

## **CHAPTER-ONE**

### **INTRODUCTION**

This Chapter deals with the general background, the importance of English language, grammar, reported speech (direct and indirect), errors (definition, classification, and explanation), review of the related literature, and objective of the study as well as its significance.

#### **Importance of Language**

Language is a means of communication among human beings by using speech sounds. In this sense, language is as old as human race. The term language, however, was developed from the Latin word "lingua", meaning tongue."Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that cultures to communicate or to interact" (Widdowson, 1988, p.3).

#### **Importance of Grammar**

Different scholars define grammar variously. It is defined as the connections of words and word groups in an acceptable structure. Grammar is one of the aspects of language that should be taught and learnt. It can be defined as how words are combined or changed to form acceptable units of meaning within a language (Ur, 1996, p.62). Grammar is central to the teaching and learning of languages. It is also one of the more difficult and controversial aspects of language teaching.

The meaningful arrangements of forms in a language constitute its grammar. Grammar is the science of languages. Grammar is the practical analysis of a language and its anatomy. It deals with functions of words in

a sentence. It explains the structural details of a sentence. Some of the definitions of grammar are given below.

Grammar presents the fact of language, arranged under certain categories and deals with what can be brought under general laws and stated in the form of general ruler (Thompson & Wyatt, 1986).

Grammar is not a code of rules, it is like etiquette and table manners, a statement of conventions; it summarizes what is done by cultural people and like etiquette, it is in a constant change (West, 1892).

### **1.1 General Background**

Reported speech is one of the most important aspects of grammar.

Without sound knowledge of reported speech we can't express our ideas, feelings, experiences appropriately. Reported speech is inevitable in language teaching and learning. It is used to report conversation or a statement what a person has said, to read instructions and to report them.

There are two ways of relating what a person has said: direct and indirect.

In direct speech, we repeat the original speakers' exact words:

He said, "I have lost my umbrella".

"Remarks thus repeated are placed between inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversations in books, plays, and in quotations (Martinet: 1987, p.269). In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speakers' exact words:

He said (that) he had lost his umbrella.

When we turn direct speech into indirect, some changes are usually necessary. These are most easily studied by considering statements, questions and commands separately (Martinet: 1987, p.268).

### **1.1.1 Reported Speech**

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Without the sound knowledge of reported speech we can't express our ideas, feelings and experiences appropriately. Reported speech is inevitable in language teaching and learning. It is used to report conversation, statement, questions what a person has said, to read instructions and report them and so forth. There are two ways of relating what a person has said; direct and indirect. In indirect speech we repeat the original speakers' exact words: *e.g.*,

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When we convert direct speech into indirect, some changes are usually necessary. These are most easily studied by considering statements, questions and commands separately (Martinet: 1987, p.268).

### **1.1.2 Statements in indirect speech**

Indirect speech is not the actual words of a speaker rather it is a word spoken by 2<sup>nd</sup> person about 1<sup>st</sup> person. Or it is a statement about someone spoken by someone else. It is always written or spoken in past form. For example,

Hari said that he was happy. In indirect speech there should be changed in tense, pronoun, adverbials, except universal truth like 'the sun raises from the east' etc. and these are as follows.

### 1.1.3 Tense changes necessary

A. Indirect speech can be introduced by a verb in a present tense:

He says that..... . This is usual when we are;

- a) Reporting a conversation that is still going on
- b) Reading a letter and reporting what it says
- c) Reading instructions and reporting them
- d) Reporting a statement that someone makes very often.

*e.g.* Tom says that he'll never get married.

When the introductory verb is in present, present perfect or future tense we can report the direct speech without any change of tense:

*e.g.* Paul (phoning from the station): I'm trying to get a taxi,  
Ann (to Mary, who is standing beside her): Paul says he is trying to get a taxi.

B. But indirect speech is usually introduced by a verb in the past tense.

Verbs in the direct speech have than to be changed into a corresponding past tense. The changes are shown in the following table. Rajendra Pal and Ritu Taneja'ss book *Essentials of English Grammar and Composition* asserts as follows:

Direct Speech	Indirect Speech
<u>Simple Present</u>	<u>Simple past</u>

'I never eat meat', he explained	= He explained that he never ate meat
Present continuous	Past continuous
'I'm waiting for Ann', he said.	= He said (that) he was waiting for Ann
Present perfect	Past perfect
'I have found a flat', he said	= He said (that) he had found a flat
Present perfect continuous	Past Perfect Continuous
He said, 'I've been waiting for ages.'	= He said he had been waiting for ages
Simple past	Past perfect
'I took it home with me', she said	= She said she had taken it home with her.
Future	Conditional
He said, 'I shall/will be in Paris on Monday'	=He said he would be in Paris on Monday.
Future continuous	Conditional continuous
'I will /shall be using the car myself on the 24th', she said.	=She said she'd be using the car herself on the 24th.
But note, conditional	Conditional
I said, 'I would/should like to see it	= I said I would/should like to see it. (No tense change)

#### 1.1.4 Past tenses sometimes remain unchanged

In written English past tenses usually do change to past perfect but there are the following exceptions:

- Past/past continuous tenses in time clauses do not normally change:

*e.g.* Hemant said, 'A TV correspondent came to meet father when he was sleeping.'

Hemant said that a TV correspondent came to meet father when he was sleeping.

- A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged:

*e.g.* She said, "Binita's in-laws are very cooperative and understanding and she is very happy in her joint family."

She said that Binita's in-laws are very cooperative and understanding and she is very happy in her joint family.

### **1.1.5 Unreal past tenses (subjunctives) in indirect speech**

- A. Unreal past tenses after wish, would rather/sooner and it is time do change:

*e. g.* a) 'We wish we didn't have to take exams', said the children.

