

# CHAPTER - ONE

## INRODUCTION

The present research work is a descriptive study of “Errors committed by grade Nine students in the use of prepositions.” It attempts to deal with the reasons behind committing errors in the use of prepositions by Nepali learners of English in formal setting i. e. in the classroom.

### 1.1 General Background

Since human beings are considered the most intellectual and civilized creatures in the world, communication is highly essential for them to get one another properly in almost every situation. For communication, language has been regarded as the most important medium. Different sorts of thoughts, ideas, emotions, feelings, opinions, etc. can be expressed through language. Human beings have a unique place in the universe due to the possession of language. Linguists have defined the term 'language' differently, but the idea to be understood is the same.

According to Lenneberg (1967), "It is species specific means and possession of human beings apart from the rest of the living beings" (p.2). Besides being a means of communication, and store house of knowledge, it is an instrument of thinking as well as source of delight. Language dissipates superfluous nervous energy directed in motion in other. Both men and animals, set matter in motion as in charms and incantations, transfer knowledge from one person to another and from one generation to another. According to Crystal (2004), “Language is the concrete act of speaking, writing or signing in a given situation”(p.255). Similarly, in the words of Sapir (1971), " Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (p.8).

All those aforementioned definitions reflect conspicuous fact that language has some structures which are used for communication. Therefore, communication is the overall global function of language. The normal people who are in this universe, express their all sorts of feelings and emotions through language. Apart from language, there are other media for communication as well, but language is species specific.

### **1.1.1 Language Learning Process**

The role of language in the educational process is a special aspect of the relation between language and social structure. Human beings can get mastery of language in two ways, namely acquisition and learning. The ability to get mastery of language without any rigorous training is endowed with every normal child. The way one gets mastery over the skills of his or her first language or mother tongue is referred to as acquisition. It is a subconscious and spontaneous process of picking up of a language to develop an intrinsic linguistic system of the every language. On the other hand, learning a language is conscious process of knowing the formal and explicit rules of a language usually in a formal setting.

It is plausible to argue that language is a mental phenomena as well as a socio-cultural phenomenon. The matter of learning a language is mostly related to second or foreign language. The goal of language learning from a socio-culture perspective is for learners to add alternative knowledge, skill and abilities for understanding and participating in a wide range of intellectual and practical activities to their already established repertoires of sense making knowledge and abilities.

### **1.1.2 English Language and its Significance in Nepal**

There are various languages used in different speech communities, among which English is the most dominant language. This is the world's common lingua-franca, followed by French, but other languages are also widely used. In East Africa, for example, Swahili is the lingua franca; Hausa is used in many parts of West Africa. The English language is one of the widely used West Germanic Sub-branches of the Indo-European family. It has been estimated that English increases by about 20,000 words annually. As it is rich in all aspects, it has become a dominant language of books, international business, academic conference, science, medicine, diplomacy, newspapers, airports, advertising and so forth. Nowadays, it is taken as part and parcel of one's life to adjust any corner in the world. It is said that one in every seven human beings speaks English.

English is the gate way to knowledge which has covered all affairs in human life. Bhattarai (1994) writes:

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. He is received and understood every where. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we all ourselves to be involved in the folds of dark curtain of ignorance (p.226).

In Nepal, formally English came into existence with the foundation of the Durbar High School in 1854 A.D. by a Rana ruler named Jung Bahadur Rana. Then in 1919, it was included in the higher education with the establishment of Tri-Chandra College. In due course of time, SLC examination Board (1933) and T.U. (1959) were established. After that it has occupied a vital position in the education field of Nepal.

Realizing the importance of the English language, the government of Nepal commissioned the curriculum designers to include English as a compulsory subject from primary to graduate level. Especially, the NESP (1971) has brought revolutionary changes by planning curricula and textbooks with the provision of compulsory English of 100 marks from grade four to the Bachelor level including optional English at secondary level as well as higher education. Now, keeping into account the desire of the mass, the government reintroduced English from grade one to the Bachelor level. On the other hand, the rapid growth of English medium schools and their impact on society prove the significance of English in Nepal.

### **1.1.3 Importance of Studying Learners' Errors**

A systematic analysis of errors committed by the foreign language learners is of considerable importance. All the learners make mistakes. In the past, errors were considered as bad signs in learning and teaching process. But, nowadays, the situation has completely changed. Errors are no longer taken as bad signs in learning. It is believed that it is natural to make mistakes and if there are no mistakes then perhaps there is no learning. In fact, it is an unavoidable factor of learning process and developing competence.

The study of learner's errors has a great importance on language learning and teaching in the sense that error analysis is a stepwise procedure that is

used to identify the errors, find out the sources of errors and provide remedies. In accordance with Corder (1973), there are two uses of studying second language learners' errors. They are: the practical use of error analysis and the theoretical use of error analysis (p.265). Corder (1973), says that the practical use of studying learner's errors has the following two values (p.230).

- i. the most obvious practical use of the error analysis to the teacher is to provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he can move into the next item of the syllabus or he must devote more time to the item he has been working on.
- ii. another value of studying learners' error is.....in terms of broader planning and with a new group of learners they provide the information or designing a remedial syllabus or a programmed of re-teaching.

According to Corder (1973)," ..... the study of errors is a part of an experiment to conform or disprove the psycholinguistic theory of transfer" (p.266) .

In this sense, error analysis can be used as experimental method to find out the validity of the findings or predictions of contrastive analysis.

#### **1.1.4 Error Analysis**

Committing errors is a universal phenomenon in the process of second language learning. Errors are the deviated form of language which occurs due to the lack of the knowledge of the underlying rules. According to

Crystal (2004), " error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics" (p.165). Similarly, Richards et al. (1985), define error analysis as the study and analysis of the errors made by the second and foreign language learners (p.121).

The term 'mistake' and 'error' are taken as synonymous but technically speaking, all the mistakes are not errors. Mistakes are made at the performance level whereas errors are made at the competence level. If a learner cannot recognize and correct the ill-formed element in a sentence made by himself, such type of mistakes are called errors.

In the field of teaching and learning, errors are significant for both teachers and learners to improve their proficiency of learning. Thus, errors are vital for the teachers; to undertake a systematic analysis of errors, for the researcher to find out how language is learnt or acquired and to use the strategies of procedures the learner is implying in his discovery of language.

Contrastive analysis is the comparison of linguistic system of two languages. It tries to find out the differences or similarities between the languages being compared. So, it is a systematic analysis of similarities and differences between languages. It is one of the branches of applied linguistics.

Contrastive analysis develops with the theory of comparison and it may be divided into two. The first is known as interlingual comparison in which the comparison may be between two languages. The other is known as intralingual comparison in which one can compare dialectal differences that occur within a language too.

James (1980) defines, CA as “a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative) two valued typologies (a CA is always concerned with a pair of language) and founded on the assumption that language can be compared” (p.180). It can be inferred (reaching from facts and reasoning) from this that languages are comparable and CA is the comparison of two linguistic systems which can be of any level of language such as phonology, morphology and syntax or grammar.

Contrastive analysis hypothesis based on behaviouristic psychology can be summarized in the following way:

- i) difference between past and the present learning causes hindrance whereas, learning is facilitated by the similarity between past learning and present learning.
- ii) hindrance leads learning difficulty, but facilitation causes learning easy, and
- iii) learning difficulty creates errors in performance but facilitation makes learners errorless in performance.

