CHAPTER–ONE

INTRODUCTION

1.1   General Background

Language is primarily a means of communication through which human ideas, thoughts, feelings, emotions, desires, etc are expressed. The history of human beings shows that language is one of the sources to bring human beings up to this modern scientific age. Language is a gift, which helps a man to know the world and to be known to the world. It is the unique possession of mankind. Human beings are distinguished from all other living creatures by language. Although there are so many language communities in the world, human beings communicate with one another using some particular medium language. English is one of them. We cannot know any social academic task without language. English has got the significant place among the six international languages and most popularly used in the world. English is being spoken all over the world. Block and Trager (1942, p.5),view "A language is system of arbitrary vocal symbols by means of which a social group co-operates." Chomsky (1957, p.13) defines language as "A set (finite of infinite) of sentences, each finite in length and constructed out of a finite set of elements."

According to Wardhaugh (1986, p.1), "Language is what the members of a particular society speak". To Sapir (1921, p.8), " Language is a purely human and non-instinctive method of communicating experiences, ideas, emotions and desires by means of voluntarily produced symbols". Similarly, Richards et al. (1999), define language as, ". . . the system of human communication which consists of the structural arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (as cited in Khanal, 2006, p.1).

These above definitions indicate that language is common to all human beings. It is a complex phenomenon, used for human communication. It is the most

unique gift that sets them apart from the rest of all living beings. It exists in society and permits its members to relate, to interact and to co-operate with each other. It is the greatest accomplishment of human civilization. Perhaps, it is the most significant asset of human life.

1.1.1 The English Language and its Significance in Nepalese Education

English is an international language, which is also known as the global language. According to Kohil (1978, p.2), "English is the mother tongue of 250 million people in the world. The countries where English is the native language are U.K, USA, Canada, Australia". Similarly, around 300 million people use English as a second or foreign language in the world. The above statement proves the position and importance of the English language in the world. It is taken as a linguaFranca all over the world. The significance of the English language in Nepalese education can be justified in the following paragraphs.

In the context of Nepal, English is taught as a compulsory subject right from grade one to bachelor's degree in government aided schools and colleges. In the context of private schools, it is taught right from Nursery to higher level as a compulsory subject as well as the medium of instruction. In addition to this, it is used as an access language or a library language and means of instructional evaluation at the higher level of education. Basically, the main purpose of teaching English in the schools of Nepal is to enable the students to exchange their ideas with people of any nationality who speak English.

The history of teaching English in Nepal can be traced back to 1844 A.D. when Durbar High School was established at "Dakh Chowk" in Thapathali Durbar. Though this school was established to educate the Rana children; the children from other community couldnot be deprived of the fountain of English Education. The importance of English Education spread gradually with the development of time.

Present Nepal is trying to move with the time. So, Nepal is no more an isolated country. It has become an active member of many international organizations like the UN, SAARC etc. It has established diplomatic relations with more than 100 countries. In order to deal with these nations, it needs the English language to develop as a second language. Moreover, Nepal is the centre for a number of tourists, for the promotion of tourism, it needs the English language. Thus, the importance of English seems inevitable in Nepal.

1.1.2 Ethnicity

An adequate definition of ethnicity is not possible as it covers the vast area of study and analysis. If we explore the etymological meaning of the word 'ethnic', it was originated from the Greek word 'ethnos' which simply means 'nation' or 'people'. It is open to much debate and that often causes great confusion. Recently, ethnicity has taken on slightly different connotations and now tends to be used to describe people who are often a minority in the country in which they live. Words like 'ethnic groups', 'ethnicity' and 'ethnic conflict' have become quite common terms in the English language and they keep appearing in the press media, in television news, in political programs and in casual conversations.

An ethnic group is a community of people who share cultural or physical characteristics including one or more of the following: history, political system, religion, language, geographical origin, traditions, myths, behaviors, foods, genetic similarities and physical features.

The term 'ethnicity' refers to relationship among those members of groups who consider themselves distinctive and which may be ranked hierarchically within a society. It is, therefore, necessary to distinguish clearly between ethnicity and social class.

In the literature of social science, there are two main definitions of classes. One derives from Karl Marx, the other from Max Weber. Sometimes elements from

the two definitions are combined. The Marxist view of social classes emphasizes economic aspects. A social class is defined according to its relationship to the productive process in society. In capitalist societies, according to Marx, there are three main classes. First there is the capitalist class or bourgeoisie, whose members own the means of production (factories, tools and machinery etc.) and buy other peoples' labor, power (i.e. employ them). Secondly, there is the petit bourgeoisie, whose members own means of production but do not employ others. Owners of small shops are typical examples. The third and most numerous class, is the proletariat or working class, whose members depend upon selling their labor power to a capitalist for their livelihood. There are also other classes, notably the aristocracy, whose members live by land, interest and the proletariat which consists of unemployed and the underemployed people, vagrants and the like. A further central feature of this theory is the notion of class struggle, Marx and his followers thought that oppressed classes would eventually rise against the oppressors, overthrow them through a revolution and alter the political order and the social organization of labor. Marx view was the main way in which societies evolved.

The Weberian view of social classes, which has partly developed into theories of social stratification combines several criteria in delineating classes, including income education and political influence. Unlike Marx, Weber did not regard class as potential corporate groups; he did not believe that members of social classes necessarily would have shared political interests. Weber prepared to speak of status groups rather than classes. Theories of social class always refer to systems of social ranking and distribution of power. Ethnicity on the contrary does not necessarily refer to rank; still, many poly-ethnic societies are ranked according to ethnic membership (Devkota, 2007, p. 4)

1.1.3 Ethnicity in Nepal

Historically, Nepal is a multi-ethnic nation with diverse languages, religions and cultures. So, the present constitution of our country has acknowledged the fact

that Nepal is a multi-ethnic, multi-racial, multi-lingual, multi-cultural and multi-religious country. Multi-ethnical nation comprises various ethnic and religious communities. Its ethnical and religious diversities are coupled with its linguistic plurality. The linguistic diversity existing in the country has given rise to three situations viz. monolingualism, bilingualism and multilingualism. The constitution of Nepal 1990 has put forward a conceptual design to uplift the living standard of the ethnic groups by removing all sorts of existing economic and social inequalities to set up and develop their healthy social life based on justice and morality by developing their language, literature, arts, scripts religions and cultures by creating special opportunities.

It is very difficult to find out the various ethnic groups, their distribution and population size since no anthropological survey has been carried out in Nepal till now. According to the CBS, fifty nine ethnic groups have been found in 1991 census and hundred ethnic groups in 2001 census. Despite this available information, many agencies have provided their own information on it and thus, the number of ethnic groups, their population size may differ from one source to another. For example, The National Committee of Nationalists 2002 listed 59 distinct cultural groups within Janajati and the Dalit Commission-2002 noted 28 cultural groups within it.

Despite the clear diversity in ethnic composition of the population of Nepal, in 1991 and 2001 census data demonstrate nearly 70% of the total population belongs to ten major ethnic groups. The Chhetri group is the largest in size while on the other hand the Kusunda group stands in the 100th position. According to the 2001 census, the 32 smallest ethnic caste groups altogether account for just 0.71% of Nepal's total population. We find ten distinct cultural groups whose population size is less than 0.1% of the whole population. They are Kusunda, Patharkats, Munda, Raute and Yalmo.

