

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language, a means of human communication, is one of the most widely used means of communication. It is meant to transmit and interchange ideas, feelings wants etc. Language can also be taken as a social phenomenon that is used in our society to establish good relationship among human beings. One of them is to make oneself capable of living as well as versed social beings in the world. Hornby (2005; 862) defines language as "The system of communication in speech and writing that is used by the people of particular country or area."

There are innumerable languages in the world and English is one of the most indispensable of them. Malla says, "English undoubtedly of vital importance of accelerating the modernization process in Nepal, and is so far education is an agent of such a process the place of English in Nepalese education as a foreign language is acquired and unassailable" (Malla, 1977:12).

Language is often viewed as a body comprising four basic skills viz listening, speaking, reading and writing and language learning as acquiring these skills in different proportions depending upon whether they need the language for oral communication or written one. In the case of former, they need to focus on reading and writing. Harmer (1997:16) opines that speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and are therefore referred to as receptive skills.

Language has extremely complex patterns, distinctive functions and systems of inherent rules of grammar. Thus, language is highly versatile code of human communication because of its unique inherent properties in its formation of each and every utterance. Language holds the different levels to form a single utterance, viz, phonology, morphology, syntax and semantics. Each of these level incorporate the hierarchical order to form any utterance. To be specific, each of the levels of language are operating in a systematic form to accomplish a text so language is a system of system. In addition to this, if we observe the inherent properties of language we can find several systems in each levels of language. Thus it is to be said that language is systematically governed by rules.

1.1.1 English in Nepal

According to Awasthi (1977), the history of the English Language in Nepal, as quoted in the pages of the annals of the Malla period, goes back to the seventeenth century when king Pratap Malla ruled over Kathmandu. Though at that time the English Language was not popular among the ordinary people, the inscription at Hanuman Dhoka States that King Pratap Malla knew fourteen Languages including English (1641-74). After that several changes took place and are recovered in the pages of history during the later part of the regime of the Malla kings.

Afterwards the English Language seems to have entered in Nepal during the establishment of Gorkha Bharti Kendra in the time of Late Bhimsen Thapa. However, it was introduced into the educational field with the establishment of Durbar High School in 1854 by the Rana Prime Minister Janga Bahadur Rana. Then in 1919, it was included in higher education with the establishment of Tri-chandra college. In course of the time the School Leaving Certificate (SLC) Examination Board (1933)

and Tribhuvan University (1956) were established. Since then, English has occupied a vital position in the educational field. Furthermore, since the implementation of NESP in 1971, English language teaching was introduced from class four as a compulsory subject up to Bachelor level.

Today, when much information is transmitted and published in English, it is essential that our students acquire the skill of this language for their various needs. In Nepal, English has the status of foreign Language in the national school curriculum.

Besides, Nepal is an active member of international organizations like United Nations Organization (UNO), South Asian Association for Regional Co-operation (SAARC) etc. Nepal has diplomatic relation with more than hundred countries in the world. It is one of the tourism centers with its own world of antique culture, natural beauty and ancient temples. The government of Nepal and its various sectors and related tourism and trade deal with foreigners in English. Besides, the books written in the latest innovation of science and technology, movies, music and political issues are being brought into the country day by day. After observing all these realities, the English Language seems to be of global interest for the intellectuals of Nepal.

The English language flourishes, especially in the Kathmandu valley, as the time passes its course with the new generation. These days a great deal of newspapers, magazines, journals etc of the English Language have been published and distributed. All private schools have accepted it as a medium of instruction. Almost as a basic requirement for their employees. It seems that the intellectuals and modern society enjoy prestige in English. The mass media, especially different channels of television and FM, radio broad cast then announcement in English for

almost all the programmes. All aforementioned situations have spoken the need of English in our country.

1.1.2 Teaching of the English Language in Nepal

The teaching of English subject began as it was included in school and higher level curriculum. However, the activities, after the implementation of NESP are worth mentioning. The NESP brought out revolutionary changes by planning curricula and textbooks with the revision of compulsory English of 100 full marks for each grade from grade four to bachelor level and optional English at secondary level and higher education as well. The national and gradewise objectives of education were fixed. Except few changes, all these provisions still exist.

These days too, English is taught as a compulsory subject from grade four to the bachelor level with different level wise objectives. Roughly, the aim of English Language teaching in Nepal is to make the beginners literate and others to develop their communicative competence in accordance with their level and standard. To fulfill this aim, the curricula and textbooks are developed and devised. The new teaching approaches, methods and techniques are introduced in accordance with the contents to be taught.

1.1.3 English at Higher Secondary Level

The higher secondary education board has designed the curricula and recommended the textbooks to the students of all streams. English at higher secondary level has the status of compulsory subject with 100 full marks in all streams and major English in humanities. As the recent study is concerned with the compulsory English of 100 full marks of the twelfth graders, the course has the following specific objectives:

- to give a short remedial or link course as a kind of bridge or a refresher course between English at the secondary and higher level.
- to teach English for functional, academic and communicative purpose, and
- to provide students interesting reading materials for informations knowledge and pleasure.

At the end of the session, there is a provision of theoretical written text. Undoubtedly, the students' writing skill, which is desirable and complicated one, plays a vital role. The knowledge and skill of the use of appropriate tense and aspect is of course indispensable for grammar and composition without the proper use of tense and aspect in sentences, a piece of free writing composition becomes worthless.

Though the students learn English as a compulsory subject for many years they commit various grammatical errors as they write something. The researcher with her first hand experience in teaching English at the higher secondary school, observed the difficulties of the students in free writing. She found the students in the stage of dilemma in using various tenses and aspects which led them towards erroneous sentences in the piece of writing free composition. She ventured to carry out a research into one small part of grammar on the proposed topic, "The study of errors on the use of tense and aspect in free writing in grade xii" of the selected schools of Kathmandu.

1.1.4 Problems in English Language Teaching in Nepal

It is obvious that the curricula and textbooks are revised time to time, the books are recommended; the new teaching methods are introduced, short- term and long term teacher training activities are conducted and the instructions for teachers and students are provided for

the improvement of English language teaching (ELT) situation in Nepal by different sectors. However, as one queries about their implementation in teaching learning activities and the outcome of instruction, he has to think a lot for counting them. Instead, one realizes several bitter weaknesses of present ELT situations in the country. Except the case of few private institutes, the ELT situation at present is in miserable condition. The realities as such the researcher noticed and thought better to present are as follows:

- a. Poor physical condition
- b. Untrained teachers
- c. Faculty teaching
- d. Lack of English speaking and practicing Environment
- e. Exam oriented teaching
- f. Loose educational supervision
- g. Insufficient materials and unclear vision.

1.1.5 Tense and Aspect in English

It is said that the notion of tense came with the origin of grammar whereas the aspect was studied within the tense after the grammarians became more specific on the notion of grammar. Many scholars have attempted to clarify and mentioned the terms tense and aspect from different angles.

Quirk and Greenbaum (1973: 40) have defined and differentiated tense and aspect by saying "By tense, one can understand the correspondence between the form of the verb and our concept of time. Aspect concerns with the manner in which the verbal action is experienced or regarded, for example as completed or in progress."