#### **1.1.4.1 Error Analysis and its Steps**

Error analysis is the study and analysis of the errors made by second or foreign language learners.

Error analysis may be carried out in order to:

- i. find out how well someone knows a language
- ii. find out how a person learns a language, and
- iii. obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials

The steps of error analysis are as follows:

- i. collection of data,
- ii. identification or recognition of error,
- iii. description or classification of error,
- iv. explanation of error,
- v. evaluation of error,
- vi. correction and remediation of error.

### **i) Collection of Data**

Collection of data is the first step of error analysis. No one can describe anything until he/she is being aware of its extent. At first, we must have reliable data to identify, describe, classify, explain and evaluate the errors. Data collection means gathering information. Corder (1973), says that data may be oral or written but oral data is preferable because it embraces all kinds of errors, which are not found in written data (p.126 ).

Depending upon the nature of collecting data, there are two types of tools: free and guided. If it is general, it will be free and if it is specific, it will be guided. Similarly, there are two processes of data collection viz conscious and unconscious processes. The best way to collect data is to collect them in a natural way, i.e. without making the learners aware of the fact that their works are analysed as errors. On the basis of the quality, we can find two types of qualities of data viz as authentic as possible, and as comprehensive as possible. Ideal data should be both authentic as well as comprehensive.

### **ii) Identification of Errors**

This is the second step of error analysis. Identification of errors is necessary in which errors are established. Generally, errors and mistakes are taken as synonymous, which is technically not true. Technically



speaking, mistake is a cover term that includes both mistakes and errors. Therefore, all the mistakes are errors but all the errors are not mistakes. Corder (1973), points out the need to distinguish ‘errors’ (i.e. deviant sentences which are the result of lack of competence) from ‘mistakes’ and ‘lapses’ (i.e. deviant sentences which are the result of psychological or physiological reasons rather than linguistic ones, p. 257).

The term ‘mistakes’ can be defined as any deviation from the standard norm. Mistakes are made at the performance level due to carelessness, fatigue and some other physical discomfort which can be corrected by the performer himself if he realizes that he has made a mistake. They are made by both native and non–native speakers due to non – linguistic reasons and occur irregularly and inconsistently.

Mistakes can be of two types – mistakes committed on the competence level and those committed on the performance level. Mistakes committed on the competence level are errors. On the other hand, mistakes at the performance level are considered as performance mistakes.

But the term ‘error’ can be defined as a systematic deviation 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 can not be corrected by the performer himself if he is told about the errors, rather there may be chances of committing other errors. Therefore, errors are made at competence level by the non–native speakers, due to linguistic reasons and occur regularly and consistently.

The first requirement for identification of error is to identify what an error is. A piece of language, which differs from normal standard usage/use, is erroneous.

Major performance mistakes are breach of code (rule) i. e. performance mistakes can be corrected. Major performance mistakes involve major breaking of the code. Minor performance mistakes are of two types; controllable and uncontrollable. There are three types of controllable mistakes: slips/ lapses, false starts and syntactic blends.

There can be slip of tongue as well as slip of pen. There may be slip of ear, eye etc.

False starts means the speaker starts saying and change in between and commits an error.

Syntactic blend refers to blending of two structures or mixing two structures. It is a minor controllable mistake.

### **iii) Description and 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 labelled. Corder (1973) 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” (p. 277). The description of errors can be made at various degrees of depth. Following Corder (1993) the description of errors can be done in two levels. They are:

- a) superficial level, and
- b) deeper level

The first describes errors in terms of the physical differences between the learner’s 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 John.  
- John is easy to please.
- d) **Disordering :** e. g.  
- He asked me where was I going.  
- Disordering of ..... where I was going.

In the second ‘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 levels of language. (phonological, lexical, syntactical, graphological, grammatical) things beyond sentence level (discourse and stylistic), number of learners (individual and 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), every learner, in course of his learning a language, processes through three stages of making errors (p.13). 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 sort 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 interlinguistic 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.

Intralinguistic 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] - house

h: [h] - hot

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 the 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 English number, he learns – one, two, three ..... eleven, twelve ..... twenty , twenty one .... etc.

Here, 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 latter 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 technique 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.

In comparison, implicit technique is better than explicit technique. But we have to proceed from explicit to implicit gradually .

### **1.1.5 English Grammar**

Any language of the world has its own grammar. Grammar is a framework that gives the language a structure. Slobin (1974) defines grammar as,

A theory of language. It is theory, which should be able to discriminate sentences from nonsentences, relate sentence structure to both meanings and sounds, and it is a theory, which could be able to account for, or 'generate', all possible sentences of the language. The word 'theory' is used here in the sense of any scientific theory. He further says, A grammar is an attempt to characterize the kind of knowledge and competence of human beings must have in order to use language. The sort of competence in which we are interested can be defined, the language user's knowledge of grammaticality, grammatical relations, sentence relations, ambiguity, and so on.

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 a 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 structures' 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)." Aitchison (1989).

Grammar, then, is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens 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. Harmer (1987).

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 the 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.

### **1.1.6 Word Class**

Modern grammarians (linguists) 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 the 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, how they change their form."

The commonest word classes are noun, verb, adverb, adjective, pronoun, preposition, conjunction, interjection, determiner, intensifier and classifier.

The word classes can be divided into two groups:

- i) Major word classes
- ii) Minor word classes

### **Major word classes**

Noun, Adjective, Adverb, and Main Verbs

### **Minor word classes**

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

#### **1.1.6.1 Preposition**

Preposition, one of the word classes falls under minor word classes.

When we go through any texts, we see several prepositions used in the texts just in a single paragraph. In other words, different prepositions are found to be used within a paragraph to make a meaningful text. So, preposition is not a new term. This can frequently be found in most of the grammars and dictionaries (Quirk and Greenbaum (1973), Celce-Murcia and Larsen-Freeman 1983, OALD etc.). Although the word 'preposition' is defined in the grammar books, they give emphasis on the function and use of different items of preposition rather than a definition and explanation of those items. Some of the writers have defined the term 'preposition' which is presented below:

### 1.1.6.2 Definitions of Preposition

Preposition may be defined as a word or a group of words used especially before a noun or a pronoun to show place, time, method etc. However, we find various definitions, some of them are quoted below:

- a) "A preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else." (Wren and Martin, 2011, p.106)
- b) In the most general terms, a preposition expresses a relation between two entities, one being the represented by the prepositional complement of the various types of relational meaning, those of PLACE and TIME are the most prominent and easy to identify. Other relationships such as INSTRUMENT and CAUSE may also be recognized although it is difficult to describe prepositional meanings systematically in terms of such label (Quirk and Greenbaum, 1973, p.274).
- c) "A part of speech, usually indeclinable in form, used together with noun phrase to show the relationship between that phrase and other words in the sentence. A preposition as its name suggests usually precedes the noun it governs (as opposed to a post position)." Hartman, et al. (1972, p. 78)
- d) "Propositions are words normally placed before nouns or pronouns. Prepositions can also be followed by verbs but, except after but and except the verb must be in the gerund form." (Thomson and Martinet, 198, p. 71)

As we go through these definitions, it can be concluded that prepositions are those grammatical words that are normally followed by noun phrases. Such noun phrases, which are preceded by prepositions, are termed as prepositional phrases. In other words, prepositional phrases are groups of words used with the force of a single preposition. For example, according

to, along with, on behalf of, etc. Prepositions can express various relations. According to Wren and Martin (2011, p.110), some of them are as follows:

**Place**

He ran *across* the road.

