparison of the students of Shree Nepal Rastriya school, and Shree Katani Higher school in the process of word formation.

4.4 Students' Problematic Areas in Word Formation

Word formation is a process of forming new words. Word formation helps us to form new vocabulary which is essential in learning any new language.

Students may feel difficulty in some area of word formation. If we examine their errors closely, then we find out the problematic areas. From the identification of their problematic area, it will be helpful for the students to form new words correctly. This study found some problematic area of students by analyzing and interpreting the students' errors systematically. From their errors analysis, following problematic areas were found.

1 The analysis reveals that the students faced problem with the past tense form of the regular verbs, as in:

Kill-killed-killed

Walk-walked-walked

Students' errors sample

*Marriage-(verb)-marriaged

2 The analysis, moreover, reveals the students' error in comparative as in:
Long – longer-longest

Fat- fatter-fattest

Sample of students' errors

*i am tallest than Hari (tall)

3 Most of the students failed to change the form at the base as in:

Ox- oxen-

Man-men

Students' errors sample,

A adult has 32*tooths (tooth)

5 In addition, the analysis reveals the students error in adjectives as in,

Tiger- tigerish

Moor-Moorish

Students' error sampel;

*Boy-boys (adj)

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the summary of the findings of my research. On the basis of finding, I have made conclusion and provided a few points of recommendation to be applicable in difficult area of application.

5.1 Findings

In this section, the findings of the study have been derived after analysis and interpretation of the data. The main purpose s of this study was to find out the errors committed by the students in word formation process in terms of derivation, inflection and modification. To fulfil the objectives 40 school of Rautahat district were purposively selected as the respondents for the study. Test items were used to collect the data. The students' test sheets were examined and their test scores and errors committed by the students were pointed. From the overall analysis and interpretation the following findings are derived.

Findings Related to Students' Proficiency in Word Formation

A From the holistic analysis of students' test score, it has been found that very significant numbers of students were well proficient in derivation; inflection and modification process of word formation because the proficiency of students was 69.33%. .

B From the item wise analysis it has been found that the aggregate proficiency of tenth graders students in derivation found 64.37%, in inflection 86% and in modification 51.25%

C From the school wise comparison, it was found that the proficiency in three different word formations, the students of S.N.R. found better. They deserved the first rank with 87.33%,S.K.H.S.S. deserved the second rank with 83%, similarly, S.H.S.S. deserved the third rank with 56% and S.JH.S.S deserved the forth rank with 53%.

D From the gender wise analysis, it was found that the boys found better proficient than the girls because they obtained higher marks 39.61% than girls 36.51%.

Findings Related to Errors Committed

A From the item wise analysis of error, it was found that the aggregate errors of secondary level students in derivation was 35.62%, likewise, in inflection 14% and in modification 48.75%

B From the school wise comparison, it has been found that the students of S.SH.S.S committed more errors 47%, the students of S.H.S.S. committed 44%, the students of S.K.H.S.S. committed 17% and S. N. R. H.S.S. committed 12% errors.

C From the gender wise analysis of errors, it has been found that the boys committed fewer errors 46.40% than the girls 53.59%.

D The major problematic area in word formation was found as in regular verbs for eg. Marriage- *marriage, similarly, error in comparative adjectives as in * I am tallest than Hari (tall), likewise error in changing the form at the base as in A adult has 32*tooths (tooth)I t is because :

a Misunderstanding of the simple instructions.

b Misunderstanding of the context.

c Lack of frequent practice in word formation.

5.2 Conclusion

Word formation can be defined as the process of forming new words. Word formation is very important for language learners because from a single root word we can form various words. For example, from the root word, beauty (n) we can form beautiful (adj), beautifully (adv) and so on. Learners may face problems while forming new word using derivation, inflection and modification process of word formation. As we know that words are the backbone of language, so learners should form word correctly. This study found some problematic areas in the process of word formation including

derivation, inflection and modification. For example, as in regular verb Marriage (n) =*marriage (v).

To complete this study, I purposively selected forty learners of four different government aided schools of Rautahat district. I prepared three test items related to derivation, inflection and modification. I administered the test items and collected. Further, the total proficiency and errors were collected from written responses of forty sampled population. The collected data was analyzed and interpreted using statistically to clarify the main objectives.

