ERRORS COMMITTED BY THARU SPEAKING STUDENTS IN FREE WRITING

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

Submitted by
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2016

DECLARATION

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

Date: 19/09/2016

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DEDICATION

Dedicated

to

my beloved parents

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ABSTRACT

The present study entitled **Errors Committed by Tharu Speaking Students in Free Writing** aims to find out the errors on tense, subject-verb agreement, preposition, articles, and spelling committed by secondary level students in free composition. To carry out the study, I selected two schools of Udayapur district through judgmental sampling procedure 30 students from these two schools. Altogether 60 students were selected, a set of test items consisting of three free writing questions was the tool for the data collection. The first item was essay writing, the second item was paragraph writing and third item was letter writing. As for the major findings of the study, the total errors committed by the students were 378. The students committed 29 (7.67%) errors in tense, 58(41.79%) errors in agreement, 8 (2.11%) errors in preposition, 11(2.91%) errors in article, and 172(45.50°0) errors in spelling. The students committed the highest number of errors in spelling and the lowest number of errors in preposition.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms are included. The second chapter covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with the methods and procedures of the study which includes design of the study, population, sample and sampling strategies, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results. It also includes analysis of data, interpretation of results and summary of the findings. Fifth chapter deals with conclusions and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

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LIST OF ABBREVIATIONS AND ACRONYMS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
p.	:	Page
pp.	:	Pages
et al.	:	and other
etc.	:	Etcetera
i.e.	:	That is
No.	:	Number
OUP	:	Oxford University Press
Prof	:	Professor
T.U.	:	Tribhuvan University

CHAPTER ONE
INTRODUCTION

The current study is on the **"Errors Committed by Tharu Speaking Students in Free Writing".** This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

There are so many languages existing in the world. Some of them have been spoken as well as written and other exists only in spoken form. Language is a social need that comes into existence after long process according to the necessity of human beings. So, men create new languages if they need them. Even in a small community there may be many languages. A single man can speak more than one language if his society is multilingual. Languages change, they change in course of time. If they are out from the daily use, they disappear from the society.

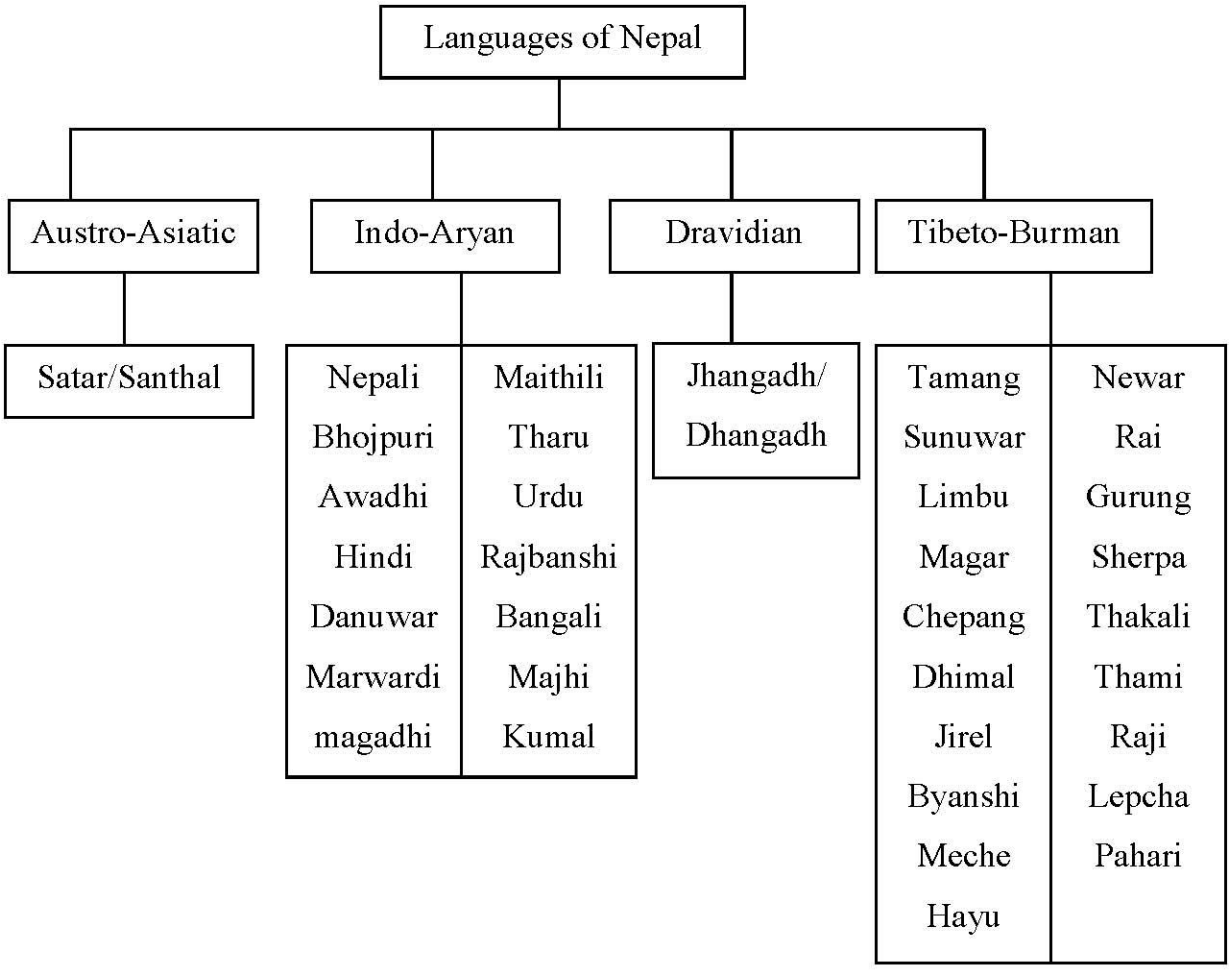
Every normal human being uses languages in his daily activities. Different members of the society co-operate and interact with each other. Social cultures, values, thoughts, and conventions and preserved and inherited from generation to generation through language. A language lives along as there are people who speak it and see as their native tongue.

The English language is one of the widely used 'West-Germanic' sub-branches of the Germanic branch of the 'Indo-European' family (Kansakar, 1995). It is becoming one of the most important and powerful languages in the modern age. It is spoken as native language in many countries of the world. It is one of the most powerful lingua franca which is becoming popular day by day because of international trade, business and modern technologies.

Nepal, as a country having a diverse culture, tradition, language and ethnicity, is the common home to four different language families Austro-Asiatic, Indo-Aryan, Dravidian, and Tibeto-Burman. Within these families at least sixty different ethnic communities or castes and a distribution of over seventy languages are spoken within the country's present day political boundaries (Kansakar, 1995). Therefore the Kingdom of Nepal is a multi-lingual and the common home of several ethnic groups where people speak varieties of languages and dialects. Among them the Tharu language is one which is genetically affiliated to the Indo-Aryan family. The location of the Tharu language is this family grouping is shown in the following table:

Figure 1

Tharu Language in the Family Group

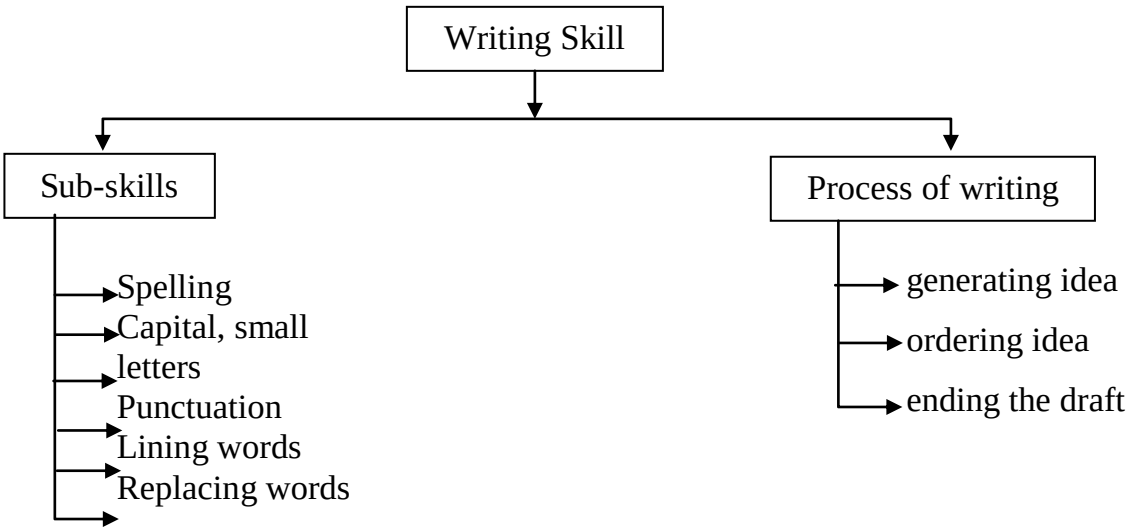


(Source: Kansakar, 1995)

The importance of teaching language skills and learning English in a country like Nepal is very high. There are four language skills. They are interrelated skills which are mainly categorized into two headings. Listening and reading are perceptive skills whereas speaking and writing are the productive skills.

Writing skill is a productive skill so writing skill has sub-skills like spelling, capital, small letters, punctuation, lining words, etc. and writing skill also has the process like generating idea, ordering idea, and ending the draft.

Bhattarai (2002, p. 44) has given the following components in writing skills:



From the above discussion for the process of writing idea should be generated, ordered and the draft should be ended accordingly not only that for writing sub-skills like spelling, capital, small letter, punctuation, lining worlds etc. should be maintained correctly. Rosen (1981) says that:

> Writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitations. A speaker can backtrack or clarify and

> revise ideas as listeners question or disagree. A writer has to compensate for all of these disadvantages (as cited in Hedge, 1988, p. 5).

From the above discussion, writing is the most difficult to acquire. It is the record of one's thoughts and ideas, a form of expression and a reliable means of communication. Writing is a complex process which involves different processes such as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluation what is going to be written as well as what has been written, and searching of language with which to express exact meaning. Yet, despite the power of writing, it has tended to be a much neglected part of the English language teaching-learning programme. In all the troubles a Nepalese learner has to encounter the process of acquiring the skill in the English language, the most serious one is the writing difficulty.

Among the four basic language skills of writing, listening, reading and speaking. The researcher will use the writing skill and level of writing skills to show the specific capabilities which help the writer put into words his thoughts, ideas, knowledge in an clear and artistic manner.

1.2 Statement of the Problem

English has been taught in Nepal for over a century as s foreign language, but there are still many problems in teaching and learning English. English language teaching at the schools level does have a miserable condition as yet.

No doubt, there are many problems in English teaching/learning. Among them, the inadequacy of reading material is the one. Nepal is a developing country. We cannot expect good communication facilities all over the country. Unless, we make tremendous progress in the field of transport, we cannot even imagine sufficient textbooks for the students. In some schools of rural areas, one textbook is shared by nine or ten students. Without sufficient textbooks, the

students cannot learn and the teachers cannot teach as required by the course objectives. If the schools have some teaching materials, they are not in harmony with the objectives specified in the curriculum.

