

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is basically a means of communication. It is common to all and only human being through which one can express one's feelings, emotions, ideas etc.

Richard et al (1985) define language as "the system of human communication by means of a structural arrangement of sounds." It is one of the most important characteristic forms of human behaviors. Everyone can communicate by means of language if there is no speech disorder.

According to Sapir (1921:8) " language is purely human and non – instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols." Thus language is viewed to be unique assets of human beings. It has made mankind different from other living beings. From the day when man tried to communicate, language is meant to transmit and interchange ideas, thoughts, information, etc. Human beings are therefore, endowed with the credibility of being social. This unique possession pertaining to human is primarily meant for communication, which makes oneself capable of living as a well versed social beings in the vast world. Language is a social phenomenon which all the members of the language society are supposed to share. Black and Trager (1942:5) define language as a " system of arbitrary vocal symbols by means of which a social group co-operates."

The child learns to communicate within his community from early stages of his childhood but in the scientific age communication within the community alone is not sufficient. It has become necessary to learn some other languages for international communication. There are various languages in the world. However, English plays an important role in the society because it serves as a lingua-franca at the international level. It is the main media of expressing one's ideas. Many books, Magazines, advertisements, signboards names of medicine are written in English. So the study of language has occupied a great place in education all over the world.

English is taught as a compulsory subject in Nepal to fulfill the need for a language of international communication. Apart from English as an international language for communication" English is the mother tongue of 250 million people in the world. The countries where English is the native language are the United Kingdom, the United States of America, Canada, Australia. Nearly 100 million people speak English as second or foreign language."(Kohli, 1978:2)

Nowadays the importance of English has increased rapidly for a number of reasons. We need English to establish diplomatic relations with many other countries, to exchange ideas with foreign experts in the areas such as language, science and technology, culture, religion, tourism or to further study either in Nepal or in a foreign country because it can also be described as a window for the rapid progress in the field of science and Technology. To quote French (1963:1) "Any one who can read English can keep in touch with the whole world without leaving his own home."

In the words of French (ibid)"A young person starting a career with the knowledge of English holds a key which will open many doors including easier access to a good job. So English can also be viewed as a way to get a better job or to improve social standing or to solve economic problem,"

English is important for a developing country like Nepal to exploit opportunities in the course of her development since she sends her people abroad for further study or to work where they feel the need of English Shreevastava, (1970:23) says "...Then why we should deliberately refuse to learn a language which gives us a passport to travel all over the world."

In this global world of information and technology, English language is a vital tool for any individual to become successful in local, national and international communication. In this regard anyone who does not have sound knowledge of English language remains far behind the world which is advancing ahead very fast.

1.2 English Grammar

Any language of the world has its own grammar. Grammar is a framework that gives the language a structure. Slobin (1971) defines grammar as ". . . a theory of language .It is the theory which should be able to discriminate sentences form non –sentences, relate sentences structure to both meanings and sounds and it is the theory which could be able to account for or' generate' all possible sentences of language. The word 'theory' is used here in the sense of any scientific theory." He further says," A grammar is an attempt to characterize the kind of knowledge or competence humans must have in order to use language.

The sort of competence in which we are interested can be defined as the language user's knowledge of grammaticality, grammatical relations, sentence relations, ambiguity and so on."

The formation of words and sentences is connected with the rules of grammar .language becomes distorted if the rules are violated. Chomsky views grammar as the system of underlying rules. These underlying rules are finite in number. Using these finite set of rules, we can produce infinite number of well formed sentences. To quote Chomsky (1957:15) " ... a grammar mirrors the behavior of the speaker, who on the basis of finite and accidental experience with language can produce or understand an infinite number of new sentences. " In this way grammar is a model of the native speaker's competence.

For effective communication one should be competent in the language he/she uses. Moreover, the knowledge of grammar is essential for competent users of a language. It is the grammar that allows us to make completely different sentences. Grammar according to Swan (1980: XIX) is "The rules that say how words change to show different meanings and how they are combined into sentences."

1.3 Relative Clause

Language is a system of systems. To form the largest grammatical unit i.e. sentence we have to construct different smaller units. Clause is one of these units which is larger than a phrase and equal to or smaller than a sentence. According to Crystal (2003; 74) clause is "a unit of a grammatical organization smaller than the sentence, but larger than phrases, words, or morphemes."

The term relative clause is used as a type of various clauses. According to Crystal (ibid) relative clause is "a term used in grammatical description to characterize pronouns which may be used to introduce a post modifying clause within a noun phrase, and by extension to clause as a whole (relative clause).

According to Leech and Svartvik (1975) "relative clauses is used for various types of subclauses which are linked to part or all part of the main clause by a back pointing element usually a relative pronoun. The principal function of the relative clause is that of a post modifier in noun phrases where the relative pronoun points back to the head of the noun phrase, exactly which person or thing the speaker is talking about. It describes the preceding noun in such a way as to distinguish it from other nouns of the same clauses."

According to Murica and Freeman (1999:571), "relative clauses give us a means to encode complex adjectival modifiers that are easier to process than complex attributivess structure and that are less wordy than two independent clauses. According to Sinclair (1992; 579) as referred to by Awasthi (1995) a relative clause is "a subordinate clause which gives more information about someone or something mentioned in the main clause. the relative clause comes immediately after the noun which refers to the persons or things being talked about."

Awasthi (ibid:143) further says " relatives clauses begin with relative pronouns such as 'that,' which,' who,' 'whom,' etc. The pronouns work as the subject or object of the verb in the relative clauses.

Thus, we can conclude that relative clause is a type of complex post nominal adjectival modifier which gives as more information about the head noun in the main clause which it refers to.

1.3.1 Types of Relative Clause

According to the structure and the meaning they convey, relative clauses have been divided into several types. According to Crystal (ibid) "several detailed classification of relative pronouns and clauses have been made distinguishing such types as 'adnominal' (eg the answer which I received....); 'nominal' or 'free' which have no head and are therefore sometimes called headless (what interests me is his motive ...) 'sentential' (eg its said she is back in the country which I just don't believe); and 'Zero' or 'contact' relative leg there's the bus I caught); ' He further says' widely recognized in traditional as well as in the linguistic grammar is the contrast between restrictive (or defining) and non-restrictive (or non-defining) types of relative". Defining relative clauses which are also known as 'restrictive' or 'limiting' or 'adjective' clauses restrict or identify for us which noun (s) – of all nouns in the same set we are speaking about. In the contrary the non-defining relative clauses merely supply additional information about the noun which it refers to.

Celce-Murica and Larsen-Freeman (1999:594) have adapted the summary of the differences between restrictive and non-restrictive relative clauses from the analysis provided in Stockwell, Schachter and Partee (1973)

	Restrictive	Nonrestrictive
1.	Provides information needed to identify or limit a noun in the main clause.	Provides additional information that is nonessential to determining the identity of a noun in the main clause.
2.	Derived from an underlying embedded source.	Derived from two independent underlying sentences.
3.	No pauses or special punctuation (commas, parentheses, dashes) to set off the relative clause from the main clauses.	Commas (or parentheses or dashes) in writing and special pauses and lower pitch in speech set the relative clause off from the main clause.
4.	'That' is freely used as a relative pronoun as well as who (m) ,which etc.	'That' can not be used as a relative pronoun. Only wh-pronouns are possible.
5.	May not modify an entire proposition, only a head noun	May modify either a head noun or an entire proposition in the form of a comment.
6.	Does not usually modify proper nouns.*	May modify proper nouns as well as common nouns.
7.	Many modify a head noun with a generic determiner like 'any' or 'every';	May not modify a head noun with a generic determiner like 'any' or 'every'.

*It is possible for a restrictive relative clause to modify a proper noun if there is more than one person or thing that could be referred to by the name, e.g. "I'm talking about the Marsha, who's in our class, not the one who works at the store." In such cases, the so called proper noun is functioning as a common noun.

1.4 Fundamentals of Error Analysis

An error refers to a deviant form of the normal speech or writing committed by the native speakers or by other language learners in the use of linguistic items viz. words a grammatical item, a speech act and so on. Corder (1973) defines an error as "breaches of code." His term is used to refer to learners errors which they can't correct themselves.

