

## CHAPTER: ONE

### INTRODUCTION

#### 1.1 General Background of Error Analysis

Learning is possibly by errors and the errors are not supposed as serious as mistakes. The native speaker's "breach of code" is 'error' in case of a learner because a learner cannot recognize deviant sentences and cannot rectify his errors. The learners have not all knowledge of the language and because of lack of such competence they make several errors. Linguists find such errors and remove by appropriate method applying in the practice of learning that is Error Analysis. According to James (2001, p.62) as cited in Sawalmeh EA refers to the study of linguistic ignorance, the investigation of what people do not and how they attempt to cope with their ignorance".

Corder (1967) says "the most important aspects of error analysis is bringing to the light the strategies learners in learning languages".

Error Analysis is the study of analysis of the errors made by the second and foreign language learners. To find out all the sources, linguists have to understand and recognize the errors and analysis the both language and by this process they try to know how many the learners feel easy to learn the second language by removing all the difficulties. It plays a significant role in the construction of language teaching materials and the explanation of the second language acquisition process. In fact, errors provide evidence for a much more complex of the view of the learning process according to which the learner is seen as an active participant in the formation and revision of hypothesis regarding the role of target language.

Amuseghan and Tunde-Awe (2016), It is a step-by-step process or systematic analysis of error made by language learners to determine the strategies they use to learn a foreign language and to reveal areas that need reinforcement in teaching.

Crystal (2008), resembles; 'Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language.

Similarly, Richards et al. (1985, p.233) writes "Error analysis is the study and analysis of errors made by second or foreign language learners".

In the words of Saville – Troike (2006) "EA is the approach to the interpretation of the actual learners' errors in L2."

Corder (1974, p.128) says, "Our objective in error analysis is to explain error linguistically and psychologically in order to help the learner to learn."

Error analysis tries to explain the following:

- Difference between the error made by the native speaker and the learner of a target language.
- Kinds of errors mistake.
- Find out how well someone knows a language.
- Factors behind making errors.
- Obtain information of common difficulties in language learning as an aid in teaching or preparation of teaching materials.
- Use error analysis in specific and general cases etc.

### 1.1.1 History of Error Analysis

Error Analysis in Second Language Acquisition (SLA) was established in 1960s by Corder and his colleagues. EA was an alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguistics sought to use the formal distinctions between the learners' first and second language to predict errors.

EA had a long history as far as second language learning is concerned but in the early years before Second World War (WW- II), there was not a drive for deep research. Also with behaviorism coming to the fore front. EA again immerged in scientific thought and fixated.

Stephen Pit Corder is credited with reviving the interest in EA. He is well known for his contribution to the study of EA and instrumental developing the field of applied linguistics in the UK. He is also called the father of EA. S. Pit Corder was probably the first to point out discuss the importance of errors learners make in course of learning a L2. Soon after the study and analysis of learners' errors took a prominent place in applied linguistics. The process of L2 learning is not very much different from learning the first lg, and the feedback. L2 learners gets upon making error benefits him in developing the L2 knowledge.

EA showed that Contrastive Analysis (CA) was unable to predict great majority of errors, although it's more valuable aspects have been incorporated into the study of language transfer. A key finding of EA has been that many learners' errors are produced by learners making faulty inference about the rules of the new language.

### **1.1.2 Lapses, mistakes and errors**

These three terms lapses and errors often are taken as synonymous. However, in the field of L2 teaching and learning, these terms are defined with their specific meanings. Mistake refers to any kind of deviated form of a language which is usually unaccepted in speech and writing. It is a cover term to refer to different lapses, slips and errors. Lapses are those minor mistakes which are caused by the slips of tongue or slips of the writing object like pen. When we happen to say 'bread' instead of 'break' or 'bed', it is called a lapse. Lapses are caused generally due to hurry, nervousness, or lack of attention. But, errors are those mistakes which are systematic and regular. They are caused by all the speakers whether native or non-native ones, but errors are made mostly by the learners. All errors are mistakes, but not all mistakes are errors. Only those mistakes which are caused by the imperfect learning of L2 are errors. Errors are more systematic and regular; they can have different sources such as L1 interference, overgeneralization of L2 features, and so on. Errors are not corrected by the learners themselves. The errors need special treatment like teaching, correction, feedback, interaction, etc.

Though errors are the types of mistakes, these two terms are distinguished in their more specific sense. Mistakes are similar to lapses because these are also caused by the non-linguistic factors such as lack of attention and fatigue.

### **1.1.3 Stages of Error Analysis**

Errors are the systematic and regular mistakes seen in the L2 forms produced by the learners. These cannot be recognized and corrected by the learners without the support of the teachers or learnt persons. So, before helping the learners to treat

properly their errors, the teachers have to analyze the nature and sources of these errors. This process of analyzing the errors is known as error analysis. Error analysis is carried out in different stages, such as collection, recognition, classification, quantification, explanation, evaluation and remedy. However, a more precise process of EA is carried out in the following stages:

i. Data collection for error analysis

The stage of existing anything in the nature is the only first and foremost ground for its investigation, and so is true for the study of errors. In order to analyze errors, we need reliable data of expressive errors. The collected data from the learner are supposed to have a picture of the features of the language. Corder (1974, P.126) mentions that data for analysis can be taken from spoken and written form. But from a practical point of view, it is clearly easier to make a systematic study of written material.

Anyway data should be actual and natural to get actual information. For that the informant should not be informed the fact that his work is going to be analyzed as error in particular area. The process of eliciting data should not be restricted; it should be in natural way to maintain the coverage and spontaneity in data. For both spontaneous and controlled production should be focused.

ii. Reorganization of errors

Reorganization of errors is crucially dependent upon the correct interpretation of the learners' intentions. As the error is possible by the learner because of the mother tongue, influence, influence of bad teaching, the speech community etc. It is essential

to make the learners acknowledge their errors. After that what kinds of errors they have made must be described so that they can develop their learning by correction and correct information.

Corder (1974, p123) says “Error refers to a systematic deviation from a selected norm or set of norms. It is natural that a learner inevitably commits errors in the process of learning a foreign language”

In these stages of Error analysis, we also need to distinguish something that is an error from what is not error (mistake)

### iii. Description of errors

After the errors are identified, they are to be described and classified. It is the field of linguistic activity. The description of error is essentially a comparative process between the original erroneous sentences produced by a learner and the reconstructed utterances, produced by a native speaker.

Corder (1973, p.277) as cited in *Direction and Issues in Applied Linguistic* says that the description of errors can be at various degree of depth, generally or abstraction.

He talks about two level of description:

#### a) Superficial Level

In this level errors can be occurred due to physical differences between the learners’ erroneous. The physical differences between the two versions many appear in terms of omission, addition, selection or miss-ordering of linguistic life.

#### b) Deeper Level

Deeper level of description is more explanatory and powerful since the level studies the different linguistic level namely phonological, orthographic, syntactic and lexicosemantic (as mentioned by Corder, 1973, p. 278)

Errors can be classified into different types which mainly include:

i) Linguistic Errors (Phonological, Grammatical, Lexical, Stylistic, Pragmatic and discourse errors)

The errors which are made in different levels of language are called linguistic errors. The Nepal learners of English mainly commit the phonological, lexical and grammatical errors.

ii) Group and individual errors

The errors which are committed by a group of students are known as group error and those errors which are committed by individual learners are known as individual errors. The group errors are more serious for a language teacher.

iii) Productive and receptive errors

The errors which are committed in the productive skills such as writing and speaking are known as productive errors, and those which are committed in the receptive skills such as listening and reading are called receptive errors. Both are worth consideration for L2 teachers.