From this quotation it can be inferred that tense is related to time and the form of the verb and the aspect, with the manner of the verbal action.

However, Huddleston (1996:73) argues "the terminological distinction between tense and time has no well established analogue in the domain of aspect : the one term aspect is widely used both for a grammatical category of the verb and for the type of meaning, characteristically expressed by that category." This quotation makes it clear that time and the tense have separate meanings and the term aspect is used to mean both grammatical and semantic functions. Nevertheless Quirk and Greenbaum (1973:40) argue "these categories impinge on each other in particular, the expression of time present and past cannot be considered separately from aspect." They mention that the tense and the aspect are affected together that aspect cannot be viewed separately from tense distinctions.

Comrie (1976:36) has mentioned absolute and relative tense in terms of their function in referring the time. To quote him "... absolute tense refers to a tense which includes as part of its meaning the present moment as deictic centre; whereas relative tense refers to a tense which doesn't include as part of its meaning the present moment as deictic centre." By this quotation Comrie means that absolute tense refers to the fixed point of time and relative tense does not do so. Comrie (1976:36) has defined present, past and future tenses on the basis of present time reference in grammar as follows "present tense means coincident of the time of the situation and the present moment; past tense means location of the situation prior to the present moment; future tense means location of the situation after the present moment." Hence he clarifies that the present tense is the coincident of present situation and present moment and the past tense and the future tense are the situations before and after the

present moment respectively. He furthermore says that aspects are different ways of viewing the internal temporal constituency of a situation. Hence he confines the domain of aspect within the situation and tense.

After dividing aspects into perfective and imperfective (progressive in this study), Comrie (1976:36) explains their function by saying "the perfective looks at the situation from outside, without necessarily distinguishing any of the internal structure of the situation, whereas the imperfective looks at the situation from inside, and as such is crucially concerned with the internal structure of the situation, and looks forwards to the end of the situation and indeed is equally appropriate if the situation is one that lasts through all time, without any beginning and without any end." From this quotation it can be said that the perfective aspect looks at the situation from bird's eye view and the imperfective aspect, from worm's eye view.

Some grammarians have divided tense in past and non-past and aspect in perfective and non-perfective contrasts. The tense contrasts are especially related to time boundaries and aspects with the manner within time. Whatever is described about tenses and their inter-relationship, three tense types : present, past and future with four branches viz, simple, continuous, perfect, perfect continuous and two distinctions of aspect: perfective and progressive are commonly used for pedagogical purposes: The present research also follows this type of tense and aspect division for the study.

1.2 Writing Skill

1.2.1 Introduction

Writing is the fourth of the four skills of language and it is a productive skill. It is an important skill which involves language production. It helps students to consolidate their knowledge of language. Rivers (1968: 243) defines, "writing refers to the expression of ideas in a consecutive way, according to the graphic conventions of the language the ultimate aim of writer at this stage is to be able to express himself/herself in a polished literary form which requires the utilization of special vocabulary and certain refinements of structures."

1.2.2 Testing Writing

Writing is conveying meaning through the use of graphic symbols that represent a language. Writing involves the encoding of message of some kind; that is we translate our thoughts into language. Writing is as a lively means to express our joys, sorrows, experiences or curiosities. In Rivers' (1968:243) words, writing as "Writing becomes a more complicated process when it involves putting in graphic form according to the system accepted by educated native speakers combination of words which might be spoken in specific circumstances (that is which convey certain elements of meaning.)"

Testing often creates unknown fear among students. Conventionally it is believed that testing is to expose the weakness of students that it is a kind of students' fault finding device, in the hands of teachers to pinpoint the errors of the students in their performance. Testing tries to find out student's knowledge, skill and so on. Testing is almost always formal and it usually grades students or puts them on a scale on the basis of their performance.

Van et al (1984:313) say "in the context of teaching, test do not only have the propose of measuring language behaviour of individual but they are also useful instruments of an entire group of students." Khaniya (2005:1-2) describes, "Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn." He says, "It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his/her teaching and also some insights on whether he/she should continue the way he/she teaches or change it in order to make his/her teaching more effective."

Weir (1990:58) describes testing writing as "two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels, eg. grammar, vocabulary, spelling and punctuation these elements can be testing separately by the use of objective tests. Secondly, more direct extended writing tasks of various types should be constructed. These would have greater construct, content, face and wash back validity but would require a more subjective assessment." Testing of writing largely depends upon the purpose and context of testing.

1.2.3 Free Writing

Free writing is the final stage on the development of writing skill. In this stage, students are free to make their own choice of words and organization to express their ideas. It is also known as creative writing. Free writing requires a careful planning and a stage wise procedure. It gives the students some purpose for writing about the topic in the first place and can serve to stimulate some ideas on it.

Free writing presupposes mastery of the structures and vocabulary required for writing free composition and is primarily concerned with the logical arrangement of one's thought and ideas on the subject.

Pincas (1993:110) defines, "Free writing is seen as the aim of a specific set of writing exercises 'the ability to write freely what has been thought' not the ability to write anything at all." Rivers (1968:252) states that the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning.

1.3 Error Analysis

1.3.1 Introduction

Generally, the errors are said to be the deviant form of the language produced by the learners due to the lack of knowledge of underlying rules and due to the failure to make appropriate use of it in language. Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners. Error analysis is carried out to find out how well some one knows a language, how a person learns a language and to obtain information on common difficulties in language learning. Moreover, error analysis plays vital role to diagnose the learner's difficulties in learning foreign/second language.

1.3.2 Meaning and Significance

An error refers to a deviant form of the normal speech or writing of an adult native speaker Corder (1973:257-261) refers to error as "breaches of code". His term is used to refer to learners' errors which they cannot correct them selves.

The learners make errors of many kinds in the process of learning the second language. These errors occur in the learners' spoken and written language and consist of deviations from the

phonology, grammar, lexical system or orthographic of the target language. The errors may occur in performance and competence level. Performance errors are the mistakes like slips of the tongue, omissions, spelling mistakes, unnecessary repetitions and so forth. The learners mainly make such mistakes due to haste, tiredness, carelessness, lack of attention, forgetfulness, etc which are unsystematic. On the other hand, competence errors represent the limit of the learners' competence in using the target language. These are serious and systematic errors which show that the learner has not yet mastered the rules, uses, etc of his second language.

In the past, the teachers used to do error analysis for the purpose of identification and remediation of errors. The purpose of traditional error analysis was to collect information in order to sequence the language items for teaching or devising the language lessons for the remedial purposes. At present too, it is carried out to get information on common difficulties in language learning and teaching for remediation.

According to Corder (1973:257-261), errors are significant to teachers, researchers and the learners in the process of teaching and learning target language. It is so because they can tackle the problems after finding the most difficult areas of learning.

1.3.3 Mistakes and Errors

All people make mistakes. We make mistakes when we are speaking our native language and sometimes they create fun. Even native speakers make mistakes. The person who commits mistakes can recognize and correct them if his attention is drawn towards them.