In course of learning a foreign language, learners inevitably make errors. It is an inherent feature of the process of foreign language learning. Generally the term errors and mistakes are referred as synonymous in a layman sense, however, linguists take them quite differently. Errors occur in learners spoken and written language and consist of deviation in phonology, grammar, lexical system, or orthography of target languages. The errors may occur at performance and competence level. Performance errors are mistakes, like slips of the tongue, omission and so forth. The learners mainly make such mistakes due to carelessness, tiredness, haste, lack of attention, forgetfulness, mental fatigue and so on. Such mistakes are unsystematic. But the errors which are made at competence level are systematic and mostly committed by non-native speakers. Errors are considered to be more serious because they are made by the learners because they are ignorant of the rules of the language. The errors can't be corrected by the doers according to Awasthi (1995) "the word 'error' is exclusively reserved for consistently and repeatedly deviated forms of the learners' language from the normal adult speech. Such flawed expressions can neither be detected nor corrected by the learner himself." Mistakes on the other hand are considered to be trivial. They can be corrected by the doers themselves.

1.4.1 Importance of Studying Learners' Errors

Error analysis is a stepwise procedure used to analyze the language performance of the learners i.e. identify the errors, investigate their probable causes, evaluate their seriousness and suggest some remedies with a view to improving the learning and teaching processes. Therefore the study of learners' errors has a great implication on language teaching.

Corder (1973) has discussed the practical and theoretical uses of studying second language learners' errors. He says that the practical uses of studying learners' errors have two values. In his opinion, "the most obvious practical use of the analysis of errors is to the teacher. Errors provide feedback, they tell the teacher something about the effectiveness of his learning materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether they 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. (Corder, 1973:265).

Another importance 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 programme of teaching,"

Commenting upon the theoretical uses of studying second language learners errors, Corder (ibid: 266) says "the study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of transfer." In this sense error analysis can be used as verification tool to examine the validity of contrastive analysis.

Another theoretical use of the study of these learners' errors is that it throws light on the nature of the process involved in learning or acquiring a second language. To quote Corder (ibid: 267) once again, "The study of learners' errors is a part of the methodology of the study of language learning." Further more; he says that "as collection and analysis of the utterances of an infant is essential in understanding the process of first language acquisition. A longitudinal study of errors produced by a second language learner at different times is essential in understanding the process of second language acquisition" (ibid)

Thus the main importance of error analysis is to improve the teaching learning process.

1.4.2 Two Views Towards Learners Errors

There are two schools of thought as regards the learners' errors. They are:

- I) Behaviorist view, and
- II) Cognitive view

Both schools of thought have different attitudes towards errors. We can examine their attitudes towards errors in the light of their theoretical assumptions of language learning. They are described below:

1.4.2.1 Behaviourist view

Behaviourism was the dominant school of psychology during fifties and up to the early sixties and the language learning theory during that time is found to have been derived from it. The best known proponent of this approach is B.F. Skinner. According to him (1957) it is

the right kind of response that ensures right kind of association between stimulus and response and establishes a good habit.

As quoted by Littlewood (1989:4)"Skinner's one of the major books, Verbal Behavior (1957), captures the essence of the behaviorist approach to language. Language is not a mental phenomenon; it is behaviour. Like other forms of human behaviour It is learnt by a process of habit formation" : According to them, as referred to by Ellis (1985:20)" The association of a particular response with a particular stimulus constitutes a habit ". They had characterized habits in two ways. In which the first was that habits were 'observable' and the second was that they were 'automatic.' Hence, they had denied the existence of internal mental processes. Skinner (as quoted by Ellis, 1985:21) argues that "the learning of a habit ... could through imitation (i.e. The learner copies the stimulus behavior sufficiently often for it to be automatic) or through reinforcement (i.e. The response of the learner is rewarded or punished depending on whether it is appropriate or otherwise until appropriate responses are given)." In the behaviorist learning theory imitation and reinforcement were taken as the means through which the learner identifies the habits of the first language or second language.

Behaviourists are of the opinion that errors occur as a result of two important reasons.

- I) Lack of proper methods of establishing association between stimulus and response, and
- II) Mother tongue interference or negative transfer from the learner's first language-

Behaviourist learning theory predicts that transfer takes place from the first to the second language, as Lado (1957:2) writes:"...individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the culture as practiced by natives."

The main assumption of language transfer is that wherever L1 and L2 patterns are the same, transfer will be positive and whenever they are dissimilar negative transfer is likely to occur in the learning of the target language. Thus if there is a positive transfer, no errors are anticipated but if there is a negative transfer, one can expect the learner to commit errors. Further more, the theory of contrastive analysis has been used by the behaviorists as the most powerful and the most reliable tool in order to predict the learners errors. According to them differences between the first and second language create learning difficulty which results the errors. Therefore, these areas are to be focused in designing materials as well as in class room practice in order to help the learner to overcome the negative transfer of the first language.

Behaviorists have negative attitudes towards errors. They suggest that errors are evidence of non-learning and if learners commit errors they will result into a bad habit. So that errors should not be tolerated. Therefore, they advise to improve teaching techniques rather than correcting errors made by learners. They stress the need for avoiding errors in the second language learning.

1.4.2.2 Cognitive View

This school of thought came into existence at the end of the sixties and became dominant over the widely accepted behaviorist learning theory. Contrary to behaviorists' view, it establishes reasonable norms regarding language learning. It stresses that the human mind is specially equipped to acquire language. Language learning is not a means of habit formation rather it is gained by the means of mental creation. This school of thought has been developed out of the "mentalist" view of learning principles.

According to mentalist a child has inborn, biological capacity that enables him to learn any language (L1) he/she is exposed to. That inborn, natural gift to human beings is Language Acquisition Device (LAD, in short). A child learns any language by reasoning and making hypothesis on its rules in which his cognitive faculty enables him to analyze and know all the underlying structure of the language. As language is made up of fixed sets of rules, a child knows all the structures of the language by internalizing those rules. Gradually, a child can deduce some rules and produce infinite number of grammatically correct and unheard sentences with the help of his/her reasoning capacity. Thus, learners use their own intuition to acquire language. It can not be acquired by practice, imitation or conditioned behavior responses. Therefore, the role of exposure rather than practice becomes crucial in order to gain mastery over a language. Moreover, language acquisition is described as the task of building up competence in a language rather than getting up structures bit by bit.

Noam Chomsky is the principle proponent of this school of thought. He stresses to find universality in language acquisition processes. The learning mechanism helps the child operate language rules

and learning becomes naturally automatic. There is no active response, no repetition, no analogy no association and no information. A learner demands only rules.

Ellis (1985:44) has summarized the mentalist view of the first language acquisition in the following points.

- a. Language is human specific faculty.
- b. Language exists as an independent faculty in the human mind, i.e. although it is part of the learner's total cognitive apparatus, it is separate from the general cognitive mechanisms responsible for intellectual development.
- c. The primary determinant of L1 acquisition is the child's acquisition device which is genetically endowed and provides the child with a set of principles about grammars
- d. The acquisition device atrophies with age.
- e. The process of acquisition consist of hypothesis testing by which means the grammar of the learners mother tongue is related to the principle about grammar.

Thus according to this school of thought ,as reformed to by Seliger (1978;22) " the learner who is involved in constant hypothesis testing and rejection or confirmation, develops hypothesis about the second or target language based on already existing knowledge. This knowledge consists of three types. They are:

- a) language universals or abstract grammatical ideas about the nature of language that is true for all languages,

- b) the set of grammatical rules that the learner has already acquired about his first language, and
- c) a set of rules which the incipient bilingual may already have succeeded in forming about the target or second language."

Learners formulate rules as a result of interaction between language data and LAD. This interaction is possible only by means language exposure. Consequently, the amount of exposure to the language determines the adequacy of the rules the learners formulate. In the beginning they formulate simple rules and gradually proceed forward by modifying those rules and formulating more complex rules. Hence, they become able to formulate an infinite number of sentences through a finite number of rules. Later on, these rules are established in the learner as ' competence'. So hypothesis formation and hypothesis testing play a great role in the process of formulating language rules.

The followers of this school of thought show positive attitude towards errors. They claim that errors are evidence of the process of hypothesis formation and hypothesis testing. All the learners involve in the process of hypothesis formation and testing and have to go through certain stages of language learning. Hence, errors occur naturally. So, errors are inevitable or an essential part of the language learning process in which they show evidence of a system and are systematic. Corder (1967) proposes that the process of language acquisition is essentially the same for both first and second language learning. Similarly, a second language learners' errors are not evidence of non-learning: instead they lead to understand what is going on in the learner mind.