#### iv) Overt and covert errors

The errors which are easily seen or detected are overt errors. These generally occur in the phonological and grammatical errors. The covert errors are not clearly seen or detected. They are subtle. Generally, Lexical, pragmatic and discourse level errors are covert ones.

For example: Overt error: They goed to school

Two childs.

Covert error: She eats milk.

He gave me advices.

#### v) Global and local errors

Global error refers to the error in an utterance or in a sentence which makes the entire meaning too vague. However, local error is an error that occurs in a small component of the sentence and meaning is understood though the form has an error.

For example: They rain rice cutting (global error)

They cut rices in the rain. (local error)

#### vi) Inter-lingual and intra-lingual errors

The error caused by L1 transfer is known as inter-lingual error, and the error that is caused by the influence of the same language is called intra-lingual error. The intra-lingual error is the result of the partial learning of the L2. For example:



Inter-Lingual error: I eat milk

I milk drink.

Intra-lingual error: She speaks fastly.

He cans read and write.

iv) Explanation of errors

Error analysis concerns with the psychological activity rather than linguistic activity. Sometimes it has been a learner assumes the teacher never makes ‘error’ and so even if he has wrongly corrected in his work or utterances he does not accept others claim that is it is wrong. Instead he blames the person that he is wrong, not his teacher. This is the subject matter of psychology which relates with linguistics.

Corder (1974, p.128) says “The description of errors is largely a linguistic activity whereas explanation is the field of psycholinguistics”

The major sources of errors are:

L1 interference:

He eats water.

The ball play

→ The play ball (sub + verb + obj)

Overgeneralization

We played, danced and caught fish.

- The (ed) form which is used commonly to make verbs past is not used with verb 'catch'

Hypercorrection

She wented home.

She cans sing well

Erroneous Input

The common source of L2 errors is the erroneous input provided to them by their teachers, learning materials, exercise, textbooks, and so on. The teachers on the text books may provide the learners with the wrong samples and examples of the target languages.

Inherent difficulty

Some forms of the foreign language are inherently difficult for the learners to learn. For example, English articles and prepositions are supposed to be inherently difficult features for the learner. The consonant sounds such as /f, v, r, j / are also different for the learners whether they are native or non-native ones.

(v) Evaluation of errors

Evaluating of errors refers to the process of measuring the gravity of seriousness of the errors. In other words, the evaluation of errors is a process of finding out the seriousness of errors in relation of its impact in learning the language. The errors are

evaluated on the basis of their seriousness in this sense, Richards et al (2002) says “Error gravity is a measure of the effect that errors are made by people speaking or writing a second language have on communication or on the speaker of the language”.

(vi) Correction or remediation of errors

Corrections of errors refer to the process of correction of errors in a systematic order. In other words, correction of error is a process of finding out the causes of errors from the production of the speaker. In fact, errors in language learning are viewed imperfect production from the ages. They are simply viewed both negatively and positively. In a positive sense they are taken as the doors of success and on the other hand in a negative sense they are taken as sins in learning. In fact, errors are taken as the ways of success. Without the errors no learner is perfect in learning the language. Committing errors is getting the chance to learn more. Basically the errors can be either corrected or not corrected.

#### **1.1.4 The Uses of Error Analysis**

EA, a systematic and scientific study of learners’ errors in L2, has useful insights on L2 teaching and learning process. Ever since its origin, it has been used for pedagogical remediation in L2 instruction programs. It is based on the actual errors of the learners in L2. The L2 errors are detected, analyzed and cured in EA. Some of the specific uses of EA include:

- i. Learners errors are identified, analyzed and remediated by EA; the types, sources, causes and seriousness of errors are identified, and accordingly, planning of lessons can be done by the teachers;

- ii. The study of learner errors approves or disapproves the psychological theory, i.e. the transfer theory;
- iii. Finding of EA can be used to explain the development of learners' L2, and to design the tasks and exercise for the L2 sessions;
- iv. EA provides useful insights for L2 teachers, textbook writers, syllabus designers, etc. about the nature of learner errors. The examples and activities of L2 are designed on the basis of the errors committed by the learners.
- v. EA helps L2 teachers to get feedback and have some kind of self-reflection about their own teaching methodology, materials and activities.

## **1.2 Statements of the Problem**

Errors are the systematic, consistent, regular and inevitable committed by the second or foreign language learner at competence level due to linguistic reasons. Every second or foreign language learners commits errors at any level or area of languages. So, if the learners do not commit errors in language learning process, there is no successive language learning.

Haliday and Hasson (1976, p.96) state that writing allows writer to demonstrate their ability to construct a string of well-constructed sentences that may grammatically and logically correct as cited in Pokharel, 2010, p.29

Writing is probably the language skill that is least used by most people in their native language, and perceived as most difficult but especially important by the most of the second or foreign language learners. About the importance and complexity of L2 writing Richard and Renandya (2002) state that: There is no doubt that writing is the

most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Essay is put to test the ability of students. It is prescribed from nursery to tertiary level. Most of the students find it very difficult. So, I want to find out what the reason is for its difficulty and which area of the language, the students commit error?

### **1.3 Rationale of the Study**

This presents research has focused on EA in English written essays of the tenth graders. Several researches have been carried out on EA in free writing. Mostly the researches have been conducted to find out only one aspects of grammar like, voice, noun, verb, reported speech and so on. But it is very difficult to find out the researches which focus on finding the errors on grammatical and semantic errors at the same time. Thus my study is totally different than others because it has analyzed many grammatical errors such as article, prepositions, s-v agreement and punctuation. It has also analyzed the semantic errors due to different parts of speech in their essays. Thus, the whole research has focused on the real need of grammatical knowledge to make their composition errorless and semantically error less.

### **1.4 Objectives of the study**

The research has following objectives:

- i. To identify and describe the grammatical and semantic errors committed by the tenth graders in writing essays.
- ii. To classify the errors in terms of grammatical and semantic aspects of linguistic area.
- iii. To suggest some pedagogical implications.

### **1.5 Research Questions**

To make the study more specific for the required information related to the problem, the following research questions included:

- i. What does error analysis identify and describe in essay writing?
- ii. How does error analysis classify errors in essay writing?
- iii. What are the pedagogical implications?

### **1.6 Significance of the Study**

In the recent years, English has been used as the global language as lingua franca among the people of different languages.

Any research is important for the study of problems or issues that helps to identify the problems related to our improvement in the existing system. Therefore, through this research it has been expected that it can help to analyze the learners' errors by writing Essays. Writing is the most challenging and notable skill of all four skills of learning. Thus the significance of this study is to improve my own educative practices as an English teacher. This research is significant from various points of view but mainly to reflect myself critically so that I can improve my teaching learning activities in days to come avoiding my own weaknesses. The next thing I hope from this research is to develop my own living educational theories on the basis of my experiences and

studies. The study can also be helpful for many students, fellow teachers, educators, policy makers to apply suitable pedagogy that can address the needs and interests of the learners. Research also helps the teachers to find out the students' level of English and equally beneficial for the text writers, syllabus designers in English essay writing in secondary level.

Moreover, it provides necessary feedback to curriculum designers to design the suitable curriculum to address the learners need.

### **1.7 Delimitations of the study**

The researcher had following limitation in her study.