The children said they wished they didn't have to take exams.

b) 'Bill wants to go alone', said Ann, but I'd rather he went with a group .

Ann said that Bill wanted to go alone but that she'd rather he went with a group.

B. I/she/he/we/they had better remains unchanged. You had better can remain unchanged or be reported by advise + object + infinitive.

*e. g.* 'The children had better go to bed early'. Said Tom.

Tom said that the children had better go to bed early.

### 1.1.6 Indirect speech: Pronoun and adjective

A. Pronouns and possessive adjectives usually change when the speaker is reporting his own words:

*e. g.* a) He said, "I took most of my decisions in consultation with my parents, and that is why I never faced any resistance from my family."

He said that he took most of his decisions in consultation with his parents, and that was why he never faced any resistance from his family.

b) Radhika said, "I know that if I have to improve my result, I will have to put in a lot of extra effort."

Radhika said that she knew that if she had to improve her result she would had to put in a lot of extra effort.

### 1.1.7 Expressions of time and place in indirect speech

According to *Essentials of English Grammar and Composition* by Rajendra Pal and Ritu Taneja adverbs and adverbial phrases of time change as follows:

Direct	Indirect
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day/ the following day
the day after tomorrow	in two day's time
next week/year, etc.	the following week / year etc.
a year ago.	a year before / the previous year

*e. g.* a) 'I saw her the day before yesterday,' he said.

He said he'd seen her two days before

b) 'I'll do it tomorrow', he promised.

He promised that he would do it the next day.

### 1.1.8 Questions in indirect speech

Direct question: He said, "Where is she going?"

Indirect question: He asked where she was going.

When we turn direct questions into indirect speech the following changes are necessary:

A: The interrogative form of the verb changes to the affirmative form. The question mark (?) is therefore omitted in indirect questions;

*e.g.* He said to Shibani, "Which lines of this poem have you not understood?"

He asked Shibani which lines of that poem she had not understood.

B. If the introductory verb is say, it must be changed to a verb of inquiry, *e.g.* ask, inquire, wonder, want to know etc.

*e.g.* He said to Ram, "How did you guess the correct answer?"

He asked Ram how he had guessed the correct answer.

C. If the direct question begins with a question word (when, where, who, how, why, etc.) the question word is repeated in the indirect question.

*e.g.* She said, 'What do you want?'

She asked (them) what they wanted.

D. If the sentence begin with an auxiliary verb, if or whether must be used.

*e.g.* He said, "Are you not being hasty in your decision?"

"No," said I. "In fact, I have given a careful thought to the whole issue."

He asked me if I was not being hasty in my decision. I replied that I was not. I added that I had, in fact, given a careful thought to the whole issue.

1. Normally we can use either 'if' or 'whether' but 'if' is more usual:

"Do you know Bill?", he said.

He asked if/whether I knew Bill.

2. Whether can emphasize that a choice has to be made:

*e.g.* "Do you want to go by air or sea?", the travel agent asked.

The travel agent asked whether I wanted to go by air or by sea.

3. Whether + infinitive is possible after wonder, want to know

*e.g.* "Shall /Should I wait for them or go on ?", he wondered.

He wondered whether he should wait for them or go on.

### **1.1.9 Questions beginning shall I/we in indirect speech**

Questions beginning shall I/we? Can be of four kinds:

A. Speculations or requests for information about a future event.

*e.g.*, "Shall I ever see them again?" he wondered.

He wondered if he would ever see them again.

B. Requests for instructions or advice.

*e.g.*, “Shall we post it, sir?” he said.

He asked the customer if they were to post/if they should post it.

C. Offers:

*e.g.*, “Shall I bring some tea?” Could be reported as:

He offered to bring me some tea.

D. Suggestions:

“Shall we meet at the theatre?” Could be reported as:

He suggested meeting at the theatre.

### 1.1.10 Questions beginning Will you/would you/could you?

These may be ordinary questions, but may also be requests, Invitation, or very occasionally, commands:

*e.g.*, a) He said, “Will you be there tomorrow?”

He asked if she would be there the next day.

b) “Will you stand still”, he shouted.

He told/ordered me to stand still.

c) “Will/Would you file these, letters, please?” he said

He asked/told me to file the letters.

d) “Would you like a lift?” said Ann.

Ann offered me a lift.

### 1.1.11 Commands, requests, advice, in indirect speech

I said to my friend, "Please help me to arrange these books on the shelf."

I requested my friend to help me to arrange those books on the shelf.

Indirect commands request, advice are usually expressed by a verb of command/request/advice + object + infinitive.

- A. The following verbs can be used: advise, ask, beg, command, encourage, entreat, forbid, implore, invite, order, recommend, remained, request, tell, urge, and warn.

*e.g.*, "Have a deep respect for every living creature," the saint said to the audience.

The saint urged the audience to have a deep respect for every living creature.

- B. Negative commands, requests, etc. are usually reported by not + infinitive

*e.g.*, 'Don't worry, for I am there to help you," she said to me.

She urged me not to worry, for she was there to help me.

- C. Examples of indirect, commands, requests, advice Note that direct commands are usually expressed by the imperative, but that requests and advice can be expressed in a variety of ways. *e.g.*,

a) Mrs. Karki said to the principal, "sir, let me go home a little early, for my mother-in-law is not feeling well."

Mrs. Karki requested the principal to let her go home a little early, for her mother-in-law was not feeling well.

b) Mrs. Sherpa said, "Hari, do not forget to write your name at the top right-hand corner of your drawing."

Mrs. Sherpa reminded Hari to write his name at the top right-hand corner of his drawing.

c) The teacher said, "Let no child leave the class till all the answer sheets have been handed over to me."

The teacher said that no child was to leave the class till all the answer sheets had been handed over to her.

d) "Please, don't take any risks", said my wife.

