

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

Language is considered as the system of sounds, words and patterns used by human beings to communicate with each other. It is externally complex and versatile code for human beings. It is the most powerful, convenient and permanent means and form of communication through which human beings express their thoughts, desires, emotions and feelings. It is the unique property that differentiates human beings from other animals.

Different scholars and linguists define language differently.

Robins (1964, p.14) says, “Language is a symbol of systems....based on pure or arbitrary convention....infinitely extendable and modifiable according to the changing needs of the speakers.” Similarly, Sapir (1921) states, “Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.”(as cited in Varshney, 1998, p.2).

Likewise, Finocchiaro (1964) states, “Language is a system of arbitrary, vocal symbols which permit all people in a given culture, of other people who have learned the system of that culture, to communicate or to interact”(as cited in Brown, 1994, p.8).

The definitions cited above reflect that language is a different entity for different linguists and scholars. It is a device to communicate the ideas, emotions and desires. So, there are no universal definitions of language in that it is a complex phenomenon. It distinguishes human beings from

other creatures in the world. It is the most highly developed and most frequently used means of communication.

Anthropologists regard language as a form of cultural behavior, sociolinguistics as an interaction between members of social groups, studying human experience, language teachers as a set of skills. Truly language is such a complex phenomenon that to define it in terms of a single level as knowledge, behavior, skill, habit, an event or an object cannot solve the problem of its definition.(Varshney, p.3).

None of the above definitions is perfect. Each of them just hints out certain characteristics of language. Hence, instead of defining language, would be worthwhile to understand its major characteristics. Language is verbal, vocal, arbitrary, symbolic, complex, modifiable, human-instinctive, conventional and structurally complex.

### **1.1.1 The English Language and its Importance in Nepal**

English is one of the major languages of the world. It is the lingua franca of the world because it is spoken all over the world. More than fifty percent of the textbooks and print media of the world in a discipline are published in this language. Thus, the English language is used to get world wide knowledge in various fields like literature, culture, religion, education, science and technological discoveries. It is like a passport through which we can travel all around the world. It plays the role of library language in all developing countries. The knowledge of English has become obligatory to understand the flow of modern development

mainly in the area of science and technology. Nepalese students need English in their higher education both in national and international fields. English is also taken as a language of prestige and an indicator of upper class origin. Similarly, English is the language of mobility, businessman and bureaucrats. Thus, for all these reasons, the knowledge of English has become compulsory in Nepal, particularly to the students for their study and to those who are involved in tourism, foreign affairs, ministries and international trade. Thus, in the context of Nepal, English is accepted as foreign language.

### **1.1.2 Present Status of the English Language**

In private schools, all the subjects except Nepali are taught in English whereas in government school, except English all the other subjects are taught in Nepali. However, both these groups meet finally at the same point, compete for the same end, when students sit for the same S.L.C examination at the end of the Xth grade and Higher Secondary Board examination at the end of the XI grade. Every year, around 5 hundred thousand appears in each of this national examination every year and half of them go for the university level examinations. A large number of students from the Nepali medium school fail in English. The failure rate of student in English at school level is about 55% and at the university level is about 65%. This is the situation of the total education system from the primary to university level in Nepal..

People all over the world pay higher importance to the teaching and learning of English because English is helping to grow and grab different opportunities available within and beyond the borders, it also offers careers for those who can afford it. Bhattarai (2006) says, a bitter truth Nepal has experienced regarding the use of English is that even today a

large mass of population living a destitute life in extreme poverty, ignorance and marginal conditions cannot send their children to schools (p.3). Even if they can, it is the Nepali medium government schools that are within their reach. Thus, English language has been perceived both as a dividing and promoting instrument in case of Nepal

### **1.1.3 ELT Situation of Nepal**

In a country like Nepal where the English language has been taught as a core subject from the very beginning, there is the problem of communicating in English, especially in government schools. Various schools of thought have come and gone and so have been the teaching methods and approaches but the teaching and learning system has remained the same. The way the teachers are teaching, neither do they follow the holistic skill nor do they follow the four skills of language. Learning and speaking skills are neglected. This aspect of language teaching is so neglected that till now, some schools do not have a single cassette to use in the language classroom and some government school students listen to cassette and speak English for the first time in the practical examination of S.L.C. It is really surprising to know how the students would learn listening and speaking .But they obtain good marks in listening and speaking skills in the examination. But when they enter into college level, they find it difficult because no mark is allocated to listening and speaking skills. So, the ground reality of ELT situation of Nepal is that even if they are able to read and write the history of English literature, they are unable to produce even a couple of sentences orally. They are like a dumb person if they have to speak in English. Due to this, they are compelled to miss opportunities and start to visit the language center to develop their English.

### **1.1.4 Importance of Grammar**

Grammar is the study of rules governing the use of language. The set of rule governing the use of a particular language is termed as the grammar of the language. Each language can be said to have its own distinct grammar which includes the proper use of vocabulary, punctuation, and standard grammar rules such as subject and verb agreement. A simple misuse of a word can have negative results. If we consistently use proper grammar, people will find us intelligible. If we employ poor grammar, people will perceive us as poorly educated and unintelligent.

English is a language that depends on grammar, without correct grammar, it is often easy to misinterpret the meanings of the words in a sentence. Without correct grammar, it becomes difficult and occasionally impossible to understand what one means to communicate .Thus, the importance of grammar is so high in both learning and teaching language because without having good knowledge of grammar, neither teacher can teach language in a proper way nor can learners learn it properly.

### **1.1.5 Reported Speech: An introduction**

Reported speech is one of the important grammatical categories introduced in grade nine syllabuses. It plays a significant role in the field of communication.

#### **1.1.5.1 Meaning and Significance of Reported Speech**

Reported speech is also called indirect speech. According to Oxford Advanced Learner’s Dictionary, reported speech refers to “A report of what somebody has said which does not reproduce their exact words.”

For example. **“I enjoyed this novel.” (Direct) He said that he had enjoyed that novel. (Indirect)**

According to Quirk et al. (1985), Direct speech purpose is to give the exact words that someone utters or has uttered in speech or in writing. Indirect speech on the other hand, conveys in the words of a subsequent reporter what has been said or written by the original speaker or writer" (p. 1020).

According to Thompson and Martinet (1980), there are two ways of conveying what a person has said, they are;

a) Directly

b) Indirectly.

In direct speech, we repeat the speaker's exact words e.g.- He said, “I have lost my bag.” In indirect speech the spoken words are put between inverted commas (“ ”), a comma or colon (,) is placed just before the remarks. Direct speech is found in conversations in books, in plays and in quotations.

In indirect speech, the exact meaning of a remark of a speech is given without using the speaker's exact words. For example, **He said that he had lost his bag.** Indirect speech is simply the reported message of the speaker, which is normally used in conveying messages from one person to another or repeating the same speech many times. It is very useful in normal conversation and plays a vital role in day to day communication.

### **1.1.5.2 Classification of Reported Speech**

Reported speech can be classified in terms of direct speech. According to Thompson and Martinet (1980) mainly there are three types of sentences used in direct speech which can be reported accordingly. They are as follows (p.258).

- a. Declaratives-statements-factual, habitual.
- b. Imperatives-commands, requests, advice etc.
- c. Interrogatives-questions: i) Wh-questions  
ii) Yes/No question

According to Celce-Muria and Larsen-Freeman, (1983) indirect speech plays an important role in everyday conversation. For this reason alone, it justifies attention in an ESL/EFL class. Also the grammar and vocabulary involved in reported speech are particularly important for students who plan to attend college or university. Since a great deal of what is done at college- level writing involves paraphrase and summary of research sources (p.687).

### **1.1.6 Error: A Brief Introduction**

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. It may be either in speech or writing of a foreign language learner. It is the 'error', which provides the important evidence in second language acquisition. Error is the linguistic item in a way,

which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Linguistic item may be a word, a grammatical item, or a speech act etc. According to Corder(1974), An error occurs at the competence level which results from the imperfect knowledge of the learner (p.123).