- i. The research was limited to writing skill.
- ii. The study was limited to the tenth graders.
- iii. The study was limited to five schools.
- iv. The study was limited to the grammatical and semantic errors.
- v. The sample of population was selected on the basis of simple random sampling procedure.
- vi. The study was limited to 50 students of five schools.
- vii. The study was limited to 10 students sample from each school.
- viii. The questionnaire consisted of only one type; subjective question.
- ix. The study was limited to the Error Analysis in Essay Writing.
- x. The study classified errors in terms of grammatical and semantic aspects of linguistics errors.
- xi. The study only identified and described grammatical and semantic errors of essay writing.
- xii. The study was limited to Sunsari district only.

xiii. The study was limited to Dharan sub-metropolitan city only.



## CHAPTER: TWO

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

#### 2.1 Review of Theoretical Literature

For the theoretical review of the literature, I have reviewed following literatures.

##### 2.1.1 Writing skills

Writing is conveying meaning through the use of graphic symbols that represent a language. It is productive skills. It is a power full medium of expression in meaningful graphic form something which has been spoken. Likewise, Harmer (1991.p) says “Writing is an activity through which human beings communicate with another and transmit the ideas from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways.

Writing is a very complex process. It may require composite skills viz. mental, psychological, theoretical and critical skills. Writing attracts special importance because once Francis Bacon had said “Reading makes a full man, conference a read man and writing an exact man. As a same way describing its complexity, Nanan (1998) says “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence levels, these include control of content format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.

In writing, the writer encodes his message to the receivers in different forms of writing like paragraph, essay, letter, poems, story, precis i.e. dialogue etc.

Learning English language is also called Second Language Acquisition (SLA) which is relatively a young field because it was emerged in the second half of the 20<sup>th</sup> Century. It can be claimed that it is a new discipline in the field of applied linguistics. Due to the science and technology's development and advancement, the world has been changed into the global village which Harmer (2007) claims that 50 people want to communicate with each other. For communicating there is a need of another language which has to be comprehensive between inter-languages. That is to say no one can stay without acquiring second language (English) in the world.

### **2.1.2 Essay Writing**

Essay is a short piece of writing usually from an author's personal point of view.

Essays have traditionally been sub classified as formal and informal. Formal essays are characterized by serious purpose, dignity, logical organization, whereas the informal essay is characterized by the personal element (Self-revelation, individual tastes and experiences, confidence, humor, graceful style, rambling structure, unconventionality or novelty of theme. Hornby( 1990) defines essay as 'A piece of writing usually short and in prose or any subject'( as cited in Subedi 2004,p.98)

.Charles Lamb says," Essays may be long or short, factual or fictional and particular and playful"(as cited in Pokharel 1999 p.12) Similarly a leading essayist, Aldous Huxlay for says "Like the novel, the essay is a literary device for saying almost everything about anything by tradition, almost all definition, the essay is a short piece and it is therefore impossible to give all things full play within the limits of a single

essay. But a collection of essays can cover almost as much ground and cover it about as thoroughly as a long novel”

Merriam Webster says, “essay is to put of a test, to make a tentative or experimental effort to perform”

Essays are intended to persuade the reader. However, essays have been written for all the purposes. The writer expresses their opinion in essay to inform, to persuade the reader, to entertain. Essays may be formal and informal, objective, subjective, narrative, dramatic, meditative, factual, expository, argumentative and so on. The most richly satisfying essays are those which make the best not of one, not of two but of all the three worlds in which it is possible for the essay to exist (collected essays preface).

### **2.1.3 Parts of Essay**

An essay is a piece of a composition which has well-defined parts of its own. They are introduction or the beginning, body or the middle part and conclusion or the ending. Each of these parts plays a vital role to make an essay complete and well written. These three parts have their own role; and they are completely inter-related. In other words, there must be unity, coherence and clear systematicity in the whole writing. These parts are mentioned below:

#### **i. Introduction or the beginning**

Introduction is the first part of an essay. It simply introduces the subject matter by giving general introduction of the topic. The introduction can consist of a definition or proverb or a very short paragraph or question or general statement or leading up to the

subject and so on. The main purpose of the introduction is to draw the attention of the readers. It provides key notes to the readers. It is said that the introduction should be clear, simple, complete and impressive to give the exact account of the subject.

#### ii. Body or the middle

This is the second and the most important and largest part of the essay. It provides supporting ideas and details to explain and development of the main idea. Illustration, description or the supporting details of the central idea should be given after the introduction. It contains appropriate facts, anecdotes, figures, examples, logics and so on what are needed to clarify the subject matter. This is also called the discussion part that the writer convinces the reader of his point of view. In this part, coherence has to be well maintained because the description should follow the particular order to the requirement. This part of an essay is complete within itself, because everything is clearly mentioned here.

#### iii. Conclusion or the ending

As the introduction should arouse interest, the conclusion should satisfy it. Ending gives final touches and leads the reader to a definite conclusion. An effective and satisfying end to an essay is as important as an arresting beginning. So that, ending should be satisfied by conclusion. The ending may contain the writer's own opinion as the summary of the whole writing too. A good conclusion may consist of: (a) a summing up of the argument and logics/ reasons of the essay, (b) final conclusion drawn from the subject matter, (c) a suitable quotation (d) ending with the main point.

### 2.1.4 Types of Essay

There are different types of essays. They are as follows:

#### i. Descriptive essay

A descriptive essay describes a scene, person or object or place by giving minute details. The author while describing the essay introduces the object of place. He/she use the objective style of presentation. The author tries to collect more description and examples with special reference to the object or place. The essay is generally developed by using the third person pronoun. At the end of the essay, it becomes effective when the author presents his or her own view in general that becomes conclusion. The primary objective or the purpose of the descriptive essay is to describe the place of object in explanatory style.

#### ii. Argumentative essay

Argumentative essay is also called persuasive essay whose function is persuasive. The primary aim of this essay is to persuade the readers or to convince them in the side of writer. Here, such convince is made through logical presentation, various proofs and certain causes.

In argumentative essay, the author directly presents subject matter as introduction. The content is brought in the table of discussion and the ideas, views and opinions related to content or subject matter are brought as a detail presentation. Various statements are included in an argumentative essay. Those facts of statements are expected to make author's presentation more logical and real while writing argumentative essay. The writer or the author, therefore, needs special reference to the subject matter as the presentation that he has made quite logical, real and relevant.

#### iii. Narrative essay

Narrative essay represents essay as a story. Someone announces the events of story and he becomes the narrator. He describes the events and adds his own experiences in narrative essay. The primary purpose of such essay is to narrate the events. The story can be real or imagine in narrative essay, through the narrator tries to make the events real and living. In such essay there is an accounting of actions and events that have been fallen someone or something.

#### iv. Expository essay

Expository essay is related to the exposition, which means explaining or making clear by details. It is also called informative essay because its primary purpose is to inform the reader about the events or happenings. So, expository essay is taken as the informative writing.

Basically, we find such essay in newspaper and in journals. The events and actions are reported or narrated in such essays. The events are taken in an account from different angles such as the cause to happen the event, the nature of event, result of the event, effect of the event in our daily life etc. The writer in such essays can present his own judgment of the activities or the events. The expository essays are written in the descriptive style of writing.

#### v. Personal essay

Personal essay is sometimes called the familiar essay or the informal essay. Personal essay is a brief prose composition expressing personal opinions, impressions and bias in a familiar or humorous tone. In personal essay the writer intends to establish mutual intimacy between himself and the reader. The writer writes on everyday subject matter. He doesn't write on unfamiliar topic.

#### vi. Reflective essay

A reflection is a thought on some subject arising in our mind. So a reflective essay consists of reflections or thought on some subject, which is generally abstract.

