CHAPTER – ONE
INTRODUCTION

1.1 General Background

Language is a special gift for the human beings. It has become the most valuable means of communication. Any system of communication can be called a language. If we speak and communicate, it will be called oral communication; if we use signs and gestures and communicate, that will be a non-verbal communication. In the process of communication, one perceives clear pictures of the whole world through the use of language. Through language we are able to think, interpret, perceive and express about the real world.

Language appears to be the most important means of communication in social context. It functions as the most powerful medium of expressing ideas, feelings, emotions, desires and experience. Language has been defined by many scholars differently. One definition is not perfect in itself. But it is broadly accepted that language is a complete human phenomenon and its major function is to communicate.

According to Richards et al. (1985, p.31) "Language is a system of human communication by means of structured arrangement of sound to form larger units. e.g. morphemes, words, sentences." Similarly, In the view of Sapir (1978, p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols". In the same way, Wardhaugh (1977, p.3) defines language as "a system of arbitrary vocal symbols used for human communication." Likewise, according to Oxford Advanced Learner's Dictionary (2007, p. 721). "Language is system of sounds, words, phrases etc. used by human to communicate thoughts and feelings."

From the above definitions, we can point out that language possesses the following features.

Language is human.

Language is non-instinctive.

Language is vocal.

Language is voluntary.

Language is arbitrary.

Language is system.

Language is for a communication.

Thus, "language is voluntary vocal system of human communication." This definition seems to be the most satisfactory one as it covers some key words which are important features of language. The key terms as voluntary, vocal, system, human and communication are explained below:

'Voluntary' means by wish or will. As we know language is made of sounds and words which are voluntarily produced. When we see a great snake on the way, at that time, we make a great noise and we produce a sentence "What a great snake!" We produce the sentence by our will. In the production of the sentence, the mind orders speech organs to produce what we intend to produce.

'Vocal' means the production of speech sounds by vocal organs. The production of speech sound is determined by vocal organs. This distinctive sound produced by the involvement of vocal organs can be called a language.

'System' means organized body. A language is not a random mass of sounds or words but it is a system of sounds or words. There are mainly three systems in a language: phonological system, grammatical system and semantic system. Humans are only subjects to acquire language. Besides humans, other animals also use their vocal organs for communication but their communication is not called a language. Communication is transmission of sounds or words from one person to another. We may produce both communicative and non-communicative sounds. The communicative sounds that we produce to communicate may be called a language. The non-communicative sounds are not called a language.

1.1.1 English in Nepal

In the context of Nepal, an English language was first introduced in the period of Prime Minister Jung Bahadur Rana who established Darbar High School in 1910 B.S. Darbar High School was the first English School of Nepal. This school was established to educate primarily Rana family members. After some years English education was made accessible to the children of common people also. The opening of Trichandra college in 1976 B.S. was really the formal beginning of English education in higher level in Nepal. The system of education was not satisfactory at that time. Then the implementation of NESP (2028 B.S) was the beginning of formal education in Nepal because the NESP determined the national and level wise objectives of education. In the same way integrative curriculum and text books were prepared and there was also the reform in educational administrative organization and the system of supervision as well as the teacher's training was also made available.

At present, the English language has occupied the place of one of the most important as well as essential languages in the whole world because if people from different foreign lands want to travel from one place to another for different purposes such as official, educational, business, trekking purpose and so on, they must know the English language, which is a lingua franca, to communicate with each other among the people of different social, geographical and educational backgrounds. That is why even in our neighbouring country India, English is known as the second language though that is not the mother tongue there whereas in the context of Nepal, it is known as a foreign language. As the English language is needed and used everywhere in each and every field, even teaching learning process here is done mostly in English medium and this language is also known as the fashionable language as everyone has interest, strong determination and self-motivation to learn and use the English language all the time in their daily life because those who speak it can earn high social status and prestige in the society. Realizing the importance of the English language, the government of Nepal has made it compulsory from grade one to Bachelor level.

1.1.2 Error and Mistake: 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 it as faulty or incomplete learning. Errors made by foreign language learner remain systematic and when s/he tries to correct them, s/he again makes another new error. It means we can say that an error occurs due to incomplete linguistic knowledge of the learner. Due to that reason error may be in the speech or writing of a second or foreign language learner.

In Corder's words (1973, p. 257),

> From the study of his errors we are able to infer his knowledge at that point in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms we build up a picture of the features of the language which are causing him learning problems.

As there is no one who has gained the world knowledge by birth, it is the human nature to make mistake in his/her behavioural life performing his/her daily activities. That is why making mistakes is not only limited to the second/foreign language learners but also to native speakers of language, teachers and writers which make the point clear that it is a common and natural phenomenon. Error results from incomplete knowledge and mistake is caused by lack of attention, fatigue, carelessness or some other aspects of performance. Mistake is a cover term, which includes both performance mistakes and errors. A learner makes a mistake when s/he does not apply the rules of a language, which is incorrectable by him/her and such mistake is known as an error whereas 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 because of some non linguistic reasons, their such mistake is called a performance mistake. Both the terms 'performance mistake' and 'error' come under the term 'mistake' in general. However, performance mistakes can be distinguished from errors in the following ways:

(i) Performance mistakes refer to the mistakes committed at performance level, whereas errors are committed at competence level.

(ii) Performance mistakes are caused by lack of attention, fatigue, carelessness or some other sort of physical defect whereas errors result from incomplete knowledge of rules of language. In other words, mistakes are made due to the nonlinguistic reasons like fatigue, lack of attention, heavy drinking etc. and errors are caused due to linguistic reason i.e. lack of linguistic knowledge.

(iii) Performance mistakes are irregular and inconsistent but errors are regular and consistent. For example, if in a written piece of work by a learner, the word 'went' is replaced sometimes by 'goed' and sometimes is written as it is, then it is a mistake but if he always writes 'goed' instead of 'went' then it is an error.

(iv) Mistakes are correctable by the learner who commits them but errors are incorrectable by the learner.

(v) Mistakes are committed by any language learner or user but errors are committed only by L_2 learners. (Sharma, 2005, p. 233)

1.1.2.1 Error Analysis

The term 'Error Analysis' means the systematic study and analysis of the errors made by second or foreign language learners. It is carried out so that we can:

(i) find out how well someone knows a language.

(ii) identify the causes of learners' errors.

(iii) find out how a person learns a language, i.e. identify strategies which learners use in language learning.

(iv) Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

As mentioned above that 'Error Analysis' is the systematic study and analysis of the errors is made by second or foreign language learners, it must be admitted that errors are inevitable in the process of learning a language. But it is also true

that it is the duty of teachers as well as syllabus designers and textbook writers help learners reduce errors. Nepali learners of English are no exception to this. Second language learners commit errors at all the levels of language. And this study was mainly concerned with syntactic errors. To be more specific, this study was only concerned with the errors in sentence formation.

Error analysis can be seen as a series of successive steps/stages which are listed below:

(i)   collection of data for error analysis

(ii)   identification of errors

(iii)   description and classification of errors

(iv)   explanation of errors

(v)   evaluation of errors

(vi)   correction and remediation of errors

Their brief explanation is given below:

(i)   Collection of data for error analysis: It is the first stage of error analysis. To successfully complete any research work, we must have reliable, authentic and factual data. And the data are of two types, spoken and written.

(ii)   Identification of errors: At this stage, errors are identified / recognized on the basis of the collected data. Under this stage, the researcher differentiates errors from what is not error. For this, mistake, in general, is defined and classified, and errors committed mainly by L_2 learners at competence level, which are systematic, regular and predictable, are separated from mistakes committed by native speakers and second language learners at performance level due to lack of attention, fatigue, carelessness, tension, fear, or some others sort of physical defect which are unsystematic, irregular and unpredictable.

(iii)   Description and classification of errors: At this stage of error analysis, the errors identified at the second stage are categorized and kept under different types. Following Richards et al. (1999),

Errors are sometimes classified according to vocabulary (Lexical error), Pronunciation (phonological error), grammar (syntactic error), misunderstanding of a speaker's intention or meaning (interpretative error), production of the wrong communicative effect e.g through the faulty use of speech act or one of the rules of speaking (pragmatic error).

McKeating, in Abbott et al. (1990) has classified errors as follows:

Omission: e.g. * Cow is a useful animal.

Addition: e.g. * She came on last Monday.

Substitution: e.g. * He was angry on me.

Mis-ordering: e.g. * He asked her what time was it.

On the other hand, the errors are also classified in the following ways:

(i)   Group and individual errors.

(ii)   Productive and receptive errors.

(iii)   Overt and covert errors.

(iv)   Local and global errors.

(v)   Interlingual and intralingual errors.

(vi)   Phonological, graphological, grammatical, lexical/ semantic, pragmatic/sociolinguistic/stylistic errors.

These are explained as follows:

(i) **Group and individual errors**: The errors common to all the learners of a particular group are called group errors, and the errors which are not common to all the members of the group are called individual errors.

