CHAPTER-ONE

INTRODUCTION

1.1   General Background

Language is the principal means used by human beings to communicate with one another. It is a system of visual, auditory or tactile symbols of communication and the rules used to manipulate them. It is the principal means that maintains a link between and among human beings and is used to express likes and dislikes, ideas and emotions, believes and doubts, wants and attitudes. In addition to these, it is also used to tell stories, remember the past and plan for the future. It can be also used to discuss a wide range of topics. This characteristic of language distinguishes it from animal communication. The various elements of language are of significance and interest primarily because they fit together into one integrated system which people use in communication. This function of language provides a framework within which language can be looked at more or less as a whole. It is a very complex human phenomenon; all attempts to define it have been proved inadequate. However, some of the definitions which are currently popular in linguistic circle, are given by the different linguists:

According to Sapir (1921:8) "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Similarly, Richards et al. (1999:196) define "Language as the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes words, sentences, utterances."

Likewise, Wardhaugh (1972:3) says "Language is a system of arbitrary vocal symbols used for human communication." Hornby (1996:662), also gives emphasis to communication when he defines language "as a system of sounds and words used by human to express their thoughts and feelings."

Therefore, we can say that language is the human and non-instinctive method of communicating feeling by means of a system of sounds and sound symbols. It is the distinctive property of human beings. That is why they seem to be superior to all the species on this earth. It is the medium through which history and literature are created and human achievements are transmitted from one generation to another generation. It is obviously a vital tool. Not only this but it is a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships. It is knowledge which is one of the key factors in competitiveness in our world today. Therefore, language can be taken as a life for human beings.

1.1.1 The English Language and its Importance

There are varieties of languages which are used in the world. About 6,000 languages are spoken in the world today. Among them, English is the most widely used language in the world because it has gained the status of international language. It is a West Germanic language for most people in the Anglophone, Carribbean, Australia, Canada, New Zealand, and the United States. The approximate numbers of native speakers of the English language is 341 million people. If second language speakers are included, English is the second most widely spoken language, with 508 million speakers. It is used extensively as a second language and as an

official language throughout the world, especially in common wealth countries and in many international organizations.
(http://www.google.com.np/wikipedia/The English Language/)

English is the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy. It plays an important role in the society because it serves as a lingua franca at international level. Since English is the international language, it is widely learnt and spoken all over the world. It is understood and spoken by more than half of the population of the world. It is the window to view the world and the storehouse of knowledge. If we want to remain in touch with outside world, we have to study English. Those persons who wish to go with higher study to carry out research works, to be in touch with great scholars of advanced countries, to enter into Foreign Services and to travel abroad cannot possibly do without having a good knowledge of English. This language is also needed for the transmission of science and technology and development of tourism. English is the richest language in the fields of literature and science and technology. It is necessary to exchange our views and promote harmony among people of more than one country as well as among people of one country where many languages are spoken as in India. English can be viewed as multi-dynamic language for getting a better job and for solving economic problems and for improving social status. For political purpose too, its importance cannot be neglected. We certainly feel the important of English when we go abroad to participate in international seminars, Conferences and workshops. It provides us with a passport to travel all over the world. So, the English language is very dominant for financial purpose because it opens the door of employment in a foreign country. It

is also the most prestigious and most mobile vehicle in the field of language all over the world.

1.1.2 The English Language in Nepal

In the context of Nepal, the English language is closely concerned with the rise of the Prime Minister Janga Bahadur Rana. English has been taught and learned since when Janga Bahadur Rana visited England in 1850 A.D. to strengthen the ties of friendship with the powerful Empire. He was so impressed with the English education that he established the Durbar High School in 1853 A.D. in order to give English education to the children of Rana families only. However, Durbar High School was the first school of Nepal. After the establishment of Tri-Chandra College in 1918 A.D. English began to be used formally in higher education. After the establishment of Democracy in 1951 A.D., a number of schools and colleges were established throughout the kingdom. In the present day, the gravity of teaching the English language has been realized from the beginning and it has been taught compulsorily in formal institutes. English is introduced as a compulsory subject from grade one in government schools and from Nursery level in private schools to the Bachelor level in university. The guardians who can afford send their children to the private English medium schools. It means that Nepalese guardians have   high respect for the English language. Therefore, we need English especially to show international solidarity and maintain social prestige.

English is said to be the language of social mobility, business and bureaucracy. Most of the recent developments in the field of science and technology as well as other disciplines with the latest innovation have mainly been introduced and described in English. All private schools and

institutes have accepted English as a basic requirement for their employment. All private and some public schools have accepted it as a medium of instruction. The mass media, especially FM radios and various channel on TV broadcast their announcement in English for almost all programmes to get a wide range of popularity and attraction at the national and international level.

Nepal is a centre for a number of tourists as it attracts people from all over the world to its natural beauty. We need English to communicate with these tourists. The English language can also be used for academic purpose because it is considered as a language of the world body of knowledge and reference language. We need English for further study either in Nepal or in a foreign country.

Therefore, the English language is very useful for us to establish diplomatic relations with many other foreign countries in the world and to exchange ideas with foreign experts and tourists in the areas of language, science and technology, culture, religion and trade.

1.1.3 Errors: An Introduction

Errors refer to a systematic deviation from a selected norm or set of norms. It is natural that a learner inevitably commits errors in the process of learning a foreign language. It is an inherent feature in the process of foreign language learning. The majority of learners' errors are linguistically quite different from those made by native speakers of English. Second language learners commit errors at all the levels of language while the first language acquirers commit mistake and that is also at the performance level, by both the native and non-native speakers, due to non-linguistic reasons and occur irregularly and inconsistently.

Errors are caused due to the lack of rules of language but mistakes are caused due to the carelessness, tiredness, haste, lack of attention, forgetfulness, mental fatigue or some other sorts of physical defect. Such mistakes are unsystematic. The errors can not be corrected by the learners but mistakes are correctable by the learners themselves. It is believed that it is natural to make mistakes and if there are no mistakes then perhaps there is no learning. In fact, it is an integral part of the learning process and developing competence.

We all make mistakes when we are speaking our mother tongue. They often cause a certain amount of merriment. But errors refer 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. Errors results from incomplete knowledge. Errors may be in the speech or writing of a second or foreign language learner. Linguistic item may be a word, a grammatical item or a speech act, etc. Errors result from incomplete knowledge and mistakes are caused by lack of attention, fatigue, carelessness of some other aspect of performance. Richards, et al. (1985:95) say, "a distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention fatigue, carelessness or some others aspect of performance."

According to Corder (1973:266) "from the study of his errors we are able to infer his (learner's) knowledge at that point in his   learning career and discover what he still has to learn. By   describing   and classifying one's error in linguistic terms are building up a picture of the features of the language, which are causing him/her learning problems."

A systematic analysis of errors made by foreign language learner is of considerable importance. Error analysis is a technique for detecting, describing and interpreting the unacceptable forms produced by learners in learning process using linguistic principles.

1.1.4 Error Analysis

Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners. Error analysis is carried out so that we can find out how well someone knows a language and how a person learns a language as well to obtain information on common difficulties in language learning. Error analysis is useful in second language learning because this will reveal to teachers, syllabus designers and textbook writers the problematic areas. We could design remedial exercises and focus more attention on the trouble spots. It is the duty of teachers as well as syllabus designers and textbooks writers to help learners to reduce errors. "The Study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process" (http://www.google.com.np/wikipedia/Error/)

Error analysis is a stepwise procedure or it is carried out in a series of successive steps. Generally, there are six steps of error analysis which are as follows:

1.   Collection of data for error analysis.
2.   Identification or recognition of errors.
3.   Description or classification of errors.

4.   Explanation of errors.

5.   Evaluation of errors.

6.   Correction and remediation of errors.

1.1.4.1   Collection of Data for Error Analysis

Data collection means gathering information. It is the first step of error analysis. Before analyzing anything, we should be aware of its existence. We must have reliable data to describe and analyze errors. Data can be of various types. They can be categorized on the basis of texts, approach they involve, modes and tools they use. The data for error analysis may be spoken or written. Spoken data are elicited through interview, discussion, speech and written data is collected through composition or a set of written questionnaire. Informants are asked open-ended questions to provide chances for expressing opinions and close-ended questions to select from given alternatives. Informants are asked to create about a topic with spontaneous production. Sometimes, we can provide guided or controlled questions to translate, to paraphrase or to select proper word or sentence. Corder (ibid: 126) says "Spontaneous production is 'error avoiding' whereas controlled production is error 'provoking'. So, the best way to collect data is to collect them in natural way, i.e. without making the learner aware of the fact that his works are analyzed as errors. Data should be authentic as well as comprehensive to analyze errors."

1.1.4.2   Identification or Recognition of Errors

Identification or recognition of errors is the second step of error analysis. Identification of errors indicates distinguishing error from what is not error. Allen and Corder (1974: 127) say "The recognition of error

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then depends crucially upon the analyst making a correct interpretation of the learner's intended meaning in the context". Generally, errors and mistakes are taken as synonymous which is not true. Mistake is a cover term that includes both mistakes and errors. According to Corder (1973: 256-61), mistakes or lapses are made at performance level, by both the native and non-native speakers due to non-linguistic reasons and occur irregularly and inconsistent but errors are made at consistent   level, by the non-native speakers, due to the linguistic reasons and occur regularly and consistently. Errors cannot be corrected by the performer himself or herself. However, mistakes can be corrected by the performer himself/herself if he/she realizes that he/she has made a mistake. So we must identify the errors.