Basically reflective essay reflects the norms and values, truth and morality of human life. Such essay reflects the matters related to human life not through concrete words but through images and ideas. In some of such essays those matters related to human life are represented through the use of indirect language as figurative language. The devices of figurative language are questions, image, personifications etc.

### **2.1.5 Characteristics of Good Essays**

A good essay should be divided into a number of paragraphs and follow the characteristics of good paragraph. The qualities of a good essay, as mentioned by Narayanaswami (1996) are described below.

#### **i. Unity**

A good essay must be a unity, developing one subject with a definite aim. The subject must be clearly defined in the mind and kept in view throughout, irrelevant materials or facts should not be admitted to the essay. The subject may be treated in a variety of ways and from different points of view.

#### **ii. Balance**

Closely related to unity is balance. Thus, the essay should follow a certain ordered line of thought and come to a definite conclusion. If there is a distance between introduction and conclusion, the essay loses balance. It should be not consisting of

haphazard reflections put down anyhow. There should be not only unity of subject but also unity of treatment.

### iii. Coherence

The ideas developed in the essay should support one another logically to obtain coherence in the essay; otherwise the essay will be incoherent. There should be a logical relationship between different ideas expressed in the essay. Thus, coherence can be achieved through the use of ordering the materials and linking the ideas together. It means one idea should lead to next.

### iv. Length

The essay should be brief and concise and it should depend on the writer purpose; it should be influenced by the reader's background and needs; though, of course, there can be no strict rule as to length, which will depend on the nature of the subject.

### v. Style

The language and sentence construction should be simple, direct and natural. At the same time, the style of an essay must be more dignified and literary; slang, colloquial terms and free-and-easy constructions should not be used in the essay. Your essay should be clear and convincing.

### vi. Clarity

The language style of the essay should be clear. It is said that ambiguity should not be introduced in the sense of high soundlessness.



#### vii. Grammatical Correctness

All the words and sentences used in the essay should be formal and standard of normative. Colloquialisms and slang should not be introduced. On the other hand, in the sense of literary expressions, grammaticality should not be broken.

#### viii. Cohesion

Grammatical and lexical connectedness should be well introduced in the language of the essay. Cohesion refers to unity. Appropriate cohesive devices keep the parts and thoughts of the text together. Any kinds of texts must have a certain structure which depends on facts quite different from those required in the structure of a single sentence. The, lexical connectedness between or among the lexical items and grammatical connectedness between/among the grammatical kind can be termed as cohesion.

#### ix. The Personal Touch

Essay should disclose personal feelings and opinions. It should have own individuality in it. This personal touch should not be lost in essay because in the absence of it, essay will be colorless devoid of individuality. So it should not be mousy to express your own views.

#### x. Climax

If an essay contains several statements of varying importance or emphasis, it is appropriate to arrange them in an ascending scale of the importance. The thoughts as the supporting details are supposed to lead the matter to the climax.

## 2.2 Review of the Empirical Literature

Several researches have been carried out on Error Analysis in the Department of English Education in connection with free writing. Some related researches are reviewed below:

Poudel (2010) carried out a research entitled "An Error Analysis of Errors committed by the Grade Ten students in Negations. The main objectives were to find out the errors committed by the tenth graders and classify them into different groups. He also aimed to make school wise comparison of the errors. To meet the objectives, a set of test items having different types of affirmative sentences belonging to the simple present and simple past tense were designed. The researcher used fifty students from ten schools of Pokhara. From the research it was found that the students of urban area did better than those of village area, they all well were found weak in the negative transformation of affirmative sentences belonging to simple present and simple past tense. Thus he recommended EA is the best approach to be applied to reduce the EFL learners' error in negation.

Similarly, Magar (2010) carried out a research entitled "Errors Committed by Grade Nine Students 'in writing Letters". The main objectives of the study were to find out error on Agreement, Articles, and Cohesion. He used a test item containing three letter writing questions. The students committed the highest number of errors in agreement and the lowest number of errors in articles.

On the other hand, Baral Gimire (2012) carried out a research entitled 'A study of errors committed by Grade Twelve students in Reported speech. The main objectives of the study were to find out errors committed in the use of reported speech and to analyze and interpret the errors on the basis of the school wise and item wise. The

students of four schools committed 92 errors out of total 112 problems. Most of the students were found weak in using correct aspects of tense i.e. reported speech. They committed more error in tense. Hence the study suggested that EA is very much important on grammar to reduce the learner's error in their learning. The study recommended that EA should be conducted regularly to enable the students to produce grammatically and semantically error free sentences.

Similarly, Risal (2010) carried out a research entitled "Grade Eight Students 'Ability in Essay Writing'". The main objective of the study was to find out the proficiency level of the students in essay writing. The study showed that the writing proficiency of the grade eight students was satisfactory. Most of the students' achievement was above average. It was also found that students of private schools were better than that of the government schools and the girls were better than the boys in performance.

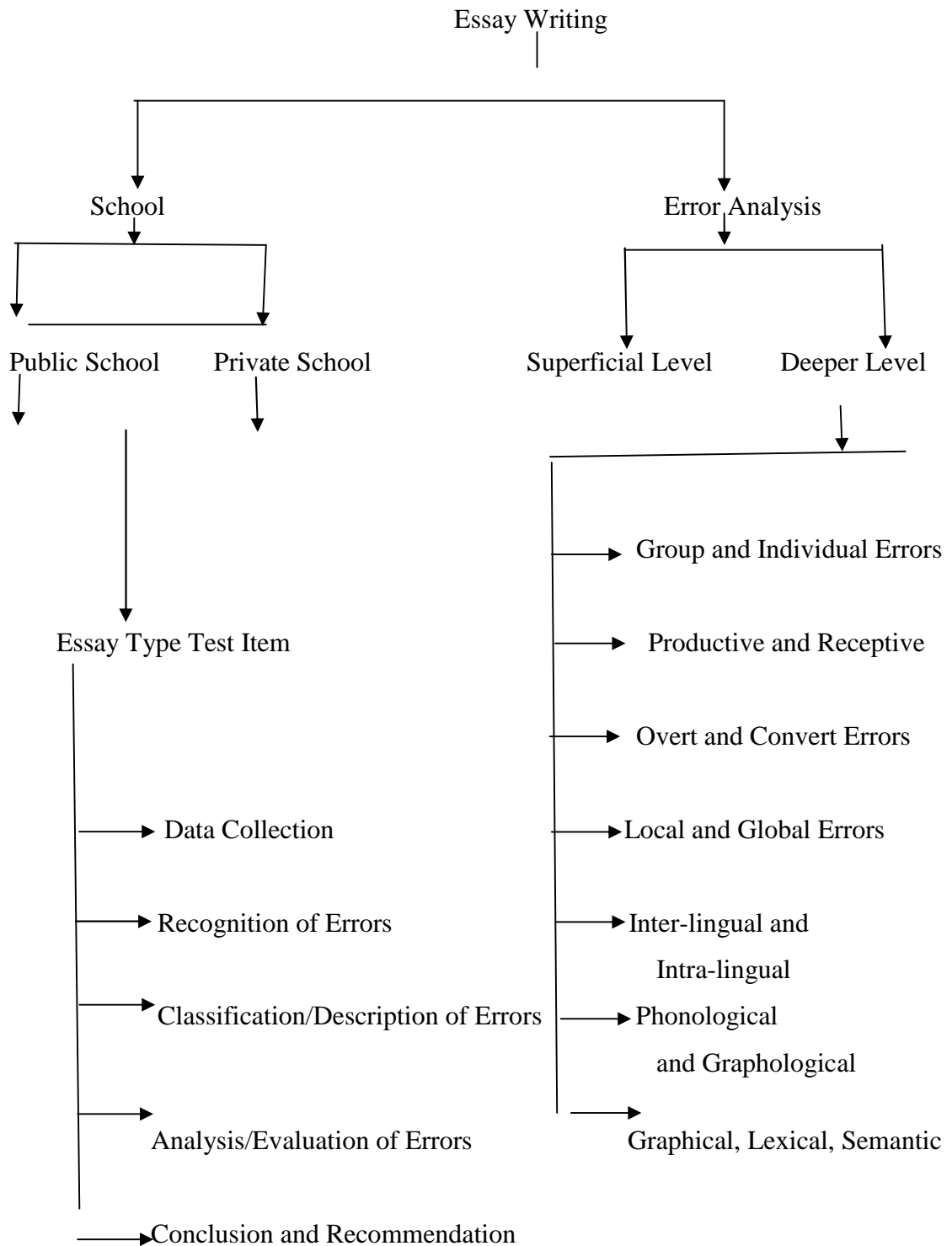
On the other hand, Ghimire (2010) carried out a research entitled 'A Study on Errors Committed by Secondary Level Students in Using Articles'. The main objectives of the study was to find out errors committed by the students while using articles in english. to compare the errors committed by the students of government aided students and private schools. The researcher used sample random sampling procedure for sample population. It was found that the learners of government school committed higher number of errors than that of the students in private students. After the completion of the research he stated that without EA in English language teaching, learning remains erroneous however they have been learning English for many years.