The cliff hangs *over* the sea. etc.

**Time**

He arrived *before* me.

It lasted *through* the night. etc.

**Agency/instrumentality**

Jim sent the parcel *by* post.

Cut it *with* a knife. etc.

**Causes/ reason/ purpose**

He died *of* fever.

She lost her purse *through* negligence. etc.

**Possession**

He is a man *of* means.

**Measure / standard / rate / value**

Cloth is sold *by* the meter.

He charges interest *at* ten percent. etc.

**Contrast/concession**

*For* one enemy he has a hundred friends.

*With* all his faults I admire him.

**Inference / motive / source / origin**

I hesitate *to* trust him.

This is a quotation *from* Milton. etc.

Prepositions can have various meanings. According to Celce- Murcia and Larsen – Freeman (1999, p. 409), some of them are as follows:

**Direction**

e. g. We drove *to* Charlotte, North Carolina.

**Target**

e. g.- Look *at* John.

Throw the stone *at* the wall.

**State**

e. g.- The fence is *around* the house.

**Action**

e.g.- The children run *around* the yard.

**Origin**

e.g.- He is the man *from* New York.

**Penetrate**

e. g.- Jennie threw a ball *through* the window.

**Passage**

e. g. - He walked *across* the grass.

**Orientation**

e. g. - There is a small village *across* the forest.

He walks with me *to* school.

**Resultative meaning**

e. g. - I jumped *over* the fence.

### **Relative destination**

e. g. - We went *underneath* the trees as it began to rain.

### **Relative position**

e. g. - Hari is sitting *by* his father. (at the side of)

### **Positive position and direction**

Direction: Gopal dived *into* the water.

Position: Gopal was *in* the water.

### **Negative position and direction**

Direction: He went away *from* the house.

Position: He was away *from* the house.

### **1.1.6.3 Kinds of Prepositions**

According to Wren and Martin (2011, p.107), there are four kinds of prepositions. They are as follows:

#### **i) Simple preposition**

A preposition consisting of single word is known as simple preposition. Most of the common English prepositions are simple. Some common simple prepositions are; in, on, at, of, under, out, for, below, by, from, after, down, since, up, to, over, till, with, off, past, through, until etc.

#### **ii) Compound preposition**

The prepositions which are formed by prefixing prepositions (usually be =by or a = no) to a Noun, Adjective or Adverb are called compound prepositions.

e. g. - across = no + cross,

before = by + fore

Some other examples are:

behind, beyond, between, above, along, among, etc.

### iii) **Phrase preposition**

Two or more than to words ending in a preposition and used together with force of a single preposition is called phrase preposition.

e. g. - according to, because of, in course of, in spite of,

on account of, by means of, etc.

### iv) **Participial prepositions**

The verbal prepositions are called participial prepositions.

e. g. - during, concerning, barring, respecting, following, etc.

## 1.2. **Review of the Related Literature**

To this date a number of research works have been carried out on error analysis under the Department of English Education, T.U., Kathmandu. The researches existing are not directly related to the proposed topic. In other words, it is noted that no research has been carried out on "Errors committed by grade Nine students in the use of prepositions." The related literatures to the present study are as follows:

**Shrestha (1980)** has carried out "A study of errors in the use of the prepositions made by grade X students in English, speaking Nepali and Newari as their first language" in which he attempted to find out whether the students having Nepali or Newari as their first language would do better in the use of English preposition. He came up with result that there

was no difference in the achievement of English prepositions acquired by the students having Nepali and Newari as their first language.

**Singh (1997)** carried out a research on “An analysis of errors committed by students of first year proficiency certificate level in the use of articles and prepositions.” She found that the students of PCL first year frequently commit errors in the use of articles and prepositions in, on, at, whether they commit most frequently or least frequently, it does not matter because after all they commit errors frequently in both the areas of grammar of the English language. The researcher also found that native speakers of English are found to be more liberal than non-native speakers of English in their evaluation of errors in general committed by Nepali learners of English as their target language.

**Bhandari (2000)** came with a study entitled "Effectiveness of medium of instruction in teaching English preposition, a practical study". He basically deals with the medium of instruction regarding the two languages, English and Nepali. His findings was that Nepali medium of instruction was more effective than English in the teaching of English prepositions.

**Aryal (2006)** carried out a research on “A study on the proficiency of Grade VIII students in the use of prepositions.” The main objective of the study was to find out the proficiency of the students in the use of prepositions between private vs Government aided schools and Urban vs Rural school. The researcher found that the private school students scored better than the Government aided school students in all test items. Likewise, between the Urban schools and Rural schools, Urban schools scored higher (41.67%) than Rural schools (39.43%).



**Neupane (2009)** came with a study entitled "Use of realia for teaching English prepositions." The main objective of her study was to find out the effectiveness of realia in teaching English prepositions. Pre-test and post-test were administered to the students. Her findings was that teaching English prepositions with realia was more fruitful than teaching without it.

Besides these, there are other research works done in other areas of Grammar at various levels. So far, no research work seems to have been done to investigate the proficiency of grade nine students in the use of English prepositions. Hence, the researcher felt a need to study how far the students of grade nine are able to use the prepositions appropriately that are used in their textbooks. For this purpose an attempt was made to find out the prepositions used in the English textbooks of grade nine and then to test the proficiency of the students of grade nine.

The above books and theses were taken as mile-stones for my research study. I carried out my research being based on theoretical concepts given by the scholars, who are regarded as the research personnel and scholars to deduce methodological procedures out of their researches.

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

The objectives of the study were as follows:

- i. to identify the errors in the use of prepositions committed by Nine graders,
- ii. to describe the errors,
- iii. to suggest pedagogical implications on the basis of the findings of the study.

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

This research will be beneficial for English language teacher, curriculum designer, textbook writer and those who are involved directly or indirectly in teaching English as a foreign language in the context of Nepal, where people are multilingual and foreign language learning happens to be influenced by the learners' mother tongue both on competence and performance levels mainly while producing sentence in the target language and while working on the process of identifying the use of prepositions present in the sentences given to them, which are realized to be used by them writing in the English language they are learning in classroom environment.

## **CHAPTER - TWO**

### **METHODOLOGY**

Research, indeed is not only a process of findings to a problem but also an art of scientific investigation:

Kumar (1999) says, “Research involves systematic, controlled, valid and rigorous establishment of associations and causation that permit the accurate prediction of outcomes under a given set of conditions.”

So, to carry out such an intellectual and creative study, a well-designed scientific process is essential. Without using a systematic process for a problem like research, one can not reach the real conclusion. Therefore, it can be said that methodology is a powerful vehicle for carrying out any investigation successfully.

The detailed description of the methodology adopted to accomplish the present study is presented below.

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

The research was based on the following sources of data:

##### **2.1.1. Primary Source of Data**

The primary sources of data were the responses of the students of grade nine studying at Shree Kamala Devi H. S. S. Namadi-4, Ramechhap.

##### **2.1.2. Secondary Sources of Data**

The researcher studied books, theses and journals under taken some of the prominent ones are listed below:

Corder (1967), Richards (1974), Swan (1980), Shrestha (1980), Thomson and Martinet (1986), Palmer (1990), Murphy (1994), Singh (1997), Aryal (2006).