1.1.4.3   Description or Classification of Errors

Allen and Corder (1974: 128) mention that "the description of error is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance." Similarly, Corder (1973: 277) says "the description of error can be made at various degrees of depth, generality or abstraction." The description of errors can be done in two levels. They are:

  i.   Superficial level
 ii.   Deeper level

i.   Superficial level

The first and most superficial level merely describes errors in terms of the physical differences between the learner's deviant utterances and the reconstructed version. The differences between the deviant utterances

and the reconstructed versions can be classified into the following four categories:

a) Omission: e.g. Hari got Sita feel angry (omission of 'to' before feel angry)

b) Addition: e.g. They got married in last March. (Unnecessary addition of in)

c) Selection: e.g. Ram had his car repair by a mechanic (wrong selection of verb)

d) Misordering: e.g. Ram asked me where was I going. (…………was I …….. misordered)

ii. Deeper level

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

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

Errors are classified into different categories which are as follows:

i. **Group and individual errors:** Errors which are 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 which are made in speaking and writing skills are expressive errors whereas the errors in understanding or interpreting while listening and reading are called receptive errors.

iii. **Overt and covert errors:** Overt error is quite explicit and open whereas a covert error is not easily detectable; it is subtle and hidden.

iv. **Local and global errors:** In local errors, the erroneous expression contains only one point of error and hence it can be pin pointed. The global errors refer to the errors that involve inability to make use of more than one language element. There is more than one way of interpreting the expressions that contain global errors.

v. **Interlingual and intralingual errors:** Interlingual errors are made due to the influence of the learner's native language whereas intralingual errors are made due to overgeneralization and incomplete application of rules.

vi. **Phonological, graphological, grammatical, lexical, semantic and pragmatic errors:** Phonological errors are the result of inability to pronounce correctly. Errors in writing letters, alphabet, spellings, punctuations and other special signs are graphological errors. Grammatical errors refer to the errors where there is breaking of grammatical system. Grammatical errors may be morphological or syntactic. Errors committed on content words are lexical errors. The learner commits errors in conveying meaning; these are semantic errors. Pragmatic errors refer to the inappropriate use of language. It may be the production of utterance that does not fit to the understanding of the meaning without reference to the context.

1.1.4.4 Explanation of Errors

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

This stage tries to find out the different sources of errors committed by the learners. There are mainly two sources of errors: interlinguistic and intralinguistic interference. However, the errors on the basis of their sources can be classified as follows:

i.   **Errors due to L_1 interference:** Errors due to the presence of mother tongue interference in learning the target language are the errors due to L_1-interference. Such errors are termed as interlingual errors.

ii. **Errors due to analogical creation:** Errors due to analogical creation are those errors which occur due to wrong analogy. The process of reasoning based on similarity, 'wrong analogy' creates errors when a learner follows the regularity of pattern formation in each time.

iii. **Overgeneralization:** Errors are made through overregularization or over extension process by learners making their own rules. Learners overgeneralize the rules of language beyond the accepted uses of the rules. The main causes of overgeneralization are learner's limited exposure of second language and insufficient data to derive complex rules. A learner familiarizes with the regular rules but does not try to find exceptions.

iv. **Hypercorrection:** When present learning affects the past correct learning negatively, then it is termed as hypercorrection. Sometimes, what a learner has learnt correctly is corrected in a wrong way due to

latter learning, which in turn results into a deviant utterance. Thus, the wrong way of making correction is called hypercorrection.

v. **Errors due to erroneous input:** If the teacher teaches rules which are not fully adequate and when students follow them, they might commit errors.

vi. **Errors due to inherent difficulty:** Some aspects of language are so difficult that not only the learners but also the native speakers have difficulty in mastering them. English articles and prepositions are also considered to be inherently difficult items.

1.1.4.5   Evaluation of Errors

This stage of error analysis is concerned with the determination of seriousness of errors. Ellis (1985: 52) recognizes the importance of evaluation of errors in making principled teaching decisions and stresses that if the purpose of error analysis is pedagogic rather than meant for research, judgement of errors from the point of view of their seriousness becomes necessary. The seriousness of error is also termed as error gravity. Errors are evaluated by an examiner, language teacher, educationist, and non-native speaker, teacher of other subjects, layman and native speaker.

The seriousness of errors are evaluated on the basis of linguistic criterion, communicative criterion, attitudinal criterion and pedagogical criterion.

1.1.4.6   Correction and Remediation of Errors

Corder (ibid: 266) says "…… the study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of

transfer." In this sense error analysis can be used as a verficational tool to examine the validity of the findings or predictions of contrastive analysis.

The main objective of error analysis is to facilitate learning. Correction takes care of how errors of the learners should be corrected whereas remediation is concerned with providing some kinds of remedial teaching. Correction can be done by the teacher himself which is called teacher correction, by the group or peer is called peer correction and the students themselves is known as self-correction. There are two opposing views regarding the techniques of remediation of errors. The first view suggests that immediate correction is not needed. The teacher should not correct the errors. He/she should make the students able to correct the errors themselves.

The other view suggests that errors must be corrected every time they are committed by the learners very consciously. If the error is not corrected immediately, learners become habituated and once it is habituated, it will be difficult to eradicate.

1.1.5 Question Tags: An Overview

Tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called "question tag". (http://www.google.com.np/wikipedia/Tag/)

Question tag is a common practice in conversation to make a statement and ask for confirmation; as "It's very hot, isn't it?" The latter part 'isn't it' is called a question tag. The pattern is:

i.   Auxiliary + n't + subject (pronoun) if the statement is positive.

ii.   Auxiliary + subject (pronoun) if the statement is negative.

Therefore, question tag, a part of grammar, refers to a tag question in the form of question.

Richards et al. (1999:372) defines a tag question is "a word, phrase, or clause added to a sentence in order to give emphasis or to form a question." But Wood (1984:218) defines question tag as "a short question to a statement to invite agreement form the question addressed." Likewise, Thomson and Martinet (1987:113) give similar view when they mention " question tags are short addition to the sentences, asking for agreement or confirmation."

According to Celce-Murcia and Larsen Freeman (1999:259), "a tag question is a short question form appended to a statement. The tag question generally contrast in polarity with the statement; that is when the statement is affirmative, the tag is negative and vice versa."

Your aunt is visiting from Tennessee, isn't she?

Your aunt isn't visiting from Tennessee, is she?

The meaning of a tag question is reflected in their forms: A tag question is a question attached to a statement. In other words, something is being asserted to which the listener is invited to respond. Quirk, et al. (1985 as quoted in Larsen-Freeman, 1999: 261) suggest that it is important to distinguish the assumption underlying the main clause from the expectation expressed in the tag question. These two intersect with the two intonation patterns introduced earlier to give us four possible combinations. A tag question occurs much more frequently in oral

discourse than in written discourse. Brown (as quoted in Larsen-Freeman 1999: 263) also found that tag question fulfilled five major functions:

iii. Indicating inference: So, therefore, that proves malice, doesn't it?

iv. Seeking agreement: They keep coming back, don't they?

v. Inviting confirmation: Science is your favourite subject, isn't it?

vi. Expressing doubt: They can't get that big, can they?

vii.   Expressing opinion: But that makes a mockery of belief, doesn't it?

Question tags are denominators of spoken language of the various purposes. The two prime purposes of using question tags are; confirmative and agreement. Question tags are the short forms of the questions used for the confirmation of the statement, in conversation we make a statement and at once ask for agreement or confirmation. The different rules should be followed while using tags. The main points to be considered are   as follows:

a) Statement with auxiliary:

If there is any auxiliary verb in the statement, the same auxiliary verb is used to make a question tag. For example

He has written a letter, **hasn't** he?

They are watching T.V., **aren't** they?

b)   Statement without auxiliary:

If there is no any auxiliary verb in the statement, the correct form of 'do' verb is used to make question tag. We should remember that 'does' is used if the main verb is in present singular form, 'do' is used if

the main verb is in present plural and 'did' is used when it is past form. For example

She wept all night, **didn't** she?

Gita likes meat, **doesn't** she?

They always go to cyber, **don't** they?

c)   Contracted form:

If the question is in the negative form 'not' should be used in contracted form. Some of the auxiliary verbs have regular contracted form but some have irregular contracted forms which are as follows:

Regular contracted forms

is + not – isn't

does + not – doesn't

have + not – haven't

Irregular contracted form

am +not – aren't

will + not – won't

shall + not – shan't

For example: I am a teacher, **aren't** I?

He will come tomorrow, **won't** he?

d)   Words that make sentences negative:

Some words like not, nobody, no, no one, nothing, never,   seldom, rarely, scarcely, hardly, hardly ever, barely, neither….nor, etc. make the

sentence negative. If statements consist of such words, affirmative tag should be used. For example:

He hardly ever sings, **does** he?

Neither of them laughed, **did** they?

A barking dog seldom bites, **does** it?

e)   Have 'verb' as main verb:

The verb 'have' can be used as auxiliary verb as well as main verb. Therefore, it is necessary to find out whether it is an auxiliary verb or not. As a main verb 'have' can be used to show possessions, something happening to us, or something that we experience and to mean 'eat' 'drink', 'take', 'saw' and 'perform'. For example:

We have a rest at night, **don't** we?