The scarcity of well-trained teachers in the another problem in Nepal. On the one hand, English teachers are not rained for teaching English in the secondary level schools of Nepal and on the other hand, they are not efficient for their jobs.

So far as the physical facilities are concerned, they are not in sufficient quality as they are required in the schools. Most of the secondary schools of our nation do not have the proper building and furniture for the students. It has become great obstacle for the teachers to motivate the students to learn due to the over crowded noisy classroom situation. The lack of co-ordination between primary education and secondary education both in teaching and evaluation in creating and widening gap among the students of concerned levels and course designers are far from the realities of class situation. The teachers have no working spirit for achieving the objectives aimed in the top. The students are only silent observers in the class without a responsive and inquisitive attitude and the position of English in secondary level schools is, indeed, awful.

It is quite obvious that the weightage given to writing in the present syllabus of English for secondary level schools of Nepal reveals that the writing component has been emphasized considering the achievement required for English proficiency in the learners. However, this expectation is far from implementation indeed. The results of each district level examination show a high percentage of failure in English subject, which has questioned the English language teacher/learning itself. The reason of this massive failure is not only the poor writing habit in the learners but also the negligence in teaching the writing component in secondary schools. Students are brought up in parrot

learning due to which they are linguistically bankrupt and most of the students cannot produce even a single sentence of their own.

Regarding to the problems with the Tharu speaking students of secondary level schools of Nepal, it is quite necessary to find out the reality of English teaching/learning situation at secondary level with a view to suggest some issues.

1.3 Objectives of the Study

The objectives of this study were as follows:

a) To find out the errors on tense, subject-verb agreement, prepositions, articles and spelling committed by secondary students in free composition.

b) To make a comparison between the students of public and private schools on the basis of errors committed by them in writing free composition.

c) To suggest some pedagogical implications.

1.4 Research Questions

The clear objectives need to be structured that lead the researcher to undertake the study systematically in order to carry out the research. Research questions design is mostly based on the objective of the appropriate methodology and consequently to discuss, analyze and interpret the data. Furthermore, it aids to the findings and inclusion of the finding of the study.

a) What are the errors committed by Tharu speaking students in writing skills in terms of tense, subject-verb agreement, prepositions, articles and spelling ?

b) What are the similarities and differences in errors committed by students of public and private schools in writing gfree composition ?

1.5 Significance of the Study

Writing is the most fundamental and significant form of language. This study is a primary attempt to study about the errors committed by tharu speaking students in writing skills in terms of subject verb agreement, preposition, article and spelling committed of secondary level of Udayapur district. It mainly point out the determined the nature of difficulty faced by the students has prepositions punctuation and subject-verb agreement. To be more specific this study useful for the students, teachers, text-book writer and other persons who are directly or indirectly involved in English language teaching learning activities.

1.6 Delimitations of the Study

This study will be limited on the following ways:

i. This study was not included students‟ listening, reading and speaking proficiency rather it focused only with writing skill.

ii. This study was limited to two schools of Udayapur district.

iii. This study was based on the writing skill of Tharu speaking students from Secondary School of Tapeshwar-9, Udayapur.

iv. This study was limited to a test consisting of three questions i.e. essay writing, paragraph writing and letter writing by grade 10 students.

v. The findings of the research might not be applicable for the students of other castes, ethnics and localities.

vi. This study was included only 30 students from each schools who were taken as the population of this study.

vii. This study was limited to collection of data to explanation of errors.

1.7 Operational Definition of the Key Terms

Achievement: Obtained score of the students on the test (Brady, 2002).

Average: It is a statistical tool used in analysis and interpretation of data. It is the result of adding all amounts together and dividing the total by the number of students (Oxford, 8th Edition).

Composition: Things that are composed or constructed, e.g., piece of writing (Oxford, 8th Edition).

Free-Writing: Self expression of subject matter in written form.

Mechanics: Aspects of writing such as capitalization, spelling and punctuation (Young, 2008).

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

2.1 Review of Related Theoretical Literature

As every new task requires the knowledge of previous background which helps and directs to reach the new target for finding out new things and ideas. Regarding language skills, number of studies had been carried out in the foreign countries.

Language is the most precious gift for human beings by the help of which we express our ideas, feelings, thoughts and emotions. “It is the system of human communication which consists of structured arrangement of sounds for their written representation into large units e.g morphemes, words and sentences” (Richards and Rodgers 1999, p. 196).

Language is the most widely used means of communication, which is common to all. There are various modes of communication viz. aural, visual, olfactory, tactile and gustatory. However, linguistics involves only aural and visual modes of communication.

There are innumerable languages in the world. Among them, English is widely used language. It is a prestigious language of the world. It is spoken as a mother tongue in the countries like Britain, America, Canada, Australia etc. It is a standard language. It is not only one of six languages spoken in the UNO but also as the international lingua franca too.

Language exists in two forms, the spoken and the written. According to Harris (1977, p.9), speaking and writing themselves are the encoding process where by we communicate our ideas, thoughts, or feelings through one or the other form of language; and listening and reading are the parallel decoding process by which we understand either a spoken or written message. We may therefore, say that language includes four skills, or complexes of skills: listening, speaking, reading and writing. It is perhaps in this order that we originally learned our native language, and it is in that order that any foreign language is now very frequently taught.

Among these four skills of language, listening and reading fall under the category of receptive skill while speaking and writing fall under the category of productive skill. These skills are used for various purposes.

Harmer (1991, p.85) states, literate people who use language have a number of various abilities. They will be able to speak on the telephone, write letters, listen to the radio and read books. Haycraft (1978, p.17) opines, to be able to use the language, to convey thoughts, intentions, wishes, information, etc a person needs a mastery of various elements. According to Widdowson (1978, p. 62) one way of describing writing is to say . . . "the use of the visual medium to manifest the graphological and grammatical system of language and another that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper". He further considers writing an activity of developing a discussion as transferring information of various kinds from the writer's world knowledge to that of the reader's and that linguistic rules facilitate the transference though mere linguistic rule are not sufficient to do this knowledge of use is needed.

Verghes (1990, as cited in Bhattarai, 2002, p. 11) says, "Learning a second language is an effective learning of the four Skills, viz. listening, speaking, reading and writing. Among these four language skills; writing is the most demanding language skill". The more the writing is accurate the explicit, the

seaman the readers understand. Verghes further discusses the distinction between speaking and writing, and says that writing is different from speaking in that aims at compactness and prevision as well as grammatical, idiomatic and orthographic accuracy and in the convention of writing tend to be less flexible than those of speech. Moreover, the students who learn to write in English have not only to cope with mechanical problems connected with the script of the language, but also with the problems case and fluency of expression of grammatical and lexical accuracy and of the appropriateness of the style of writing on demanded by the occasion of situation. Language is the most advanced and powerful means of human communication. It is species and medium to express human thoughts, feelings, ideas and emotions, most of the activities of the world are carried out through language.

2.1.1 Language Skills

Language can be used in its all modes and manners and these modes and manner in which language is used are known as language skills. E.g. one can listen to the radio, speak on telephone, read books and write letter, sms etc.

According to Harmer (1991, p. 85) literate people who use language have a number of various abilities, the four skill, listening, speaking, reading and writing are classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. We can't have hard and fast rule, distinction between the receptive and productive skills because at times receptive skills tend to productive and vice-versa. Four language skills i.e. listening, speaking, reading and writing (LSRW) are integrated not only while learning and writing but also in real life situation. These skills are used for various purposes.

According to Harmer (1991, p. 16), 'we have said that choice of language may depend upon the channel of communication. If we examine this concept more fully we can identify language skills that native speakers and component language user's process. Literate people who use language have a number of

different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. In other words they possess four basic language skills of writing, listening, reading and speaking.

From the above definitions we can say that among the four basic language skills. Writing is the most difficult to acquire. It is the record of one's thoughts and ideas, a form of expression and a reliable means of communication. In all the troubles a Nepalese learners has to encounter the process of acquiring the skill in English language, the most serious one is the writing difficulty.

Keeping the reality of Nepalese context into consideration, this research will focus on the proficiency of Tharu students in process writing.

2.1.2 The Writing Skill

Writing is an expensive skills which is felt to be one of the most difficult language skills to be learnt or teach. It is the way of transferring the information through the use of graphic or visual symbols. However writing is not merely the transfer of ideas from mind to paper. It involves manipulating, structuring and communicative skills. Writing is a productive skills like speaking. Writing skills are specific capabilities which help the writer put into words his thoughts, ideas and knowledge in an effective, clear, comprehensible and at times in a unique or artistic manner.

Due to the lack of the co-ordination between the teachers and students who have diverse culture, tradition, language and ethnicity is very difficult to deal with. Any way those students (Tharu) of Udayapur district will be focused on the proficiency of process writing.

2.1.3 Tharu Language

Tharu is one of the nationalities of Nepal. Tharu is an ethnic group. Tharu caste is one of the marginalized groups of indigenous nationalities in Nepal. Most of the Tharu people speak their Tharu language as their mother tongue. The

greatest number of Tharu have been living in the inner Nepal for several thousand years. Most of them live in Chitwan, Udayapur, Nawalparasi, Dang, Kailali and Udayapur district in area of western and central Nepal (Tharu, 1998). They are Aryan stock with short structure depress nasal ruts and they have pointing nose. They are sensoratory agriculturist. They are famous for handicraft and fishing. They worship natural things as god and goddess. So they say that their religion is naturalism. (Tharu, 1998)

Tharu language is one of the languages of Indo-European family. In Nepalese context, Indo-European family of language mainly comprises Indo-Aryan group of languages which forms the largest group of languages in terms of speakers. So, Tharu language is also in the group of Indo-Aryan language.

Language can be used in its all modes and manners and these modes are manners in which language is used are known as language skills. There are known as language skills. There are four main abilities in language skills they are listening, speaking, reading and writing. Generally listening and reading fall under the receptive skill and speaking and writing fall under productive skill. Wiring is one of the most important terms in which it can't be left out. It is the most essential skills among the four. So the researcher will use the wiring process in the thesis.

2.1.4 Approaches to Teaching Writing

Specially there are two approaches to teaching writing. They are process approach and product approach. Process oriented approach to teaching writing includes various activities performed in different stages in course of developing a text. it pays attention to various stages that any piece of writing goes through, pre-writing phase, editing, drafting, and finally publishing. The work are involved in process writing. Process approach favours classroom activities. It believes that competent writers don't produce final texts at their first attempt but writing is long and often painful experience. Quality of the product depends upon the process.

Product writing approach to teaching writing focuses the end product which is full, final and finished. It believes that imitation, copying, transferring are the activities those lead to production of qualitative task. It doesn't take account of the process involved but in reality product is determined by the process. So, product is secondary where process is primary. The researcher will use the process approach to teaching writing in her thesis.