According to this view, increase in the amount of right kind of exposure rather than strict correction is regarded as the best technique to remedy errors. Unlike the behaviorist view, the cognitive view maintains that mother tongue interference is only one of the several sources of errors. The majority of learners errors occur due to inadequate knowledge of the target language itself.

Commenting upon the differences between behaviorist and the cognitive attitude towards errors, Corder (1967:20) writes ". . . there have been two schools of thought in respect of learners' errors. Firstly, the school which maintains that if we were to achieve a perfect teaching method, the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred."

After reviewing the two views comparatively, now the question arises as to which of the two views is more plausible. Every body should appreciate the truth implied in both of these views, and develop a sound attitude towards error, the attitude which is sympathetic and helpful but not permissive. McKeating (1981:212) suggests to develop such kind of attitude in the following lines:

'My own view is that knowledge of the difficulties in learning a foreign language and a consideration of the possible causes of errors should lead a teacher to develop an attitude which is sympathetic and helpful but not permissive. Sympathetic and helpful because if students

know that the teacher has such an attitude, they should not be so worried about error avoidance that their fluency is unduly impaired. Non-permissive, because it is an important part of a teacher's job to help students to eliminate errors which they do not know they are making.

1.4.3 Processes of Error Analysis

Error analysis is a stepwise procedure or it is carried out in a series of successive steps. These steps of EA which seem to be followed by EA researchers so far with a few terminological changes with the same theme, are logically dependent upon each other. They are:

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

1.4.3.1 Collection of data

Data collection is the first step of error analysis. At first, there should be reliable data to identify, describe, explain or 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 from even the penetrating eyes of the experienced teachers.

Corder (1974) says that "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, precis, paraphrasing and retelling of stories. 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. Generally, spontaneous learner should be preferably spontaneous in his work. However, the learner can deliberately avoid linguistic areas in which he feels uncertain. Corder (ibid : 126) says 'spontaneous production is error avoiding' whereas 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.

1.4.3.2 Identification of Errors

The second step of error analysis is to identify errors in the corpus. Awasthi (1995) writes " At this stage the analysis makes a distinction between a mistake and an error." Generally, errors and mistakes are taken as synonymous in a layman's sense but it is said an error is particular part of mistake. Technically speaking all the errors are mistakes but all the mistakes are not errors. Corder (1973:256-61) points out the need to distinguish 'error' (i.e. deviant sentences which are the result of lack of competence) from 'Mistakes' or ' lapses' (i.e. deviant sentences which are the result psychological or physiological reasons rather than linguistic ones). Mistakes may be either at competence level are called 'errors' and mistakes which are committed at performance level. Mistakes which are committed at competence level or performance level are called mistakes

or lapses or slips. Hence, 'errors' remain distinct from 'lapses' or 'mistakes' or 'slips'. Errors have the following features:

- a- Errors are not recognized by the language learner as deviant forms.
- b- Errors occur because of the lack of competence and they tend to occur time and again, so they are said to be systematic.

The term 'lapse' denotes a mistake committed due to carelessness. As such, it does not appear repeatedly and can be corrected by the performer himself. The term 'error' can be defined as a systematic deviation from the norm of the code or a breach of the code in the second language learner's language due to inadequate knowledge of the code. Errors are not physical failures. Even if his/ her attention is drawn to them (errors) he /she cannot make correction, rather there may be chances of committing other errors.

Corder (1973:272 /73) makes distinction between "overt error" and "covert error". The former can be detected even in isolation, whereas the latter can be detected only in the context in which it occurs. The identification of errors completely depends upon the analyst making a correct interpretation of the learner's intended meaning in the context. Sometimes an analyst may be confronted with difficulty in the process of detecting errors because what looks or sounds perfectly acceptable sentence may contain an error. Sometimes, it may happen that the learner does not know all the rules but comes up with a correct sentence only just by guessing. According to Corder (1974:127) "the learner may not know all the rules yet, by random guessing, hits on a well-formed utterance."

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

1.4.3.3 Description of Errors

In this stage of Error analysis an attempt is made to describe and classify errors in terms of the linguistic processes or rules. Corder (1973:277) says " A full description of the errors involves 'explaining' in terms of the linguistic processes or rules which are being followed by the speaker. He further points out that " the description of errors can be made at various degrees of depth, generality or abstraction. As such the description of errors can be done in two levels. They are:

- i) Superficial level, and
- ii) Deeper level

1.4.3.3.1 Superficial Level

In this level, errors are merely described in terms of the physical difference between the learners' deviant utterances and the constructed versions. The difference between these two versions can be classified into the following 4 categories.

- a- Omission of some required element eg." The place about you spoke is Denever." (Omission of 'which ' between about and you, cited from Celce M., Larsen Freeman, 1999:581)
- b- Addition of some unnecessary element: e.g. " The man who you were talking to him is my uncle" (unnecessary addition of

pronoun 'him' after preposition to 'cited from Celce M. Larsen
freeman, 1999:573)

- c- Selection of an incorrect element., e.g. " This is the hotel which I
stayed last week"

(Incorrect selection of 'which' instead of 'where')

- d- misordering of elements: e.g. " I thought about the man 'whose'
we heard story."

(Story disordered- it should be after 'whose' :cited form Celce
M., Larsen Freeman, 1999; 588)

1.4.3.3.2 Deeper Level

In deeper level, the superficial description mentioned above is taken to a deeper description by assigning the items involved to the different linguistic levels: orthographic, phonological, morphological, lexical, syntactic, semantic, pragmatic, stylistic etc.

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

1.4.3.4 Explanation of Errors

This stage tries to find out the different sources of errors committed by the learners. If the description and classification of errors seem to be difficult, a consideration of their sources is even more difficult. Most of the errors are committed either due to interlinguistic interference or

intralingual interference, but there are some other errors which are really very difficult to explain.

Corder (1974:128) says that " description of errors is largely a linguistic field of psycholinguistics." This stage of EA is concerned with accounting for how and why the learner comes up with erroneous expressions. Richards (1971) as referred to by Schachter and Celce – Murica (1977:443), proposes a three way classification of errors:

- a) interference errors
- b) interlingual errors, and
- c) developmental errors.

1.4.3.4.1 Interference Errors

According to Richards (ibid) " the interference errors are those caused by the influence of the learner's mother tongue on his production of the target language in presumably those areas where the language differs." It implies that whenever the patterns of structure between the learners' mother tongue and target language differ this leads 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 researches in error analysis have proved that interlingual interference is one of the principal sources of errors. George (1972) points out that about one third of the deviant structures are the result of language transfer. Similarly, Corder (1974:130) 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 the habits of his mother tongue into his performance in the second language".

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

1.4.3.4.2 Intralingual Errors

It refers to the errors made by the learners due to the target language itself. In reference to English Richards (ibid: 443) says " the intralingual errors are those originating within the structure of English itself. Complex rule learning behavior 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 errors."

1.4.3.4.3 Developmental Errors

Characterizing developmental errors Richards (ibid; 443) says – " the developmental errors reflect the strategies by which the learner acquires the language. These errors show that the learner, often times completely independent of his native language is making false hypothesis about the target language based on limited exposure to it. 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."

There are enough evidences to support that speakers of different languages produce similar errors in learning the same target language. These errors reflect faulty generalization about the rules of target language itself. Littlewood (1975) points out Dulay and Burt's analysis which shows that " only 3 percent of the children's errors can be classified as interference errors, and 85 percent of the errors in their study came under developmental errors, and the rest 12 percent did not fall into either category (1974:20)

Interlingual and developmental errors can be categorized as follows:

- a. Wrong analogy and overgeneralization
- b. Hypercorrection
- c. Faulty rules given by the teacher, and
- d. Inherent difficulties in the target language itself.

a) Wrong Analogy and Overgeneralization

It is 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. According to Littlewood (1984:23)," the majority of intralingual errors are instances of the same process of overgeneralization that has been observed in the first language acquisition." Overgeneralization means wrong prediction about the language system. For example, the words ' fastly' and 'Oxes' are produced by Nepali learners of English due to over-generalization of suffixation rules.

b) Hypercorrection

A learner may commit errors due to hypercorrection. It implies that the learner once masters a correct form; later, due to false analogical creation he turns it into an erroneous form. For example, the learner, first uses the correct form of 'can' in sentences like "He can swim" later as a result of learning subject verb agreement rules, he produces sentences like "he cans swim." If a predicted area of difficulty is over emphasized in the preparation of materials and presentation or practice, it will lead the learners towards a false belief of their importance as a result they tend to make use of the "over emphasized" rule every where and forget to take into account the exceptions and this leads to the occurrence of errors.