(Have=take)

I had a dream last night, **didn't** I?

(Had =saw)

Radha has a swim daily, **doesn't** she?

(Has=perform)

Mohan has his breakfast, **doesn't** he?

f)   'One', 'there', 'all', 'something', 'everything' as subject:

Generally, subject is to be changed into personal pronoun (he, she, it, they) but 'one', and 'there' are not changed. For example:

There is a tiger in the zoo, isn't **there**?

One should preserve the tiger, shouldn't **one**?

If 'all' is used as singular subject we should use 'it' but if 'all' is used as plural subject, we should use 'they'. For example:

All is wrong, isn't **it**?

All are wrong, aren't **they**?

If 'everything', 'something', 'nothing', and 'anything', are used as subject they are changed into 'it' in question tag. For example:

Everything is ready, isn't **it**?

Something is missing, isn't **it**?

g) **None, no one, nobody, someone, somebody, everyone, everybody, anyone, anybody as subject:**

If the statement has 'none', 'no one', 'nobody', someone', 'somebody', 'everyone', 'everybody', 'anyone', 'anybody' as a subject then it is changed into 'they' so, sometimes the singular verb also should be changed into plural. For example:

Someone has stolen my pen, **haven't they?**
Everyone is making noise, **aren't they?**

h) The verb 'have to', 'has to', 'had to' and 'used to':

If the statement consists of the verb 'have to', 'has to', 'had to' and 'used to' the correct form of 'do' is used to make question tag. For example:

Amar has to work hard, **doesn't he?**

Nobody had to work yesterday, **did they?**

My dog used to bark at stranger, **didn't it?**

We have to rest at night, **don't we?**

i) Subject + contracted form of has and is ('s) and would and had ('d):

Sometimes the statement may consist of ('s) which may be either 'is' or 'has'. If the statement is in either present progressive form in active voice or if there is past participle form of the verb after it is passive sentence, ('s) means 'is' whereas if the past participle form of the verb is used after it but in active voice, ('s) means 'has'. Similarly ('d) may be 'had' or 'would. If there is past participle form of verb after ('d) it is 'had' but if there is root form of the verb after ('d), it is 'would'. For example:

He's now reading a book, **isn't he?**

She's already gone out, **hasn't she?**

He'd gone before you phoned, **hadn't he?**

The boys'd rather go by air, **wouldn't they?**

j) Imperative sentence:

If the sentence begins with (v^1, Don't, Please, Kindly, Always, Never, Let) we should use 'will you?' and if the sentence begins with "Let's" we use 'shall we?' in question tag. For example:

Please shut the door, **will you?**

Let's go out, **shall we?**

Let us play the game, **will you?**

Don't disturb me, **will you?**

1.1.6 Framework for the Study

The researcher studied the errors made by students of class nine while using question tag of the following types:

1.   Statements having auxiliary verbs
2.   Statements having only main verbs
3.   Statements having I am/I am not
4.   The verb 'have' as main verbs
5.   Having subject + ('s)
6.   'There', 'one', and 'all' as subject.
7.   'Someone', 'somebody', 'everyone', 'everybody', 'anyone', 'anybody', 'no one', 'nobody' or 'something', 'anything', 'nothing' as subject
8.   Subject + ('d)
9.   Imperative sentences
10.   Statements having the words that makes sentences negative.

1.2. Review of Related Literature

As a second language learner, everybody inevitably commits errors at all levels and areas of language. It is an inherent feature of the process of foreign language learning. The nature of the mistakes made by native speakers is quite different from those mistakes committed by second language learners. So errors have been one of the important areas of field of research. Many researches have been carried out regarding the error analysis. But I have found a very few researches conducted regarding the errors in different grammatical items. Therefore, an attempt is made here to review the literature on error analysis particularly those studies done in Nepal so far.

Shrestha (1980) carried out a research on "Error in the Use of Preposition.' In this study, his objective was to observe the influence of the mother tongue of Nepali and Newari speaking students of grade ten in using English prepositions correctly. His finding was that learners committed errors in both areas, 'the differences' and 'the similarities.'

Shrestha (1989) carried out a research on "Errors on Subject-Verb Agreement in English." He analyzed the errors in subject -verb agreement committed by Nepali learners of English and 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.

Luitel (1995) carried out a study on "A Study of the Gravity of Grammatical Errors Made by the Nepali Learners of English." He concluded that wrong order of Noun phrase and Preposition in the usage of preposition and definite article were found the most serious errors.

Singh (1997) conducted a research on "An Analysis of Errors Committed by Students of First Year Proficiency Certificate Level in the Use of Article and Preposition." Her finding was that students committed errors in the use of articles more frequently than in the use of prepositions.

Adhikari (1999) conducted a study on "Errors Committed by Grade Nine Students in the Use of Causative Verbs" and he found that students committed more errors in 'have' type of CausativeVerbs rather than in the 'make' and 'get' types.

Thapa (2000) carried out a research on "Errors Committed by Students of Grade Seven in the Use of Comparative and Superlative

Degrees of English Adjectives". He concluded that the proficiency of girls was better than that of boys.

Paudel (2001) carried out a research on "Analysis of Errors in Sentence Transformation." His finding was that students committed the highest number of errors in changing statements into 'wh' question and the lowest in changing them into affirmative.

Barakoti (2001) carried his research to find out the "Errors committed by PCL second year students in writing free composition." In conclusion, students were found better in using prepositions than in using articles.

Karki (2002) did his study on the "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 English at lower secondary level in Nepal. His findings showed that the most frequent errors were in articles, prepositions, passivization, subject-verb agreement, gerund, infinitives and conditionals.

Ghimire (2007) did his research on "An Analysis of Errors in the Use of Conditional Sentences by Class Ten Students." He found that students had more errors in using if + simple present structure.

Likewise, many research works here have been carried out on subject related to the errors in different areas. But no single research is carried out on the errors in the use of question tags committed by the ninth graders. Therefore, the researcher was interested in it and selected this topic. It is different from others because it attempted to find other possible errors committed by the secondary level students and to provide some pedagogical suggestions.

1.3 Objectives of the Study

The general objective of this study was to identify and analyze the errors in the use of question tags committed by grade nine students. However, the main objectives of the present study were as follows:

a. To find out the errors in the use of question tags committed by grade nine students.
b. To describe the errors.
c. To suggest some pedagogical implications.

1.4   Significance of the Study

Although it is a small study regarding the small portion of grammar, question tags, it will be useful to derive feedback in   making policies on syllabus designing, teaching and evaluating learner's performance. It is hoped that it will be beneficial for the students, learners, text book writers, designers, examiners and researchers. It will be significant basically for the classroom teaching. One can get ideas from this study about how to use question tag and can be taught in a better way. It also provides remedies for the errors committed by students as well as suggests some classroom implication and pedagogical strategies. Apart from this, it will also be useful to the linguists and other researchers who want to undertake researches in similar topic.

1.5   Limitations of the Study

The limitations of the present study were as follows:

a. The study was limited to the small area of English grammar 'question tag'.

b. The study was limited to find out the errors in the use of 'question tag'.

c. The study was limited to only four schools; two public schools and two private schools in Kathmandu valley.

d. Only the ninth grade students were included for this study.

e. The research was limited to the test items.

f. The primary data for this study were collected from the written test only.

g. Only eighty students were taken for this study.

CHAPTER-TWO

METHODOLOGY

2. Introduction

Methodology is a powerful vehicle for carrying out any investigation successfully. In this research work, the researcher was interested in identifying and analyzing the errors committed by grade nine students in the use of question tags. This research work was mainly based on the field study. The detail description of the methodology used in it is presented below.

2.1 Sources of Data

In this study both primary and secondary sources were used for the collection of data.

2.1.1 Primary Sources of Data

It was a field study. So, the primary sources of data were collected from the written tests responded by the students of grade nine of two government schools and two private schools in Kathmandu Valley.

2.1.2 Secondary Sources of Data

The various related books, journals, reports, articles, thesis, English textbooks of grade nine etc were consulted for the facilitation of the study. Some reference books are as follows:

i.   Corder (1973)
ii. Thomson and Martinet (1987)

iii.   Murphy (1994)

iv.   Richards et al.(1999)

2.2 Sample Population and Sampling Procedures

Students studying at grade nine were the population of the study. Four secondary level schools of Kathmandu districts were purposively selected. Twenty students from each of the selected schools were chosen purposively for the data collection. Altogether eighty students participated in this research.

2.3   Tools for Data Collection

The main tool for the collection of data was a set of test items. It consisted of 50 different questions. The test items were designed based on the English syllabus of grade nine. The set of test item for the study is mentioned in the appendix (II).

2.4 Process of Data Collection

After preparing the test items, the researcher visited the selected schools, he took the selected students to a separate room and administrated the test himself when the required time was over, the question papers were collected for interpretation.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3. Introduction

After collecting all the test papers, the responses of the students, the data were analyzed. The number of students for each response was counted. According to the objectives of the study, the responses of the students were marked systematically and the errors committed by the students in the use of question tags were tabulated. On the basis of the tabulation of students 'errors', the analysis and interpretation was carried out. To make the study more objective, the analysis and interpretation was done using the statistical tools of 'average' and 'percent'. Hence, interpretation was carried out statically and descriptively with an emphasis on making the study more objective.