The process approach treats all writing as a creative act, which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

2.1.5 Stages of Writing Skill

There are three main stages of writing skill. The first stage is called 'manipulation' in which the learner simply manipulates the shapes of graphic counterparts of the phonological items are a spoken word in its written form. The learner learns mechanics of writing handwriting and punctuation i.e. capitalization, punctuation, full stop and so on.

The second stage is "structuring". In this stage the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraphs and forming a test. The third stage or the highest level of writing process is 'semantic stage' which the learners learn not only the mechanics of writing and structuring rules but also the significance of using a word, a phrase of a sentence in the overall context of the entire written script.

However according to Rivers (1968, p. 245) there are five stages of writing. They are copying, reproduction, recommendation, guided writing and free writing or composition.

Among them the two cast stages guided writing and free composition are very useful for the students of secondary levels. They measure proficiency of

English language writing. Writing English sentences is like swimming in a deep ocean where there is no certainty of length, depth, or width of structure and ideas.

So, in writing composition must understand the main stages of writing skills and as writing is an art of using languages. It is very complex task to write clearly and explicitly. So, the characteristics of good writing is essential.

2.1.6 The Characteristic of Good Writing

Writing is a complex activity, which requires the ability to use the structure, the lexical items and their conventional representation. Not an effective piece of writing can be considered without the knowledge of varied skills. The learner must have the knowledge of mechanical skills, use of correct and appropriate words and sentences, appropriateness of content and style, stressing the need of mechanics of writing Bowen et al (1985, p. 254) discuss that "mastery of the mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners who do not yet write in any language". At the beginning level, students should learn to put thoughts into writing with the major emphasis on mechanics. The fundamental items for the mechanics of writing are, learning the alphabet; the left to right direction of English writing, printing and cursive writing, upper and lower case letters, alphabetizing, basic spelling pattern of English, rules of capitalization and word and sentence punctuation. The basic skills include writing letters, numbers, words, phrases and sentences correctly.

After a little writing practice, a learner can learn the alphabet, the left to right direction of English writing system and the upper and lower case letters. The capitalization, spelling and punctuation are the main concerns under mechanics. Non-literate learner should be guided through the mechanics a step at a time with individual attention. The literate and highly educated "beginner" will probably learn the mechanics at high speed, skipping many of the steps and in some cases omitting the stage altogether.

Writing is an art of using language to its best possible effect, to teach, to delight and to move an audience to a significant action. The effective and forceful use of language shuns verbal trickery, sophistry and all forms of sensationalism and harangue. The qualities of writing such as to support, illustrate, demonstrate, amplify and to express clearly and accurately are the touchstones of reasonable writing.

Writing involves thinking, planning, assembling classifying, organizing. It must have a clear presentation. The writing, which does not submit to the demands of the discipline, is obscure and hard to read. The reader refuses to read gibberish writing just as the sensible person refuses to visit a careless doctor or incompetent lawyer.

A brilliant piece of writing needs to be skillfully sustained with an alternative beginning and stimulating ending. Correct and effective writing is logical and simple. The logical sentence structure is the best possible sentence structure. The simple word is the right word, simplicity and directness are the secret of good writing. An attempt is made, here to analyze the essential characteristics of good writing.

a) Economy

Compactness and effective style of writing without sacrificing the meaning is the secret of good writing. In other words, economical writing is efficient and aesthetically satisfying. While it makes a minimum demand on the energy and patience of readers, it returns to them a maximum of sharply compressed meaning. Discussion on economical writing, Berke (1990, p. 6) opines that economical writing contains no "deadwood" to dull the reader's attention, not an extra, useless phrase to clog the free flow of ideas, one following swiftly and clearly upon another. Just as a dentist inflects no unnecessary pin, a lawyer any unnecessary risk, likewise it is the responsibility of a writer to inflict no unnecessary words on reader. Good writing is a like a gold coin, small in

compass but great in value. It shows verbal trickery, sophistry and all forms of sensationalism and harangue.

b) Simplicity

Simplicity is the ornament of good writing. Simple writing flows smoothly like a river moving onward with current. It reduces embellishment and embroidery. A natural unpretentious style is the best. It signifies sincerity. It avoids flourish, flamboyance, grandiloquence and use of old Latinate words and phrase. In reality, simplicity or naturalness of does not come naturally. It requires patient and majestic mediation. It is said that hard writing makes easy reading.

c) Clarity

A responsible writer is always in favour of clarity in writing. Good writing should not add to the complication. It should not set up an additional roadblock to understanding. The writers should be obliged to render their ideas in clear, orderly, readable and understandable writing. Writing should be free from the spider's nest. Whatever the writing, all should be readable, informative, clear, space, direct and most of all 'human'. Writing should not have any tinge of different interpretations or misinterpretations. The writer must always be aware of the reader over his/her shoulder. Exaggeration and hyperbolical and self-contradictory statements should be clearly expelled out in good writing.

d) Continuity

A good writing should have continuity of thought and natural cogency in ideas. Continuity in writing should be with each element. There must be continuity of thought from one word to following word, from one phrase to next phrase, from one sentence to other sentence, from the first paragraph to second and from first chapter to the next. This concept is based on the natural link of ideas. Continuity in writing enables the writer to maintain a uniform standard from the beginning to the end.

e) Free from Errors

Writing is a permanent record of one's thoughts, feelings and ideas. It should be accurate and crystal clear. It should be free from orthographic errors, synthetic errors, semantic errors, grammatical errors, idiomatic errors, factual errors, punctuation errors, splitting errors and others.

Writing involves thinking, planning and assembling, classifying and organizing processes. The ability to write good or effective English is not a god gifted talent bestowed indiscriminately upon a few people, rather, patient industry is the sole requirement for achieving writing competency. Thus, effective writing appeals to the reader's reason rather than merely emotion.

The above mentioned characteristics of good writing play a vital role in the writing proficiency of secondary level students. They should have the ability to write clear economic, continuous and simple error free sentences.

2.1.7 Error Analysis

In the race of writing students might commit some sorts of errors so to find out some errors while writing students commit different types of errors, therefore it would be better to have some sorts of errors. So, to find out some errors committed by students it is better to analyze the errors.

An errors means deviant form of the normal speech or writing committed by a native speaker by other language learners in the use of linguistic items viz a word, a grammatical item, a speech act and so on. Corder (1973) defines an errors as "breaches of code". His term is used to refers to learners errors which they cannot correct themselves while learning a foreign language; the term errors and mistakes are referred as synonyms in a Layman sense. However, errors occur in learners' spoken and writer language and consist of deviations in phonology, grammar, local system or orthography of target language. The errors may occur at performance and competence level performance errors are the mistakes like slips of the tongue, omission and so firth. The learners mainly

make such mistakes due to carelessness, tiredness, haste, such mistakes are unsystematic but errors which are made at competence level are systematic. Such errors are mostly consistent. They are made due to linguistic reason.

Richards and Rodgers (1999, p. 96) has said – "Error analysis is done for the study and analysis of the error made by second and foreign language learners. Error analysis may be carried out to:

a) Find out how well someone knows a language
b) Find out how a person learns a language
c) Obtain information of common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

2.1.7.1 Errors in Writing Skill

Writing is a complex process for language learners. One may commit errors in writing guided or free composition. He may commit errors in spelling punctuation, grammar and organization style. Spelling plays a very important role in addition, omission, replacement of one letter with another to change the entire meaning or the word and of the whole message. Punctuation helps to clarify meaning and understand a text. under the grammatical errors he may commit errors in agreement, preposition, article etc. The writing should be grammatically correct and meaningful.

2.1.7.2 Language Testing

A test is a measuring device which we used when we want to compare an individual with others who belongs to same group. In other words testing is the means of assessment; evaluation is measuring rod to evaluate the student's ability or achievement. It is a part of evaluation which includes the judgement of total activities involved in teaching and learning. Test can be defined as any formal procedure for measuring ability, knowledge and performance of the students.

Khaniya (2005, p. 1) describes "Testing is used as a process of scrutinizing how far learners have learnt what the teacher wishes them to learn." He further says "It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective".

Van et al. (1984, p. 313) says: "In the context of teaching tests do not only have the purpose of measuring the language behavior or individual, by they are also useful instruments of an entire group of students". In the thesis also I will use different materials to test the students language testing. In my thesis I will give free composition to the Tharu students of Udayapur district and I will measure their ability, knowledge and performance according to the testing.

2.1.7.3 Mechanics of Writing

Writing is a tough activity which includes many skills in order to produce an effective piece of a text. The learner must have the knowledge of mechanical skills, stylistic skills and judgemental skills. Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lowercase letters, rules of capitalization, basic spelling patterns, and rules for word and sentence punctuations. Mechanics mainly includes capitalization, spelling and punctuation.

a) Capitalization

Carter and McCarthy (2008, p. 839) says "A capital (sometimes called upper case) letter marks the beginning of a sentence". Appropriate capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of quotation and so on are very familiar to us. Furthermore, there are certain rules of capitalization as well. Let us see an example:

It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups, etc.

b) Spelling

The achievement of correct, exact and effective communication through writing is by the correct spelling of individual words. Misspelled words make the written script difficult to comprehend and account for the largest member of writing errors. The English spelling system is full of irregularities though there are some rules. Let us see one rule as:

e.g. One syllable words ending in a short vowel followed by a single consonant and two syllable words that have the accent on the second syllable, double the final consonant.

e.g. run running
stop stopped

c) Punctuation

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper uses of punctuation marks help the writer organize written language and clarify relation between words, phrases and clauses.

The different punctuation marks are used for different purposes. Carter and McCarthy (2008, p.88) writes common punctuation marks: symbols and typographic conventions as follow:

a) Comma (,)
b) Full stop (.)
c) Question Mark (?)
d) Exclamation Mark (!)
e) Colon (:)
f) Semi colon (;)

g) Dash (-)

h) Parenthesis ( )

i) Quotation Marks (" …")

j) Hyphen (-)

k) Apostrophe (')

l) Single quotes (' …')

m) Asterisk (*)

n) At (In email add) (@)

o) Forward Slash (/)

p) Backslash (\ )

q) Per cent (%)

r) Open bracket (

s) Close bracket)

t) Square brackets […]

u) Chain brackets {…}

v) Underline <u>Nepal</u>

w) Bold **Nepal**

x) Italics *Nepal*

In the proposed thesis I will also analyze their proficiency by analyzing their writing focusing their errors on punctuation, capitalization, coherence and cohesion and grammatical item.

Grammatical Items

There are different areas of grammatical items in which the researcher will study. The areas are article, preposition and subject-verb agreement in the sentences, the students will write.

Article covers define and indefinite articles (a, an, the). It is a quality noun and placed before them. The Kantipur, I saw an elephant.

Preposition is a word that expresses the relationship between a noun or pronoun and another part of sentences. The preposition express the relation of place, time, manner, direction, motion, reason purpose etc. The use of preposition completely changes the meaning of any sentences.

e.g. "They were written/to/by/with/him."

