

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is the most highly developed and most frequently used means of communication. It is extremely complex, highly versatile code used for human communication. It is open that allows human beings to express their thoughts, feelings, emotions, desires, ideas and experiences.

Moreover, without language, this advanced human world is almost impossible. Most of the activities of the world such as transmitting human civilization, thoughts, literature, political and diplomatic activities, human achievements etc. are generation to generation is done through language. We should not forget that language is the single most remarkable human characteristics, common to all human beings. Language is dynamic and open system compared to animal communication systems. Language and intelligence make human being the most clever and brilliant.

Chomsky (1957) defines language, “as a set (finite or infinite) of sentences each finite in length constructed out of each finite set of elements”(p.13). This definition shows that language is a set of sentences. The sentences are constructed with finite set of elements. Language is the medium of communication. It is both in speech and writing which is used by particular group of people in the country. We can conclude that language is a set of sentences. These sentences are used by people in order to communicate between each other. Therefore, language is the system of communication.

1.1.1 Importance of the English Language

Many languages are spoken in this world among which the English language is the most widely used language as the mother tongue of most of the person of Great Britain, the U.S.A. Canada and Australia. However, it is taught as foreign language in Nepal. Language plays an important role in a society. If we want to remain in touch with outside world, we have to study English. Without the proper knowledge of English, a person cannot aspire to get to the top in any sphere of national and international importance.

So, English can be viewed as a multidynamic language for getting a better job and social status. In real sense, it is right to say that English is a window which enables us to see the scientific development which is talking place in the world so rapidly. It is one of the most important languages of the world. English is spoken all over the world. It is the most widely spoken language in the world. Almost 50 percent books, magazines, letters and emails use the English language. English has vocabulary of about two millions.

In the present context, the English language has been extended worldwide in a drastic way. So, English is a 'lingua-franca' for most of the people worldwide. Approximately three hundred million people of this world speak English. More than fifty percent of books of the world in any discipline are published in this language. English is used officially in more than 100 countries. Further study in any subject is not possible without a sound knowledge of the English language. Therefore, to learn English is unquestionably a must for all who want to show their personal

identity in this world. It is widely learned and spoken all over the world. This language is also needed for the transmission of science and technology and development of tourism. English is the richest language in the field of literature, science and technology in real scene. This shows the position that the English language occupies in this era. Above all English has achieved a genuine global status. In the Nepalese context as well, it has occupied the specific and vital status in academic as well as other fields. English is used in almost all the areas. It can be concluded that English is very important.

1.1.2 The English Language in Nepal

The English language was introduced in the educational and academic field with the establishment of Durbar High School in 1910 B.S. and teaching English was included in the curriculum of campus level education in Nepal with the establishment of Tri-Chandra College in 1989 B.S. The need and importance of the English language is realized by all who desire to continue their higher education either in Nepal or abroad. Without the sound knowledge of the English language, the higher study in any discipline is impossible. English is considered as one of the important factors in the process of modernization since it opens a window to watch the world and to gain universal knowledge for international communication. Nepal is a member of international organization like the UNO, SAARC and so on. Similarly, it actively participates in the programmes launched internationally by the organization like the UNESCO, SAARC, WHO, etc. To deal with the international organizations, English is necessary. Thus, English has been important language for Nepal.

In the present day, the English language is the fundamental language and need in our country. It has been taught compulsorily in all formal institutes. English has been introduced as a compulsory subject from grade one to bachelor level in the university. It is used as a medium of instruction in private schools from grade nursery to grade twelve. 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.

1.1.3 Error Analysis

In the first language acquisition, children form their hypothesis and develop their grammar from random sample of language without any help structured sample of language and help by the teacher. In the second language classroom; limited amount of language is exposed which is not sufficient for effective learning of the language. Therefore, learners commit a lot of mistakes.

An error refers to a deviant form of normal speech or writing committed by foreign language learners in the use of linguistic items viz. a word, a grammatical item, speech act and so on. In course of learning a foreign language, a learner frequently commits errors. In a layman's sense errors and mistakes are synonyms; however, they are linguistically different. Mistakes are committed by both native and the second language learners. They occur mainly due to non- linguistic reasons like fatigue, tension and fear but errors are committed typically by the second language learners due to linguistic reasons.

Errors in general refer to the use of a linguistic item in a way which a native speakers of the language regard as showing incomplete learning. Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners.

Corder (1973) mentions that,

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

Similarly Richards et al. (1985) mention, "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 other aspects of performance" (p.95).

The first definition mentioned above maintains that error analysis is that type of tool which helps a teacher to discover what the student still has to learn. It can be said that errors cause learning problems to students. Second shows that errors are different from mistakes. Errors are caused due to incomplete knowledge, but mistakes are caused by lack of attention, fatigue, carelessness or some other aspects of performance. Now, we can conclude that errors give a picture of the features of language which cause learning problems to students.

Error analysis refers to the systematic study and analysis of the errors made by the second or foreign language learners. Errors are regular, consistent and committed on competence level by learners due to linguistic reasons. So, error analysis helps teachers to understand the difficulty faced by students, which help them to improve their own teaching techniques.

According to Richards (1985), error analysis is the study and analysis of the errors made by second and foreign language learners. Error analysis may be carried out in order to:

- a. find out how well someone knows a language.
- b. find out how a person learns a language.
- c. obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials (p.233).

1.1.3.1 Importance of Errors

It is natural that a learner inevitably commits errors in the process of learning a foreign language. It is inherent feature in the process of foreign language learning. Therefore, a systematic analysis of errors made by foreign language learners has considerable importance. In the past, errors were considered as bad signs in learning and teaching process. Now the situation has been changed completely. Errors are no longer taken as bad signs in learning; it is believed that it is natural to commit mistakes. 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.

Corder (1973) says,

The most obvious practical analysis of errors is to the teachers. Errors provide feedback, they tell something about effectiveness about his teaching and teaching techniques and show him what parts of syllabus he has been following have been inadequately learned or taught and need further attention (p. 265).

In this way, the error analysis gives the feedback to the teachers and students.

Similarly Corder (1981) mentions that,

Errors are significant in three different ways; first to the teacher, in that they tell him if he undertakes a systematic analysis, how far the goal the learner has progressed and consequently what remains for him to learn. Second they provide the researcher with evidence of how language is learned or acquired, what strategy or procedure the learner is implying in his discovery of the language. Thirdly they are indispensable to the learner himself, because we can regard the making of the errors as a device the learner's uses in order to learn. In other words, it is a way the learner has for testing his hypothesis about the nature of language he is learning. (p. 10)

According to Richards (1974) “It will be meaningless to state rules for making mistakes, it will be useful therefore, hereafter to refer to errors of performance as mistakes, reserving the terms”(p. 25).