### **2.3 Implication of the Reviewed Literature**

All the researches reviewed were related to error analysis. These researches are immensely resourceful to the study. After reviewing these works, the researcher mustered up many ideas regarding topics, methods, procedures, data collection, references and etc. Apart from this, review has supported me to have broad idea and knowledge of error analysis in writing free composition.

In fact, after reviewing the related literature, the researcher developed the conceptual framework. The review of literature facilitated the researcher to conduct EA in a systematic way. The researcher of above studies has used essay type test item.

## 2.4 Conceptual Framework



## **CHAPTER: THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

The researcher has applied the following methodology to fulfill the above mentioned objectives.

#### **3.1 Design of the Study**

The researcher has used survey research design of the study. A test item was prepared in SEE model to collect data from the selected schools to make the research reliable and valid. The researcher visited five different schools and conducted essay writing among 50 students. Then the data was analyzed, described and classified to put the pedagogical implications.

#### **3.2 Sources of Data**

In order to carry out this research, the researcher used both primary and secondary sources of data.

##### **3.2.1 Primary Sources of Data**

This study mostly based on the primary sources of data. The data were collected from fifty students of five different schools of Dharan sub metropolitan city, Sunsari. (see appendix-A)

##### **3.2.2 Secondary Sources of Data**

The secondary sources of data were related books, research, reports, journals, articles. E.g. Corder (1973,1974,1981),Richards (1984),Crystal(2003), Poudel (2010), Baral

Ghimire(2012),Journals, websites and other related materials.

### **3.3 Population Sampling**

The population of this study was 50 students in total from five different schools. The population consisted of 24 boys and 26 girls who were studying in class Ten in those five schools of Dharan sub-metropolitan city.

### **3.4 Tools for Data Collection**

Test item was set as tool for data collection. The question was same for all the students.( see appendix- A)

### **3.5 Sampling Procedure**

The researcher used random sampling procedure. Among twenty-six secondary schools, only five aforementioned schools were selected for the research completion from Dharan sub-metropolitan city.

### **3.6 Data Collection Procedure**

The researcher followed following procedure to collect data.

- i. At first I consulted different books and internal websites in course of preparing test items.
- ii. Then I visited selected schools to collect the data for the present research.
- iii. I established the rapport with the head teacher of schools and informed about the purpose of the study and asked the permission to conduct the research in those

schools.

iv. Then, I consulted the class teachers and subject teachers of English of grade ten in each schools. I also asked for their help and support during research. I took necessary suggestions from them.

v. I administered the test item in essay writing to the tenth graders with the help of English teacher in order to find out grammatical and semantic error of the students and analyzed their errors in essay writing.

vi. I took those sample populations to a separate room to conduct the test and I also gave them necessary instruction on what they were supposed to do.



## CHAPTER: FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Results

On the basis of collected data, the results have been drawn as follows:

i. Out of the total grammatical errors, S-V agreement was found to be the most problematic which presents a picture of hierarchy of difficulty as follows:

‘S-V agreement > Punctuation > Articles > Preposition’.

ii. Regarding S-V agreement, the students were confused in distinguishing singular and plural subjects and verbs. They were also confused with some nouns. They have committed 98(36.70%) errors. It is the highest number of error found in the study.

iii. Regarding punctuation, the students committed errors due to the lack of knowledge of apostrophe to show possession in their essays. They didn't put full stop at the end of sentence. Some time they started sentence with small letters. They failed to use comma to indicate a set of parts in a sentence or between elements of a list. From the analysis it is in second position having 78 (29.21%) errors.

iv. Regarding articles the students committed errors due to addition, omission and substitution. It is found 52 (19.74%) out of 267 errors due to omission of article, 'the', 16 (30.76%) due to 'a' and 8 (28%) due to 'an'.

v. It is clear that article 'the' is more problematic.

vi. EA of preposition is done on the basis of addition, omission and substitution. It is found 14 (35.89%) errors due to addition of unnecessary prep, 10 (25.64%) due to omission and 15 (38.64%) errors substitution. It is 78 (29.21%) error out of 267 grammatical errors.

vii. It is found that the students committed most of the semantic errors owing to the wrong selection of adjectives rather than nouns, verbs and adverbs. It is found zero errors in the use of adverbs (23).

viii. It is found that the students committed comparatively more errors in grammar than the semantic errors. Thus, grammatical errors are more problematic and serious in writing English essays.

ix. The researcher classified errors in terms of grammatical and semantic aspects and found more errors in grammar analysis than semantic analysis.

Grammatical errors: 267

Semantic errors: 23

- xiv. Most of the semantic errors were caused due to wrong selection of adjectives.

## **4.2 Discussion**

To meet the objectives of the very topic the test item was administered as a tool. It mainly dealt with the grammatical and semantic errors committed by the tenth graders. All types of grammatical categories like articles, preposition, s-v agreement, and punctuation. The collective data were analyzed and described using descriptive

and simple statistic tool like percentage. And the analysis and interpretation of data were carried out under the following headings and sub headings:

This sub heading presents overall discussions on all types of analysis. To carry out this research I collected data, analyzed, and interpreted data using appropriate mathematical tools like percentage. Data are tabulated as follows:

#### 4.2.1 Holistic Analysis of Grammatical Errors

Holistic analysis means the total analysis of grammatical errors in articles, prepositions, s-v agreement and punctuation in all the chosen schools.