Subject-verb agreement covers the agreement of verbs with the number of subjects. Two main rules are:

- Singular subject takes singular verb.
- Plural subject takes plural verb.

e.g. They are studying.
Everyone is playing.

According to Murphy (1994) there are some rules which are as follows:

a) The singular subject (he, she, it) takes singular verb (is, was, has, goes)
b) The plural subject (we, you, they, girls)
c) Both subjects come with – did, had, can, would, will, may etc.
d) I sometimes comes with singular verbs and sometimes with plural.

Singular Subjects

In the race of writing students might commit some sorts of errors in the grammatical items like they might make errors while using singular subject with singular verb and so on.

a) Someboy/Nobody/Everybody . . . something everything
b) V-ing/ To-inf as a subject (Reading. . ./To read)
c) Every . . . and (Every man and woman)
d) No. . . and (No boys and girls)
e) Arithmetic sums (Two plus two . . .)

f) There + singular verb + singular subject. (There . . . a boy . . .)

g) The number of + plural noun (The number of boys . . .)

h) News, physical, measles, politics etc.

i) Two nouns giving one meaning (bread and butter, Time and Tide)

j) Certain amount: distance, measurement (3 rupees is a small amount of money)

k) Many a + singular subject + singular verb (many a boy)]

l) One of/ Either of/ Neither of/ Each of etc. (one of my friends . . .)

Plural Subjects

In the race of writing students might commit some sorts of errors in the grammatical items like they might make errors while using plural subject with plural verb and so on.

a) Many/both several/ these/ those (Many boys are good)

b) A few + plural noun (A few oranges are ripe)

c) A + number of + plural non

d) Police/ people cattle/ gentry etc

e) There + plural verbs + plural nouns

f) The + adjectives + plural verbs

From the above discussion writing is a complex process. The proper use of punctuation marks such as comma, semi colon, colon, hyphen etc. help the writer organize written language and in the purposed thesis I will also analyze their proficiency by analyzing their writing focusing their errors on punctuation, capitalization, coherence and cohesion and above grammatical item.

2.1.7.4 Stages of Error Analysis

EA can be done in a series of successive steps. It is done in a systematic way following stepwise procedures which are also called stages or phased of EA. It begins with elicitation of errors and ends with correction and remediation of them. These steps are described as below:

(a) Collection of Data

It is the first stage of error analysis. There should be reliable data to identity, describe, classify, explain and evaluate the errors. It means accumulating information. Corder (1973, p. 126) says that data may be oral or written but oral is preferable because it embraces all kinds of errors, which are not found in written data. Although, he mentions that it is easier to make a systematic study of written materials.

He also divides the written work into two types:

a) Spontaneous production and, b) Controlled production.

The first one contains free composition and the second one contains translation, retelling of stores etc. According to him, spontaneous production is 'error avoiding' whereas controlled production is 'error provoking'. Hence, spontaneity should be taken while collecting data.

The best way to collect data is to collect them in a natural way i.e. without making the learners aware of the fact that their works are analyzed as errors. And, similarly, on the basis of quality, we can find two types of qualities of data viz., as authentic as possible, and as comprehensive as possible. Thus, ideal data should contain these both qualities.

(b) Identification of Errors

It is the second step of error analysis. After collecting data, we have to identify errors. Generally, errors and mistakes are taken as synonymous. But technically speaking they are different in the sense that mistake is a cover or an umbrella term which includes mistakes, errors, lapses or slips. Then, it establishes the fact that all errors are mistakes, but not all mistakes are errors. Therefore, we have to recognize either it is error or mistake. Corder (1973, p. 127) points out the need to distinguish 'errors' (i.e. deviant sentences which are the result of lack of competence) from 'mistakes' (i.e. deviant sentences which are the result of psychological or physiological reasons rather than linguistic ones). Mistakes occur in performance level and errors occur in competence level. Mistakes can be corrected but errors can not be corrected. The writer or speaker can realize he has made a mistake but error can not be realized by the performer.

(c) Classification of Errors

It is the third step of error analysis in which the errors are classified into different categories. After recognition of errors, we have to describe or classify them into different dimensions or parameters. We can classify them as follows:

i) Systematic Classification/ Corder's Classification

According to Corder, errors can be classified into three stages on the basis of their appearance at three different levels. They are:

a) Pre-systematic Stage

Such errors occur when the learner is unaware of the existence of a particular system or rules in the target language. These errors are incorrectable, irregular and random.

b) While Systematic Stage

In this stage learners' errors become regular. The learners' errors are correctable.

c) Post-systematic Stage

In this stage, the learner is supposed to have learned the underlying rules but his or her failure is supposed to have been occurred because of the lack of attention or lapses of memory.

ii) Superficial Level Classification

Superficial level classification describes errors in terms of the physical differences between the learners' deviant utterances and the reconstructed version. There are some errors under this classification.

a) Group and Individual Errors

There may be group or individual errors. If errors are found in a group of learners, they are group errors and if errors are found in an individual learner, they are individual errors. We have to find out and classify the errors whether they are group errors or individual ones.

b) Productive and Receptive Errors

If errors are found in production, they are productive errors and if errors are found in reception, they are receptive errors. Errors in speaking and writing are productive errors and errors in listening and reading are receptive errors. These errors should be classified whether they are productive or receptive errors.

c) Overt and Covert Errors

According to the clarity of the error, we can define overt and covert errors. It means the errors which are clear and open are overt errors whereas the errors which are unclear and hidden are covert errors. e.g. He write a letter (overt), He writed a letter (covert).

d) Local and Global Errors

Global errors hinder communication. It means an error in the use of a major element of sentence structure is global error which makes a sentence or utterance difficult to understand. E.g. 'She beautifully yesterday'. Global error is more serious than the local error. On the contrary, local error is an error in the use of an element in sentence structure, which does not cause any problems of comprehension. E.g. 'He like a mango'. Thus, we as a researcher should classify the errors whether they are local errors or global errors.

e) Inter-Lingual and Intra-Lingual Errors

If errors are caused by the influence of another language, they are inter-lingual errors whereas if errors are within the same language, they are intra-lingual errors. e.g. SOV agreement by a Nepali learner is inter-lingual error whereas 'go' + 'ed' = 'Goed' is intra-lingual error. Therefore, we have to classify the errors whether they are inter-lingual or intra-lingual errors.

ii) Level Based Classification

The classification on the basis of linguistic level is the deeper level classification . On the basis of linguistic level, the errors are classified in the following ways:

- Phonoligical error results from the inability to pronounce correctly. Phonological error thus an error in pronunciation. For example, the

pronunciation of *written /raitɔ̃n/*

- Graphological error refers to the error in writing or perceiving letters or alphabets .

For example, Will you come tomorrow.

- Grammatical error refers to the error where there is breaking of grammatical system. Grammatical error may be morphological or syntactic. For example, Who is the better student in the class (Morphological Error)? Sita has finished reading the novel isn't she? (Syntactic Error)

- Semantics refers to the study of meaning. Semantic error refers to the errors in understanding or conveying meaning . Semantic error is also referred as lexical error . The following errors illustrate semantic lexical error . 'Skin shoes' in place of 'lather shoes'

- Pragmatics is the study of the relation between language and context. It is the highest and most abstract level of language. Thus, pragmatic error refers to the inappropriate use of language. eg: 'Good morning' instead of good evening at the time of 'eve'.

- Stylistic errors are such types of errors which are committed because of the style while using the language. e.g. 'Open the door' instead of 'Would you mind opening the door ?' Here is stylistic error.

- Paralinguistic errors occur due to failure to understand body language like gestures, facial expressions, etc. If we don't realize body language, at that time there is error.
- Discourse errors are committed because of lack of coherence and cohesion and unity in a paragraph. If there is discourse error, the

audience (i.e. listener or reader) can not understand what he/she has said in the discourse.

d) Explanation of Errors

It is the fourth stage of error analysis. This stage tries to find out the different sources or causes of errors committed by the learners. It is the field of psycholinguistics. It deals with how and why errors come out. The following are the causes of committing errors:

i) Errors due to L1 Interference

Errors are committed by the influence of the learner's mother tongue. The learner tries to apply the rules of his mother tongue in the target language also. So, there is error. The patterns of structure between the learner's mother tongue and target language differ, this leads the learner towards negative transfer. For example, a Nepali learner uses 'He rice eats' instead of 'He eats rice.' Similarly a Nepali learner oil I it pronounces 'school' as /Isku:l/ instead of /sku:l/

b) Errors due to hyper correction/ overgeneralization

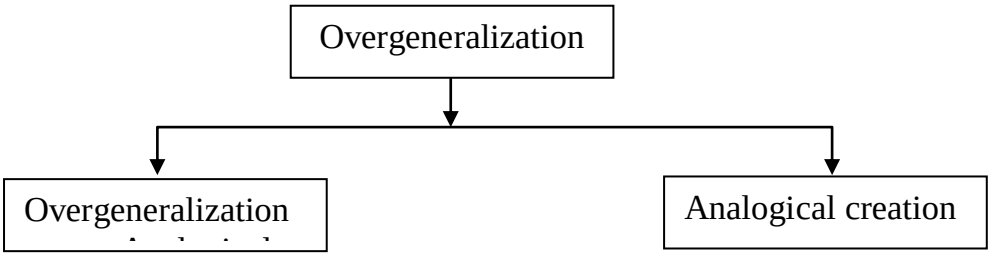
In hyper correction, present learning affects the past learning. In other words, the learner once learns the correct rule and goes on learning the other rules and he may apply the latter rules in the previous situation as the result commits errors. For example, twenty three - onty three (for thirteen)

twenty two - onty two (for twelve)

ii) Errors due to analogical creation/overgeneralization:

Analogical creation is a particular kind of overgeneralization. Overgeneralization can be regarded as a general term, which includes

overgeneralization and analogical creation. Thus, the relationship between overgeneralization and analogical creation can be shown as:



The learner searches for patterns and regularity in learning a second/foreign language. It is an effort to reduce the learning load by formulating rules. For Nepali learner of English makes sentence 'I rice eat' instead of 'I eat rice' because of SVO pattern in Nepali language.

iii) Errors due to erroneous input

Sometimes teachers give rules which are not fully adequate and when students follow them, they make errors. For example, the structure of present continuous as S+is/am/are+V-ing+O may produce the sentence like, 'I am seeing him'.

iv) Errors due to inherent difficulty

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

e) Evaluation of Errors

Evaluation of errors refers to the determination of seriousness of error. The seriousness of error is also regarded as error gravity. The greater the degree of error gravity the more serious the error occurred. Corder (1973, p. 129) has discussed the following criteria for the evaluation of errors.

i) Linguistic Criteria

This criterion states that inter-lingual errors are more serious than the intra-lingual ones because intra-lingual errors are comparatively light and less common but inter-lingual errors are more difficult to deal with. And, similarly, lexical errors are more serious than grammatical ones.

ii) Communicative Criterion

It regards those errors to be more serious which hinder the communication. Erroneous communicative expressions reduce the degree of intelligibility. That's why, error causes impairment of intelligibility. The more the degree of impairment of intelligibility, the more serious error occurs there.

iii) Attitudinal Criterion

This criterion considers that seriousness of an error may depend upon the attitude of the listener. Attitude of the receiver plays a vital role in communication. If there is not good attitude of the listener, it hinders communication. There should be communication according to the situation. If somebody is irritated, then, communication is not effective there.

iv) Pedagogical Criterion

It mentions that those errors are more serious which are related to the language teaching items. All types of items are not of equal difficulties. Some are easy and some are difficult to teach. If we are going to teach pronunciation, it is easy to teach rather than teaching vocabulary.

f) Correction/Remediation of Errors

Learners errors are corrected mainly in two ways: by the teacher and by the learners themselves. This stage is viewed to be the goal of error analysis. Errors are naturally committed by language learners. At different stages of learning,

they commit divergent categories of errors which are not viewed 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 the Empirical Literature

There are several research works carried out on writing proficiency by former researchers in the Department of English Education some of them are as follows:

Limbu (2008) carried out his study on 'A study of English writing proficiency among the Limbu students. The study was done using test items of objective and mixed types for the students. The finding of the study showed that the class of creative and academic writing is essential for the proper development of writing skill among the Limbu students of Panchthar.