### **1.1.7 Mistake**

All learners make mistakes. It is not limited to learners but teachers or writers also make mistakes. It is a common and natural phenomenon. A learner makes a mistake when he/she does not apply the rules of a language. It is also called the breach of code. Mistake is a cover term, which includes both performance mistake and errors. If the learner produces a deviated form not due to the lack of knowledge of underlying rules but due to his failure to make appropriate use of it in using language, then the result is not an error but a performance mistake.

An error can be distinguished from a mistake in the following ways.

- a. An error is committed at competence level but a mistake is committed at performance level.
- b. An error occurs due to incomplete knowledge of rules of language but a mistake is caused due to lack of attention, fatigue, carelessness or some other sort of physical defect.
- c. An error is regular, consistent and incorrigible by the learner who commits it but a mistake is irregular, inconsistent and correctable by the learner who commits it.
- d. Language learner commits an error but any language speaking or user commits a mistake.



### **1.1.8 Errors in Language Learning**

Language learning is a strategically phenomenon and it successfully depends on practice. It is true that learning plays a significant role in learning. Thorndike's experiment also proved that learning is the result of trial and error the same case happens with language learning. Error may be in the speech or writing in the second language learners. Generally errors result from incomplete knowledge. It is true to learn second language. A learner may commit errors in the process of learning. But the teachers and parents should not underestimate them. Errors in language learning are redundant feature. Errors should be taken easily and need to motivate them.

A second language learner commits errors while he/she is learning language. A human being cannot learn the language unless he encounters errors.

Errors can be occurred due to different reasons. Some of the prominent ones are as follows:

- a. Errors due to L1 interference
- b. Errors due to analogical creation
- c. Errors due to overgeneralization
- d. Errors due to hypercorrection
- e. Errors due to erroneous input
- f. Errors due to inherent difficulty

Among the above mentioned errors, an error committed due to over generalization is the most common. On the basis of words 'quickly, slowly and fairly' learners may create a rule.

Adjective + ly = adverb and thus may produce 'fastly'. Similarly 'Oxes' and 'goed' instead of 'oxen' and 'went'

### **1.1.9 Error Analysis**

Error analysis was developed as a branch of applied linguistics in the 1960 and it set out to demonstrate that many learners' errors were not due to learner's mother tongue but due to reflected universal learning strategies. Error Analysis appeared as an alternative to contrastive analysis. It refers to the systematic study and analysis of the errors made by second or foreign language learner.

According to Ellis (1985), Error analysis is a procedure used by both researchers and teachers. It involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness (p. 296). Generally Error analysis is carried out for the following reasons:

- a. To find out how well someone knows a language.
- b. To find out how a person learns a language.
- c. To identify the causes of learner errors.
- d. To identify information on common difficulties in language learning-as an aid in teaching or on the preparation of teaching material.

### **1.1.10 Uses of Error Analysis**

#### **I. Practical Uses of Error Analysis**

Mostly error analysis is basically useful for the teachers. It provides feedback, it tells something about the effectiveness of teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been adequately learned or taught and need further attention. It also helps to decide if he can go to the next item on the syllabus or he must devote more time to the item he has been working on. It also provides the information for designing of re-teaching.

#### **II. The Theoretical Uses of Error Analysis**

It has been applied that the application of a scientific discipline to the solution of practical problem provides feedback to the theory. The study of learner's errors is such an application. The psycholinguists say that mother tongue will make difficulty or facilitate the learning aspects of a second language. The study of error is a part of an experiment to confirm or disprove the psycholinguist theory of transfer. The theoretical interests in studies of error have therefore a feedback to both descriptive linguistics and psycholinguistics. The study of learner's error is the part of the methodology of the study of language learning. The study of error is a part of the psycholinguist search for the universal process of second language learning because it is hypothesized and some evidence is now available, that children do follow a similar course in the acquisition of their mother tongue.

### 1.1.11 Stages of Error Analysis

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

- a. Collection of data
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Evaluation of errors
- f. Correction and remediation of errors

**A. Collection of Data:** This is the first stage of error analysis. In this stage, we have to find out what errors exist. Data may be spoken or written. The data should be collected as far as possible, unconsciously from the part of the users. Free writing is sometimes better than guided writing because it can cover all the areas of grammar.

**B. Identification of Errors:** At this stage the errors existing in the collected data are identified. This stage distinguishes errors from mistakes. Errors are caused due to linguistic reasons such as lack of linguistic knowledge and are systematic, regular and predictable whereas mistakes are caused due to lack of attention fatigue, carelessness, tension, fear or some other sort of physical defects. Both native speakers commit them and second language learners commit at performance level and are unsystematic, irregular and unpredictable.

**C. Description of Errors:** At this stage, errors are identified and classified under six types as.

1. Group and Individual Error
2. Overt and Covert Error

3. Productive and Receptive Error
4. Logical and Global Error
5. Interlingual and Intralingual Error
6. Systematic and unsystematic Error

Corder (1973) says systems and rules are an abstraction from linguistic data is full description of the error involves ‘explaining’ it in terms of the linguistic processes or rules which are being followed by the speaker. He further added that superficial description is a necessary condition for linguistic explanation but it is not a sufficient one, just as linguistic explanation is a necessary condition of psychological explanation but not a sufficient one ( p.277).

Corder classification of errors.

Pre-systematic

Systematic

Post-systematic

The following table makes it clearer (as cited in Corder, 1973, p.272).

### **Corder’s Classification of Errors**

<b>S.N.</b>	<b>Error type</b>	<b>Correction possible</b>	<b>Explanation possible</b>
1.	Pre-systematic	No	No
2	Systematic	No	Yes
3.	Post-systematic	Yes	Yes

**D. Explanation of Errors:** This is the fourth stage of error analysis. At this stage of error analysis the errors are classified on the basis of their sources. So, we try to find out different sources of errors at this stage. According to Richards (1971) as referred to by Schachier et al (1977 p.443) proposes three way classification of error.

1. Interference error
2. Intralingual error
3. Development error

**1. Interference Error:** Interference error is also called interlingual interference or mother tongue interference. It is an error resulted from transfer of rules from the mother tongue. The interference error are those error 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 differ. In this, the learners transfer the habits of his mother tongue into the second or foreign language.

**2. Intralingual Error:** According to Richards (1974) Intralingual errors are those errors which reflect the general characteristics of rule learning, such as faulty generalizations, incomplete application of rules, and failure to learn conditions under which rules apply (p.174).

Intralingual error can be categorized as follows.

1. Over generalizations
2. Ignorance of rules restrictions
3. Incomplete application of rules
4. False concepts hypothesized

**3. Developmental Error:** The errors committed by the children who are acquiring the target language as their mother tongue are called

developmental errors. The errors are those errors which are similar to the learning errors.

**4. Evaluation of Errors:** It is the determination of seriousness of error. The greater the degree of error gravity the more serious the error tends to be. Seriousness of error is also termed as error gravity. The degree of error gravity of different kinds of errors varies. Some error have little effect, some causes irritation, while other may cause communication difficulties.

James (1981) suggests the following 4 criteria to evaluate seriousness of error.

1. Linguistic Criteria
2. Communicative Criteria
3. Attitudinal Criteria
4. Pedagogic Criteria

**1. Linguistic Criteria:** Linguistic criteria consider interlingual errors to be more serious than the intralingual ones because intralingual error are comparatively light and less common but interlingual error are more common and difficult to wipe out. Simultaneously, global errors are considered more serious errors than local errors.

**2. Communicative Criteria:** It considers those errors to be more serious which break communication. Seriousness of error is directly proportional to impairment of intelligibility (II). So what extent the learner's language is intelligible becomes crucial. Carl James (1881) says, Perhaps the greatest impairment of intelligibility is caused by those errors that the listener reader does not notice.

**3. Attitudinal Criteria:** These criteria maintain that seriousness of an error may depend upon the attitude of the listeners. For e.g., for English people, English spoken by a French sound sexy, by German naughty by Italian funny and so on . It is also 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 hamper the communication.

**4. Pedagogical Criteria:** These criteria maintain that those errors which are directly related to teaching items are serious. No error is more or less serious inherently. If one is teaching pronunciation then error in that area is certainly more serious than the error in the area of reading comprehension.