C) Faulty Rules Given by the Teachers

Some times 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 the past tense the verb must be in the past tense" as given by MC Keating (1981), it may lead the learner to form a sentence like : "Last night he wanted to played football but his father said he got to finished his homework."

D) Inherent Difficulties in the Target Language

It has been proved that some features of the target language are inherently difficult and this difficulty leads the learners towards erroneous expressions. 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 / /, and /f/ and / / are very difficult to

distinguish, not only for the learners but also for the native speakers. (Delattre, 1962 as quoted by Richards and Sampson, 1974:13)

1.4.3.5 Evaluation of Errors

Evaluation of errors is a recent branch of error analysis. This stage of EA is concerned with the determination of seriousness of errors. Ellis (1985:52) recognizes the importance of evaluation of errors in making principled teaching decisions and stresses that if the purpose of EA is pedagogic rather than meant for research, judgment of errors from the point of view of their seriousness becomes necessary. The term 'error gravity' refers to the seriousness of errors. Seriousness is a relative concept because every one has his own perception of error. James (1981) suggests the following four criteria to evaluate seriousness of errors:

- a. Linguistic Criterion
- b. Communicative Criterion
- c. Attitudinal Criterion
- d. Pedagogic Criterion

1.4.3.5.1 Linguistic criterion

Linguistically, global errors are considered to be more serious than local errors partly because the former ones are not easily diagnosed and partly because 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.

* English language speak many people.

* Why does he likes apples?

1.4.3.5.2 Communicative criterion

It considers those errors to be more serious which break the communication. So to what extent the learners language causes impairment of intelligibility for practical purpose of communication between the participants determine the seriousness of errors. The greater the impairment, the more serious the error is.

James (1981) mentions that phonological deviation in the foreign speaker's speech does not cause much impairment of intelligibility; and therefore, foreign accent is not taken as a serious factor In Olsson's findings (1972, as referred to by James, 1981) syntactically deviant forms impair intelligibility less than semantically deviant ones.

1.4.3.5.3 Attitudinal Criterion

It maintains that seriousness of an error may depend upon the attitude of the listener. For example, "for English people, English Spoken by French sounds 'sexy', by German 'haughty', by Italian 'funny'" (Giles 1970, as referred to by James)

Johansson (1978) as mentioned by James) looked at different specific features of Swedish accented by English. He found that some sound distributions were less irritating whereas some others were extremely irritating to the native speakers. In his finding misdistributions of the 'clear' and 'dark' allophones of /l/ did not irritate much, but the substitution of velar fricative (R) for the frictionless (English) continuant (l) irritates the native speakers. Similarly, impoliteness may also create irritation, and 'pragmatic failure' is also one of the several factors to cause irritation among the native speakers (Thomas 1983, as referred to by James)

1.4.3.5.4 Pedagogic Criterion

It mentions that those errors are serious which are related to the language teaching items. No error is more or less serious inherently. If the aim of ELT is to teach pronunciation then errors in this area are certainly considered more serious than in the area, reading comprehension.

1.4.3.6. Remediation of Errors

This stage of EA comes within the scope of language teaching pedagogy rather than EA. The teacher tries to take remedial measures to overcome errors. 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 as the time passes, correction can not be done. So errors should be corrected as soon as possible. The other view suggests that learners' errors should not be corrected. If they are corrected, it may hamper their ability to learn language naturally. So we should let them learn the second language as naturally as their mother tongue. If errors occur in learners' sentences, the teacher should repeat the teaching item by providing correct model. It may be enough for the learner to derive correct rule by modifying the previous hypothesis.

James mentions different methods of immediate correction. He says "How to correct is largely informed by the category at error identified. The alternative available means of error correction are: drills, contextualization of a problematic usage, explanation, perhaps using meta language, even supplying 'rules of thumb.' The main point to remember is that the decision about that kind of remedial strategy to engage depends

on the nature of the error. For example if the error is one which is evidence of the learner lacking 'automated' fluent control over some patterns, there is sample justification for us to resort to drills. If however, the learner's error is attributable to his lacking a concept, we might supply rules or help him through controlled input to induce the relevant rule (ibid:22)."

By reviewing above views, the conclusion can be derived that errors should be corrected without making the learners aware of them. But focus should be given to the correct version of language which is given to them.

Error correction work is further viewed in terms of the objectives of language teaching and learning. As Awasthi (1995:74) views " If the objective is to achieve fluency for communicative purposes, correction can be relaxing; but if the objective is to obtain accuracy, errors should be corrected very carefully."

1.5 Literature Review

There are some research works carried out to find the errors of second language learners in the department of English language education.

Tamang (1981) has carried out a research on "A study of Errors in the Use of Questions in English by Diploma (Education) Students "and come to conclude that verb tense were mostly creating problems for the learners.

Singh (1997) has analyzed the Errors Committed by the Students of 1st year PCL in the Use of Article and Preposition and come to the

conclusion that students committed article errors more frequently than preposition errors.

Nepal (1998) has carried out a research on " A study of Errors in the Use of English Irregular Verbs Made by the Grade Seven Students." The objective of this study was to identify and analyze errors of irregular verbs made by grade VII student of public schools. The data was obtained by giving a test to the sample population. The findings are stated descriptively.

Adhikari (1999) has analyzed the errors committed by the students of Grade IX in the use of causative verbs. He took 100 grade IX students from Gorkha as sample population. The conclusion consists two parts. Part one deals with the total proficiency in terms of question items, sex and school. Part two deals with the errors in terms of errors type, sex, causative verb types and the school.

Barakoti (2001) has carried out a research on "Error committed by PCL second year students in writing free composition." The study was carried out an attempt to identify and describe the errors committed by the learners of English in writing free composition. Both the primary and secondary data were used. The researcher selected three items for free writing: essay writing, letter writing and paragraph writing.

Karna (2002) has carried out a research entitled " a study of Errors committed by Grade XII students in the use of adverbs" It was a field based cross section study which aimed to identify and analyze the errors in the use of adverbs by grade XII students.

Rai (2002) did the another research on "A study of Errors in Using Conditionals Committed by Grade Nine Students of Lalitpur district." the

findings of the research have been summarized descriptively. The conclusion was that the students were found to commit more errors in conditional type three rather than one and two, and the boys committed more errors than girls.

Dawadi (1999) carried out a research entitled " A comparative study on the proficiency in the use of Defining relative clause made by the grade eight students of government and private schools." This study is an attempt to compare the proficiency of students under two different schooling systems public and private. The findings showed that private schools performed better than government schools and girls performed better than boys.

The above mentioned studies are related to errors committed by different grades and fields but no study has been carried out on the errors committed by 10th graders in using relative clauses .Therefore the researcher conducted the research to find out the errors committed by 10th graders in using relative clauses.

1.6 Objectives of the Study

The objectives of the study are:

- a) to find out the errors in the use of relative clauses committed by the 10th graders
- b) to classify and describe them
- c) to suggest some pedagogical implication.

1.7 Significance of the Study

The study will be useful to provide feedback to the students, teachers, textbook writers, syllabus designers and all other persons directly and indirectly involved in English language teaching and learning. It will help to achieve much more proficiency in relative clauses. It also provides remedies for the errors committed by students as well as suggests some classroom implication and pedagogic strategies. Moreover, Nepalese students can take it as a guide to improve the teaching of English.

CHAPTER TWO

METHODOLOGY

In this study, the researcher was interested to identify and analyze the errors in the use of relative clauses made by grade 10 students. He adopted the following methodology during the study.

2.1 Sources of data

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

2.1.1. Primary Sources

The primary sources were the non-native grade 10 students of English in Salyan district. The answers provided by the 100 students of grade 10 from 5 different schools of Salyan district were used as primary sources of data.

2.1.2 Secondary Sources

The secondary sources of the data were the secondary level text books of English, previously done related theses, journals, English question papers of S.L.C, curriculum etc.

2.2 Population of the study

The population of the study included 100 students of grade 10 from 5 different secondary / higher secondary schools of Salyan district.

2.3 Sampling Procedure

Five secondary schools were selected through judgment sampling. Twenty students from each school were selected randomly through lottery system out of which 10 were girls and 10 were boys.