The study of learner’s errors has a great importance in language learning and teaching in the sense that error analysis is stepwise procedure, which is used to identify the errors, find out the sources of errors and provide remedies. The most obvious practical use of the analysis of errors is to the teachers. Errors provide feedback; they tell the teachers something about the effectiveness of their teaching materials, their teaching techniques and show them what part they have learned which part they have not.

So, the knowledge of errors is important for teachers to know how far the learner has progressed and what remains for him to learn. Study of error can also help to design remedial courses and develop teaching learning materials, since the course designer and text book writer know the area that are difficult for the learners.

1.1.3.2 Process of Error Analysis

Error analysis is a stepwise procedure; it is carried out in a series of successive steps. Error analysis is carried out in three successive stages as mentioned by Coder (1973). These are: recognition, description and explanation (p. 258).

According to Van Els, et al. (1984). The followings are series of successful steps in the procedure for EA (as cited in Pokhrel, 2007, p. 238).

-) A corpus of language is selected.
-) The errors in the corpus are identified.
-) The errors are classified.
-) The errors are explained.
-) The errors are evaluated
-) Prevention and correction of errors.

These steps are commonly followed;

-) Collection of data
-) Identification of errors
-) Description of errors
-) Explanation of errors
-) Evaluation of errors
-) Remediation of errors

i) Collection of Data

Data collection is the first step of error analysis. At first there should be reliable data to identify, explain or evaluate errors. The data can be of various types. The data collected from the learners are supposed to have a picture of the features of the language. Some errors are so subtle. They escape from even the penetrating eyes of experienced teachers.

Therefore, we must have reliable data to describe and analysis errors.

Data can be various types. Data can be categorized on the basis of text, approaches, and tools. The oral data is preferred because it includes more varieties of errors than the written data can.

ii) Identification of Errors

The second step of error is to identify errors in the corpus. At this stage the errors existing in the controlled data are identified. Identification of errors indicates distinguishing errors from what is not error. So, to identify or recognize error one should, first of all, know what is meant by error. Here it is quite crucial to make distinction between mistakes and errors. All of us make mistakes. We even make mistakes while using the first language.

Corder (1973) points out that it is necessary to distinguish errors from mistakes or lapses (i.e. deviant sentences which are the result of psychological or physiological reason rather than linguistic reason). Mistakes either may be at competence or performance level. Mistakes which are committed at competence level are called errors and mistakes which are committed at performance level are mistake or lapses. Errors occur because of lack of competence and they tend to occur time and again. Errors have the following features.

-) Errors are not recognized by the language learners as deviant form.
-) Errors occur because of the lack of competence and they tend to occur time and again, so they are said to be systematic (p.256).

Corder (1973) mentions that,

A variety of distinction is made in the type of mistakes such as major and minor, controllable and uncontrollable or lapses and false starts and systematic blends. Major performance mistakes are

those which involve breaking of rules; especially grammatical rules.

Mistakes of this sort are breaks of rules of the code (p. 262).

On the other hand, minor mistakes are those which include the language deviation due to some organic defects (uncontrollable mistakes) or the lapses which are slips or false starts or confusion or syntactic blends.

By definition an error is that which occurs times and again in a systematic way. So, it is better to take into consideration only those deviant forms as errors which occur regularly in the learner's language.

iii) Description or Classification of Errors

At this stage of error analysis, the errors identified at the second stage are categorized and kept under different types. Error analysis is made to describe and classify errors in terms of the linguistic rules or process.

Corder (1973) says,

A full description of errors involves 'explaining' it in terms of linguistic processes or rules which are being followed by the speaker. He further points out that the description of error can be made at various degree of depth. Thus, at this stage one tries to look seriously at the kind of errors learners are making. That is to say errors are classified into different groups and categorized.

Classifying the errors that learner made, researcher could learn a great deal about SLA process (p. 272).

Various classifications of errors are presented as below.

-) Group and individual error
-) Productive and receptive error
-) Overt and covert error
-) Local and global error
-) Inter-lingual and intra-lingual error

a. Group and Individual Error

Those errors almost of the same nature committed by many students in a group are called group errors whereas those which differ in nature and type from person to person are called individual errors. In other words, the errors common to the whole group are called group errors.

According to Corder (1974),

For the practical purposes, it is the errors of group which are of interest, since syllabus and remedial procedure are designed for groups not individuals and nature of the errors made by the group are the part of data which are devised (p. 130).

This is according to the number of the learners who makes mistakes. It is individual who makes mistakes and errors, because we teach groups. It is individual who learns; however, we direct our teaching towards groups. We cannot afford to teach an individual or modify our programme in response to the feedback from the single member of a class.

b) Productive and Receptive Error

Errors in speaking and writing are productive errors. Productive errors are also called expressive errors. Most of the errors are expressive ones. For example; ‘I will come on tomorrow’ one instead of ‘I will come tomorrow’ is an expressive error. In other words, the errors made by learners during the production (speaking or writing) of words and sentences are called productive errors. On the other hand, errors made in receptive skills, viz. listening and reading are called receptive errors. In other words, receptive errors refer to misunderstanding of a speaker’s intention or meaning.

Therefore, receptive errors can also be called interpretative errors. For example, In the context of Nepal, if a saint’s expression that ‘there is no difference between killing a cow and killing a buffalo is interpreted that he is in favour of killing a cow instead of the interpretation that he is against the killing of any animals, that would be an interpretive error.

Corder (1973) says,

It is generally assumed that learner’s receptive abilities always exceed his expressive abilities. It is difficult to know whether this is necessarily always the case since errors in comprehension will frequently pass unobserved. We can test comprehension rather in general terms but it is inadequate knowledge for example of a particular syntactic feature of misunderstood of utterance (p.279).

c) Overt and Covert Errors

This distinction is made on the basis of the clarity of the errors. An overt error is quite explicit and open whereas a covert error is not easily detectable, it is subtle and hidden. In other words, overt errors are quite explicit, detectable in isolation and open, so we can easily identify such errors without any supportive context or discourse. On the other hand, covert errors are not easily detectable in isolation, subtle and hidden. Covertly erroneous utterances are grammatically well at the sentence level but are not interpretable within the context of communication.