**F. Correction/Remediation of error:** At this stage the errors are corrected by the teacher or the learners themselves. This is not the actual stage of error analysis but the goal or aim of error analysis. There are two views regarding the techniques of remediation of errors.

The first views hold that there is no need to correct the learner's error. The teacher should not correct the error, what is necessary is to make them correct the error themselves. For this just re-teaching of the erroneous area rather than deliberate correction is essential.

The other view holds the opinion that errors must be corrected every time they are committed by the learners very consciously because if error is accepted without making correction, bad habit of making wrong use of language goes on continuing in the individual. Again there are two opinions among those who hold the belief that errors must be corrected. Some say that errors so far committed by learners are to be corrected.



Other suggests that only those error that cause major problems in language learning are to be corrected.

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

Many researches have been carried out on errors committed by the students in different areas in the Department of English Education. Some of them are noted below.

**Shrestha (1989)** carried out a research entitled “Errors in subject-verb agreement in English”. The objective of his study were to identify the errors committed by the students of grade nine and ten in English, to find out the cause and sources of errors and to suggest some pedagogical implications. The study found that students were likely to commit high frequency of errors when the head word is preceded or followed by a word of opposite nature in grammatical number.

**Luitel (1995)** carried out a research entitled “A study of the gravity of grammatical errors made by Nepali learner of English”. The objective of his research work was to find out the gravity of grammatical errors to classify them into different groups and to suggest some pedagogical implications. At last he found out that both natives and non-native teachers were more severe in their judgment than non -teachers of both groups. Also, a universal hierarchical of seriousness of grammatical errors could be establish for a limited types of items but for most parts the concept of such universal hierarchy did not work.

**Singh (1997)** carried out a research entitled. “Errors committed by the students of first year proficiency level in the use of articles and preposition in Birgung”. He has used the random sampling procedure.

The study concluded that the students of different faculties committed more errors in article than in the prepositions.

**Timilsina (1998)** carried out a research entitled, “A contextual analysis of tense and pronoun shift in reported speech by the students of grade X of public and private schools of Kathmandu district”. The objective of his research work was to investigate the proficiency of the students on the use of “reported speech”. The study found out that private school students were found better than public school students in every item. Also, in comparison between tense and pronoun errors have been committed more in tense shift than in ‘pronoun shift’.

**Thapa (2000)** analyzed the errors committed by the students of grade seven in the use of comparative and superlative degrees in English adjectives. The study found out that more errors were found in single consonant ending type of adjectives. It also show that girls were better than boys and students of urban area were poorer than rural area in his study.

**Khatri (2001)** has analyzed the errors in punctuation committed by tenth graders .The objective of his study was to identify the error in the use of punctuation marks and to determine the frequency of error. The instrument of his research was a set of questionnaire consisting of test-items, like dictation, guided writing and free writing exercises. The study clarified that the highest number of error were committed in using exclamation marks, apostrophe and the lowest number of error were made in using full stops and capital letters. There were not so many errors made in the use of commas and question marks.

**Khadka (2001)** analyzed the grammatical errors committed by Jirel learners. The main objectives of her study were to identify the errors committed by the Jirel learners of grade nine in reported speech and relative clause. The study found out that the students found to commit errors in all aspects of reported speech except reporting subject while changing from direct into indirect form. The study also found that the student's mother tongue played the role to commit the errors in subject-verb agreement and in the change of pronouns.

**Rai (2002)** studied the error carrying out the research on "Errors in using conditionals committed by grade nine students of Lalitpur district". He used different categories for different errors. He used the category 'misuse of pronoun' for error in pronoun and 'incomplete knowledge of conditions type (1, 2, and 3) for conditional. The study found out that the student were found to commit more errors in conditionals type 3 rather than type2,

**Sharma (2002)** has made an attempted to analyze the errors committed by grade nine students in question formation of Dhading district. The study found out that the students committed more error in forming wh-question than in Yes/No question. They committed the highest number of error in verb form.

**Ghimire (2007)** has carried out a research on "An analysis of errors in the use of conditional sentence by class ten students". He has used the random sampling procedure to collect his data. The study found out that the private school students were better than government school students in the use of conditional sentences. The girls committed more errors in comparisons to the boys.

The above researches show that many research works have been carried on errors committed by the students on different topics. However, no research work yet has been carried out on errors committed by grade nine students on reported speech. So, the researcher conducted the present research.

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

The main objectives of the study were as follows:

- a. To identify and describe the errors committed by grade nine students while transforming direct speech.
- b. To compare the errors between the students of public and private schools and to find out the proficiency of the students.
- c. To suggest some pedagogical implications.

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

The study will be significant for all those teachers and students who are involved in learning and teaching activities. The study will also be significant for curriculum designer, textbook writers, educational policy makers, parents and others individuals who are directly or indirectly in teaching and learning activities.

# **CHAPTER-TWO**

## **METHODOLOGY**

In this study, the researcher sought to identify and describe the errors committed by grade nine students while transforming reported speech. The following methodology was adopted during the study. .

### **2.1 Sources of Data**

Both the primary and secondary sources of data were used to obtain the data.

#### **2.1.1 Primary Sources of data**

The study was mainly based on the primary sources of data. The data were collected from the students of selected private and public schools of Palpa district.

#### **2.1.2 Secondary Sources of data**

The secondary sources of data were various books, articles, journals as mentioned below.

Corder (1973)

Richards, J (1974)

Celce-Murcia and Larsen Freeman (1983)

Quirk, R et al (1985)

Young voices (2006)

### **2.2 Sampling Procedure**

The sample population of the study was eighty students selected from four schools of Palpa district, forty from private schools and the other

forty from public schools. They were selected by using simple random sampling procedure.

### **2.3 Tools for Data collection**

The researcher used the test- items to collect the data. The test-items consisted of four types of questions, wh-question, affirmative, yes/no question and Imperative. They had to transform those direct sentences into indirect ones, tick on the best answers and translate those Nepali indirect sentences into English.

### **2.4 Process of Data collection**

In order to carry out the research, the researcher went to the selected areas and developed rapport with the students and administration .She told them the purpose of her visit and explained the task. She distributed the test-items to the students selected for the research purpose .Finally, she collected the completed test-items from them.

### **2.5 Limitations of the study**

This research study was limited in the following ways:

1. The area of the study was confined to four (two public and two private) schools of Palpa district.
2. Altogether eighty informants were selected; the study was limited to the errors committed by the students of grade 9.
3. The primary data for this study was collected only from the test-items.

## CHAPTER -THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis, and interpretation of the data. The responses of the students were marked systematically in accordance with the objectives of the study. On the basis of the tables of the student errors, the analysis and interpretation carried out in this chapter has been made as effective, and accurate as possible. This chapter is divided into two parts, the first part of the thesis deals with the analysis of errors and the second deals with the analysis of proficiency.

#### 3.1 Analysis of Errors

This chapter holds the most crucial part of the whole study to reach the objectives of the study.

##### 3.1.1 Analysis of the Total Errors in Tense in Item No.1

**Table No. 1**

##### Analysis of the Total Errors in Tense in Item No.1

Types of Error	Total chances of committing error	No of error in public	percentage	No of error in private	Percentage
Use of the present tense instead of the past tense	240	47	19.58	31	12.91
Use of the Past tense in universal truth sentences	80	9	11.25	3	3.75
Use of direct sentences instead of indirect	160	38	23.75	21	13.12
Use of 'gone' / 'did' instead of 'went'	80	35	43.75	21	26.25
Use of present auxiliary verb instead of past	160	26	16.25	7	8.75
Wrong use of modal	80	15	18.75	7	8.75

auxiliary verb					
	800	170	21.25	90	11.25

The above table shows that the students of grade 9 committed different types of errors on reported speech. The first type of error committed by the students was on the use of the present tense instead of the past tense. The total chances of committing such errors were 240. Among them, public school students committed 47 error and private school students committed 31 errors in which the percentage of their error was 19.58 and 12.91 respectively. The above percentage showed that the students of public schools committed more errors in comparison to private school students. Thus, private school students were better than those of public school students on the use of reported speech. The examples of the errors in item no.1 are as follows.