My wife begged/implored me not to take any risks.

e) "Don't forget to order the wine", said Mrs. Pitt.

Mrs. Pitt reminded her husband to order the wine.

f) "Go on, apply for the job", said Jack.

Jack urged/encouraged me to apply for the job.

### **1.1.12 Definitions of the Terms**

**Error:** The term 'error' refers to the systematic deviation from the norms of the code or a breach of the code in the second language learners' language due to inadequate knowledge of the language system.

**Mistake:** The term 'mistake' generally refers to any deviation from the norm of the code, systematic or unsystematic. When it is used as a term in contrast with errors, it refers to deviations

caused due to lack of attention, fatigue, carelessness or some other aspects of performance.

**Tense:** Any of the forms of a verb that may be used to indicate time of action or state expressed by the verb.

**Adverb:** A word that adds more information about place, time, circumstance, manner, cause, degree, etc. to a verb, an adjective, a phrase or another adverb.

**Pronoun:** A word used in place of a noun or noun phrase, *e.g.*, he, it, she, me, them etc.

### **1.1.13 Error Analysis**

Error Analysis is a branch of Applied linguistics. It deals with the erroneous sentences produced by the language learners. Error, in general, refers to the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Error may be in the speech or writing of a second or foreign language learner. Linguistic item may be a word, a grammatical item, or a speech act, etc. Error results from incomplete knowledge and mistake is caused by lack of attention, fatigue, carelessness or some other aspect of performance.

In learning the first language, the learner's mind, tries to acquire the information of only one linguistic system and to understand it as he is exposed to it all the time. In other, words, at the infant stage, he is unconscious and his mind is blank. He starts learning his mother tongue as a new language. To begin with he uses gesticulation, then words, broken sentences and finally complete sentences for his communication.

At his grown-up stage, he frequently uses his first language without having knowledge of the grammar. As a result, he often produces deviant,

ill-formed, incorrect or erroneous sentences and so on. But he can rectify them easily and sometimes can ignore. Such deviations in language are said to be 'mistakes'.

When he starts learning a second language, he is conscious and aware of it. In learning, there happens a clash between the system of the first language and that of the second. When one system becomes more or less a habit, the learning of a second language becomes rather difficult.

Because of this factor, the erroneous sentences are repeatedly produced but he cannot rectify them. Such deviations in language are said to be 'errors'. Thus, a learner of a second or foreign language commits errors in the 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 an error is a mistake but a mistake may or may not be errors.

Similarly, a learner of second or foreign language commits errors in the course of learning a language. Linguists have taken this area of language for their study and analysis. The linguists under the behavioristic 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 this regard, in 'Error Analysis' Corder (1984, p.20) says. "In the field of methodology there have been two schools of thought in respect of learners' errors. Firstly, the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. 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". For practical use of

error analysis, Corder has also pointed out in "Introducing Applied Linguistics" (1973, p.265) ". "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 materials and his teaching techniques and show him 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 so that we can:

- a) find out how well someone knows a language.
- b) find out how a person learns a language.
- c) obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

In S. P. 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."

Error analysis can be seen as a series of successive steps/stages. The stages of error analysis can be listed as follows:

1. collection of data for error analysis
2. identification of errors
3. description and classification of errors
4. explanation of errors
5. evaluation of errors
6. correction and remediation of errors

### 1.1.14 Collection of data for error analysis

Collection of data is the first stage of error analysis. To study and analyze anything we should be aware of its existence. This fact is equally true in error analysis. Therefore we must have reliable data to describe and analyze errors. The data collected from the learners are supposed to have a picture of the features of the language. But the problems is to detect them, some errors are so subtle that they escape even the penetrating eyes of the experienced teachers.

Corder (1974, p.126) says that data may be spoken or written. He mentions that it is easier to make a systematic study of written materials. Moreover, he divides the written work produced by learners into two types: i)

Spontaneous production and, ii) controlled production. The former type contains free composition and the latter type contains translation, paraphrasing, retelling of stories. The distinction here is between the learner selecting his own message and processing already given message.

The best way to collect data is to collect them in a natural way *e.g.*

Without making the learner aware of the fact that his works are analysed as errors. Generally, spontaneous production is preferred rather than controlled production in order to collect data because learner should be preferably spontaneous in his work. However, the learner can deliberately avoid linguistic areas in which he feels uncertain. Corder says, 'Spontaneous production is 'error avoiding' whereas controlled production is 'error provoking'. Hence, data derived from spontaneous corpus may lack coverage. Therefore, coverage as well as spontaneity should be taken into consideration while collecting data.

### 1.1.15 Identification of Errors

In this stage of Error Analysis, an attempt is made to identify errors in the corpus. Generally, errors and mistakes are taken as synonymous in a layman's sense. Technically speaking, all mistakes are not errors. 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 either may be at competence level or performance level. Mistakes which are committed at competence level are called errors and mistakes which are committed at performance level are called mistakes or lapses or slips. Hence, 'errors' remain distinct from 'lapses' or 'mistakes'. Errors have the following features.

- i) Errors are not recognized by the language learner as deviant forms.
- ii) Errors occur because of lack of competence and they tend to occur time and gain. So, they are said to be systematic.

The term 'lapse' denotes a mistake committed due to carelessness. As such, it does not appear repeatedly and can be corrected by the performer himself. The term 'error' can be defined as a systematic deviant from the norm of the code or a breach of the code in the second language learner's language due to inadequate knowledge of the code. Errors are not physical failures. Even, if his/her attention is drawn to them (errors). He/she can't make correction; rather there may be chance of committing other errors.