(ii) **Productive and receptive errors:** Errors in speaking and writing are productive errors. Productive errors are also termed as expressive errors. Most of the errors are expressive ones. For example, uttering or writing 'I will come on tomorrow' instead of 'I will come tomorrow' is an

expressive error. Errors in understanding or interpreting while listening and reading are called receptive errors. In other words, receptive error refers to misunderstanding of a speaker's intention or meaning. Therefore, receptive errors also can be called as interpretative errors. For example, in the context of Nepal, if a saint's expression that 'There is no difference between killing a cow and killing a buffalo is interpreted that he is in favour of killing a cow instead of the interpretation that he is against killing any animals, then this sort of error can be called as receptive error. If we consistently hear one sound or word for the other, this also comes under receptive error.

(iii) **Overt and covert errors:** This distinction is made on the basis of the clarity of the error. An overt error is quite explicit and open whereas a covert error is not easily detectable; it is subtle and hidden. The overt error can be detected even in isolation but the covert one can be detected only in context. Most of the covert errors pass unnoticed. For example, the utterance 'Yes I like her mother very much' is free from error in isolation. However, in the context of 'Do you like John's mother?' it is erroneous.

(iv) **Local and global errors:** Local error is such an error in the use of an element of sentence structure that does not cause problems of comprehension. In local errors, the erroneous expression contains only one point of error and hence can be pinpointed as well. For example;
*If I heard from him, I will let you know.
Global error, on the other hand, is an error in the use of a major element of a sentence structure, which makes a sentence or utterance difficult or impossible to understand. Global error refers to the error that involves inability to make correct use of more than one language element. For example:
*I like take taxi but my friend said so not that we should be late for school.

(v) **Interlingual and intralingual errors:** The error resulted from transfer of rules from the mother tongue is interlingual error. The errors committed due to L1 interference or resulting from language transfer, that is, which are caused by the learner's native language. For example, the incorrect English sentence 'I home go' produced according to the word order of Nepali instead of the correct English sentence 'I go home'.

The intralingual errors are the ones which result from faulty or partial learning of the target language, rather than from language transfer. Intralingual errors are caused due to overgeneralization of second language rules, that is, the influence of one target language item upon another or due to redundancy reduction by omitting elements. For example, a learner may produce 'He is comes', based on a blend of the English structures 'He is coming' and 'He comes'.

(vi) **Phonological, grapho logical, grammatical, lexical Semantic, Pragmatic/sociolinguistic/stylistic errors:** Phonological errors result from the inability to pronounce correctly. Phonological error is, thus, an error in pronunciation. For example, the pronunciation of 'School' as /Isku:l/.

Graphological error refers to the error in writing or perceiving letters or alphabet. For example, writing 'P' as 'q' and 'b' as 'd' or vice versa. Grammatical error refers to the error where there is breaking of grammatical system. Grammatical error may be morphological or syntactic. The following utterances illustrate grammatical errors:

* Who is the taller student in the class? (Morphological error)

* Mary has finished reading the novel, isn't she? (Syntactic error)

Semantics refers to the study of meaning. Semantic error refers to the error in understanding or conveying meaning. Semantic error is also referred to as lexical error. The following errors illustrate semantic/lexical errors:

* 'Skin shoes' in place of 'leather shoes'

* ' He threw a coconut at his friend' instead of 'He threw a coconut to his friend'

* 'I lent a book from the library' in place of 'I borrowed a book from the library'.

Pragmatics is the study of the relations between language and context that are basic to an account of language understanding. Pragmatics, thus, is the highest and the most abstract level of language. Any error in this abstract level is referred to as pragmatic or sociolinguistic or stylistic error. The same style of language use may mean one thing in one context and other thing in another context/society. The sentence or utterance may have linguistic as well as nonlinguistic meaning. Nonlinguistic, here, refers to contextual or situational meaning. The same utterance may mean different things in different contexts. Thus, pragmatic error refers to the inappropriate use of language. It may be the production of utterance that does not fit to the context or the understanding of the meaning without reference to the context. For example, interpreting the expression, "Where are you going?" made by a father to his son knowing that he is going to the cinema, as the father wants to know where his son is going is pragmatic error.

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

Table 1

Corder's Classification of Errors

S.N.	Error Type	Correction Possible	Explanation Possible
1.	Pre-systematic	No	No
2.	Systematic	No	Yes
3.	Post-systematic	Yes	Yes

(vii) **Explanation of Errors:** It is the fourth stage of error analysis. At this stage of error analysis the errors are classified on the basis of their sources/causes. So, we try to find out different sources of errors at this stage. The errors on the basis of their sources can be classified 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

These are explained one by one below:

a) **Errors due to L1 – interference:** Errors due to the presence of mother tongue interference in learning the target language are the errors due to L1 – interference. Such errors are termed as interlingual errors. Thus, interlingual errors are the ones that have resulted from transfer of rules from the mother tongue.

b) **Errors due to analogical creation:** Analogical creation is a particular kind of overgeneralization. Overgeneralization can be regarded as a general term, which includes overgeneralization and analogical creation. Thus, the relationship between overgeneralization and analogical creation can be shown as:

Overgeneralization

Overgeneralization   analogical creation
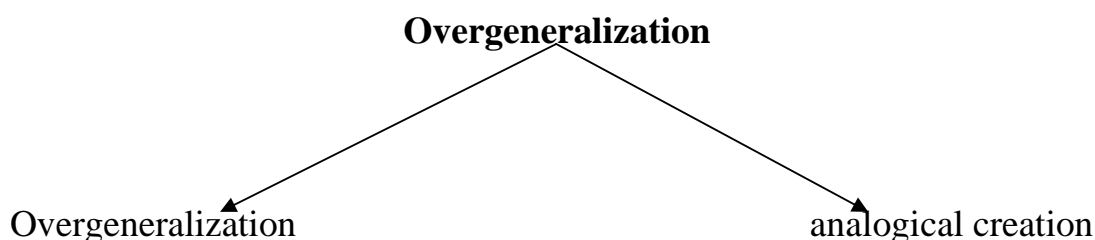
Errors due to analogical creation are those errors committed due to wrong analogy because not all analogical creations are errors. In this regard, the learner produces an erroneous expression analogous to the correct one. For example,

the expression, 'she explained me the meaning' may be based on the correct sentence, 'she told me the meaning'.

c) **Errors due to overgeneralization:** Speakers of different languages produce similar errors in learning the same target language. These errors do not reflect the structure of their mother tongue but faulty generalization about the rules of L2. The learner, having found a rule which appears to work well in one or more contexts, may apply it in the context where it is not applicable. As a result, he commits errors in language. Such error is what we call an error due to overgeneralization. For example, on the basis of the words 'quickly', 'slowly', fairly' and so, the learner may create a rule: adjective + ly= adverb and thus may produce 'fastly', which is the error due to overgeneralization.

d) **Errors due to hypercorrection:** What a learner has learnt correctly is corrected in a wrong way due to later learning, which in turn results into a deviant utterance. Thus, the wrong way of making correction is called hypercorrection. The error influenced by such correction is the error due to hypercorrection. For example, there may be a danger of saying "onty three' for 'thirteen' due to the overemphasis given while teaching twenty three if the child is presented with the cardinal numbers 1 to 20 for the first time and 20 to 100 after some interval of time.

e) **Errors due to erroneous input:** Such errors due to insufficient teaching or practice are the errors due to erroneous input. For example, the rule, 'if the action is in the past, the verb must be in the past tense' may lead to errors such as 'Last night he wanted to played football but his father said that he had to finished his work.' Similarly, the structure of present continuous as s+is/am/are + v-ing + O may produce the sentence like, 'I am seeing him'.

f) **Errors due to inherent difficulty:** Some features of the target language are inherently so difficult that they lead the learners towards committing

errors no matter what the linguistic background of the learner is. For example, it is generally agreed that English pairs /v/-/f/ and /ð/-/ / are very hard to distinguish not only for Nepali or other language speakers but also for native speakers of English.

(v) Evaluation of Errors: This stage of error analysis refers to the determination of seriousness of errors. The seriousness of error is also known as error gravity. The greater that degree of error gravity the more serious the error tends to be. Error gravity refers to a measure of the effect that errors made by people speaking a second or foreign language have on communication or on other speakers of the language. The degree of error gravity of different kinds of errors (e.g. errors of pronunciation, grammar, vocabulary etc.) varies/differs; some errors have little effect, some cause irritation, while other may cause communication difficulties.

(vi) Correction and Remediation of Errors: At this stage, the errors are corrected by the teachers or the learners themselves are made correct the errors. This stage is not the actual stage of error analysis but the goal or aim of error analysis-(Sharma, ibid, p. 230).

1.1.3 Importance of Grammar

Although the English curriculum, English teaching approach and even the evaluation system have changed now and the main stress is on communicative ability instead of grammatical knowledge, we cannot ignore the knowledge of practical grammar if we think deeply and broadly. Learning all necessary rules subconsciously and intuitively is not possible for the students who mostly live in rural areas with unfavourable situations because like native speakers our students cannot get real situations and enough opportunities to practice speaking in a communicative way. The forty five minutes' practice in the classroom is quite inadequate and after class there is no any chance of speaking English. So, we must give the students some support knowledge of functional grammar and structure before engaging them in communicative activities. This will not harm

them. Instead this will help them to speak and write confidently. Students may study it at home as a self study course but the exercises must be checked by the teacher.