The expressions can be used to exemplify the concept of overt error.

-) The mans are coming. (Error in plural making)
-) He never smiles, isn't it? (Error in tag question)
-) Tell me when are you coming? (Error in indirect question)

d) Local and Global Errors

Local error is such error in the use of an element of sentence structure that does not cause problems of comprehension. In case of local error, the erroneous expression contains only one point of error and hence can be pin-pointed as well. In other words, local errors mean those errors which lie in the use of an element of sentence structure but which do not cause problems in comprehension. For example, 'I will inform you if I heard from her' consider the following expressions as local errors.

-) He cans teach us.
-) They have many book.
-) I have pen.

According to Brown (1994),

Local errors do not prevent the message from being heard, usually because there is a minor violation of one segment of a sentence, allowing the hearer or reader to make an accurate guess about the intended message. On the other hand, global errors refer to errors in the use of a major element of sentence structure, which make a sentence or utterance difficult or impossible to understand (as cited in Pokhrel, 2007, p.250).

e) Inter-lingual and Intra-lingual Errors

This distinction is based on the presence and absence of mother tongue interference in learning the target language. An inter-lingual error is the one which is the result of mother tongue interference, whereas an intra-lingual error is caused due to generalization and over-generalization of second language rules or due to reduction by omitting elements. In other words, the errors committed due to the interference of the learner's mother tongue are called inter-lingual errors. For example, the English sentence 'I home go' (Ma Ghara Janchu) is produced according to the word order of Nepali, instead of the correct English sentence 'I go home' (Ma janchu Ghara). Intra-lingual errors are those which result from faulty or the partial learning of the target language rather than language transformation. For example, a learner may produce * He is comes. Instead of 'he is coming.'

iv) Explanation of Errors

This step is concerned with determining the sources of errors. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain errors. In other words, this step is concerned with accounting for why and how errors come out.

Corder (1989) says, "The description of errors is largely a linguistic field or psycholinguistics' This stage of error analysis is concerned with accounting for how and why the learner comes up with erroneous expressions" (p.128).

Richards (1974), as referred purposed three ways of classification of errors.

-) Interference errors
-) Intra-lingual errors
-) Developmental errors (p. 443).

a) Interference Errors

The most widely discussed are errors due to L1 interference. Various studies have found that a learner of a second language transfers the habits of his mother tongue into his performance in the second language.

According to Corder (1974):

Observation suggests that many errors bear a strong resemblance to characteristics of mother tongue, indeed many erroneous utterances read like word for word translations. This observation had led to

the widely accepted theory of transfer which states that a learner of second language translates the habits of his mother tongue into his performance in the second language learning (p. 130).

It seems highly that many errors are caused by L1 interference. For example, a Nepali learner of English pronounces school as /Isku:l/ instead of /sku:l/ and begins a personal letter talking about health, eg. 'I am well here and I hope the same to you...'. This is because there is no /sk/ cluster in Nepali and to talk about health in the beginning of a letter is customary in Nepali.

b) Intra-Lingual Errors

The intra-lingual errors are the ones which result from partial learning of the target language, rather than some language transfer. For example, a learner may produce 'He is comes' based on a blend of the English structures 'He is coming' and 'He comes'. It refers to the error made by the learner due to the target language itself.

Richards (1974) says,

The intra-lingual errors are those originating within the structure of the English language itself. Complex rule learning behaviour is typically characterized by over-generalization, incomplete application of rules and failure to learn condition for rule application. When the complexity of English structure encourages

such learning problems, all learners regardless of background language, tend to commit similar error (p.443).

So, intra-lingual errors are that type of errors which are committed due to partial learning of language items.

c) Developmental Errors

Richards (1974) mentions,

The developmental errors reflect the strategies by which the learner acquires the language. These errors show that the learner often completely independent of his native language is making false hypothesis about the target language based on limited exposure to it. A major justification for leveling an error as developmental comes from similarities to errors produced by children who are acquiring the target language as their mother tongue. (p.446)

So the developmental errors are also called intra-lingual errors. There are several evidences to support that the speakers of different languages produce similar errors in learning the same target language. Those errors reflect faulty generalization about the rules of target language itself.

Intra-lingual and developmental errors can be categorized as follows:

) **Wrong Analogy and Over-Generalization**

It is a natural that a learner tends to simplify learning load in course of his learning career. He does this by formulating rules. But due to limited exposure to the language being learnt, he may over-generalize the rules and fail to take the exceptions into account. Errors due to analogical creation are those errors committed due to wrong analogy because not all analogical creations are errors. The learner produces an erroneous expression analogous to the correct one. For example, the expression ‘she explained me the meaning’ may be based on correct sentence, ‘she told me the meaning’. Littlewood (1975) mentions, “The majority of intra-lingual errors are the instances of the same process of over-generalization that has been observed in the first language acquisition” (p.23).

Overgeneralization means wrong prediction about the language system. The learner, having found a rule which appears to work well in one or more contexts may apply it in the contexts where it is not applicable. As a result, he commits errors in language. For example, the words ‘fastly’ and ‘oxes’ are produced by Nepali learners of English due to over-generalization of suffixation.

) **Hypercorrection**

Hypercorrection is a process in which the learner once masters the correct form but later due to false analogical creation sides back to erroneous forms.

Here, the learner tries to overcorrect his expression by overextending the rule in those areas where the rule is not applicable. It has been observed that children, in course of their language learning, first say the correct form such as 'She went' but when they come across such regular past forms such as 'played' 'begged', later they try to overcorrect the form 'went' by producing *He goed or even wented'.

) Faculty Rules given by the Teachers

Sometimes, it happens that the teacher gives rules which are not fully adequate. When students use these inadequate rules, they form erroneous sentences. For example, when a teacher tells, if the action is in past tense, the verb must be in the past tense. For example ' Last night he wanted to played football but his father said he got to finished his homework'.

) Inherent Difficulties in the Target Language

Some features of the target language are inherently so difficult that they lead the learners towards committing errors no matter what the linguistic background of the learner is. Both learners and native speakers find these aspects of the language difficult to master. For example, "It is obvious that English consonant pairs /v/ and /f/ are very difficult to distinguish not only for Nepali or other language speakers but also for native speakers of English" (Sharma, 2004, p. 245).

v. Evaluation of Errors

Evaluation of errors refers to the determination of seriousness of error, the seriousness of error is also termed as error gravity. The greater the degree of error gravity more serious the error tends to be.