From the analysis and interpretation of finding following conclusions have been presented:

i. The aggregate proficiency of the secondary level students in word formation in Rautahat district is 69.82 %, which is satisfactory. Similarly, the students' proficiency in derivation, inflection and in modification is 64.37 %, 86 %, 51.25% respectively. Likewise, the proficiency in three different word formations, the students of S.N.R. deserved the first rank with 87.33%,S.K.H.S.S. deserved the second rank with 83%, similarly, S.H.S.S. deserved the third rank with 56% and S.JH.S.S deserved the forth rank with 53%.

ii. From the holistic analysis, it has been found that student committed 30.16%. The aggregate errors of students' in word formation is 30.16%. The boys committed fewer errors 46.40% than the girls 53.59%. Students' errors in derivation found 35.62%, likewise, in inflection 14% and in modification 48.75%. The students of S.J.H.S.S, S.H.S.S., S.K.H.S.S. and S.N.R.H.S.S. committed 47%, 44%, 17% and 12% errors respectively.

iii. The major problematic area in word formation was found as in regular verbs for eg. Marriage- *marriage, similarly, error in comparative adjectives as in * I am tallest than Hari (tall), likewise error in changing the form at the base as in A adult has 32*tooths (tooth) It is because :

a Misunderstanding of the simple instructions.

b Misunderstanding of the context.

c Lack of frequent practice in word formation.

From the findings above, it is concluded that aggregate proficiency level of students in word formation in Rautahat district found satisfactory. Students were found very good in inflection and in derivation process of word formation. But, I found an average level of proficiency in modification of word formation. Similarly, the students of S.J.H.S.S and the students of S.H.S.S. committed more errors than S.K.H.S.S. and S.N.R.S.S. They committed more errors in modification process of word formation. For the better improvement of students in modification, they should get chance to participate in practical activities like separating root word from the modified word, separating prefix and suffix and so on. So, the concerned authorities should focus on such activities and areas too.

5.3 Recommendations

On the basis of the summary of findings of the present study, the researcher would like to make the following recommendation at three levels.

5.3.1 Policy Related

The recommendations of the research at policy level are as follows:

- It was found that the students had greater difficulties in derivation and in modification than inflection process of word formation. So, based on this finding, I would like to suggest policy maker to make policy to write text books containing many practical exercises as far as possible.
- Some schools performed really excellent and some school performed worst in derivation and modification. So, based on this finding, I would like to recommend policy maker to make policy to visit school supervisor to visit every school much frequent to

provide valuable suggestion to help the teachers and to overcome the difficulties in English language teaching.

- Some un attempted questions were also found. It may be because of lack of comprehension in vocabulary words. So, based on this finding, I would like to suggest policy maker to make policy to design curriculum and syllabus keeping in the mind the comprehensive level of students.

5.3.2 Practice Related

The recommendations at the practice level are as follows:

- The finding of the study shows that the students committed higher errors in derivation and modification. So, based on this, I would like to recommend teachers to teach word formation creating meaningful situation.
- Some un attempted questions were found in derivation process of word formation. Based on this finding, I would like to recommend teacher to teach the students making clear distinction among derivation, inflection and modification.
- Boys were found better than the girl in word formation. So, based on this finding, I would like to suggest teacher to teach word formation process giving more focus on girls.
- As the finding shows some un attempted questions, based on this finding, I would like to suggest teacher to teach word formation providing extra practical activities related to word formation process.

5.3.3 Further Research Related

The present research will be helpful for the new researchers who want to conduct the study on errors committed by second and foreign language learners. They will be benefited by following ways:

- This study was limited to only in three process of word formation. So, further research can be conducted in other process of word formation. For example, Study of errors committed by the students in word formation: compounding, coinage, acronym.
- This study was only limited to the secondary level students and further research can be done in other levels like lower secondary, primary and so on. For example, study of errors committed by the ninth grader students in word formation.
- This study was confined only in Rauthat district. So, other study can be conducted in other districts. For example, comparative study of errors committed by tharu and Brahmin students in word formation.

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APPENDICES

Appendix I

Test items to the students Time: 1:30

Class: 10 Date:

Name of the school: Full marks: 40

Name of student: Gender:

Roll no.

1) Change the following words into derivational words as indicated in bracket. 10

For example: *advice (verb) - advise*

Slow	(adverb)
Write	(noun)
Developed	(noun)
Beautiful	(adv)
Dirt	(adj)
Boy	(adj)
Free	(noun)
Glad	(adverb)
Irrigation	(verb)
Marriage	(verb)

2) Fill in the blanks adding inflections to the bracketed word. -10

e.g He likes ….. Painting. (paint)

i) Sagarmatha is the ……. …..Peak in the world. (high)

ii) He …….. slowly (walk)

iii) Ram ……a snake in the river(kill)

iv) Asmita is …….a song. (sing)

v) I am…….than Hari (tall)

vi) There are some……sitting on bus. (man)

vii) Which is the …….. answer (good)

viii) Umesh was ……. ……..football (play)

ix) I…… …..dog barking (likes)

x) A adult man has 32 …….. (tooth).