This chapter consists of two parts.

1) Typewise and Itemwise Analysis of errors
2) Description of errors.

3.1 Typewise and Itemwise Analysis of Errors

The main objective of the study was to identify and analyze the errors. Therefore, this part of the chapter deals with the total errors of the students in use of question tags. The main objective of the study was to identify and count the frequency of the errors to describe them. The analysis of errors consists of the following sub headings.

i)   Typewise analysis of errors by using percentage.

ii) Analysis of errors in different types in terms of average and percentage.

iii) Itemwise analysis of errors in each types by using percentage.

iv) Analysis and interpretation of unattempted items.

3.1.1 Typewise Analysis of Errors by Using Percentage

The table below indicates the total number and percentage of right answer and wrong answers and unattempted questions in different types of tag each types contained 400 marks. So, the total full marks was 4000.

Table no. 1

Typewise Analysis of Errors by Using Percentage

Types	Full marks	Write answers	Percentage	frequency of errors	Percentage	No. of U.A.	Per
1.	400	271	16.72	127	5.78	2	1.10
2.	400	239	14. 74	153	6.96	8	4.42
3.	400	148	9. 13	242	11.01	10	5.52
4.	400	69	4 .26	311	14.15	20	11.05
5.	400	188	11.60	194	8.83	18	9.95
6.	400	152	9.37	232	10.56	16	8.84
7.	400	179	11.04	200	9.10	21	11.60
8.	400	129	7.96	241	10.96	30	16.58
9.	400	128	7.90	248	11.28	24	13.26
10.	400	118	7.28	250	11.37	32	17.68
Total			100.00		100.00		100.00
	4,000	1621	40.53	2198	54.95	181	4.52

The above table exhibits that each items carried 400 full marks.

This table indicates the analysis of total errors in different types in the use of question tag. It also shows that out of 4000 statements the students committed errors in 2198 statements (54.95%) in total. Out of

total errors in 2198 statements, the students committed errors 127 statements (5.78%) in type one, 153 statements (6.96%) in type two, 242 statements (11.01%) in type three.

311 statements (14.15%) in type four and 194 statements (8.83%) in type five. Similarly, the students committed errors in 232 statements (10.56%) in type six, 200 statements (9.10%) in type seven, 241 statements (10.96%) in type eight, 248 statements (11.28%) in type nine and 250 statements (11.37%) in type ten.

In brief, the highest number of frequency of errors were committed in type four which was (14.15%) whereas the lowest number of frequency of errors was (5.78%) in type one. Type three, nine and ten were equally difficult for the students. In type four, they used correct form of 'have' as auxiliary verb instead of correct form of 'do verb' in question tags. They couldn't find 'have' as used as main verbs.

3.1.2 Analysis of Errors in Different Types in terms of Average and Percentage

The table below shows errors committed by students in different types of tag in terms of average and percentage

Table 2

Errors in Different Types in terms of Average and Percentage

Types	Full Marks	Total students	Total errors	Average errors	Above average No. of students	Per.	Below average No. of students	Per.
1.	400	80	127	1.59	36	45.00	44	55.00
2.	400	80	153	1.91	42	52.50	38	47.50
3.	400	80	242	3.03	30	37.50	50	62.50
4.	400	80	311	3.89	64	80.00	16	20.00
5.	400	80	194	2.43	40	50.00	40	50.00
6.	400	80	232	2.90	58	72.50	22	27.50
7.	400	80	200	2.50	51	63.75	29	36.25
8.	400	80	241	3.01	40	50.00	40	50.00
9.	400	80	248	3.10	44	55.00	36	45.00
10.	400	80	250	3.13	42	52.50	38	47.50

The above table shows that each types of tags carried 400 statements and 80 students. In type one, the students committed errors in 127 statements and the average errors of each student was 1.59. Out of 80 students, 36 students (45%) were above the average and 44 students (55%) were below the average. In type two, out of 153 errors, each student committed 1.91 errors in average and 42 students (52.5%) were above the average whereas 38 students (47.5%) were below the average. Similarly in type three, out of total 242 errors, each student committed 3.03 errors in average and 30 students (37.5%) were above the average whereas 50 students (62.5%) were below the average. In type four, out of total 311 errors, the average errors of each student was 3.89 and 64 students (80%) were above the average whereas 16 students (20%) were below the average. In type five, out of total 194 errors, each student's average error was 2.43. 40 students (50%) were above the average and 40 students (50%) were also below the average. Likewise in type six out of 232 errors in total, each student committed 2.9 errors in average and 58 students (72.5%) were above the average whereas 22 students (27.5%)

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were below the average. In type seven, out of total 200 errors, the average error was 2.5 for each student. 51 students (63.75%) were above the average and 29 students (36.25%) were below the average. In item eight, out of 241 errors, each student committed 3.01 errors in average, 40 students (50%) were above and 40 students (50%) were also below the average. In item no nine out of total 248 errors, each student committed 3.1 errors in average. 44 students (55%) were above whereas 36 students (45%) were below the average. In total 250 errors in type ten, each student committed 3.13 errors in average, 42 students (52.5%) were above whereas 38 students (47.5%) were below the average.

To sum up while comparing the errors in terms of average and percentage, item no four was the most difficult for the students and type three, eight, nine, and ten were also equally difficult for the students whereas type five, six and seven were not so difficult but item one and two were easy for the students.

3.1.3 Itemwise Analysis of Errors in each types by Using Percentage

According to the main objective of the study the researcher tabulated all the number and percentage of right answers and wrong answers and unattempted questions. Each items contained eighty marks. So the full marks of each types of tag was 400.

Table 3

Total Performance in Statements Having Auxiliary Verbs

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statement with auxiliary verbs	a	45	56.25	35	43.75	-	-	80
	b	72	90.00	8	10.00	-	-	80
	c	70	87.50	10	12.50	-	-	80
	d	62	77.50	18	22.50	-	-	80
	e	22	27.50	56	70.00	2	2.50	80
	Total	271	67.75	127	31.75	2	0.5	400

The above table shows the analysis of errors in the addition of tags to the statements with auxiliaries. It shows that out of total 80 statements in each item, students committed errors in 35 statements (43.75%) in item no. a., 8 statements (10.00%) in item no. b and 10 statements (12.50%) in item no. c respectively. Similarly, the students committed errors in 18 statements (22.50%) in item no. d. and 56 statements (70.00%) in item no. e.

In brief, the students committed the highest frequency of errors in item no. e. and a due to wrong use of 'shalln't' and 'willn't' instead of 'shan't' and 'won't' and the lowest number of errors in item no. b. So, items e and a. were more difficult than the items b, c and d for the students.

Table 4

Total Performance in Statements Having Main Verbs Only

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statement with main verbs	a.	47	58.75	28	35.00	5	6.25	80
	b.	58	72.50	22	27.50	-	-	80
	c.	54	67.50	26	32.50	-	-	80
	d.	43	53.75	37	46.25	-	-	80
	e.	37	46.25	40	50.00	3	3.75	80
	Total	239	59.75	153	38.25	8.	2.00	400

The above table indicates the analysis of errors in the use of question tags to the statements with main verbs only. It shows that out of the total 80 statements in each item, the students committed errors in 28 statements (35.00%) in item no. a., 22 statements (27.50) in item no. b. and 26 statements (32.50%) in item no. c. Similarly, they committed errors in 37 statements (46.25%) in item no. d. and 40 statements (50.00%) in item no. e.

In short, the students committed the highest number of frequency of errors in item no. e. and the lowest frequency of errors in item no. b. The verb which had the same three forms and comes after the singular noun or pronoun was found more difficult than other items.

Table 5

Total Performance in Statements Having I am (not)

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statement with I am or I am not	a.	22	27.50	54	67.50	4	5.00	80
	b.	15	18.75	61	76.25	4	5.00	80
	c.	17	21.25	63	78.75	-	-	80
	d.	44	55.00	34	42.50	2	2.50	80
	e.	50	62.50	30	37.50	-	-	80
	Total	148	37.00	242	60.50	10	2.50	400

The above table exhibits the analysis of errors in the use of question tags to the statement which have 'I am (not)'. It shows that out of total 80 statements in each item, the students committed errors in 54 statements (67.50%) in item no. a. 61 statements (76.25%) in item no. b. and 63 statements (78.75%) in item no. c. Likewise, they committed errors in 34 statements (42.50%) in item no. d. and 30 statements (37.50%) in item no. e.

To conclude, the highest number of frequency of errors were committed in item no. c. and the lowest number of frequency of errors were committed in item no. e. The statements having 'I am' in tag was more difficult than the statements having 'I am not'. They used 'amn't I ' instead of 'aren't I' in negative tags.

Table 6

Total Performance in Statements Having 'Have' as Main Verbs

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statement having 'have' as main verbs	a.	19	23.75	59	73.75	2	2.50	80
	b.	12	15.00	66	82.50	2	2.50	80
	c.	20	25.00	57	71.25	3	3.75	80
	d.	11	13.75	64	80.00	5	6.25	80
	e.	7	8.75	65	81.25	8	10.00	80
	Total	69	17.25	311	77.75	20	5.00	400

The above table shows the analysis of errors in the use of question tags to the statements having the 'have' verb as main verbs. This table shows that out of 80 statements in each item. The students committed errors in 59 statements (73.75%) in item no. a., 66 statements (82.50%) in item no. b. and 57 statements (71.25%) in item no. c. Likewise, they committed errors in 64 statements (80.00%) and 65 statements (81.25%) in items d. and e. respectively.