Most of the Hilly and Mountainous districts are relatively homogeneous into their group representation compared to the Terai districts as a whole. Looking at

the four most represented groups within a given district; Bhaktapur district in hilly region has the highest level of such homogeneity with 91% of its population restricted to four caste groups while Sarlahi district in the Terai has the least homogeneity with its four largest groups comprising just 36% of its total population. The diversity in the Terai might have been caused because of the excessive flow of people from Hills, Mountains and India.

The researcher focuses on evaluating the grammatical errors committed by five ethnic groups of secondary level students in different public schools of Kathmandu district. The ethnic groups are Chhetri, Hill-Brahmin, Tamang, Newar and Gurung.

According to the Nepal Census (2001), the above-mentioned groups covered about 55.6% of the total population of the country. Since this is a small attempt to study about ethnic groups, obviously, it cannot represent the whole ethnic groups existing in the country.

1.1.4 Definitions of Prepositions

Preposition may be defined as a word or a group of words used especially before a noun or pronoun to show place, time, method, etc. However we find various definitions, some of them are quoted below.

a) "Prepositions are words normally placed before nouns or pronouns. Preposition can also be followed by verbs but, except after but and except the verb must be in the gerund form" (Thomson and martinet, 1986:91)

b) "A part of Speech, Usually indeclinable in form, used together with noun phrase to show the relationship between that phrase and other words in the sentence. A preposition as its name suggests, usually precedes the noun it govems (as opposed to a post position)"

c) According to OALD, 1996, p.911) defines "word or group of words (eg. in, from, to, out of) used before a noun or pronoun to show eg. Place, position, time or method."

d) According to Wren and Martin, (2001, p. 128) define "preposition is a word placed before a noun or a pronoun to show in what relation to the person or thing denoted by it stands in regard to something else".

e) According to Quirk and Greenbaum, 1973, p. 143 defines "In the most general terms, a preposition expresses a relation between two entities, one being that represented by the prepositional complement. Of the various types of relational meaning those of place and time are the most prominent and easy to identify. Other relationships … may also be recognized although it is difficult to describe prepositional meanings systematically in terms of such labels".

From the definitions quoted above, we can conclude that prepositions are such grammatical words which are usually followed by noun phrases. Such noun Phrase which are preceded by prepositions are termed as prepositional phrases.

Kinds of prepositions

There are mainly two kinds of prepositions, viz. Simple and complex**.**

A preposition, which consists of one word is a simple preposition. Most of the common English prepositions are simple. Some common simple prepositions are:

about	above	after
along	around	at
before	below	beside
between	by	down

for	from	in
into	of	off
on	over	past
since	till	through
to	under	until
up	with	without

Other prepositions , consisting of more than one word are called complex prepositions, eg.

along with	as for	away from
because of	due to	except for
by means of	out of	up to
in relation to	in comparison with	in front of
instead of	on top of	

Most of these complex prepositions are in one of the following categories:

a) Adverb or prep+prep: e.g. along with , as for , away from , out of , upto , etc.

b) verb/adjective/ conjunction/ etc. +prep: e.g. owing to, due to, because of, etc.

c) prep+ noun + prep: e.g. by means of , on comparison with , in front of , etc.

1.1.6 Omission of the preposition

1. prepositions of time when (e.g. at , on, in,) are always absent from adjunct (an adverb or a phrase added to a clause) having the deictic or ordinal words last, next, this, that and the quantifying words some and every. For example :

I told him (*on) last sunday.

I'll describe it (*in) next day

Oranges are more plentiful (*in) this year.

2. Preposition is omitted when a locative noun such as home, downtown or uptown is used with a verb of motive or direction. For example:

We went (*to) home.

We ran (*to) home

3. Prepositions is omitted when the pro-adverbs here and there are used after the verb. For example:

 We go (*to) there often.

He comes (*to) here everyday.

1.1.7 Classification of Erroneous Preposition

In the present study, the errors committed in the use of preposition in a written text, there kinds of errors may appear. In other words, a student may commit three kinds of possible errors. The possibilities are:

    (i)   S/he may use one preposition instead of other,

    (ii)   S/he may leave out the required preposition to be used , and

    (iii)   S/he may use the extra preposition (Where it is not required which is called the superfluous use of preposition)

Now, all these three categories of erroneous preposition are briefly described with examples.

1.1.7.1 In appropriate Use of Preposition

If the required preposition is not used properly or if one preposition is used instead of another, this kind of error is known as inappropriate use of preposition.

For Example: *The plane flew above me.

[(above) has been used instead of 'over']

The plane flew over me. [Correct form]

1.1.7.2 Deletion of Preposition

If the required preposition is left to be used in a proper place, this kind of error comes under this category. For example:

*He is writing a letter on a pen.

['with' has been missed out]

He is writing a letter with a pen. [Correct form]

1.1.7.3 Super house use of preposition

If a preposition is unnecessarily used , this sort of error come , under this category for example :

   *Pilgrims reached on the top of the temple before sunrise.

   ['on' is not necessary here]

   Pilgrims reached the top of the temple before sunrise. [Correct form]

1.1.8 Error Analysis

Error analysis (EA) is a type of linguistic analysis that focuses on the errors committed by the learners. While learning a foreign language, learner inevitably

commit errors. It is an inherent feature of the process of foreign language acquisition. Generally, the terms error and mistake are taken as synonymous in dictionaries. However, linguists take them quite differently. Mistake may be either at the competence level or at the performance level and the former type of mistakes are taken as errors and the latter are simply taken as performance mistakes, which, can be readily corrected by the performers themselves.

The majority of the learners' errors are linguistically quite different from those made by native speakers of English. These errors are systematic in nature and occur regularly. They reflect the strategies adopted by the learners in their learning process.

Generally, learners' performance is evaluated in terms of the content of subject matter and quality of language. The latter is evaluated mainly on the basis of the seriousness of the errors contained in the language. However, this seriousness is determined entirely on the subjective basis as there is no well-established specification of seriousness of errors. Hence, the need for the study of error gravity of learners' errors is widely felt in the field of language teaching.

Coder, (1973, p. 267), says," The study of learners' errors is a part of the methodology of language learning". He further says, from the study of his errors we are able to infer his learners' knowledge at that point in his learning career and discover what he still had to learn. By describing and classifying his errors in linguistic terms we build up a picture of the features of the language which are causing him learning problems.

Showing the difference between an error and mistake Corder, (1974) says:

> An error occurs at the competence level which results from the imperfect knowledge of the learner, whereas a mistake occurs at the performance level that exists in speaking or writing or the learner caused by lack of attention, fatigue, mental stress, or any other causes. (p. 123)

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So, errors are systematic and occur frequently. He further says that learners' errors provide evidence of the system of the language that s/he is using at a particular point in the course of learning. Similarly, they show the level of knowledge s/he possesses.

Analyzing the above statements we can state that EA helps in a particular field of a language such as teaching, learning, etc. Errors are caused due to imperfect knowledge at competence level and occur regularly.

1.1.8.1. Importance of Errors

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. Therefore, a systematic analysis of errors made by foreign language learners is of considerable importance. In the past, errors were considered as a 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 make mistakes and if there are no mistakes than there is no learning. In fact, it is an integral part of the learning process and developing competence.

The study of learner's errors has a great importance on language learning and teaching in the sense that EA is a stepwise procedure, which is used to identify the errors, find out the sources of errors and provide remedies.