2.4 Process of Data Collection

There were three phases in the process of data collection, in the first phase the researcher prepared the test paper on the basis of grade 10 curriculum, text books and previous questions of S.L.C.

In the second phase he administered the test to the selected students in different schools of Salyan and collected the answer sheets. Finally in the third phase he listed the errors from the answer sheets and tabulated the data on the basis of different criteria to analyze them.

2.5 Limitations of the Study

The study had the following limitations:

- a) The study was limited to five secondary schools of salyan district.
- b) The study was limited to errors committed in using relative clauses by 10th graders.
- c) Only twenty students from each selected school, altogether 100 students were taken as the population of this study.
- d) This study was limited in finding the errors and typing them.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

According to the objectives of the study, the responses of students were marked systematically and proficiency in the relative clauses and the errors committed by the students were tabulated. With a view to making the study more objective, the analysis and interpretation has been done by using the simple statistical tools as 'average' and 'percentage'.

Hence, this chapter consists of the following two parts.

- i) Analysis of Proficiency
- ii) Analysis of Errors

3.1 Analysis of Proficiency

This part of the chapter deals with the total proficiency of the students in the relative clauses. The analysis is further divided in the following sub-headings.

- a- Item –wise analysis and interpretation of total proficiency
- b- Gender-wise analysis and interpretation of total proficiency.
- c- School- wise analysis and interpretation of total proficiency.

3.1.1. Item-wise Analysis and Interpretation of Total Proficiency

Table 1: Total Proficiency in Exercise No.1 (recognition of the relative clauses)

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage	No. of Students	Percentage
100	4.79	66	66	34	34

The table above shows the total proficiency of the sample of 100 students in recognizing relative clauses from the passage .In exercise No.1 there were 8 relative clauses in the passage carrying 8 marks and the students had to recognize and rewrite them. The average of 100 students was 4.79.66% of the students scored above the average and below it were 34% .Hence the total proficiency in exercise number '1' was satisfactory.

Table 2. Total Proficiency in Exercise N.2 (Multiple choice items)

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percentage	No. of students	Percentage
100	4.99	68	68	32	32

The table above shows the total proficiency of the sample of 100 students in multiple choice items. There were 8 multiple choice questions in exercise N. 2 carrying 8 marks. The average score was 4.99 out of the total sample, 68% were found above the average and the rest 32% were below the average in multiple choice items. The proficiency was satisfactory.

Table 3. Total Proficiency in Pexercice No.3 (join the pair of sentences)

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage	No. of Students	Percentage
100	3.77	54	54	46	46

Table 3 shows proficiency in exercise N.3 in which the students were asked to join the pair of sentences into one with the help of the relative pronouns given in the brackets. The students were given 8 pairs of sentences to join with given relative pronouns carrying 8 marks. The average of 100 students as shown in the above table, was 3.77 and the 54% of the students got above average and the 46% of them got below the total average .This indicates the fact that in exercise '3' the proficiency in total was not so satisfactory.

Table 4. Total Proficiency in Exercise N.4 (make two independent sentences)

Total Sample	Total Average	Above Average		Below Average	
		Number of students	Percentage	Number of students	Percentage
100	3.22	45	45	55	55

The above table displays the students' proficiency in exercise number '4' in which students were asked to rewrite the given sentences into two independent sentences. The students were given again eight questions carrying 8 marks.

The table given above presents the average score obtained by the total sample in exercise N.4 was 3.22 .The students scoring above average was 45%, whereas the students scoring below the average were 55 %. The result shows that students were unable to show better performance.

Table 5: Total proficiency in exercise N.5
(Creating sentences containing relative clauses)

Total Sample	Total Average	Above Average		Below Average	
		Number of students	Percentage	Number of students	Percentage
100	2.85	57	57	43	43

The table 5 shows the students' proficiency in exercise number '5' in which the students were asked to write two sentences containing relative clauses for each of the relative pronouns once as subject of a verb and then object of a verb. The relative pronouns were 'who' 'that' 'which' and 'where'. These 8 sentences contained 8 marks.

The table shows that the total sample of 100 students yield at an average performance of 2.85. The percentage of students scoring above average was 57 and below the average were 43. Result was not satisfactory.

Table 6; Proficiency in Given Relative Clauses on the Whole:

Total Sample	Total Average	Above Average		Below Average	
		Number of students	Percentage	Number of students	Percentage
100	19.62	54	54	46	46

Table 6 is a kind of summary of the total proficiency of 100 students in the given relative clauses. The total average of the 100 students was 19.62. 54% of the students were above the average where as 46% were below it. It suggests that in totality, the achievement was not good. .

3.1.2 Gender-wise Analysis and Interpretation of Total proficiency

Table: 7 Comparison of Different Variables with Total Average.

Variables	Total Sample	Total Average	Above Average		Below Average	
			Number of students	Percentage	Number of students	Percentage
Boys	50	20.58	28	56.00	22	44.00
Girls	50	18.66	27	54.00	23	46.00

Table 7 shows that the sample size of both variables in boys and girls was equal that is 50. The total average of boys was 20.58 and the girls was 18.66. The number of boys above the average was 28 which becomes 56% of total and the rest 22 boys which make 44 % of total were below the average .According to the table ,27 or 54% of the girls were above the average whereas 23 girls or 46% were below the average. It seems that boys performed better than girls in totality.

3.1.3. School-wise Analysis and Interpretation of Total proficiency.

Table 8: Total Proficiency of Five Different Schools in Five Different exercises.

S.N.	Name of School	Exercises					Total	Percentage
		1	2	3	4	5		
1	Saraswati Secondary School Pedikhola	112	109	80	53	58	412	21.00
2	Janakalyan Higher Secondary School Tharmarae	99	101	72	58	54	384	19.60
3.	Balkanya Secondary School Kotbara	112	96	81	67	50	406	20.69
4.	Kalika secondary school, Kotmaula	46	100	76	78	52	352	18.00
5.	Suryodaya Secondary School Dhakadam	110	93	67	67	71	401	20.71

The above table shows the total proficiency in five different exercises of the five different schools. The total proficiency of the students of Saraswati secondary school, Pedikhola, Shivarath was 21% which was the highest and the lowest proficiency was of Kalika secondary school Kotmaula i.e 18%.Suryodaya secondary school Dhakadam, Balkanya secondary school Kotbara and Janakalyan higher secondary school Tharmare gained 20. 71%, 20.69% and 19.60% respectively. The table shows that the range of the highest and lowest was not so high or

different which shows, however, that the students of saraswati secondary school were little better than the students of other four schools.

3.2 Analysis of Errors

This part deals with the analysis and interpretation of data which includes tabulation, classification and explanation of errors as elicited from the tests administered. The tests given to the students were checked and tabulated in terms of their frequency and the simple statistical tools of average and percentage were used in interpretation.

In this part, the analysis and interpretation of the data has been carried out under the following headings.

- a- Item- wise analysis and interpretation of the different types of errors .
- b- Gender-wise analysis and interpretation of the errors.
- c- School-wise analysis and interpretation of the errors,

3.2.1. Item- wise Analysis and Interpretation of the Different Types of Errors.

Since the researcher administered 5 different exercises having 8 questions each in the questionnaire, he analyzed the errors of different exercises separately. So this part deals with the analysis and interpretation of these exercise -wise errors committed by the learners.

3.2.1.1 Analysis and Interpretation of Different Types of Errors.

Table 9: Total Errors in Different types of errors.

S.N	Types of Errors	No. of errors	Percentage
1.	Errors in the use of relative pronouns (improper use and omission)	422	20.70
2.	Superfluous use of nouns / pronouns	379	18.60
3.	Incomplete sentences	173	8.50
4.	Errors in making independent sentences from the sentences with relative clauses	508	24.93
5.	Use of other sentences instead of relative clauses	298	14.63
6.	Omission of head nouns / pronouns	125	6.12
7.	Un attempted items	133	6.52
8.	Total	2038	100.00

The table above records the different types of errors in the given relative clauses in the whole. The table indicates that the students committed the highest number of errors (24.93%) in making independent sentences from the sentences with relative clauses against the lowest number of errors (6.12%) because of the omission of head nouns / pronouns. In the next types of errors i.e. 20.70% were committed in the use of relative pronouns and 18.60% errors were committed due to superfluous use of nouns/ pronouns. In the same way 14.63% errors were committed using other sentences instead of relative clauses and 8.50% of the errors were committed due to the incomplete sentences.