In brief, the highest number of frequency of errors were committed in item no. b, d, and e and the lowest number of frequency of errors in item no. c. To conclude, all the items were found almost equally difficult for the students in the use of question tag. They used have as an auxiliary verb in tag although it was used as main verb in those statements.

Table 7

Total Performance in Statements Having S +('s)

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Subject + ('s)	a.	53	66.25	25	31.25	2	2.50	80
	b.	54	67.50	23	28.75	3	3.75	80
	c.	29	36.25	48	60.00	3	3.75	80
	d.	14	17.50	60	75.00	6	7.50	80
	e.	38	47.50	38	47.50	4	5.00	80
	Total	188	47.00	194	48.50	18	4.50	400

The above table shows the analysis of errors in the use of question tags to the statements which have subject + ('s). It shows that out of 80 statements in each item, the students committed errors in 25 statements (31.25%) in item no. a, 23 statements (28.75%) in item no. b and 48 statements 60.00% in item no. c. Similarly, they committed errors in 60 statements (75.00%) in item no. d. and 38 statements (47.50%) in item no. e.

In brief, the highest number of frequency of errors were committed in item no. d. and the lowest number of frequency of errors were committed in item no. b. So, the passive statement was more difficult than other items.

Table 8

Total Performance in Statements Having 'There', 'One' and 'All' as Subjects

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
'There', 'one' and 'all' as subjects	a.	48	60.00	31	38.75	1	1.25	80
	b.	11	13.75	63	78.75	6	7.50	80
	c.	52	65.00	26	32.50	2	2.50	80
	d.	28	35.00	50	62.50	2	2.50	80
	e.	13	16.25	62	77.50	5	6.25	80
	Total	152	38.00	232	58.00	16	4.00	400

The above table exhibits the analysis of errors in the use of question tags to the statements having 'there' 'one' and 'all' as subjects. It also shows that out of 80 statements in each item, the students committed errors in 31 statements (38.75%) in item no. a., 63 statements (78.75%) in item no. b and 26 statements (32.50%) in item no. c. Likewise, they committed errors in 50 statements (62.50%) in item no. d and 62 statements (77.50%) in item no. e.

In brief, the highest number of frequency of errors were committed in item no. b. and e. and the lowest number of frequency of errors were committed in item no. c. So, the statements having 'one' as subjects were more difficult than the statements having 'there' and 'all' as subjects.

Table 9

Total Performance in Statements Having Someone, Somebody, Everyone, Something as Subjects

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statement having 'Everybody', 'Everything', 'Something', 'Everyone' as subjects	a.	24	30.00	50	62.50	6	7.50	80
	b.	52	65.00	25	31.25	3	3.75	80
	c.	14	17.50	61	76.25	5	6.25	80
	d.	60	75.00	17	21.25	3	3.75	80
	e.	29	36.25	47	58.75	4	5.00	80
	Total	179	44.75	200	50.00	21	5.25	400

The above table shows the analysis of errors in the use of question tags having the subject indefinite pronoun. It also shows that out of 80 statements in each item, the students committed errors in 50 statements (62.50%) in item no. a., 25 statements (31.25%) in item no. b. and 61 statements (76.25%) in item no. c. Similarly, they committed errors in 17 statements (21.25%) and 47 statements (58.75%) in item no. d and e respectively.

In brief, the highest number of frequency of errors were committed in item no. c. It was 76.25% whereas the lowest number of frequency of errors in item no. d. which was 21.25%. So, the statements having subject 'everybody' and 'everyone" were more difficult than the statement having subject 'something' in tag.

Table 10

Total Performance in Statements Having S + ('d) as 'Had' or 'Would'

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Subject +('d) as 'had' or 'would'	a.	10	12.50	63	78.75	7	8.75	80
	b.	43	53.75	33	41.25	4	5.00	80
	c.	33	41.25	41	51.25	6	7.50	80
	d.	8	10.00	64	80.00	8	10.00	80
	e.	35	43.75	40	50.00	5	6.25	80
	Total	129	32.25	241	60.25	30	7.50	400

The above table exhibits the analysis of errors in the use of question tags to the statements having subject +('d). It also shows that out of 80 statements in each item, the students committed errors in 63 statements (78.75%) in item no. a. 33 statements (41.25%) in item no. b. and 41 statements (51.25%) in item no. c. Likewise, they committed errors in 64 statements (80.00%) in item no. d. and 40 statements (50.00%) in item no. e.

In short, the highest number of frequency of errors were committed in item no. d. and the lowest number of frequency of errors in item no. b. So, the statements having 'better' were most difficult for the students in use of question tags.

Table 11

Total performance in Statements Having Imperative Sentence

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Imperative Sentence + tag	a.	41	51.25	37	46.25	2	2.50	80
	b.	25	31.25	51	63.75	4	5.00	80
	c.	15	18.75	57	71.25	8	10.00	80
	d.	22	27.50	54	67.50	4	5.00	80
	e.	25	31.25	49	61.25	6	7.50	80
	Total	128	32.00	248	62.00	24	6.00	400

The above table indicates the analysis of errors in the use of question tags in imperative sentence. It also presents that out of total 80 statements in each item, the students committed errors in 37 statements (46.25%) in item no. a, 51 statements (63.75%) in item no. b. and 57 statements (71.25%) in item no. c. Likewise, they committed errors in 54 statements (67.50%) in item no. d. and 49 statements (61.25%) in item no. e.

In brief, the highest number of frequency of errors were committed in item no. c and the lowest number of errors were committed in item no. a. So, the sentence beginning with 'Let's' or 'Let us' were more difficult for the students than the sentence beginning with main verb.

Table 12

Total performance in Statements Having the Words that Make Sentences Negative

Sample Statement	Items	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statements having words that make sentences negative	a.	46	57.50	30	37.50	4	5.00	80
	b.	9	11.25	69	86.25	2	2.50	80
	c.	11	13.75	57	71.25	12	15.00	80
	d.	16	20.00	56	70.00	8	10.00	80
	e.	36	45.00	38	47.50	6	7.50	80
	Total	118	29.50	250	62.50	32	8.00	400

The above table shows the analysis of errors in the use of question tags with the words that make sentences negative. Further, it shows that out of total 80 statements in each item, the students committed errors in 30 statements (37.50%) in item no. a, 69 statements (86.25%) in item no. b. and 57 statements (71.25%) in item no. c. Similarly, they committed errors in 56 statements (70.00%) in item no. d. and 38 statements (47.50%) in item no. e.

In short, the highest number of errors were committed in item no. b, c, and d and the lowest number of errors were committed in item no. a and e. So, the statements having the words seldom, hardly and barely were more difficult than the statement having 'never' and 'neither' in tag.

3.1.4 Analysis and Interpretation of Unattempted Items

The below table shows that the analysis and interpretation of unattempted items. Each types contained 400 statements. So, the total statement was 4,000.

Table 13

Analysis and Interpretation of Unattempted Items

Types	No. of Statements	No. of Unattempted Items	Percentage (%)
1.	400	2	1.10
2.	400	8	4.42
3.	400	10	5.52
4.	400	20	11.05
5.	400	18	9.95
6.	400	16	8.84
7.	400	21	11.60
8.	400	30	16.58
9.	400	24	13.26
10.	400	32	17.68
			100.00
Total	4,000	181	4.52

The above table indicates that some questions were remained unattempted by the students. It shows that 2. statements (1.10%), 8 statements (4.42%), 10. statements (5.52%), 20 statements (11.05%) and 18 statements (9.95%) were left unattempted in type no. one, two, three, four and five respectively. Similarly 16 statements (8.84%), 21 statements (11.60 %) and 30 statements (16.58%) were left unattempted in type no. six, seven and eight respectively. Likewise, 24 statements (13.26%) and 32 statements (17.68%) were left unattempted in type no. nine and ten respectively.

To sum up, the highest number of questions were left unattempted to the statements which have the words that make sentences negatives and the lowest number of questions were left unattempted to the statements having auxiliary verbs.

3.2 Description of Errors

Errors refer to the use of linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors result from incomplete knowledge. Students commit a lot of errors while learning a second language. So, students also commit a lot of errors in learning the English language. According to the second objectives of the study the researcher tried to describe what types of errors were committed by the students of grade nine while using question tags. Description of errors is one of the most important steps of errors analysis.

The errors committed by the students are classified below:

3.2.1 Group and individual errors

This distinction is made on the basis of the number of learners. Some errors were found common to all the students while using question tags. Some group errors were as follows:

Type 1: Ram and Sita will finish the work, **willn't** they?

We shall come soon, **shalln't** we?

Type 2: He cut his little finger, **don't** he?

Type 3: I am tired and hungry, **amn't** I ?

Type 4: Amar has to learn Chinese, **hasn't** he?

We have to rest at night, **haven't** we?

Ranju has a swim daily, **hasn't** she?

I had a dream last night, **hadn't** I ?

Nobody had to work last night, **had** they?

Type 5: The cow's worshipped, **hasn't** she?

Type 6: There is a tiger in the zoo, isn't **it**?

One should preserve the tiger, shouldn't **they**?

Type 7: Everybody knows the answer, **doesn't** they?

Everybody was there, **wasn't** they?

