CHAPTER: ONE

INTRODUCTION

This is an introductory part of the research work which sheds light on definition of error analysis and its application. It explores the knowledge on the research statement, its objective, significance and operational definitions of key terms.

1.1   Background of the Study

Error analysis is a branch of applied linguistics. It is the systematic study and analysis of the errors made by the second or foreign language learners. Errors are inevitable in the process of learning a language. But it is also true that it is the duty of teachers, syllabus designers and textbook writers to help learners reduce errors. In the words of Crystal (2004, p.165) error analysis uses techniques for identifying, classifying and systematically interpreting the unacceptable forms produced by someone who is learning a foreign language. Error analysis can be carried out in order to find out how well someone knows a language, to find out how a person learns a language and to obtain information on common difficulties in language learning as an aid in teaching or in preparation of teaching materials.

Error in general refers to the use of linguistic item in a way, which native speakers of a language regard as incomplete learning. Error may be in the speech or writing of second or foreign language learner. For Richards (1999, p.95)" a distinction is sometimes made between an error, which result from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness or some other aspect of performance". In foreign language learning, error correction has become one of the important teaching processes. But actually, a few teachers know a lot about error analysis

and some related theories. They often take so negative attitudes towards errors that they could not tolerate any errors and tend to correct them as soon as they could find any. As a result, although they think they have been working hard enough and spend much time and energy working on error correction, their effort is not effective.

Firstly, by error analysis, teachers will get an overall knowledge about the students' errors. Foreign language learning is a process of hypothesis and trial and error occurrence is inevitable. So the teacher should learn to tolerate some errors, especially some local errors. Secondly, errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him to learn. So students' errors are valuable feedbacks. We can do some remedial teaching based on their errors. Thirdly, errors are indispensable to the learners themselves, for we can regard the making of mistakes as a device the learner employs in order to learn. Finally, some errors need to be handled; otherwise, they will become fossilized. In a sense, error analysis theory together with other theories have enriched the second language learning theory in that learning involves in a process in which success comes by profiting from mistakes and by using mistakes to obtain feedback from the environment. With the feedback they make new attempts to achieve the more closely approximate desired goals.

1.2   Statement of the Problem

It is natural that a learner commits errors in the process of learning a foreign or second language and is an inherent feature in the process of foreign language learning. If there are no mistakes then perhaps there is no learning. In the past, errors are considered bad sign of teaching learning process but now the situation has been changed greatly. Errors are considered the integral part of teaching learning process. There are several practical and theoretical uses of studying second language learners' errors. The most practical use of the analysis of errors is to the

teachers. Errors provide feedback and they tell the teacher about the effectiveness of their teaching materials and techniques. In terms of broader planning errors provide the information for designing remedial syllabus or program of re-teaching.

Learning a second or a foreign language is a complex process, involving a seemingly infinite number of variables though, to some extent, the first language foster the second language; means learning L2 is strongly influenced by the learner's first language (Ellis,1985). The learners of different linguistic background follow the rules of their own mother tongue while learning the English language. They try to maintain congruency between the languages for simplification, which is not generally true. Even if they are taught by their teachers the rules of grammar, they often make mistakes on them owing to different reasons. I therefore, would like to make an effort to find out the errors in word formation with possible causes. Since word formation plays a vital role in imparting a meaningful sense, the study on its proper formation and use in writing and communication is indispensable. Thus, the statement of problem is to explore the errors committed by students in formation of major word classes using affixation and modification techniques.

1.3 Objectives of the Study

The study has the following objectives:

a) To identify the errors committed in word formation by ninth graders.
b) To make school wise comparison of errors committed in word formation.
c) To suggest some pedagogical implications.

1.4   Research Questions

The present study had addressed the following research questions:

a) What sorts of errors do ninth graders commit while formulating major word classes?
b) What practical remedial measures can be taken in error treatment?

1.5   Significance of the Study

The main purpose of the research paper is to identify the errors committed by learners in word formation and will provide valuable insights to the people involved in teaching and learning English language in Nepal. The study will be important for the students and teachers of ELT as it may help them find the right path in their academic journey. Further, the findings and recommendations will be useful to syllabus designers, language planner and policy makers, textbook writers and researchers.

1.6   Delimitations of the Study

The study was limited to the following areas:

a) The sample population of the study was limited to the four secondary schools of Kathmandu district selected using purposive non random sampling procedure.
b) The study was confined to ninth graders.
c) It was limited only to test items for data collection.
d) The study was limited to 60 students only, 15 students from each school.
e) The study was limited to the formation of noun, verb, adjective and adverb.
f) The study was limited to identify, to find out the types of errors.

g) The researcher applied only two techniques of word formation i.e. modification and derivation.

1.7   Operational definitions of key terms

Ninth Grader: A person who is studying in grade nine in Kathmandu district in the present research.

Word Formation: It refers to the formation of different word classes by using affixation and modification techniques in different context in the present research.

CHAPTER: TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature is an account of what has been published on a topic by accredited scholars, researchers and paves a way to the research endeavor as it clearly visions the status of research conducted earlier to validate the study undertaken. All research endeavors require the knowledge of previous background to clear the objectives and authenticate the research work. In this section, some of the research papers, books, journals, old thesis has been reviewed considering them as related literature also as evidence.

2.1   Review of Theoretical Literature

In this section, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributory to my research work are discussed below.

2.1.1 Lapses, Mistakes and Errors

Lapses refer to minor mistakes because they are correctable by doer. There are mainly two types of lapses: tongue slip and pen slip. Tongue slips happen in speech and pen slips happen in writing. The mistake at performance level is known as lapses. According to Corder (1973) lapses mainly occur because of fatigue, tension and so on. The learner may make such a mistake not because of his/her lack of knowledge about the rule but because of certain physiological and psychological reasons like fatigue, tension, etc. If s/he knows the rules but lapses happen because of external factors then such mistakes are called lapses or slips. Lapses can be corrected by the person.

Mistakes and errors are taken synonymously. But technically speaking they are different in the sense that mistake is a cover term which includes mistakes,

errors, lapses and slips. Then, it establishes the fact that all errors are mistakes, but not all mistakes are errors. In this sense, mistakes are common to everyone while errors are specific.

Errors are committed at competence level due to imperfect knowledge of target language. They are committed due to lack of knowing the underlying rules or imperfect knowledge of foreign language. Errors occur time and again. Therefore, they are recurrent and regular in nature. Errors are committed by L2 learners whereas native speakers do not commit errors as they are competent in their language. Thus, errors are specific, only part of L2 learners and committed at competence level because of linguistic reasons. They are consistent, regular and non-correctable in nature.

2.1.2 Error Analysis

Error analysis is a branch of applied linguistics. Richards (1985) states error analysis is the systematic study and analysis of the errors made by second or foreign language learners. When the learner is learning a second language, he/she may commit some errors. Error may be in the speech or writing of second or foreign language learner. Linguistic item may be a word, a grammatical item, or speech act. Error results from incomplete knowledge and mistake is caused by lack of attention, fatigue, carelessness or some other aspects of performance.