Corder (1973, p.272) makes distinction between 'overt error' and 'covert error'; the former can be detected even in isolation whereas the latter can

be detected only in the context in which it occurs. The identification of errors completely depends upon the analyst making a correct interpretation of the learner's intended meaning in the context. Sometimes an analyst may be confronted with difficulty in the process of detecting errors because what looks or sounds a perfectly acceptable sentence may contain an error. For example, the sentence: 'I don not like it'. Is correct in isolation but in the context, 'Do you like mangoes?' it is erroneous. Therefore, it is difficult to decide whether the deviant form is in fact an error or just a slip or lapse. Sometimes, it may happen that the learner doesn't know all the rules but comes up with a correct sentence only just by guessing.

By definition, an error is that which occurs time and again in a systematic way. So, it is better to take into consideration only those deviant forms as errors which occur regularly in the learners' language.

#### **1.1.16 Description of Errors**

In this stage of EA, an attempt is made to describe and classify errors in terms of the linguistic processes or rules. Corder (1973:128) says, 'A full description of the errors involves 'explaining' it in terms of the linguistic processes or rules which are being followed by the speaker.' He points out that the description of error can be made at various degrees of depth, generality or abstraction. Again according to him the description of errors can be done in two levels. They are:

- i) Superficial level and
- ii) Deeper level

##### **i) Superficial level**

The first and most superficial level merely describes errors in terms of the physical differences between the learners' deviant utterances and the

reconstructed version. The difference between the deviant utterances and the reconstructed versions can be classified into the following four categories:

- i) Omission: e.g. Sun shone brightly in the sky (omission of 'the' at the beginning).
- ii) Addition: e.g. They got married in last March (unnecessary addition of 'in')
- iii) Selection: e.g. The course begins at 7 January (wrong selection of preposition 'at')
- iv) Disordering: e.g. Ram asked me where was I going (..... was I..... disordered)

## **ii) Deeper level**

In this level, the superficial description is taken to a deeper description by assigning the items involved to the different linguistic levels namely orthographic, phonological, morphological, syntactic, lexico-semantic, stylistic, pragmatic, etc.

It is better to go into the deeper level of description because it is more explanatory and powerful than a single statement of what is omitted or added. For example, an error of phonology may reveal a deficiency in the knowledge of pronunciation, sound system of the English language, etc.

### **1.1.17 Explanation of Errors**

If the description and classification of errors seem to be difficult, a consideration of their sources is even more difficult. Most of the errors can be accounted in terms of the mother tongue interference or intralingual interference, but there are some other errors which are really very difficult to explain.

Corder (1974, p.128) says that, “description of errors is largely a linguistic activity whereas explanation is the field of psycholinguistics”. This stage of EA is concerned with accounting for how and why the learner comes up with erroneous expressions.

Richards (1971, p.60) on his book '*Error Analysis and Second Language Strategies*' proposes a three ways classification of errors.

- i) Interference errors
- ii) Intra lingual errors
- iii) Inter lingual error
- iv) Developmental errors

#### **i) Interference errors**

According to Richards "The interference errors are those caused by the influence of the learner's mother tongue on his production of the target language in presumably those areas where the language clearly differs". It implies that whenever the patterns of structure between the learner's mother tongue and target language differ, this leads the learner towards negative transfer or mother tongue interference. Thus, the learner transfers the habit of his mother tongue into the second or foreign language.

#### **ii) Intra lingual errors**

Some errors reflect the system of mother tongue whereas some other does not reflect the system of mother tongue. Errors reflecting the mother tongue are called mother tongue interference and errors reflecting the target language itself are called intra Lingual errors or analytical errors. The source of these errors is the target language itself.

Intra lingual errors can be categorized as follows:

- a) Wrong analogy and overgeneralization
- b) Hypercorrection
- c) Faulty rules given by the teacher
- d) Inherent difficulties in the target language.

### **iii) Inter lingual error**

While doing languages transfer from L1 to L2, learners commit errors. Or due to the grammatical differences learner commits errors when they change sentences from source language to target language. Lado (1957:2) states the relationship between difference and difficulty in its simplistic form, suggesting the relationship to be proportional: the greater the difference the greater the difficulty. Because of gap in source and target language people commits errors.

### **iv) Wrong analogy and overgeneralization**

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

According to Little wood (1984, p.92) "The majority of intra lingual errors are instances of the same process of overgeneralization that has been observed in first language acquisition. Over generalization means wrong prediction about the language system. For example, the words 'fastly' and 'oxes' are produced by Nepali learners of English due to overgeneralization of suffixation rules.

## **Hypercorrection**

A learner may commit errors due to hypercorrection. It implies that the learner once masters a correct form later due to false analogical creation he turns it into an erroneous form. According to Triple hypercorrection "means the correction of mistake and transferring the new rule and applying it to correct utterances" (triple 1). For example, the learner first uses the correct form of 'can' in sentence like 'He can swim'. Later as a result of learning s-v agreement rules, he produces sentences like, "He cans swim". Another sociolinguistic Mark Vanentín asserts, "It can influence the speech of a social class in certain situations that has been worked out" (128). If a predicted area of difficulty is over-emphasized in the preparation of materials and presentation or practice, it will lead the learners towards a false belief of their importance: as a result they tend to make use of the 'over-emphasized' rule everywhere and forget to take into account the exceptions and this leads to the occurrence of errors.

## **Faulty Rules Given by the Teachers**

Sometimes, it happens that the teacher gives rules which are not fully adequate. When students use these inadequate rules, they form erroneous sentences. L2 learners commit error when they are confused in system. They cannot follow the same rule as taught. Johnson in his research claims that, "The second language speakers are not operating the same linguistic system as Standard English speaker." For example when a teacher tells "if the action is in the past tense, the verb must be in the past tense", it may lead the learner to form a sentence like, "Last night he wanted to played football but his father said he got to finish his homework".