**For example,**

I said to him, “Do you like Nepal?”

Students transformed the sentence as

*\*I asked him if he like Nepal*

*\*I have told him yes I like Nepal.*

**Here is an error in tense.**

The correct sentence would be I asked him if he liked Nepal.

The Second type of error seen while changing the reported speech was on the use of past tense in universal truth sentences. Here, the total chances of committing errors were 80. Among them public school students committed 9 and private school students committed 3 errors in which the percentage was 11.2% and 3.75% respectively. In this sentence also private school students were better in comparison to public school students.

**For example,**

The teacher said to the students, “Man is mortal.”



Students transformed the sentence as

*\*The teacher told that man was mortal.*

The correct tense of the sentence would be

The teacher told the students that man is mortal.

The third kind of error committed by the students was on the use of direct sentences instead of indirect. Total chances of committing errors were 160. Among them public school students committed 38 errors and their percentage was 23.75 and private school students committed 21 errors and their percentage was 13.12 respectively. In this sentence also the high percentage of error was committed by the public school student.

**For example,**

His brother asked him, “Who is that man.”

Students transformed the sentence as

*\*His brother asked him who was that man.*

The correct tense of the sentence would be

His brother asked him who that man was.

The tourist said to me, “Where is the bus stop”.

Students transformed the sentence as

*\*The tourist asked me where was the bus stop.*

*\*The tourist asked me where the bus stopped.*

But the correct tense of the sentence would be

The tourist asked me where the bus stop was.

The fourth type of error committed by the students was the on the use of ‘gone’, ‘had’, ‘did’ instead of ‘went’. Here, the total chances of committing errors were 80 .But the students of public schools committed 35 and private schools committed 21 errors in which the percentage of

errors were 43.75 and 26.25 respectively. Students committed more error in this sentence.

**For example,**

Mina said to his brother, “Why do you go to the cinema.”

*\*Mina asked his brother why did you go to the cinema.*

*\*Mina asked his brother he had gone to the cinema.*

The correct answers of this sentence would be

Mina asked his brother why he went to the cinema.

The fifth type of error was on the use of present auxiliary verb instead of past Total chances of committing error were 160. Out of them public school students committed 26 errors which was 16.25% of the total errors and private school students committed only 7 errors which was 8.75% of the total error.

**For example,**

Pramila said to him, “Are you hungry now?”

*\*Pramila asked him if he are hungry now.*

The correct answers would be

Pramila asked him if he was hungry then.

The sixth type of error was on the wrong use of the modal verbs. The total chances of committing errors were 80. Out of them public school students committed 15 errors which was 18.75 % of the total errors and private school students committed 7 errors which was 8.75 % of the total errors.

Sita said, “Can you speak English?”

Students transformed the sentence as

*\*Sita asked me if he would speak English*

*\*Sita asked if she can speak English*

The correct answers of this question will be

Sita asked if she could speak English.

Except these kinds of errors students committed some other kinds of errors too. They were not so frequent and systematic. They were the use of 'is' instead of 'was', omission of preposition in requests and many more. Twenty-six errors were committed by private school students and 7 by their private school counterparts.

### 3.1.2 Analysis of Total Errors in Pronoun shift in Item No.1

**Table No. 2**

**Total Errors in Pronoun shift in Item No.1**

<b>Error in pronouns</b>	<b>Total chances of committing error</b>	<b>No of error in public school</b>	<b>Percentage</b>	<b>No of error in private school</b>	<b>Percentage</b>
Error in person.1 <sup>st</sup> for 3 <sup>rd</sup>	560	32	5.71	12	2.14
Error on possessive pronoun 'me' for 'him'	80	20	25	0	0
Error in person. 'You' instead of 'he'	80	25	31.25	7	8.75
	720	77	10.69	19	2.63

The table shows the innumerous errors were made on the reported speech while changing the pronouns. The first error committed by the students while changing the pronoun was the incorrect use of person. They used

'I', 'you' instead of 'he'/'she'/'they'. Here, the total chances of committing errors were 560. Among them the students of public schools committed 32 errors and their percentage was 5.71 and the students of private schools committed 12 errors in which the percentage was 2.14 respectively.

**For example,**

Pramila said to him, "Are you hungry now?"

*\*Pramila asked him if she was hungry then.* The correct answer would be  
Pramila asked him if he was hungry then.

Sita said, "Can you speak English?"

*\*Sita asked if he speak English.*

The correct answers would be  
Sita asked if she could speak English.

I said to him, "Do you like Nepal?"

*\*I asked him if I/she liked Nepal*

The correct answers would be  
I asked him if he liked Nepal.

He said, "I am very hungry."

*\*He told that I am very hungry.*

The correct answers would be  
He said to me that he was very hungry.

Prabha said to Rita, "We are nice friends."

*\*Prabha told Rita that we/you were nice friends.*

The correct answers would be  
Prabha told to Rita that they were nice friends.

Another type of error committed by the students was on possessive pronouns i.e. use of ‘me’ for ‘him’. Total chances of committing errors were 80. Out of them, public school students committed 20 errors and private school students did not commit any error. So, the percentage of errors committed by public school students was 25.

**For example,**

Ram said, “Give me a pen.”

*\*Ram asked to give me a pen.* The correct answer would be  
Ram asked to give him a pen.

Another type of error committed by the students was the use of second person (you) instead of third person (he). Total chances of committing such errors were 80. Out of them public school student committed 25 errors which was 31.25% and private school students committed 7 errors which was 8.75% of the error. Here, public school students committed more errors than private school students.

### 3.1.3 Analysis of Total Errors in Tense and Pronoun in Item No. 2

**Table No. 3**

**Total Errors in Tense and Pronoun in Item No .2**

Type of error in tense and pronoun change	Total chances of committing error	Public error	Percentage	Private error	Percentage
Errors in Tense	400	90	22.5	53	13.25
Errors in pronouns	400	54	13.5	29	7.25
	800	144	18	82	10.25

Table No. 3 shows that the students of public school committed 90 errors in tense shift and 53 errors in pronoun shift in which the percentage of errors was 22.5 and 13.5 respectively. Simultaneously, the private school committed 54 errors in tense and 29 errors in pronoun in which the percentage of error was 13.25 and 7.25 respectively. Here, public school students committed more errors in comparison to private school students.

### 3.1.4 Analysis of Total Errors in Tense in Item No.3

**Table No. 4**

**Total Errors in Tense in Item No.3**

<b>Types of Errors in item no3</b>	<b>Total chances of committing error</b>	<b>No of error in public school</b>	<b>Percentage</b>	<b>No of Error in private school</b>	<b>Percentage</b>
Error on the use of modal verb 'be'	80	60	75	24	30
Missing of 'not'	80	26	32.75	4	5
Error on the use of incorrect form of the verb 'break'	80	30	37.5	9	11.2
Error in order	80	30	37.5	23	28.7
	320	146	45.62	60	18.75

The above table shows the errors committed by the students on tense in item no.3 on reported speech. The first type of error committed by the students on tense was the wrong use of the modal auxiliary verb. Students use 'won't', 'will not' instead of 'would not'. Here, the total chances of committing errors were 80. Out of them public school students committed 60 errors and private school 24 and their percentage were 75 and 30

respectively. This was the highest number of errors committed by the students in this item.

**For example,**

रामले सीतालाई भन्यो कि म शनिबार घर फर्कदैन ।

Student transformed the sentence as

*\*Ram told Sita that he will not/won't return home Saturday.*

The correct answer would be

Ram told Sita that he would not return home Saturday.

The Second type of errors committed by the students was on missing the 'not' form. Total chances of errors committing were 80. Out of them, public school students committed 26 errors and private school students committed 4 errors in which the percentage of errors were 32.5% and 5% respectively.

**For example,**

मैले तिमिलाई भनेको थिए कि आगोसित कहिल्यै नखेलनु ।

Students transformed the sentence as

*\*I told you that don't play with fire.*

*\*I have told you that you will not play with fire.*

But the correct answer would be

I had told you not to play with fire ever.