Ellis (1985), recognizes the importance of evaluation of errors in making principled teaching decisions and stresses that if the purpose of EA is pedagogic rather than meant for research, judgment of errors from the point of view of their seriousness becomes necessary (p.52).

James (1981), suggests the following four criteria to evaluate seriousness of errors: (as cited in Rai, 2002, p.27).

-) Linguistic criterion
-) Communicative criterion
-) Attitudinal criterion
-) Pedagogic criterion

vi. Remediation of Errors

This stage of error analysis comes within the scope of language teaching pedagogy rather than error analysis. The teacher tries to take remedial measures to overcome errors.

Richards (1974) says, “At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort” (p.15). Remedial teaching refers to revision or re-teaching intended to remedy, correct or compensate for the learner’s inadequate understanding or use of any aspect or item of the target language.

There are two views regarding the technique of remediation of errors. One view suggests that immediate correction should be used as the most reliable technique to treat errors. If errors are not corrected immediately, learners become habituated and correction cannot be done. So, errors

should be corrected as soon as possible. The other view suggests that the learner's errors should not be corrected. If they are corrected, it may hamper their ability to learn language naturally. We can discuss different aspects of error correction. Before correcting errors, we have to pay attention to the positive and negative aspects of correction on the motivation of the learner, and especially of the way in which correction is implemented. Besides, there are various other issues that are to be taken into consideration for the correction of errors.

The teachers with this positive approach to errors assert that learning a language is learning to communicate fluently and correcting errors all the time hinders fluency and makes students unwilling to say or write anything at all. Thus, errors are tolerated and seen as a natural outcome of the development of communication skills. Here, teachers take a constructive view of learner's errors, and as rule permit rather than correct errors. This positive attitude to learner's errors is widely held by followers of Communicative Approach to Language Teaching.

1.1.4 Logical Connectors

Simply speaking, logical connectors are also conjunctions or correlatives. But there is a considerable difference between logical connectors and conjunctions. Conjunctions join two or sometimes more than two sentences focusing on surface structures. Logical connectors, on the other hand, have nothing to do with surface structures. In Halliday and Hasan's (1976) words, "Conjunctions and correlatives have as much a syntactic as a semantic function and serve to coordinate clauses within a surface structure sentences" (p.244).

This definition shows that there is as much a systematic as a semantic functions between two terms; conjunction and correlatives. According to Celce-Murica and Larsen-Freeman (1983), “Logical connectors are words or phrases whose function is to show some logical relationship between two or more basic sentences or – in some cases between a basic sentence and a noun phrase”(p.323). This means logical connectors connect the relationship between two or more sentences. Similarly, according to; Quirk and Greenbaum (1973), “Conjunctions serve syntactic function whereas logical connectors serve semantic function” (p.175).

Logical connectors refer to listener/reader to infer connection between two segments of a discourse. In other words, a logical connector is a word which merely joins sentences, and sometimes words and phrases. Logical connectors must be distinguished carefully from relative pronouns, adverbs and preposition which are also connecting words. Logical connectors are used to join or connect two ideas that have a particular relationship, they can be sequential (time), reason and purpose, adversative opposition and/ or unexpected result. Within each category the words used to join the ideas or clauses are used differently, with different grammar and punctuation. With subordinating conjunction, either dependent clause or the independent clause may come first in the sentence, with no change in meaning. For example, ‘before he came, we did not have a physical education teacher’. Or ‘we did not have a physical education teacher before he came’. Logical Connectors chiefly include what are traditionally subordinating conjunction, and conjunctive adverbials. Like some uses of coordinating conjunctions, logical connectors are typically said to be types of cohesive devices, lexical

expressions that may add little or no propositional content by themselves but that serve to specify the relationships among sentences in oral or written discourse.

1.1.4.1 Classification of Logical Connectors

Logical connectors connect two clauses and make one sentence with complete sense. According to Celce-Murcia, and Larsen- Freeman (1999), logical connectors can be classified into three different types which are given as follows (p.520):

a. Clauses with Adverbials Subordinator

Adverbial subordinator subordinate one clause to another clause and they have the force of an adverbial. Traditional grammarians have called it subordinating conjunction. Adverbials can be realized by adverbial subordinators and sentences. The sentence contains two statements or clauses; one of which is dependent on the others. Hence, the conjunction introducing the dependent or subordinate clause is called subordinating conjunction. Adverbial subordinators are of two types which are simple adverbial subordinators and complex adverbial subordinators.

i. Simple Adverbial Subordinators

A list of simple adverbial subordinators or subordinating conjunction includes the following:

after	lest	when (ever)
although	once	where (ever)
as	since	whereas

because	though	while
before	until	If
unless		

A test to find out whether or not a form is serving as an adverbial subordinator is to move the clause into different position for the adverbials are movable.

Final: A whole crowd came out to see him when he arrived.

Initial: When he arrived, a whole crowd came out to see him.

Medial: A whole crowd came out, when he arrived, to see him.

ii. Complex Adverbial Subordinators

It can follow the pattern of preceding a subordinating clause where the combination of complex adverbial subordinator clause is able to appear in various positions in the sentence before, after and occasionally in the middle of the main clause.

as long as	in as much as	is that
as soon as	in case (that)	now that
even if	in order to	provided that
given that	in so far as	so that

Final: You can stay with us as long as you bring your own bedding

Initial: As long as you bring your own bedding, you can stay with us.

b. Conjunctive Adverbials

Conjunctive Adverbials, unlike adverbial subordinators, are complete adverbials on to themselves. They do not subordinate a clause rather, they

connect independent clauses. The inventory of English conjunctive adverbial is considerably larger than that of adverbial subordinator.

additionally	furthermore	likewise
after all	however	moreover
also	in addition	nevertheless
alternatively	in any case	on the contrary
as a result	in deed	otherwise
in contrast	in fact	rather
consequently	in other words	similarly
conversely	in particular	still
despite that	in spite of	that is
therefore		

For example: He tried very hard. He could not meet her, however

Haliday and Hasan (1976), have made the following classification of logical connectors (p.242-43).