In learning, there occurs a clash between the system of the first language and that of second. There are two different systems of different languages. Due to this factor, the erroneous sentences are repeatedly produced but the learner can not rectify them. Thus, a learner of second or foreign language commits errors in course of learning a language. Besides, when an error is compared with a mistake, we find that mistake covers as a whole but an error covers a part of mistake. It means that all errors are mistakes, but not all mistakes are errors.

Likewise, a learner of second or foreign language commits error in course of learning a language. Linguists have taken this area of language for their study and analysis. The linguists under the behaviouristic view have studied with the tools of psychological device and postulated the theories about errors in learning and teaching. Some linguists have brought cognitive view about errors in language learning and teaching. In the field of methodology, there have been two schools of thought in respect of learners' errors. The school which maintains that if we were to achieve a perfect teaching, the errors would never be committed in the first place, and therefore the errors should be corrected immediately. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Corder(1973, p.265) states:

> The most obvious practical use of the analysis of errors is to the
>
> language teachers. Errors provide feedback, they tell teacher something
>
> about the effectiveness of his teaching materials and his teaching
>
> techniques and show him/her what have been inadequately learned or
>
> taught and need further attention.

Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners. Error analysis is carried out to:

) Find out how a person learns a language.
) Get information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

In Corder's words (1973, p.266), "from the study of his errors we are able to infer his knowledge at that point in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms, we build up a picture of the features of the language which are causing him learning problems."

2.1.3 Importance of Studying Learners' Errors

To commit errors in the process of foreign language learning is the inherent feature. If there are no mistakes then perhaps there is no learning. Errors are considered the integral part of teaching learning process. Corder (1973) has discussed the practical and theoretical uses of studying second language learners' errors. In the practical uses of error analysis, he states the most obvious practical use of the analysis of errors is to the teachers. Errors provide feedback; they tell the teacher something about the effectiveness of his teaching techniques and materials, and show him what parts of the syllabus he has been following is inadequately learned or taught and need further attention. They enable him to decide whether he can move on to the next time on the syllabus or whether he must devout more time to the item he has been working on. This is the day to day value of errors. But in terms of broader planning and with new group of learners they provide information for designing a remedial syllabus or a program of re-teaching. Regarding the theoretical uses of error analysis Corder (1973, p.266) states "…the study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of transfer."

2.1.4 Stages of Error Analysis

Error analysis can be seen as a series of successive steps/ stages. These stages are logically dependent upon each other. The stages of error analysis are as follows.

i) Collection of data

Collection of data is the first stage of error analysis. There should be reliable data to identify, 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 divides the written work in two types:

   a. Spontaneous production
   b. Controlled production

The first one contains free composition and the second one contains translation, retelling stories 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 setting i.e. without making the learners aware of the fact that their works are analyzed as errors. 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.

ii) 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 synonyms. But technically speaking they are different in the sense that mistake is 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 at 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.

iii) Classification of Errors

The next step in error analysis is description or classification of errors in which the errors are classified into different categories and then labeled. Corder (1973, p.277) says, "a full description of the errors involved explaining it in terms of the linguistic processes or rules which are being followed by the speakers." The description of errors can be made at various degrees of depth. Following Corder(1973) the description of errors can be done in two levels. They are: Superficial level and Deeper level.

The first describes errors in terms of the physical differences between the deviant utterances and the reconstructed versions. The differences between the deviant utterances and the reconstructed versions can be classified into the following four categories:

a) Omission: e.g. Sun rises in the east.

- Omission of 'the' at the beginning.

b) Addition: e.g. My brother married with her.

-Unnecessary addition of 'with'

c) Subtraction: e.g. It is easy to please Harry.

-Harry is easy to please.

d) Disordering: e.g.

-He asked me where was I going.

- Disordering of ………. Where I was going.

In the deeper level, the superficial level is taken to a deeper description by assigning the items involved in the different linguistic levels namely orthographic, phonological, morphological, syntactic, lexical, semantic, stylistic, pragmatic, etc. Errors are classified according to the level of language. (Phonological, lexical, syntactical, graphological, grammatical) things beyond sentence level (discourse and stylistic), number of learners(individual or group), language skills(expressive and receptive), clarity(overt and covert), ways of interpreting(local and global) and the things that are not parts of language but play an important role in communication(pragmatic and paralinguistic). According to Corder (1973, p.13), every learner, in course of learning a language, processes through three stages of making errors. They are pre-systematic, systematic and post-systematic. In the first stage, the learner is unaware of the existence of particular system or rule in the target language. His errors, therefore are quite random and the learner can not correct and explain himself. Errors in this stage are not regular.

In the systematic stage, the learner's errors become regular. He has discovered the rule of some sorts of the wrong ones. He can not correct his errors but he can explain some coherent account of the rules. In the third stage, he can not tell what sorts of rules he has been following but can correct and explain his errors.

iv) Explanation of Errors

This stage of error analysis tries to find out the different sources of errors committed by the learners. Errors are committed either due to inter-linguistic or

intra-linguistic interference. Interlinguistic interference is popularly known as mother tongue or L1 interference. It refers to the fact that one's mother tongue interference with his learning of the second language that a learner transfers the habit of his mother tongue into foreign language. Nepali learner of English commits a lot of errors in pronunciation due to the influence of his/her mother tongue.

Intralinguistic interference refers to the fact that some errors are made within the language itself, not due to the structure of the mother tongue. Such errors can be categorized as follows:

a) Overgeneralization

It is true that a learner tends to simplify learning load in course of his learning period. He does this by formulating the rules. But due to the limited exposure to the language being learnt, he may overgeneralize the rules beyond the limitation and fail to take the exceptions into account.

According to Littlewood(1984), "the majority of intralingual errors are instances of the same process of overgeneralization that has been observed in the first language acquisition"(p.23). It means wrong prediction about the language system. The learner tries to derive the rules behind the data to which a learner has been exposed to and may develop hypothesis that is related neither to the mother tongue nor to the target language.

 e.g.

> h: [h]- halt
>
> h: [h]- hot
>
> h: [h]- house
>
> h: [h]- honest

Association of 'h' letter is pronounced as [h]. Symbol and sound are associated in generalization and 'honest' is pronounced as /honest/ by Nepali learners of English due to the overgeneralization of pronunciation rules.

b) Analogical Creation

Another source of errors is analogical creation. It is the error that is committed due to generalization of the whole system in the same way, such types of errors can often be found in exceptional cases. In fact, it is not mistake of the learners but it is mistake of language itself due to irregularity patterns that presents.

	Analogical creation
Hand+s	Hands
Book+s	Books
Man+s	Mans*

C) Hyper –Correction

Errors may be committed due to hyper correction which implies that the learner at first learns the correct form, but due to false analogical creation, he turns it into an erroneous form. For example, when an English language learner is learning number, he learns- one, two, three…….. eleven, twelve…… twenty, twenty one……etc.