Here, the students used told you, have told you instead of had told you and they use the unnecessary addition of that.

The third type of errors committed by the students was the incorrect form of the verb 'break' and the omission of 'if'. Total chances of committing such errors were 80, but the students of public schools committed 30

errors and private school students committed 9 errors. Their percentage was 37.5 and 11.25 respectively.

**For example,**

जनकले मोहनलाई त्यो बाण भाँच्न सक्छ भनी सध्या?

Student transformed the sentence as

*\*Janak asked Mohan he broke that bow.*

*\*Janak asked Mohan you can broke that arrow.*

But the correct answer would be

Janak asked Mohan if he could break the bow.

Here, students use the incorrect form of the verb 'break'. They also make sentences which have no meaning. Simultaneously 'arrow' was written instead of 'bow'.

Another type of error committed by the students was the error in order. Here the total chances of committing error were 80. Out of them, public school students committed 30 and the private school students committed 23 errors and their percentages were 37.50% and 28.75% respectively.

**For example,**

मेरो शिक्षकाले मलाई तिम्रो नाम के हो भनी सोध्नु भयो ?

Students transformed the sentence as

*\*My teacher said to me, "What is your name?"*

*\*My teacher asked me what was my name?*

The correct answers would be

My teacher asked me what my name was.

Here, the student used 'is' instead of 'was'. They also used 'that' which is not used when there is a question. They make sentences without the correct order.



### 3.1.5 Analysis of Total Errors in Pronoun in Item No. 3

Table No.5

Total Errors in Pronoun in Item No.3

Errors in pronoun shift in item no.3	Total chance of committing Error	No of Error in public school	Percentage	No of error in private school	Percentage
Errors on the use of 1 <sup>st</sup> person instead of 3 <sup>rd</sup>	80	20	25	15	18.75
Errors on possessive	80	15	18.75	3	3.75
Errors in gender	80	20	25	3	3.75
	240	55	22.91	21	8.75

From the above table we saw mainly four types of error in pronoun change.

The first type of error committed by the students was on the use of the 1<sup>st</sup> person pronoun instead of the 3<sup>rd</sup> person. Total chances of committing error were 80. Among them 20 errors was committed by public school students and 15 was by private school students and their percentages of errors were 25 and 18.75 respectively.

**For example,**

क. रामले सीतालाई भन्यो कि म शनिबार घर फर्कदैन ।

*\*Ram told Sita that I wouldn't return home Saturday.*

Here, students commit error in Person i.e., they used 'I' instead of 'he'.

The second type of error was the error on possessive, 'your' is used instead of 'my' Among 80 errors public school students committed 15 errors i.e. 18.75 and private school students committed 3 errors i.e. (3.75%) respectively.

मेरो शिक्षिकाले मलाई तिम्रो नाम के हो भनी सोध्नु भयो ?

*\*My teacher asked me what is your name.*

In this sentence, students commit an error on possessive pronoun. They missed to use the pronoun (my) and the order of the sentence is also wrong.

The correct sentence would be

My teacher asked me what my name was.

Last type of error was committed in gender. Out of 80 errors public school students committed 20 errors which were 25% of error and private school students committed only 3 errors which was 3.75% of error.

**For example,**

जनकले मोहनलाई त्यो बाण भाँच्न सक्छ, भनी सध्दो?

*\*Janak asked Mohan can you break the arrow.*

Here, there is an error on gender. They used second person instead of third person.

The correct sentence would be.

Janak asked Mohan if he could break the bow.

### 3.1.6 Analysis of Total Errors in Tense on the Whole Items

**Table No. 6**

#### **Total Errors in Tense on the Whole items**

Item no	Total chances of committing errors in each school	Number of errors in public school	Percentage	Number of errors in private school	percentage
1	800	170	21.25	90	11.25
2	400	90	22.50	53	13.25
3	320	146	45.62	60	18.75
Total	1520	406	26.71	203	13.35

From the above table, we come to know that among 1520 chances of committing errors in each school, on the whole items, students of public schools committed 406 errors (i.e. 26.71% errors) whereas the students of private school committed only 203 (i.e. 13.5% errors). The preceding table shows that the private school students were better in every item than public school students.

### 3.1.7 Analysis of Total Errors in Pronoun on the Whole Items

**Table No.7**

#### **Total Errors in Pronoun on the Whole items**

<b>Item no</b>	<b>Total chances of committing errors in each school</b>	<b>Numbers of errors in public school</b>	<b>Percentage</b>	<b>Number of errors in private school</b>	<b>Percentage</b>
1	720	77	10.69	19	2.6
2	400	54	13.50	29	7.25
3	240	55	22.9	21	8.75
Total	1360	186	13.67	69	5.7

The above table shows the total number of errors committed by the students of public and private schools in pronoun shift on the whole items. Among 1360 chances of committing errors in each school on the whole item, students of public schools committed 186 errors (i.e. 13.67 % of errors) whereas the students of private schools committed only 69 errors (i.e. 5.7% errors). Here, public school students committed more errors than private school student

### 3.1.8 Total Errors on Introductory Verbs on the Whole Items

**Table No. 8**

**Total Errors in Introductory Verbs on the Whole Items.**

Types of error in introductory verb	Total chances of committing error	Public students error	Percentage	Private students error	Percentage
Item no.1	1600	52	3.25	15	0.93
Item no.2	160	19	11.87	3	1.8
Item no.3	400	40	10	13	3.25
	2160	111	5.13	31	1.43

Table No.8 shows that the students of public school committed 111 errors on introductory verbs on item no1, 2 and 3 and the students of private schools committed 31 errors on the whole introductory verb in which the percentage were 25.12% and 5.98% respectively. It also shows that the students of private schools committed very less number of errors in comparison to public school students. Simultaneously, students committed less error on introductory verb.

### 3.2. Analysis of Proficiency

Analysis of the proficiency of students was done under the following headings.

#### 3.2.1 Analysis of Total Proficiency of the Students in Item No.1

**Table No. 9**

**Total Proficiency of the Students in Item No.1**

Total Sample	Mean	Above Mean		Below Mean	
		No. of Students	Percentage	No. of Students	Percentage
80	12.21	36	45	44	55

Table No.9 shows that the total sample of the students was 80. The mean of 80 students was 12.22. The percentage of the students who scored

above the mean was 45% and the percentage of the students who scored below the mean was 55%. Here, majority of students were found below the mean. So, the total proficiency of the students in item No.1 was not satisfactory.

### 3.2.2 Comparison of Different Variables with the Total Mean in Item No.1

**Table No. 10**

#### Comparison of Different Variables with the Total Mean in Item No.1

Variables	Sample Size	Total Mean	Above Mean		Below Mean	
			No. of Students	Percentage	No. of Mean	Percentage
Private	40	12.21	28	70	12	30
Public	40		9	22.5	31	77.5

Table No 10, shows that the percentage of the students in public schools who scored above the mean was 22.5% .On the other hand, private school students percentage that scored above the mean was 70%. If we compare between the private and public schools, it is seen that private school students were found better than those of public school students.

### 3.2.3 Analysis of Total Proficiency of the students in Item No.2

**Table No. 11**

#### Total Proficiency of the Students in Item No.2

Total	Mean	Above Mean		Below Mean	
		No. of Students	Percentage	No. of Students	Percentage
80	6.75	43	53.75	37	46.25

The above table shows that 53.75% students were above the mean and 46.25% below it. Thus, the proficiency of the student was satisfactory in this item because majority of the students were above the mean.

### 3.2.4 Comparison of Different Variables with the Total Mean in Item No.2

**Table No. 12**

#### Comparison of Different Variables with the Total Mean in Item No.2

Variables	Sample Size	Total Mean	Above Mean		Below Mean	
			No. of Students	Percentage	No. of Students	Percentage
Public	40	6.6	9	22.5	31	77.5
Private	40		34	85	6	15

Table No.12 shows that the percentage of the students of the public school who scored above the mean was 22.5% and at the same time 85% of the private school students were above the mean. From the comparison, we find out that the performance of the students of private school was found far better than those of public school students.