In accordance with Corder (1973, p. 265), there are two uses of studying second language learners' errors. One is the practical use of the EA and the other is the theoretical use of EA. He says that the practical use of studying learner's errors have two values. To quote his words, they are:

i. The most obvious practical use of the analysis of errors is to the teachers. Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and shows him what parts they learned or taught and need further attention.

They enable him to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on.

ii. Another value of studying learners' errors is … in terms of broader planning and with a new group of learners they provide the information for designing a remedial syllabus or a programmed of re-teaching.

Therefore, EA has a great importance for teachers, students, curriculum designers and the textbook writers.

1.1.8.2. Processes/Steps of Error Analysis

EA is a stepwise procedure or it is carried out in a series of successive steps. These steps are logically dependent upon each other. They are as follows:

a. Collection of data for EA

b. Identification of errors

c. Description and Classification of errors

d. Explanation of errors

e. Evaluation of errors.

f. Correction and Remediation of errors

a. Collection of Data for EA

Collection of data is the first stage of EA. No one can begin to describe anything until being aware of its existence. First of all we must have reliable data to identify, describe, explain and evaluate errors. The data collected from the learners are supposed to have a picture of the features of the language. But the problem is to detect them. Some errors are so subtle that they escape even from the penetrating eyes of the experienced teachers.

According to Corder (1974) data may be spoken or written. He mentions that it is easier to make a systematic study of written materials. Moreover, he divides the written works produced by learners into two types: (1) spontaneous production and (2) controlled production. The former type contains free composition and the latter type contains translations, précis, paraphrasing, selecting proper word/sentence from the given options etc. The distinction here is between the learner selecting his own message and processing already given messages.

The best way to collect data is to collect them in a 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. Corder (1974, p. 128),says, "spontaneous production is 'error avoiding' whereas as controlled production is 'error provoking'". Hence, data derived from spontaneous corpus may lack coverage. Therefore, coverage as well as spontaneity should be taken into consideration while collecting data.

b. Identification/Recognition of Errors

At this stage of EA, an attempt is made to identify errors in the corpus. Generally, errors and mistakes are taken as synonymous in a layman's sense. Technically speaking, they are different in the sense that not all mistakes are errors but all errors are mistakes. The term 'mistake' is a cover term that includes both mistakes and errors: mistakes being light and errors being grave. Corder points out the need to distinguish 'errors' (i.e. deviant sentences which are the result of lack of competence) from 'mistakes or lapses' (i.e. deviant sentences which are the result of psychological or physiological reasons rather than linguistic ones). Mistakes either may be at competence level or performance level. Mistakes, which are committed at competence level are called errors and mistakes which are committed at performance level are called mistakes or lapses or slips. Hence, 'errors' remain distinct from 'lapses or mistakes' or 'slips'.

Errors have the following features:

    i. The language learner does not recognize errors as deviant forms.

    ii. Errors occur because of lack of competence and they tend to occur time and again, so they are said to be systematic.

c. Description and Classification of Errors

In this stage of EA, an attempt is made to describe and classify errors in terms of the linguistic processes or rules. Corder (1973, p. 277), says, "A full description of the errors involves 'explaining' it in terms of the 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 degrees of depth, generality or abstraction. Again according to him, the description of errors can be done in two levels. They are:

    i. Superficial level and

    ii. Deeper level

I. Superficial level

The first and most superficial level merely describes errors in terms of the physical differences between the learners' 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. Sun is very hot. (Omission of 'the' at the beginning)

    b. Addition: e.g. She came on last Saturday. (Unnecessary addition of 'on')

    c. Selection: e.g. He was angry on me. (Wrong selection of preposition 'on')

    d. Miss-ordering: e.g. He asked her where was she going (… was she… disordered)

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 e.g., an error of phonology may reveal a deficiency in the knowledge of pronunciation: sound system of the English language etc.

d. Explanation of Errors

This step is concerned with determining the sources of errors. Most of the errors can be accounted in terms of the inter-lingual interference. Corder (1974) p. 128), says that, "description of errors is 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.

Richards (1971), proposes a three way classification of errors (as cited in schachter et al. 1977, p. 443).

      i.   interference errors,

      ii. intralingual errors, and

      iii. developmental errors

i) Interference Errors

According to Richards (1971), the interference errors are those errors which are caused by the influence of the learner's mother-tongue on his production of the target language in presumably those areas where the language clearly differs. It implies that whenever the patterns of structure between the learner's mother tongue and target language differ this leads the learner towards negative transfer

or mother tongue interference. Thus, the learner transfers the habits of his mother tongue into the second or foreign language several researchers in EA have proved that mother tongue interference is one of the main sources of errors. Corder (1974) writes:

> Observation suggests that many errors bear a strong resemblance to characteristics of the mother tongue, indeed many erroneous utterances read like word for word translations. This observation has led to the widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue. (p. 30)

In order to support inter lingual interference the sentence, 'I like the skin shoes', produced by the Nepali learner can be taken as an error caused by mother tongue interference. In English, there is distinction between 'skin' and ''leather but in Nepali, there is only one lexical item 'chhala'.

ii) Intra lingual Errors

It refers to the errors made by the learners due to the target language itself. According to Schachter (1977)

> The intra lingual errors are those originating within the structure of English itself. Complex rule learning behavior is typically characterized by overgeneralization, incomplete application of rules, and failure to learn conditions for rule application. When the complexity of English structure encourages such learning problems, all learners, regardless of background language, tend to commit similar errors. (p. 443)

iii) Developmental Errors

Characterizing developmental errors Richards (1971) says:

The developmental errors reflect the strategies by which the learner often times completely independent of his nature language is making false hypothesis about the target language based on limited exposure to it. A major justification for labeling an error as developmental comes from noting similarities to errors produced by children who are acquiring the target language as their mother tongue. (as cited in schachter et al. 1977, p. 443)

There are enough evidence to support that speakers of different languages commit similar errors in learning the same target language. These errors reflect faulty generalization about the rules of target language itself. Littlewood (1984) points out:

Dulay and Burt's analysis which shows that only 3% of the children's errors can be classified as interference errors, and 85% of the errors in their study came under developmental errors, and the rest 12% did not fall into either category. (p. 20)

e) Evaluation of Errors

In this stage of EA, an attempt is made to evaluate seriousness of errors. It is a recent branch of error analysis. The term 'error gravity' refers to the seriousness of errors. According to James (1980) there are two ways of determining seriousness of errors:

i. The subjective way and

ii. The objective way

He recommends that the subjective way of determining seriousness of error is easier to conduct but in comparison, the second one is better than the first one because in objective technique, the seriousness of error is decided on the basis of written correct version. As regards the subjective way of determining error gravity, James (1980) talks about two techniques: the ranking and the rating

techniques. He says in both techniques, the informant may be asked to grade each erroneous sentence on a five-point scale from 1 to 5. Five indicate that the sentence contains a very serious error and 1 indicates that it contains a very minor one.