-) Additive logical connectors
-) Adversative logical connectors
-) Casual logical connectors
-) Sequential logical connectors

) **Additive Logical Connectors**

Additive logical connectors add meaning to the ideas that have been presented earlier. They are used to signal addition, introduction, to show similarity, etc. According to Celce-Murica and Larsen-Freeman (1983), Additive logical connectors are further divided into six types (p.324).

a. Addition

Such types of logical connectors are categorized in to the different logical connectors as simple, emphatic, intensifying and alternative.

b. Exemplification

i. To exemplify a representative member:

- Such as as
- For example like

For example; Some letters are silent in English. Such as, the letter ‘l’ is silent in ‘chalk’.

ii. To exemplify the most important member

- especially in particular
- particularly notably

For example; Hindus celebrate different festivals. Especially, Dashain is celebrated widely.

c. Reference

i) To introduce a topic

- speaking about THIS
- as for THIS
- regarding THIS

For example; As for the use of logical connector, it is directly related to semantic function.

d. Similarity

To show some kind of similarity,

- Similarly in a like manner
- Likewise equally

For example; Sarita bought some new saris. Similarly, she bought some sweaters.

e. Identification

i) To identify a constituent for which the reader/ listener has already been prepared.

Specially namely

For example; A language has four skills, namely listening, speaking, reading and writing.

f. Clarification

To clarify or rephrase a preceding item:

That is (to say) in other words

For example; Ram is a professor, that is to say, he teaches in a university.

1.2 Review of the Related Literature

Various researches have been carried out on error analysis in this department. Some researches have been conducted regarding the errors in different grammatical items but no research has yet been done on errors in logical connectors. So, the researcher selected this topic. This is especially for adverbial subordinators. Therefore, an attempt is made here to review the literature on error analysis particularly those studies done under this department so far.

Adhikari (1999) carried out a research on “Errors committed by grade nine students in the use of causative verbs.” The main objective of the study was to identify and analyze errors in the use of causative verbs

committed by the grade nine students of government schools in Nepal. For the study, the researcher took hundred students studying in grade nine in Gorkha district as a sample. Five government schools and twenty students from each of the selected schools were selected. Questionnaires were used as the tools for data collection. The main finding of his research showed that students committed more errors in 'have' types of causative verbs rather than in the 'make' and 'get' types.

Thapa (2000) carried out a research on "Errors committed by the students of grade seven in the use of English adjectives." This study was an attempt to identify errors in the use of adjectives committed by Nepali learners of English. For this study, eight public schools, four from urban and four from rural areas of Kathmandu district were selected. Only ninety-six students, twelve from each of the selected schools were chosen on the basis of odd roll numbers. Tools for the data collection was a set of questionnaire consisting sixty items. The researcher came out with the finding that girls were better than boys in the use of English adjectives.

Barakoti (2001) has carried out a research, "Errors committed by PCL second year students in writing free composition." The study was carried out as an attempt to identify and describe the errors committed by the learners of English in free writing composition. He found grammatical errors and described them. He even compared the proficiency between the students of Education and Humanities streams majoring in English on the basis of errors committed by them. The main finding of his research showed that the students of humanities committed more errors than that of education in writing free composition.

Poudel (2001) carried out a research on “An analysis of errors in sentence transformation,” The main objective of this research was to identify errors in transforming sentences by the grade IX students of Parvat and Lamjung districts. The primary sources of data were eighty students of grade ten in Pravat and Lamjung districts. The researcher selected the eight government schools and ten students from each school by using random sampling procedure. A set of test items was used to collect the data. His finding showed that students committed highest number of errors in changing statement into wh-question and lowest in changing negative into affirmative.

Niraula (2005) carried out a study on “Errors in word formation committed by the tenth graders”. It was an attempt to identify the errors in word formations committed by tenth graders. The sample consisted of hundred students studying in class ten of Sindhupalanchok district. Four public schools from the district were randomly selected. The tools for the study were tests having different test items. His main findings was that highest number of errors were committed in suffixes against the lowest number of errors in prefixes.

Ghimire (2006) has carried out the research on, “ A study of errors committed by twelfth graders in free writing composition.” He wanted to classify and describe the errors committed by the learner of English in writing free composition. The primary sources of data were collected from twelfth graders of Sindhupalchowk district. The tool used for data collection was a set of test item requiring the students to write free composition. The researcher selected three items for free writing: essay

writing, letter writing and paragraph writing. He found that the students committed the highest number of errors in subject- verb-agreement and lowest number of error in tense.

Shah (2008) carried out a study on ‘A study of errors on tag questions committed by the students of grade nine’. It was an attempt to identify the errors in the use of question tag committed by ninth graders. The sample consisted of hundred students studying in class eight in different schools of Kathmandu valley. Four public and private schools from the district were randomly selected. The tools for the study were test items. His finding was that the students committed more errors in the students having only in main verbs in the statement having the auxiliary verbs while making questions tag.

Likewise, many research works have been carried out in errors, but no single research is carried out on the ‘Errors in the Logical Connectors’ committed by grade 10 students. So, the researcher was interested in carrying out research in this area. Thus, the present study defers from the former studies carried out on errors analysis.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a. To find out the errors committed by students of grade 10 in the use of logical connectors.
- b. To describe the errors.
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

Although it is a small study of grammar, it will be useful to derive feedback in making policies on syllabus designing, teaching and evaluating learner's performance. The study will be useful for all those who are directly and indirectly involved in English Language learning and teaching. It will be significant basically for the classroom teaching. Apart from this, it will also be helpful for the other researchers who want to undertake research in similar topics. This study will have reasonable contribution to the area of errors in logical connectors. So that, it will be beneficial for the students, learners, textbook writers, syllabus designers and test designers.

CHAPTER - TWO

METHODOLOGY

In this study, the researcher sought to identify and analyze the errors in the use of English logical connectors committed by the tenth graders of Kathmandu district. This research work is mainly based on the field study. The following methodology was adopted during the study.

2.1 Sources of Data

Both primary and secondary sources were used; however, primary sources were the basic sources for this research.

2.1.1 Primary Sources of Data

It was a field study. So, the primary sources of data were collected from the written test given to the students studying in grade ten in Kathmandu district. So, students of grade ten from four different schools of Kathmandu district were the sources of data.

2.1.2 Secondary Sources of Data

The secondary sources for this research were related books, journals, reports, articles and theses approved in the Department of English Education and different web-sites. Some books which were used as secondary sources included Corder (1973), Larsen-Freeman (1999), Agrawal (2007) and Rai (2008).

2.2 The Sample of the Study

The sample of this study consisted of 80 students studying in grade 10 in four different public and private schools of Kathmandu district. The schools were: Indradhanush Secondary Boarding School, Bhimsengoala; Mount Olives High School, Sinnamangal; Magaladevi Secondary School, Gausala and Guheshwori Higher Secondary School, Gausala.