Type 8: He'd better stoop drinking, **would't** he?

The boy'd rather go by air, **didn't** they?

Type 9: Don't smoke here, **do** you?

Let's go to Nagarkot, **will you**?

Let me start new business, **shall we**?

Type 10: He hardly ever sings, **doesn't** he?

She seldom does her homework, **doesn't** she?

The above errors were committed by the group of students. Even though, they committed errors in every items, the highest number of errors were committed in item no. four. They used 'have' as auxiliary verbs in tag although they were used as main verbs in those statements.

Some errors were also made by some individual students, for example:

Hari's already gone out, **wasn't** he?

Sarita has not done her homework, **hasn't** she?

3.2.2 Expressive and Receptive Errors

This distinction is made on the basis of the language skills. Errors made in speaking and writing skill are expressive errors whereas errors made in listening and silent reading are receptive errors.

Here, all the errors were based on expressive errors in writing skill because the researcher used test items to find the errors. For example,

We have to rest at night, **haven't** we?

Everyone is making noise, **isn't** they?

3.2.3 Overt and Covert Errors

This classification is made on the basis of the clarity of errors. 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 detectable even in isolation but the covert one can be detected only in context.

Here, all errors were overt errors which were easily detectable, quite explicit and open. For example

We shall come soon, **shalln't** we?

I'm late, **amn't** I ?

I had a dream at last, **hadn't** I ?

I barely know her, **don't** I ?

3.2.4 Local and Global Errors

This classification is made on the basis of the interpreting or pinpointing. In local errors, the erroneous expression contains only one point of error and hence can be pinpointed as well. Whereas global errors refer to the error that involve inability to make correct use of more than one language element.

Here, all errors were local errors. For example:

There is a tiger in the zoo, isn't **it**?

3.2.5 Interlingual and Intralingual Errors

The above classification is made on the basis of the presence and absence of mother tongue interference. Interlingual errors are made due to the influence of the learners' native language whereas intralingual errors are made due to overgeneralization of second language rules. Here, all the errors were caused due to incomplete application of rules of target language. So, all errors were caused due to intralingual cause. For example:

He cut his little finger, **don't** he?
Nobody had to work hard, **hadn't** they?
Let's go out, **will** you?
He hardly ever sings, **doesn't** he?

3.2.6 Phonological, graphological, grammatical, lexical, semantic, pragmatic/sociolinguistic/stylistic errors

This distinction is made on the basis of the level of language at which the errors are committed. The linguistic level classification is the

deeper level classification. All the errors committed by the students of grade nine in the use of question tags were grammatical errors. They committed errors due to the break of grammatical system.

In brief, the highest number of frequency of errors were committed due to intralingual causes, they were overgeneralization, hypercorrection and incomplete application of rules. None of the errors were caused due to the influence of the learner's native language.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4. Introduction

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

4.1 Findings

After analyzing and interpreting the data, findings can be summarized. The major focus of this research was to identify and analyze the errors in the use of question tags committed by the students of grade nine and to describe them.

The findings of the present study are summarized as follows:

i. In the statements having auxiliary verbs, the students committed more errors in items which had 'will' and 'shall'. They used 'willn't' and 'shalln't' instead of 'shan't' and 'won't'.

ii. In the statements having main verbs, the students committed more errors in verbs which had the same three forms and came after the singular noun or pronoun. They used 'don't he' instead of 'doesn't he'.

iii. The statements having 'I am' was more difficult than the statements having 'I am not'. They used 'amn't I' instead of 'aren't I '.

iv. In the statements having 'Have' as a main verb, all the five items were somehow equally difficult for the students.

v. While comparing all the items to the statements having S+('s), the passive statement was most difficult item than other items.

vi. While comparing the statements having 'there', 'one' and 'all' as subjects, the statement having 'one' as subject was more difficult than the statements having 'there' and 'all' as subject.

vii. The statements having 'somebody', 'everyone' were more difficult than the statements having subject as 'something' or 'everything'.

viii. The students committed more errors in the statements which had S+('d) + rather/better.

ix. In imperative sentences, the statements beginning with 'Let's' or 'Let us' were more difficult than the statements beginning with the main verb.

x. In the statements having the word that makes sentence negative, the items having the words 'seldom' 'hardly' and 'barely' were more difficult than the items having 'never' and 'neither' in the use of tag.

xi. While comparing all ten types of tags, the statements having 'have' as main verbs were most difficult for the students. They used 'have' as auxiliary verbs although they were used as main verbs.

xii. As a whole, statements having 'have' as main verbs were most difficult and the statements having auxiliary verbs were somehow easy for the students.

xiii. The highest number of questions were left unattempted to the statement which had the words that make sentences negative and the lowest number of questions were left unattempted to the statements that had auxiliary verbs.

xiv. Statements having I am/not, imperative sentence and the statements having negative marker words were equally difficult for the students in a tag

xv. Most of the group errors were found in type four, seven and ten whereas a very few individual errors were also found in other types of tags.

xvi. All the errors were classified under expressive, local, overt, intralingual and grammatical errors.

4.2 Recommendations

After summarizing the findings of the study, the researcher would like to make the following recommendations:

i. First of all, the students should be provided the knowledge about contracted form of all auxiliary verbs. Irregular contracted forms like 'shan't' and 'won't' should be taught clearly.

ii. The main verbs which have the same three forms should be taught clearly. They should be provided the knowledge in which situation 'cut' like verb becomes root form or past form.

iii. They should be given the knowledge about the contracted form of 'am not' / 'aren't' in tag.

iv. Students should be given the clear ideas about 'have' verb in which situation it becomes auxiliary verb or main verb.

v. They should be provided the knowledge about the sentence having S+('s). More emphasis should be given to passive statement.

vi. They should be given clear concept about 'there' 'one' and 'all' as subjects.

vii. Students should be given the knowledge about the singular verbs change into plural if they come after everyone, everybody. nobody refer to plural person.

viii. They should be provided the clear concept about S + ('d). They should be taught clearly if S + ('d) + better then use had't and S + ('d) + rather use wouldn't in tag.

ix. Students should be provided the clear concept about the use of 'shall we' or 'will you' beginning with 'Let's', 'Let us' and main verb in tag.

x. Difficult negative marker words like 'scarcely', 'barley', 'rarely', 'seldom', 'hardly' and 'neither' should be clearly taught.

xi. Adequate practices should be done in the statements having 'have' verb as main verbs, 'one', 'there' and 'all' as subjects and the statements having negative marker words.

xii. The statements in which group errors were found should be practised more.

xiii. Students should be provided the clear concept about the rules of tag questions to attempt all the questions.

Finally, the researcher wants to request the concerned authority that question tag is one of the most important parts of the grammar. Therefore, it should not be neglected as the wrong addition of question tags produces the erroneous sentences. The above mentioned points should be taken into consideration and similar research works should be carried out on the other areas of grammar mainly on those areas Nepali learners of English are likely to commit errors in their performance.

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APPENDICES
APPENDIX-I

List of the schools selected for the study in Kathmandu valley:

1. Paropakar Adarsha Higher Secondary School, Bhimsensthan, Kathmandu. (Public)

2. Viswa Niketan Higher Secondary School, Tripureshwor, Kathmandu. (Public)

3. Arniko Secondary Boarding School, Bhotebahal, Kathmandu. (Private)

4. Green Peace Co-Educational Secondary School, Ganabahal, Kathmandu. (Private)

Appendix-II

Test Items Addressed to the Students

The following types of questions were asked to test on the use of question tags:

Type-1

Statement having auxiliary verbs

For e.g.: Ram and Sita will finish the work, _____?

He is singing a song, _____?

Sarita has not done her homework, _____?

Radhika should have said so, _____?

We shall come soon, _____?

Type-2

Statement having only main verb.

For e.g.: Rekha wept all night, _____?

Hema looks clean and tidy, _____?

Pramod and Hari like sweet, _____?

The girls quarrel among themselves, _____?

He cut his little finger, _____?

Type-3

Statement having I am/I am not

For e.g.: I'm late, _____?

I'm tired and hungry, _____?

I am all right, _____?

I am never with you, _____?

I am not feeling well, _____?

Type-4

The verb 'have' as a main verb

For e.g.: We have to rest at night, _____?

Ranju has a swim daily, _____?

I had a dream last night, _____?

Amar has to learn Chinese, _____?

Nobody had to work last night, _____?

Type-5

Having subject + ('s)

For e.g.: He's now reading a book, _____?

She's a dancer, _____?

Hari's already gone out, _____?

The cow's worshiped, _____?

She's done her homework, _____?

Type-6

'There', 'one' and 'all' as a subject

For e.g.: There is a tiger in the zoo, _____?

One should preserve the tiger, _____?

All is wrong, _____?

All are wrong, _____?

One should speak truth, _____?

Type-7

The subject like 'someone', 'somebody', 'everyone', 'everybody', 'anyone', 'anybody', 'no one', 'nobody' etc. or 'something', 'anything', 'nothing'.

For e.g.: Everybody knows the answer, _____?

Everything is perishable, _____?

Everybody was there, _____?

Something is wrong, _____?

Everyone is making noise, _____?

Type-8

Subject + ('d)

For e.g.: He'd better stop drinking, _____?

Mary's come if you asked her, _____?

She'd written before you phoned, _____?

You'd better change your wet shoes, _____?

The boys'd rather go by air, _____?