## **Inherent Difficulties in the Target Language**

It has been proved that some features of the target language are inherently difficult and this difficulty leads the learners towards erroneous expressions. Wik in his doctoral thesis claims that, "A learner's ability to perceive a sound contrast determines the difficulties of acquisition" (23). Both learners and native speakers find these aspects of the language difficult to master. Fledge claims that, "Equivalent or similar sound are difficult to acquire" (233). For example, it is obvious that English consonant pairs /v/ and / /, and /f/ and / / are very difficult to distinguish, not only for learners but also for the native speakers.

## **Developmental Errors**

Characterizing developmental errors Richards says:

"The developmental errors reflect the strategies by which the learner acquires the language. These errors show that the learner-oftentimes completely independent on the native language is making false hypotheses about the target language based on linguistic exposure to it".

### **1.1.18 Evaluation of Errors**

Evaluation of errors refers to the determination of seriousness of error. The seriousness of error is also termed as errors gravity. The greater the degree of error gravity the more serious the error tends to be. Regarding the SLA evaluation Corder says "The basic question that second language acquisition research addresses is: how can we describe the process of second language acquisition" (1980,p177) The errors are evaluated or the error gravity is determined on the basis of SP. Corder's *Error Analysis, Interlanguage and Second language Acquisition* has the following criteria:

- i) Linguistic criterion
- ii) Communicative criterion
- iii) Attitudinal criterion
- iv) Pedagogical criterion

### **Linguistic Criterion**

According to linguistic criterion inter lingual, errors are considered to be more serious than the intra lingual ones because intra lingual errors are comparatively light and less common but inter lingual errors are more common and are difficult to wipe out. Similarly, lexical errors are more serious than grammatical ones.

### **Communicative Criterion**

It considers those errors to be more serious which break the communication. Erroneous expressions decrease the degree of intelligibility. That is to say, error causes impairment of intelligibility. The crucial question in error gravity is: the more the degree of impairment of intelligibility, the more serious error tends to be.

### **Attitudinal Criterion**

This criterion maintains that seriousness of an error may depend upon the attitude of the listener. For example, for English people, English spoken by French sounds sexy, by German naughty, by Italian funny and so on. It is found that use of nativism by foreigners irritates the native speakers. It has also been observed that pragmatic failure is also the factor to cause irritation in the listener and hampers the communication.

### **Pedagogical criterion**

It mentions that those errors are serious, which are related to the language teaching items. If the aim of ELT is to teach pronunciation, and errors in

this area is certainly considered more serious than in the area, say, reading comprehension.

### **Remediation of Errors**

At this stage, the errors are corrected by the teachers or the learners themselves are made correct the errors.

There are two views regarding the technique of remediation of errors. One view suggests that immediate correction should be used as the most reliable technique to treat errors. If errors are not corrected immediately, learners become habituated and as the time passes, correction cannot be done. So, errors should be corrected as soon as possible. The other view suggests that learners' errors should not be corrected. If they are corrected it may hamper their ability to learn language naturally. So we should let them learn the second language as naturally as their mother tongue.

By reviewing above views, the conclusion can be derived that errors should be corrected without making the learners aware about their errors. But focus should be given to the correct version of language which is given to them.

### **1.2 Review of Related Literature**

Several studies have been carried out on error analysis focusing on different grammatical items. All the research works mentioned below are concerned with error analysis in the area of grammar of English language. Having their significant views in the application of language teaching and learning, the research works were carried in the past. In the context of Nepal, English language is taught and learnt as a foreign language. Because of this reason, Nepalese learners are facing problems and committing errors. Those errors are categorized and studied systematically. Their findings with the helpful recommendations are

presented explicitly and analogically. Followings are some relevant research works studies in the past by the following researchers.

Singh (1997) has carried out a research entitled 'An Analysis of Errors committed by students of First year PCL in the use of articles and prepositions.' The purpose of her study was to identify the overt and systematic errors in the written composition. She has also made an attempt to evaluate the errors in terms of their frequency and seriousness. She carried out the study on the students of first year PCL studying at Thakur Ram Multiple campus, Birganj. She prepared a set of objective questions and two free compositions took the selected sample population and administered the test items. The findings of her study reveal that students of different faculties, mother tongue, background and sex are found to commit article errors more frequently than preposition errors.

Shrestha (2001) analyzed the errors of spelling made by ninth graders. In her study, she aimed to find out the errors in spelling. She administered the test items to the selected sample population. Her study shows that the highest number of errors was committed due to omission of consonant letter and the lowest number of errors was made in consonant wrong ordered in the category wise analysis. She has collected responses from the students and presented correct and incorrect forms of the words in list form. She has presented her thesis in descriptive form.

Thakur (2002) has analyzed the errors committed by the tenth graders in the use of past tense. His study was limited in Lalitpur and Dhanusha districts. The objectives of his study were to identify the errors committed by the tenth graders in the use of past tense in their writing to explain the proficiency of their written work and to compare and contrast the errors committed by the tenth graders. He administered the written test to the sample population.

Karna (2002) has analyzed the errors committed by XII students in the use of adverbs. The objectives of his study were to identify the errors in the use of adverbs, to identify the proficiency and to point out the pedagogical implication. He administered the written test to the students of grade XII and collected their responses. He has found that the boys were found to commit more errors than the girls. He also found that the students of public school had the low proficiency and committed more errors than the private school.

Ghimire (2006) has carried out a research entitled 'Analysis of Errors committed by tenth graders in the use of conditional sentence.' The objectives of his study were to find out the errors made by the learners in the use of conditional sentences. He has also made an attempt to analyze and interpret the errors on the basis of school, sex, and test items. He selected twenty five students from each four high schools of Kathmandu District. He conducted the tests in each four schools by giving the predetermined test papers. The findings of his study reveal that most of the students were weak in using the correct structures of conditional sentences. They committed more errors in using if+ simple present tense.