Whether the speaker bothers to correct his mistakes depends upon such things as whether he thinks his hearer has noticed them and how urgently he wants to get on with what he is saying.

Mistake is taken as a broad term because error is a small part of a mistake. All errors are mistakes but all mistakes are not errors. Mistakes and errors are two different kinds of deviations in a language. However, errors and mistakes are taken as synonyms but in a layman sense. Mistakes may be at competence level and performance level. The learner himself can correct mistakes in performance level. Mistakes are considered different from errors that a second language learner commits. Errors result from the learner's imperfect competence and for this reason, they can not be recognized and corrected by the person who commits them. Errors result from the learner's following rules, which he hopes are correct but which are in fact wrong. But the mistakes at incompetence level can not be recognized and corrected by the learners, these are committed due to imperfect knowledge in the target language. These mistakes are commonly called errors.

Corder (1973:261) discusses three types of errors i.e., lapses, mistakes and errors. According to him, native speakers frequently make slips or false starts or confusions of structure; these types of mistakes are called lapses. Mistakes are generally done by native speakers which can be recognized and corrected by the learners himself/herself. If the learner cannot recognize and correct the ill formed elements in a sentence made by himself such type of mistakes are called errors.

1.3.4 Stages of Error Analysis

Error analysis comprises as a series of successive stages. The state of error analysis can be listed as follows.

1. Collection of data
2. Identification of errors
3. Describing and classification of errors
4. Explanation of errors
5. Evaluation of errors
6. Correction and remediation or error.

1.3.5 Sources of Error

Though the propounds of Contrastive Analysis (CA) state that mother tongue interference is the only sole source of errors, Error Analysis (EA) shows the other sources of errors which are as follows :

a. Mother Tongue Interference

A very important source of competence error is mother tongue interference: Here a second language learner produces forms that are identical to or approximations of features of his mother tongue which lead to an error or inappropriate form in the target language. For example the Nepali learner of English may write or say : 'I rice eat' instead of 'I eat rice' because of the transfer of the Nepali pattern 'Ma Bhat Khanchhu'.

b. Overgeneralization

One of the sources of intralingual error is over generalization which is a process by which the learner masters one form in the target language and then extends its application to contexts where it is inapplicable. For example the learner may write or say 'goed' instead of 'went' and 'can be able to' like 'can be done'.

c. Incomplete Application of Rules

According to Richards (1973 :102). "the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances, fall into this category." He says that a learner may use a statement to form a question or just add a question word to it. For example,

What you are doing today ?

d. Ignorance of Rule Restriction

The errors committed by the learners using previously learned rules in the new contexts where selectional restriction applies fall into this category. For example, the learner may say or write:

"He asked to me" like "He said to me"

e. False Concept Hypothesized

There is a class of developmental errors which derive from faulty comprehension of distinctions in the target language. An example of the past 'auxiliary verb 'was' which may be interpreted as past tense marker producing the following type of sentence :

One day it was happened.

In the same way 'is' may be understood to be the corresponding marker of the present tense to produce a sentence:

He is speaks French.

f. Pretentious Verbosity

Pretentious verbosity is characterized by high sounding words and long and involved sentences. The speaker or the writer is anxious to make a show of his knowledge of the target language and to make an impression to the hearer or reader. He, therefore, goes in for the high

sounding expression or elaborate construction and consequently misuses it or gets caught in a meaningless tangle of impressive words and construction for example: The teacher's role is of an emancipating aspect his function is in helping the child towards a reduction of his primary attachment to parents.

(The underlined phrase contributes the meaninglessness of the sentence)

1.3.6 Contribution of Error Analysis to Remedial Teaching

According to Bhatia (1974: 338), a course based on the frequency of errors will enable the teacher to teach at the point of error, to teach those items of syntax and morphology with which the students have most difficulty. The frequent errors or errors common to a large number of students can be handled on a group basis, whereas infrequent errors, errors causing trouble to relatively few students, can be handled on an individual basis.

It is obvious that Error Analysis has an important role to play in second language teaching and learning. It is equally important for the students, teachers and course designers in their own fields. The teacher can teach the students well after finding the difficult areas of learning. The errors can be handled on a group basis if they are more frequent and the less common errors can be handled on an individual basis. The present study also follows the same assumption.

1.3.7 Importance of Studying Learner's Errors

People make mistakes. Native speakers also make mistakes. But they can recognize and correct them. All the mistakes are not errors. Errors provide feedback to the teacher. Timisina (2000:18) and errors have always, remained a problem for language teachers. They were viewed as serious defects in learning and teaching processes in the past

(50^s and 60^s). They had the view if learning was perfect and efficient, errors would not occur. But now, they are viewed as normal and inevitable consequences of language learning process. Now errors are taken as positive signs as they indicate and it is often regarded that learner is actively involved in learning process.

Corder (1973: 265) discusses practical and theoretical uses of studying second language learner's errors.

a. The Practical uses of Error Analysis

Error analysis is helpful to the teacher as well as course designers. For teachers, error provide feedback. They tell the teachers something about the effectiveness of his/her teaching materials and his/her teaching techniques. They also show what part of syllables has been inadequately learned and taught and what needs further attention. They make teachers decide on whether to move on the next item on the syllabus or devote more time to the item has been working on.

b. The Theoretical uses of Error Analysis

In the theoretical uses of error analysis, Coder (1973: 261) says, “the study of errors is a part of an experiment to conform or disprove the psycholinguistic theory of transfer.” It provides us a proof whether errors occur only in the different forms and units or in the similar forms and units.

1.4 Review of the Related Literature

Error analysis is a broad area to carry out research works. So there are many reach works carried out under this area which are found to address the wide range of errors in various field as like subject-verb agreement, preposition, tense, articles, adverbs, punctuation etc in free composition writing. Not any research work has been yet carried out so

far as on the use of tense and aspect system in free writing. Thus, this present thesis is different in the sense that it explores the errors on the use of tense and aspect system basically committed by the students of XII Grade in free writing. The available literature of present study is as follows:

Awasthi (1979) A study of attitudes of different groups of people towards the English language in the secondary schools of Kathmandu district. He identified the attitudes of different groups of people towards English language and found that the people had positive attitudes towards English language. He recommended that since English would be useful for the students, more attention should be given to the effective teaching of this course. He quoted that culture is an inevitable factor to be considered while teaching any foreign language so some lesson should be included in the English language text books regarding the English culture.

Bhattarai (2000) has carried out a research entitled "A Study of Errors on The Use of Punctuation Marks in Free Writing." The main purpose of this study was to establish a hierarchy of punctuation marks used in free writing by the students of XII Grade and establish the hierarchy of errors on the use of punctuation committed by XII graders of Morang. He identified the causes of committing errors in using punctuation marks.

Bhatia (1974) carried out a study on 'An Error Analysis of Students' compositions which is similar to the present study' Bhatia came with the following conclusions:

-) An error-based analysis gives reliable results upon which remedial materials can be constructed.
-) A study of the percentage values of different errors

gives us an insight into the relative significance of a given error.