Finally 6.52% of the questions were unattempted .The details of all the types of errors with example are described below:

3.2.1.1.1 Errors in the Use of Relative Pronouns

One of the most frequent errors of the relative clauses was improper use or omission of relative pronouns. They couldn't understand the context of using appropriate relative pronouns and committed such errors. The following tables present the detail of such errors:

Table 10: Total Errors in the Use of Relative Pronouns.

S.N	Examples	Exercises	Frequency	Percentage
1.	<p><u>Improper use of relative pronouns</u></p> <p>* I remember the house <u>which</u> I was born</p> <p>* The watch <u>where</u> I bought in Switzerland is very expensive.</p> <p>* The photograph <u>whom</u> you saw was very old.</p>	2,5	375	88.86
2.	<p><u>Omission of relative pronouns</u></p> <p>*You are wearing the dress ^ is beautiful.</p> <p>* The artist ^ is coming to our school is very famous</p>	3,5	47	11.14
	Total		422	100

The above table shows that 88.86% errors were committed by using the relative pronouns improperly which is much more than the errors committed by omitting the necessary relative pronouns that was 11.14% in the frequency .The former errors were committed in exercise No.2 (Tick the best alternatives) and exercise No.5 (Make sentences containing relatives clauses) and the later ones were committed in Ex. N.

3 (join each pair of sentences with relatives pronouns and Ex.N.5 (make sentences))

The students were found having only the partial knowledge about the use of relative pronouns. They seemed to have confusion about the context of the head nouns where they are being used. Similarly, overgeneralization of deletion rule lack of contextual teaching, in adequate practice, inappropriate use of teaching approaches, techniques etc. were found responsible in committing such errors.

3.2.1.1.2. Errors due to the Use of Superfluous Head Nouns and Pronouns

Some of the students were found to use superfluous pronouns They just inserted the relative pronouns and made the use of noun or pronouns which was referred to by the relative pronoun. The table below represents such cases.

Table 11: Total Errors Committed due to the Use of Superfluous Nouns/ Pronouns

S.N	Examples	Exercises	Frequency	Percentage
1.	* This is the house where I live <u>in the house</u> .	3,5	379	18.60
2	* Kishor gave Manisha <u>the things</u> what she wanted <u>the things</u>			
3	* one mule can carry two bags of salt <u>which bags of salt</u> weigh 50 kilos each			

The table above presents a clear picture that 379 out of 2038 errors were committed due to the use of superfluous nouns/ pronouns. The students were found committing these types of errors in exercises 3, 'where they were asked to join the independent sentences into one with the help of relative pronouns and in ex.5 in which they were asked to create the sentences with relative clause. The reason why they didn't commit these errors in ex. N.1, 2 and 4 was that they did not have to create such sentences rather they were asked to recognize relative clauses select / tick appropriate relative pronouns and make independent sentences.

They frequently committed the following types of errors:

- a) Kishor gave Manisha the things .She wanted the things .(what)

* Kishor gave Manisha the things what she wanted the things.

Instead of 'Kishor gave Manisha what she wanted'.

It seems that the students had partial knowledge of the rules of using relative clauses. They didn't have the sufficient knowledge of the rule that " the free relative pronoun replaces both the head noun and the relative pronoun when this substitution rule applies to subject, object and predicate head nouns that are followed by relative pronouns." (Murica Mc & Freeman D.L. (1999).

3.2.1.1.3. Errors of Incomplete Sentences

Some students were found to have errors because they didn't complete the sentences. The following table shows the errors of incomplete sentences with examples.

Table N.12. Errors of Incomplete Sentences

S.N	Examples	Exercises	Frequency	Percentage
1	* ... where interview was being taken	5	173	8.50
2	* I saw a red taxi in the road which ...			
3	* I live in the house ...			

The table above shows that 173 (or 8.50%) errors out of 2038 were incomplete sentences. These errors were found in exercise N.5 in which students were asked to create sentences with relative clauses. Students were found to produce uncompletely either the main clause or the relative clause.

3.2.1.1.4. Errors in Making Independent Sentences

The basic structure of the sentences which have the relative clause is " a relationship brought about by a process called embedding which is the generation of one clause within another higher order or super ordinate clause such that the embedded clauses becomes a part of superordintate main clause." (Murica & Freeman 1999:72)

The students were asked to separate these embedded clauses into the independent sentences. Students were found to commit errors in doing such activity. The following table clearly illustrates the errors in making independent sentences.

Table.13: Errors in Making Independent Sentences out of the Sentences with Relative Clauses

S.No.	Examples	Exercises	Frequency	Percentage
1	* The man is called widower. * The man wife is dead.	4	508	24.93
2	* The language which is spoken. * The language is called Hebrew.			
3	* I vividly remember her first time. * I vividly remember the place.			
4	* The bag is left here yesterday. * It is the bag.			

The table above shows that 508 (24.93%) or the highest number of errors were committed in making two independent sentences out of the embedded sentences with relative clauses. All the errors were committed in exercise N.4 where they were asked to separate independent sentences.

Most of the errors were found in the sentences with relativized possessive determiner and interrogative sentences with embedded relative clauses. For example:

Q- The man whose wife is dead is called a widower.

Response: The man is called a widower.

* The man wife is dead.

Correct version: The man's wife is dead.

Q. where is the bag that I left here yesterday?

Response: *The bag is left here yesterday.

*It is the bag

Correct Version: Where is the bag?

I left the bag here yesterday.

Q. I vividly remember the place where I met her first time.

Response:- * I vividly remember the place.

* Vividly remember her first time.

Correct version: I vividly remember the place.

I met her first time in that place.

The students often failed to recognize the head noun and the pronoun which can be replaced by the relative pronouns .The major reasons for these errors were lack of the knowledge of rules and the structure of the sentences and overgeneralization. They were found unfamiliar with these types of sentence structures.

3.2.1.1.5. Use of Other Sentences Instead of the Relative Clauses.

One of the errors committed in the use of relative clause is the use of other sentences with sub-ordinating and coordinating conjunction instead of relative clauses. The following table shows such cases:

Table N.14 Errors due to the Use of Other Sentences Instead of the Relative Clauses.

S.N	Examples	Exercises	Frequency	Percentage
1	* <u>Where</u> have you been?			
2	* I knew <u>that</u> I had forgotten my bag on the seat			
3	* <u>That</u> particular Sunday morning, I prepared my original documents	1, 5	298	14.63
4	* She said <u>that</u> he is a teacher.			

The table shows that 298 out of 2038 errors were committed by using other sentences instead of the relative clauses. Students were asked to recognize, rewrite the sentences with the relative clauses from the passage, but the students wrote which were just interrogative sentences or the sentences which had the coordinating or subordinating conjunction. Some of them were reporting sentences. Students seemed to commit such errors due to the lack of knowledge in recognizing relative pronouns and other conjunctions.

3.2.1.1.6. Omission of Head Nouns / Pronouns

Some of errors were found due to the omission of head noun or pronouns. The following table shows such cases:

Table N.15 Errors Due to the Omission of Head Nouns (Pronouns)

S.N	Examples	Exercises	Frequency	Percentage
1	* The dress is beautiful which ^ are wearing the dress (you).	3, 5	125	6.12
2	* The girl is a nurse whose ^ is a doctor (brother)			
3	* Kishor gave Manisha what ^ wanted (she).			

The table shows that the 125 out of 2038 errors were found due to the deletion of head nouns or necessary pronouns. the students committed such errors in exercise .No.3 and 5 where they were asked to join the independent sentences with relatives pronouns and create their own sentences with relative pronouns respectively.

The students were found to have overgeneralised the head noun deletion rule i.e. " to delete the head noun where the use of both the head noun and the relative adverb is redundant." (Murica & Freeman;1999)

3.2.1.1.7. Unattempted Items

The students left some questions unattempted. The unattempted items are as follows:

Table N. 16 Unattempted Items

S.N.	Exercises	No. Unattempted Items	Percentage
1	1	9	6.68
2	2	10	7.50
3	3	3	2.25
4	4	17	12.78
5	5	94	70.67
Total		133	100

The table above shows that 70.67% or the highest number of questions were left unattempted in item no.5 against 2.25% or the lowest number of attempted questions in items number 3. 6.80%,7.50% and 12.78% questions were left unattempted in item numbers '1' , '2' and '4' respectively. The highest numbers of questions were left unattempted in making their own sentences with the relative questions. Some of them might have been confused in giving their responses and left the questions unattempted.