Subedi (2008) has carried out research entitled "Proficiency in Writing Skill: A Case of Letters" with an objective to find out the grade nine students' to compare students' proficiency in terms of gender. She adopted judgemental non-random sampling procedure in order to select relevant number of population. She prepared the test on basis of texts given in the English textbook of grade X. The test were both from textbooks and related to the textbook or out of the textbooks. Ten subjective questions were asked. She derived the findings and concluded that the boys were better than the girls in personal letter. Likewise the boys were more proficient than girls in condolence letter. She also concluded that students showed better performance in writing personal letter than the sympathy.

Sharma (2009) has carried out a research entitled "Writing Proficiency of the Students of Higher Secondary Level". The overall aim of the research was to find out writing proficiency in punctuation, articles, subject-verb agreement

and preposition in writing of twelfth graders of faculty of Education in Kathmandu valley. The study was carried out with students and teachers. She adapted purposive judgemental sampling procedure in order to select relevant number of population. He used guided composition and free composition and derived the findings and concluded that due to the lack of very demanding properties of good writing, punctuation, article, preposition and subject-verb agreement many sentences often become totally meaningless.

Adhikari (2010) carried out his study on the title "The problems of teaching creative writing among the students of secondary level students." His aim was to find out the writing proficiency of the secondary level students. He used non-purposive random sampling procedure. The study was carried out on a public school. The finding of the study showed that teaching writing for the public school students should face various problems since there is not distinct writing course for the students.

Karki (2012) has carried out a research entitled "Developing Writing proficiency through Process Writing". The overall aim of the research was to develop students writing proficiency through process writing. He selected a secondary school by using non random judgemental sampling procedure in order to select relevant number of population. He used the test items which contain description gives logic and essay. Derived the finding and concluded that process writing is difficult in implementing but it is important and need to apply in the class because the finding showed the within a three week of time the students increased their proficiency from overall average 22 marks and 44 percent to 29 overall average of 58 out of 50. The progress was really attractive and satisfactory. They committed 20.45% in mechanics of writing. 8.60% in structuring and 11.75% in discourse. The students were too weak in the use of punctuation.

Khadka (2012) had carried out a research entitled "Writing Proficiency of Higher Secondary Level Students". His aim was to find out the writing proficiency of the higher secondary level students. He used purposive (judgemental) non-random sampling procedure in order to select the required number of students. The test items included different types of essay questions i.e. descriptive, narrative and argumentative for assessing their proficiency in free writing and concluded that as a whole 50 percent of students were found above average in proficiency and 50 percent of the students were found below average where average proficiency was 24.11. In case of sex-wise comparison boys were found more proficient than the girls with the average marks 24.275 and 23.76 respectively.

From the research work mentioned above boys seems more proficient than girls and in case of writing many sentences often become totally meaningless due to the lack of very demanding properties of good writing like punctuation, capitalization and subject-verb agreement.

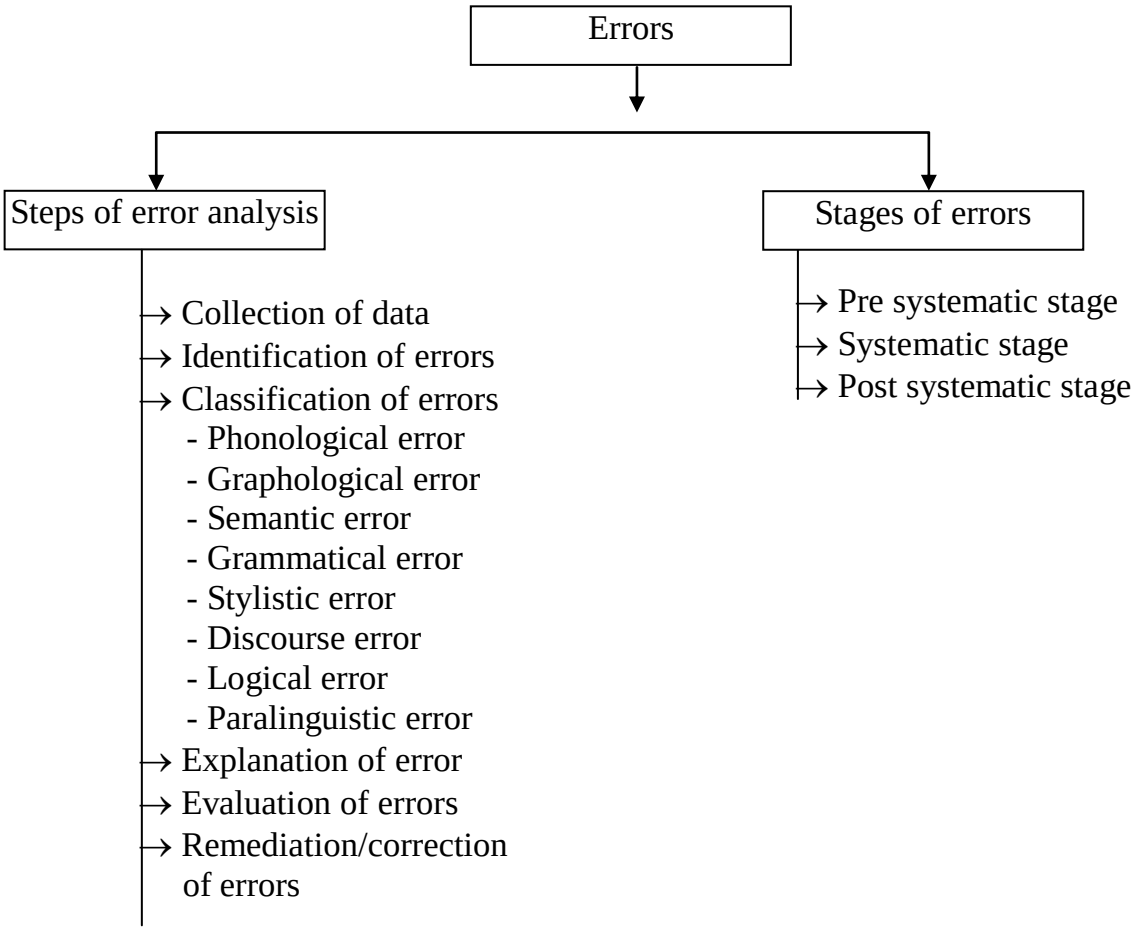
In this study, the research related to writing proficiency I used test items which contains different types of essay questions, guided composition and free composition.

2.3 Implication of the Review for the Study

The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also consulted many sources to broaden on the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research work to facilitate this research. Particularly, the study by Subedi (2008), Sharma (2009) helped me to design my theoretical background and necessary research tools. Similarly, the work of Adhikari (2010) provided me with an insight to prepare the methodology for my research. Karki (2012) study widen my knowledge on errors committed in free writing.

2.4 Conceptual Framework

The study on Errors Committed by Tharu Speaking Students in Writing Skill of Secondary level English will be based on the following Conceptual framework:



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This research was based on the data obtained from the directly administered test. Therefore, the detailed process of study design and data collection were as follows:

3.1 Design and Method of the Study

There are various designs of the research discovered in various literatures; I selected survey research design for this study. Survey is a superficial study of an issue or phenomenon. It is widely used research design which is carried out on the existing situation of an event. Cohen and Manion (2010, p.205) say, "Survey are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small scale studies carried out by a single researcher." It is commonly used method of investigation in educational research. It is mainly carried out to find out the people's attitudes, opinions and the specific behaviour on certain issues, phenomena, events and/or situations. Nunan (1992, p.140), states that the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. The finding of survey is generalizable and applicable to the whole group. Similarly, Sukhia, Ranjan and Dyani (1974, p.206) say, "Survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule."

Nunan (1992, p.141) suggests the following eight step procedures of survey research in a more comprehensive way :

Step 1 : Define objectives – What do we want to find out ?

Step 2 : Identify target population – Who do we want to know about ?

Step 3 : Literature review – What have other's said discovered about the issues?

Step 4 : Determine sample – How many subjects should we survey, and how we identify these ?

Step 5 : Identify survey instruments – How will the data be collected ? questionnaire/interview ?

Step 6 : Design survey procedure – How will the data collection actually be carried out ?

Step 7 : Identify analytical procedure – How will the data be assembled and analyzed ?

Step 8 : Determine reporting procedure – How will results be written up and presented ?

Since survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule and its findings are generalizable and applicable to the whole group, it is necessary to be followed for my research as well because my research also is generalizable and applicable to the whole group.

3.2 Population, Sample and Sampling Strategies

The population of the study was the grade ten students. The study was based on sixty Tharu speaking students of English, thirty from public and thirty from private schools were selected from Udayapur district. One public and one private school were selected through judgmental sampling. Thirty students from each school were selected.

3.3 Area of Study

The area of this study was Udayapur district and the field of it was concerned to find out the errors on tense, subject-verb agreement, prepositions, articles and spelling committed by secondary level students in free composition.

3.4 Data Collection Tools and Techniques

I selected three test items for free writing, i.e. 'Importance of students' life' for essay writing, 'Importance of Reading Books' for paragraph writing and `Describing a Personal Problem' for letter writing. Each item was targeted to require the appropriate use of different tenses, agreement, preposition, article and spelling in writing free composition were given to the students of Grade Ten Students were asked to put down at least 120 words for essay writing, 60 words for paragraph writing and 80 words for letter writing.

Under the essay writing the students presented their views writing a large number of sentences and using wider expression of freedom on the importance of students' life. For paragraph writing the students expressed their views on importance of reading books.

3.5 Data Collection Procedure

The researcher collected data using the following procedure.

(a) First of all, I went to the selected schools with an official letter from the Department.

(b) I got permission from the authority to consult the English language teachers.

(c) I built rapport with the concerned teachers and explained them about the purpose of my study.

(d) I provided them with questionnaires to fill them up and asked to participate in interview.