## **2.2. Population of the study**

The total population of this study consisted of eighty students studying in grade Nine of this School.

## **2.3. Sampling procedure**

Judgmental sampling procedure was adopted to select the Government aided school of Ramechhap district. Fishbowl draw procedure was used to select eighty students studying at grade Nine of Shree Kamala Devi H. S. S. Namadi-4, Ramechhap.

## **2.4. Tools for data collection**

A set of test items was used as the main research tool for collecting the primary data. The tools for the study consisted of different test items (closed-ended questions), such as 'Multiple Choice,' 'Fill in the Blanks' etc.

The first set of test consisted of 'Multiple choice' items. Here the students were asked to choose the correct answer out of three options. There were ten questions in this set.

The second set consisted of 'Fill in the blanks' type of questions. There was a passage with ten blank spaces where students had to choose the appropriate preposition from the box and fill in the blank spaces.

The third set also consisted of 'Fill in the blanks' type of questions. It was a controlled exercise where students had to choose the suitable preposition from the box and fill in the gaps.

The fourth set consisted of using the prepositions in the meaningful sentences. Here, the students were asked to use the prepositions in the meaningful sentences.

The final set of the test consisted of one picture where they had to use ten prepositions. The picture was taken from the textbook of grade Nine (Unit-13). The students were asked to look at the picture showing the position of the people and fill in the blank spaces with the appropriate prepositions choosing from the box.

## **2.5. Process of Data Collection**

- i) The test items based on the use of prepositions were prepared for the students of grade Nine. Test items were piloted on 10 learners of similar educational and linguistic levels to judge the validity of questions.
- ii) The test items findings were given to the selected eighty students of grade Nine.
- iii) The errors committed by the students of grade Nine were identified and described to attain the objectives.

## **2.6. Limitations of the Study**

The limitations of the study were as follows:

- i) The study was confined to the use of prepositions found in the textbook of grade Nine.
- ii) The collected data were entirely based on the Government aided school of Ramechhap district.
- iii) The books, theses and journals listed under methodology section were the main secondary sources of data.
- iv) Questionnaire was the only tool to collect the primary data.
- v) The findings was derived from the responses of only eighty students of grade Nine.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. In accordance with the objectives of research, the responses of the students were marked systematically and their proficiency as well as the errors committed by them were tabulated. In order to make the study more objective, the analysis was done descriptively and statistically by using the tools of average. The chapter consists of the following parts:

#### 3.1. Holistic Analysis

S. N.	School	Total sample	Test items	Total errors	Average errors
1	Shree Kamala Devi H. S. S. Namadi, Ramechhap	80	A	249	3.11
			B	257	3.21
			C	282	3.53
			D	273	3.41
			E	294	3.68

The table above takes into account the errors committed by the students of grade Nine. It shows that the average error of the students of Shree Kamala Devi H. S. S. Namadi is 3.11 in item A, 3.21 in item B, 3.53 in item C, 3.41 in item D and 3.68 in item E.

However, the less average error of the students of grade Nine in the test item A is 3.11. That is to say, out of 10 marks, they secured around 7 marks which is good achievement of the students in this test item. In this way, they committed more errors in the test item E than the test items A, B, C and D. It means, out of 10 marks, they committed around 4 errors

and secured only around 6 marks which is not good achievement but satisfactory.

### **3.2. Itemwise Analysis**

#### **3.2.1. Errors committed by the students in item “A”**

**Table - 1**

<b>Total Sample</b>	<b>Total Errors</b>	<b>Average Errors</b>
80	249	3.11

The table above indicates that the students committed around three errors in average. That is to say, out of 10 marks, they secured around 70% while attempting the multiple choice test item. Regarding item ‘A’ the students were found to have committed errors ranging from one to ten. Out of ten marks carried by this test item, twenty eight students committed two errors while attempting this test item. One student failed to get any positive response of this test item.

While attempting this test, the students mostly committed errors in using 'for' instead of 'since' to describe the events of 'point of time'. For example, Sita has been here for\* Sunday.

#### **3.2.2. Errors committed by the students in item “B”**

**Table - 2**

<b>Total Sample</b>	<b>Total Errors</b>	<b>Average Errors</b>
80	257	3.21

The table above indicates that the students committed 3.21 errors in average. It means, out of 10 marks, they secured around 7 marks in this test. Regarding item ‘B’ the students were found to have committed

errors ranging from one to ten. Out of ten marks carried by this test item, thirty students committed two errors and one student failed to get any mark.

While attempting this test, they used 'from' instead of 'with' to show togetherwith. For example,

Mother birds, though very small can fight fiercely from\* predators.

### 3.2.3. Errors committed by the students in item “C”

**Table - 3**

Total Sample	Total Errors	Average Errors
80	282	3.53

The table above indicates that the students committed 3.53 average errors. Regarding item ‘C’ the students were found to have committed errors ranging from one to ten. Out of ten marks carried out by this test item, twenty-nine students committed three errors and one student committed six errors.

In this test, they committed errors in the use of preposition of time. They used 'in' instead of 'on' to show the date. For example,

I was born in\* 10 April 1975.

### 3.2.4. Errors committed by the students in item “D”

**Table - 4**

Total Sample	Total Errors	Average Errors
80	273	3.41



The table above indicates that how item ‘D’ was responded in the test. Regarding item ‘D’ the students were found to have committed errors ranging from one to eight. Out of ten marks carried by this test item, thirty-five students committed three errors and one student committed eight errors. Average error committed by the students was 3.41.

In this test, they were asked to use the prepositions in the meaningful sentences. They committed errors in the use of the phrasal prepositions like, in the middle of, in front of etc. For example,

in the middle of : A pencil is in the middle of\* the table.

### 3.2.5. Errors committed by the students in item “E”

**Table - 5**

<b>Total Sample</b>	<b>Total Errors</b>	<b>Average Errors</b>
80	294	3.68

The table above indicates how item ‘E’ was responded in the test. Regarding item ‘E’ the students were found to have committed errors ranging from one to eight. Out of ten marks carried by this test item, thirty students committed three errors and two students committed eight errors. Average error committed by the students was 3.68.

Here, they were asked to look at the picture showing the position of the people and fill in the blanks with the appropriate prepositions choosing from the box. They committed errors in the use of the phrasal prepositions like, opposite to, in front of, across from etc. For example, Miss Rai and her students are in a park near their school. Miss is sitting against\* the twins, Anila and Pramila. Anila and Pramila are sitting

side by side on a mat. Sukuni is standing opposite to\* Anila. Yadav and Jharana are standing in\* the path to the left of Miss Rai and the girls. etc.

## CHAPTER – FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1. Findings

The present study was conducted to identify and describe the errors in the use of prepositions committed by Nine graders whose mother tongue is Nepali. In order to fulfill the objectives, descriptive research design was adopted to find out the errors committed by Nepali learners of English. The students were given test items to supply appropriate prepositions to them. On the basis of their responses, the numbers of errors committed by the students studying in class nine were determined. On the basis of the description of the data, the following findings have been derived.