3.2.2. Gender-wise Analysis and Interpretation of Errors

Table 17: Comparison of Total Errors with Different Variables.

Variables	Sample size	Total marks	No. of Errors	Percentage
Boys	50	2,000	971	48.55
Girls	50	2,000	1067	53.35

The table above shows that 48.55% out of 2000 questions were committed by boys against 53.35 % errors of the girls out of same 2000 questions. Hence, the tendency of committing errors was found more in girls in comparison to boys.

3.2.3 School –wise Analysis and Interpretation of Errors.

Table 18: Total Errors of five Different Schools in five Different Exercises.

S.No.	Name of School	Exercises					Total	Percent
		1	2	3	4	5		
1	Saraswati Secondary School, Pedikhola	48	51	80	107	102	388	48.5
2	Janakalyan Higher Secondary School, Tharmare	61	59	88	102	106	416	52.00
3	Balkanya Sec. School. Kotbara	48	64	79	93	110	394	49.25
4	Kalika Sec. School, Kotmaula	114	60	84	82	108	448	56.00
5.	Suryodaya Sec. School, Dhakadam	50	67	93	93	89	392	49.00
	Total	321	301	424	477	515	2038	50.95

The above table shows the total errors in five different Exercises committed by the students of five different government schools of Salyan district. The table indicates that 56% or the highest number of errors were committed by the students of Kalika secondary school Kotmaula against 48.5% or the lowest number of errors committed by the students of Saraswati secondary school, Pedikhola, Shivarath. The students of Janakalyan higher secondary school, Tharmare, Balkanya secondary school Kotbara and Suryodaya secondary school Dhakadam committed 52% ,49.25% and 49 % errors respectively. Hence, the

students of Kalika secondary school Kotmaula were found to commit more errors in comparison with other four schools.

3.3. Remediation of Errors

So far as the researcher has analyzed errors which seem to fall into definable patterns, they show a consistent system, are internally principled and free from arbitrariness: they are therefore systematic. These errors may be looked upon as rule governed of whatever grammar the learners have. Before making plans for remediation of errors, the following ways are suggested:

a. Frequency of Errors in the Performance

While making a plan for remediation, priority should be given to frequent errors first rather than the errors committed by chance.

b. Errors in the Performance of Individual or in the Group as a Whole

If the error is committed by majority of students, then remedial programme should be made for the whole class and if it is committed by individual or a very few students then remedial work should focus them, not to the whole class.

c. Effect in Intelligibility

The erroneous expressions that cause impairment of intelligibility in communication or the errors that create more confusion to the receiver should be given more emphasis.

There is no general formula which can be given for establishing how much emphasis should be given to each of the above factors when choosing problem areas for remediation. Much will depend on the standard being aimed at and the degree to which students are motivated to improve their performance. But the important thing is to be selective, to deal with a few problems thoroughly rather than try to deal superficially with everything at once. According to the nature of the errors found in the study, the following techniques could be helpful for remedial purpose.

3.4 Correction of Errors

Correction can be done differently viz. self-correction, peer correction, monitor correction and teacher correction. But emphasis should be given to the first one because once, the student corrects his/ her errors own self then he/she won't repeat such errors afterwards. Usually one can identify others errors but it is difficult and to some extent, impossible to pinpoint his / her own error. In such case, peer correction can be helpful for identification and correction. Sometimes poor students can be benefitted from the monitor correction usually instructed by the teacher. Teacher should not correct all erroneous expressions. First ,he should give some clues and let them correct. For example, 'the book that I read it is on the table ' the students should be encouraged to pinpoint the error. if they are unable, he can give some positive signs leadings to remediation like errors in the use of pronoun; not in the relative pronouns but in personal pronoun 'it' .Finally the correct version should be given as saying in this sentences 'it' is a superfluous elements for 'it' denotes the same thing 'the book' which is already denoted by 'that'.

In this way certain common erroneous sentences should be taken and their correction should be done in a systematic manner.

3.5 Remedial Teaching:

Remedial teaching should be different from initial teaching in terms of its strategy, methodology and materials. The teacher has to decide or understand the nature of the pupils' difficulties. Giving rules and explanation is of little use without proper practice, he has to take certain sentences consisting relative clauses beginning with 'who' or 'which' etc. and present them in an interesting way. Different visual aids and materials has to be presented and practiced.

The language games can also be useful which can be played in small groups. for example, each student has to be provided a piece of paper containing one relative pronoun on the one and sentence lacking relative pronoun has to be presented one after another on the other. The students are asked to raise their hands and show the relative pronoun that cope with the blank in the sentences presented .

In this way, remedial teaching by providing correct model may help in that the learner himself can derive the correct rule by modifying the previous hypothesis.

3.6 Pedagogical Implications

It is said that prevention is better than cure. In the same way good teaching is better than remedial teaching. Teacher should use simple language in terms of vocabulary and structures. Instructions should be

simple enough. For better teaching and learning certain improvements should be made in terms of teaching materials, methods and techniques etc.

Textbook is a guide for teachers but it is found that they totally depend on it. In such case, different clauses (that clause, who-clauses etc) should not be mismatched. Appropriate and adequate examples and additional exercises should be included in the textbook.

It requires the teacher to know enough about various sources, systems and styles of teaching to choose wisely among what is good for their particular purpose and the resources available. Therefore, it is his duty to choose an appropriate method and technique as situation demands. A resourceful teacher should not be confined within the boundary of textbook.

In teaching relative clause a teacher should present different clauses one by one with enough examples. He should make distinction with other embedded sentences with co-ordinate and super-ordinate clauses. Only then students can formulate certain hypothesis and get chance to check and verify it.

Motivation is the most important factor in teaching –learning activities. Students should be involved in language games related to teaching item. Active involvement of students and teacher in teaching is more effective and fruitful than merely giving rules and explanation. Inductive method is preferable in teaching grammar. So for better performance, enough and related exposure should be increased and students should be engaged in meaningful practice.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings of the Study

On the basis of the analysis and interpretation of the data, findings of the study can be summed up under the following points:

- a. In totality most of the errors were found in making independent sentences out of the sentences with relative clauses.
- b. In making sentences with relative clauses, most of the errors were found due to the use of wrong relative pronouns and superfluous pronouns.
- c. Girls committed more errors than boys.
- d. Students were found to commit errors in the use of relativised possessive determiner and interrogative sentences with embedded relative clauses.
- e. Students failed to recognize the relative clause with deleted relative pronouns/adverbs.

4.2 Recommendations

After summarizing the findings of the research, the following recommendations have been made:

- a. Teaching of relative clauses should be in meaningful situations.
- b. Practice and exposure should be provided sufficiently.

- c. Generally teachers do not go beyond prescribed books. So, while, selecting the new language item like relative clause, a lot of examples and exercises should be included in the textbook.
- d. The teacher should give keen attention in the proper use of pronouns.
- e. Appropriate teaching materials should be used in teaching.
- f. Students should be provided with enough practice to create their own sentences containing relative clauses as well as to separate them into the independent sentences.

Finally, similar research works should be carried out on the other areas of grammar mainly on those areas in which Nepali learners of English are likely to commit errors in their performance.

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it. Finally, I returned to the interview center desperately where I saw a red taxi. It was like the one I was searching for I reached nearer the driver who was carrying my bag "Where have you been? I am waiting you for half an hour.", said the driver and handed me the bag. I thanked him very much. Though I was so nervous for the interview, I became selected for the post. I still remember the driver who helped me to get this opportunity and am so grateful to him.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Exercise No.: 3

Join each pair of sentences into one with the help of the words given in the brackets

1. I read the book. The book is on the table. (that)

=

2. This is the house. I live in this house. (where)

=

3. The dress is beautiful. You are wearing the dress. (which)

=

4. The artist is coming to our school. She is very famous. (who)

=

5. The girl is a nurse. The girl's brother is a doctor. (whose)

=

6. Kishor gave Manisha the things. She wanted the things. (what)

=

7. The house was full of water. I live in the house. (where)

=

8. One mule can carry two bags of salt. The bags of salt weigh 50 kilos each (which)

=

Exercise No.: 4

Make two independent sentences out of each sentences given below

1. The woman who discovered radium was Marie Curie.
 - a.
 - b.
2. The language which is spoken in Israel is called Hebrew.
 - a.
 - b.
3. The man whose wife is dead is called a widower.
 - a.
 - b.
4. The camera which she is using is mine.
 - a.
 - b.
5. I vividly remember the place where I met her first time.
 - a.
 - b.
6. The place where Lord Buddha Was born is Lumbini.
 - a.
 - b.
7. The woman who you met yesterday was my cousin.
 - a.
 - b.
8. Where is the bag that I left here yesterday ?
 - a.
 - b.

