Tirtha Timilsina 2009

834

ERRORS COMMITTED BY GRADE TEN STUDENTS IN THE USE OF LOGICAL CONNECTORS

ERRORS COMMITTED BY GRADE TEN STUDENTS IN THE USE OF LOGICAL CONNECTORS

A Thesis Submitted to the Department of English Education in Partial Fulfilment for the Master's Degree in Education

Submitted by

Tirtha Timilsina

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2009

ERRORS COMMITTED BY GRADE TEN STUDENTS IN THE USE OF LOGICAL CONNECTORS

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

By
Tirtha Timilsina
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009

T.U. Reg. No.: 9-2-57-768-2002
Second Year Examination
Roll No: 280524/2064

Date of Approval of the Thesis Proposal: 2065/04/10
Date of Submission: 2066/02/10

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Tirtha Timilsina** has prepared this thesis entitled **Errors Committed by Grade Ten Students in the Use of Logical Connectors** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: …….

Mrs. Madhu Neupane
Teaching Assistant
Department of English Education
Faculty of Education
TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr Chandreshwar Mishra ……
Reader and Head Chairperson
Department of English Education
TU, Kirtipur

Dr. Bal Mukunda Bhandari ……
lecturer Member
Department of English Education
TU, Kirtipur

Mrs. Madhu Neupane (Guide) ……
Teaching assistant Member
Department of English Education
TU, Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

Dr Chandreshwar Mishra ……
Reader and Head Chairperson
Department of English Education
TU, Kirtipur

Dr Jai Raj Awasthi ……
Professor Member
Department of English Education
Chairperson
English and Other Foreign Languages Education
Subject Committee
TU, Kirtipur

Mrs. Madhu Neupane (Guide) ……
Teaching Assistant Member
Department of English Education
TU, Kirtipur

Date:

DEDICATION

Dedicated

to My Parents and Teachers

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: .....

Tirtha Timilsina

ACKNOWLEDGEMENTS

First of all I would like to express my sincere and hearty gratitude to my honorable Guruaama and thesis supervisor **Mrs. Madhu Neupane,** Teaching Assistant, Department of English Education, TU., Kirtipur, Kathmandu for her invaluable inputs, meticulous guidance, creative suggestions, encouragement, useful comments and continuous feedback. It is sure, without these inputs and feedback, it would not have been possible to bring this thesis in this final form. I am heavily indebted to her for providing me with her whole hearted co-operation, great devotion, comprehensive guidance and precise supervision throughout this research work.

I am very much indebted to **Dr. Chandreshwar Mishra,** Reader and Head of the Department of English Education, for his invaluable advice, useful comments and continuous feedback. Similarly, I always owe my sincere gratitude to **Dr**. **Jai Raj Awasthi,** Professor of the Department of English Education for his useful comments and constructive suggestions. I am also very grateful for his effective lectures in the class which is the main foundation for this research.

I would like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Dr. Anjana Bhattarai, Mrs. Tapashi Bhattacharya, Mr. Prem Bahadur Phyak, Mrs. Saraswati Dawadi, Mrs. Hima Rawal** and all the teachers of the Department of English Education for their wonderful lectures and also for their help and encouragements. Similarly, I would like to extend my gratitude to all the teachers who taught me in different places from the beginning of my life.

I am really indebted to all the principals, head-teachers, subject teachers and students of selected schools for their co-operation in providing the required data. Without their help this research would not have been complete in itself.

I would like to give my hearty thanks to all of my family members for their help and supports. My special thanks go to brothers **Naresh Timilsina** and **Dhurba Timilsina** for their encouragement and co-operation. Likewise, I would like to extend my thanks to my friends **Harka J. Bogati, Keshav Timilsina, Yam Lal Pandey, Narendra Puri, Dabal B.C. and Narayan Neupane** for their co-operation.

I would like to extend my thanks to **Ram Babu Shrestha** and **Phurwa Rinchhen Sherpa** of TU Photocopy Center for their excellent technical help for printing and binding. Similarly, I owe much to all the writers, whose works are listed in the reference.