Chaudhary (2006) has analyzed the errors committed by Tharu students in passivization. He aimed to identify errors in passivization and sentences of the English made by Tharu students. He took eighty sample students studying in grade 10 in the schools of Saptary district. He administered test and collected student's responses. He has found that the Tharu students were not clear to use appropriate tense in the use of passivation. The students were found to commit more errors in imperative advice passive rather than imperative command and request.

Sah (2008) has studied errors committed by the students of grade ten in the use of simple present tense. She wanted to identify the errors in the

use of simple present tense. She has also made an attempt to describe and classify the errors in the use of simple present tense in terms of test sets, schools and genders. She selected thirty students from each of the four schools of Nuwakot district. She administered the objective tests to the selected students and examined the student's responses.

As stated above the research works cover specific areas where their findings have their own significant values and uses in language teaching and learning. Besides these studies, several other studies have been carried out on errors analysis but no study has been done to analyze the errors committed by the students in reported speech. Therefore, this study attempts to analyze the errors on the use of reported speech.

### **1.3 Objectives of the Study**

The objectives of the study are:

- a) to find out errors committed in the use of reported speech.
- b) to analyze and interpret the errors on the basis of the following variables:
  - school wise
  - item wise
- c) to suggest measures for remediation of those errors made in the use of reported speech.

### **1.4 Significance of the Study**

The researcher hopes that after completion of this study, one can get some valuable findings on reported speech. Especially, it will point out the errors in reported speech, remediation of errors and it will suggest some useful approaches, methods and techniques of teaching reported speech. So, it will be beneficial to students, teachers' textbook writers,

syllabus designers and other people who will directly or indirectly involve in English language teaching. This type of study is quite essential for the various aspects. Some of the specific areas have been listed below:

- i) Find out the problem faced by the learners in language learning.
- ii) Find out the effectiveness of the teaching.
- iii) Focus on the likely areas of errors in direct/indirect speech
- iv) Provide effective teaching.
- v) Plan for the remedial courses.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the methodological aspect of data collected during the field study. Having gone through the identification, classification and analysis of the errors committed by the twelve graders, the researcher attempted to find out the frequency of the errors and proficiency of the students. The researcher adopted the following methodology in which sources of data, tools for data collection, process of data collection and limitations of the study have been dealt with.

#### **2.1. Sources of Data**

##### **2.1.1 Primary Sources**

The researcher (myself) was involved to collect the data from the randomly selected higher secondary schools of Kirtipur from the students of grade twelve. I administered the test and collected the primary data.

##### **2.1.2 Secondary Sources**

Some thesis, textbooks, reference books, various grammar books and articles related to the present research to facilitate the study were consulted.

#### **2.2 Population of the Study**

The population of the study was the student studying in class twelve from Kirtipur.

#### **2.3 Sample Population**

For this research, I selected four higher secondary schools from Kirtipur randomly. Twenty five students from each school were randomly selected as the population to facilitate the study.

## **2.4 Tools for Data Collection**

I constructed four sets of tests using **questionnaires** on one aspect of English grammar viz. reported speech.

### **Questionnaire**

- a) Change into indirect speech
- b) Conversion in direct speech
- c) Change the dialogues

## **2.5 Process of Data Collection**

Before collecting the data, four higher secondary schools from Kirtipur were selected. I visited the selected schools and selected twenty five students from each school randomly. Then, I administered the tests on the students systematically following a stepwise procedure as follows:

- a) I explained the purpose of the test to the students so that they will not be worried about it.
- b) I gave them necessary instructions clearly so as to make them clear of what they should do.
- c) The students responded the questions within the given time that was two hours.
- d) The tests were conducted in different schools at different time.
- e) After the students finished the questions, I collected the test papers and checked them very carefully.

## **2.6 Limitations of the study**

The research has the following limitations:

- a) It has been limited to only one hundred students.
- b) It has been carried out only in Kirtipur.
- c) The subject area is limited to a small area of English: error under 'reported speech.'
- d) The medium of study is limited to written variety.
- e) Only three types of sentences are studied. They are:
  - i) Statement
  - ii) Interrogative (yes/no question, wh-question)
  - iii) Imperative (command, request)

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the errors extracted from the graphic responses of the 12<sup>th</sup> graders studying in the higher secondary schools designated for the research work. As mentioned in the objectives and limitations of the study, the researcher accumulated both the erroneous and correct verb patterns, pronouns and adverbs from the written work. Having the meticulous identification of the errors, they were described by using the simple statistical tools of 'percentage' in order to meet the objectives of the study.

#### 3.1 Identification of Errors

Many students of the twelve have not responded answer of question well in the test examination. Because of the wrong use of the tense, students did not obtain good mark. Students seemed as they were loose in their response or they have no confidence at all. Due to the hypercorrection and overgeneralization students committed errors. Similarly, wrong use of person, wrong use of adverbials etc were some other causes of error of students of class twelve. In this section, the data regarding the type of errors has been analyzed and interpreted under the following subheadings:

- a) School-wise analysis and interpretation of errors.
- b) Item-wise analysis and interpretation of errors.

The different types of errors have been deduced from the pertinent data obtained from the responses of the sampled students on the basis of which the responses have been interpreted and the suggestions put forward. For detail, a chart of total errors is displayed on the next page.

**Table 1: A chart of total errors**

	Item - A	Item - B	Item - C	Total
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	Students	Students	Students	Students
Mangal Higher Secondary School	9	11	14	34
S.S. Higher Secondary School	5	7	7	19
Janasewa Higher Secondary School	4	5	7	16
Laboratory Higher Secondary School	7	7	9	23

### 3.1.1 School-wise Analysis and Interpretation of Errors

The students of four higher secondary schools attempted all four test items and committed errors. On the basis of these errors, the frequency of errors of all schools has been displayed and interpreted in the following table.