Here, the first he learns one-one-eleven, one-two-twelve and so on, he learns two-one-twenty one, two-two-twenty two….. etc. In this case, the later rule may confuse him to correct the previous rule as onety one, onety two…….etc.

d) Inherent Difficulties within the Target Language itself

It has been proved that some features of the target language are inherently difficult and this difficulty leads the learners towards erroneous expressions. Both learners and native speakers find these aspects of the language difficult to

master. When we can not explain the nature of errors and those are not committed due to overgeneralization, hypercorrection, analogical creation and L1 interference, then it will be inherent difficulties within the target language itself. For example, English articles and prepositions are taken as inherently difficult areas for both the second language learners and the native speakers of the English language.

v) Evaluation of Errors

Evaluation of errors is a recent branch of error analysis. The term 'error gravity' refers to the seriousness of errors. Different scholars determine the same error differently. Evaluation of errors can be done in different ways:

a. The ranking vs rating and
b. Subjective vs objective

vi) Correction and Remediation of Errors

The main purpose of doing error analysis is to facilitate learning. Correction is one part of remediation. Correction takes care of how errors of learners should be corrected whereas remediation is concerned with providing some kinds of remedial teaching. There are mainly two opposing views regarding the technique of remediation of errors. The first view suggests that immediate correction should be used as the most reliable technique to treat errors. The other view suggests that errors should not be corrected. If they are corrected, it may hamper their ability to learn language naturally.

There are various techniques of correction like teacher correction, peer correction and self correction and so on. But no single technique is sufficient and we should apply each or all the techniques at a time according to the situation and the nature of errors.

Generally, there are two ways of correcting errors. They are as follows:

a) Explicit technique: In this technique, the learner points out the areas of committing errors and supplies the correct one by writing symbols. For example:

-When I counted I found that one of the boys is missing. (Grammatical error)

b) Implicit technique: In this technique, hints are given and errors are not pointed out on the spot that helps the learners to correct errors. Learners should be taught how to discover and correct the errors. So that they proceed towards self-correction.

2.1.5 English Grammar

The formation of words and sentence making is connected with the rule of grammar. Language becomes distorted if the rules are violated. Hence, grammar is key to open the door to words and sentences; on the whole the door to the language itself. In a review of Chomsky's 'syntactic structure' Lees (1957) cited in Slobin (1974) defines grammar as "grammar should be maximally general set of statements which account for not only utterances in the corpus (of speech examined by the linguistics), but all possible utterances. Grammar must generate all and only grammatical sentences of the language."

The word grammar is used interchangeably to mean both the internal representation of language within a person's head and a linguist's model or guess of that representation. The word grammar refers to a person's total knowledge of their language. That is, it includes not just a knowledge of syntax (word patterns) but also phonology (sound patterns) and semantics (meaning patterns). According to Harmer (1987):

> Grammar is the way in which words change themselves and group
>
> together to make sentences. The grammar of a language is what happens

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to words when they become plural or negative or what order is used
when we make questions or join two clauses to make one sentence.

For effective communication, one should be competent in the language he uses. Moreover, knowledge of grammar is essential for competent users of a language. It is the grammar that allows us to make completely different sentences. Grammar, according to Swan (1980, p.xix), is "the rules that say how words change to show different meanings, and how they are combined into sentences." Regarding the teaching of grammar, Harmer (1991) says:

Our aim in teaching grammar should be to ensure that students are communicatively efficient with grammar they have at their level. We may not teach them the finer points of style at the intermediate level, but we should make sure that they can use what they know.

2.1.6 The English Course of Study of Grade Nine

The secondary level English curriculum which was developed and implemented in 1999 has been repackaged after the government's decision to administer the SLC Examination only from Grade ten curriculum. The textbook of grade nine contains communicative activities with an aim to make students competent in communicating ideas with people who speak strange languages. It contains exercises such as sentence completion, writing compositions and expressing opinions where the students require to change a word of one class into another word class in different context. The exercises related to word formation also create problem and the students often commit errors.

2.1.7 Word Formation: An Overview

Word is the second smallest unit of grammatical description. A word is anything that can be written with a space on either side of it. Such a definition of a word works for written language because we conventionally leave a space on either side of a written word. But linguists are primarily concerned with the description of spoken language, in which words are not always separable as can be seen in thank you, take it, etc.

Bloomfield defines a word as a minimum free form. It means that a word can occur as an utterance by itself. His definition, however, doesn't comprehend all that we recognize as words; e.g. words like 'the' and 'a' do not occur in isolation. So a better way to define a word be to consider four different senses of word.

a) Orthographically a word is the stretch of language that has a space on either side of it. This definition is applicable to the written medium because we rarely pause between words in normal speech.

b) Morphologically a word is a unique form. For example, the form 'cat' is one morphological word and 'cats' is another, as they are not identical forms.

c) Lexically a word is a cover term that comprehends the various forms of items that are closely related. For example 'cat' and 'cats' are one lexical word; 'take', 'takes', 'taking', 'taken' and 'took' are another, although the former are two morphological and later are five words.

d) Semantically a word is an item which differs from any other item in meaning even if the items are identical in form. For example 'table' meaning an object made of wood and 'table' meaning a diagram, are two semantic words.

2.1.8 Word Classes

Modern grammarians classify words into word classes by considering their formal and functional characteristics. The term 'word classes' has been introduced as a result of shortcomings of the way in which traditional grammarians classified and defined 'Parts of Speech'. Richards et al. define word class as, "a group of words which are similar in function, words are grouped into word classes according to how they combine with other words, and how they change their form." The word classes can be divided into two groups:

i) Major word classes

Noun, Adjective, Adverb, and Main Verbs

ii) Minor word classes

Pronoun, Auxiliary Verbs, Preposition, Conjunction, Interjection, Determiner, Intensifier, and Classifier

The major word classes are briefly described below.

a) Noun: Words are identifiable as nouns on the basis of their syntactic and morphological properties. Adams (1973, p.17) says "among the features that we expect of nouns are: the ability to take the plural and genitive inflections, to take certain characteristic suffixes like –er, -ance, -ness, -ism, to be preceded by determiners like a, the, this, my, another, to follow prepositions to act as the subject of a sentence." Typical derivational suffixes that form such nouns are:

- age : Coverage, percentage, postage

- ance : appearance, utterance, reluctance

- ation : information, confirmation, reservation

- dom : kingdom, boredom, wisdom

- ee : employee, trainee, payee

- ence : difference, preference

- er : teacher, farmer, preacher

- ess : actress, princess

- hood : brotherhood, childhood

- ism : organism, idealism

- ist : socialist, feminist

- ment : amendment, betterment, etc.

b) Verb : The class of verb has a specific function in a sentence. It is the element which is used as the minimal predicate of a sentence, co-occurring with a subject, e.g. 'They came', 'Birds fly' etc. Adams (1973, p.21) states "we may say that verbs are typically associated with reference to time, with activity and changing conditions." Jesperson distinguishes two kinds of verbs, conclusive verbs which denote the action of a moment and inclusive verbs denoting feelings or states of mind. There are three derivational suffixes that are typical to verb alone, for example:

- en : soften, lengthen

- ify : beautify, simplify, classify

- ise /- ize : realize, organize, analyze

c) Adjectives : Adjectives, in general, can occur within a noun phrase as its constituent. Adams (1973, p. 17) says "adjectives are identified by such characteristics as the ability to assume comparative and superlative forms, to be preceded by adverbs of degree like very……" The following are some typical derivational suffixes of adjectives.