### 3.2.5 Analysis of the Total Proficiency of the Students in Item No.3

**Table No. 13**

#### Total Proficiency of the Students in Item No.3

Total Mean	Mean	Above Mean		Below Mean	
		No. of Students	Percentage	No. of Students	Percentage
80	2.10	35	43.75	45	56.25

The above table shows that the percentage of the students who scored above the mean was 43.75% and percentage of students who scored

below mean was 56.25% .Majority of the students were below the mean So, the proficiency of the students in item No.3 was not satisfactory.

### 3.2.6 Comparison of Different Variables with the Total Average (mean) in Item No.3

**Table No. 14**  
**Comparison of Different Variables with the Total Average in Item No.3**

Variables	Sample	Total Mean	Above Mean		Below Mean	
			No. of Students	Percentage	No. of Students	Percentage
Public	40	2.10	4	10	37	92.5
Private	40		32	80	8	20

Table No.14 shows that the total mean scored by the students was 2.10 However 92.5 % of the students of public school scored was below mean and the private school students who scored above the mean was 80%. In total, the performance of the students in this item was not good. From the comparison of the percentage, it is obvious that the performance of the students of private school was found much better in comparison to public schools.

### 3.2.7 Comparison between Public and Private School Students

**Table No. 15**  
**Comparison between Public and Private School Students**

Variables	Sample Size	Total Mean	Above Mean		Below Mean	
			No. of Students	Percentage	No. of Students	Percentage
Public	40	21.06	11	27.5	29	72.5
Private	40		37	92.5	3	7.5

The foregoing table shows the comparison between public and private school student proficiency. The total mean of the students in all the items was 21.06. Among 40 students, 27.5% of public schools were found above mean score and 29(i.e. 72.5%) students were found below the mean. Here, the majority of the students were below the mean. So, the achievement of the students was not satisfactory. Simultaneously, 37 students of private schools obtain the position above the mean. Their percentage was 92.5. When we compare the performance of public and private school students, private school students were found much better in comparison to public school students.



## CHAPTER- FOUR

### FINDINGS AND RCOMMENDATIONS

The objectives of this research study were to identify and describe the errors committed by grade nine students while transforming direct speech, to compare the errors between the students of public and private schools and to find out the proficiency of the students, and to suggest some pedagogical implications on the basis of the findings derived from the study.

#### 4.1 Findings

The following findings have been derived after the analysis and interpretation of the data collected from the schools of Palpa district.

1. While identifying and describing the errors students committed different types of errors like use of the present tense instead of the past tense, wrong use of modal auxiliary verb, etc while changing the tense While changing pronouns they committed different errors like use of 1<sup>st</sup> person instead of 3<sup>rd</sup> person, errors on possessive, errors on gender and errors in person.
2. Among 1520 chances of committing errors, students committed 609(i.e. 40.6%) errors in tense shift on the whole items.
3. Among 1360 chances of committing errors, students committed 255 (i.e. 18.75 %) errors in pronoun shift on the whole items.
4. Among 2160 chances of committing errors, students committed 142 (i.e. 6.57%) errors on introductory verbs on the whole items
5. Students committed more errors on tense shift in comparison to pronoun and introductory verb.

6. The proficiency of the students in item no.1 was found not satisfactory. In item no.1, only 36 students were above mean and 44 students were below mean. Students committed more errors in changing the direct speech into indirect.
7. The proficiency of the students in item no.2 was found satisfactory because 43 students were above mean and 37 students were below mean. The proficiency of the students in item no.3 was found not satisfactory because only 35 students were above mean and 45 students were below mean i.e. students committed the highest errors on translation.
8. On the whole students of private schools were found better than those of the public schools students. Among forty students of private schools 92.5 % (i.e. 37) students were above mean whereas only 27.5 % (i.e. 11) students of public school were above mean on the whole items.

## **4.2 Recommendation**

On the basis of the findings drawn after the analysis and interpretation of the data, the following recommendations have been made for the pedagogical implications.

1. Since numerous errors were committed while identifying and describing the errors. Students should be given the basic knowledge of Grammar from the very beginning and only trained teachers should be appointed for secondary level English teacher.
2. Since students committed more errors on tense in comparison to pronoun and introductory verb, inductive method should be used rather than deductive method for grammatical items.

3. Since, the proficiency of the students in item no.3 (i.e. on translation) was not good in comparison to item no.1 and 2, students as well as the teachers are suggested to speak in English in the class. They are also suggested to provide more homework on translating the Nepali sentences into English.
4. Students of private school were better in every item than those of public school. So, the total time period of English in the public school should be increased. Weekly test of grammatical items should be taken regularly. The students should be provided with adequate books, practice books, references books and library facilities

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## APPENDIX-1

### Test Items

The test items have been prepared to accomplish a research work entitled “Errors committed by the students of Grade nine on the use of Reported speech” under the guidance of Prof. Dr. Chandreshwar Mishra, Department Head, Department of English Education, Faculty of Education, T.U. Kirtipur. The researcher hopes that your co-operation will be a great contribution in the accomplishment of this research work.

Thank you.

Researcher  
Anjani Shrestha  
T.U., Kirtipur

Name: .....

Level: .....

Roll No.: .....

School: .....

Sex: .....

### 1(a) Change these commands into reported speech:

1. I said to her, " Bring me the book".

.....

2. The teacher said to me, “Don’t shut the windows”.

.....

3. Ram said, “Give me a pen”.

.....

4. The teacher said to the students, “Sit down”.

.....

**(b) Change this Yes/No Question into reported sentences:**

1. Pramila said to him, "Are you hungry now?"

.....

2. Sita said. "Can you speak English?"

.....

3. I said to him, "Do you like Nepal".

.....

4. The teacher said to the students, "Do you understand it?"

.....

**(c) Change these request into reported speech:**

1. He said to me, "Come in please".

.....

2. I said to her, "Please bring me the book".

.....

3. He asked to her, "Tell me the time, please".

.....

4. He said to me, "Will you open the door, please?"

.....

**(d) Change these Affirmative sentences into reported speech:**

1. He said to me, "Man is mortal."

.....

2. He said to me, "The earth moves round the sun

.....

3. He said, "I am very hungry."

.....

4. Prabha said to Rita, "We are nice friends."

.....

**(e) Change the Wh-question into reported speech:**

1. His brother asked him, "Who is that man?"

.....

2. Mira said to his brother, "Why do you go to the cinema?"

.....

3. Rita said, "Where do you live"?

.....

4. The tourists said to me, "Where is the bus stop?"

.....

**2. Tick the best answers.**

1. Our teacher said that Biratnagar ..... in Morang district.(fell, falls, had fallen).

2. He asked me why..... (are you, you were, I am, I was) late.

3. Ram explains that mountain..... (is, was, had been) very beautiful.

4. Mary said to me, " ....."? (What my problem was, Whats my problem, whats your problem.)

5. "Stop thief 'the crowd shouts has indirect speech. The crowd shouted (to stop thief, them to stop, thief should be stopped).

6. The principal forbade his students, ".....(To make a noise, don't make noise, maken't noise, didn't make noise)

7. Hari said to her, "Please help me."

Hari requested her to help me.

Hari requested her to help him.

Hari requested her please help me.

Hari suggested to help him.