1. The most important point which I found in my research is that the students committed errors mostly in the phrasal prepositions than in the simple prepositions.
2. I found that the average errors of the students of Shree Kamala Devi H. S. S. Namadi, Ramechhap is 3.11 in item A, 3.21 in item B, 3.53 in item C, 3.41 in item D and 3.68 in item E. The less average errors of the students is 3.11 in item A and the most average errors of the students is 3.68 in item E.
3. Multiple choice item i.e. test item 'A' was attempted more accurately in comparison to test item 'D' where they had to use prepositions in the meaningful sentences.
4. While attempting test items, forty percentage students used 'for' instead of 'since' to describe the events of 'point of time' such type of errors production can be supposed to have occurred as a result of teaching without teaching materials and without creating appropriate situations.

5. In totality, sixty percentage students committed errors in attempting performance oriented test items in comparison to competence oriented test items.

#### **4.2. Recommendations**

On the basis of the findings from the analysis, the researcher has put the following recommendations for pedagogical implications and for further researches.

1. Teaching English prepositions should start from the concepts rather than the word giving the equivalent Nepali meaning, as is being practised in schools of Nepal. Special attention should be given to the point that the students acquire the concepts first and then they should be made to understand the prepositions in terms of their conceptions.
2. Similar research studies should be carried out on other major areas of English grammar particularly on those areas in which Nepali learners of English are likely to commit errors in their performance.
3. The use of language learner's mother tongue should be avoided in the English language classrooms. At least, medium of instruction should be the target language.
4. English textbook of grade IX does not consist of sufficient lessons to be taught and enough exercises to be practised. So, more exercises have to be added in the textbook, so that the students can get enough practice in it.
5. Teachers hardly use teaching materials in their classrooms while teaching. Without teaching materials and without creating appropriate situations, it is very difficult to teach

prepositions. So, the teachers are required to take necessary teaching materials and use them while teaching the use of particular prepositions.

6. The teachers should be provided enough teaching training on how to teach different prepositions. Translation of prepositions should be avoided which may create further confusions.

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## APPENDIX – I

**Table - I**

Marks Obtained by the Students

<b>R. N.</b>	<b>Students' Name</b>	<b>Full Marks</b>	<b>Marks Obtained</b>
1	Anil Nepali	50	42
2	Jhamkeshwari Khadka	50	38
3	Nikesh Khadka	50	35
4	Samjhana Khadka	50	35
5	Amardip Khadka	50	35
6	Prabin Thapa	50	36
7	Ambika B. K.	50	35
8	Ganesh Khadka	50	39
9	Santosh Khadka	50	33
10	Nirmala Bhujel	50	41
11	Ram Kumar Bhujel	50	40
12	Dinesh Khadka	50	40
13	Durga Shrestha	50	36
14	Gita Khadka	50	34
15	Balram Khadka	50	36
16	Gunga B. Khadka	50	37
17	Sharda Khadka	50	38
18	Taradevi Shrestha	50	35
19	Dilli B. Khadka	50	35
20	Bimala Tamang	50	34
21	Anuka Khadka	50	33
22	Laxman Karki	50	34
23	Sharda Khadka	50	35

<b>R. N.</b>	<b>Students' Name</b>	<b>Full Marks</b>	<b>Marks Obtained</b>
24	Sarita Tamang	50	35
25	Mina Khadka	50	36
26	Bima Kumari Khadka	50	37
27	Kedar Karki	50	38
28	Manoj Khadka	50	35
29	Santosh Thapa	50	34
30	Binda Bhandari	50	30
31	Durga B. Khadka	50	35
32	Sabita Khadka	50	35
33	Dilli B. Sunuwar	50	35
34	Mahesh Khadka	50	34
35	Rabin Khadka	50	30
36	Sushila Khadka	50	31
37	Madan Bhandari	50	32
38	Suresh Khadka	50	34
39	Khadga B. Khadka	50	33
40	Ramchandra Khadka	50	34
41	Jiwan Khadka	50	35
42	Rebika Khadka	50	36
43	Dipak Budhathoki	50	38
44	Dhana B. Bhujel	50	39
45	Khadga B. B. K.	50	41
46	Rabin Sunuwar	50	40
47	Sujan Karki	50	40
48	Mohan B. Khadka	50	35

<b>R. N.</b>	<b>Students' Name</b>	<b>Full Marks</b>	<b>Marks Obtained</b>
49	Tej B. Khadka	50	36
50	Devraj Khadka	50	38
51	Raju Tamang	50	39
52	Umesh Khadka	50	41
53	Babita Shrestha	50	35
54	Ramesh Khadka	50	35
55	Parbati Tamang	50	34
56	Sanju Tamang	50	33
57	Suntali Khadka	50	20
58	Bishnumaya Tamang	50	18
59	Dev Kumari Khadka	50	32
60	Sanjib Khadka	50	22
61	Ambar B. Sunuwar	50	23
62	Ramhari Khadka	50	24
63	Paraj Khadka	50	35
64	Dinesh Bhandari	50	39
65	Sandesh Khadka	50	40
66	Sachindra Khadka	50	41
67	Binita B. K.	50	21
68	Bhoj B. Khadka	50	20
69	Rabina Khadka	50	18
70	Buddhi B. Khadka	50	15
71	Devki Khadka	50	14
72	Manita Khadka	50	13
73	Rabin Khadka	50	10
74	Shanti Lama	50	34
75	Suntali Tamang	50	35

<b>R. N.</b>	<b>Students' Name</b>	<b>Full Marks</b>	<b>Marks Obtained</b>
76	Samjhana Lama	50	30
77	Yam Kumari Khadka	50	31
78	Raj Kumar Khadka	50	32
79	Sushila Bhujel	50	33
80	Bir Bahadur Karki	50	34

**Table – II****Errors Committed in Each Test Item**

<b>R.N.</b>	<b>Students' Name</b>	<b>Total Errors</b>	<b>Errors in Each Test</b>				
			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1	Anil Nepali	8	2	1	1	2	2
2	Jhamkeshwari Khadka	12	2	2	2	3	3
3	Nikesh Khadka	15	3	3	4	3	2
4	Samjhana Khadka	15	2	3	2	3	5
5	Amardip Khadka	14	2	3	2	3	4
6	Prabin Thapa	15	2	2	3	5	3
7	Ambika B. K.	11	1	1	3	4	2
8	Ganesh Khadka	17	4	2	3	4	4
9	Santosh Khadka	9	2	2	1	2	2
10	Nirmala Bhujel	10	2	2	1	2	3
11	Ram Kumar Bhujel	10	2	1	2	3	2
12	Dinesh Khadka	14	2	2	4	3	3
13	Durga Shrestha	15	2	2	4	4	3
14	Gita Khadka	16	1	3	2	5	5
15	Balram Khadka	14	2	2	3	4	3
16	Gunga B. Khadka	13	3	2	2	3	3
17	Sharda Khadka	12		3	3	3	3
18	Taradevi Shrestha	15	3	2	3	4	3
19	Dilli B. Khadka	15	3	3	2	3	4
20	Bimala Tamang	16	4	2	2	3	5
21	Anuka Khadka	17	1	1	5	5	5
22	Laxman Karki	16	3	3	4	3	3
23	Sharda Khadka	15	1	2	5	4	3