Generally, according to Sthapit, (1995) four such criteria are recognized. They are as follows:

   i.   Linguistic criterion,

   ii. Communicative criterion

   iii. Attitudinal criterion and

   iv. Pedagogic criterion (as cited in Sharma 2005, p. 247).

i. Linguistic criterion

According to linguistic criterion, inter lingual errors are considered to be more serious than the intra lingual ones because intra lingual errors are comparatively light and less common but inter lingual errors are more serious than the grammatical ones. Similarly, global errors are considered to be more serious than the local errors because global errors are not easily diagnosed and they can be interpreted in more than one way. For example, in the following two sentences, the first one is more serious than the second one: For example,

) English language speak many people

) Why does she like oranges?

ii. Communicative criterion

According to communicative criterion, those errors are considered as more serious which break the communication. If the conversation is understandable, our language will be considered as the best or if the error reduces intelligibility it tends to be more serious. Thus, it can be said, the greater the degree of

impairment of intelligibility, the more serious an error tends to be. Error gravity is proportional to the impairment of intelligibility we can express it mathematically as EG   II. For example, semantic errors are more serious than grammatical errors.

iii. Attitudinal criterion

This criterion maintains that seriousness of errors depends upon the attitude of the listener. It has been reported that different foreign accents are marked differently by the native speakers of English. For example, for English people, English spoken by French sounds sexy, by German naughty, by Italian funny and so on. In fact, impoliteness may create irritation and pragmatic failure is also one of the factors that irritates the listener and hampers the communication.

iv. Pedagogic criterion

This criterion maintains that those errors are serious which are directly related to the language teaching items, considered as more serious than the errors, which are not directly related to the teaching field. No error is more or less serious inherently. If the aim of ELT is to teach pronunciation than errors in this area is certainly considered more serious than in the area of reading comprehension.

f) Correction and Remediation of Errors

i.   Correction of Errors

Correction technique is one of the most important factors that the students should be aware of the effect on each learner of correcting errors. Correction can be done by the teacher himself i.e. teacher correction, by the group or peer i.e. peer-correction by students themselves i.e. self-correction. Among them, self-correction should be given emphasis rather than others in the sense that once the students correct their errors themselves they will not make the same mistakes again. Sometimes, peer-correction and teacher correction can also be helpful for identification and correction of errors. In fact, mistakes are unavoidable; all the

erroneous expressions should not be corrected immediately. First, some clues should be given and let the students correct themselves. They should be encouraged to pin point the error. If they are unable, some positive signs can be given leading to remediation like error in the use of structure. Finally, the correct version should be given to the students.

ii. Remedial Teaching

Remedial teaching (RT) facilitates learning. The teachers have to decide the difficult areas of the learners. Presentation of rules and their explanation is of little use without proper and adequate practice. Therefore, they have to take certain sentences related to the topic and present them in an effective and interesting way.

) The learners should be provided rigorous practice with exercises.

) First ideas get from students too.

) Correct the learner's errors indirectly not directly.

) RT should be for group errors not for individual errors.

) RT is for correcting underlying rule not for surface level or performance.

) The oldest grammar translation method should be replaced by the OSS-approach, direct method and communicative approach which should be applied to teach grammar contextually, situationallyally and appropriately.

By reviewing above description, the conclusion can be derived that errors should be corrected indirectly. But focus should be given to the correct version of language, which is given to students.

1.2   Review of Related Literature

Error analysis itself covers different areas of language study. The existence of errors in the process of second and foreign language learning is universally accepted. Second language learners commit errors at all levels of language, and errors at grammatical level are also common. There are mainly two approaches to error analysis, the contrastive and non-contrastive. Both of these approaches are equally important for error analysis. So, many studies have been carried out to study the errors of second language learners. The related literatures to the present study are as follows:

Shrestha (1980) has done a research entitled "A Study of Errors in the Use of the Prepositions Made by Grade-IX/X Students of English Having Nepali and Newari as a First Language." The aim of this study was to analyze the errors in the use of prepositions made by Nepali and Newari   speaking students of grade 10. He found that the influence of mother tongue does not matter in the use of English prepositions. His findings show that learners commit errors in both areas, i.e. the differences and the similarities of languages.

Singh (1997) has made an attempt to analyze the errors committed by the students of proficiency certificate level studying in Thakur Ram Multiple campus, Birgunj, in the use of article and preposition. The study showed that the students of different faculties made the errors because of mother tongue interference.

Khadka (2001) has conducted a research entitled 'A study on Grammatical Errors Committed by Jirel Learners. The objective of this study was to identify the errors committed by the Jirel learners of grade nine in reported speech and relative clause. She found that Jirel learner commit errors in all aspects of reported speech except reporting subject while changing from direct into indirect form. It was also found that the students' mother tongue played the role to commit the errors in sub-verb- agreement and in the change of pronouns.

Karna (2002) has conducted a research entitled "A Study of Errors Committed by Grade XII Students on the Use of Adverbs". The study was carried out to identify and analyze the errors on the use of adverbs by Grade XII students. It was a field based cross sectional study. The major finding of the study was that the students made use of ill formed adverbs in their writing.

Nepal (2003) has carried out a research on "A Study of Errors on the use of English Irregular verbs made by the Grade Seven students". The objective of this study was to identify and analyze errors on the use of irregular verbs made by grade VII students of public schools. He found that the learners commit the error on the use of irregular verbs due to the effect of overgeneralization of the rules of past form and past participle.

Subedi (2007) has conducted a research entitled "Error Committed by the Doteli Speakers in English Sub-verb Agreement." The aims was to find out the similarities and differences between the Doteli dialect on sub-verb agreement and the errors committed by the Doteli speaking students of grade IX and X. She was found that the Doteli dialect has the distinct rules of subject-verb agreement was determined with the agreement of person, number, gender and degree of honorificity whereas English was determined with person and number only.

Besides them, there are also some other researchers who did their M.Ed. thesis on different topics related to error analysis, but till now no one has done research study on an analysis of errors committed by different ethnic groups are the secondary level. So the researcher was interested to study on this field and explore the errors committed in use of grammatical item i.e. prepositions by ninth grade students.

1.3   Objectives of the Study

The main objectives of this study were as follows:

   a)   To find out the errors made by different ethnic groups on grammatical item i.e. prepositions.

b)   To compare the errors made by different ethnic groups on grammatical items.

c)   To suggest some pedagogical implications.

1.4   Significance of the Study

This study provides information about the analysis of errors made on grammatical items by different ethnic groups. The researcher hopes that after completion of this study, one can get some valuable findings on grammatical items. It will point out the errors made by ethnic groups to find out, compare errors and suggest some pedagogical implications. Therefore, this research will be beneficial for the students, the teachers, the curriculum designers, the researchers, the textbook writers and the other people who work in different areas where English is used as a medium of instruction.

CHAPTER– TWO

METHODOLOGY

The following methodology was adopted to fulfill the above-mentioned objectives.

2.1. Sources of Data

The researcher used both the primary and secondary sources of data.

2.1.1. Primary Sources of Data

Grade nine students belong to different ethnic groups of Kathmandu district were the students for this study.

2.1.2. Secondary Sources of Data

The secondary sources of data were the different research works carried out on error analysis under the Department of English Education. Different theses, books, articles, journals, other supportive materials available in print and electronic media which are directly and indirectly related to this study were the secondary sources of data. The related books for this research are Sapir (1921), Corder (1963/74), Wardhaugh (1986), Murphy (1994), Kumar (1996) and Sharma (2005).

2.2. Population of the Study

The population of the study was the grade nine students of different ethnic groups of Kathmandu district.