- able / -ible : reasonable, visible

- al : formal, functional

- ful : helpful, useful

- ic / -ical : economical, historical

- ish : selfish, greenish

- ive : active, effective

- less : hopeless, endless

- ous : continuous, courageous

- y : sleepy, dirty, filthy, etc.

d) Adverbs : An adverb has two major functions : to serve as a constituent in the structure of a sentence, and to serve as a modifier of the head in an adjective phrase or an adverb phrase. As constituents of sentences adverbs function as adverbials expressing such meanings as the time, place, manner and degree of the verbal action, For example:

He plays football <u>everyday</u>. (Time)

She is waiting for you <u>outside</u>. (Place)

He completed the work <u>successfully</u>. (Manner)

His request was <u>absolutely</u> refused. (Degree)

Many adverbs can be identified on the basis of typical derivational suffixes. For example:

-ly : really
- wards : afterwards, upwards
- wise : clockwise, levelwise, etc.

Some adverbs inflect for their comparative and superlative forms as do adjectives. For example:

early – earlier – earliest

soon – sooner – soonest

hard – harder – hardest

fast- faster – fastest, etc.

Adverbs can also be used to express the speaker's attitude towards what he is saying (i.e. adjuncts) and to show linkage between one sentence and another (i.e. conjuncts). For example:

Unfortunately, he failed the examination. (It expresses the speaker's attitude).

Mr. Poudel is knowledgeable. However, his teaching techniques are not so effective. (It makes a link between the two sentences).

2.1.9 Rules of Word Formation

There are many rules for word formation in a language. Yule (1996, p. 52) states the following nine ways of word formation.

a) Coinage: When new things are invented or developed, we need new words to label the invention or development. To fulfill such needs we create new materials from the existing materials. This process is called coinage. The words 'television', 'hypermarket', 'wireless', etc are some examples of words coined to represent new technological and economic inventions.

b) Borrowing: Words in a language are also borrowed from other languages. For example, the words 'chapati' and 'ghee' in English are taken from Hindi, whereas 'chocolate' and 'tomato' are taken from the

Mexican language. In Nepali the words 'bhakti', 'preeti' and 'ban' are taken from Sanskrit language.

c) Compounding: It is process of joining two words to make a new one. Words which are combined together may be members of different word classes and can function independently in other circumstances. For example: bed + room = bedroom, home + work= homework, rain+ fall= rainfall, etc.

d) Blending: Blending is a process whereby two words are joined together by taking parts of both and joining the parts into a new whole. For example, 'brunch' is made of 'breakfast' and 'lunch', 'motor' and 'hotel' are joined to make 'motel' and 'fog' and 'smoke' to make 'smog', etc.

e) Modification: When a word is derived from another word by changing a sound segment or spelling in writing is called modification and such words are called modified words, e.g. men from man, heat from hot and so on.

f) Backformation: In this process of word formation, typically a word of one type (usually a noun) is reduced to form another word of different type (usually a verb). The examples of words created by this process are: donate (from 'donation'), edit (from 'editor') and enthuse (from 'enthusiasm'), etc.

g) Conversion: A change in the function of a word without any reduction is generally known as conversion. This process is known as 'category change' and 'functional shift'. A number of nouns such as paper, bottle, butter and can come to be used as verbs, as in the following sentences. Have you buttered the toast?, We bottled the home-brew last night, etc.

h) Acronyms: It is the process where new words are formed from the initial letters of a set of other words. It often consists of capital letters, as in NASA, WTO or CIAA.

i) Derivation: It is the most common word formation process in the production of new English words. In this process, the small bits are added to the words to form new words which are called affixes. Some

affixes are added to the beginning of a word and are called prefixes. The other affix forms are added to the end of the word called suffixes. All English words formed by this derivational process use either prefixes or suffixes, or both. For example, main+ly=mainly, dis+honest=dishonest and un+like+ly= unlikely.

There are other ways of word formation in English such as:

-Modification   -Shortening   -Internal Change

-Reduplication   -Suppletion etc.

However, all these rules of word formation are not applicable at secondary level. So, in the present research the errors are analyzed on derivation and modification only.

2.2   Review of Empirical Literature

A good number of linguists have dealt with the issues related to contrastive analysis, error analysis and errors on the use of grammatical items. However, there is no investigation carried to explore the errors in formation of words using derivation and modification techniques. I have reviewed the related literature and prepared notes which are significant to my study. Some of the researches related to the present research study are as follows:

Poudel (2001) conducted research on "An Analysis of Errors in Sentence Transformation." The main objective of the research was to identify errors in sentence transformation by the grade 9 students of Pravat and Lamjung districts. The primary source of data were eighty students selected using random sampling procedure. A set of test items was used to collect field data. His findings showed that students committed the highest number of errors in changing statement into wh-questions and the lowest in changing negative into affirmative.

Ghimire (2006) conducted a research on "The Errors in Writing Free Composition". The purpose of his study was to find out the errors on tense

agreement, preposition, article and spelling committed by twelfth graders. The researcher selected hundred students from Kathmandu valley through non-purposive random sampling procedure. The test items were the tools for data collection. The findings showed that students were found better in using articles than in preposition.

Similarly, Khanal (2006) carried out research on "A Study of Errors in the Use of Tense in English". The objective of his study was to compare the difficulty level between 'simple present tense' and 'present perfect tense'. He selected sixty students through non purposive random sampling procedure. The test items were main tools for his study. He found that out of total 2250 statements, students committed errors in 941 statements in simple present tense whereas 918 statements in present perfect tense. The holistic comparison showed that both types of tenses were found almost equally difficult for the students.

Likewise, Tiwari (2007) carried out a research on "Errors on the Use of Tense Aspects in Free Writing." The main objective of the study was to explore the errors particularly in the use of tense and aspect in free writing. She selected eighty students of grade eleven through non purposive random sampling procedure. The test items were the main tools for her study. She concluded that majority of the students have not used simple present aspect of verb to talk about the things in general, instead they had used present continuous aspect of verb in a wide range.

Yadav (2011) carried out a research on "Errors Committed by Grade Nine Students in the Use of Prepositions." The main objective of the study was to identify the errors in the use of prepositions committed by ninth graders. He selected eighty students of grade nine of Shree Kamala Devi H.S.S. Namdi-4, Ramechhap. The test items were the tools for data collection. He found that students committed errors mostly in the phrasal prepositions than in the simple prepositions.

A few studies have been carried out in the field of Teaching Grammar and errors in word formation, and there is no any research work carried out on the

topic "Errors committed by grade nine students in the formation of words." The present work is a new attempt in the exploration of errors committed by students in formation of major word classes.

2.3 Implications of the Review for the Study

Determining and reviewing the related literature is the central and most important task for researcher in all research. It helps bring clarity and focus on research problem, improve methodology and contextualize the findings. Regarding the implication of the review of existing research Kumar(1999, p.30) states:

> The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. The most important function of the literature is to ensure you read widely around the subject area in which you intend to conduct your research study. Reviewing literature can be time consuming, daunting and frustrating but it is also regarding.