Some definitions regarding grammar by different scholars are as follows:

In the words of Francis (1958), 'Grammar is the study of organization of words into various combinations often representing many layers of structure such as phrases, sentences and complete utterances'. 'Grammar is a finite system of rules which explains how languages pair off sound and meaning (cited in Verma, p. 17).

1.1.3.1 The sentence: An overview

Sentences, clauses, phrases, words and morphemes are the grammatical units. Traditional grammar operates with two fundamental units of grammatical description: the word and the sentence. Both of these units are given practical recognition in the conventions of different writing systems. According to Lyons (1968, p. 171),

The relation between the five units of grammatical description (in language for which all five are established) is one of composition. If we call the sentence the 'highest' unit and the morpheme the 'lowest', we can arrange all five units on a scale of rank (sentence, clause, phrase, word, morpheme), saying that units of higher rank are composed of units of lower rank Alternatively, we can say that units of higher rank can be analysed (or decomposed) into units of 'lower rank'.

The term 'sentence' has been defined in several ways. The researcher cites below a few definitions:

(i)   'A sentence is a word or set of words followed by a pause and revealing an intelligent purpose' (Gardiner, 1972, p. 98)

(ii)   A sentence is 'an independent linguistic form, not included by virtue of any grammatical construction in any larger linguistic form' (Bloom field, 1935, p. 172)

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In this way we can say in simple language that a group of words which give complete meaning is called a sentence. The words in a sentence are arranged in a certain order.

(i) Asmita is a nice girl.   (ii) Mr. Shrestha sat on a chair.

A sentence can be divided into two parts: Subject and Predicate

Subject	**Predicate**
The mountains	are beautiful
Those children	can sing very well.
Dogs	bite.

The first part of each sentence is a word or a group of words. It is the subject.

The subject is a person or a thing about which something is said.

The word or the group of words that says something about the subject is the predicate. In some sentences, subjects or predicates are not mentioned.

Give me the keys!

Tell him everything.

In these sentences, the subjects are not mentioned. It is understood that they are there.

(You) Give me the keys!

(You) Tell him everything.

In the following sentences, the predicates are not mentioned.

(How many of them were there ?)

Five of them (were there).

(Who answered the question?)

Madan (answered the question).

The spoken words are 'Five of them' and 'Madan'. The answers within brackets 'were there' and 'answered the questions' are understood.

1.1.3.2 Types of Sentences

There are different types of sentences which are mentioned below.

(i)   Statements

Sentences that express facts or report something are statements. The statements can be negative also.

> We are school/students.
>
> Some animals live under the ground.
>
> Horses do not lay eggs.

These sentences are also called assertive or declarative sentences.

(ii)   Questions

Sentences that make inquiry or ask for information are questions or interrogative sentences.

> Where did you find it?
>
> Who is your father?
>
> Can they finish the work today?
>
> Does Sushma know this rhyme?
>
> Will he call me tomorrow?

The first two questions begin with the question words. Where, who, which, what, when, why and how are questions words. Other questions above begin with the auxiliary verbs. All these questions end with the questions mark.

(iii)   Commands, Requests and Wishes: Sentences that express orders, requests, suggestions or wishes are imperative sentences.

> Come here at once!
>
> Give me your handkerchief.
>
> Please tell me your name.
>
> I wish I were a star.
>
> Go there and you'll find him.

In such sentences, the subject is not mentioned sometimes. Usually, it is understood that the subject 'You' is there.

(iv)   Exclamations

Sentences that express sudden feeling or emotions: surprise, admiration, sadness, fear, disgust, pity or any other such feeling, are exclamatory sentences.

What! He passed in the interview!

Look! What a beautiful car!

Oh, I'm so sorry!

It was such a terrible sight!

My God! You dropped it!

Poor fellow, he can't make it!

Usually such sentences end with an exclamatory mark.

1.2   Review of Related Literature

Several researches have been carried out on 'Error Analysis' in the Department of English Education. Some of the researches which are somehow related to the researcher's study area are as follows:

Richards (1985) expresses his reaction in his own words over contrastive analysis. CA was more successful in phonology than in other areas of language and declined in the 1970s as interference was replaced by other explanations of learning difficulties. In recent years contrastive analysis has been applied in other areas of language. We can take as an example of discourse system.

Shrestha (1989) carried out a research on the topic "The errors in subject-verb agreement committed by the Nepali learners of English". It was found that the students are likely to commit high frequency of errors when the headword is preceded or followed by a word of opposite nature in grammatical number.

Singh (1997) has carried out a research entitled, "A study of the errors committed by the students of 1st year PCL in the use of article and preposition". She came to the conclusion that students committed article errors more frequently than preposition errors.

Adhikari, (1999) carried out a research to find out the errors in the causative verbs and explain their resources. It was found that the students committed more errors in 'have' type of causative verbs than in the 'make' and 'get' types.

Sharma (2000) has carried out "A study of the errors committed by grade nine students in question formation". The purpose of the study was to identify and analyze errors in question transformation. The study is based on the primary data. The tool was set of test items with two types of question items, wh-question and yes/no question. The finding was that in totality, the proficiency in forming questions was very poor.

Karki, (2002) did his research study entitled "A study on the evaluation of grammatical errors". The objective was to identify and describe the types of grammatical errors committed by the students studying at lower secondary level in Nepal. His findings report that the most frequent errors were in article, preposition, passivization, s-v agreement, gerund/infinitive conditional etc.

Karna (2002) has carried out a research entitled, "A study of errors committed by grade XII students in the use of adverbs". The study was carried out to identify and analyze the errors in the use of adverbs by grade XII students. The researcher has also analyzed the proficiency in the use of adverbs. It was a field based cross-sectional study. The data were analyzed descriptively following the simple statistical tools. It was found that the students of public schools committed more errors than the private school in the use of adverbs.

Rai (2002) carried out a research on 'errors on conditionals committed by grade nine students' and found out that the students committed more errors in conditional type 3 rather than types 1 and 2.

The present research is basically different from that of the above reviewed researches because there are a number of researches carried out on grammatical errors analysis but nobody has done on the grammatical errors in forming statements and interrogative sentences.

1.3   Objectives of the Study

The objectives of the study were as follows:

(i)   To identify the errors committed by grade ten students while forming statements and interrogative sentences.

(ii)   To compare the errors committed by the students of public and private schools.

(iii)   To suggest some pedagogical implications.

1.4 Significance of the Study

It is expected that the present study will have great significance to the teachers and students especially involved in the secondary level (class 10) in teaching and learning English as a foreign language in Nepal. Similarly, this research will be a guideline for those researchers who want to do further research in sentence formation deeply. In addition to it, this research will be helpful for language investigators and other people who are directly or indirectly involved in English language teaching and learning activities.

CHAPTER-TWO
METHODOLOGY

Methodology is a powerful vehicle for carrying out any investigation successfully. In this research work, the researcher was keenly interested to identify and analyze the errors committed by Grade 'X' students in forming statements and interrogative sentences. This research work is mainly based on a field study. The detail descriptions of the methodology used in it is presented below.

2.1 Sources of Data

This study was based on the primary data collected by the researcher from different schools of Kathmandu district. The secondary data were used only for the reference purposes in which books or theses related to the study were consulted.

2.1.1 Primary Data

The researcher himself was involved in collecting the data from the four (two public and two private) different schools of Kathmandu district which were selected using non-random judgmental sampling procedure. Out of them, the two private schools which were selected were Shree Shubhakaana Academy Kirtipur-15, Taudaha and Kirtipur English Boarding High School Kirtipur, Tyanglaphhant whereas the two public schools which were selected were Shree Taudaha Rastriya Higher Secondary School, Taudaha, Kirtipur and Shree Khokana Jana Secondary School Tauthali, Kathmandu. Only eighty students, twenty from each of the selected schools of grade ten were chosen using simple random sampling procedure. He administered the test and +collected the primary data.

2.1.2 Secondary Data

Secondary data refer to the data which are not personally seen or met by the researcher himself. They are the data which have already been collected by others. They are collected from published as well as unpublished sources. The

researcher uses books, journals, newspapers, documents, official records etc. for collecting secondary source of data. The data are called second hand data.

Here, for the study, the researcher consulted the following grammar books.

A practical English Grammar (Thomson & Martinet, 1987), The Grammar Book (Celce-Murcia & Larsen-Freeman, 1999) related to the study. Apart from these, Our English Book of grade seven, eight, nine and ten were also consulted. The researcher also consulted the theses of the following researchers: Shrestha (1989), Singh (1997), Sharma (2000), Karki (2000) which are approved in the Department of English Education, T.U.

2.2 Population of the Study

The population of the study was the students studying in class X. Altogether 80 from four different schools were selected for the study. For the purpose of the study four schools, two private and two public, were selected using non-random judgmental sampling. Twenty students from each school were selected using simple random sampling procedure.

2.3 Sampling Procedure

Kothari (1985, p.213) defines sampling as the selection of some parts of an aggregate or totality on the 'basis of which a judgement or inference about the aggregate or totality, is made." In other words, this is the process of obtaining information about an entire population by examining only a part of it. A sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population.