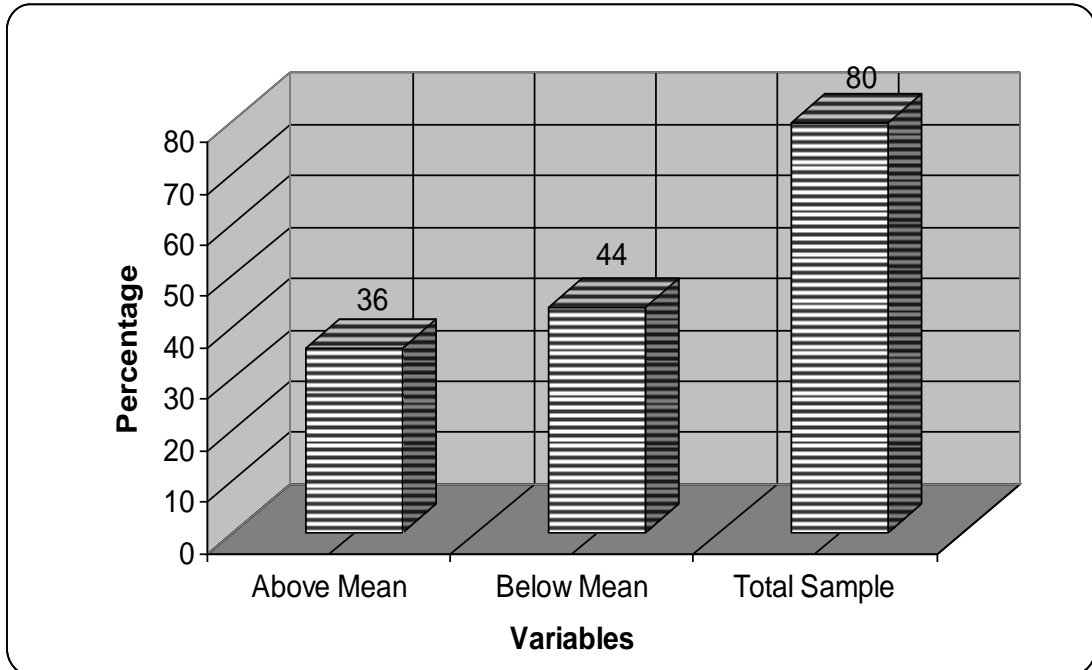
8. I said to him, “Do you like tea?”  
I asked him if he liked tea.  
I asked him you liked tea.  
I asked him to like tea.  
I asked him if you liked tea.
9. Hari said to me, “Do you play chess?”  
Hari asked me if you played chess.  
Hari asked me you played chess.  
Hari asked me if I played chess.  
Hari asked me to play chess.
10. Kishna asked Madan, “Lend me your pen, please.”  
Kishna told Madan to lend me your pen.  
Kishna told Madan to lend him his pen.  
Kishna requested Madan to lend him his pen.  
Kishna asked Madan to lend him his pen.

**3. Translate the following sentences into indirect speech in English.**

- क. रामले सीतालाई भन्यो कि म शनिबार घर फर्कदैन ।  
ख. मैले तिम्रीलाई भनेको थिए कि आगोसित कहिल्यै नखेल्लु ।  
ग. मेरो शिक्षिकाले मलाई तिम्रो नाम के हो भनी सोध्नु भयो ?  
घ. जनकले मोहनलाई त्यो वाण भाँचन सक्छ भनी सधयो?  
ङ. मैले उसलाई कृपया भित्र पाल्नु होला भने ।