There are numerous research works done under the department of English education, some of them are related to teaching English in multicultural classroom. I have selected and went through some of the researches which are to some extent related to my study. After the review of related literature, I got chance to broaden my knowledge on the research area and boost confidence to step forward. Poudel (2001), Ghimire (2006), Khanal(2006) ,Tiwari(2007)and Yadav(2011) helped me broaden my knowledge in the field of error analysis and provided me insight into selecting research design and data interpretations techniques.

On the basis of aforementioned theoretical perspective, the researcher also developed some insight by going through the existing body of

literature related to the present study. The review of related literature helped the researcher to bring clarity and focus on research problem, improve methodology and contextualize the finding. From these reviews, I cited some content related to general background and statement of scholars in this study.

2.4 Conceptual Framework

The conceptual framework for the present study "Errors Committed by Grade Nine Students in Word formation" was as follows.

```
                    ┌──────────────────────────┐
                    │  Errors in word formation │
                    └──────────────────────────┘
                                │
           ┌────────────────────┴────────────────────┐
           ▼                                          ▼
┌──────────────────────┐                   ┌──────────────────────┐
│ Generation of Errors │                   │    Word Classes      │
└──────────────────────┘                   └──────────────────────┘
    │                                            │
    │    ┌──────────────────────┐                │   ┌──────────┐
    ├──▶ │  Errors in Prefixes   │                ├─▶ │   Noun    │
    │    └──────────────────────┘                │   └──────────┘
    │    ┌──────────────────────┐                │   ┌──────────┐
    ├──▶ │  Errors in Suffixes   │                ├─▶ │   Verb    │
    │    └──────────────────────┘                │   └──────────┘
    │    ┌──────────────────────────┐            │   ┌──────────┐
    ├──▶ │  Errors in Modification   │            ├─▶ │  Adverb   │
    │    └──────────────────────────┘            │   └──────────┘
    │    ┌──────────────────────┐                │   ┌──────────┐
    └──▶ │  Spelling errors      │                └─▶ │ Adjective │
         └──────────────────────┘                    └──────────┘
```
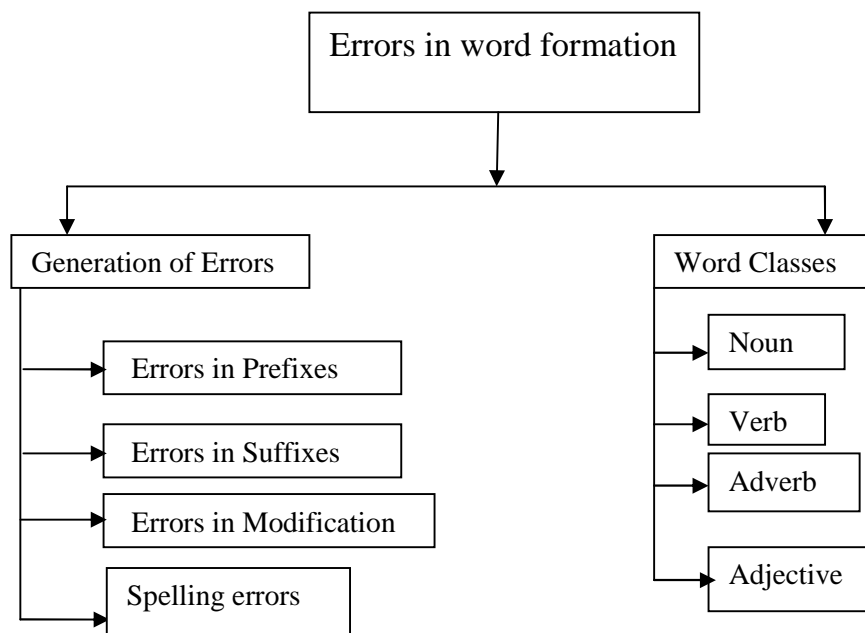
CHAPTER: THREE

METHODS AND PROCEDURE OF THE STUDY

3.1 Design and Method of the Study

A research design is a plan, structure and strategy of investigation to obtain answers to research statement. It is the complete scheme or program of the research. A traditional research design is a blueprint or detailed plan for how a research study is to be conducted-operationalizing variables, so they can be measured, selecting a sample of interest to the study, collecting data to be used as a basis for testing hypothesis, and analyzing result. The present study focuses on the identification of errors committed by 9th graders in word formation and is based on survey approach.

Survey research is a superficial study of an issue or phenomenon. It is general view and characterization of the circumstances and testing of the status. It is the most common method of investigation in educational research. According to Cohen and Manion(1985):

> Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by an individual researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and/ or events at a single point of time.

A survey usually addresses the large group or population; sampling is must to carry out the investigation. The concern here is the sample should be representative of the study population as a whole. Typically, surveys gather data at a particular point in time with the intention of

describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events. Thus surveys may vary in their levels of complexity from those which provide simple frequency counts to those which present relational analysis.

The survey approach is used during administering test items to collect field data. They study aims at identifying learners' errors in word formation.

3.2   Population, Sample and Sampling strategy

Following the purposive non random sampling procedure, the researcher selected four schools of Kathmandu district. The sample of research was 60 students, 15 students from each school. Altogether sixty participants were taken as the sample population.

3.3   Study Area/Field

The study site was four selected schools of Kathmandu district and the field of it was the identification of errors committed by learners in word formation.

3.4   Data collection tools and Techniques

The research tools were test items having three different items to collect the data. In the test item 'A' the students were asked to fill in the blanks adding appropriate affixes to the bracketed words. Item 'B' consisted of 10 questions in which students formed nouns of bracketed words and in item 'C' students transformed the underlined words into another form according to the context. Altogether thirty words were selected from the textbook prescribed for secondary level English curriculum. The words were selected keeping in mind the competency level of the ninth graders.

3.5 Data Collection Procedure

The researcher visited the selected schools to get permission from the school officials and then consulted with subject teachers to inform them about the significance of the study. The researcher randomly selected the required number of students and administered the test items. The time allocation was 40 minutes. After that the researcher collected the test papers. At the same time the books, journals and theses related to error analysis were studied to collect relevant information.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed with help of quantitative approach. The answers obtained through the test items administered were marked systematically. Moreover, the errors committed by the participants were further classified in terms of types of errors and different word classes. Then the data is further described using statistical tools of percentage and average. To make the study more objective the data was interpreted using statistical tools i.e. table, charts and percentage. The analysis and interpretation of data consists of survey approach.

CHAPTER- FOUR

Analysis and interpretation of Results

This chapter is concerned with the analysis and interpretation of the proficiency and errors committed in the test items administered to the specified population for the research endeavor. On the basis of objectives, the responses of the students were marked systematically and the proficiency and errors committed by the students in word formation were tabulated. To analyze the data quantitative and method was applied. Having the meticulous identification of the proficiency and errors, the data were described using simple statistical tools of percentage and average in order to meet the objectives of the study.

4.1 Analysis of Data and Interpretation of results

In this section, the data regarding the proficiency and types of errors have been analyzed and interpreted under the following major headings.