2.3 Sampling Procedure of the Study

The sample of the study consisted 80 students of four different schools in Kathmandu district. The schools were selected by using non-random judgmental sampling procedure. Out of four schools two were private and two were public. Out of 80 students, twenty students were selected from each school by using the same procedure.

2.4 Tools for the Data Collection

The main tool for the data collection of data was a set of test items that consisted five different types questions. The exercises were selected randomly from different grammar books and English textbook of grade ten. The set of test items for the study is given in appendix 1.

2.5 Processes of Data Collection

The researcher adopted the following procedures for the collection of the data;

- a. The researcher developed the research tool with the help of his guide before going to the field. The tool was developed to measure the ability of students.

- b. Then the researcher visited two public schools and two private schools of Kathmandu district selected for the study.
- c. Then he established the rapport with the headmasters of the concerned schools to have the permission to conduct the research work.
- d. The English teachers of class ten were consulted for their help.
- e. After that the researcher distributed the test items with instruction to the students and when they completed their work, he collected the answer sheet for analysis.
- f. Finally he analyzed, interpreted and came to the findings. of the collected data.

2.6 Limitations of the Study

The limitations of the study were follows:

- a. The study was limited to only four schools; two private and two public schools in Kathmandu district.
- b. It was limited to only the grade 10 students.
- c. The research was limited to test items.
- d. It was limited to the study of only simple adverbial subordinators.
- e. The primary data were collected by the use of written test only.
- f. Only 80 students of grade 10 were included for this purpose.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

After collecting the responses of the students, the data were analyzed. According to the objectives of the study, the responses of the students were marked systematically. The errors in the logical connectors committed by the students were tabulated and the analysis and interpretation was done by using the statistical tools of percent and average.

3.1 Analysis and Interpretation of Errors

The main aim or objective of this study was to identify and analyze the errors committed by the tenth graders in the use of English logical connectors. This chapter is the crucial part which has led the researcher to reach the objectives of the study. The analysis and interpretation has been carried out under the following headings.

3.1.1 Overall analysis and interpretation of errors

3.1.2 Itemwise analysis and interpretation of errors

3.1.3 Schoolwise analysis and interpretation of errors

3.1.4 Sexwise analysis and interpretation of errors

3.1.5 Public and private wise analysis and interpretation of errors

3.1.6 Questionwise analysis and interpretation of errors

3.1.7 Unattempted items.

3.1.1 Overall Analysis and Interpretation of Errors

Overall analysis means total analysis and interpretation of errors in the use of logical connectors. The table below indicates the total number of students, total full marks and the total frequency of errors. Total full marks was 5200.

Table No. 1
Overall Analysis and Interpretation of Errors

S.N.	Number of students	Total full marks	Frequency of errors	Percentage of error
1.	80	5200	2620	50.38%

The above table shows that out of 5200 total full marks the students committed 2620 errors in the use of logical connectors. It was 50.38 percent of the total marks. In brief, the students committed more than fifty percent errors out of total marks. This shows that students proficiency in the use of logical connector is not satisfactory.

3.1.2 Itemwise Analysis and Interpretation of Errors

Here itemwise analysis does not mean the question or the test items. The researcher has again categorized all the related questions in different items. One logical connector is considered to be one item.

Table No. 2
Itemwise Analysis and Interpretation of Errors

S. N.	Items	Total items	Total marks	Frequency of errors	Percentage	Example
1.	After	7	560	100	17.85%	After he was careless, he failed his examination.
2.	Although	7	560	120	21.42%	No one knows although he went.
3.	As	7	560	210	37.5%	I wonder as he will come
4.	Because	7	560	190	33.92%	I like him because he is dangerous.
5.	Before	7	560	160	28.57%	Before I went to school I had already arrived.
6.	Unless	7	560	300	53.57%	He had the job unless he had no qualification
7.	Since	7	560	190	33.92%	I've been studying here since four years.
8.	Though	7	560	180	32.14%	I couldn't carry the bag though it was heavy.
9.	Until	7	560	210	37.5%	Until his leg is broken, he runs fast.
10.	When (ever)	7	560	300	53.57%	Whenever I looked I found footprints.
11.	Where (ever)	7	560	303	54.10%	I shall not go wherever I am invited.
12.	Whereas	7	560	281	50.17%	He said goodbye where has he left.
13.	While	7	560	179	31.96%	While I close the door I remembered the pen.
14.	If	7	560	130	23.75%	If I were bird I will fly in the sky.

The above table indicates that the highest number of errors (i.e. 54.10 percent) were committed in the use of 'wherever'. Like this, the lowest number of errors (i.e. 17.85 percent) were committed in the use of 'after'. Likewise, the students committed 53.57 percent errors in 'whenever' and

‘unless’ respectively. It is the second highest number of errors. Similarly, they committed 21.42 and 37.6 percent errors in ‘although’ and ‘as’ respectively.

From above analysis, it seems that students were weak in ‘when (ever)’ and ‘where (ever)’ so they committed the highest number of errors in the two items. But in ‘after’, ‘although’ and ‘if’ they committed the least number of errors.

3.1.3 Schoolwise Analysis and Interpretation of Errors

The schoolwise analysis and interpretation of errors of four different schools of Kathmandu district is described below.

Table No. 3
Schoolwise Analysis of Errors

S.N.	Name of school	Total marks	Frequency of errors	Percentage of errors
1.	Indradhanush S. Boarding School Baneshwor, Kathmandu	1960	428	21.83%
2.	Mount Olives High School Sinmangal, Kathmandu	1960	501	25.56%
3.	Guhyaswori Higher Secondary School Sinamangal, Kathmandu	1960	700	35.71%
4.	Mangladevi Secondary School Gausala, Kathmandu	1960	787	40.15%

The above table shows that the students of Shree Mangaladevi Secondary school Gausala, Kathmandu, committed the highest number of errors that is 45.15 percent. The lowest number of errors were committed by the

students of Mount Olives Secondary School 25.56 percent. Then the students of Indradhanush Secondary Boarding School committed 21.83 percent errors. Similarly, the students of Guhyaswori Higher Secondary School committed 35.71 percent errors. It shows that the students of Indradhanush Boarding School committed the minimum number of errors and those of Shree Mangladevi Secondary School committed maximum number of errors on the whole.

3.1.4 Sexwise Analysis and Interpretation of Errors

On the basis of sex the errors committed by the students are analyzed and interpreted as follows: Sexwise analysis and interpretation errors committed by the students of four different schools of Kathmandu district is described below.