**Table-1**

#### School wise Analysis of Grammatical Errors

S.N.	Test Item	Errors in Article		Errors in Preposition		Errors in S –V agreement		Errors in Punctuation		Total	Percent
		No	%	No	%	No	%	No	%		%
1	Eureka Residential High School	0	0	1	8.33	6	50	5	41.66	12	4.49
2	Nepal Police School	5	22.72	1	4.54	13	59.09	3	13.63	22	8.23
3	Shree Laboratory Secondary School	20	26.67	7	9.83	29	38.66	19	25.33	75	28.08
4	Shree Sharada Balika Secondary School	5	10.86	14	30.43	17	36.95	10	21.73	46	17.22
5	Shree Public High School	22	19.64	16	14.28	34	30.35	40	37.75	112	41.94
	Total	52	19.47	39	14.60	98	36.70	78	29.21	267	

The above table displays school-wise errors in the use of articles, prepositions, s-v agreements and punctuation committed by the tenth graders in each five different schools mentioned above. The table shows the students of ERHS committed 0 (0%) errors in article, 1 (8.33%) errors in prepositions, 6 (50%) errors in s-v agreement and 5 (41.66%) errors in punctuations. The students committed the highest number of errors in S-V agreements. And the lowest number of errors in prepositions.

The students of NPS committed 5 (22.72%) errors articles, 1(4.45%) in prepositions, 13 (59.09%) in s-v agreements and 3 (13.63%) errors in punctuations. The analysis shows that the students committed the highest number of errors in s-v agreements and the lowest number in prepositions.

In the analysis of errors committed by the tenth graders of SLSS, I have found 20 (26.67%) errors in articles, 7 (10%) errors in prepositions, 29 (38.66%) in s-v agreement and 19 (25.33%) errors in punctuations. The highest number of errors are in s-v agreements and the lowest number in prepositions.

SSBNS helped me with data that they errored 5 (86%) in articles, 14 (30.43%) in prepositions, 17 (36.95%) errors in s-v agreements, 10 (21.73%) errors in the use of punctuations. They committed the highest no. of errors in s-v agreement and the lowest no. of errors in articles. Some examples derived from students' essays are placed below.

- a. I am the lucky girl. (cv: the substitution)
- b. There are a different castes. (cv: a omission)
- c. In Himalayan region Sherpa people live. (cv: the addition)

d. Similary Danphe, Munal, Ghoral, Peacock Parrot and etc are the bird found in Nepal.(cv: birds)

e. Human rights is the driving force. (cv: are)

f. Nepal is beautiful of the world (cv: in)

g. It have been celebrated all over the country. (cv: has)

h. It is very beautiful (cv: .)

i. My country name is Nepal. (cv: 's)

j. Nepal capital city is Kathmandu. (cv: 's)

#### **4.2.1.2 Item wise Analysis in Articles**

I have analyzed the errors in articles due to addition, omission and substitution in the test item used in all the above-mentioned schools. The following table represents the errors in articles:

**Table- 2****Item wise Analysis in Articles**

S.N.	Schools	Addition		Omission		Substitution		Total	
		No	%	No	%	No	%	No	%
1	Eureka Higher Secondary School	0	0	0	0	0	0	0	0
2	Nepal Police School	0	0	5	100	0	0	5	9.61
3	Laboratory Higher Secondary School	4	20	15	75	1	5	20	38.46
4	Sharada Balika Namuna School	0	0	3	60	2	40	5	9.61
5	Shree Public High School	9	49.90	8	36.35	5	22.72	22	42.30
	<b>Total</b>	<b>13</b>	<b>25</b>	<b>31</b>	<b>59.61</b>	<b>8</b>	<b>15.38</b>	<b>52</b>	

The above drawn table presents the numbers and percentage of errors in articles due to addition, omission and substitution in each of the five schools. Under the test item used in ERHS, the students committed zero errors. It shows that the students are quite conscious, clearer about in the use of articles.

The test item used in Nepal Police School, the students committed five (100%) errors in articles due to omission of articles. They have not committed errors in addition and substitution. The test used in Laboratory High School, the students committed 4 (20%) errors in articles due to addition, 15 (75%) due to omission, 1 (5%) errors due to substitution.

The test item used in SSBNSS, the students committed 3(60%), errors due to omission of articles, 2(40%) due to substitution, the students have not committed any errors due to addition.

The test used in SPHS shows that the students committed 9(49.90%) errors due to addition, 8(36.35%) due to omission, 5(22.72%) due to substitution.

#### 4.2.1.2 Type wise Error in Articles

I have analyzed the errors in indefinite article (a/an) and definite article (the), and their frequency of occurrence in the written essays. The table given below indicates the total number of articles and their frequency of erroneous occurrences.

**Table-3**

#### **Type wise Error Analysis in Articles**

Article	Frequency	Percent
A	16	30.76
An	8	15.38
The	28	53.84
Total	52	

The above table shows that the students committed 52 errors in articles. They committed the highest number of errors in using 'the' and the lowest number of errors in using 'an'.

Some examples of erroneous sentences extracted from the essays are as follows. The errors identified in each sentence are shown accordingly. The examples of sentences only show the errors in the area of specified:

- a) Human rights are rights inherent to all human beings. (correct version: the, addition)
- b) In Nepal, there are a various culture. (Correct Version: a, omission)
- c) By these things, we can say that the Nepal has many differences  
(Correct Version: the, omission)
- d) Nepal is an landlocked country  
(Correct Version: the, omission)
- e) Nepal is known as second richest country in water resources  
(Correct Version: the addition)



#### 4.2.1.4 School wise Analysis in Preposition

**Table- 4**

#### **School wise Analysis of Errors in Preposition**

S.N.	Schools	Addition		Omission		Substitution		Total	
		No	%	No	%	No	%	No	%
1	Eureka Higher Secondary School	0	0	0	0	1	100	1	2.56
2	Nepal Police School	0	0	1	100	0	0	1	2.56
3	Laboratory Higher Secondary School	5	55.55	2	22.22	2	22.22	9	23.07
4	Sharada Balika Namuna School	3	18.75	4	25	9	56.25	16	41.02
5	Shree Public High School	6	50	3	25	3	25	12	30.76
	<b>Total</b>	<b>14</b>	<b>35.89</b>	<b>10</b>	<b>25.64</b>	<b>15</b>	<b>38.46</b>	<b>39</b>	

The above drawn table presents the number and percentage of errors in prepositions due to addition, omission and substitution in each of the five above mentioned schools. The students' committed 39 errors in prepositions. The students of ERHS

committed 1 (100%) errors due to substitution. They committed 0 errors due to addition and omission.

The students of NPS committed 1 (100%) errors due to omission of errors. They did not commit any error due to addition and substitution of errors.

The students of SLSS committed 5 (22.58%) errors due to addition of prepositions, 2 (22.22%) errors due to omission and 2 (22.22%) errors due to substitution. They committed the highest number of errors due to addition and the errors are equal due to omission and substitution.

The test conducted at SBNS school displays 3 (18.75%) errors in prepositions due to addition, 4 (25%) errors due to omission and 9 (56.25) errors due to substitution. The highest no. of errors in preposition is due to substitution and the lowest number due to addition.

The students of SPHS committed 6(50%) errors in preposition due to addition, 3 (25%) errors due to omission and substitution. Errors were more due to addition.

Some examples extracted from students' essay are;

a. Nepal is beautiful of the world. (cv: in)

b. In Nepal has many rivers, lakes, and ponds. (cv: 0)

#### 4.2.1.5 School wise Analysis of Errors in S-V Agreement

**Table-5**

#### **School wise Analysis of Errors in S-V Agreement**

S.N.	Schools	No. of Errors	Percentage
1	Eureka Higher Secondary School	5	5.10
2	Nepal Police School	14	14.28
3	Laboratory Higher Secondary School	29	29.59
4	Sharada Balika Namuna School	17	17.34
5	Shree Public High School	33	33.67
	Total	98	

The students were having difficulties in distinguishing singular and plural subjects and verbs. They were also confused with some nouns such as people.