The researcher selected four secondary schools from Kathmandu district non randomly. Two of them were private schools and the same number of them was public schools. Twenty students from each school were randomly selected as the sample population to facilitate the study and thinking that he could estimate the population parameters. The schools and the students selected for the study have been given under Appendix No. II and III respectively.

2.4 Tools for Data Collection

Of course, tools are very essential for data collection. There are various types of tools. These tools are used according to situation or nature of the study. These tools may vary in their complexity, design, administration and interpretation. Kaul (1997,p.126) has categorized them into five different types as: Psychological tests (a series of tasks which the subject is required to perform and which are designed to measure general mental ability or intelligence, special abilities or aptitudes; creativity; achievement; personality traits and adjustment), inquiry forms (questionnaire; schedule, opinionnaire, attitude scales etc), observation, interview and socio metric technique (socio-metric techniques attempts to asking the informally to indicate whom they would select or reject in various situations. Such techniques are used in various educational situations to study social adjustment group dynamics, learning, motivation, discipline and other problem areas that involve social relations).

For this study, the researcher collected the questions from the English textbooks of grade seven, eight, nine and ten and grammar books. And a set of different test items included in the 'Appendix I' were used as a major tool for data collection. In totality, the set of test items carried 80 marks. These test items were categorized into identifying whether the given sentences are statements or questions, joining subjects given in group A with appropriate predicates in group B to make statements and interrogative sentences, arranging the jumbled words in the correct order to make statements and questions and so on. The following table depicts the test categories with marks.

Table No. 2

Distribution of Marks

S.N.	Test categories	Mark distribution
1.	Write whether these sentences are statements and questions	10
2.	Using subjects in group A and predicates in group B, form as many statements and interrogative sentences as you can	38
3.	Write the words of each set in proper order to make statements and interrogative sentences.	10
4.	Rewrite the following sentences, using a full stop, a question mark and a capital where necessary.	3
5.	Turn the following statements into questions.	5
6.	Change the following questions into statements.	6
7.	Rearrange the words below to make sensible statements and interrogative sentences.	8

2.5 Process of Data Collection

Before collecting the data, four schools from Kathmandu district were selected non randomly. The researcher then visited the selected schools and selected twenty students from each school randomly. Then he administered the tests on the students systematically following a stepwise procedure as follows:

a. He explained the purpose of the test to the students so that they would not be worried about it.

b. He gave them the necessary instructions clearly so as to make them clear of what they should do.

c. The students responded to the questions within the given time that was two hours and thirty minutes.

d. The tests were conducted in different schools.

e. After the students finished the questions, he collected the test papers and checked them very carefully.

2.6 Limitations of the Study

The limitations of the study were as follows:

a. It had been limited to four (two public and two private) schools of Kathmandu district.

b. The primary data had been included only from class ten.

c. There were only eighty informants selected.

d. The study was limited to the errors committed by the students of secondary level while forming statements and interrogative sentences.

e. The data were collected through written form only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section deals with the interpretation of the errors committed by the students from all the selected four schools of Kathmandu district.

3.1. Analysis and Interpretation of Total Errors

The following table presents the total errors committed by the students of all the four selected schools in forming statements and interrogative sentences.

Table No. 3

Distribution of Errors

S.N.	Types of Errors	Total Numbers of Errors committed in			
		Statements	%	Interrogative Sentences	%
I	Errors in subject verb agreement	63	14.92	87	8.29
II	Misordering	48	11.37	63	6
III	Deletion/Omission	39	9.24	59	5.62
IV	Addition	23	5.45	43	4.09
V	Wrong use of Determiner	28	6.63	58	5.52
VI	Unfamiliarization to the use of 'for' with period of time.	18	4.26	21	2
VII	Formation of Wrong Noun Phrases	46	10.90	57	5.43
VIII	Formation of an Incomplete prepositional Phrase	29	6.87	44	4.19
IX	Errors committed in Double Tenses used in the formation of Interrogative sentences	-	-	98	9.34

S.N.	Types of Errors	Total Numbers of Errors Committed in			
		Statements	%	Interrogative Sentences	%
X	Errors in the use of corresponding Tense of Modal Auxiliary Verbs in sentence formation	32	7.58	67	6.38
XI	Unnecessary use of 'be' verb	37	8.76	73	6.95
XII	Unnecessary use of 'have' verb	42	9.95	81	7.72
XIII	Lack of Knowledge in Wh-Question Formation	-	-	105	10
XIV	Inability to make correct negative questions	-	-	47	4.48
XV	Haphazardly the Third word in the sentence functions as operator in Question Formation	-	-	56	5.33
XVI	The statement of Active voice was changed into the Question sentence using the structure of passive voice which causes an erroneous sentence	-	-	63	6
XVII	Miscellaneous	17	4.02	27	2.57
	Total	422		1049	

On the basis of the errors identified above, the types of the errors are separately analyzed and interpreted below:

(I)   Errors in Subject Verb Agreement

This was the most frequent type of error in the formation of statements because the students of all the four selected schools committed the total 63 (14.92%) errors out of 422 errors. Similarly, in the formation of interrogative sentences, this was also one of the most frequent types of errors because they committed altogether 87 (8.29%) errors out of the total 1049 errors. Some examples are given below:

(i)   *The paintings was beautiful.

(ii)   *Nita dance everyday.

(iii) *River flow into the seas.

(iv) *Does horses run fasts?

(II)   Misordering

At the time of forming statements systematic, grammatically acceptable and meaningful, they committed 48(11.37%) errors out of the total errors 422. On the other hand, in the formation of interrogative sentences they committed 63 (6%) errors out of the total errors 1049. For example,

(i)   *A girl is charming Susan.

(III) Deletion/Omission

Examples,

   (i) *Eleven members make football team.

   (ii)*Thirsty traveler shot the tiger.

   (iii)   *Does pilot know English?

In the first example mentioned above, the student failed to use any suitable determiner before the noun phrase "… football team". In the same way, the student having lack of knowledge wrote the singular noun phrase, "… Thirsty traveler" without any suitable determiner in the second example. In the third example sentence too, the student failed to use an appropriate determiner before

the singular subject '… pilot'. Regarding the formation of statements, the students committed 39 (9.24%) such errors out of the total errors 422 whereas in the case of interrogative sentences, they committed 59 (5.62%) such errors out of the total errors 1049.

(IV) Addition

Examples,

   (i) *A Susan is charming girl.

   (ii)*Was Bhanubhakta the a great poet?

   (iii)   *The police was found out the thief.

In the first sentence, the indefinite article 'A' before the proper noun 'Susan' has been unnecessarily added. Similarly, in the second sentence, the definite article 'the' before the indefinite article has been wrongly used. And the past form of 'be' verb which is 'was' has been written wrongly in the statement belonging to the structure of past simple tense in the third sentence. Out of the total 422 errors, 23 (5.45%) such errors have been committed in the formation of statements and in the case of interrogative sentences, they committed 43 (4.09%) such errors out of the total errors 1049.

(V)   Wrong use of Determiner

Example,

   (i) *Which animal draws a carts?

Here in the above sentence, the singular determiner 'a' has been used before the plural noun 'carts' which has made the sentence erroneous. In this way in the formation of statements, they have committed 28 (6.63%) errors out of the total errors 422 whereas regarding interrogative sentences, they have committed 58 (5.52%) such errors out of the total errors 1049.

(VI) Unfamiliarization to the Use of 'for' with Period of Time

Example,

   (i) *He had been driving one and half an hour when the accident happened.

Here in the sentence being unfamiliar to the time period "one and half an hour", the preposition 'for' has not been used before such period of time. The number of their such errors out of the total errors 422 in the formation of statements is 18 (4.26%). Similarly, in the formation of interrogative sentences the number of such errors committed out of the total errors 1049 is 21 (2%).

(VII) Formation of Wrong Noun Phrases

Example,

(i) *Susan is charming a girl.

(ii)*Our principal is person a noble.

Here in such sentences, the students have committed errors in the formation of an acceptable noun phrase, Being unfamiliar to the pattern/structure 'det. + adj. + N' of the noun phrase, those sentences are grammatically ill formed. And the number of such errors in the formation of statements is 46 (10.90%). In the formation of interrogative sentences, they committed 57 (5.43%) such errors.

(VIII)Formation of an Incomplete Prepositional Phrase

Example,

(i) *The rain had been spattering his windscreen.

Here the error has been committed in the formation of prepositional phrase by deleting the preposition 'on' before the phrase 'his windscreen'. And the total number of errors occurred in the formation of statements are 29 (6.87%) out of the total errors 422. Similarly, the number of the same type of errors occurred in the formation of interrogative sentences are 44 (4.19%) out of the total errors 1049.

(IX) Errors committed in Double Tenses Used in the Formation of Interrogative Sentences

Example,

(i) *Did the car crashed through the wall?

(ii)*Did Mohan and Gopal quarreled with each other?

(iii)   *Did the police found out the thief?

Here the errors have been committed due to double tense used in the formation of interrogative sentences. And it happened due to incomplete knowledge because even though the auxiliary verb 'Did' which itself is the past form has been used, they have again used past forms of main verbs where they had had to use V_1 forms of those verbs. And the numbers of such errors committed in the formation of interrogative sentences are 98 (9.34%) out of the total errors 1049.