(e) Then, I collected required information with the help of interview schedule and questionnaire and thanked them for providing information.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed in a quantitative way with description presenting in different tables.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a test consisting of open ended questions. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from sixty secondary level students from two schools of Udayapur district.

This study was carried out to find out the errors on tense, subject-verb agreement, prepositions, articles and spelling committed by secondary students in free composition. For this purpose the collected data were analyzed and interpreted under the following main headings:

- Holistic analysis of errors.
- Schoolwise analysis of errors.
- Itemwise analysis of grammatical errors.

4.1 Holistic Analysis of Errors

Table 1

S.No.	Test Items	Errors in Tenses		Errors in agreement		Errors in Preposition		Errors in Article		Errors in Spelling		Total errors
		No. of Errors	%	No. of Errors	%	No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	I	10	7.29	60	43.79	03	2.18	04	2.91	60	43.79	137
2	II	12	8	65	43.33	02	1.33	04	2.66	67	44.66	150
3	III	07	7.69	33	36.26	03	3.29	03	3.29	45	49.45	91
Total		29	7.67	158	41.79	08	2.11	11	2.91	172	45.50	378

The above table presents the errors in the use of tenses, agreements, prepositions, articles and spellings under each item by the students of both public and private schools. Under the first item the students

committed 10 (7.29%), 60 (43.79%), 03 (2.18%), 04 (2.18%) and 60 (43.79%) errors in the use of tense, agreement, preposition, article and spelling. They contained the highest number of errors in spelling and the lowest number in preposition and article.

Under the second item, they committed 12 (8%), 65 (43.33%), 2 (1.33%), 4 (2.66%) and 67 (44.66%) errors in the use of tense, agreement, preposition, article and spelling respectively. Under this item, the students committed the highest number of errors in spelling and the lowest number in preposition.

Under the third item, the students committed 7(7.69%), 33 (36.26%), 3 (3.29%), 3 (3.29%) and 45 (49.45%) errors in the use of tense, agreement, preposition, article and spelling respectively. Under this item they committed the highest number of errors in spelling and lowest number in article and preposition.

Overall, the students committed 29 (7.67%), 158 (41.79%), 8 (2.11%), 11 (2.91%) and 172 (45.50%) errors in the use of tense, agreement, preposition, article and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in preposition.

4.2 School Wise Analysis of Errors

School-wise analysis of error means there are two selected schools. They are Triyuga Higher Secondary Boarding School and another is Janta Belaka Higher Secondary School. These two school students are error in tense, agreement, preposition, article and spelling. These errors are given item-wise in following table.

4.2.1 Errors of of the Students of Triyuga Higher Secondary Boarding School, Udayapur.

Table 2

Errors of the Students of Triyuga Higher Secondary Boarding School Udayapur

S.No.	Test Items	Errors in Tenses		Errors in agreement		Errors in Preposition		Errors in Article		Errors in Spelling		Total
		No. of Errors	%	No. of Errors	%	No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	I	6	8.57	40	57.14	2	2.85	2	2.85	20	28.57	70
2	II	4	6.06	35	50	1	1.42	1	1.42	25	37.87	66
3	III	5	6.02	32	38.53	1	1.20	2	2.40	43	51.80	83
Total		15	6.84	107	48.85	4	1.82	5	2.28	88	40.18	219

The above table presents the item wise errors in the use of tense, agreement, preposition, article and spelling by the students of Triyuga Higher Secondary Boarding School, Udayapur.

Under the first item, they committed 6 (8.57%), 40 (57.14%), 2 (2.85%), 2 (2.85%) and 20 (28.57%) errors in the use of tense, agreement, preposition, article and spelling respectively. In this item the students committed the highest number of errors in agreement and the lowest number of errors in preposition and article.

Under the second item, the students committed 4, 35, 1, 1 and 25 errors in the use of tense, agreement, preposition, article and spelling and lowest number of errors in preposition.

4.2.2 Errors of the Students of Janata Belaka Higher Secondary School, Tapeshwary

Table 3

Errors of the Students of Janata Belaka Higher Secondary School, Tapeshwary

S.No.	Test Items	Errors in Tenses		Errors in agreement		Errors in Preposition		Errors in Article		Errors in Spelling		Total errors
		No. of Errors	%	No. of Errors	%	No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	I	6	12.24	20	40.81	1	2.04	2	4.08	20	40.85	49
2	II	5	7.93	24	38.09	2	3.17	2	3.17	30	47.61	63
3	III	3	6.38	7	14.89	1	2.12	2	4.25	34	72.34	47
Total		14	8.80	51	32.07	4	2.51	6	3.7	84	52.83	159

The above table presents the item wise errors in the use of tense, agreement, preposition, article and spelling by the students of Janata Belaka Higher Secondary School, Tapeshwary. Under the first item, they committed 6 (12.24%), 20 (40.81%), 1 (2.04%), 2 (4.08%) and 20 (14.81%) errors in the use of tense, agreement., preposition, article and spelling respectively. In this item, the students in the committed the highest number of errors spelling. and the lowest number of errors in preposition.

Under the second item, the students committed 5 (7.93%), 24 (38.09%), 2 (3.17%), 2 (3.17%) and 30 (47.61%) errors in the use of tense, agreement, preposition, article and spelling respectively. In this item, they committed the highest number of error in spelling and the lowest number in article and preposition.

Under the third item, the students committed 3 (6.38%), 7 (14.89%), 1 (2.12%), 2 (4.25%) and 34 (72.34%) errors in use of tense, agreement, preposition, article and spelling respectively. In this item, they committed the highest number of errors in spelling and the lowest number of errors in preposition.

In total, the students committed 14 (8.80%), 51 (32.07%), 4 (2.51%), 6 (3.77%) and 84 (52.83%) errors in the use of tense, agreement, preposition, article and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in preposition.

4.3 Itemwise Analysis of Grammatical Errors

Grammatical errors is a term used in prescriptive grammar to describe an instance of faculty, unconditional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense, articles, preposition etc.

4.3.1 Errors in Tense

Table 4

Errors in Tense

S.N.	Schools	No. of Errors	Percentage
1	Triyuga Higher Secondary Boarding School	15	51.72
2	Janata Belaka Higher Secondary School, Tapeshwary	14	48.27
	Total	29	100

The above table shows different errors committed by the students of both Schools, Triyuga Higher Secondary Boarding School Udayapur and Janata Belaka Higher Secondary School, Tapeshwary. The students of Triyuga Higher Secondary Boarding School committed 15(51.72%) errors and the students of Janata Belaka Higher Secondary School committed 14 (48.27%) errors in tense. The students of Triyuga Higher Secondary Boarding School committed more errors than the students of Janata Belaka Higher Secondary School, Tapeshwary. Some typical erroneous examples under this category are:

1. The earth was round.
2. It was raining now.

3. He would have a picnic this Saturday.
4. I buy a pen last month.

Regarding the use of tense, the students of Triyuga Higher Secondary Boarding School committed more errors than the students of Janata Belaka Higher Secondary School.

4.3.2 Classification of Errors in the Use of Tense

Table 5

Errors Committed in the Use of Different Tenses

S.No.	Schools	Errors in Present Tense		Errors in Past Tense		Errors in Future Tense		Total
		No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	Triyuga Higher Secondary Boarding School	5	33.33	6	40	4	26.66	15
2	Janata Belaka Higher Secondary School	6	35.71	4	28.57	5	35.71	14
Total		11	37.93	10	34.48	9	31.03	29

The above table shows the description of errors in the tense committed by the students of both schools, Triyuga Higher Secondary Boarding School and Janata Belaka Higher Secondary School, Tapeshwary. The students of Triyuga Higher Secondary Boarding School committed 5 (33.33%), 6 (40%) and 4 (26.66%) errors in the use of the present, past and future tense respectively. They committed the highest number of errors in the past tense and the lowest number of errors in future tense.

Similarly, the students of Janata Belaka Higher Secondary School committed 5(35.71%), 4 (28.57%) and 5 (35.71%) errors in the use of the present, past and futures tenses respectively. They committed the highest number of errors in the present tense and the lowest number of errors in the future tense. Some typical erroneous examples under this category are:

1. They cannot got success without discipline.
2. I get your letter yesterday.
3. The money which you send me has finished

Regarding the use of tense, the students committed the highest number of errors in the present tense and the lowest number of errors in the future tense.

4.3.3. Errors in the Use of Subject-Verb Agreement

Table 6

Errors in the Use of Subject-Verb Agreement

S.N.	Schools	No. of Errors	Percentage
1	Triyuga Higher Secondary Boarding School	107	67.72
2	Janata Belaka Higher Secondary School, Tapeshwary	51	32.27
	Total	158	100

The above table shows the different errors committed by the students of both schools in agreement. The students of Triyuga Higher Secondary Boarding School committed 107(67.72%) errors and the students of Janata Belaka Higher Secondary School Tapeshwary committed 51 (32.27%) errors in Subject-Verb agreement. The students of Triyuga Higher Secondary Boarding School committed more errors than the students of Janata Belaka Higher Secondary School. Some typical erroneous example under this category is:

1. Books is the stores of knowledge
2. People is farmers.
3. We gests fresh crops, vegetables, fruits.

In the case of subject-verb agreement, most of the students committed the highest number of errors due, they do not know about singular verb.

4.3.4 Errors in Preposition

Table 7

Errors of the Students of Each School in the Use of preposition

S.N.	Schools	No. of Errors	Percentage
1	Triyuga Higher Secondary Boarding School	4	50
2	Janata Belaka Higher Secondary School, Tapeshwary	4	50
	Total	8	100

The above table shows the different errors committed by the students of above mentioned Schools. The students of Triyuga Higher Secondary Boarding School committed 4 (50%) errors and the students of Janata Belaka Higher Secondary School committed 4 (50%) errors in prepositions. The students of Mahendra Bindeshwari Multiple School committed equal errors in the comparison of the Students of Triyuga Higher Secondary Boarding School in prepositions.

4.3.5 Classification of Errors in Preposition

Table 8

Errors Committed by the Students of Each School in in the Use of Preposition

S.No.	Schools	Errors in Present Tense		Errors in Past Tense		Errors in Future Tense		Total
		No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	Triyuga Higher Secondary Boarding School	1	25	3	75	1	25	4
2	Janata Belaka Higher Secondary School	2	50	1	25	1	25	4
Total		3	37.5	4	50	2	25	8

The above table shows the description of errors in prepositions committed

by the students of above mentioned schools. The students of Triyuga Higher Secondary Boarding School committed 1(25%), 3(75%) and 1(25%) in due to omission, addition and substitution of errors in preposition respectively.

Similarly, the students of Janata Belaka Higher Secondary School committed 2(50%), 1(25%) and 1(25%) due to omission, addition and substitution of errors in preposition respectively. Some typical erroneous examples under this category are:

1. I am studying (in) Grade Eleven first year. (omission)
2. I will write to you about me in detail (in) next year. (Addition)
3. He is valued (in) any places.(substitution)

Regarding the use of prepositions, the students committed the highest number of errors due addition and lowest number of error due to substitution and omission.