Type-9

Imperative sentence

For e.g..: Please sit down, _____?

Let's go out, _____?

Let me start new business, _____?

Don't make noise, _____?

Let's go to Nagarkot, _____?

Type-10

Statement having the words that make sentences negative

For e.g.: Niru never gets angry, _____?

She seldom does her homework, _____?

He hardly ever sings _____?

I barely know her, _____?

Neither of them complained _____?

APPENDIX-IV

Typewise Analysis of the Total Errors of Total Sample

Types	Full marks	Frequency of errors	Type wise percentage of errors %
1	400	127	5.78
2	400	153	6.96
3	400	242	11.01
4	400	311	14.15
5	400	194	8.83
6	400	232	10.56
7	400	200	9.10
8	400	241	10.96
9	400	248	11.28
10	400	250	11.37
Total			100.00
	4000	2198	54.95

APPENDIX-V 'A'
The score of the students of Paropakar Adarsha Higher Secondary School, Bhimsensthan, Kathmandu.

S.N.	Students Name	Sex	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
1	Sanjay Subedi	M	5	5	5	4	2	1	3	1	1	2	29
2	Sujan Gopali	M	2	4	0	3	0	2	2	0	0	1	14
3	Bikash Gurung	M	5	4	0	0	4	1	2	2	1	1	20
4	Ishwor Shrestha	M	5	4	3	1	1	2	3	0	0	1	20
5	Sabin B. Nepali	M	4	5	2	0	4	2	0	3	0	1	21
6	Arun B. Nepali	M	2	1	0	2	0	2	2	0	0	1	10
7	Sujan Balami	M	3	4	0	3	0	1	2	0	0	1	14
8	Bishal K. Singh	M	3	3	0	3	0	1	2	0	0	1	13
9	Sunil Adhikari	M	4	5	0	1	3	1	2	1	0	2	19
10	Pratik Shakya	M	2	3	0	3	0	2	2	0	0	1	13
11	Sujan Shrestha	M	1	3	0	4	0	1	2	0	0	1	12
12	Anjana Ale	F	3	0	0	1	3	1	2	1	0	2	13
13	Babita Lama	F	3	0	0	1	3	1	2	1	0	1	12
14	Kumari Lama	F	1	1	0	0	0	2	0	0	0	0	04
15	Lata Prasain	F	3	2	0	1	3	2	0	1	0	1	13
16	Manisha Rishal	F	3	2	1	1	1	2	0	2	0	1	13
17	Nirju Ranjit	F	3	4	2	3	3	2	1	1	0	1	20
18	Om K. Shrestha	F	2	5	0	3	2	1	1	0	0	0	14
19	Jyoti Shrestha	F	4	1	0	1	3	2	2	1	0	2	16
20	Reshmi Maharjan	F	5	5	0	1	4	2	2	1	0	2	22
	Total		63	61	13	36	36	31	32	15	02	23	312

APPENDIX V 'B'

The score of the students of Viswa Niketan Higher Secondary School, Tripureshwor, Kathmandu.

S.N.	Students Name	Sex	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
1	Umesh Lama	M	3	2	0	0	2	1	2	2	2	0	14
2	Madhav Dhamala	M	4	5	3	0	0	0	3	2	2	0	19
3	Sunil Sunar	M	3	2	2	0	0	2	2	1	1	0	13
4	Ram Hari Dulal	M	5	2	3	0	4	3	3	2	0	0	22
5	Sharan Lamichhane	M	5	1	0	0	2	3	1	2	1	0	15
6	Balram Thapa	M	4	1	1	0	2	2	2	1	1	0	14
7	Amar Hamal	M	3	1	2	0	0	1	2	0	4	2	15
8	Bikram Shrestha	M	4	5	4	0	0	1	0	2	4	2	22
9	Lal Babu Pathak	M	4	4	3	1	2	1	2	1	3	3	24
10	Manjari Kunwar	F	4	1	2	0	3	2	0	0	3	2	17
11	Jyoti S. Bishwas	F	4	0	3	0	2	1	2	3	4	0	19
12	Anisha Shakya	F	4	4	3	0	3	4	1	1	3	2	25
13	Urmila Hamal	F	4	5	4	0	4	4	2	2	4	3	32
14	Ashmita Shrestha	F	5	3	4	1	3	1	1	0	3	4	25
15	Rama Kafle	F	4	4	4	0	3	3	2	2	4	3	29
16	Suprava Thapa	F	4	1	3	0	2	0	2	3	4	0	19
17	Rama Balami	F	4	1	3	0	2	1	0	1	3	0	15
18	Ritu Ghatri Magar	F	4	4	3	0	2	2	2	5	3	3	28
19	Gita Shrestha	F	4	4	3	0	2	3	2	5	3	2	28
20	Sonu Shrestha	F	4	3	0	0	0	1	2	0	1	0	11
	Total		80	53	50	02	38	36	33	35	53	26	406

APPENDIX V 'C'
The score of the students of Araniko Secondary Boarding School, Bhotebahal, Kathmandu.

S.N.	Students Name	Sex	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
1	Jonish Maharjan	M	4	5	2	1	4	3	5	3	0	2	29
2	Rohan Maharjan	M	4	5	2	1	4	3	5	3	0	2	29
3	Amit Pujari	M	1	0	0	0	0	0	2	0	4	0	07
4	Bhuvnesh Varshney	M	4	5	2	1	4	3	5	2	0	2	28
5	Abhishek Goyal	M	4	4	2	1	5	3	3	3	0	1	26
6	Rajesh Maharjan	M	3	2	3	0	2	1	2	1	1	3	18
7	Rajan Shrestha	M	2	4	2	2	4	3	2	2	0	1	22
8	Samir Shrestha	M	4	3	1	2	2	1	3	2	2	1	21
9	Bikey Singh	M	4	5	2	1	2	3	4	2	1	2	26
10	Pratish Singh	M	2	4	2	2	1	2	1	2	2	2	20
11	Legali Shakya	F	4	3	3	0	4	3	3	1	4	5	30
12	Alisha Raj Bhandari	F	2	0	0	0	4	3	3	1	4	2	19
13	Liza Bajracharya	F	2	0	2	0	2	2	3	3	4	2	20
14	Resha Dangol	F	3	5	5	1	4	2	2	3	3	5	33
15	Nikita Shakya	F	3	5	5	5	5	3	4	4	2	5	41
16	Sahansila Ghimire	F	1	5	2	2	5	3	4	3	4	1	30
17	Ruplin Tyata	F	3	5	5	0	3	2	2	3	4	1	28
18	Sujana Khadgi	F	4	4	2	1	3	2	3	4	1	1	25
19	Binita Pujari	F	2	0	2	0	1	2	3	0	4	1	15
20	Alina Karki	F	3	0	5	0	3	3	2	2	4	2	24
	Total		59	64	49	20	62	47	61	44	44	41	491

APPENDIX V 'D'
The score of the students of Green Peace Co-Educational Secondary School, Ganabahal, Kathmandu.

S.N.	Students Name	Sex	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
1	Ram Bista	M	1	1	0	1	2	1	1	0	0	0	07
2	Sunny Nepal	M	4	4	2	0	3	2	3	3	0	2	23
3	Sunil K. Maharjan	M	4	4	2	0	3	2	3	3	0	2	23
4	Praveen Agrawal	M	4	5	1	1	4	4	4	4	2	1	30
5	Ashish Subedi	M	4	4	0	0	2	0	2	0	4	4	20
6	Prashant Agrawal	M	5	3	0	1	3	2	3	2	4	0	23
7	Ajay Nakarmi	M	4	5	1	1	4	4	4	3	2	0	28
8	Binay Shahi	M	4	3	2	0	0	2	1	0	3	0	15
9	Bishal Agrawal	M	3	3	2	0	2	4	0	2	0	2	18
10	Bibek Prajapati	M	4	0	2	0	1	0	1	1	0	0	09
11	Niraj Kunwar	M	1	1	2	2	0	2	2	0	2	1	13
12	Laxman Bista	M	1	3	2	2	0	2	2	0	3	0	15
13	Laxmi Shrestha	F	5	5	5	1	4	4	3	3	2	3	35
14	Swikriti Tuladhar	F	5	5	5	1	4	4	3	3	2	1	33
15	Ritu Banstola	F	3	3	2	0	4	1	3	1	1	3	21
16	Pratitikshya Thakali	F	3	3	2	1	4	1	3	2	1	3	23
17	Seema K. Dev	F	2	0	1	0	0	0	2	1	1	0	07
18	Chandani Jain	F	3	2	1	0	4	1	5	1	1	2	20
19	Pooja Agrawal	F	4	4	2	0	4	1	4	3	1	2	25
20	Nidhi Sharma	F	5	3	2	0	4	1	4	3	0	2	24
	Total		69	61	36	11	52	38	53	35	29	28	412

APPENDIX-VI

Analysis and Interpretation of Unattempted Items

Items	Full marks	No. of unattempted items	
1	400	2	1.10
2	400	8	4.42
3	400	10	5.52
4	400	20	11.05
5	400	18	9.95
6	400	16	8.84
7	400	21	11.60
8	400	30	16.58
9	400	24	13.26
10	400	32	17.68
Total			100.00
	4000	181	4.52

Table no. 1

Total Performance in Item no. One

Sample Statement	Item No. 1	Right		Wrong		U.A.		Total No. of statement
		No.	Per.	No.	Per	No.	Per	
Statement with auxiliary	a	45	56.25	35	43.75	-	-	80
	b	72	90.00	8	10.00	-	-	80
	C	70	87.50	10	12.50	-	-	80
	d	62	77.50	18	22.50	-	-	80
	e	22	27.50	56	70.00	2	2.50	80
	Total	271	67.75	127	31.75	2	0.5	400

The above tale shows that the analysis and interpretation of errors in the addition of question tags to the students with auxiliaries. It shows that every item has eighty statements. Students committed errors 35 i.e. 27.56% in item a and 8 i.e. 6.30% in item b. Similarly, in item c 10 i.e. 7.87% and in item d. 18 i.e. 14.17% errors were committed 56 i.e. 44.10% errors in item no. e.