-) A course based on the frequency of errors will enable the teacher to teach at the point of error and to emphasize more those areas where the error frequency is higher.
-) Some suggestions for planning remedial materials at the two error levels Mechanics and Organization have been listed.

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

Celce-Murcia and Larsen Freeman (1983:61) have clearly given the specification of the tense system in these words "The meaning of tense entails a language specific way of dealing with time and the relationship of event and interlocutors to time. Because tense systems are language specific, it is not surprising that ESL/EFL learners have a great deal of difficulty mastering the English tense aspect system". This quotation clarifies that different languages have their own tense and aspect systems as such they differ from language to language.

Karki (2001) has carried out a research entitled "Teaching subject verb agreement in English Inductively and Deductively, A Practical Study." The main purpose of this research was to find out the effective method of teaching subject verb agreement.

Dahal, (2000) “A study of tense and aspect in free writing of the eleventh graders” he analyzed free writing in terms of the use of tense and aspect. He computed the frequency of the tense and aspect systems and described them in stream wise and title wise grounds. He found the errors on subject-verb agreement, tense sequence, verb form along with the errors in different tenses and aspects.

Karna (2002) has carried out 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. The researcher had also analyzed the proficiency on the use of adverbs with some pedagogical implication. It was a field based cross sectional study. The data were analyzed descriptively following with simple statistical tools. The major findings 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 the difficulties on the learner to use the irregular verb form due to the effect of overgeneralization of the rules of form past and part participle.

Ghimre (2005) has carried out a research on "A Study of errors committed by XI Graders in free writing composition." The main objective of this study was to find out errors on tense, agreement find out errors on tense, agreement, preposition article and spelling. He found errors in different streams and even classified the errors in different categories according to the item wise and school wise errors.

Sharma (2006) has carried out a research on "A study of errors in the SLC question papers. A Case of Grammatical items." The main objective of this research was to find out the erroneous, ambiguous and inappropriate expressions in the grammar test items in SLC exam. She even described and analyzed the causes of errors ambiguity and inappropriateness.

Sharma (2000) has carried out "A Study of the Errors Committed by grade Nine Students in Question Formation." The Purpose of the study was to identify and analyze errors in question transformation. The study is based on the primary data. The tool was a set of questionnaire with two types of question items, Yes/no question and Wh-question. The major finding of the study was the students committed errors to use 'do' verbs in forming Yes/no and Wh-question.

Singh (1997) has analyzed the errors committed by the students of PCL 1st year on the use of article and preposition. He came to the conclusion that the students committed more errors on articles than in preposition frequently.

Shrestha (2001) studied an analysis of the spelling errors made by Ninth Graders. The objective of the research was to analyze spelling errors made by 100 students of Grade IX studying at five different public schools of Jhapa district. This is a cross-sectional study. The tool for data collection was two items; essay writing and letter writing. She concluded that the major cause to commit errors in spelling was the carelessness of the students lack dictation test, inappropriate pronunciation.

1.5 Objectives of the Study

The objectives of the present study as follows:

- a) To identify the errors on the use of tense and aspect system of the verbs in free writing.
- b) To classify errors on the use of tense and aspect system of the verbs in free writing.
- c) To suggest pedagogical implication to overcome the errors.

1.6 Significance of the Study

This present research addresses the errors and asserts diagnostic tools to minimize the errors. Moreover, it portrays the clear road map to teach the correct form of language. Therefore, the research works said to be important and beneficial for the following.

- 1) Not any research has been yet carried out on the use of tense and aspect system of the verbs in free writing in Grade XII, in TU. So this research will be invaluable for the Department of English Language Education itself.
- 2) This study will be significant to the teachers who teach English in Grade XII to identify the errors in tense and aspect system likely to be committed in free writing and accordingly improve the condition.
- 3) The study will be fruitful to those students who study in Grade XII so that they could be conscious towards the errors likely to be committed in free writing and accordingly minimize the errors.
- 4) The findings of this study will be useful to solve the problems that arise in teaching and learning activities. So it will have pragmatic value.

- 5) This study will be useful to the textbook writers and syllabus designers to update their edition with necessary changes on the emerging issues criticized on different research works.

CHAPTER- TWO

METHODOLOGY

For the purpose of fulfilling the set of objectives the following methodology was used:

2.1 Sources of Data

The study was based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study was answer provided by the twelfth graders from each selected college; Valley Public College and Orient College.

2.1.2 Secondary Sources of Data

The secondary sources data were taken from the textbook, old questions of HSEB for Grade twelve, different reference books, curriculum, journals, various articles related to error analysis. Main sources of secondary data were: Corder (1973), Crystal (1971), Van et al. (1984), Pincas (1993), Bryne (1991), Rivers (1968), Celce-Murcia and Larsen Freeman (1983).

2.2 Population of the Study

The study was based on sixty informants to elicit the error. Sixty non native students of English, 30 from each college, were selected from two colleges of Kathmandu viz, Valley Public College of Arts and Commerce and Orient College.

2.2.1 Sampling Procedure

Two colleges were selected through judgmental sampling procedure. Thirty students were selected from each college on the basis of equal number of boys and girls (15/15) randomly. The total population was differentiated according to their level of performance to establish the hierarchy of errors. Each stratum had about 20 students. The researcher used stratified random sampling procedure classify errors.

2.3 Tools for Data Collection

The main tool for the collection of data was a set of test item, only the subjective test, consisting three questions for free writing . They were letter writing (A friend has written to you saying he/she is on a strict diet and is eating very little, but that he she is still putting on weight. Write a reply explaining what he/she doing wrong and giving some good advice), essay writing (Describe the town you are living in include the information like size, population main occupation etc. amenities, problems and your opinion to solve the problems) and news report writing (Construct the news report on Airport collision: 20 Killed). Each item was targeted to elicit the appropriate use of tense and aspect system of the verbs in writing free composition. These items for writing free composition were selected on the basis of the curriculum of Higher Secondary Education Board of Grade XII.

2.4 Process of Data Collection

Data for this study was collected from the written works of the students. The researcher first prepared the test paper on the basis of textbooks and old question papers of Grade XII. She then visited the selected colleges one after another. With the help of the chief, co-ordinator and English teacher, she gathered the students of the twelfth

Graders on the basis of the equal number of boys and girls randomly as per required number for the test. The test was administered to the students and they were asked to answer the three questions. She then collected the answer sheets and checked them underlining the errors on tense and aspect system of verbs. She then counted the errors committed by the students specially on the use of tense and aspect. Then, she described the errors using simple statistical means and descriptive form.

2.5 Limitations of the Study

The researcher attempted to carry out the task taking the following limitations.

- I) The study was limited to two colleges of Katmandu viz Valley Public College of Arts and Commerce and Orient College.
- II) The study was limited to 30 students of Grade XII from each college.
- III) The study was limited to a subjective test consisting three questions i.e. letter writing, essay writing and news report writing by the twelfth graders.
- IV) The study was limited basically pinpointing errors only on the use of tense and aspect system of verbs in free writing.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter deals with the presentation, analysis and interpretation of the data. It encompasses the errors committed by the students in tense and the aspect systems of the verb forms in free writing. Using descriptive and simple statistical tools as percentage, the researcher has carried out analysis and interpretation of the data.