1. Analysis and interpretation of proficiency
2. Analysis of errors

4.1.1 Analysis and interpretation of proficiency

This part of chapter deals with the total proficiency of the students in formation of major word classes. The analysis is further divided into the following sub headings.

a) Holistic analysis of proficiency
b) Item wise analysis and interpretation of total proficiency.
c) School wise analysis and interpretation of total proficiency.

4.1.1.1 Holistic Analysis of Proficiency

It deals with the proficiency of the learners of four government funded schools in three different test items. In this analysis, the researcher has tried to present data in terms of item and school wise. The table below shows the holistic analysis of proficiency.

Table 1: Holistic Analysis of Proficiency

Total Sample	Test Items	Average	Above Average		Below Average		Proficiency of Schools			
			No. of Students	Percent	No. of Students	Percent	Gyanodaya	Adinath	Janasewa	Amar Jyoti
60	A	5.2	31	51.66	29	48.34	102	57	85	68
	B	3.63	27	45	33	55	93	26	59	40
	C	3.88	31	51.66	29	48.34	91	30	64	48
Total		12.71	30	50	30	50	286	113	208	156
Percent							37.48	14.80	27.26	20.44

The aforementioned table shows the proficiency of four different schools in three different items.It was found that the total average of the sixty participants is 12.71. Hence, 30 students were above average and 30 others were below average. While comparing the school wise proficiency, Ganodaya school performed the best with (37.48%) against the worst(14.80%) by the students of Adhinath.

4.1.1.2 Item wise analysis and interpretation of total proficiency

Table 2: Proficiency in item A

Total sample	Total	Total Average	Above average		Below average	
			No. of studens	Percentage	No. of students	Percentage
60	312	5.2	31	51.66	29	48.34

The table above shows the total proficiency of the sample of 60 students in item A. There were 10 questions each carrying 10 marks. The average of 60 students is 5.2. About 51.66% students are above the average whereas 48.34% are below it. Hence, the total proficiency is found average.

Table 3: Proficiency in item B

Total sample	Total	Total Average	Above average		Below average	
			No. of studens	Percentage	No. of students	Percentage
60	218	3.63	27	45	33	55

Table 2 shows proficiency of students in item B in which they were asked to fill in the blanks with correct derivation of bracketed words. There were 10 blanks carrying 10 marks. The average of 60 students is 3.63 and that only 45% are above average and 55% are below it. This indicates the fact that in item B the proficiency is not satisfactory.

Table 4: Proficiency in item C

Total sample	Total	Total Average	Above average		Below average	
			No. of studens	Percentage	No. of students	Percentage
60	233	3.88	31	51.66	29	48.34

The table above shows the total proficiency of the sample of 60 students in item A. There were 10 questions carrying 10 marks. The average of 60 students is 3.88. About 51.66% students are above the average whereas 48.34% are below it. Hence, the total proficiency in item C is found average.

Table 5: Proficiency in word formation as a whole

Total sample	Total	Total Average	Above average		Below average	
			No. of studens	Percentage	No. of students	Percentage
60	763	12.71	30	50	30	50

Table 4 is a sort of summary of the total proficiency of 60 students in the given word formation. The total average of 60 students is 12.71. Exactly 50% students are above the average score whereas 50% are below it. It suggests in total the achievement is not so good in word formation.

4.1.1.3 School wise analysis and interpretation of total proficiency

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

Table 6: Total proficiency of four different schools in three different items

S.N.	Name of Schools	Item A	Item B	Item C	Total	Percent
1	Gyanodaya Secondary School	102	93	91	286	37.48
2	Adinath Secondary school	57	26	30	113	14.80
3	Janasewa H.S.S.	85	59	64	208	27.26
4	Amar Jyoti Secondary school	68	40	48	156	20.44
	Total	**312**	**218**	**233**	**763**	**100**

The table above shows the total proficiency of four different schools in three different items. The total proficiency of the students of Gyanodaya Secondary School is 37.48% which is the highest and 14.80% is the lowest proficiency of Adinath Secondary School. The proficiency of Janasewa Higher Secondary was 27.26 and the proficiency of Amar

Jyoti Secondary School is 20.44%. Thus, the students of Gyanodaya Secondary School are found better than the students of other schools.

4.1.2 Analysis of Errors

Here, an attempt has been made to present the errors committed by the learners of four different schools in terms of types of errors, errors in the formation of different word classes and school wise comparison of errors. The following tables display the details.

4.1.2.1 Item wise Analysis and Interpretation of Different types of Errors

Table 7: Distribution of Errors

S.N.	Types of Errors	No. of Errors	Percentage
1	Errors in Suffixes	427	41.17
2	Errors in Prefixes	52	5.01
3	Errors in Modification	444	42.81
4	Errors in Spelling	114	10.99
	Total	**1037**	**100**

The table above shows different types of errors in the formation of major word classes as a whole. The table indicates that the students committed the highest (42.81%) errors in modification and the lowest (5.01%) errors in prefixes. The next types of errors (41.17%) are committed in suffixes and 10.99% are committed in spelling. The details of all types of errors are described as follows.

4.1.2.2 Errors in Suffixes

One of the most frequent errors in word formation was in the area of suffixes. The students frequently committed errors in the addition of suffixes to the word. They added wrong suffixes in the process of forming of word classes. They added 'ing' to the word mountain to make it adjective. They couldn't understand the context of using appropriate suffixes and committed errors. The table below presents the details of such errors.

Table 8: Total Errors in suffixes in the process of Word Formation

S.N.	Items	Examples	Frequency	Percentage
1	A	Nepal is a *mountaining Country. (mountainous)	152	35.59
2	B	Who discovered the laws of *moving? (motion)	145	33.95
3	C	There was an *advertise in the Kathmandu Post. A school <u>advertised</u> that there was a vacancy. (advertisement)	130	30.44
		Total	427	100

The table shows that the maximum numbers of errors were committed in item A in which the students were asked to change the words into adjective forms. The students committed errors in the use of suffixes such as -ous, -ment, -ful and -tion. The researcher found 35.59% errors in item A, 33.95% errors in item B and 30.44% errors in item C.

In fact, the major reason behind committing such errors was poor comprehension among the students though the questions were designed keeping in mind their level and were clearly instructed before administering the test items. It was found that lack of contextual teaching, inadequate practice, inappropriate use of teaching approaches and techniques were found responsible in committing such errors.

4.1.2.3 Errors in Prefixes

The students were asked to change the words into different word classes adding appropriate prefixes. They committed errors in the use of prefixes in item A and B.

Table 9: Total Errors in Prefixes

S.N.	Item	Examples	Frequency	Percentage
1	A	*Educated people can't contribute in nation building. (uneducated)	28	53.84
2	B	He heard bad news and became *happiness. (unhappy)	24	46.15
		Total	52	100

The table displays that 53.84% or highest number of errors in prefixes were found in item A against the lowest number of errors 46.15% found in item B. The students often added the suffixes instead of supplying appropriate forms of prefixes. The major reason behind committing such error could be lack of knowledge, exam oriented teaching and lack of enough exposure given in word formation.

4.1.2.4 Errors in Modification

The students were asked to modify the words in different word classes in different contexts. They committed errors in the process of modification.