Table No. 4
Sexwise Analysis and Interpretation of Errors

S.N.	Variables	Sample size	Total marks	Number of errors	Percentage of errors
1.	Boys	40	3920	1250	31.88%
2.	Girls	40	3920	1166	29.74%

The above table shows that there is no significant difference between the performance of boys and the girls in the use of logical connector. Boys committed 31.88 percent errors whereas the girls committed 29.74 percent. It clearly shows that there is not any remarkable difference between the performance of boys and girls. In all the girls seem to be slightly better than the boys.

3.1.5 Public and Private-wise Analysis and Interpretation of Errors

The following table clearly shows the analysis and interpretation of errors committed by the students, 40 from private schools and 40 from public school. Thus, on the basis of public and private schools, the errors committed by the students are analyzed and interpreted as follows:

Table No. 5

Public and Private-wise Analysis and Interpretation of Errors

S.N.	Variables	Sample size	Total marks	Number of errors	Percentage of errors
1.	Private Schools	40	3920	1042	26.58%
2.	Public Schools	40	3920	1533	39.10%

The above table indicates that the students of private schools committed 26.38% errors, which is 1042 instances of errors out of 3920 full marks. And the students of public or government schools committed 39.10 percent errors which is 1533 instances of errors out of 3920. The students of public schools committed more errors than the students of private schools. It means that the students of public schools were found to be weak in the use of logical connectors in comparison to the students of private schools.

3.1.6 Question-wise Analysis and Interpretation of Errors

The researcher has mixed all different types of logical connectors within a set of questions. Questions in the set of test item were of different types. Question-wise analysis and interpretation is shown in the following table.

Table No. 6

Questionwise Analysis and Interpretation of Errors

S.N.	Questions	Sample size	Total marks	Frequency of errors	Percentage of errors
1.	Question 'A': Select the correct subordinating conjunction	80	1120	191	17.05%
2.	Question 'B': Fill in the blanks	80	1120	499	44.5%
3.	Question 'C': Identifying the correct subordinating conjunction	80	2240	644	28.75%
4.	Question 'D': Tick the best alternatives that fits the blank	80	1120	286	25.53%
5	Question 'E': Make sentence	80	2240	1000	44.64%

The above table shows the errors committed by the students in use of logical connectors in different question items. It also presents that out of five different questions, the students committed 44.64 percent errors in questions number 'E', 17 percent errors in questions number 'A'. Similarly, they committed 44.5 percent errors in question number 'B', 28.75 percent errors in question number 'C' and 25.53 percent errors in question number 'D'.

In brief, the highest number of errors were committed in question number ‘E’ where the students were required to make sentences using the given logical connector and the lowest number of errors were committed in question number ‘A’ where students were asked to select the correct logical connectors.

3.1.7 Unanswered Items

The students left some questions unanswered. One of the most important reasons to leave questions unanswered was found to be the degree of difficulty. In most of the cases, students were found to have left sentence making types of question unanswered.

Table No. 7
Unanswered Items

S.N.	Questions	Number of unanswered items	Percentage
1.	1	40	4.34
2.	2	56	5.00
3.	3	53	4.73
4.	4	59	5.26
5.	5	220	19.64

The table shows that some questions were remained unanswered. It indicates that 19.64 percent or the highest number of questions were left unattempted in question number 5. Similarly, 4.34 percent which is the lowest number of questions left unattempted in question number 1. Likewise 5.00, 4.73 and 5.26 percent questions were left unanswered in question number 2,3 and 4 respectively.

It also indicates that students found open-ended questions more difficult than the close ended once.

3.2 Description of Errors

Errors refer to the use of linguistic item in the way which a fluent or native speaker of language regards as showing faulty or incomplete learning. Errors result from incomplete knowledge. Students commit a lot of errors while learning a second language. The study of errors is a part of investigation of the process of language learning. According to the second objective of the study the researcher tried to describe what types of errors were committed by the students of grade ten while using logical connectors. 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 logical connectors. Some group errors were as follows:

Question A: Because she is weak, she works hard.

Don't disturb me, when I am listening the news.

Question B: I like him because he is dangerous.

I wonder as he will come.

Question C: We shall not go for a picnic, if it rains.

This is the book unless I wanted.

Question D: I returned home after

- a) I had gone b) he had gone c) we had gone.

Question E: I like him although his dangerous.

Although I run fast, I missed the class.

The above errors were committed by the group of students. Even though, they committed errors in every question, the highest number of errors were committed in question number 'E'. They made the wrong sentence by using the logical connectors. Sometime they made only half sentences.

Some errors were also made by some individual students for eg:

-) I go to school because I studied there.
-) He said good bye until he left.
-) If I were bird, I will fly in the sky.

3.2.2 Expressive and Receptive Errors

This distinction is made on the basis of language skills. Errors made in speaking and writing skills are expressive errors whereas errors made in listening and silent reading are receptive errors. Expressive errors are called productive errors. Receptive errors can also be called interpretive errors.

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

Because I ran fast, I missed the train.

Sita found her book while she had left it.

Where as I pushed the car, it started.

3.2.3 Overt and Covert Errors

This classification is made on the basis of clarity of errors. An overt error is explicit and open whereas a covert not easily detachable; 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:

If you work hard, you will not pass the exam.

I will help in before he is efficient.

I will come unless I am not ill.

I have not seen him when Monday.

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 can be pinpointed. Where as, global errors refer to the errors that involve inability to make correct use of more than one language element.

Here, all errors were local errors. For example:

Whenever I looked, I found footprints.

I love her although she is beautiful.

The dog followed after I went.

3.2.5 Interlingual and Intralingual Errors

The above classification is made on the basis of presence or absence of mother tongue interference. Interlingual errors are made due to the

influence of the learner's native language whereas intralingual errors are made due to overgeneralization of second language rules.

Here, all the errors were caused due to incomplete knowledge of rules of target language. So, all the errors were caused due to intralingual cause.

For example,

I will go to home after playing.

My grandfather while I was born.

Will you stay unless I return?

No one knows although he went.

In the above description of error analysis and interpretation, the highest number of frequency of errors were committed due to intralingual causes, they were overgeneralization, hypercorrection and incomplete knowledge of rules. None of the errors were caused due to the influence of learner's native language.

CHAPER – FOUR

FINDINGS AND RECOMMENDATIONS

The following are the findings and recommendations based on the analysis and interpretation of errors in the use of logical connectors committed by the students of grade 10.