(X) Errors in the Use of Corresponding Tense of Modal Auxiliary Verbs in Sentence Formation

Examples,

    (i)   Should we talk here?

    ➤   *We shall talk here?

    (ii)   A horse can kick hard.

    ➤   *Could a horse kick hard?

In this context, the errors occurred due to incomplete knowledge of grammatical rules for changing statements into question sentences or question sentences into statements which contain modal auxiliary verbs as the tense of modal auxiliary verbs has been changed into corresponding past or present tense while forming statements and interrogative sentences. In the case of statements, they committed 32 (7.58%) such errors out of the total errors 422 whereas they committed 67 (6.38%) such errors in the formation of interrogative sentences.

(XI) Unnecessary Use of 'be' Verb

Example,

    *Brazil make a football team.

    ➤ *Was Brazil make a football team?

Here in such sentence, the 'be' verb has been added as an operator for the formation of interrogative sentences instead of using the helping verb 'do' as the sentence is in a past tense. In this way 37 (8.76%) and 73 (6.95%) such errors out of the total errors 422 and 1049 have been committed in the formation of statements and interrogative sentences respectively.

(XII) Unnecessary Use of 'have' Verb

Example,

    (i) Everything in the room is dirty?

    ➢ *Has everything in the room dirty?

The numbers of such types of errors committed in the formation of statements and interrogative sentences are 42 (9.95%) and 81 (7.72%) out of the total errors 422 and 1049 respectively.

(XIII) Having Lack of Knowledge in Wh- Question Formation

Example,

    (i) *What type of country Nepal is?

The total numbers of such errors committed in the formation of interrogative sentences are 105 (10%) out of the total errors 1049 which makes the point clear that this was the most frequent type of errors committed in the formation of interrogative sentences.

(XIV) Inability to Make Correct Negative Questions

Example,

    (i) *Is not the motor-car engine functioning well?

The number of such errors committed in the formation of negative questions are 47 (4.48%) out of the total errors 1049.

(XV) Haphazardly the Third Word in the Sentence Functions as Operator in Question Formation

    (i) The police found out the thief.

    ➢ *Found the police out the thief?

In the formation of interrogative sentences, 56 (5.33%) such errors out of the total errors 1049 have been committed.

(XVI) The Statement of Active Voice was changed into the Question Sentence Using the Structure of Passive Voice Which Causes an Erroneous Sentence

Example,

   (i)   Brazil won the world cup football match.

   ➢ *Was the world cup football match won by brazil.

63 (6%) such errors out of the total errors 1049 have been committed in the formation of interrogative sentences.

(XVII)   Miscellaneous

While forming interrogative sentences, some of the students failed to put question marks at the end of such sentences.

Example,

   *Does our principal a noble person.

   Similarly, the first letters of proper nouns were small.

Example,

   *Our nearest neighbors are <u>india</u> and <u>china</u>.

In this way in the formation of statement and interrogative sentences they committed 17 (4.02%) and 27 (2.57%) such errors out of the total errors 422 and 1049 respectively.

3.2. School-wise Analysis and Interpretation of Total Errors

The following table presents the total errors committed by the students in forming statements and interrogative sentences according to the schools.

Table No. 4

Total Errors Committed in the Formation of Statements

School	Total Number of Students	Total Questions	Errors	%
Shree Shubhakamana Academy	20	780	42	5.38
Kirtipur English Boarding High School	20	780	68	8.71
Shree Taudaha Rastriya Higher Secondary School	20	780	146	18.71
Shree Khokana Jana Secondary School	20	780	166	21.28
Average	20	780	105.5	13.52

The above table presents that the students of Shree Khokana Jana Secondary School committed more errors. Out of the total 780 questions for the formation of sensible statements, they committed 166 (21.28%) errors. Secondly the students of Shree Taudaha Rastriya Higher secondary school committed 146 (18.71%) errors out of the total 780 questions for the formation of sensible statements. Similarly, the students of Kirtipur English Boarding High School Committed 68 (8.71%) errors out of the total 780 questions provided for the formation of sensible statements. Among these four schools, the students of Shree Shubhakamana Academy committed 42(5.38%) errors out of the total questions 780. The average percentage of total errors is 13.52% and the average numbers of the errors are 105.5.

Table No. 5

Total Errors Committed in the Formation of Interrogative Sentences

School	Total Number of Students	Total Questions	Errors	%
Shree Shubhakamana Academy	20	680	147	21.61
Kirtipur English Boarding High School	20	680	218	32.05
Shree Taudaha Rastriya Higher Secondary School	20	680	326	47.94
Shree Khokana Jana Secondary School	20	680	358	52.64
Average	20	680	262.25	38.56

According to the above table, the students of Shree Khokana Jana Secondary School committed more errors in the formation of interrogative sentences. Out of total 680 questions, they committed 358 (52.64%) errors in totality. It means more than 50 percent errors were committed by them. Secondly Taudaha Rastriya Higher Secondary School students committed 326 (47.94%) total errors out of the total 680 questions in the formation of interrogative sentences. After that the students of Kirtipur English Boarding High School committed 218 (32.05%) errors out of the total 680 questions in the formation of interrogative sentences. Among these four schools, the students of Shree Shubhakamana Academy comparatively committed less errors than the students of other three schools. It means they committed 147 (21.61%) total errors out of the total 680 questions in the formation of interrogative sentences. The average percentage of the total errors is 38.56% and the average errors of the total errors are 262.25.

3.3. Public Vs. Private School-wise Analysis and Interpretation of Total Errors

The following table clearly shows the analysis and interpretation of total errors committed by the public and private school students in the formation of statements. Thus, on the basis of pubic and private schools, the total errors committed by 80 students, 40 from each of two different public schools and the remaining 40 students of each of two private schools were analyzed and interpreted as follows:

Table No. 6

Total Errors Committed in the Formation of Statements

S.N	Schools	Sample size	Total Questions	Total Errors Committed in the formation of Statements	%	Different %
1.	Private	40	1560	110	7.05	**12.95**
2.	Public	40	1560	312	20	

The table above shows that 7.05% errors were committed by the private schools against the 20% errors of the public schools which is the difference of 12.95%. In this way it can be concluded that the students of public schools committed more errors than the students of private schools in forming statements.

And to be more clear, the following bar diagram has been included to show the level of difference of the errors committed by the students of public and private schools.

Diagram No. 1

The Level of Difference of the Errors Committed in the Formation of Statements
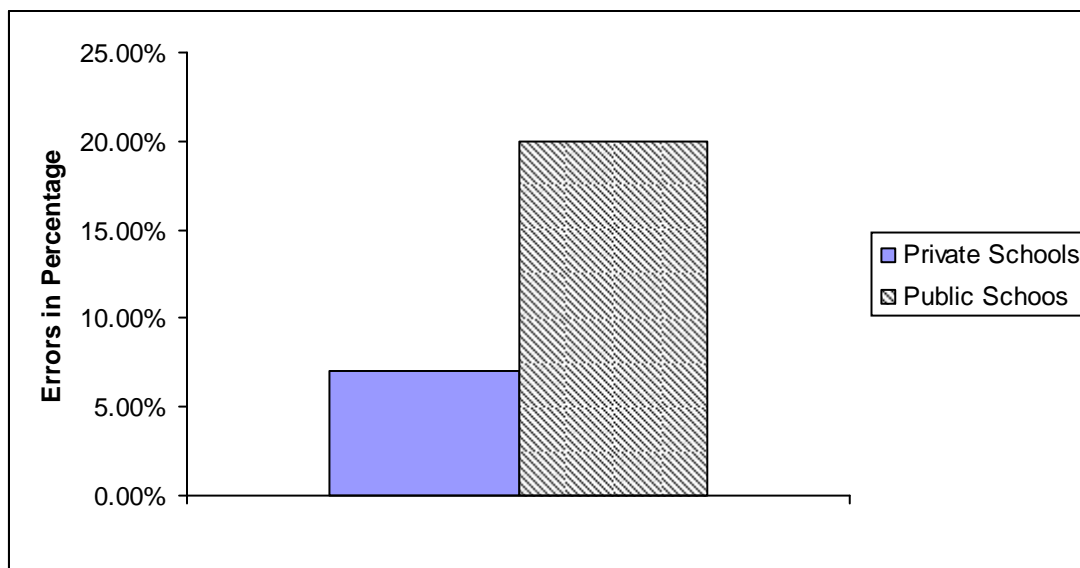
In the same way the below presented table clearly shows the analysis and interpretation of total errors committed by the public and private school students in the formation of interrogative sentences. Thus, on the basis of public and private schools, the total errors committed by 80 students, 40 from each of two different public schools and the remaining 40 students of each of two private schools were analyzed and interpreted as follows.

Table No. 7

Total Errors Committed in the Formation of Interrogative Sentences

S.N	Schools	Sample size	Total Questions	Total Errors Committed in the Formation of Interrogative Sentences	%	Different %
1.	Private	40	1360	365	26.83	**23.46**
2.	Public	40	1360	684	50.29	

The table above shows that 26.83% errors were committed by the private schools against the 50.29% errors of the public schools which is the difference of 23.46%. In this way it can be concluded that the students of public schools committed more errors than the students of private schools in forming interrogative sentences.