R.N.	Students' Name	Total Errors	Errors in Each Test				
			A	B	C	D	E
24	Sarita Tamang	15	1	5	2	3	4
25	Mina Khadka	14	1	5	2	3	3
26	Bima Kumari Khadka	14	2	1	3	3	5
27	Kedar Karki	13	1	2	3	3	4
28	Manoj Khadka	15		2	3	5	5
29	Santosh Thapa	16	4	3	3	3	3
30	Binda Bhandari	20	4	4	4	4	4
31	Durga B. Khadka	15	2	4	3	3	3
32	Sabita Khadka	15	3	2	3	3	4
33	Dilli B. Sunuwar	15	2	4	3	3	3
34	Mahesh Khadka	16	4	2	3	3	4
35	Rabin Khadka	20	3	4	3	5	5
36	Sushila Khadka	19	4	3	3	5	4
37	Madan Bhandari	18	3	4	2	6	3
38	Suresh Khadka	16	2	3	2	3	6
39	Khadga B. Khadka	17	2	3	2	3	7
40	Ramchandra Khadka	16	2	3	2	3	6
41	Jiwan Khadka	15	3	2	3	4	3
42	Rebika Khadka	14	2	2	3	4	3
43	Dipak Budhathoki	12	2	2	4	2	2
44	Dhana B. Bhujel	11	2	2	2	3	2
45	Khadga B. B. K.	9	1	3	3	1	1
46	Rabin Sunuwar	10	2	3	2	1	2
47	Sujan Karki	10	2	2	1	3	2
48	Mohan B. Khadka	15	3	2	4	3	3
49	Tej B. Khadka	14	3	2	4	3	2

R.N.	Students' Name	Total Errors	Errors in Each Test				
			A	B	C	D	E
50	Devraj Khadka	12	1	1	3	3	4
51	Raju Tamang	11	2	2	3	2	2
52	Umesh Khadka	9	2	2	3	1	1
53	Babita Shrestha	15	5	3	3	2	2
54	Ramesh Khadka	15	3	2	4	3	3
55	Parbati Tamang	16	3	3	4	3	3
56	Sanju Tamang	17	2	3	4	4	4
57	Suntali Khadka	30	2	8	4	8	8
58	Bishnumaya Tamang	32	5	3	8	8	8
59	Dev Kumari Khadka	18	6	3	5	2	2
60	Sanjib Khadka	28	7	7	4	3	7
61	Ambar B. Sunuwar	27	7	8	3	2	7
62	Ramhari Khadka	26	6	6	4	4	6
63	Paraj Khadka	15	3	2	3	4	3
64	Dinesh Bhandari	11	2	2	3	2	2
65	Sandesh Khadka	10	1	1	3	2	3
66	Sachindra Khadka	9		1	2	3	3
67	Binita B. K.	29	4	6	5	6	8
68	Bhoj B. Khadka	30	8	8	5	3	6
69	Rabina Khadka	32	8	8	8	4	4
70	Buddhi B. Khadka	35	9	6	9	6	5
71	Devki Khadka	36	9	7	9	5	6
72	Manita Khadka	37	9	9	9	4	6
73	Rabin Khadka	40	10	10	10	5	5
74	Shanti Lama	16	2	2	4	4	4
75	Suntali Tamang	15	3	2	2	5	3

<b>R.N.</b>	<b>Students' Name</b>	<b>Total Errors</b>	<b>Errors in Each Test</b>				
			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
76	Samjhana Lama	20	5	5	6	2	2
77	Yam Kumari Khadka	19	5	4	4	3	3
78	Raj Kumar Khadka	18	3	5	5	2	3
79	Sushila Bhujel	17	4	4	3	3	3
80	Bir Bahadur Karki	16	4	3	2	4	3



**Table - III****Average Errors Committed by the Students in Test Item 'A'**

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item A (10 marks)</b>
1	Anil Nepali	2
2	Jhamkeshwari Khadka	2
3	Nikesh Khadka	3
4	Samjhana Khadka	2
5	Amardip Khadka	2
6	Prabin Thapa	2
7	Ambika B. K.	1
8	Ganesh Khadka	4
9	Santosh Khadka	2
10	Nirmala Bhujel	2
11	Ram Kumar Bhujel	2
12	Dinesh Khadka	2
13	Durga Shrestha	2
14	Gita Khadka	1
15	Balram Khadka	2
16	Gunga B. Khadka	3
17	Sharda Khadka	
18	Taradevi Shrestha	3
19	Dilli B. Khadka	3
20	Bimala Tamang	4
21	Anuka Khadka	1
22	Laxman Karki	3
23	Sharda Khadka	1
24	Sarita Tamang	1

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item A (10 marks)</b>
25	Mina Khadka	1
26	Bima Kumari Khadka	2
27	Kedar Karki	1
28	Manoj Khadka	
29	Santosh Thapa	4
30	Binda Bhandari	4
31	Durga B. Khadka	2
32	Sabita Khadka	3
33	Dilli B. Sunuwar	2
34	Mahesh Khadka	4
35	Rabin Khadka	3
36	Sushila Khadka	4
37	Madan Bhandari	3
38	Suresh Khadka	2
39	Khadga B. Khadka	2
40	Ramchandra Khadka	2
41	Jiwan Khadka	3
42	Rebika Khadka	2
43	Dipak Budhathoki	2
44	Dhana B. Bhjel	2
45	Khadga B. B. K.	1
46	Rabin Sunuwar	2
47	Sujan Karki	2
48	Mohan B. Khadka	3
49	Tej B. Khadka	3
50	Devraj Khadka	1
51	Raju Tamang	2

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item A (10 marks)</b>
52	Umesh Khadka	2
53	Babita Shrestha	5
54	Ramesh Khadka	3
55	Parbati Tamang	3
56	Sanju Tamang	2
57	Suntali Khadka	2
58	Bishnumaya Tamang	5
59	Dev Kumari Khadka	6
60	Sanjib Khadka	7
61	Amber B. Sanuwar	7
62	Ramhari Khadka	6
63	Paraj Khadka	1
64	Dinesh Bhandari	2
65	Sandesh Khadka	1
66	Sachindra Khadka	
67	Binita B. K.	4
68	Bhoj B. Khadka	8
69	Rabina Khadka	8
70	Buddhi B. Khadka	9
71	Devki Khadka	9
72	Manita Khadka	9
73	Rabin Khadka	10
74	Shanti Lama	2
75	Suntali Tamang	3
76	Samjhana Lama	5
77	Yam Kumari Khadka	5
78	Raj Kumar Khadka	3

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item A (10 marks)</b>
79	Sushila Bhujel	4
80	Bir Bahadur Karki	4
N=80	Total Errors	x = 249

$$\text{Average Error} = \frac{x}{N} = \frac{249}{80} = 3.11$$

**Table - IV****Average Errors Committed by the Students in Test Item 'B'**

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item B (10 marks)</b>
1	Anil Nepali	1
2	Jhamkeshwari Khadka	2
3	Nikesh Khadka	3
4	Samjhana Khadka	3
5	Amardip Khadka	3
6	Prabin Thapa	2
7	Ambika B. K.	1
8	Ganesh Khadka	2
9	Santosh Khadka	2
10	Nirmala Bhujel	2
11	Ram Kumar Bhujel	1
12	Dinesh Khadka	2
13	Durga Shrestha	2
14	Gita Khadka	3
15	Balram Khadka	2
16	Gunga B. Khadka	2
17	Sharda Khadka	3
18	Taradevi Shrestha	2
19	Dilli B. Khadka	3
20	Bimala Tamang	2
21	Anuka Khadka	1
22	Laxman Karki	3
23	Sharda Khadka	2
24	Sarita Tamang	5