2.2.1. Sample and Sampling Procedure

The sample population consisted of 100 students who were studying in Kathmandu district. The students was selected using random sampling

procedure. Twenty students were selected from each schools. They were studying in class nine. The lists of schools were:

Shree Mangalodaya Secondary School, Thankot.

Shree Sidhi Ganesh High School, Sorahakhutte.

Nepal Rastriya Secondary School, Nepaltar.

Janasewa Higher Secondary School, Kirtipur.

Shree Manohar Secondary School, Samakhusi.

2.3. Tools for Data Collection

The researcher prepared the test items, he used the test items to collect data from grade nine students of the selected ethnic groups. The time allocated was one hour. The test items were the objective type questions such as tick the best answer; fill in the blanks and binary choice. Test items contained 50 marks in three items. In the test items, item 'A' contained 30 multiple-choice questions. Item 'B' contained 10 questions in which the students had to fill in the gaps with given clues. Item 'C' contained 10 questions where students had to choose the correct word as indicated in the brackets.

2.4. Process of Data Collection

The step-wise procedures of data collection are given in the following points:

a. The researcher developed the research tools under the guidance of his supervisor.

b. He selected required number of population of grade nine students from different ethnic groups by using random sampling.

c. He went to the selected schools and established a good rapport with students.

d. He motivated the respondents by explaining the objectives and the relevance of the study.

e. He administered the test on the selected informants.

f. After that, he collected the answer sheet from the students.

2.5. Limitations of the Study

The study was limited in the following ways:

a. The total population of the study was limited only to public schools of Kathmandu district.

b. The sample was limited only to five ethnic groups. They were Hill-Brahmin, Tamang, Newar, Gurung and Chhetri.

c. The total population of the study was confined to only one hundred students from five public schools.

d. The study was limited only to the 9th graders.

e. The study focused only on the errors committed on grammatical item i.e. prepositions.

f. The prepositions used for the test items were limited to those which were found in the English text books of HMG grade 1 to 9 only.

g. This study was limited only to written form.

CHAPTER– THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the proficiency and the errors committed in the test administered to the specified population. On the basis of objectives, the responses of students were marked systematically and the error committed by the students was tabulated. With a view to make the study more objective, the analysis and interpretation has been done by using simple statistical tools of 'average' and 'percentage'.

3.1 Analysis of Errors

This analysis and interpretation of data was carried out under the following subheading: They are; overall comparison of errors committed by different ethnic groups in three test items, viz. multiple choice, fill in the gaps and binary choice; item wise analysis and interpretation of errors in different test items and comparison of errors committed in three test items by five ethnic groups.

3.1.1. Overall Comparison of Errors Committed by Different Ethnic Groups

Errors committed by different ethnic groups in three test items can be tabulated as below:

Overall Errors in Three Test Items

Table No. 1

S.N.	Ethnicity	Full Marks	Total Errors	%
1.	Hill-Brahmin	$20 \times 50 = 1000$	275	27.5
2.	Gurung	$20 \times 50 = 1000$	354	35.4
3.	Tamang	$20 \times 50 = 1000$	373	37.3
4.	Newar	$20 \times 50 = 1000$	535	53.5
5.	Chhetri	$20 \times 50 = 1000$	536	53.6

The above table presents the overall comparison of errors in different test items viz. multiple choice, fill in the gaps, and binary choice items made by the five ethnic groups.

In aggregate, the full marks for each ethnic group is 1000 (20 students 50 marks questions). Hill-Brahmin students committed 275 error i.e. 27.5%. Likewise Gurung 354 (35.4%), Tamang 373 (37.3%), Newar 535 (53.5%) and Chhetri students committed error 536 (53.6%) respectively. This above data shows that the highest number of errors was committed by Chhetri and Newar students but the lowest number of error was committed by Hill-Brahman students.

The above description can also be shown in the bar graph below:
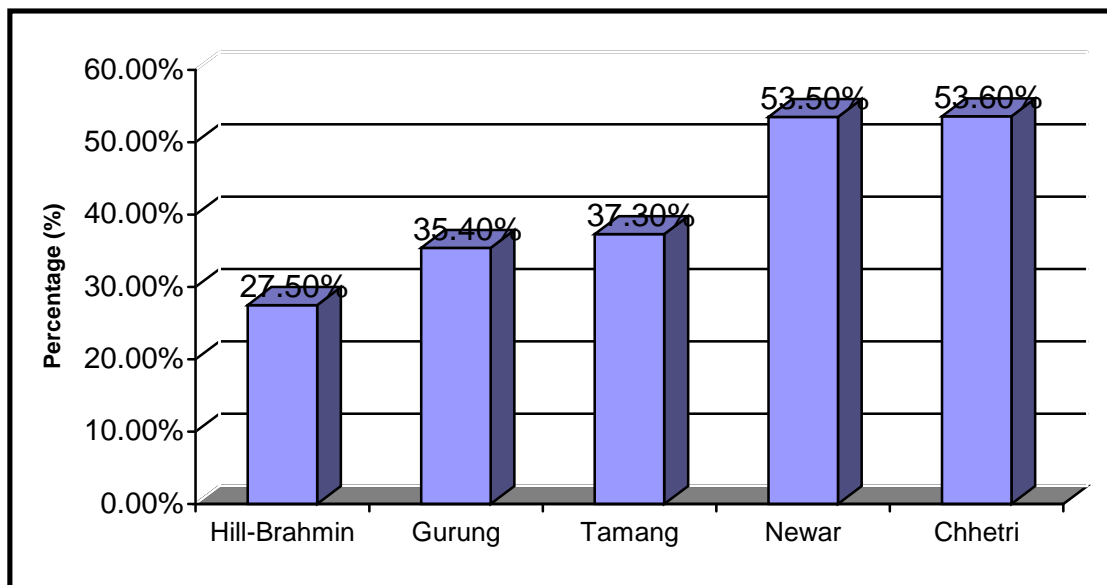
3.1.2. Item wise Analysis and Interpretation of Errors in Different Test Items

Item wise analysis and interpretation of errors in multiple choice, fill in the gaps and binary choice items are as follows:

3.1.2.1 Total Errors Committed by Different Ethnic Groups in Multiple Choice Items

Comparison of total errors committed by five ethnic groups in multiple choice items can be tabulated as below:

Errors in Multiple Choice Items

Table No. 2

S.N.	Ethnicity	Full Marks	Total Errors	%
1.	Hill-Brahmin	$20 \times 30 = 600$	111	18.5
2.	Gurung	$20 \times 30 = 600$	172	28.6
3.	Tamang	$20 \times 30 = 600$	192	32
4.	Newar	$20 \times 30 = 600$	301	50.1
5.	Chhetri	$20 \times 30 = 600$	280	46.6

The above table indicates the total errors committed by five ethnic groups in multiple-choice item. The table clearly shows that 50.1% or the highest number of errors was committed by Newar students whereas 18.5% or the lowest number of errors was committed by Hill-Brahmin students. In the same way, other ethnic groups like Gurung, Tamang, and Chhetri students committed 28.6%, 32% and 46.6% errors respectively. Hence, the Newar students were found committing more errors where as the lowest number of errors was committed by Hill-Brahmins students.