And to be more clear, the following bar diagram has been included to show the level of difference of the errors committed by the students of the public and private schools.

Diagram No. 2

The Level of Difference of the Errors Committed in the Formation of Interrogative Sentences
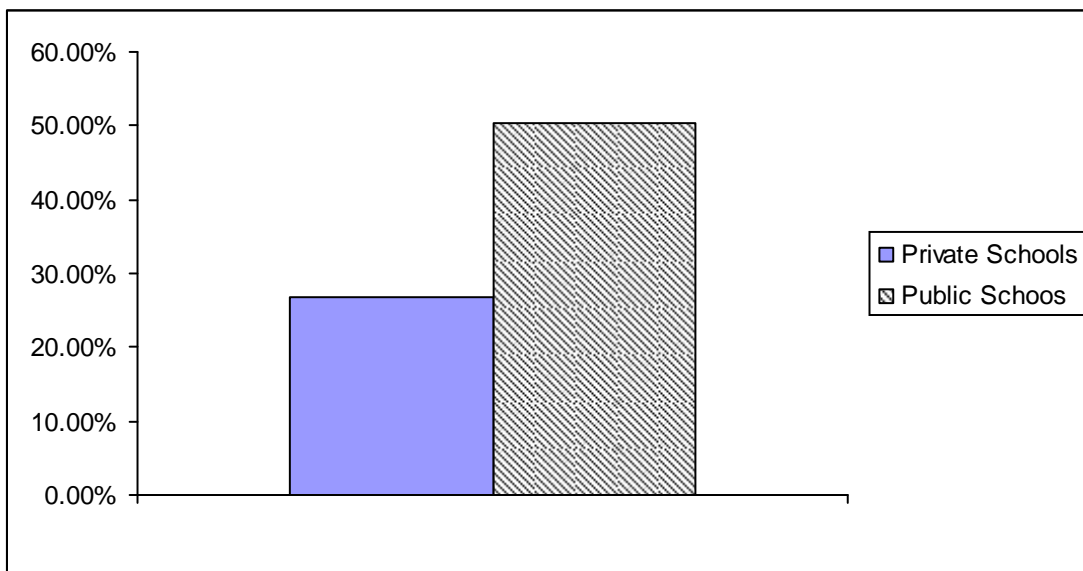
In nutshell, on the basis of analysis and interpretation of the total errors in the formation of statements, the students of Shree Khokana Jana Secondary School, the public school, committed 166 (21.28%) errors out of the total 780 questions whereas the students of Shree Shubhakamana Academy, Kirtipur English Boarding High School and Shree Taudaha Rastriya Higher Secondary School committed 42 (5.38%), 68 (8.71%) and 146 (18.71%) errors respectively out of the total 780 questions. Similarly, in the formation of interrogative sentences, the students of Shree Khokana Jana Secondary School, the public school,

committed 358 (52.64%) errors out of the total 680 questions whereas the students of Shree Shubhakamana Academy, Kirtipur English Boarding High School and Shree Taudaha Rastriya Higher Secondary School respectively committed 147 (21.61%), 218 (32.05%) and 326 (47.94%) errors out of the total 680 questions. On the basis of pubic vs. Private school wise analysis and interpretation of total errors, the students of the private schools committed 110 (7.05%) errors in the formation of statements out of the total 1560 question whereas the students of the public schools committed 312 (20%) errors in the formation of statements out of the total 1560 questions which is the difference of 12.95%. Regarding the formation of interrogative sentences, the students of the pubic schools committed 684 (50.29%) errors out of the total 1360 questions whereas the students of the private schools committed 365 (26.83%) errors out of the total 1360 questions which is the difference of 23.46%.

Through the above information to fulfill the desire of the second objective of this research study, it can be concluded that the students of the public schools comparatively committed more errors than the students of the private schools in the formation of statements and interrogative sentences.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

4. Introduction

The present chapter consists of findings and recommendations of the study.

4.1 Findings and Conclusions

The major focus of this research was to identify and analyze the errors in the formation of statements and interrogative sentences committed by X grader students of four different secondary schools of Kathmandu district. The researcher using non-random judgmental sampling selected four secondary schools of Kathmandu district and twenty students were randomly selected from each school. The extent analysis and interpretation of the data, findings and conclusions of the present study are as follows:

(I)   As the first and main objective of this study was to identify the errors committed by grade ten students while forming statements and interrogative sentences, the students made different types of errors in the formation of statements and interrogative sentences.   And the errors are; errors in subject verb agreement, misordering, deletion, addition, wrong use of determiners and the period of time with 'for', errors in the formation of noun phrases and prepositional phrases, and errors in sentence formation with modal auxiliary verbs and positive and negative yes/no question formation with 'be' and 'have' verbs along with wh-question formation.

(II)   Through analysis and interpretation of total errors, out of the total 422 errors in the formation of statements they committed 63 (14.92%) errors in subject verb agreement, 48 (11.37%) errors in misordering, 39 (9.24%) errors in deletion/omission, 23 (5.45%) errors in addition, 28 (6.63%) errors in the wrong use of determiner, 18(4.26%) errors in the use of 'for' with period of time, 46 (10.90%) errors in the formation of wrong noun phrases, 29 (6.87%) errors in the formation of an incomplete

prepositional phrase, 32 (7.58%) errors in the use of corresponding tense of modal auxiliary verbs in the formation of statements, 37 (8.76%) errors in the unnecessary use of 'be' verb, 42 (9.95%) errors in the unnecessary use of 'have' verb and the 17 (4.02%) errors in miscellaneous. In this way it is therefore concluded that in the formation of statements the most errors were found in subject verb agreement whose percentage is 14.92%

(III)   Out of the total 1049 errors in the formation of interrogative sentences, they committed 87 (8.29%) errors in subject verb agreement, 63(6%) errors in misordering, 59 (5.62%) errors in deletion/omission, 43 (4.09%) errors in addition, 58 (5.52%) errors in the wrong use of determiner, 21 (2%) errors in the use of 'for' with period of time, 57 (5.43%) errors in the formation of wrong noun phrases, 44 (4.19%) errors in the formation of incomplete prepositional phrases, 98 (9.34%) errors in double tenses used in the formation of interrogative sentences, 67 (6.38%) errors in the use of corresponding tense of modal auxiliary verbs, 73 (6.95%) errors in the unnecessary use of 'be' verb, 81 (7.72%) errors in the unnecessary use of 'have' verb, 105 (10%) errors in wh-question formation, 47 (4.48%) errors in the formation of correct negative questions, 56 (5.33%) errors in the use of suitable operators in question formation, 63(6%) errors in the use of the structure of passive voice in question formation and 27 (2.57%)errors in miscellaneous. In this way it can be concluded that the most of the errors were found in wh-questions formation and the total percentage of the error is 10%.

(IV)   Through school-wise analysis and interpretation of total errors out of the total 780 questions in the formation of statements, the students of Shree Khokana Jana Secondary School committed total 166 (21.28%) errors and the students of Shree Shubhakamana Academy, Kirtipur English Boarding High School and Shree Taudaha Rastriya Higher

Secondary School respectively committed total 42 (5.38%), 68 (8.71%) and 146 (18.71%) errors. In terms of percentage, it is therefore concluded that the public schools committed more errors than the private schools in the formation of statements.

(V)   Out of the total 680 questions in the formation of interrogative sentences, the students of Shree Khokana Jana Secondary School committed 358 (52.64%) total errors and the students of Shree Shubhakamana Academy, Kirtipur English Boarding High School and Shree Taudaha Rastriya Higher Secondary School committed 147 (21.61%), 218 (32.05%) and 326 (47.94%) errors respectively. In terms of percentage, it is therefore concluded that the public schools committed more errors than the private schools in the formation of interrogative sentences.

(VI)   Through public vs. Private school-wise analysis and interpretation of total errors, out of the total 1560 questions in the formation of statements the students of the private schools committed 110 (7.05%) errors whereas the students of the public schools committed 312 (20%) total errors, which can be shown through the following bar diagram, too.