4.3.6 Errors in Articles

Table 9

Errors Committed by the Students of Each Schools in the Use of Articles

S.N.	Schools	No. of Errors	Percentage
1	Triyuga Higher Secondary Boarding School	5	45.45
2	Janata Belaka Higher Secondary School, Tapeshwary	6	54.54
	Total	11	100

The above table shows the different errors committed by the studeuts of above mentioned schools. The students of Triyuga Higher Secondary Boarding School committed 5(45.45) errors and the students of Janata Belaka Higher Secondary School committed 6(54.54%) errors in article The students of Triyuga Higher Secondary Boarding School committed less errors than the students of Jana Belaka Higher Secondary School.

a. Classification of Errors in Articles

Table 10

Errors Committed by the Students of each School in Articles

S.No.	Schools	Errors due to Omission		Errors due to addition		Errors due substitution		Total
		No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	Triyuga Higher Secondary Boarding School	2	40	1	20	2	40	5
2	Janata Belaka Higher Secondary School	3	50	2	33.33	1	16.66	6
Total		5		3		3		11

The above table presents the description of errors in articles committed by the students above mentioned schooles. The students of Triyuga Higher Secondary Boarding School committed 2(40%), 1(20%) and 2(40%) errors due to omission, addition and substitution of errors in article respectively.

Similarly, the students of Janata Higher Secondary School committed 3(50%), 2(33.33%) and 1(16.66) errors due to omission, addition and substitution of errors in article respectively. The students committed the highest number of errors due to omission and the lowest number of errors due to substitution. Some typical erroneous examples under this category are:

1. Home is (the) first school for children. (Omission)

2. Physical fitness is pre-requisite of all the people. (Addition)

3. It is directly referred to the characters of a body. (Substitution)

In the case of article, the students committed the highest number of errors due to omission and the lowest number of errors due to substitutions.

4.3.7 Errors in Spelling

Table No. 11

Errors committed by the students of each school in Spelling

S.N.	Schools	No. of Errors	Percentage
1	Triyuga Higher Secondary Boarding School	88	51.16
2	Janata Belaka Higher Secondary School, Tapeshwary	84	48.83
	Total	172	

The above table presents the description of errors in articles committed by the students above mentioned schooles. The students of Triyuga Higher Secondary Boarding School committed 88 (51.16%) errors and the students of Janata Belaka Higher Secondary School committed 84 (48.83%) errors in spelling. The students of Triyuga Higher Secondary Boarding School committed more errors in spelling than the students of Janata Higher Secondary School.

1. Spelling Errors in Consonant

Table 12

Errors committed by the Students of each School in Spelling in Consonant

S.No.	Schools	Errors due to Omission		Errors due to addition		Errors due substitution		Total
		No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	Triyuga Higher Secondary Boarding School	12	26.66	22	48.88	11	24.44	45
2	Janata Belaka Higher Secondary School	25	50	16	32	9	18	50
Total		37	38.94	38	40	20	21.05	95

The above table shows the description of errors in consonants committed by the students of above mentioned schooles. The students of students of Triyuga

Higher Secondary Boarding School committed 12 (26.66%), 22 (48.88%) and 11 (24.44%) errors due to omission, addition and substitution of errors due to spelling respectively. They committed the highest number of errors due to addition and the lowest number of errors in substitution.

Similarly, the students of Janata Higher Secondary School committed 25 (50%), 16 (32%) and 9 (18%) errors due to omission, addition and substitution of errors in spelling respectively. They committed the highest number of errors due to omission. Some typical erroneous examples under this category are:

1. Omission-priority (priority), success (success), hearly (heartily)

2. Addition-already (already); gland Id prepared (prepared)

3. Sub situation-practice (practice), (velocity) characteristic (characteristic)

In the case of spelling errors in consonant they committed the highest number of errors due to addition and lowest number of error in substitution.

2. Spelling Errors in Vowel

Table No. 13

Errors Committed by the Students of each School in Spelling Vowel

S.No.	Schools	Errors due to Omission		Errors due to addition		Errors due substitution		Total
		No. of Errors	%	No. of Errors	%	No. of Errors	%	
1	Triyuga Higher Secondary Boarding School	18	41.86	14	32.55	11	25.58	43
2	Janata Belaka Higher Secondary School	12	35.29	8	23.52	14	41.17	34
Total		30	38.96	22	28.57	25	32.46	77

The above table shows the description of errors in vowels committed by the students of above mentioned schooles. The students of Triyuga Higher Secondary Boarding School committed 18 (41.86%), 14 (32.55%) and 11 (25.58%) errors due to omission, addition and substitution of errors in

spelling respectively. They committed the highest number of errors due to omission and the lowest number of errors in substitution.

Similarly, the students of Janata Belaka Higher Secondary School committed 12 (35.29%), 8 (23.52%) and 14 (41.17%) errors in due to omission, addition and substitution of errors in spelling respectively. They committed the highest number of errors due to substitution and the lowest number of errors due to addition. Some typical erroneous examples under this category are:

l. Omission-learn(learn), specially(especially), traind (trained)

2. Addition- dangerious (dangerous), mounth (month), respecte (respect), properly(properly)

3. Substitution-espect (respect), apportunity (opportunity), Intel ligent (intelligent), accident (accident).

In the case of spelling errors in vowel they committed the highest number of errors due to omission and the lowest number of errors in substitution.

a. Comparison of Errors Between the Student of Public and Private Schooles

Table No. 14

Comparison of Errors Between the student of Public and Private Schools on various categories

S.N.	Type of Errors	Total Errors	Public school		Private school	
1	Tenses					
	i. The Present tense	10	5	50	5	50
	ii. The Past tense	10	4	40	6	60
	iii. The Future tense	9	5	55.55	4	44.44
2	S-V Agreement	158	51	32.27	107	67.72
3	Preposition	8	4	50	4	50
4	Article	11	6	54.54	5	45.45
5	Spelling	172	84	48.83	88	51.16

The above table presents the school wise errors on different grammatical items between public and private schools. The students of public school committed 50%, 40% and 55.55% errors in the present tense, past tense and future tense respectively whereas the students of private school committed 50%, 60% and 44.44% errors for the same items respectively. So, it is clear that the students of the public school showed better performance in tenses than the students of the private school.

In the second grammatical aspect in agreement, the students of the public school committed 32.27% errors whereas the students of the private school committed 67.72% errors in the same item. The students of the public school found better in the use of sub-verb agreement than the students of the private school.

In the third grammatical aspect in preposition, the students of the public school committed 50% errors whereas the students of the private school committed 50% errors in the same item. The students of the private and the public schooles are found to commit equal errors in prepositions.

In the fourth grammatical aspect in article, the students of the public school committed 54.54% errors whereas the students of the private school committed 45.45% errors in the same item. So, it is clear that the students of the private school showed better performance in the use of articles than the students of the public school.

In the fifth grammatical aspect in spelling, the student of the public school committed 48.83% errors whereas the students of the private school committed 51.16% errors in the same items. So, it is clear that the students of the public school were better in the use of spelling than the students of the private school.

4.4 Summary of Findings

The main aim of the study was To find out the errors on tense, subject-verb agreement, prepositions, articles and spelling committed by secondary students in free composition and to make a comparison between the students of public and private schools on the basis of errors committed by them in writing free composition. So, I selected sixty Tharu students of Udayapur district. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

i) The total errors committed by the students were 378. The students committed 29 (7.67%) errors in tense, 58 (41.79%) in agreement. 8 (2.11%) prepositions, 11 (2.91%) in articles and 172 (45.50%) in spelling. The students committed the highest number of errors in spelling and the lowest number of errors in prepositions.

ii) The students were found better in using prepositions than in using articles.

iii) The students committed the highest number of errors in spelling and the lowest number of errors in prepositions.

iv) The students of Triyuga Higher Secondary Boarding School committed more errors under the third item and less errors under the first item.

v) The students of Janata Belaka Higher Secondary School committed more errors under the second item and less errors under the third item.

vi) Regarding the use of prepositions, the students committed the highest number of errors due to addition and the lowest number of errors due to substitution.

vii) The students of both (public and private) schools committed more errors under the second and the third items respectively whereas they

committed less error under the first item.

viii) In the case of article, the students committed the highest number of errors due to omission and the lowest number of errors due to substitution.

ix) The students of the public school were found comparatively better in the use of tense, agreement, article and spelling.

x) In total, the students of the private school committed the highest number of errors in the third and the first items than the students of the public school.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The present study entitled **"Errors Committed by Tharu Speaking Students in Free Writing"** aims to find out the errors on tense subject, verb agreement, preposition, articles, and speaking committed by secondary level students in free composition. To carry out the study, I selected two schools of Udayapur district through judgmental sampling procedure 30 from these two schools. Altogether 60 students were selected, a set of test items consisting of three free writing questions was the tool for the data collection. The first item was essay writing, the second item was paragraph writing and third item was letter writing. As for the major findings of the study, the total errors committed by the students were 378. The students committed 29 (7.67%) errors in tense, 58(41.79%) errors in agreement, 8 (2.11%) errors in preposition, 11(2.91%) errors in article, and 172(45.50°0) errors in spelling. The students committed the highest number of errors in spelling and the lowest number of errors in preposition.

5.2 Recommendations

On the basis of the findings of the present study the following recommendations have been made:

5.2.1 Policy Related

The government of Nepal can utilize this study to formulate the policy relating to encourage the students center activities and discourage the teachers centered learning activities which helps to develop the free writing proficiency and also provide in-service and pre-service teacher training relating to develop proficiency of students in free writing.

Similarly, it would be helpful for curriculum development centre to

incorporate more exercises related to writing while designing the new course. At last, but not the least the school administration can also utilize this study to formulate the policy in school level.

5.2.2 Practice Related

i) Tense should be taught by relating the time with the forms of verbs with appropriate structures and situations.

ii) The students should be given adequate knowledge of singular an plural forms of the verbs. S-V agreement should be taught by relating verbs with subjects and ON agreement should be taught by relating verbs with objects.

iii) 'To avoid the errors in the use of agreement special attention should be paid on S-V agreement in the classroom.

iv) Free writing activities should be provided to the students with regular correction (self-correction, peer correction and teacher correction).

v) The students should also be exposed to enough examples that contain the rules of omission in the use of article.

vi) The students should be taught the rules of omission of preposition Moreover, it is better to teach prepositions in combination with nouns, adjectives and verbs rather than teaching it in isolation.

vii) The students should be made familiar with the basic spelling rules in a comprehensive way.

viii) Enough time should be spent to practice the vocabularies such as, dictation activities should be done to reduce their letter omission, addition and substitution in spelling errors.

ix) The students of both (public and privates) schools should be taught the

rules of omission of articles.

x) It is better to include more exercises in spelling in the curriculum.

5.2.3 Further Research Related

The current study only has been limited to the errors committed by Tharu speaking students in writing. This is why other level and areas of study need further researchers. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area.