The above data can also be shown in the bar graph below:

3.1.2.2 Total Errors Committed by Different Ethnic Groups in Fill in the Gaps Item

Comparison of total errors committed by five ethnic groups in fill in the gaps item can be tabulated as below:

Errors in Fill in the Gaps Items

Table No. 3

S.N.	Ethnicity	Full Marks	Total Errors	%
1.	Hill-Brahmin	$20 \times 10 = 200$	123	61.5
2.	Gurung	$20 \times 10 = 200$	130	65
3.	Tamang	$20 \times 10 = 200$	132	66
4.	Newar	$20 \times 10 = 200$	159	79.5
5.	Chhetri	$20 \times 10 = 200$	178	89

The above table indicates that the Hill-Brahmin students committed 123 errors i.e. 61.5% out of 200 full marks. In the same way, Gurung students committed 130 errors i.e. 65% whereas Tamang committed 132 errors i.e.66%. Similarly, the Newar and Chhetri committed 159 and 178 errors that was 79.5% and 89% respectively. If we see the above data comparatively all five ethnic groups committed more errors in this item. Hence, this above description shows that, the highest number of errors was committed by Chhetri students. They committed 178 errors that was 89% but the lowest number of errors committed by Hill-Brahmin that was 61.5%.

The above data can also be shown in the bar graph below:
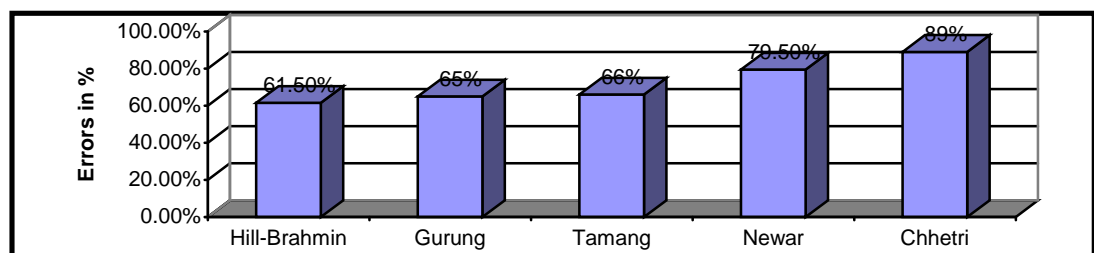
3.1.2.3 Total Errors Committed by Different Ethnic Groups in Binary Choice Items

Comparison of total errors committed by five ethnic groups in binary choice items can be tabulated as below:

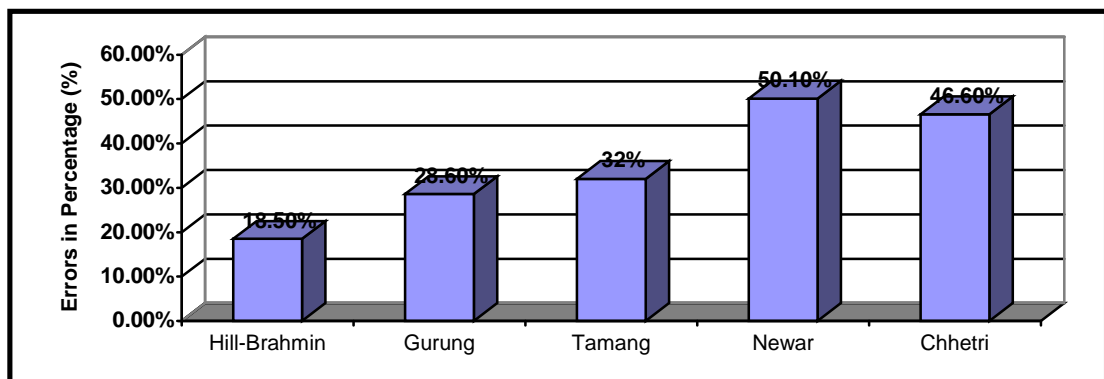**Errors in Binary Choice Items**

Table No. 4

S.N.	Ethnicity	Full Marks	Total Errors	%
1.	Hill-Brahmin	$20 \times 10 = 200$	41	20.5
2.	Gurung	$20 \times 10 = 200$	52	26
3.	Tamang	$20 \times 10 = 200$	49	24.5
4.	Newar	$20 \times 10 = 200$	75	35.5
5.	Chhetri	$20 \times 10 = 200$	78	39

The above table displays the real picture of the total errors committed by the five ethnic groups in binary choice item. They were asked to choose one word from bracketed items. This item was carrying 10 questions. Among them the Hill-Brahmin students committed 41 errors i.e. 20.5% errors whereas Gurung committed 52 errors i.e. 26%. Similarly, Tamang, Newar and Chhetri students committed 49, 75 and 78 errors i.e. 24.5%, 35.5%, 39% respectively. Thus, the above description shows that the highest number of errors was committed by Chhetri students i.e. 39% whereas the lowest number of errors was committed by Hill-Brahmin students i.e. 20.5 %.

The above description is also shown in the bar graph below:
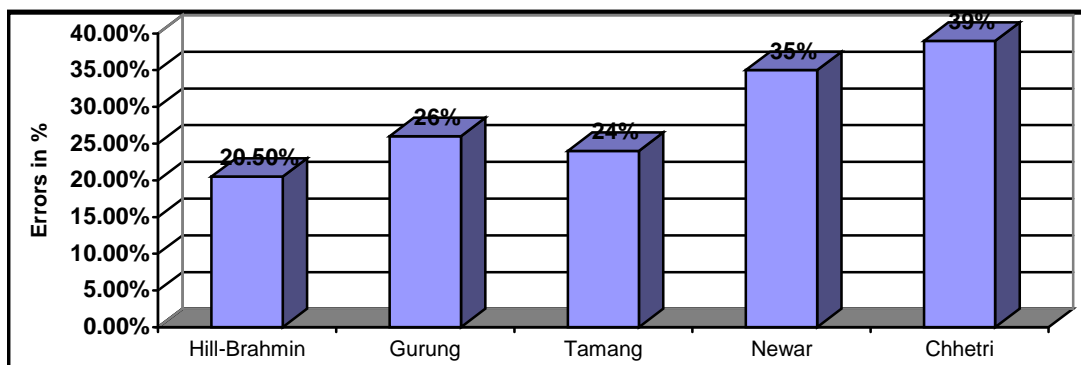
3.1.3 Comparison of Errors in Terms of Three Test Items viz. Multiple Choice, Fill in the Gaps and Binary Choice

All the errors committed by five ethnic groups in three test items can be tabulated as below:

Comparison of Errors in Three Test Items

Table No. 5

S.N.	Ethnicity	Multiple Choice		Fill in the Gaps		Binary Choice	
		No. of Errors	%	No. of Errors	%	No. of Errors	%
1.	Hill-Brahmin	111	18.5	123	61.5	41	20.5
2.	Gurung	172	26.6	130	65	52	26
3.	Tamang	192	32	132	66	49	24.5
4.	Newar	301	50.1	159	79.5	75	35.5
5.	Chhetri	280	46.6	178	89	78	39

The above table shows the total errors in three different items viz. multiple choice, Fill in the gaps and binary choice. In aggregate out of 600 Full marks, the highest number of errors was committed by the Newar students. They committed 301 errors i.e. 50.1% whereas the lowest number of errors was committed by Hill-Brahmin students. They committed 111 errors i.e. 18.5 %. In the same way, Gurung, Tamang, and Chhetri students committed 172, 192 and 280 errors i.e. 26.6%, 32%, and 46.6% respectively. Hence, this above description proves that the Newar and Chhetri students committed highest number of errors in Multiple Choice item but the Hill-Brahmin, Gurung and Tamang students committed the lowest number of errors in multiple choice items.