Table 10 : Total Errors in Modification

S.N.	Item	Examples	Frequency	Percentage
1	A	Hari is very *ambitions boy. (ambitious)	162	36.48
2	B	Have you measured the *deep of the well? (depth)	110	24.77
3	**C**	Repeat the lesson once again because *repeating makes learning permanent. (repetition)	172	38.73
		Total	444	100

The above table states that the highest number of errors was committed in item C in which the students were asked to fill in the blanks modifying the underlined words. It was found that the highest number of errors 38.73% were committed in item C against the lowest errors 24.77% in item B. Similarly, 36.48% errors were found in item A. The possible reason behind committing such errors may be lack of grammatical knowledge in word formation, poor understanding of the context and inadequate practice.

4.1.2.5 Errors in Spelling

The other area of errors was in spelling. The students were found to make the following types of spelling errors.

Table 11: Total errors in spelling

S.N.	Item	Examples	Frequency	percentage
1	A	'Beautyful' instead of beautiful.	36	31.57
2	B	'Deepth' instead of depth.	45	39.47
3	**C**	'Compulsary' instead of compulsory.	33	28.94
		Total	114	100

The table above shows that 39.47% or the maximum number of spelling errors were found in item B against the lowest 28.94% in item C. Similarly, 31.57% spelling errors were found in item A. The reason causing such errors may be lack of writing practice, mother tongue interference and carelessness of students.

4.1.2.6 Analysis and Interpretation of Total Errors in Different Word Classes.

This section is the summary of analysis and interpretation of total errors in different word classes in the process of word formation. The students committed errors in formation of noun, verb, adjective and adverb respectively. The detail of such errors is given below.

Table 12: Comparison of Total Errors with Different Word Classes

S.N.	Word Classes	Full Marks	No. of Errors	percentage
1	Noun	780	486	62.30
2	Verb	120	84	70
3	Adjective	780	391	50.12
4	Adverb	120	76	63.33

The table above shows that 486, 84, 391 and 76 errors were committed by the students in the formation of noun, verb, adjective and adverb respectively. The full marks for those word classes were 780,120, 780 and 120 respectively. The table shows that the maximum errors 70% were found in verbs against the lowest 50.12% in adjective. Similarly, 62.30% and 63.33% errors were found in noun and adverbs. It was found that the students found more difficulty in the formation of verbs than other word classes.

4.1.2.7 School wise Analysis and Interpretation of Errors

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

Table 13: Total Errors of Four Different Schools in Three Different Items

S.N.	Name of Schools	Item A	Item B	Item C	Total	Percent
1	Gyanodaya Secondary School	48	57	59	164	15.81
2	Adinath Secondary School	93	124	120	337	32.49
3	Janasewa Higher Secondary School	65	91	86	242	23.33
4	Amar Jyoti Secondary School	82	110	102	294	28.35
	Total	288	382	367	1037	100

The above table shows the total errors in three different items committed by students of four different government funded schools. The table clearly displays that 32.49% or the highest number of errors were committed by students of Adinath Secondary School against the lowest number of errors 15.81% by the students of Gyanodaya Secondary School. The students of Janasewa higher secondary school and Amar

Jyoti secondary school committed 23.33% and 28.35% respectively. Hence, the students of Adinath secondary school were found committing more errors in comparison to other three schools.

4.2 Summary of Findings

The main purpose of this study was to identify the errors in word formation by the ninth graders of government funded schools of Kathmandu district. The sample population for the study was 60 students representing four different schools. Fifteen students from each selected school were the sample population. The primary sources of data for the study were the test scores obtained from the students of selected schools. With the help of test items the errors were collected and classified. On the basis of analysis and interpretation of errors committed in different test items, the findings of the present study have been presented as follows.

1. Out of the total 1037 errors, the students committed the highest number of errors i.e. 444(42.81%) in modification against the lowest number of errors i.e. 52(5.01%) in prefixes.
2. It was found that the students had greater difficulty in modification than adding appropriate suffixes and prefixes to the given word.
3. While comparing the school wise performance, the students of Gyanodaya Secondary school performed the best with 37.48% and the students of Adinath secondary school performed the worst with 14.80%.
4. The students of Adinath Secondary School committed the highest number of errors i.e. 337(32.49%) against the lowest number of errors i.e. 164(15.81%) by the students of Gyanodaya School.

5. The students performed the best in item 'fill in the blanks adding appropriate affixes' and performed the worst in the item 'fill in the blanks with correct derivation of bracketed words'.

6. The students found fill in the blanks adding appropriate affixes easier than fill in the blank with correct derivation of given word.

7. While comparing the errors with different word classes, the highest 70% errors were found in verb formation against the lowest 50.12% in adjective formation. Likewise, 62.30% and 63.33% errors were found in noun and adverb respectively. So, the students found more difficulty in formation of verbs than other three word classes.

CHAPTER: FIVE

Conclusions and Recommendations

5.1 Conclusions

The major concern of this research was to find out errors committed by students in formation of major word classes and compare them in terms of item and school-wise. For the study the total proficiency and errors were accumulated from the written responses of the sampled population. Sixty learners from four different schools were selected through purposive non random sampling procedure and the test items were administered. The collected data was analyzed using statistically to clarify the main objectives. After the analysis and interpretation of data it was found that the learners committed the highest number of errors 42.81% in modification and lowest 5.01% in prefixes in the process of word formation. Moreover, the learners committed errors in suffixes and spellings. The item wise analysis of errors shows that the students committed errors due to lack of practice and misunderstanding of the context.

5.2 Recommendations

Based on the summary of the findings of the present study, the researcher would like to make the following recommendations at three different levels.

5.2.1 Policy related

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

⟩ The syllabus and curriculum designer should design syllabus highlighting the practical aspects of word formation.

〕 The textbook writer should write textbooks considering the students' level and include many exercises on word formation.

〕 The subject experts and trainers must provide trainings to teachers in the area of word formation to equip them with techniques that are student centered.

〕 The course content must maintain proper organization of different activities on formation of major word classes.

5.2.2 Practice related

The recommendations at the practice level are as mentioned below.

〕 Students need to be taught creating meaningful situation while teaching word formation.

〕 Objective oriented teaching should be given more emphasis than exam oriented teaching.

〕 Appropriate teaching materials i.e. charts, flash cards are needed to facilitate learning.

〕 While teaching word formation, the teacher should create meaningful context.

5.2.3 Further research related

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

〕 Explore the areas related to this topic for further research related to error analysis in language education.

〕 The new researcher will get good sources of secondary data.

〕 The study will help carry out large scale research.

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COVER LETTER

I hereby would like to state that I have conducted this research entitled **Errors Committed by Ninth Graders in Word Formation** under the close guidance and supervision of **Mr. Bhesh Raj Pokhrel**, Lecturer in the department of English education for the partial fulfillment of the Master of education in English.

To the best of my knowledge, this thesis is original and no part of it is submitted for the candidature of research degree. I also would like to take this opportunity to thank them all who supported me to complete this research endeavor.

Thank you.

…………………

Bashu Dev Bhatt

APPENDICES

Appendix I

Test Items Addressed to the Students

Name: Time: 40 mins.