In brief, the highest number of errors were committed in item e. and lowest number of errors were committed in item b. Students used 'shall't' and 'willn't' instead of 'won't' in item no. e and a respectively. So item e. and a were the most difficult and item b,c and d were easy for the students.

Table no. 2

Total performance in item no. two

Sample Statement	Item No 2	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with	a	47	19.67	28	18.30	80
	b	58	24.27	22	14.38	80

auxiliary	C	54	22.59	26	17.00	80
	d	43	17.99	37	24.18	80
	e	37	15.48	40	26.14	80
	Total	239	100.00	153	100.00	400

The above table shows that the analysis and interpretation of errors in the use of question tags to the statement which have main verb. There are five sub items and every items has 80 statements. The table indicates that in item a. 28 i.e. 18.30% errors and in item b. 22 i.e. 14.38% errors were committed. Similarly, in item c. 26 i.e. 17.00% and item d. 37 i.e. 24.18% of errors were committed. Likewise, in item e. 40 i.e. 26.14% of errors were committed.

In short, the table sows that the highest frequency of errors was 40 (26.14%) in item e. and lowest frequency of errors was 22 (14.38%) in item b. they used 'don't' instead of 'didn't' in item e. They couldn't find 'cut' is past form of the verb if it comes after singular noun or pronoun. They easily used 'doesn't' in 's' forms of verbs-without doing more errors.

Table no. 3

Total performance in item no. three

Sample Statement	Item No 3	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	a	22	14.86	54	22.31	80
	b	15	10.14	61	25.21	80
	C	17	11.49	63	26.03	80
	d	44	29.73	34	14.05	80
	e	50	33.78	30	12.40	80
	Total	148	100.00	242	100.00	400

The above table presents that students committed 54 i.e. 22.31% in item a., 61 i.e. 25.21% in item b., 63 i.e. 26.03% in item no. c. respectively. Similarly, 34 i.e. 14.05% and 30 i.e. 12.40% errors were

committed in item no. d. and e. The highest number of errors were committed in item which had statement having 'I'm'. They used 'amn't' instead of 'aren't' but very few students also committed errors due to the random use of question tags. The lowest number of errors were committed in negative statement of I'm not. They easily used 'am' in tags. To conclude, the positive statements having I'm/I am were found more difficult than the negative statement for the students.

Table no. 4

Total performance in item no four

Sample Statement	Item No 4	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	A	19	27.54	59	18.97	80
	b	12	17.39	66	21.22	80
	C	20	28.99	57	19.33	80
	d	11	15.94	64	20.58	80
	e	7	10.14	65	20.90	80
	Total	69	100.00	311	100.00	400

The above table demonstrate a clear picture that every items has 80 statements. This is the able in which every items has 'Have' verb as a main verb. It shows that students committed errors in 59 (18.97%), 66 (21.22%), 57 (18.33%) 64 (20.58%) and 65 (20.90%) in item a, b, c, d and e respectively. The highest number of errors were committed in item no. b. and lowest number of errors were committed in item no. c.

In brief, all five items were very difficult for the students. They couldn't find 'have' was used as a main verb. They used 'haven't' instead of the 'do' verbs in tag.

Table no.5

Total performance in item no. five

Sample Statement	Item No 5	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	a	53	28.19	25	12.89	80
	b	54	28.72	23	11.86	80
	C	29	15.43	48	24.74	80
	d	14	7.45	60	30.93	80
	e	38	20.21	38	19.58	80
	Total	188	100.00	194	100.00	400

The above table provides us the clear picture of errors in the use of question tags to the statements which have subject t('s'). It show that every items has 80 statements. The students committed errors in item a. 25 i.e. 12.89%, b. 23 i.e. 11.86% c. 48 i.e. 24.74%, d. 60 i.e. 30.93% and e. 38 i.e. 19.58% respectively. The highest number of frequency of errors were committed in item d. It was passive sentence but they committed errors using 'has' instead of 'is'. The lowest number of frequency of errors were in item b. In brief, passive construction of sentence is most difficult than other sentences for the students in statement having subject t('s').

Table no. 6

Total performance in item no. six

Sample Statement	Item No 6	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	A	48	31.58	31	13.36	80
	b	11	7.24	63	27.16	80
	C	52	34.21	26	11.21	80
	d	28	18.42	50	21.55	80
	e	13	8.55	62	26.72	80
	Total	152	100.00	232	100.00	400

The above table shows that every items has 80 statements. The errors committed by the students in item N. a. 31 i.e. 13.36% and item b.

63 i.e. 27.16%. Similarly, in item no. c. 26 i.e. 11.21% and d. 50 i.e. 21.55%. Likewise in item e. 62 i.e. 26.72%. The table indicates that the highest number of frequency of errors was in item c. In brief, the statement having subject 'one' was found most difficult and subject having 'all' means singular was found easy for the students while using question tags.

Table no. 7

Total performance in item no. seven

Sample Statement	Item No 7	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	A	24	13.41	50	25.00	80
	b	52	29.05	25	12.50	80
	C	14	7.82	61	30.50	80
	d	60	33.52	17	8.50	80
	e	29	16.20	47	23.50	80
	Total	179	100.00	200	100.00	400

The above table exhibits that the analysis and interpretation of errors in the addition of question tags to the students with the subject having 'Everybody', 'Everything', 'something', and 'everyone'. It shows that in the item a. 50 i.e. 25% and in item b. 25 i.e., 12.50% of errors were committed. Similarly, in item c. 61 i.e. 30.50% and in item d. 17 i.e. 8.50% of errors were committed. Finally, in item e. 47 i.e. 23.50% of errors were committed. The highest number of frequency of errors were 30.50% in item c. Whereas lowest number of frequency of errors were 8.50% committed in item no.d.

In brief, the items a., c and e. having subject everybody, everyone were more difficult than the items no, b and d. having the subject 'everything' and 'something'.

Table no. 8

Total performance is item no. eight

Sample Statement	Item No 8	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	A	10	7.75	63	26.14	80
	b	43	33.33	33	13.69	80
	C	33	28.59	41	17.01	80
	d	8	6.20	64	26.56	80
	e	35	27.13	40	16.60	80
	Total	129	100.00	241	100.00	400

The above table indicates that out of 80 statements in every items, the students committed errors in item a. 63 i.e. 26.14%, 33 i.e. 13.69% in item b. Similarly, in item c. 41 i.e. 17.01%, in item d. 64 i.e. 26.56% and in item e. 40 i.e. 16.60% errors were committed. The above five statements a, c, and d having the subject t('d), 'd' means had but in statement b. and e 'd' means 'would' . The highest number of frequency of errors were committed in items 'a' and 'd' and lowest number of frequency of errors were committed in item 'b'. In brief, the items having the subject +(d) + better were the most difficult items for the students.

Table 9

Total performance in item no. Nine

Sample Statement	Item No 9	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	A	41	32.03	37	14.92	80
	b	25	19.53	51	20.57	80
	C	15	11.72	57	22.98	80
	d	22	17.19	54	21.77	80
	e	25	19.53	49	19.76	80
	Total	128	100.00	248	100.00	400

The above table exhibits that there were eighty statements in every items. The students committed errors in item a. 37 i.e 14.92%, in item b. 51 i.e. 20.57%, in item c. 57 i.e. 22.98% in item d. 54 i.e. 21.77% and in item e. i.e. 19.76%. The highest number of frequency of errors were 22.98% in item c. whereas the lowest number of errors were 14.92% in item no.a.

In brief, the imperative sentences having let + object, let's or don't t…. etc were difficult for the students whereas sentence having starting with main verb' was not so difficult for them.

Table 10

Total performance in item no. ten

Sample Statement	Item No 5	Right		Wrong		Total statement
		No.	Per.	No.	Per	
Statement with auxiliary	a	46	38.98	30	12.00	80
	b	9	7.63	59	23.60	80
	C	11	9.32	57	22.80	80
	d	16	13.56	56	22.40	80
	e	36	30.51	48	19.20	80
	Total	188	100.00	250	100.00	400

The above table shows that each items carry 80 statements. The students committed errors 30 i.e. 12.00%, 59 i.e. 23.60%, 57 i.e. 22.80% in items a, b, and c respectively. Similarly, in item no. d. 56 i.e. 22.40 and in item no. e. 48 i.e. 19.20% errors were committed. In brief, the highest number of frequency of errors were 23.60% in item no. b. whereas the lowest number of errors were 12.0% in item no.a. So the items b, c and d were found more difficult than the items a and e. The students used negative tags even there were 'seldom', 'hardly', and 'barely' used in the statements.