Some examples extracted from the essays are as follows:

- a) Human right are the right inherent to all humans beings. (Correct version: rights)
- b) Human rights is also recognized as the driving force. (Corrected version: are)
- c) In Nepal, more than 100 caste of people resides and follow more than 10 religions.(Correct version: castes, reside)

d) Similarly, Danphe, Munal, Ghoral, Peacock, parrot etc. are some of the bird found in Nepal

(Correct version: birds)

e) It have been celebrated all over the country.

(Corrected version: has)

f) All caste have their own language, rituals etc. (Corrected version: castes)

g) In Nepal there is different kinds of cultures.

(Corrected version: are)

h) In Nepal there are the highest mt. Everest.

(Corrected version: is)

#### 4.2.1.6 School wise Distribution of Errors in Punctuation

**Table-6**

#### **School wise Distribution of Errors in Punctuation**

S.N.	Schools	No. of Errors	Percentage
1	Eureka Higher Secondary School	5	6.41
2	Nepal Police School	3	3.84
3	Laboratory Higher Secondary School	20	25.64
4	Sharada Balika Namuna School	10	12.82
5	Shree Public High School	40	51.28
	Total	78	

The above table shows the errors in punctuation. The students committed 78 (29.21%) errors (See table number 1) in the use of punctuation in their essays. It is the second highest errors committed by the students. The students of SPHS committed the highest number of errors and the lowest by the students of NPS.

The students committed errors in the use of punctuation. They put full stop (.) wherever they like. Some of them started sentences with small letters. Some put colon (: ) in place of full stop. Many students forgot to put comma to separate things, many of them were confused to put apostrophe to show possession.

Some examples extracted from the students' essays

- a) It is very beautiful: (Correct Version: .)
- b) It is divided into three region (Corrected Version: .)
- c) It is the country where buddha was born (Corrected Version: Buddha)

## 4.2.1.7 School Wise Analysis of Semantic Errors

Table-7

## School wise Analysis of Semantic Errors

S.N.	Item	Errors in Nouns		Errors in Verb		Errors in Adjective		Errors in Adverb		Total	Percent
		No	%	No	%	No	%	No	%		
	Schools										
1	Eureka Residential High School	0	0	0	0	0	0	0	0	0	0
2	Nepal Police School	0	0	0	0	0	0	0	0	0	0
3	Shree Laboratory Secondary School	2	100	0	0	0	0	0	0	2	8.69
4	Shree Sharada Balika Namuna Secondary School	2	16.66	7	58.33	3	25	0	0	12	52.17
5	Shree Public High School	2	22.22	1	11.11	6	66.66	0	0	9	39.13
	Total	6	26.08	8	34.78	9	39.13	0	0	23	

The table drawn above presents the numbers and percentage of errors, due to the wrong usage of nouns, verbs, adjectives and adverbs in each of the above mentioned schools. The students of ERS and NPS did not commit even a single error in any item. I think it is all because of the English Boarding School where the students are well guided by the teachers, examined frequently and provided with the correct feedback. Hence there is very less chance to commit grammatical and semantic errors than the students of Nepali medium schools.

The students of SLSS committed only 2 (100%) semantic errors due to the wrong selection of nouns. They have not committed any errors in other selection.

The students of SSBNS committed 2 (16.66%) semantic errors due to the wrong selection of nouns, 7 (58.3%) semantic errors due to wrong selection of verbs, 3 (25%) semantic errors due to the wrong selection of adjectives and zero errors due to the wrong use of adverbs.

The students of SPHS committed 2 (22.22%) semantic errors due to wrong selection of nouns, 1 (11.11%) errors due to the wrong selection verbs, 6 (66.66%) semantic errors due to wrong selection of adjectives and there was zero errors due to the wrong selection of adverb.

In total, the students committed 6 (26.08%) semantic errors due to the wrong selection of nouns, 8 (34.78%) of verbs, 9 (39.13%) of adjectives and zero percentage of adverbs.

Some examples extracted from the students' essays are written below:

a) I like Nepal environment (Correct Version: Nepali)

- b) Because of tourism Nepal incomes money (Correct Version: earns)
- c) In Nepal, people spoke different kinds of languages. (Correct Version: speak)
- d) The people do different kinds of religions. (Correct Version: follow)
- e) Dashain and Tihar are very big festivals of Nepal (Correct Version: major)
- f) Gorkha was born in Nepal. (Correct Version: Buddha)
- g) People wear cultural clothes. (Correct Version: dress)
- h) It is landlock country (Correct Version: landlocked)

#### **4.2.3 Classification of Errors in terms of Grammatical and Semantic Aspects**

After having noted the errors committed by the sample population of the study, the errors are classified in terms of grammatical and semantic aspects as per the objectives. Grammar Errors were analyzed in terms of articles, preposition, S-V agreement and punctuation whereas semantic errors were analyzed in terms of Noun, Verb, Adjective and Adverb.

Some examples derived from students' essay are as follows:

Grammatical errors:

- i. It have been celebrated all over the world. (CV: has)
- ii. In Nepal there are a various cultures. (CV: a omission)
- iii. Nepal is an landlocked country. (CV: a substitution)
- iv. There are many temple. (CV: temples)



- v. Many People lives in Nepal. (CV: live)
- vi. Nepal People spoke different languages. (CV: speak)
- vii. In Nepal has different kinds of rivers, lakes and ponds. (CV: Omission)
- viii. Nepal is located at south of the world. (CV: in)
- ix. Tourists come to visit in Nepal. (CV: omission)

#### Semantic Errors:

- i. They take out solution of each problems. (CV: bring out)
- ii. It has many attracting and shocking places. (CV: attractive and adventurous)
- iii. Nepal is known as whole land. (CV: holly)
- iv. The people do different religions. (CV: follow)
- v. Gorkha was born in Nepal. (CV: Buddha)
- vi. Dashain and Tihar are very big festivals of Nepal. (CV: major)
- vii. People wear cultural clothes. (CV: dress)
- viii. People do not disrespect each other. (CV: hate)
- ix. Nepal is natural beautiful. (CV: naturally)

#### 4.2.4 Individual Item Analysis

In this section the researcher has analyzed errors individually.

(See appendix 2)

## CHAPTER 5

### SUMMARY, CONCLUSION AND IMPLICATION

Summary, Conclusion and Implications have been drawn on the basis of correct findings of the study.

#### 5.1 Summary

It is summarized that the present research entitled 'Error analysis in composition writing by tenth graders' will be helpful in some respects to provide the necessary feedback to the students' writing after identification and description of grammatical and semantic errors. The researcher had collected data through simple random sampling procedure. Study was completed under the survey design selecting 5 schools of Dharan, Sunsari. To carry out the objectives of the study both primary and secondary sources of data were used. Fifty students from five schools were taken as the primary source of the study and different books and articles by different scholar like, S. Pit Corder (1973, 1974, 1981), Sharma (2017), Crystal (2008) and so on were consulted as the secondary sources data for the completion of research.

This study has given an account of the main errors made by the tenth graders of each five schools in their essays. Based on the discussion of the findings and the examples given it could be concluded that L2 learners committed 267 errors in grammatical specs viz; article, prepositions, s-v agreements and punctuation. It goes without saying that most of the student's errors can be due to L1 transfer.

It is found that the students committed 23 errors in semantic aspects due to wrong selection of noun, verb, adverb and adjectives. The overall study indicates that the

language teachers need to take careful stock of the transfer and interference of the mother tongue in their written production. Grammar teachers should be updated with new updated techniques and methodologies of grammar rules and word choice.