4.1 Findings

After analyzing and interpreting the data, findings can be summarized. Thus, the overall findings on the basis of analysis and interpretation of data are summarized below.

- a. The total students of four schools were found to commit 50.38 percent errors in the use of logical connectors.
- b. In the item-wise analysis the students were found to commit errors in the use of ‘whenever’ and ‘wherever’ and were found to commit less errors in the use of ‘after’ and ‘if’.
- c. In schoolwise performance, the students of Indradhanush Boarding Kathmandu performed the best and the students of Mangaladevi Secondary School performed the worst.
- d. The boys committed more errors in comparison to girls.
- e. The students of private schools were found to be better than the students of public schools in the use of logical connectors because they committed less number of errors.
- f. Students performed the best in item number ‘A’ (select the correct subordinating conjunction) and performed the worst in item ‘E’ (Sentence making in the use of logical connectors).

- g. Most of the questions were found attempted. Only few questions were left unattempted.
- h. Most of the students were found to commit more group errors.
- i. The students of private schools were found to commit less errors and the student of public school were found to commit more errors in terms of school – wise comparison.
- j. All the errors were classified under expressive, local, overt, intralingual and grammatical error.
- k. Most of the group errors were found in questions type number ‘A’, ‘B’ and ‘C’ whereas very few individual errors were also found in question type number ‘D’ and ‘E’.

4.2 Recommendations

The researcher would like to make the following recommendations on the basis of the finding.

- a. The teacher should give equal emphasis on all the logical connectors while teaching grammar.
- b. Teacher should give emphasis to ‘when (ever)’ and ‘where (ever)’ because the students were found weak in this area.
- c. Especially, the teachers of public schools should emphasize or the teaching of logical connectors.
- d. The teachers should provide maximum time in subjective types of questions in the use of logical connectors.
- e. The teacher should provide the students with adequate exercises to practice logical connectors and check their performances and give them feedback.

- f. The teachers should provide adequate interesting grammatical items to increase the comprehensive power of the students.
- g. The teacher should not go with exam- oriented teaching rather go with skill- oriented teaching.
- h. The teacher should give the contextual use of logical connectors than prescribe the series of rules. i.e. they should provide some contextual illustrations so the students can generate rules themselves.
- i. The students must be given adequate knowledge of the different types logical connectors with proper illustrations.
- j. Students should be taught the use of logical connectors creating meaningful situation and they should be taught according to their level.

Finally, similar research works should be carried out in other areas of grammar, mainly on those areas in which Nepali learners of English are likely to commit errors in their performance. Since the researcher cannot claim that the present study is conclusive in finding out all the type of errors in the use of logical connectors, he can only confirm that the Nepali learners of English tend to commit errors frequently in the use of logical connectors. Therefore, the researcher suggests the concerned authority to carry out other researches in this area and to suggest remedies for them.

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APPENDIX - I

List of schools selected for the study in Kathmandu district

1. Mount Olives Boarding School, Sinmangal, Kathmandu
2. Indradhanush Boarding School Bhimsengola , Kathmandu
3. Guiheswori Higher Secondary School Sinamangal, Kathmandu
4. Mangala Devi Secondary School, Gausala , Kathmandu

APPENDIX - II

This test item is prepared in order to carry out research work on ‘the errors committed by grade 10 students in the use of logical connectors’. Under the guidance of Mrs Madhu Neupane lecturer T.U. Department of English Education. Please response each item according to your choice which you feel right.

Researcher’s Name: Tirtha Timilsina

Name of Student:

Name of School:

Sex:

The following types of test items will be given to test the selected students as purposed of this research.

A) Select the correct subordinating conjunction

- I) Although / because she is weak, she works hard.
- II) I will help him because / because of he is efficient.
- III) Please see me before / since you go.
- IV) As / after he was careless, he failed his exams.
- V) Though / until his leg is broken, he runs fast.
- VI) He had had his dinner before / as he went to school.
- VII) Don’t disturb me while / when I’m listening to the news.
- VIII) Unless / if you work hard, you will fail the exam.
- IX) He was angry because / unless we were late.
- X) Whenever / wherever I looked, I found footprints.

XI) Alina can't attend the meeting unless/ if finds a baby sitter.

XII) They have moved to house twice since /once they got married.

B) Fill the blanks with appropriate words from the box.

because, although, until, when, where, but, before, if, unless, though, as, after, since

- i. We didn't go outit was raining.
- ii. The zoo is closed today is Saturday.
- iii. He got the job he had no qualification.
- iv. The rooms are big they are not cleaned.
- v. My grandfather died I was born.
- vi. Rama will go..... Hari goes.
- vii. Will you wait..... I return.
- viii. I wonder he will come.
- ix. Wait I return.
- x. We go to a doctor we are ill.
- xi. I could not carry the bag it was too heavy.
- xii. I found your coat you had left the house.
- xiii. He said good bye he left.
- xiv. I love her she is beautiful.
- xv. I will go there you desire it.
- xvi. I returned home the sun had set.
- xvii. I found it I was walking to schools.

C) Tick () in the correct box to identify the correct subordinating conjunction

	Right	Wrong
I) We will stand when you are ready.	[]	[]
II) I will see you before you go.	[]	[]
III) I have not seen her because she left.	[]	[]
IV) The dog followed when ever I went.	[]	[]
V) I will go there since you desired it	[]	[]
VI) We shall not go for a picnic, if it rains.		
VII) Unless you tell me the truth, I shall punish you.	[]	[]
VIII) He is an honest man, because he is poor.	[]	[]
IX) He is not contented though he is very rich.	[]	[]
X) We shall go if the weather is fine.	[]	[]

D) Tick () the best alternative that fits the blanks.

I) If you work hard,

a) You will pass the exam. b) You will fail the exam. c) You can fail the exam. d) None of above.

II) Many things have happened

a) since I saw you .b) because I saw you. c) although I saw you. d) where I saw you.

III) I returned home after.....

a) I hade gone. b) he had gone. c) we had gone. d) above all.

IV) Do not go before

a) you come b) I come c) both a and b d) none

v) I didn't come

- a) Because You called me. b) because you didn't call me. c) both a and b
- d) no one

VI)....., I shall punish you.

- a) if you tell me truth b) unless you tell me the truth
- c) unless you tell me the lie d) a and b both

E. Subjective Questions

i. Make two sensible sentence by using following logical connectors.

After, although, as, because, before, unless, since, though, until,
when(ever), where(ever), whereas, while, if.