The researcher collected data from a set of subjective test consisting three questions letter writing, essay writing and news report writing. Each item was targeted to require the appropriate use in free writing.

3.2 Presentation, Description and Analysis of Data

The data has been grouped under six main headings of classification and they are as follows:

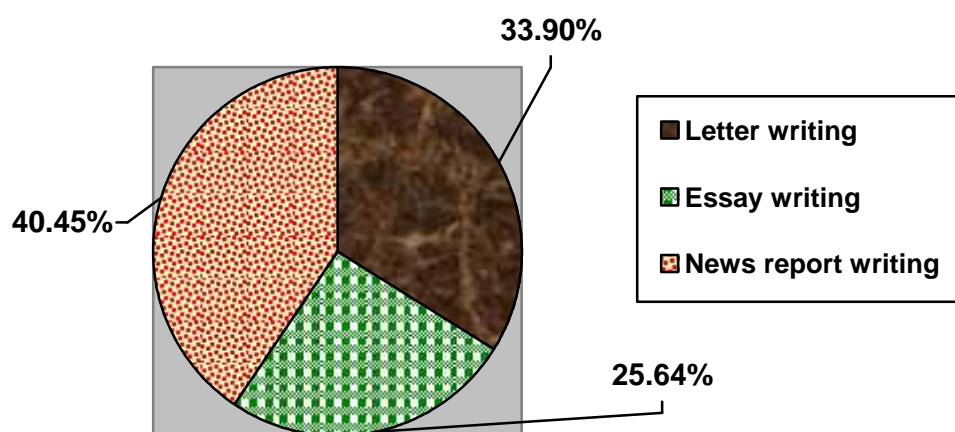
- I) Total errors in tense and aspect system committed by the total students.
- II) Test item wise errors in each college.
- III) College wise classification of errors in each item
- IV) classification of errors
- V) Errors in tense and aspect
- VI) Analysis of errors in tense and aspect.

The above mentioned headings of the classification of errors are explained with the help of simple statistical means in the descriptive from and tabulation of errors has been presented in form of table and pie chart for the comparative study of both colleges.

3.2.1 Total Errors in Tense and Aspect System

The collection of data is mainly based on the errors in the use of tense and aspect systems of the verb used by the students in free writing. The errors in detail are presented below.

The total errors committed by sixty students of both colleges on tense and aspect systems of the verb in free writing were 351. The students committed 119 (33.90%) errors in first item, i.e. letter writing, 90 (25.64%) in the second item, i.e. essay writing and 142 (40.45%) in the third item, i.e. news report writing. The student committed the highest number of errors in the third item and the lowest number of errors in the second item, respectively newsreport writing and essay writing, on tense and aspect systems of the verbs. This scenario of errors can be represented in the form of pie-chart as follows:



3.2.2 Test Item Wise Errors in each College

Table no-1

S.N.	College	Total error	Item	No. of errors	Percentage
1	Valley Public	179	1	60	17.09
			2	46	13.10
			3	73	20.79
2	Orient College	172	1	59	16.80
			2	44	12.53
			3	69	19.65
Total		351			

The above table shows that the students of Valley Public College committed 60,46 and 73 errors respectively in the first, second and third items. They committed altogether 179 errors. Like wise, the students of Orient College committed 59, 44 and 69 errors respectively in the first, second and third items. They committed 172 errors in total. The total errors of both college were 351. Comparatively the students of Valley Public College committed more errors than the Orient College counterparts. The students committed the highest number of errors in the third item and the lowest number of errors in the second item in both Colleges.

Out of the total errors, 351, the students of Valley Public College committed 60 (17.09%) in the first item, 46 (13.10%) in the second item and 73 (20.79%) errors in the third item. Similarly the students of Orient College committed 59 (16.80%) in the first item, 44 (12.53%) in the second item and 69 (19.65%) in the third item out of the total errors 351.

3.2.3 College Wise Classification of Errors in each Item

1.Valley Public College

The students of Valley Public College committed altogether 179 errors in three items out of the total errors 351. They committed 50.99% errors out of 351 errors. The errors in each item committed by the students of Valley Public College can be shown in the following table:

Table no-2

S.N.	Item	No. of errors	Percent
1	1	60	33.51
2	2	46	25.69
3	3	73	40.78

The table shows the specification of errors in Valley Public College. The students committed 33.51% in the first item, 25.69% in the second item and 40.78 % in the third item. It shows that they committed the highest portion of errors in the third item and the lowest in the second item.

2. Orient College

The students of Orient College committed altogether 172 error in three items out of the total errors 351, i.e. 49.01 %. The specification of errors committed by the students in each item is given in the following table.

Table no -3

SN	Item	No. of errors	Percent
1	1	59	34.30
2	2	44	25.58
3	3	69	40.11

3.2.4 Classification of Errors

This classification has been done on the basis of the level of the performance of errors on the use of tense and aspect systems. In this classification, students of both colleges, are grouped into three different strata under three category of the level of errors i.e. highest average and lowest respectively known as errors, mistakes and lapses.

Table no -4

Errors	Mistakes	Lapses
Highest (7- 15)	Average (4-6)	Lowest (1-3)
1. Santosh Manandhar	Bina Karki	Prazi Shivakoti
2. Chandra Subba	Roji Shrestha	Radhika Dhamala
3. Siden Prajua	Sunash Chhetri	Ashok khadka
4. Ranjana Basnet	Mahabit Khattri	Sunil Devkota
5. Ranjana Pandit	Sabina shrestha	Bibek Maharjan
6. Rajeshwor Giri	Juni Thapamagar	Sushma Thapa
7. Raj Kumar Tamang	Rupak Thapa	Babdaba Basnet
8. Durga Bdr. Ghising	Sujana Shrestha	Kumari Lama
9. Meema Giring	Sujana Shrestha	Usha Tamang
10. Subash Shahi	Prekshya Rajbhandari	Anju Nepal
11. Sunny Gurung	Rishi Aryal	Eric Lama
12. Sharmila Khadka	Adarsha Khadka	Subina Shrestha
13 Santosh Gurung	Sunina Yonjan	Santa Bdr. Tamang
14 Sabu Khadka	Smriti Sijapati	Saurav Khadka
15 Prabehs Tamang	Nabin Shreshtha	Rupesh Shrestha
16. Simita Gurung	Sarita Khadka	Rajan Rai

17.A Sushant Lama	Kapil Manandhar	Merina K.C.
18.Anu Waiba	Sushma K.C.	Nishan Khattri
19. Shanti Shrestha	Sushma Thapa	Sajani Rai
20. Sabina Khadka	Sunita Gurung	Deepa koirala

The students who committed the highest number of errors are under the first category of the highest errors. They committed errors which resulted from the imperfect knowledge of the target language. These errors could not be identified and corrected by the persons who committed them. The students who are under the category of average committed mistakes. Every human being commits mistakes; even the native speakers also commit mistakes. Mistakes result from the overgeneralization of the target language rules which can be identified and corrected by the learners. The students under the third category committed lapses, a kind of error due to the lack of consciousness, false starting and confusion. Lapses can be easily identified and corrected by the persons who commit at the immediate occurrence.