**Table 2: Total errors of four schools in three items**

S.N.	Name of School	I - A	I - B	I - C	Total	%
1	Mangal Higher Secondary School	9	11	14	34	31.49
2	S. S. Higher Secondary School	5	7	7	19	21.11
3	Jana Sewa Higher Secondary School	4	5	7	16	23.19
4	Laboratory Higher Secondary School	7	7	9	23	21.29
	Total	25	30	37	92	

The foregoing table shows the total errors in written responses in four different items committed by the students of four higher secondary schools of Kirtipur. The table displays that the highest number of errors, *e.g.*, 31.49% were committed by the students of Mangal Higher Secondary School whereas the lowest number of the errors, *e.g.*, 21.11% were committed by the students of S. S. Higher Secondary School. The students of Laboratory Higher Secondary School and Jana Sewa Higher Secondary School committed 23.19% and 21.29% errors respectively. Hence, the students of Sahid Smarak Higher Secondary School committed more errors in comparison to other three schools of Kirtipur.

### **3.1.2 Item-wise Analysis and Interpretation of Errors**

This sector of research deals with the interpretation in terms of the types of errors in four different types of questions. The errors were counted under the headings viz. wrong use of tense wrong use of person, wrong use of adverbials and unattempt items.

#### **Wrong use of Tense**

This was the most frequent type of error in the use of reported speech. The students used the wrong aspect of tense; they used past instead of present and present instead of past tense, such as 'were getting' instead of are getting, 'had made' instead of 'were made' 'bought' instead of 'buy', 'haven't been invited' instead of 'wasn't invited'. For example;

1) She said, "I'm a teacher."

She said that she is a teacher.

2) She says, "It's sunny day."

She says that it was sunny day.

These above example shows that many students were not performed the exam well rather they committed error in changing tense. In former instead of 'was' many students used 'is'. Similarly in next question shows students were not cleared yet about how to change simple present tense in indirect speech. Rather they changed it in to simple past tense. Sometime teacher gives rule which are not adequate and when they follow them they make error. Due to erroneous input many students committed error in changing reported speech. They failed to understand the context of using appropriate aspects of tense and committed such errors. The table below shows that frequency of such errors.

**Table- 3: Total errors of wrong use of tense.**

S.N.	Items	Frequency	Percentage	Examples
1.	Item A	12	32.43	My friend suggested me <u>didn't go</u> to hospital.
2.	Item - B	14	37.84	Australian said, 'I was from Melbourne" .
3.	Item - C	11	29.73	dialogue
	Total	37	100.00	

The preceding table shows that the students committed the highest number of errors *e.g.*, 37.84% in Item-B against the lowest number *e.g.*, 29.73% in item-C where no such errors were expected.

### **Wrong use of Person**

In the use of reported speech, students committed errors in the use of pronouns and possessive adjectives. Students used 'first person' instead of

'third person' and 'second person' instead of 'first person'. Some examples related to the error in person were,

1) She said to me, "Why are you so happy?"

She asked me that why you was so happy.

2) She said, "We are mortal."

She said that we are mortal.

The above examples indicate that many students are confused yet in order to change the person in indirect speech. It was found that due to the overgeneralization students commit error in reported speech. The table below presents the frequency of such errors.

**Table - 4: Total Errors of Wrong Use of Person.**

S.N.	Items	Frequency	Percentage	Examples
1.	Item -A	12	26.6	He wondered if <u>I should</u> wait or go on.
2.	Item - B	14	31.18	
3.	Item - C	19	42.22	The reporter said, "How I am feeling?"
	Total	45	100.00	

The table above presents a clear picture that the highest numbers of errors, e.g., 42.22% in the use of person were committed in item - C. Similarly, such errors were committed by 31.18% in item - B and 26.66 % in item – A.

## Wrong use of Adverbials

While changing direct speech into indirect speech and vice versa, students committed errors in adverbial change. Some examples:

He said, "I taught voice yesterday."

He said he had taught voice yesterday.

He said, "I live here."

He said that she lived here.

Above example shows that many student are poor in case of adverbial change in reported speech. Former example shows the time adverbials and such cases students would have change the yesterday into the day before, tomorrow in to following day etc. similarly, in case of place adverbials, students were found confused or they put the same word like 'here' in the answer sheets instead of 'there'. This example shows that students were tried to make answer correct as their way. Or they used wrong way to answer the question. Such error happened due to the hypercorrection. The following table shows this kind of errors made by the students.

**Table - 5: Total Errors of Wrong Use of Adverbials**

S.N.	Items	Frequency	Percentage	Examples
1.	Item -A	13	25.49	He asked if I could come there <u>tomorrow</u> .
2.	Item - B	17	33.33	
3.	Item - C	21	41.17	Ram said me "I have had my car serviced <u>that day</u>
	Total	51	100.00	

The above table shows that students committed more errors i.e. 41.17% in item-C. This shows that they were poor in correct use of adverbs.

**Table - 6: Item-wise total distribution of errors.**

S.N.	Types of errors	No. of errors	Percentage	Examples
1.	Tense	37	27.81	He asked if anyone <u>were</u> there.
2.	Person	45	33.83	He asked me what <u>I</u> was to do them.
3.	Adverb	51	38.34	He asked if I could come <u>there tomorrow</u>
	Total	133	100.00	

The table above reveals the records of the different types of errors in the use of reported speech on the whole. It indicates that the students committed the highest number of errors (38.34%) in the use of wrong aspects of tense against the lowest numbers of errors (27.81%) by using 'wrong tense'. The next type of error, *e.g.*, 33.83%, were committed in the 'wrong use of person'. Finally 38.34% errors were found out in aspects of adverbs used wrongly.

### **3.1.3 Sentence-wise Analysis and Interpretation of Errors**

This section of research deals with the interpretation of errors, in terms of three different types of sentences; viz. statement, interrogative and imperative.