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APPENDICES

APPENDIX-A

Testing

Name: Date:

Campus's Name: Roll N

Year: Level:

Q1. Write an essay on the topic "Importance of Student's Life" in 120 words.

Q2. Write a paragraph on "Importance of Reading Books".

Q3. Write a letter to your uncle describing a personal problem.

APPENDIX-B

List of Schools

A. Public School

1. Janata Belaka Higher Secondary School, Tepeshwary

B. Private School

1. Triyuga Higher Secondary Boarding School, Udayapur.

APPENDIX C

The Name of the students

Triyuga Higher Secondary Boarding School

1.	Mukesh Chaudhary	16.	Prakash Tharu
2.	Prakash Kumar Chaudhary	17.	Bisnu Tharu
3.	Pinki Kumari Chaudhary	18.	Susmita Tharu
4.	Purnuna Kumari Chaudhary	19.	Jashomati Tharu
5.	Milan Chaudhary	20.	Nabin Tharu
6.	Rarnshewak Chaudhary	21.	Laxmi Tharu
7.	Sanjip Kumar Chaudhary	22.	Sangita Tharu
8.	Savan Kumar Chaudhary	23.	Sirjana Tharu
9.	Ninnala Kumari Chaudhary	24.	Bhim Bahadur Tharu
10.	Kiran Kumari Chaudhary	25.	Bijay Tharu
11.	Sobita Kumari Chaudhary	26.	Ratan Tharu
12.	Rikesh Chaudhary	27.	Sagar Tharu
13.	Arbati Chaudhary	28.	Ram Narayan Tharu
14.	Pujan Chaudhary	29.	Hem Narayan Tharu
15.	Ninnala Chaudhary	30.	Biva K. Tharu

Janata Belaka Higher Secondary School

1.	Dasan Tharu	16.	Ashok Chaudhary
2.	Ramesh Tharu	17.	Hniday Chaudhary
3.	Gyanendra Tharu	18.	Rabin Ale Chaudhary
4.	Ram Prashad Tharu	19.	Vidhyanand Chaudhary
5.	Sarita Tharu	20.	Avimanyu Chaudhary
6.	Bhagya N. Tharu	21.	Nir Bahadur Chaudhary
7.	M. Hajrat Tharu	22.	Rina Chaudhary
8.	Kiran Tharu	23.	Mamta Chaudhary
9.	Nilam Tharu	24.	Anand Chaudhary
10.	Rabina Tharu	25.	Mukesh Chaudhary
11.	Suresh Tharu	26.	Raban Chaudhary
12.	Shiv Sankar Tharu	27.	Anita k. Chaudhary
13.	Kalpana Tharu	28.	Gopi Chaudhary
14.	Amit K. Tharu	29.	Pipu K. Chaudhary
15.	Sourav K Tharu	30.	Sarita Kumari Chaudhary

Appendix D

Total Performance of Both (Public and Private) Classes of in Each Title

1. Triyuga Higher Secondary Boarding School

1. Mukesh Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	4	0	0	0
2	II	0	0	0	0	0
3	III	0	0	0	0	0
	Total	0	4	0	0	0

2. Prakash Kumar Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	3	0	0	2
2	II	0	1	0	0	0
3	III	0	1	0	0	1
	Total	1	5	0	0	3

3. Pinki Kumari Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	1	2
2	II	0	1	0	0	1
3	III	0	0	0	0	1
	Total	0	2	0	1	4

4. Purnuna Kumari Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	2
2	II	0	2	0	0	0
3	III	0	1	0	0	0
	Total	0	4	0	0	2

5. Milan Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	2	0	0	1
2	II	0	1	0	0	0
3	III	0	1	0	0	0
	Total	0	4	0	0	1

6. Rarnshewak Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	1
2	II	0	1	0	0	1
3	III	0	1	0	0	0
	Total	1	3	0	0	2

7. Sanjip Kumar Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	2	0	0	1
2	II	0	2	0	0	1
3	III	0	0	0	0	1
	Total	0	4	0	0	3

8. Savan Kumar Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	2	0	0	0
2	II	0	1	0	0	1
3	III	0	0	0	0	2
	Total	0	3	0	0	3

9. Ninnala Kumari Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	1
2	II	0	1	0	0	0
3	III	0	0	0	0	2
	Total	1	12	0	0	3

10. Kiran Kumari Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	0	1	0	0	1
3	III	0	0	0	0	2
	Total	0	2	0	0	4

11. Sobita Kumari Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	2	1	0	1
2	II	1	1	0	0	1
3	III	0	0	0	1	1
	Total	1	3	1	1	3

12. Rikesh Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	2	0	0	0
2	II	0	1	0	0	1
3	III	0	1	0	0	2
	Total	1	4	0	0	3

13. Arbati Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	0	1	0	0	1
3	III	0	2	0	0	2
	Total	0	4	0	0	4

14. Pujan Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	1	1	0	1
3	III	0	1	0	0	1
	Total	0	3	1	0	2

15. Ninnala Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	2	0	0	0
2	II	0	1	0	0	1
3	III	0	0	0	0	2
	Total	0	3	0	0	3

16. Prakash Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	2
2	II	0	0	0	0	0
3	III	1	1	0	0	0
	Total	1	3	0	0	2

17. Bisnu Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	2	0	0	1
2	II	1	0	0	1	1
3	III	0	1	0	0	2
	Total	2	3	0	1	4

18. Susmita Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	1	0
2	II	1	2	0	0	2
3	III	0	1	1	0	2
	Total	1	3	1	1	4

19. Jashomati Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	1
2	II	0	1	0	0	1
3	III	0	2	0	0	1
	Total	0	3	0	0	3

20. Nabin Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	2	0	0	0
2	II	0	1	0	0	0
3	III	0	1	0	0	2
	Total	0	4	0	0	2

21. Laxmi Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	1
2	II	0	1	0	0	1
3	III	0	3	0	0	2
	Total	0	4	0	0	4

22. Sangita Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	0	0	0	0
3	III	0	3	0	0	0
	Total	0	4	0	0	0

23. Sirjana Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	4	0	0	0
2	II	1	1	0	0	1
3	III	1	1	0	0	3
	Total	2	6	0	0	4

24. Bhim Bahadur Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	2	0	0	2
3	III	0	0	0	0	2
	Total	0	3	0	0	4

25. Bijay Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	0
2	II	0	2	0	0	1
3	III	1	2	0	0	2
	Total	1	4	0	0	3

26. Ratan Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	1	1	0	0	2
3	III	0	1	0	0	1
	Total	1	3	0	0	4

27. Sagar Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	0
2	II	0	2	0	0	1
3	III	0	2	0	0	1
	Total	0	4	0	0	2

28. Ram Narayan Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	2	0	0	0
3	III	0	1	0	0	3
	Total	0	4	0	0	3

29. Hem Narayan Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	0	0	0	0
2	II	0	2	0	0	1
3	III	0	1	1	1	3
	Total	1	3	1	1	4

30. Biva K. Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	2
2	II	0	1	0	0	2
3	III	1	5	0	0	0
	Total	1	7	0	0	4

2. Janata Belaka Higher Secondary School

1. Dasan Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	0	0	0	0
3	III	0	0	0	0	0
	Total	0	1	0	0	0

2. Ramesh Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	0
2	II	0	1	0	0	1
3	III	0	0	0	0	1
	Total	1	2	0	0	2

3. Gyanendra Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	1
2	II	1	1	0	0	1
3	III	0	0	0	0	1
	Total	1	2	0	0	3

4. Ram Prashad Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	0
2	II	1	0	0	0	1
3	III	1	0	0	0	1
	Total	2	0	0	0	2

5. Sarita Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	1	2	0	0	1
3	III	0	0	0	0	1
	Total	1	3	0	0	3

6. Bhagya N. Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	0	0	0	0	1
3	III	0	1	0	0	2
	Total	0	2	0	0	4

7. M. Hajrat Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	0	1	0	0	1
3	III	0	0	0	0	1
	Total	0	2	0	0	3

8. Kiran Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	2
2	II	0	1	0	0	1
3	III	1	0	0	0	1
	Total	1	1	0	0	4

9. Nilam Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	1
2	II	0	1	0	0	1
3	III	1	0	0	0	1
	Total	1	1	0	0	3

10. Rabina Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	0
2	II	0	1	0	0	1
3	III	0	0	0	0	1
	Total	1	2	0	0	2

11. Suresh Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	1
2	II	0	1	0	0	0
3	III	0	0	0	0	0
	Total	0	1	0	0	1

12. Shiv Sankar Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	0	0	0	0	0
3	III	0	0	0	0	0
	Total	0	1	0	0	1

13. Kalpana Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	1	0	2
2	II	0	2	0	0	4
3	III	0	0	0	0	2
	Total	1	3	1	0	8

14. Amit K. Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	1
2	II	0	1	0	0	1
3	III	0	1	0	0	1
	Total	0	2	0	0	3

15. Sourav K Tharu

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	1	0	0	0
3	III	0	1	0	0	0
	Total	0	3	0	0	0

16. Ashok Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	1	1	0	1
3	III	0	0	1	0	2
	Total	0	2	2	0	3

17. Hniday Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	2
2	II	1	0	0	0	1
3	III	1	1	0	0	2
	Total	2	1	0	0	5

18. Rabin Ale Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	0
2	II	0	0	0	0	2
3	III	0	0	0	0	1
	Total	0	0	0	0	3

19. Vidhyanand Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	1	1
2	II	1	4	0	0	2
3	III	0	1	0	0	2
	Total	1	6	0	1	5

20. Avimanyu Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	0
2	II	0	1	0	0	1
3	III	0	0	0	0	1
	Total	0	1	0	0	2

21. Nir Bahadur Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	1
2	II	0	0	0	0	0
3	III	0	0	0	0	0
	Total	0	1	0	0	1

22. Rina Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	1
2	II	0	1	0	0	0
3	III	0	0	0	0	1
	Total	1	2	0	0	2

23. Mamta Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	0	0
2	II	0	1	0	0	0
3	III	0	0	0	0	1
	Total	0	1	0	0	1

24. Anand Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	0
2	II	0	1	0	0	2
3	III	0	0	0	0	2
	Total	1	2	0	0	4

25. Mukesh Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	0	0	0	0
2	II	0	2	0	0	3
3	III	0	1	0	0	3
	Total	1	3	0	0	6

26. Raban Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	1	1	0	0	0
2	II	0	0	0	0	1
3	III	0	0	0	0	0
	Total	1	1	0	0	1

27. Anita k. Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	0	1	0	0
3	III	0	0	0	0	1
	Total	0	1	1	0	1

28. Gopi Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	1	0	0	0
2	II	0	0	0	0	1
3	III	0	0	0	0	1
	Total	0	1	0	0	2

29. Pipu K. Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	1	0
2	II	0	0	0	2	1
3	III	0	1	0	0	2
	Total	0	1	0	3	3

30. Sarita Kumari Chaudhary

S.N.	Items	Errors in Tense	Errors in Agree	Errors in Prep.	Errors in Art.	Errors in Spell.
1	I	0	0	0	1	0
2	II	0	1	0	1	2
3	III	0	0	0	0	2
	Total	0	1	0	0	4