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item B (10 marks)</b>
25	Mina Khadka	5
26	Bima Kumari Khadka	1
27	Kedar Karki	2
28	Manoj Khadka	2
29	Santosh Thapa	3
30	Binda Bhandari	4
31	Durga B. Khadka	4
32	Sabita Khadka	2
33	Dilli B. Sunuwar	4
34	Mahesh Khadka	2
35	Rabin Khadka	4
36	Sushila Khadka	3
37	Madan Bhandari	4
38	Suresh Khadka	3
39	Khadga B. Khadka	3
40	Ramchandra Khadka	3
41	Jiwan Khadka	2
42	Rebika Khadka	2
43	Dipak Budhathoki	2
44	Dhana B. Bhjel	2
45	Khadga B. B. K.	3
46	Rabin Sunuwar	3
47	Sujan Karki	2
48	Mohan B. Khadka	2
49	Tej B. Khadka	2
50	Devraj Khadka	1
51	Raju Tamang	2

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item B (10 marks)</b>
52	Umesh Khadka	2
53	Babita Shrestha	3
54	Ramesh Khadka	2
55	Parbati Tamang	3
56	Sanju Tamang	3
57	Suntali Khadka	6
58	Bishnumaya Tamang	3
59	Dev Kumari Khadka	3
60	Sanjib Khadka	7
61	Amber B. Sanuwar	8
62	Ramhari Khadka	6
63	Paraj Khadka	2
64	Dinesh Bhandari	2
65	Sandesh Khadka	1
66	Sachindra Khadka	1
67	Binita B. K.	6
68	Bhoj B. Khadka	8
69	Rabina Khadka	8
70	Buddhi B. Khadka	6
71	Devki Khadka	7
72	Manita Khadka	9
73	Rabin Khadka	10
74	Shanti Lama	2
75	Suntali Tamang	2
76	Samjhana Lama	5
77	Yam Kumari Khadka	4
78	Raj Kumar Khadka	5

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item B (10 marks)</b>
79	Sushila Bhujel	4
80	Bir Bahadur Karki	3
N=80	Total Errors	$x = 257$

$$\text{Average Error} = \frac{x}{N} = \frac{257}{80} = 3.21$$



**Table - V****Average Errors Committed by the Students in Test Item 'C'**

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item C (10 marks)</b>
1	Anil Nepali	1
2	Jhamkeshwari Khadka	2
3	Nikesh Khadka	4
4	Samjhana Khadka	2
5	Amardip Khadka	2
6	Prabin Thapa	3
7	Ambika B. K.	3
8	Ganesh Khadka	3
9	Santosh Khadka	1
10	Nirmala Bhujel	1
11	Ram Kumar Bhujel	2
12	Dinesh Khadka	4
13	Durga Shrestha	4
14	Gita Khadka	2
15	Balram Khadka	3
16	Gunga B. Khadka	2
17	Sharda Khadka	3
18	Taradevi Shrestha	3
19	Dilli B. Khadka	2
20	Bimala Tamang	2
21	Anuka Khadka	5
22	Laxman Karki	4
23	Sharda Khadka	5
24	Sarita Tamang	2

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item C (10 marks)</b>
25	Mina Khadka	2
26	Bima Kumari Khadka	3
27	Kedar Karki	3
28	Manoj Khadka	3
29	Santosh Thapa	3
30	Binda Bhandari	4
31	Durga B. Khadka	3
32	Sabita Khadka	3
33	Dilli B. Sunuwar	3
34	Mahesh Khadka	3
35	Rabin Khadka	3
36	Sushila Khadka	3
37	Madan Bhandari	2
38	Suresh Khadka	2
39	Khadga B. Khadka	2
40	Ramchandra Khadka	2
41	Jiwan Khadka	3
42	Rebika Khadka	3
43	Dipak Budhathoki	4
44	Dhana B. Bhjel	2
45	Khadga B. B. K.	3
46	Rabin Sunuwar	2
47	Sujan Karki	1
48	Mohan B. Khadka	4
49	Tej B. Khadka	4
50	Devraj Khadka	3
51	Raju Tamang	3

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item C (10 marks)</b>
52	Umesh Khadka	3
53	Babita Shrestha	3
54	Ramesh Khadka	4
55	Parbati Tamang	4
56	Sanju Tamang	4
57	Suntali Khadka	4
58	Bishnumaya Tamang	8
59	Dev Kumari Khadka	5
60	Sanjib Khadka	4
61	Amber B. Sanuwar	3
62	Ramhari Khadka	4
63	Paraj Khadka	3
64	Dinesh Bhandari	3
65	Sandesh Khadka	3
66	Sachindra Khadka	2
67	Binita B. K.	5
68	Bhoj B. Khadka	5
69	Rabina Khadka	8
70	Buddhi B. Khadka	9
71	Devki Khadka	9
72	Manita Khadka	9
73	Rabin Khadka	10
74	Shanti Lama	4
75	Suntali Tamang	2
76	Samjhana Lama	6
77	Yam Kumari Khadka	4
78	Raj Kumar Khadka	5

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item C (10 marks)</b>
79	Sushila Bhujel	3
80	Bir Bahadur Karki	2
N=80	Total Errors	x = 282

$$\text{Average Error} = \frac{x}{N} = \frac{282}{80} = 3.53$$

**Table - VI****Average Errors Committed by the Students in Test Item 'D'**

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item D (10 marks)</b>
1	Anil Nepali	2
2	Jhamkeshwari Khadka	3
3	Nikesh Khadka	3
4	Samjhana Khadka	3
5	Amardip Khadka	3
6	Prabin Thapa	5
7	Ambika B. K.	4
8	Ganesh Khadka	4
9	Santosh Khadka	2
10	Nirmala Bhujel	2
11	Ram Kumar Bhujel	3
12	Dinesh Khadka	3
13	Durga Shrestha	4
14	Gita Khadka	5
15	Balram Khadka	4
16	Gunga B. Khadka	3
17	Sharda Khadka	3
18	Taradevi Shrestha	4
19	Dilli B. Khadka	3
20	Bimala Tamang	3
21	Anuka Khadka	5
22	Laxman Karki	3
23	Sharda Khadka	4
24	Sarita Tamang	3

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item D (10 marks)</b>
25	Mina Khadka	3
26	Bima Kumari Khadka	3
27	Kedar Karki	3
28	Manoj Khadka	5
29	Santosh Thapa	3
30	Binda Bhandari	4
31	Durga B. Khadka	3
32	Sabita Khadka	3
33	Dilli B. Sunuwar	3
34	Mahesh Khadka	3
35	Rabin Khadka	5
36	Sushila Khadka	5
37	Madan Bhandari	6
38	Suresh Khadka	3
39	Khadga B. Khadka	3
40	Ramchandra Khadka	3
41	Jiwan Khadka	4
42	Rebika Khadka	4
43	Dipak Budhathoki	2
44	Dhana B. Bhjel	3
45	Khadga B. B. K.	1
46	Rabin Sunuwar	1
47	Sujan Karki	3
48	Mohan B. Khadka	3
49	Tej B. Khadka	3
50	Devraj Khadka	3
51	Raju Tamang	2