Exercise No.: 5

Make two sentences containing relative clauses for each of the following pronouns-once as subject of a verb and then object of a verb : 'who', 'that', 'which' and 'where'

1.

2

3

4

5

6

7

8

APPENDIX II

1. Scores of the Students of Saraswati, Secondary School Pedikhola, Shivarath

S.No.	Name of Students	Exercise Numbers					Total	Sex
		1	2	3	4	5		
1	Ganesh Kumar Oli	6	8	6	5	4	29	M
2	Padam Bahadur Pun	7	7	4	4	5	27	M
3	Khumraj Oli	6	7	4	6	4	27	M
4	Devilal Oli	5	6	4	3	3	21	M
5	Jhuplal Oli	5	6	6	4	4	25	M
6	Deepak Kumar Chand	5	6	6	4	4	25	M
7	Tejendra K.C.	7	7	5	6	4	29	M
8	Lekhnath D.C.	6	6	6	1	3	22	M
9	Thakur Prasad Basnet	6	7	6	5	4	28	M
10	GobindaPrakah Oli	6	6	7	5	4	28	M
11.	Gita Kumari Oli (B)	6	2	1	1	4	14	F
12.	Rabina Basnet	6	1	1	0	1	9	F
13.	Sita Devkota	5	7	6	1	2	21	F
14.	Gita Kumari Oli (A)	3	5	1	0	1	10	F
15.	Parbata Kumari Chand	6	2	0	1	0	9	F
16.	Gita kumari Chand	5	6	5	0	1	17	F
17.	Gita Kumari Oli (C)	5	4	1	0	1	11	F
18.	Tila Kumari Oli	6	5	2	3	1	17	F
19.	Ratna Jyoti Oli	5	5	5	3	4	22	F
20.	Tika Kumari Oli	6	6	4	1	4	21	F
	Total	112	109	80	53	58	412	

2. Scores of the Students of Janakalyan Higher Secondary School Tharmare

S.No.	Name of Students	Exercise Numbers					Total	Sex
		1	2	3	4	5		
1	Prakash Kiran Basnet	6	7	4	1	2	20	M
2	Laxman Rana Magar	7	4	6	2	3	22	M
3	Kul Bahadur Oli	7	4	5	2	4	22	M
4	Jeevan Kumar Oli	4	4	3	3	1	15	M
5	Subash Birahi D.C	4	6	3	5	2	20	M
6	Anada Jyoti Oli	6	6	7	7	8	34	M
7	Hari Bhakta Oli	5	6	6	6	2	25	M
8	Dal Bahadur Oli.	2	5	0	1	0	8	M
9	Nokh Raj Oli	5	5	3	2	1	16	M
10	Dhan Bahadur Oli	5	5	2	4	2	18	M
11.	Nirmala Shahi	4	5	2	2	3	16	F
12.	Hari Kala Basnet	6	5	5	2	4	22	F
13.	Tulasa Oli	5	5	4	3	6	23	F
14.	Krishna Kumari K.C.	5	5	4	2	3	19	F
15.	Lila Kumari Oli	3	5	3	2	3	16	F
16.	Kamala Oli	4	5	4	3	0	16	F
17.	Sabitra Oli	6	5	3	4	1	19	F
18.	Numa Kumari Oli	5	5	3	3	5	21	F
19.	Pratima Gharti	5	5	1	2	3	16	F
20.	Mira Basnet	5	4	4	2	1	16	F
	Total	99	101	72	58	54	384	

3. Scores of the Students of Balkanya Secondary School, Kotbara

S.No.	Name of Students	Exercise Numbers					Total	Sex
		1	2	3	4	5		
1.	Rajan Devkota	5	5	6	6	2	24	M
2	Khadka Bahadur Basnet	6	6	6	3	3	24	M
3	Tank Prasad K.C.	7	4	6	3	2	22	M
4.	Mahendra Raj Bhandari	7	5	1	4	6	23	M
5.	Chandra Prakash Basnet	7	5	4	4	5	25	M
6.	Khim Bahadur Basnet	3	4	3	3	2	15	M
7	Resham Oli	7	4	0	0	0	11	M
8	Opendra Devkota	6	3	4	0	2	15	M
9	Chitra Kamal Oli	6	3	3	3	1	16	M
10	Mahesh Kumar Bhandari	6	5	8	6	4	29	M
11	Maya Kumari Gharti	5	5	3	3	4	20	F
12	Pabitra Kumari Gharti	2	4	2	4	1	13	F
13	Ramita Kumari Oli	7	6	6	5	2	26	F
14	Sita Kumari Rawat	7	6	6	5	3	27	F
15	Harkala Kumari Oli	7	6	5	4	0	22	F
16	Sita Kumari Oli	1	2	0	0	0	3	F
17	Laxmi Kumari Oli	6	6	3	2	3	20	F
18	Bhupendra Kumari Oli	6	5	5	6	3	25	F
19	Nanda Kumari Oli	6	6	4	0	3	19	F
20	Dhan Kumari Basnet	5	6	6	6	4	27	F
	Total	112	96	81	67	50	406	

4. Scores of the Students of Kalika Secondary School, Kotmaula

S.No.	Name of Students	Exercise Numbers					Total	Sex
		1	2	3	4	5		
1.	Tara Dev Chand	3	7	5	5	2	22	M
2	Bashant Chand	1	5	3	3	4	16	M
3	Bharat Puree	4	5	3	5	4	21	M
4.	Paras Nath Yogi	2	4	3	4	2	15	M
5.	Prakash Chand	2	5	2	4	4	17	M
6.	Mahendra Kumar D.C	2	2	4	3	4	15	M
7	Topendra Chand	2	3	0	2	3	10	M
8	Ramesh K.C.	2	3	3	2	3	13	M
9	Prakash Dangi	2	4	3	2	3	14	M
10	Shushil Malla	3	5	2	1	1	12	M
11	Kaushila Chand	1	7	4	6	2	20	F
12	Sharada Chand (B)	4	7	5	6	2	24	F
13	Kamala Giri	1	7	6	7	3	24	F
14	Sharada Chand (A)	3	4	7	3	2	19	F
15	Parbati Dangi	2	4	3	1	3	13	F
16	Gita D.C.	2	7	6	6	2	23	F
17	Sita Chand	4	7	5	7	2	25	F
18	Shushila Malla	4	6	5	6	1	22	F
19	Janaki B.K	2	4	2	1	3	12	F
20	Nirmila Chand	0	4	5	4	2	15	F
	Total	46	100	76	78	52	352	

5. Scores of the Students of Suryodaya Secondary School, Dhakadam

S.No.	Name of Students	Exercise Numbers					Total	Sex
		1	2	3	4	5		
1.	Bal Krishna Pun	5	5	2	0	1	13	M
2	Netra Raj K.C	5	4	3	5	7	24	M
3	Binod Kumar Chand	5	7	4	4	4	24	M
4.	Bhagiram Budhathoki	5	7	5	4	3	24	M
5.	Himendra Raj Oli	7	7	4	3	2	23	M
6.	Harilal Kharti	6	3	3	6	6	24	M
7	Indra Bahadur Bhandari	7	3	3	4	7	24	M
8	Deepak Kumar K.C.	3	3	4	5	3	18	M
9	Bhola Ram Bhandari	2	6	6	3	2	19	M
10	Lilman Bhandari	3	3	3	2	5	16	M
11	Bishnu Kumari K.C	7	5	2	1	5	20	F
12	Kamala Oli	6	2	3	3	2	16	F
13	Bhishma Kumari Pun	6	5	1	2	4	18	F
14	Chandra Kumari Pun	7	5	6	6	4	28	F
15	Maina Kumari Pun	7	5	2	4	3	21	F
16	Shanta Pun	7	5	6	5	3	26	F
17	Prem Kumari Oli	7	5	3	5	2	22	F
18	Tulasa Kumari Oli	5	5	1	0	1	14	F
19	Shusma Kumari Oli	4	4	3	4	3	18	F
20	Nirmala Kumari Oli	6	4	3	1	4	18	F
	Total	110	93	67	67	71	408	