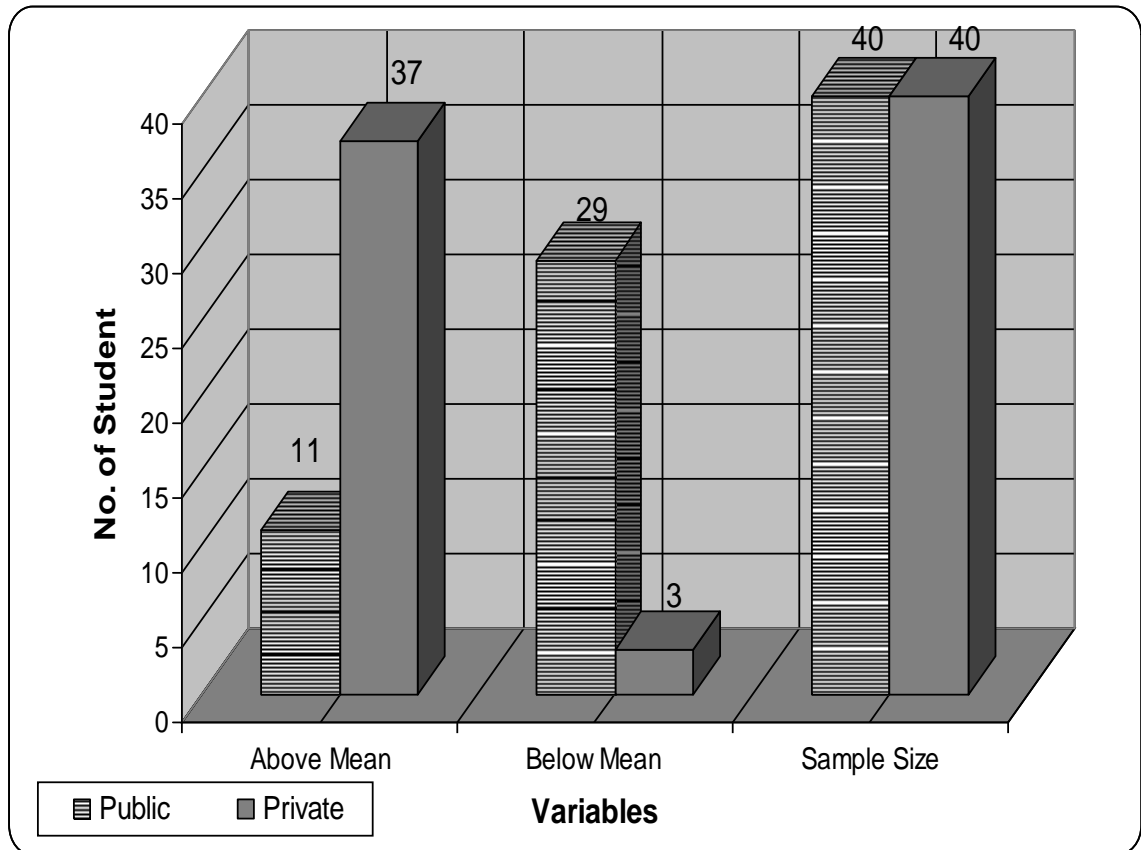
**Fig No.1**

**Total Proficiency of the students in item no.1**



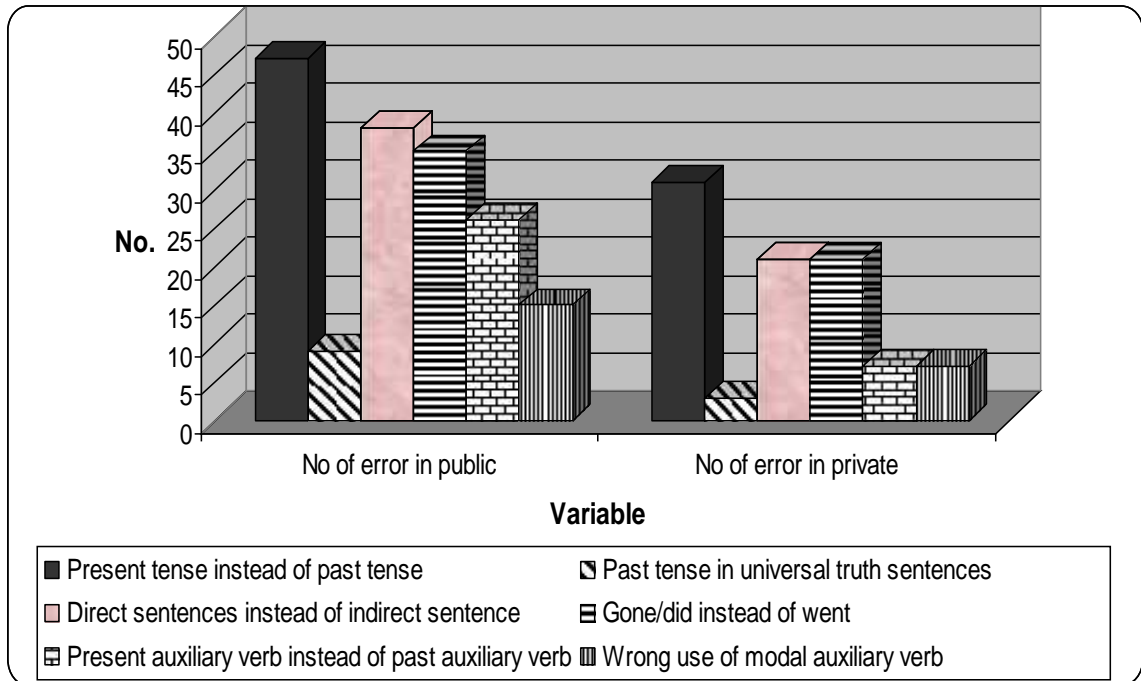
**Fig No.2**

**Comparison between public and private school students on the whole items with total mean.**



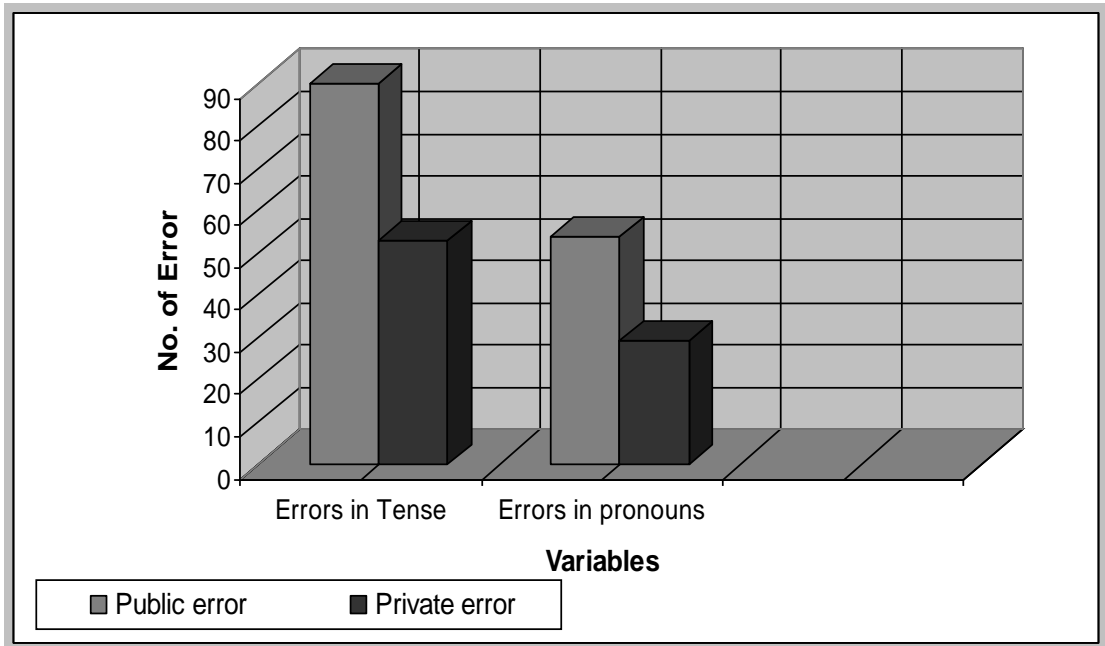
**Fig No.3**

**Analysis of the Total errors in tense in item no.1**



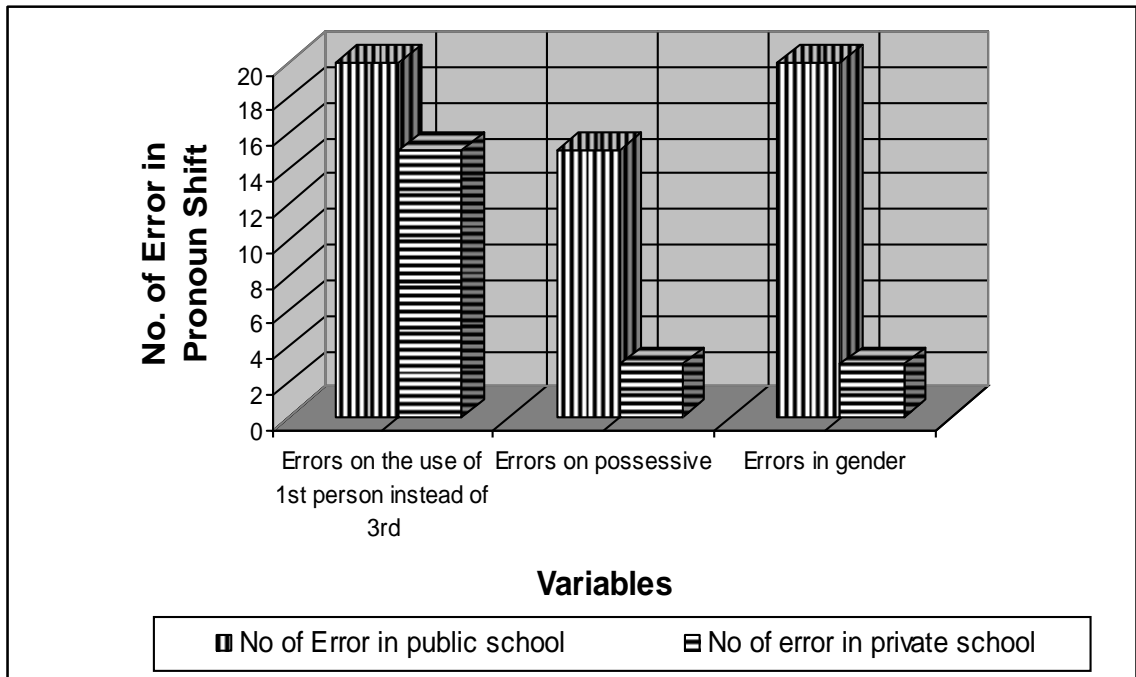
**Fig No.4**

**Total errors in tense and pronoun change in item No. 2**



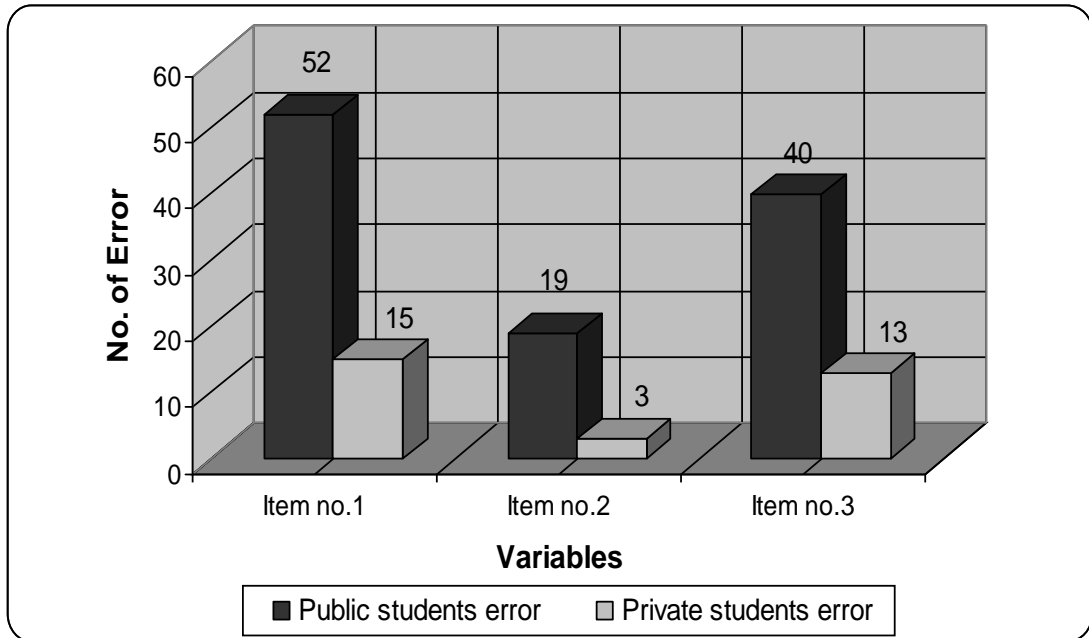
**Fig No.5**

**Total Errors in Pronoun in item No.3**



**Fig No.6**

**Total Errors in Introductory Verb on the whole items.**



**Fig No. 7**

**Total Errors in Tense on the Whole Items**