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item D (10 marks)</b>
52	Umesh Khadka	1
53	Babita Shrestha	2
54	Ramesh Khadka	3
55	Parbati Tamang	3
56	Sanju Tamang	4
57	Suntali Khadka	6
58	Bishnumaya Tamang	8
59	Dev Kumari Khadka	2
60	Sanjib Khadka	3
61	Amber B. Sanuwar	2
62	Ramhari Khadka	4
63	Paraj Khadka	4
64	Dinesh Bhandari	2
65	Sandesh Khadka	2
66	Sachindra Khadka	3
67	Binita B. K.	6
68	Bhoj B. Khadka	3
69	Rabina Khadka	4
70	Buddhi B. Khadka	6
71	Devki Khadka	5
72	Manita Khadka	4
73	Rabin Khadka	5
74	Shanti Lama	4
75	Suntali Tamang	5
76	Samjhana Lama	2
77	Yam Kumari Khadka	3
78	Raj Kumar Khadka	2

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item D (10 marks)</b>
79	Sushila Bhujel	3
80	Bir Bahadur Karki	4
N=80	Total Errors	x = 273

$$\text{Average Error} = \frac{x}{N} = \frac{273}{80} = 3.41$$



**Table - VII****Average Errors Committed by the Students in Test Item ‘E’**

<b>R. N.</b>	<b>Students’ Name</b>	<b>Errors in Test Item E (10 marks)</b>
1	Anil Nepali	2
2	Jhamkeshwari Khadka	3
3	Nikesh Khadka	2
4	Samjhana Khadka	5
5	Amardip Khadka	4
6	Prabin Thapa	3
7	Ambika B. K.	2
8	Ganesh Khadka	4
9	Santosh Khadka	2
10	Nirmala Bhujel	3
11	Ram Kumar Bhujel	2
12	Dinesh Khadka	3
13	Durga Shrestha	3
14	Gita Khadka	5
15	Balram Khadka	3
16	Gunga B. Khadka	3
17	Sharda Khadka	3
18	Taradevi Shrestha	3
19	Dilli B. Khadka	4
20	Bimala Tamang	5
21	Anuka Khadka	5
22	Laxman Karki	3
23	Sharda Khadka	3
24	Sarita Tamang	4

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item E (10 marks)</b>
25	Mina Khadka	3
26	Bima Kumari Khadka	5
27	Kedar Karki	4
28	Manoj Khadka	5
29	Santosh Thapa	3
30	Binda Bhandari	4
31	Durga B. Khadka	3
32	Sabita Khadka	4
33	Dilli B. Sunuwar	3
34	Mahesh Khadka	4
35	Rabin Khadka	5
36	Sushila Khadka	4
37	Madan Bhandari	3
38	Suresh Khadka	6
39	Khadga B. Khadka	7
40	Ramchandra Khadka	6
41	Jiwan Khadka	3
42	Rebika Khadka	3
43	Dipak Budhathoki	2
44	Dhana B. Bhjel	2
45	Khadga B. B. K.	1
46	Rabin Sunuwar	2
47	Sujan Karki	2
48	Mohan B. Khadka	3
49	Tej B. Khadka	2
50	Devraj Khadka	4
51	Raju Tamang	2

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item E (10 marks)</b>
52	Umesh Khadka	1
53	Babita Shrestha	2
54	Ramesh Khadka	3
55	Parbati Tamang	3
56	Sanju Tamang	3
57	Suntali Khadka	6
58	Bishnumaya Tamang	8
59	Dev Kumari Khadka	2
60	Sanjib Khadka	7
61	Amber B. Sanuwar	7
62	Ramhari Khadka	6
63	Paraj Khadka	3
64	Dinesh Bhandari	2
65	Sandesh Khadka	3
66	Sachindra Khadka	3
67	Binita B. K.	8
68	Bhoj B. Khadka	6
69	Rabina Khadka	4
70	Buddhi B. Khadka	5
71	Devki Khadka	6
72	Manita Khadka	6
73	Rabin Khadka	5
74	Shanti Lama	4
75	Suntali Tamang	3
76	Samjhana Lama	2
77	Yam Kumari Khadka	3
78	Raj Kumar Khadka	3

<b>R. N.</b>	<b>Students' Name</b>	<b>Errors in Test Item E (10 marks)</b>
79	Sushila Bhujel	3
80	Bir Bahadur Karki	3
N=80	Total Errors	x = 294

$$\text{Average Error} = \frac{x}{N} = \frac{294}{80} = 3.68$$

## APPENDIX-II

### Test Items

School : F.M. : 50  
Name :  
Sub. : English Time : 1 hour  
Class : Date :  
Roll No. :

A. Choose the best answer and fill in the blank spaces. (10×1=10)

- i) Sujan was born ..... Monday. (in, on, at)
- ii) There will be plenty of taxis ..... the airport. (for, on, at)
- iii) I was working ..... five hours that day. (since, for, from)
- iv) Many children die ..... illness. (from, by, of)
- v) Harish flew from Kathmandu ..... Mumbai. (by, to, from)
- vi) Turn right ..... the gate. (at, by, on)
- vii) ..... the end of this century we will have got rid of cancer.  
(off, of, by)
- viii) Gopal died ..... October. (at, in, to)
- ix) Sita has been here ..... Sunday. (since, for, from)
- x) He was standing ..... the two trees. (among, between, to)

B. Fill in the blank spaces in this paragraph with the most suitable prepositions given below. Some of them will be used more than once. (10×1=10)

(in, of, for, from, with, to)

Birds are beautiful creatures. They found..... every part ..... the world . They are usually small but they can do a lot of things. First of all they can sing beautiful songs. Birds like nightingales and cuckoos are famous ..... their songs. They can fly fast, and some of them can travel long distance; ..... Siberia to Nepal. They don't need clothes and can survive cold winters ..... their warm feathers. They are peace loving but sometimes they can fight ..... their rights. Mother birds, though very small can fight fiercely ..... predators ..... defend their children. Some ..... them can build their nests even ..... your bedroom. You can earn their friendship if you love them.

C. Supply appropriate prepositions in the blank spaces. (10×1=10)

(at, of, on, to, with, in, over, between)

i) I am tired ..... dancing so much.

ii) You may write ..... a pencil.

iii) Do not laugh ..... the poor.

iv) I was born ..... 10 April 1975.

v) Ravi gets up ..... five o'clock

vi) A book is .....the table.

vii) I prefer coffee ..... tea.

viii) Rita is sitting ..... Ram and Sita.

ix) There is a bridge ..... the river.

x) I saw him ..... the crowd.

D. Use the following prepositions and make the meaningful

sentences.

(10×1=10)

on : .....

in : .....

under : .....

in front of : .....

opposite : .....

across : .....

beside: .....

in the middle of : .....

since: .....

along : .....

- E. Look at the picture then fill in the blank spaces in this paragraph with the help of the prepositions given in the box. (10x1=10)

Opposite to , behind , side by side , against , across from ,  
to the left of , to the right of , in front of , between , in ,

Miss Rai and her students are in a park near their school. Miss Rai is sitting ..... the twins, Anila and Pramila. Anila and Pramila are sitting ..... on a mat. Sukuni is standing ..... Anila. Yadav and Jharana are standing ..... the path ..... Miss Rai and the girls. Yadav is ..... Jharana. An old lady and a young boy are also sitting across the path from Miss Rai. The old lady is ..... the young boy. The young boy is leaning ..... the old lady. Rishi, Tek and Chetan are ..... the water. They are walking to the other bank. Chetan is in front of Tek and Tek is ..... Rishi and Chetan.