Thus this classification of errors assets whether the students are found to commit errors mistakes or lapses.

3.2.5 Errors in Tense and Aspect

Different forms of the verbs that indicate time are responsible sources to make tense and aspect either correct or incorrect. So the errors in this study have been computed in terms of the incorrect forms, irrelevant sequences and non contextual meaning of verbs in the sentences or clauses.

The errors of the students were verified in the light of Quirk and Greenbaum (1973), Aarts and Aarts (1987), Huddleston (1996). The errors have been classified in accordance with the different studies carried out by schools which are relevant to the present study. In classifying the errors in this study the researcher is mainly influenced by Duskova (1969), Corder (1973) and Bhatia (1974) which are relevant to the issues of this study.

Errors in Tenses

Table no -5

S.N.	College	Title	Past	Non Past		Total	Per (%)
			Past Tense	Present Tense	Future Tense		
1.	Valley Public College	Letter writing	17	39	3	59	16.88
		Essay writing	3	32	-	35	9.97
		News writing	61	-	-	61	17.37
2.	Total		81	71	3	155	
3.	Percentage		23.07	20.22	0.85	44.15%	
4.	Orient College	Letter writing	15	34	2	51	14.52
		Essay writing	6	28	2	36	10.25
		News writing	53	-	-	53	15.09
5.	Total		74	62	4	140	
6.	Percentage		21.08	17.66	1.13	39.88%	

The above table presents the status of errors in tenses in different titles in both colleges. Out of total 351 errors, the students of Valley Public College committed 155 errors in different Tenses which is 44.15% of the total errors. To be specific, they committed 23.07% errors in the past tense, 20.22% errors in the present tense and 0.85% errors in the future tense in different titles. Similarly, the students committed 16.80% errors in letter writing, 9.97% in essay writing and 17.37% in news report writing respectively in the past, present and future tenses. In the same context, the students of Orient College committed 140 errors which is 39.88% of the total errors. To be specific, they committed 21.08% errors in the past tense, 17.66% in the present tense and 1.13% in the future tense in different titles. Likewise, the students committed 14.52% errors in letter writing, 10.25% in essay writing and 15.09% errors in news writing in different tenses.

Comparatively the students committed more errors in the use of the past tense. In the same way, the students committed the highest number of errors in news report writing which is to be written using the past tense. This analysis displays that the students performance is weak in the use of the past tense. From the overall computation of errors the students (of both colleges) as a whole committed 295 errors in tenses out of the total errors, which is 84.04% of the total errors. It shows that the students performance is the weakest one in the use of appropriate form of tenses which is a great issue in the field of teaching and learning the English language.

Errors in Aspects

Table no -6

S.N.	College	Aspect		Total	Percentage
		Progressive	Perfective		
1.	Valley Public College	8	16	24	6.83%
percent		2.27%	4.55%		
2.	Orient College	10	22	32	9.11%
present		2.84%	6.26%		
Grand Total				56	15.95%

The above table displays the status of errors in the use of appropriate aspects of tense of the verb forms. Accordingly, the students committed 56 errors in the appropriate use of the aspect system of the tense of the verb forms out of total 351 errors i.e. 15.95% of the total. To be specific, the students of Valley Public College committed 6.83% errors in aspect system. They committed 2.27% errors in progressive aspect and 4.55% in perfective aspect. While the students of Orient College committed 9.11% errors in aspect system out of total errors. They committed 2.84% errors in progressive aspect and 6.26% in perfective aspect. Comparatively the students of Orient College are found weaker in the use of appropriate aspect of tense of the verb forms than the students of Valley Public College.

3.2.6 Analysis of Errors in Tense and Aspect

To analysis the errors committed by the students, the researcher has set the following categories of errors in different headings and computed in the form of tables.

- 1) Errors in subject-verb agreement
- 2) Errors in verb forms
- 3) Errors in tense sequence

1) Errors in subject-verb agreement

Valley Public College

Table no. 7

S.N.	Description	Letter	Essay	News	Total	Percent
1	Subject singular verb plural	3	11	4	18	5.12%
2	Subject plural verb singular	-	2	4	6	1.70%
3	Subject first person verb third person	4	1	-	5	1.42%
	Total	7	14	8	29	
	Percentage	1.99	3.98	2.27	8.26	

Orient College

Table no. 8

S.N.	Description	Letter	Essay	News	Total	Percent
1	Subject singular verb plural	5	9	6	20	5.69
2	Subject plural verb singular	2	1	5	8	2.27
3	Subject first person verb third person	2	-	4	6	1.70
Total		9	10	15	34	
Percentage		2.56	2.84	4.27	9.68	

The above tables display the fact that the students of Valley Public College committed 8.26% errors in subject-verb agreement while the students of Orient College committed 9.68% errors. Comparatively the students of Orient College committed more errors in agreement than the students of Valley Public College. In the overall computation of errors in subject verb agreement, the students committed 63 errors, which is 17.94% of the total errors.

2) Errors in verb forms

Valley Public College

Table no. 9

S.N.	Verb form	Letter	Essay	News	Total	Percentage
1	be+ plain stem	5	4	4	13	3.70
2	be + stemmed	4	3	3	9	2.56
3	model stamped	10	-	-	20	5.69
4	have + plain	5	-	-	5	1.42
5	v4 instead of v1	9	4	4	13	3.70
6	to + past	5	-	-	5	1.42
7	passive instead of active	1	2	2	5	1.42
8	active instead of passive	-	2	2	2	0.56
9	do stemmed	8	-	-	8	2.27
10	inappropriate selection of verb	5	-	-	5	1.42
11	be instead of have	2	2	7	11	3.13
Total		54	17	25	96	
Percent		15.38	4.84	7.12	27.35	

Orient College

Table no. 10

S.N.	Verb form	Letter	Essay	News	Total	Percentage
1	be + plain stem	3	2	5	10	2.84
2	be+ stemmed	2	1	3	6	1.70
3	model stamped	4	-	2	6	1.70
4	have + plain	-	1	1	3	0.85
5	v4 instead of v1	3	2	-	5	1.42
6	to + past	2	1	-	3	0.85
7	passive instead of active	3	2	1	6	1.70
8	active instead of passive	2	4	2	8	2.27
9	do stemmed	2	1	3	6	1.70
10	inappropriate selection of verb	4	2	1	8	2.27
11	be instead of have	3	4	2	9	2.56
	Total	28	21	21	70	
	Percent	7.97	5.98	5.98	19.94	

The above table displays that the students committed errors in different grounds in verb forms. The errors were found on the use of be-verb, modal verb, use of V₄ instead of V₁. Not only this, they committed errors using 'to + past' form and the use of passive instead of active and vice-versa. The use of 'do stemmed' and inappropriate selection of verb was really found problematic in writing.

