

**A STUDY OF ERRORS IN THE USE OF QUESTION TAGS  
COMMITTED BY GRADE NINE STUDENTS**

**A Thesis Submitted to the Department of English Education,  
University Campus, Kirtipur in Partial Fulfilment  
for the Master's Degree in Education  
(Specialization in English Education)**

**By  
Shambhoo Prasad Shah**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2008**

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2008**

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**T.U. Registration No.:5582-95**

**Campus Roll No. : 349(062/063)**

**Second year Exam Roll No.:280394/063**

**Date of Approval of Thesis**

**Proposal: 2064/11/24**

**Date of Thesis Submission:  
2065/02/19**

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This is to certify that Mr. Shambhoo Prasad Shah has worked and completed his M.Ed. thesis entitled “**A Study of Errors in the Use of Question Tags Committed by Grade Nine Students**” under my guidance and supervision.

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## **DEDICATION**

This work is dedicated to my respected parents who devoted a great span of their life, even under very difficult situations, in making me what I am now, and all my honorable teachers who imparted their invaluable skills and knowledge to me, taught me, made me civilized, well-informed, capable of taking responsibility, and directed me on the good path.

## ACKNOWLEDGEMENTS

It is my great pleasure that the present research work has come into this form due to unforgettable encouragement and invaluable suggestions from different personalities of the Department of English Education, T.U. Kirtipur. First of all, I would like to express my sincere and hearty gratitude to my thesis supervisor Mrs. Madhu Neupane, Lecturer, Department of English Education, T.U., Kirtipur who helped me by giving her valuable time towards forming basic ideas and techniques necessary for carrying out this research work.

I am deeply indebted to my honorable Gurus Dr. Chandreshwar Mishra, the Head of Department of English Education and Prof. Dr. Jai Raj Awasthi whose invaluable suggestions from the very beginning led the thesis towards its completion.

I would also like to express my sincere gratitude to respected teachers Dr. Anjana Bhattarai, Dr. Balmukunda Bhandari, Mrs. Saraswati Dawadi, Mrs Hima Rawal and other members of the Department of English Education for their encouragement, invaluable suggestions and academic supports. I am also grateful to Mrs. Madhavi Khanal, Librarian, Department of English Education for her kind cooperation from the beginning.

I am very grateful to the Headmasters, the concerned teachers and all the students of grade nine of the concerned schools of Kathmandu valley for their kind cooperation regarding the first step in the collection of data for the study.

Furthermore, I am equally indebted to all my family members for their continuous help and support. I would like to take the opportunity to

express my warm thanks to my brother, Mr. Shatrughn Prasad Shah and my wife Mrs. Jagiya Devi and to my children Surendra, Arati and Suraj for their help during this study. I would also like to thank Anish Rauniyar, my student, and all my well wishers who directly and indirectly helped me also deserve thanks for their kind cooperation in this work.

Finally, I would like to thank Ramesh Maharjan of Dynamic Computer Service Kirtipur for excellent computer works.

Shambhoo Prasad Shah

Date: \_\_\_\_\_



## **ABSTRACT**

The title of this thesis is **“A Study of Errors in the Use of Question Tags Committed by Grade Nine Students”**. The main purpose of the present study is to find out the errors in the use of question tags committed by grade nine students and to describe the errors as well as to point out the pedagogical implications. In order to carry out this study, four secondary level schools, two private and two public, were purposively selected from the Kathmandu valley, only eighty students of grade nine, twenty from each of the selected schools were chosen purposively. The main tool of the research was a written test. It consisted of ten different types containing five questions in each. The responses of the students were counted and data were analyzed to find the errors.

The main findings of this present study are that the statements having 'have' verb as main verb were found most difficult and statements having auxiliary verb were somehow easy for the students. The statements having I am(not), Imperative sentence and statements having negative marker words were equally difficult for the students. All the errors were classified under expressive, local, overt, intralingual and grammatical errors.

On the basis of the findings some recommendations have been made to improve the existing pedagogical situation.

This thesis consists of four chapters, which are as follows:

Chapter one deals with the introduction. It consists of general background, importance of the English language, the English language in Nepal, an introduction to errors, error analysis, an overview of question tags, framework for the study, objectives, significance and limitations of the study.

Chapter two deals with the methodology applied in order to carry out this research which includes the sources of data (primary and secondary), sample population and sampling procedures, tools for data collection and process of data collection.

Chapter three deals with the analysis and interpretation of data. This chapter consists of two parts. Part one deals with the typewise analysis of errors by using percentage, analysis of the errors in different types in terms of average and percentage, itemwise analysis of errors in each types by using percentage and interpretation of unattempted items. Part two deals with the description of total errors made by the students.

Chapter four presents the summary of findings and recommendations.

Finally, references and appendices are included.

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## ABBREVIATIONS

e.g.	-	for example
i.e.	-	that is to say
L <sub>1</sub>	-	first language
E.A.	-	errors analysis
S.	-	subject
('s)	-	is or has
('d)	-	would or had
V <sup>1</sup>	-	root form of verb
Per.	-	percentage
N.	-	number
U.A.	-	unattempted Items
Fre.	-	frequency