Diagram No. 3

Errors in Percentage Committed in the Formation of Statements
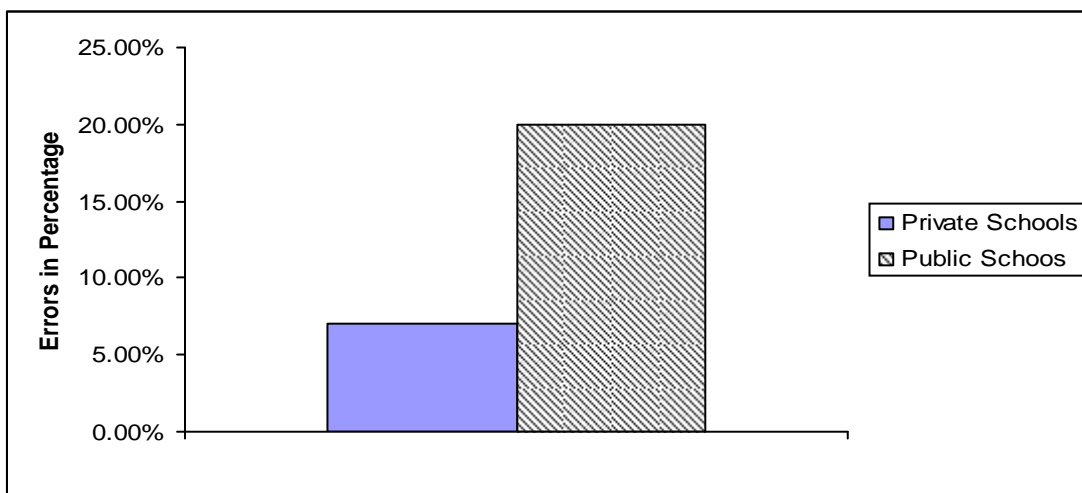
41

In terms of percentage, the private schools appear to have done better than the public schools in the formation of statements.

(VII) Through public vs. private school-wise analysis and interpretation of total errors, out of total 1360 questions in the formation of interrogative sentences, the students of the private schools committed 365 (26.83%) total errors and the students of the public schools committed 684 (50.29%) total errors which is the difference of 23.46%. Such can be also shown through the following bar diagram.

Diagram No. 4

The Level of Errors Committed in the Formation of Interrogative Sentences
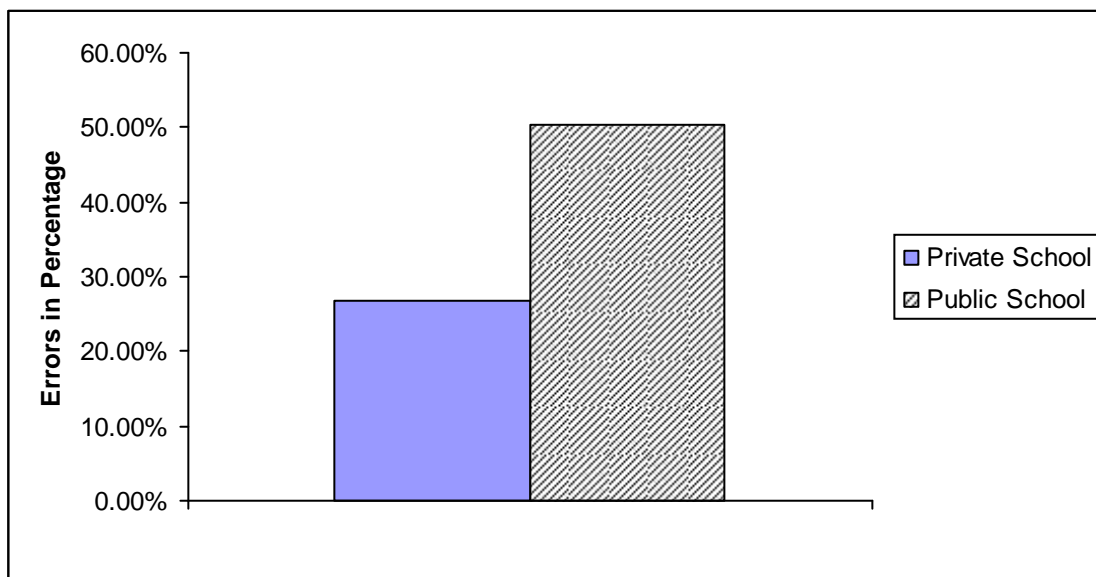
In this way it is therefore concluded that in terms of percentage the private schools appear to have done better than the public schools in the formation of interrogative sentences.

(VIII) The students were found having lack of knowledge in arranging jumbled words properly to form statements and interrogative sentences.

(IX) The students had difficulty in the selection of suitable predicates to join with subjects to make sensible statements or interrogative sentences.

(X) The main difficulty was found in the formation of interrogative sentences. And the main reasons for having such difficulties are as follows:

(a) Incomplete knowledge about the formation of statements and especially interrogative sentences.

(b) Incomplete knowledge of grammatical items such as subject, object, verb phrase, adjective phrase, prepositional phrase etc.

4.2 Recommendations

Having summarized the findings of the present study, the researcher would like to make the following recommendations.

(a) Students should be taught the formation of such type of sentences creating meaningful situations and they should be taught according to their standard and level.

(b) First of all they should be taught the usual and proper position/place of each word used in the formation of statements and interrogative sentences. They should not be taught exceptional cases until they become confident to form such types of sentences properly.

(c) The most appropriate communicative approach should be used and basic knowledge of grammatical items, i.e. verbs, punctuation, articles, tense, modal auxiliary verbs, noun phrase, adjective phrase, prepositional phrase, wh-question words etc should be taught before teaching the formation of such types of sentences.

(d) Adequate exercises should be provided to practice the formation of such types of sentences.

(e) Objectives-oriented teaching should be given more emphasis rather than examination-oriented teaching.

(f) The remedial teaching should be done for the students in writing paragraphs/dialogues including statements and interrogative sentences.

(g) Students should be given jumbled words and they should be given more opportunity to arrange them properly to make statements and interrogative sentences.

(h) Different extra curricular activities and extra adequate reading materials should be provided at secondary school to increase students' language proficiency, comprehension power and vocabulary and more emphasis should be given on student centered teaching than teacher centered teaching.

(i) Students should be given the basic knowledge of English language right from the beginning of their school entrance and teaching burden for language teachers should be avoided for effective teaching.

(j) The class size should be manageable and physical facilities of secondary school should be provided for good educational environment and training should be conducted for the teachers.

Finally, what the researcher wants to request to the concerned authority is that sentence is the highest unit in grammar and it should not be neglected because the wrong placement of words in the formation of sentences can't express intended meaning which causes misunderstanding and confusion in communication. So, the above mentioned points should be taken into consideration and similar research work should be carried out on the other areas of grammar mainly on those areas in which Nepali learners of English are likely to commit errors in their performance.

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APPENDICES

APPENDIX I

Test Items

The test items have been prepared to accomplish a research work entitled "Errors committed by the tenth grade students in forming statements and interrogative sentences" under the guidance of Dr. Tirth Raj Khaniya, the professor of Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. The researcher hopes that your co-operation will be a great contribution in the accomplishment of this research work.

<div align="center">Thank you.</div>

<div align="right">

Researcher

Prabin Kumar Sah

T.U. Kirtipur

</div>

Time: 2:30 hrs.   Full marks: 80

Name: …………………………………………………………………

Level: ……………………………………… Grade: ………………….

School: …………………………………………………………………..

Roll No.: …………………………. Sex: ……………………………….

Date: …………………………… Time: ……………………..

1. Write whether these sentences are **statements and questions:**   **10**

    (i)   That was an interesting story. …………….

    (ii)   Have you ever met a laughing ghost? …………….

    (iii)   She is not interested in games. ………………

    (iv)   Where did you find such a nice flower? ……………..

(v) Flamingoes migrate from place to place. ……………….

(vi) Do you want anything? …………………..

(vii) Where is the bank? …………………………………………….

(viii) I never tell lies. …………………………………………………

(ix) Madan likes to fly kites. ………………………………………….

(x) When do you get up? ……………………………………………

2. Using subjects in group A and predicates in group B, form as many statements and interrogative sentences as you can. 18

Group A	Group B
i. Sita	a. was a great poet.
ii. Bhanubhakta	b. has fan like ears.
iii. The police	c. is injurious to health
iv. Brazil	d. was the daughter of king Janak.
v. Eleven members	e. depends on our labour.
vi. Our success	f. found out the thief.
vii. Smoking	g. is an agricultural country.
viii. A horse	h. won the world cup football match.
ix. An elephant	i. make a football team.
x. Nepal	j. can kick hard.

Examples:

Sita was the daughter of king Janak. (Statements)

Was Sita the daughter of King Janak? (Interrogative)

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3. Write the words of each set in proper order to make statements and interrogative sentences. Use capital letters where necessary.   10

    (i)   a, susan, charming, girl, is ……………………………………………………
            ……………………………………………………

    (ii)   have, ever, you, to, been, Palpa? ……………………………………………
            ……………………………………………

    (iii)   Our, noble, principal, is, person, a …………………………………………….
            …………………………………………….

    (iv)   Come, alone, misfortunes, never …………………………………………….
            …………………………………………….

    (v)   is, best, the, honesty, policy …………………………………………………..

……………………………………………..

4. Rewrite the following sentences, using a full stop, a questions mark and a capital letters wherever necessary.   3

The first sentence has been done for you.

(i)   how old are you.   **How old are you?**

(ii)   she bought something to eat ………………………………………….

(iii)   will you have another piece of cake. …………………………………

(iv)   nepal's nearest neighbours are india and china

……………………………………………………………………...

5. Turn the following statements into questions: 5

(i)   He danced for joy on hearing the news.

………………………………………...

(ii)   Pilots know English. …………………………………………………..

(iii)   Mohan and Gopal quarreled with each other

………………………………………………………………….

(iv)   Oxen draw carts. ………………………………………………….

(v)   Horses run more quickly than elephants. ……………………………..