According to the above tables, the students committed 166 errors in the inappropriate use of verb form out of total 351 errors which is 47.29% of the total errors. To be specific, the students of Valley Public College committed higher number errors in these correct verb form than the students of Orient College. That is to say the students of Valley Public College committed 27.35% errors while the students of Orient College committed 19.94% errors.

3) Errors in Tense Sequence

Valley Public College

Table no. 11

S.N.	Description	Letter	Essay	News	Total	Percentage
1	Simple present in stead of simple past	2	1	17	20	5.69
2	Simple past instead of simple present	5	2	1	8	2.27
3	Present continuous for simple present	4	2	-	6	1.70
4	Simple present instead of simple future	2	-	-	2	0.56
5	Would, should, could for shall/will/can	1	2	6	9	1.70
6	present perfect in stead of past perfect	-	-	-	-	-
7	Present continuous in stead of past continuous	-	-	-	-	-
8	Simple future in stead of simple present.	3	5	-	8	2.27
	Total	17	12	24	53	
	Percent	4.84	3.41	6.83	15.09	

Orient College

Table no.12

S.N.	Description	Letter	Essay	News	Total	Percentage
1	Simple present in stead of simple past	5	2	15	20	5.69
2	Simple past instead of simple present	9	3	2	10	2.84
3	Present continuous for simple present	2	2	-	5	1.42
4	Simple present in stead of simple future	1	2	-	3	0.85
5	Would, should, could for shall/will/can	-	1	5	10	2.84
6	Present perfect in stead of past perfect	2	1	2	3	0.85
7	Present continuous in stead of past continuous	4	2	1	4	1.13
8	Simple future in stead of simple present.	20	16	-	6	1.70
	Total	5.69	4.55	25	61	17.37
	Percent			7.12		

According to the above tables the students committed 154 errors in tense sequence which is 32.47% of the total errors 351. To be specific, the students of Valley Public College committed 15.09% errors in tense sequence while the students of Orient College committed 17.37% errors in the same context. Comparatively the students of Orient College committed more errors than the students of Valley Public College.

From the overall analysis and interpretation of data, it was found that the students committed errors on different grounds which is essential to focus on, in teaching and learning situation to minimize the errors. Thus, this research work has portrayed the areas likely to be committed errors and for the salutation, it has given pedagogical implication along with teaching suggestions.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major focus of this study was to identify the errors on the use of tense and aspect systems of the verbs used in free writing and classify the errors committed by the students of Grade XII of Valley Public College and Orient College. On the basis of the analysis and interpretation, the findings of this study are summarized below:

- 1) The total errors committed by the students were 351. The students committed 119 (33.90%) errors in the first item, 9 (25.64%) in the second item and 142 (40.45%) in the third item. The students committed the highest number of errors in the third item, i.e. news report writing, the lowest number of errors in the second item i.e. essay writing.
- 2) Majority of the students have not used simple present aspect of verb of state, the things in general, in stead they have used present continuous aspect of verb in a wide range.
- 3) The students are found to use simple future (shall/ will +v₁, shall/will be + v-ing) frequently on inappropriate situations without any identification of time of action.
- 4) The students are found using 'going to' to state events in the past and perfect aspect of the time.
- 5) Overgeneralization of the use of present continuous aspect of tense in most of the verbs such as remembering, feeling, thinking, understanding, hearing, hoping etc. as they require simple present form because these are the mental state verbs.

- 6) To some extent Lapses Like 'to received' 'does not makes' 'don't left' are committed by the students because of the lack of consciousness, false starting and confusion.
- 7) The most general and common cause committing errors on wide range is found that the lack of knowledge in students to identify the time of action and use the appropriate aspect of tense accordingly.
- 8) The students of Orient College committed a bit less errors than the student of Valley Public College on the use of tense and aspect systems.
- 9) The students of Valley Public College committed 44.15% errors in different tenses. They committed 23.07% errors in the use of the past tense, 20.22% errors in the use of the present tense and 0.85% errors in the future tense. Similarly, the students of Orient College committed 39.88% errors in tense. They committed 21.08% errors in the use of the past tense, 17.66% in the use of the present tense and 1.13% In the sue of the future tense. In overall computation, the students committed 84.04% errors in tense out of total errors.
- 10) They committed 15.95% errors in aspect system out of the total errors. The students of Valley Public College committed 6.38% errors in aspect system while the students of Orient College omitted 9.11% out of total errors.
- 11) The students committed the highest number of errors in the use of verb form. They committed 47.29% errors in the use of appropriate verb forms while they committed the lowest number of errors in subject-verb agreement which is 17.94% of the total errors. They committed 32.47% errors in tense sequence.

4.2 Recommendations for Pedagogical Implication

On the basis of the findings of the study the following recommendations have been made for the pedagogical implication.

- 1) Tense and aspect should be taught by relating the time of action with the forms of verbs with appropriate structures and situation.
- 2) The students must be given adequate knowledge about the different aspect of tense along with structures and proper illustrations.
- 3) The students must be exposed to create several examples of appropriate use of tense and aspect of the verb themselves. They should be given the contextual use of tense and aspect rather than to prescribe the series of rules i.e. we should provide some contextual illustrations so that the student would generate rules themselves.
- 4) Overgeneralization of the rules must be discouraged instead the students ought to be given the clear concept of different aspect of tense relating time.
- 5) The appropriate sequencing of the different tenses in narrative should be instructed to all the students.
- 6) The materials in the textbook for teaching tenses and aspects should be added and made explicit and effective.
- 7) Free writing activities should be provided frequently to the students with regular correction (self correction peer correction and teacher correction) so that they can identify their errors and minimize the errors.
- 8) The teacher must introduce the form of tense and aspect system in sentence level and describe it and propose a core meaning of each

of the tenses and aspects of the system and illustrate how the core meaning applies when tenses are used by the learners. It is further essential to give the clear concept about the traditional twelve tenses are actually twelve combinations of tense and aspects.

- 9) The curriculum must be updated and revised with necessary changes on the emerging issues which are found from the different research works and incorporate them in the later edition.

4.3 Teaching Suggestions

A few pedagogical suggestions for teaching tenses and aspects as offered by Celce-Murcia and Larsen-Freeman, (1983), will be worthwhile for all the concerning, are summarized below.

1. The activity charts consisting of four to eight activities with' time are recommended to teach tenses. For e.g.

John's Daily Activities

6:30 a.m.	get up
7:00	fix breakfast
7:45	go to school
9:00	attend math class

Depending upon the tense we are presenting or reviewing, we can use certain, key questions with time.

e.g. Present : What does John do everyday (at 7:00)?

Present progressive: It's 6:30. What is John doing now?

2. To teach more complicated perfective progressive verb forms, we can use imaginary biography giving details of someone's past, present and future life. For this, a scroll with pictures and activities time can be used to create suspense. Afterwards, some of the key questions can be asked by using the intended tense.

Eg. Present perfect progressive: It's 1970, (For) how long has Diana been living in Chicago?