Errors in statement were:

1) He says, "He is unwell today."

He said that he was unwell today.

2) She said, "I do not live here."

She said that she does not live there.

It was found that maximum students were not performed well. Similarly in changing interrogative sentences into indirect speech were:

1) He asked, "Do you know this man?"

He asked if I know that man.

2) He asked, "What's the matter?"

He asked what was the matter.

While changing interrogative sentences in to indirect speech students did not answer the question correctly. In the former case, instead of 'I knew that man' students answered 'I know that man'. Similarly, in second case most of the students answered 'what was the matter' instead of 'what the matter was'. In the case of imperative sentences also found not satisfied result.

1) She said, "Go to your room."

She told me go to your room.

2) He said, "Buy some bread, please."

He asked me to buy some bread please.

In case of interrogative sentences many students committed error in changing pronoun 'your'. Similarly in the second case instead of 'he asked me to buy some bread' they performed as 'he asked me to buy some bread please'. It was found that most of the students were poor in dealing with changing direct into indirect speech. Due to the overgeneralization,

hypercorrection and erroneous input students committed error. The following table shows the frequency of such errors.

**Table - 7: Sentence-wise Distribution of Errors**

S.N.	Types of sentence	No. of errors	Percentage	Examples
1.	Statement	15	30	He says that he <u>was unwell</u> today.
2.	Interrogative	17	34	Reporter asked when would I start.
3.	Imperative	18	36	He <u>suggest to boys didn't walked</u> in the sun.
	Total	50	100	

The table above reveals the errors committed by the students of grade twelve in three types of sentences in the use of reported speech. It shows that students committed 36% errors in imperative sentence. They committed 30% errors in statement and 34% errors in imp interrogative sentence. The students made the highest number of errors (36%) in imperative sentence against the lowest number of errors (30%) in statement sentence.

### **3.1.4 Unattempt Items**

In some contexts, some of the students left a few questions with no attempt. Some unattempt questions are:

1. "Are you going to the Pokhara?" Biraj said to me. "Let me join you. I want to look for some new albums of pop music. I really enjoy pop music. Do you also like it?"

2. "I have never seen a train nor a computer. I have seen a bus though. There is no concrete road to my village, to reach the nearest market we have to walk for two and a half hours and it was there that I saw the bus. I wish I could have those things in my village" said Hari.

Such questions were not attempted in the test. It was found that this type of question was rather complicated for the students. Such paragraph wise reported speech has made confusion on students. The following table presents the unattempt items of the examinees.

**Table - 8: Unattempt Items**

S.N.	Items	No. of unattempt items	Percentage
1.	Item-A	5	55.55
2.	Item-B	3	33.33
3.	Item-C	1	11.11
	Total	9	

The preceding table shows that the total number of unattempt items is 9, of which the highest number, *e.g.*, 5 (55.55%) questions were remained unattempt in item-C against the lowest number, *e.g.*, 1 (11.11%) of unattempt questions in item-A. Similarly 33.33% questions were found unattempt in item numbers B, respectively. The highest number of questions was remained unattempt in item-C as a result of which the percentage of unattempt is seen highest. Some of the students couldn't attempt the questions. It may be due to the lack of confidence or competence. They may have been hesitant to give their responses and therefore, left the questions unattempt.

## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter deals with the following two conclusive parts of the research work:

- i) Findings
- ii) Recommendations

#### 4.1 Findings

For the study, the total errors were accumulated from the written responses of the sampled students. They were identified and classified for describing their types and frequency. Thereafter, they were analyzed and interpreted by using simple statistical tools of average and percentage. On the basis of their analysis and interpretation, the following findings were obtained and summarized.

- a) The students had problems in using reported speech. The students of four schools committed 92 errors out of total 112 problems.
- b) Most of the students were found weak in using correct aspects of tense in reported speech. They committed more errors in tense. Altogether, the students committed 37 errors.
- c) Similarly more than 30 students responded wrong answer of the question in changing person. Due to the hypercorrection many student did wrong in use of adverbials which causes errors.
- d) Sentence wise analysis and interpretation of errors also showed that due to the overgeneralization and

hypercorrection students committed errors in their sentence formation.

- e) The students committed more errors in conversion in direct speech. They committed 36 total errors in this type of problems and they didn't respond many questions in this item.
- f) Students committed more errors in interrogative sentence. They made 17 errors in this type of sentence.
- g) More than 10 questions were not attempted by total number of students.
- h) As a whole, the proficiency of the students in the use of tense was poor.
- i) The various types of the errors were frequently found in the written work of the students. It shows that such errors may occur due to the following reasons:
  - i) Lack of practice in the process of learning language.
  - ii) Incompetence in language.
  - iii) Incomplete knowledge of reported speech
  - iv) Lack of profound teacher

#### **4.2. Recommendations**

On the basis of the findings of the study, the researcher would like to make the following recommendations:

- a) Reported speech should be taught in a meaningful situation. It is better to teach providing sufficient examples and rules to the students. The teachers can find out the texts that are

interesting can be provided them to read it and find out the structures related to reported speech.

- b) Students should be freely encouraged to practice the problems in their classrooms.
- c) For elimination of wrong use of reported speech, the teacher should supply the students' ample examples and exercises.
- d) The teachers should provide enough exercises, use the teaching materials effectively and provide interesting reading texts related to the reported speech.
- e) More reference grammar books should be recommended by the teachers.
- f) There should be regular refreshment trainings to the teachers.

As stated earlier, the study of errors in the use of reported speech was confined to only one hundred students of grade twelve studying at four higher secondary schools of Kirtipur. As such the researcher cannot claim that the present study is conclusive and exhaustive. This is a mere attempt. In this domain, there are many research steps left to be done.

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