6. Change the following questions into statements: 6

(i)   Does Nitu dance every day? …………………………………………..

(ii)   Do your parents give you money for picnic?

…………………………………………..

(iii)   Should we talk here? ………………………………………………..

(iv)   Were the paintings beautiful? …………………………………………

(v)   Had Dipu brought his pen? …………………………………………

(vi)   Did they play football? …………………………………………

7. Using subjects in group A and predicates in group B, form as many statements and interrogative sentences as you can.   10

Group A	Group B
a. This machine	(i) drives the car
b. The story	(ii) fell from the trees
c. The motor-car engine	(iii) flow into the seas
d. Everything in the room	(iv) had a happy ending
e. The apples	(v) is dirty
f. Rivers	(vi) is not functioning well

Examples

This machine is not functioning well. (Statement)

Isn't this machine functioning well? (Interrogative)

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8. Using subjects in group A and predicates in group B, form as many statements and interrogative sentences as you can.   10

Group A	Group B
(i) cats	a. shot the tiger.
(ii) sugar	b. crashed through the wall.
(iii) The car	c. can see in the dark.
(iv) The hunter	d. desire to be happy.
(v) We all	
(vi) The thirsty traveler	

Examples

The hunter shot the tiger. (Statement)

Did the hunter shoot the tiger? (Interrogative)

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9. Rearrange the words below to make sensible statements and interrogative
   sentences.   8

   Examples: had been /It/ all day/raining/the evening/until

   It had been raining all day until the evening. (Statement)

   Had it been raining all day until the evening? (Interrogative)

   (i)   driving/He/for/had/been/one and half and hours/ the accident/ when/
           happened

           …………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

(ii) spattering/had been/on/The rain/his/windscreen

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

(iii) very slowly/He/driving/because of/had been/the heavy rain.

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

(iv) for the cleaner/He/for/looking/half an hour/had been

…………………………………………………………………………………

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…………………………………………………………………………………

APPENDIX-II

List of the secondary schools selected for the study in Kathmandu district.

1. Shree Shubhakamana Academy Kirtipur-15, Taudaha (Private)

2. Kirtipur English Boarding High School, Kirtipur, Tyanglaphhant. (Private)

3. Shree Taudaha Rastriya Higher Secondary School, Taudaha, Kirtipur (Public)

4. Shree Khokana Jana Secondary School Tauthali, Kathmandu (Public)

APPENDIX III

The selected students of Shubhakamana Academy

1.	Sudin G.C
2.	Shila Mahat
3.	Ranjan Paudel
4.	Saroj K.C
5.	Manoj Jung Thapa
6.	Sanjita Thapa
7.	Chanda Maharjan
8.	Bibek Karki
9.	Deepika Nepal
10.	Nirmal Raila
11.	Manish Maharjan
12.	Rakshya Nepal
13.	Kusum Kunwar
14.	Dinesh K.C
15.	Somika Thapa
16.	Kushal Karki
17.	Sony Maharjan
18.	Samuel Maharjan
19.	Rabina Raila
20.	Nhushan Maharjan

The selected students of Kirtipur English Boarding High School

1.	Praksah Bishunke
2.	Shashi Khatri (K.C)
3.	Ujjwal Shrestha
4.	Dipin pradhan
5.	Jamuna K.C
6.	Shreejana Luitel
7.	Rema Shrestha
8.	Punam Maharjan
9.	Elgi Maharjan
10.	Soniya Shrestha
11.	Nikesh Maharjan
12.	Sajan Maharjan
13.	Bishnu Bhandari
14.	Mahesh Shrestha
15.	Sandeena Maharjan
16.	Yogendra Maharjan
17.	Niraj Niroula
18.	Pramina Budhacharya
19.	Nirmal Pandey
20.	Upendra Maharjan

The selected students of Taudaha Rastriya Higher Secondary School

1.	Rabindra Nepal
2.	Manoj Shrestha
3.	Laxman Thapa
4.	Reema Maharjan
5.	Sujan Nepal
6.	Eliza Maharjan
7.	Devendra Basnet
8.	Rajani Maharjan
9.	Menuka Thapa
10.	Sujata Khatri
11.	Manisha Maharjan
12.	Roman Maharjan
13.	Suman Basnet
14.	Pabina Khadka
15.	Bhawani Maharjan
16.	Sushma Shakya
17.	Namrata Darnal
18.	Samjhana Karki
19.	Gita Mijau
20.	Sanita Thapa

The selected students of Khokana Jana Secondary School

1.	Ranjan Kunwar
2.	Purnima Thapa
3.	Sangita Bisunkhe
4.	Arpana Mishra
5.	Samita Tamang
6.	Manoj Bhandari
7.	Vijaya Thapa
8.	Punam Budhthoki
9.	Deepa Silwal
10.	Susmita Bisunkhe
11.	Sharmila Shrestha
12.	Shiva Dhungel
13.	Dhanusa Rai
14.	Jeevan Tamang
15.	Raj Kumar Nepali
16.	Niran Nagarkoti
17.	Bimal Bashyal
18.	Sumitra Thapa
19.	Anita Tamang
20.	Sunita Basel

APPENDIX IV

Appendix IV 'A'

Performance of Shree Shubhakamana Academy

S.N	Name of the students	Full Marks	Marks obtained
1.	Sudin G.C	80	78
2.	Shila Mahat	80	70
3.	Ranjan Paudel	80	68
4.	Saroj K.C	80	61
5.	Manoj Jung Thapa	80	76
6.	Sanjita Thapa	80	64
7.	Chanda Maharjan	80	75
8.	Bibek Karki	80	73
9.	Deepika Nepal	80	78
10.	Nirmal Raila	80	63
11.	Manish Maharjan	80	69
12.	Rakshya Nepal	80	76
13.	Kusum Kunwar	80	75
14.	Dinesh K.C	80	74
15.	Somika Thapa	80	65
16.	Kushal Karki	80	57
17.	Sony Maharjan	80	64
18.	Samuel Maharjan	80	72
19.	Rabina Raila	80	53
20.	Nhushan Maharjan	80	63
	Total scores	1600	1374
	Average scores	80	68.7

Appendix IV 'B'

Performance of Kirtipur English Boarding High School

S.N	Name of the students	Full Marks	Marks obtained
1.	Praksah Bishunke	80	76
2.	Shashi Khatri (K.C)	80	72
3.	Ujjwal Shrestha	80	75
4.	Dipin pradhan	80	76
5.	Jamuna K.C	80	55
6.	Shreejana Luitel	80	49
7.	Rema Shrestha	80	63
8.	Punam Maharjan	80	73
9.	Elgi Maharjan	80	69
10.	Soniya Shrestha	80	60
11.	Nikesh Maharjan	80	71
12.	Sajan Maharjan	80	71
13.	Bishnu Bhandari	80	56
14.	Mahesh Shrestha	80	75
15.	Sandeena Maharjan	80	57
16.	Yogendra Maharjan	80	67
17.	Niraj Niroula	80	72
18.	Pramina Budhacharya	80	64
19.	Nirmal Pandey	80	63
20.	Upendra Maharjan	80	57
	Total scores	1600	1321
	Average scores	80	66.05

Appendix IV 'C'

Performance of Taudaha Rastriya Higher Secondary School

S.N	Name of the students	Full Marks	Marks obtained
1.	Rabindra Nepal	80	68
2.	Manoj Shrestha	80	69
3.	Laxman Thapa	80	57
4.	Reema Maharjan	80	45
5.	Sujan Nepal	80	58
6.	Eliza Maharjan	80	49
7.	Devendra Basnet	80	38
8.	Rajani Maharjan	80	53
9.	Menuka Thapa	80	39
10.	Sujata Khatri	80	54
11.	Manisha Maharjan	80	41
12.	Roman Maharjan	80	64
13.	Suman Basnet	80	65
14.	Pabina Khadka	80	49
15.	Bhawani Maharjan	80	46
16.	Sushma Shakya	80	36
17.	Namrata Darnal	80	61
18.	Samjhana Karki	80	43
19.	Gita Mijau	80	41
20.	Sanita Thapa	80	42
	Total scores	1600	1018
	Average scores	80	50.9

Appendix IV 'D'

Performance of Khokana Jana Secondary School

S.N	Name of the students	Full Marks	Marks obtained
1.	Ranjan Kunwar	80	76
2.	Purnima Thapa	80	56
3.	Sangita Bisunkhe	80	53
4.	Arpana Mishra	80	50
5.	Samita Tamang	80	50
6.	Manoj Bhandari	80	48
7.	Vijaya Thapa	80	72
8.	Punam Budhthoki	80	47
9.	Deepa Silwal	80	47
10.	Susmita Bisunkhe	80	39
11.	Sharmila Shrestha	80	46
12.	Shiva Dhungel	80	37
13.	Dhanusa Rai	80	36
14.	Jeevan Tamang	80	61
15.	Raj Kumar Nepali	80	37
16.	Niran Nagarkoti	80	48
17.	Bimal Bashyal	80	49
18.	Sumitra Thapa	80	43
19.	Anita Tamang	80	37
20.	Sunita Basel	80	31
	Total scores	1600	963
	Average scores	80	48.15