May, 2009 **Tirtha Timilsina**

ABSTRACT

English is taught as a compulsory subject from the very beginning stage. It is true that learner's language is not free from grammatical errors. The knowledge of grammar serves as the foundation of language. Grammatical knowledge makes him/her confident and self-reliant. Logical connector is one of the foundation parts of grammar and language. Students need to have knowledge of logical connector to use the English language properly. The main purposes of present study were to identify the errors in the use of logical connectors and to describe them as well as to point out the pedagogical implications. For this study, four secondary level schools of Kathmandu district were selected. Only eighty students of grade ten, twenty from each of the selected schools were chosen non-randomly. The main finding of this research was their students committed the highest number of errors in 'whenever' and 'wherever'.

Chapter one deals with introduction. It consists of importance of the English language in Nepal. It also deals with error analysis, literature review, objectives and significance of study. Chapter two describes the methodology applied in order to carry the research. It includes Sources of data both primary as well as secondary source, sampling procedure, tools for data collection, limitations of study are also there in this chapter. Chapter three deals with the analysis and interpretation of the data. This chapter consists of two parts. The first part deals with the total analysis of errors and second part deals with the description of errors. Chapter four presents the summary of findings and recommendations. Findings were derived from the analysis and interpretation of data and recommendations and suggestions were made on the basis of the findings.

TABLE OF CONTENTS

Page No.

Declaration **i**

Recommendation for Acceptance ***ii***

Recommendation for Evaluation ***iii***

Evaluation and Approval **iv**

Dedication ***v***

Acknowledgements ***vi***

Abstract **viii**

Table of Contents ***ix***

List of Tables ***xi***

List of Abbreviations ***xii***

CHAPTER - ONE: INTRODUCTION **1-32**

1.1 General Background 1

1.1.1 Importance of the English Language 2

1.1.2 The English Language in Nepal 3

1.1.3 Error Analysis 4

1.1.3.1 Importance of Errors 6

1.1.3.2 Process of Error Analysis 8

1.1.4 Logical Connectors 22

1.1.4.1 Classification of Logical Connectors 24

1.2 Review of the Related Literature 28

1.3 Objectives of the Study 31

1.4 Significance of the Study 32

CHAPTER – TWO: METHODOLOGY ***33-35***

2.1 Sources of Data 33

2.1.1 Primary Sources of Data 33
2.1.2 Secondary Sources of Data 33
2.2 The Sample of the Study 34
2.3 Sampling Procedure of the Study 34
2.4 Tools for Data Collection 34
2.5 Processes of Data Collection 34
2.6 Limitations of the Study 3

CHAPTER – THREE: ANALYSIS AND INTERPRETATION 36-47
3.1 Analysis and Interpretation of Errors 36
3.1.1 Overall Analysis and Interpretation of Errors 37
3.1.2 Itemwise Analysis and Interpretation of Errors 37
3.1.3 Schoolwise Analysis and Interpretation of Errors 39
3.1.4 Sexwise Analysis and Interpretation of Errors 40
3.1.5 Public and Privatewise Analysis and Interpretation of Errors 41
3.1.6 Questionwise Analysis and Interpretation of Errors 41
3.1.7 Unattempted Item 43
3.2 Description of Errors 44
3.2.1 Group and Individual Errors 44
3.2.2 Expressive and Receptive Errors 45
3.2.3 Overt and Covert Errors 46
3.2.4 Local and Global Errors 46
3.2.5 Interlingual and Intralingual Errors 46
CHAPER – FOUR: FINDINGS AND RECOMMENDATIONS 48-50
4.1 Findings 48
4.2 Recommendations 49

References
Appendices

LIST OF TABLES

Page No.

Table No. 1: Overall Analysis and Interpretation of Errors 37

Table No. 2: Itemwise Analysis and Interpretation of Errors 38

Table No. 3: Schoolwise Analysis of Errors 39

Table No. 4: Sexwise Analysis and Interpretation of Errors 40

Table No. 5: Public and Privatewise Analysis and Interpretation of Errors 41

Table No. 6: Questionwise Analysis and Interpretation of Errors 42

Table No. 7: Unanswered Items 43

LIST OF ABBREVIATIONS

CUP	: Cambridge University Press
EA	: Error Analysis
L1	: First Language
M.Ed.	: Master's in Education
No.	: Number
OUP	: Oxford University Press
SAARC	: South Asian Association Regional Cooperation
SLA	: Second Language Acquisition
UNO	: United Nations Organization
USA	: United State of America
WHO	: World Health Organization