In aggregate, out of 200 full marks, Chhetri students committed the highest number of errors. They committed 178 errors i.e. 78%. The lowest number of errors was committed by Hill-Brahmin students. They committed 123 errors i.e. 61.5%. Similarly, the errors committed by Gurung, Tamang and Newar students

were 130 132and 159errors i.e. 65%, 66% and 79.5% respectively in this item. In comparison, the Newar and Chhetri students committed the highest number of errors in fill in the gaps item but the lowest number of errors was committed by Hill-Brahmin students.

Similarly, in the binary choice item, the Chhetri students committed 78 errors out of 200 total marks, which is 39.1%. In the same test item, the errors committed by the students of Hill-Brahmin, Gurung, Tamang and Newar are 41(20.5%), 52(26%), 49(24.5%) and 75(35.5%) respectively. Thus, above description proves that, the highest number of errors was committed by Chhetri students i.e. 39.1% whereas the lowest number of errors was committed by the Hill-Brahmin students i.e. 20.5% in comparison.

This above data can also be shown in the bar graph below:
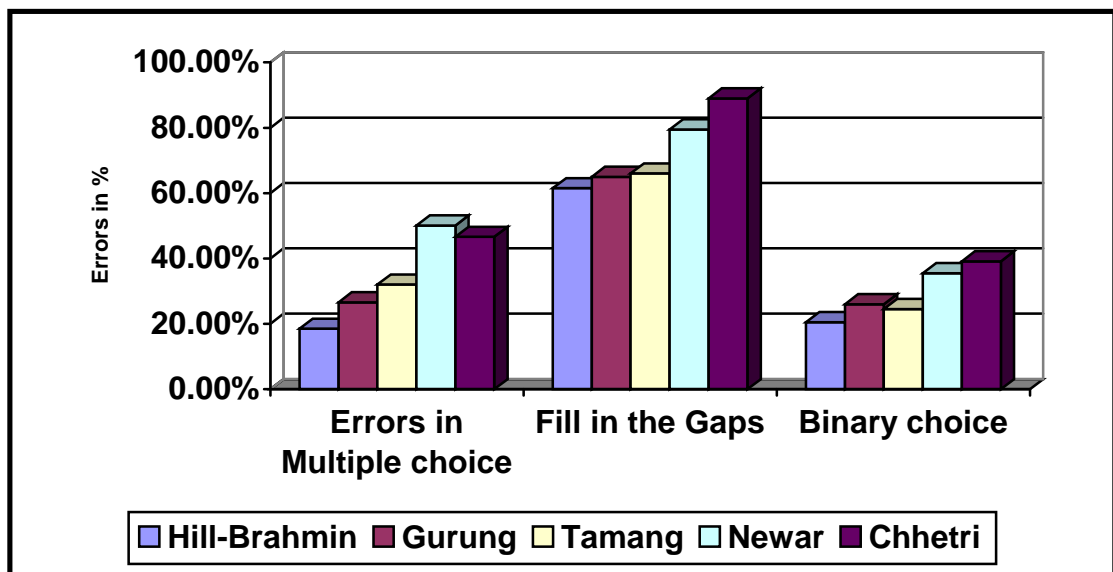
CHAPTER– FOUR

FINDINGS AND RECOMMENDATIONS

The present chapter deals with the findings and recommendations of the study.

4.1. Findings

The major findings of the study have been summarized in the following points:

1. In overall comparison, the Chhetris and Newars students committed the highest number of errors whereas Hill-Brahmin students committed the lowest number of errors.

2. The Hill-Brahmin students perform better in multiple-choice item and the Chhetri and Newar students perform the worst in the same test item.

3. In multiple-choice item, the highest number of errors was committed by Newar students i.e. 50.1% and Hill-Brahmin students committed the lowest number of errors i.e. 18.5%.

4. As a whole, most of the errors were committed by the students in fill in the gaps item. Chhetri students committed the highest number of errors in it. They committed 178 errors i.e. 89%.

5. Similarly, in binary choice item, the highest number of errors was committed by the Chhetri students and the lowest number of errors was committed by Hill-Brahmin students.

6. In overall comparison of errors, the Chhetri students committed the highest number of errors. They committed 536 errors i.e. 53.6% whereas the Hill-Brahmin students committed the lowest number of errors. They committed 275 errors i.e. 27.5%.

4.2. Recommendations

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

1. Comparatively, Chhetri, Newar and Tamang students should be given more emphasis and treated more seriously so as to make them go along with the students of other ethnic groups like Hill-Brahmin and Gurung students.

2. Teach the preposition creating real situations.

3. The students should be given more emphasis on fill in the gaps than in multiple and binary choice items.

4. The teachers should be provided with enough teachers training for teaching different types of prepositions.

5. Translations of prepositions should be avoided which may create further confusions.

6. Use communicative approaches in place of other receptive methods. Thus, students should be encouraged to make appropriate use of prepositions.

Finally, the researcher would like to suggest all the authorities, who are concerned with the field of teaching and learning to be inclusive by incorporating all the diversities. The ethnic group is taken as a sample in their research 'Chhetri', as an example of social exclusion. Therefore, the above-mentioned points should be taken into consideration and similar research works should be carried out on the other areas of grammar especially on those areas in which Nepali learners of English are likely to commit errors in their performance.

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APPENDIX I

APPENDIX II

List of Schools

- ❑ Shree Mangalodaya Secondary School, Thankot.

- ❑ Shree Sidhi Ganesh High School, Sorahakhutte.

- ❑ Nepal Rastriya Secondary School, Nepaltar.

- ❑ Janasewa Higher Secondary School, Kirtipur.

- ❑ Shree Manohar Secondary School, Samakhusi.

APPENDIX III

The Proficiency and Errors of (the students) of Shree Mangalodaya Secondary School, Thankot.

S.N.	Name of the students (Hill-Brahmin)	Multiple Choice		Fill in the gaps		Binary choice		Total	
		Score	Error	Score	Error	Score	Error	Score	Error
1.	Pramisha Aryal	28	2	3	7	5	5	36	14
2.	Ishwor Katuwal	25	5	4	6	8	2	37	13
3.	Shekhar Subedi	23	7	3	7	9	1	35	15
4.	Amit Subedi	22	8	3	7	9	1	34	16
5.	Gobinda Luitel	23	7	3	7	9	1	35	15
6.	Krishna Nepal	15	15	3	7	4	6	22	28
7.	Sushil Subedi	16	14	3	7	5	5	24	26
8.	Labaram Subedi	24	6	3	7	8	2	35	15
9.	Purushottam Sigdel	22	8	3	7	9	1	34	16
10.	Navaraj Chapagain	23	7	3	7	9	1	35	15

11.	Arpana Subedi	28	2	7	3	10	0	45	5
12.	Sabina Gajurel	28	2	7	3	10	0	45	5
13.	Deepa Luitel	28	2	7	3	10	0	45	5
14.	Laxmi Chapagain	25	5	5	5	8	2	38	12
15.	Lalita Subedi	28	2	3	7	9	1	40	10
16.	Sami Wagle	26	4	3	7	7	3	36	14
17.	Sushant Subedi	24	6	3	7	9	1	36	14
18.	Regina Subedi	28	2	4	6	8	2	40	10
19.	Sajana Wagle	29	1	3	7	6	4	38	12
20.	Bikash Sigdel	24	6	4	6	7	3	35	15
	Total	489	111	77	123	159	41	725	275
	Percentage (%)	81.5%	18.5%	38.5%	61.5%	79.5%	20.5%	72.5%	27.5%