School**:**   Date:

Class:9   Sex: Male/ Female

Roll No.:   Full Marks: 30

A. Fill in the blanks adding appropriate affixes to the words given in the bracket.   10

  i.   Nepal is a…………… country. (develop)
 ii.   Which is the……………river in the world. (large)
iii.   Hari is very……….. boy.(ambition)
 iv.   The tiger is one of the most…………wild animal.(beauty)
  v.   They are the most …………..family of the village.(respect)
 vi.   …………… people can't contribute in nation building.(educate)
vii.   Nepal is a…………… country.(mountain)
viii.   The path was steep,…………..and dangerous.(slip)
 ix.   I have never read such an……………story.(interest)
  x.   Nepal is a…………… country.(republic)

B. Fill in the blanks with correct derivation of bracketed words.   10

  I.   Who discovered the laws of ……………? (move)
 II.   The………….. of the jet engine brought revolution.(invent)
III.   Have you measured the…………..of the well? (deep)
 IV.   Her…………is silent today.(voice)
  V.   The………… of steam makes the steam engine work.(expand)

VI.   He heard bad news and became…………….(happy)

VII.   ………………is better than cure.(prevent)

VIII.   His …………….. drove him to madness.(poor)

IX.   May I know your…………… time?(arrive)

X.   She was talent so she got………….to study abroad.(scholar)

C. Fill in the blanks modifying the underlined words.   10

i.   The sun is <u>hot</u>. It gives us…………….

ii.   His <u>advice</u> was very good. He……………him to work hard.

iii.   There was an…………….in the Kathmandu Post. A school <u>advertised</u> that there was a vacant post.

iv.   <u>Healthy</u> men can earn a lot of money. So it is said that…………is wealth.

v.   The <u>commander</u> is giving instructions to the soldiers. His……………power is very good.

vi.   Everyone has <u>compulsion</u> to read English in school. So, English is a………………subject.

vii.   Rajesh Hamal is a good <u>actor</u>. He………..very well in films.

viii.   After the restoration of democracy all people of Nepal are <u>free</u>. So they can express their opinions……………

ix.   If you want to become <u>scientist</u>, try to prove everything…………

x.   <u>Repeat</u> the lesson once again because……………makes learning permanent.

BEST OF LUCK

Appendix II

List of the Government Funded Secondary Schools Selected for the Study in Kathmandu.

1. Shree Janasewa Higher Secondary School, Panga

2. Shree Amar Jyoti Secondary School, Kalanki

3. Shree Adinath Secondary School, Chovar

4. Shree Gyanodaya Secondary School, Kalanki

Appendix III

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

S.N.	Participants	Obtained marks				Errors Committed				Sex
		A	B	C	Total	A	B	C	Total	
1	St 1	4	4	3	11	6	6	7	19	M

S.N.	Participants									Sex
2	St 2	5	4	3	12	5	6	7	18	M
3	St 3	5	4	3	12	5	6	7	18	M
4	St 4	6	7	3	16	4	3	7	14	M
5	St 5	5	3	7	15	5	7	3	15	M
6	St 6	6	2	2	10	4	8	8	20	M
7	St 7	6	7	4	17	4	3	6	13	M
8	St 8	5	0	0	5	5	10	10	25	M
9	St 9	8	4	7	19	2	6	3	11	F
10	St 10	6	6	6	18	4	4	4	12	F
11	St 11	9	6	8	23	1	4	2	7	F
12	St 12	3	3	4	10	7	7	6	20	F
13	St 13	6	3	5	14	4	7	5	16	F
14	St 14	6	3	5	14	4	7	5	16	F
15	St 15	5	3	4	12	5	7	6	18	F
	Total	85	59	64	208	65	91	86	242	

Appendix IV

The marks obtained and errors committed by the students of **Shree Amar Jyoti Secondary School, Kalanki.**

S.N.	Participants	Obtained marks				Errors Committed				Sex
		A	B	C	Total	A	B	C	Total	
1	St 1	3	0	3	6	7	10	7	24	F
2	St 2	2	1	4	7	8	9	6	23	F
3	St 3	3	2	2	7	7	8	8	23	F
4	St 4	2	3	1	6	8	7	9	24	F

5	St 5	3	2	2	7	7	8	8	23	F
6	St 6	5	5	4	14	5	5	6	16	F
7	St 7	6	2	4	12	4	8	6	18	F
8	St 8	7	3	3	13	3	7	7	17	F
9	St 9	2	3	1	6	8	7	9	24	F
10	St 10	4	3	5	12	6	7	5	18	M
11	St 11	6	3	5	14	4	7	5	16	M
12	St 12	6	4	4	14	4	6	6	16	M
13	St 13	7	3	3	13	3	7	7	17	M
14	St 14	7	3	2	12	3	7	8	18	M
15	St 15	5	3	5	13	5	7	5	17	M
	Total	68	40	48	156	82	110	102	294	

Appendix V

The marks obtained and errors committed by the students of **Shree Adinath Secondary School, Chovar.**

S.N.	Participants	Obtained marks				Errors Committed				Sex
		A	B	C	Total	A	B	C	Total	
1	St 1	3	1	1	5	7	9	9	25	F
2	St 2	3	1	3	7	7	9	7	23	F
3	St 3	3	2	1	6	7	8	9	24	F
4	St 4	3	1	2	6	7	9	8	24	F
5	St 5	3	1	3	7	7	9	7	23	F
6	St 6	3	1	3	7	7	9	7	23	F
7	St 7	0	0	3	3	10	10	7	27	F

8	St 8	3	0	1	4	7	10	9	26	M
9	St 9	4	2	1	7	6	8	9	23	M
10	St 10	7	2	3	12	3	8	7	18	M
11	St 11	5	3	2	10	5	7	8	20	M
12	St 12	4	4	2	10	6	6	8	20	M
13	St 13	3	2	1	6	7	8	9	24	M
14	St 14	7	4	2	13	3	6	8	17	M
15	St 15	6	2	2	10	4	8	8	20	M
	Total	57	26	30	113	93	124	120	337	

Appendix VI

The marks obtained and errors committed by the students of **Shree Gyanodaya Secondary School, Kalanki.**

S.N.	Participants	Obtained marks				Errors Committed				Sex
		A	B	C	Total	A	B	C	Total	
1	St 1	6	4	5	15	4	6	5	15	F
2	St 2	5	6	8	19	5	4	2	11	F
3	St 3	7	6	7	20	3	4	3	10	F
4	St 4	7	6	6	19	3	4	4	11	F
5	St 5	7	7	5	19	3	3	5	11	F
6	St 6	8	7	5	20	2	3	5	10	F
7	St 7	7	7	6	20	3	3	4	10	F
8	St 8	8	7	6	21	2	3	4	9	F
9	St 9	8	4	7	19	2	6	3	11	M
10	St 10	6	7	7	20	4	3	3	10	M

11	St 11	7	6	4	17	3	4	6	13	M
12	St 12	7	6	6	19	3	4	4	11	M
13	St 13	6	6	6	18	4	4	4	12	M
14	St 14	6	8	6	20	4	2	4	10	M
15	St 15	7	6	7	20	3	4	3	10	M
	Total	102	93	91	286	48	57	59	164	