4) Fill in the blanks modifying the underlined words. 10

Eg:Ram eats rice. Now he is ..eating.

i) cuckoo sing sweet song. Now they are …… .

ii) Healthy man can earn a lot of money so. It is said that …….. is wealth.

iii) Pradip Pal was poor farmer. His great problem was……

iv) Every one has compulsion to read English so. English is a …….. subject.

v) Cheetah can run very fast. Cheetah is known as the…….animal

vi) If you want to be scientist try to prove everything …….

vii) Amy johnson flies helicopter. She is ……...from London to Amsdon.

viii) Messi is a player. He …… foot ball.

ix) Rajesh Hamal is actor. Everybody likes his …….

x) Pooja dances very well. She is a good ……..

APPENDIX II

The marks obtained and errors committed by the students of Shree Higher Secondary School, Dudhiawa.

Sn	**Participants' Roll**	**Obtained marks**				**Error committed b**				**Gender**
		Item1	**Item2**	**Iteme3**	**Total**	**Item1**	**Item2**	**Item3**	**Total**	
1	2	6	9	9	24	4	1	1	6	M
2	3	3	9	6	18	7	1	4	12	M
3	4	5	9	6	20	5	1	4	10	M
4	5	6	6	9	21	4	4	1	9	M
5	6	8	10	6	24	2	0	4	6	M
6	7	2	7	2	11	8	3	8	19	F
7	8	3	9	6	18	7	1	4	12	F
8	9	3	7	7	17	7	3	3	13	F
9	11	2	5	1	8	8	5	9	22	F
10	12	2	7	0	9	8	3	10	21	F
	Total	41	76	51	168	59	24	49	132	

APPENDIX III

The marks obtained and errors committed by the students of ‘Shree janpriya Higher Secondary School, Harinagar maidha.

Sn	Participants Roll	Obtained marks				Error committed b				Gender
		Item1	Item2	Item3	Total	Item1	Item2	Item3	Total	
1	2	5	5	2	12	5	5	8	18	M
2	3	4	7	4	15	6	3	6	15	M
3	4	3	6	2	11	7	4	8	19	M
4	5	5	7	6	18	5	3	4	12	M
5	6	5	5	3	13	5	5	7	17	M
6	7	6	7	4	17	4	3	6	13	F
7	8	7	8	5	20	3	2	5	10	F
8	9	7	8	5	20	3	2	5	10	F
9	10	5	7	7	21	5	3	3	11	F
10	11	6	6	2	14	4	4	8	16	F
	Total	53	66	40	159	47	34	60	141	

APPENDIX IV

The marks obtained and errors committed by the students of Shree Nepal Rastriya Higher Secondary School,

SN	Participants' Roll	Obtained marks				Error committed b				Gender
		Item1	Item2	Item3	Total	Item1	Item2	Item3	Total	
1	2	9	10	9	28	1	0	1	2	M
2	3	8	9	8	25	2	1	2	5	M
3	4	8	9	8	25	2	1	2	5	M
4	5	9	10	10	29	1	0	0	1	M
5	6	8	8	7	23	2	2	3	7	M
6	7	9	9	7	25	1	1	3	5	F
7	8	9	9	7	25	1	1	3	5	F
8	9	9	10	9	28	1	0	1	2	F
9	10	9	10	8	27	1	0	2	3	F
10	12	9	10	8	27	1	0	2	3	F
	Total	87	94	81	262	13	6	9	38	

APPENDIX VI

The marks obtained and errors committed by the students of Shree Katani Higher Secondary School, Katani.

SN	Participants' Roll	Obtained marks				Error committed b				Gender
		Item1	Item2	Item3	Total	Item1	Item2	Item3	Total	
1	3	8	10	10	28	2	0	0	2	M
2	4	8	10	10	28	2	0	0	2	M
3	6	8	9	6	23	2	1	4	7	M
4	7	8	9	6	23	2	1	4	7	M
5	8	7	10	8	25	3	0	2	5	M
6	9	9	10	7	26	1	0	3	4	F
7	10	9	9	6	24	1	1	4	6	F
8	11	5	8	6	19	5	2	4	11	F
9	12	8	10	8	26	2	0	2	4	F
10	14	9	10	8	27	1	0	2	3	F
	Total	79	95	75	249	21	5	25	51	