APPENDIX IV

The Proficiency and Errors of (the students) of Shree Sidhi Ganesh High School, Sorahakhutte

S.N.	Name of the students (Gurung)	Multiple Choice		Fill in the gaps		B:
		Score	Error	Score	Error	S
1.	Khusboo Gurung	16	14	4	6	
2.	Srijana Gurung	24	6	4	6	
3.	Rubina Gurung	21	9	3	7	
4.	Rashmi Gurung	21	9	4	6	
5.	Samir Gurung	16	14	3	7	
6.	Aashish Gurung	18	12	3	7	
7.	Sherman Gurung	17	13	3	7	
8.	Kalpana Gurung	23	7	4	6	
9.	Urmila Gurung	24	6	4	6	
10.	Janak Gurung	22	8	4	6	
11.	Hasta Gurung	23	7	4	6	
12.	Sandhya Gurung	24	6	3	7	
13.	Sanu Gurung	24	6	3	7	
14.	Apil Gurung	22	8	3	7	
15.	Santosh Gurung	14	16	3	7	
16.	Sonu Gurung	23	7	5	5	
17.	Bikash Gurung	21	9	4	6	
18.	Surya Gurung	25	5	2	8	
19.	Madhuri Gurung	21	9	3	7	
20.	Apsara Gurung	29	1	4	6	
	Total	428	172	70	130	1
	Percentage (%)	71.33%	28.66%	35%	65%	7

The Proficiency and Errors of (the students) of Nepal Rastriya Secondary School, Nepaltar

		Multiple Choice		Fill in the gaps		Binary choice		Total	
S.N.	Name of the students (Tamang)	Score	Error	Score	Error	Score	Error	Score	Error
1.	Prakash Tamang	16	14	3	7	7	3	26	24
2.	Santosh Tamang	20	10	2	8	9	1	31	19
3.	Jyoti Tamang	23	7	3	7	5	5	31	19
4.	Mina Tamang	24	6	5	5	8	2	37	13
5.	Sabina Tamang	24	6	3	7	8	2	35	15
6.	Rabindra Tamang	21	9	3	7	7	3	31	19
7.	Sajeena Tamang	19	11	5	5	5	5	29	21
8.	Sabin Tamang	21	9	2	8	9	1	32	18
9.	Laxmi Tamang	22	8	5	5	9	1	36	14
10.	Susma Tamang	19	11	2	8	8	2	29	21

11.	Suman Tamang	22	8	3	7	6	4	31	19
12.	Narayan Tamang	22	8	4	6	8	2	34	16
13.	Samjhana Tamang	16	14	4	6	6	4	26	24
14.	Hari Tamang	24	6	4	6	8	2	36	14
15.	Sapana Tamang	23	7	4	6	9	1	36	14
16.	Ranjit Tamang	22	8	3	7	9	1	34	16
17.	Ram Tamang	15	15	4	6	8	2	27	23
18.	Muna Tamang	19	11	4	6	8	2	31	19
19.	Raju Tamang	16	14	1	9	6	4	23	27
20.	Gopal Tamang	20	10	4	6	8	2	32	18
	Total	408	192	68	132	151	49	627	373
	Percentage (%)	68%	32%	34%	66%	75.5%	24.5%	62.7%	37.3%

APPENDIX VI

The Proficiency and Errors of (the students) of Janasewa Higher Secondary School, Kirtipur

S.N.	Name of the students (Newar)	Multiple choice		Fill in the gaps		Binary choice		Total	
		Score	Error	Score	Error	Score	Error	Score	Error
1.	Deepak Maharjan	19	11	1	9	7	3	27	23
2.	Unik Maharjan	16	14	2	8	6	4	24	26
3.	Shrijana Shrestha	18	12	1	9	5	5	24	26
4.	Samjhana Maharjan	20	10	2	8	6	4	28	22
5.	Bhawana Maharjan	12	18	2	8	5	5	19	31
6.	Prajina Maharjan	12	18	3	7	7	3	22	28
7.	Raj Maharjan	16	14	1	9	7	3	24	26
8.	Rabi Maharjan	16	14	3	7	7	3	26	24
9.	Prabina Maharjan	13	17	3	7	7	3	23	27
10.	Laxmi Shakya	16	14	2	8	7	3	25	25
11.	Arjun	19	11	1	9	8	2	28	22

	Maharjan							
12.	Sanjay Maharjan	11	19	3	7	6	4	20	30
13.	Sarita Maharjan	8	22	3	7	3	7	14	36
14.	Pratap Maharjan	16	14	3	7	6	4	25	25
15.	Aashish Maharjan	11	19	2	8	8	2	21	29
16.	Samiksha Shrestha	14	16	1	9	3	7	18	32
17.	Puja Shakya	13	17	2	8	8	2	23	27
18.	Satish Shakya	16	14	1	9	6	4	23	27
19.	Bikram Maharjan	16	14	2	8	7	3	25	25
20.	Keshab Maharjan	17	13	3	7	6	4	26	24
	Total	299	301	41	159	125	75	465	535
	Percentage (%)	49.83%	50.1%	20.5%	79.5%	62.5%	37.5%	46.5%	53.5%

The Proficiency and Errors of (the students) of Shree Manohar Secondary School, Samakhusi

S.N.	Name of the students (Chhetri)	Multiple Choice		Fill in the gaps		Binary choice		Total	
		Score	Error	Score	Error	Score	Error	Score	Error
1.	Sunita Karki	18	12	2	8	7	3	27	23
2.	Raj Giri	18	12	1	9	7	3	26	24
3.	Janak Malla	10	20	1	9	4	6	15	35
4.	Priya Bhandari	15	15	1	9	8	2	24	26
5.	Kalpana Thapa	19	11	1	9	8	2	28	22
6.	Saradha Khatiwada	17	13	1	9	7	3	25	25
7.	Sumitra Rana	21	9	3	7	8	2	32	18
8.	Anjita Basnet	18	12	1	9	7	3	26	24
9.	Indu Bhandari	14	16	1	9	4	6	19	31
10.	Bharal Bogati	19	11	3	7	7	3	29	21
11.	Ram Giri	14	16	1	9	4	6	19	31

12.	Nisha Bista	17	13	0	10	6	4	23	27
13.	Shankar Shahi	13	17	1	9	5	5	19	31
14.	Krishna K.C.	14	16	0	10	5	5	19	31
15.	Sabita Basnet	11	19	0	10	5	5	16	34
16.	Pabin K.C.	21	9	0	10	6	4	27	13
17.	Radhika Pyakurel	13	17	1	9	4	6	18	32
18.	Sangita Thapa	15	15	0	10	4	6	19	31
19.	Chandani Gauchan	17	13	0	10	5	5	22	28
20.	Eaku Maya Thapa	16	14	0	10	7	3	23	27
	Total	320	280	18	178	118	82	456	544
	Percentage (%)	53.33%	46.66%	9%	89%	59%	41%	45.6%	54.4%