The correct findings of this study have gone some way towards in changing the understandings of categorizing and diagnosing the errors in English essays of the EFL learners.

## **5.2 Conclusion**

The present research will be invaluable for those who teach grammar to EFL learners because the researcher had carried out on grammatical and semantic error analysis in composition writing by tenth graders and classified errors in terms of grammar and semantic aspects of linguistics area. The most important aspects of error analysis in the study is bringing to the light the strategies. The errors are visible proof that learning is taking place. To reduce the errors in any kind of composition writing EA should be applied regularly in teaching 12. The teacher should focus on erroneous area using effective methodologies to make the learners able to compose error free writing. Hence there is the need of regular use of EA approach to enable the students write grammatically and semantically well-formed production in EFL.

Errors are significant to the psychologist interested in understanding the process of 1g learning. The study of error is part of an experiment to confirm or disprove the psycholinguistic theory of transfer. EA is important also from the point view of sociolinguistics, syllabus planners, writing of supplementary teaching, constructors and so on.

EA lies in the fact that it provides valuable insight into the process of language acquisition; it increase our understanding of how socio-cultural and socio- economic factors affect the process of lg learning, helps to plan teaching materials and technique in realistic manner.

### **5.3 Recommendations**

On the basis of findings obtained from the analysis and interpretation of the collected data, some recommendations and pedagogical implications have been made below to the following level.

#### **5.3.1 Policy Level**

The findings of the present study show that grammatical errors are the major errors found in the l2 learners learning. Semantic errors can be cured with less effort in short period of time but it is very difficult to minimize the grammatical errors in short time to make the learners like native speakers in writing. So the syllabus designers, policy makers, English teachers, text book writers, the Department of English Education, the Ministry of Education of Nepal, texting experts along with concerned authorities should be conscious about those distinct problem of grammar and semantic error in writing composition while designing the curriculum, text books, teaching materials and questions to test the learning ability of EFL students.

#### **5.3.2 Practice Level**

i. EA provides necessary feedback to curriculum designers to design the suitable curriculum to address the learners ‘need.

- ii. It would be worthy if the teachers involve the students in free writing exercises to enhance their correct response in s-v agreement.
- iii. The teacher should provide the clear concept of singular, plural, count-nouns and un-count nouns and forms of the verbs that agree with those nouns/ noun phrases to avoid errors in subject- verb agreement. Thus, subject- verb agreement should be taught by relating the forms of verbs to the number of subjects. Special attention should be paid while teaching subject-verb agreement and regular practice should be provided in the class room
- iv. The teacher should provide the students with sufficient exposure regarding the use of articles and involve them in regular practice.
- v. The teacher should focus on the contextual use of lexeme. The teacher should be aware of the selection of lexeme in teaching. The students' errors on the selection of lexical items should be corrected in time.
- vi. The teacher should give the basic rules of punctuation and involve the students to practice regularly.
- vii. The teacher should encourage the students to practice in the proper use of prepositions. Especially, adequate exercises in prepositions should be given to them.
- viii. More practice exercises on each problematic area should be provided.
- ix. The teacher should encourage the students in self-correction and peer correction to minimize such errors.
- x. Grammar should teach with new and effective methodology of language.

### 5.3.3 Further Research

The research does not claim the present study analysis all the grammatical items and semantic aspects of tenth graders because the researcher has not conducted the research in all types of grammatical items. It analyzed the errors only in the use of article, preposition, s-v agreement and punctuation in essay writing. The study selected only five schools of Dharan sub-metropolitan city. However, the researcher has tried his best to find major grammatical and semantic errors in essay writing of the tenth graders and to put the pedagogical implications. The researcher also attempted to classify the students' errors of linguistic area. Error analysis in other different grammatical aspects at once requires further research. It is crucial to carry out various research in EA analyzing all types of grammatical and semantic errors in essay writing and hoped that the capable linguists may devote him/her self to conduct EA in various aspects of grammar and meaning in any kind of composition writing in the future.

Finally, the researcher would like to request the concerned authority to take the above mentioned recommendations into consideration. Furthermore, she would like to request the authority to carry out other researches on EA in different aspects of Grammar and semantic and classify the errors in terms of stylistic, phonological and pragmatic and discourse level of linguistic area.

## Appendix B

### School -1: Eureka Residential High School

S.N.	Name of the students	Article	Preposition	S-V Agreement	Punctuation	Total
1.	Samana Shrestha	0	0	2	1	3
2	Pratima Rai	0	0	0	1	1
3	Sofia Rai	0	0	0	1	1
4	Alisha Gautam	0	0	0	0	0
5	Numa Rai	0	0	1	0	1
6	Bimal Bhandari	0	1	0	0	1
7	Bivash Lamgade	0	0	1	2	3
8	Seedorf Rai	0	0	1	0	1
9	Aditya Paudel	0	0	0	0	0
10	Neha Rana	0	0	1	0	1

**School -2: Nepal Police School**

S.N.	Name of the students	Article	Prepositio n	S-V Agreement	Punctuation	Total
1.	Nitesh Yadav	2	0	1	0	3
2	Parul Nembang	0	0	1	0	1
3	Pratiksyra Rai	0	1	0	0	1
4	Lizan Shrestha	1	0	1	0	2
5	Karuna Gajmer	1	0	1	0	2
6	Gagan Shrestha	0	0	3	0	4
7	Bibek Yadav	0	0	1	0	1
8	Suchana Rai	0	0	2	2	4
9	Rupesh Rai	0	0	3	1	4
10	Shashi Yadav	1	0	0	0	1



**School-3: Shree Laboratory High School**

S.N.	Name of the students	Article	Prepositio n	S-V Agreement	Punctuation	Total
1.	Sushma Tamang	1	3	2	0	6
2	Geeta Limbu	1	0	3	0	4
3	Arju Rai	0	0	2	0	2
4	Pradeep Limbu	2	0	1	5	8
5	Karan B.K.	2	1	3	0	6
6	Saroj Limbu	2	1	5	4	12
7	Reewaj Tamang	3	0	1	5	9
8	Isha Koirala	4	2	3	0	9
9	Manil Rai	3	0	3	3	9
10	Rukshar Khatun	2	0	6	2	10

**School-4: Shree Sharada Balika Namuna Secondary School**

S.N.	Name of the students	Article	Preposition	S-V Agreement	Punctuation	Total
1.	Mina Khatri	0	4	5	1	10
2	Roshika Ghimire	0	0	1	0	1
3	Sunita Magranti	1	3	2	3	9
4	Sneha Rai	2	1	1	0	4
5	Sabina Ghising	2	0	1	0	3
6	Sabita Gurung	0	2	1	0	3
7	Maunata Limbu	0	2	1	2	5
8	Bishnu Tamang	0	0	2	1	3
9	Preeti Limbu	0	1	3	0	4
10	Ambika Rai	0	1	0	3	4

**School-5: Shree Public High School**

S.N.	Name of the students	Article	Preposition	S-V Agreement	Punctuation	Total
1.	Kasiraj Rai	2	0	3	5	10
2	PemaBaraili	6	1	3	6	16
3	Asmita Bomjan	2	2	5	2	11
4	Lalita Kamat	1	1	5	3	10
5	Sumit Adhikari	2	2	4	4	12
6	Anjeela Rai	1	1	7	9	18
7	Suman Kandel	2	1	1	1	5
8	Anjan Tamang	4	3	4	3	14
9	Sanjog Baraili	1	4	1	2	8
10	Alex Tiruwa	1	1	1	5	8

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