3. An autobiographical extension to the scroll exercise developed by Bill can be used as the basis for a writing exercise in advanced ESL/EFL classes. Using the topic "Turning Points in my Life", Mr. Gaskill gets each student to draw a time line with past, present (and possibly future) events that are of importance to that student. The students must then write an essay based on this time line and should take care to use the English tenses appropriately.

4. Susan Ulm devised an interesting exercise for getting students to understand the distinction between the present perfect and simple past. She provided her students with two ways of expressing the same informative, varied the time of the context, and asked them to use the appropriate tense, For e.g.

Time Situation

8 a.m.	I haven't eaten breakfast this morning
9 a. m.	(i.e., it's still morning -one can still
10 a. m.	eat breakfast)
11 a.m.	

- 1 p.m. I didn't eat breakfast this morning
- 2 p.m. (i.e., it's no longer morning: eating
- 3 p.m. breakfast is no longer appropriate)

5. Jackie Schachter suggests the use of dialogues to practise situations where one speaker has the wrong presupposition and the other speaker corrects this misapprehension by using the "real" state of affairs. For e.g.

A : When (will/does) class begin '?

B: It's already begun. (It has)

A: When did we do lesson 17 ?

B: We haven't done it yet.

6. Making explicit use of the Bull framework. Kathi Bailey has invented a lesson for simultaneous review of the past perfect and the future perfect. For e.g.

John will arrive at 9 p.m.

John arrived at 9 p. m.

(By that time) I will have finished

(By that time) I had finished

(Before then) the book

(Before then) the book.

7. ESL/EFL teachers should give their intermediate and advanced students opportunities to write many texts (first short, then longer) so that they develop the ability to utilize each of the three English time axes to their full extent. In perusing such exercises, the teaching sequence should probably be the present axis, the past axis and the future axis. Also, tenses should be taught together with the adverbs that co-occur with them most naturally.

8. Eugene Parulsi and Fiona Cook have suggested that the perfect of experience can be realistically practiced in a role play simulating a jo4 interview.

X: Have you ever

Y: No, I haven't but I have

Yes, I have. I worked

{ taken shorthand
done any computer programming } ?
worked at niplt before }

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APPENDICES

Appendix – I: Errors committed by the total students

S.N.	College	Item	No. of Errors	Percent	Total	Percent	Grand total
1.	Valley Public College	1	60	17.09%	179	50.99%	351
		2	46	13.10%			
		3	73	20.79%			
2.	Orient College	1	59	16.80%	172	49.01%	
		2	44	12.53%			
		3	69	19.65%			

Appendix – II: Errors committed by the individual students

I. Valley Public College of Arts and commerce

S.N.	Name	Errors in item I	Errors in item II	Errors in item III	Total errors
1	Santosh Manandhar	2	5	7	14
2	Bandana Basnet	1	1	1	3
3	Durga Bdr. Ghisig	5	3	1	9
4	Chandra subba	7	2	1	10
5	Siden prajapati	4	5	6	15
6	Ranjana Basnet	8	3	3	14
7	Kumari Lama	-	1	1	2
8	Raj kumar Tamang	4	-	3	7
9	Bina Karki	-	1	4	5
10	Usha Tamang	1	1	-	2
11	Sharmila khadka	1	2	4	7
12	Prazil shivakoti	1	1	1	3
13	Ranjina Pandit	3	2	5	10
14	Sunny Gurung	3	2	2	7
15	Anju Nepal	1	-	1	2

16	Eric Lama	-	2	-	2
17	Roji shrestha	1	1	3	5
18	Subash shahi	3	-	4	7
19	Subina Yonjan	1	1	1	3
20	Shanti shrestha	1	2	6	9
21	Subash Chhetri	1	1	2	4
22	Rajan Rai	3	1	2	6
23	Radhika Dhamala	1	-	1	2
24	Mahabir khattri	-	4	2	6
25	Sabina khadka	2	-	4	6
26	Juni Thapamagar	2	-	4	6
27	Santa Bdr. Tamang	1	-	-	1
28	Meena Gurung	1	3	4	8
29	Saurav Khadka	1	2	-	3
30	Rupesh shrestha	1	-	-	1

Appendix – II: Errors committed by the individual students

II. Orient College

S.N.	Name	Errors in item I	Errors in item II	Errors in item III	Total errors
1	Rupak Thapa	2	1	2	5
2	Sujana Thapa	1	2	3	6
3	Prekshya RaJbhandari	1	1	2	4
4	Simita Gurung	3	3	1	7
5	Rishi Aryal	1	2	3	6
6	Rajeshwor Giri	2	4	4	10
7	Adarsha khadka	1	1	2	4
8	Ashok khadka	-	2	1	3
9	Subina Shrestha	3	1	-	4
10	Subit Adhikari	2	1	1	4
11	Sunil Devkota	1	1	-	2
12	Subu khadka	5	3	7	15
13	Smiriti sijapati	2	-	2	4
14	Anu waiba	3	2	2	7
15	Prabesh Tamang	4	1	3	8

16	Nabin Shrestha	2	2	2	6
17	Bibek Maharjan	-	1	1	2
18	Sarita khadka	1	2	3	6
19	Kapil Manandhar	1	2	3	6
20	Santosh Gurung	3	1	3	7
21	Merina K.C.	2	1	3	6
22	Sushma K.C.	2	-	2	4
23	Sushma Thapa	1	1	1	3
24	Sumit Gurung	1	2	1	4
25	Nishan Khatri	2	2	1	5
26	Sushant Lama	2	2	4	8
27	Karuna Thapa	3	-	3	6
28	Sajani Rai	3	-	2	5
29	Dipa Koirila	3	1	1	5
30	Rajani Maskey	2	2	2	6

Appendix - III: Hierarchical Classification

S.N.	Group	No.of Student	Level/Scale of errors	Category	cause
1	A	20	Highest (7-15)	Errors	Imperfect knowledge
2	B	20	Average (4-6)	Mistakes	Overgeneralization
3	C	20	Lowest (1-3)	Lapses	1. Lack of consciousness 2. False starting 3. confusion

Appendix - IV: Some Typical Erroneous Expressions

- I) It help that your health became active.
- II) His Majesty king will give the 10 millions.
- III) When some people came in my town they want to live there.
- IV) This happen to Tribhuvan International Airport
- V) When the flight was Lunching was Landing on the Land it become happened.
- VI) Plane get crash so it happened.
- VII) You will be fine there.
- VIII) I hope you will be follow my advice.
- IX) I am from Budhanilkantha where we can found the peaceful environment.
- X) Mainly women community also giving more services.
- XI) There will be starting of different kind of jatra.
- XII) Airlines is crashing.
- XIII) The pilot can not control.
- XIV) The army were researching.
- XV) Today I'm remembering you a lot.
- XVI) There will be celebrate of all festival.
- XVII) When I reach over it I can see any one.
- XVIII) I though you are a job holders
- XIX) IN your letter you write you control your food.
- XX) They are going to film hall for entertainment.
- XXI) I am feeling so sorry by hearing your problem

XXII) I am fine. I hoped you are also fine

XXIII) I am fine and hoping you are fine

XXIV) I am reading your letter and so happy.

XXV) I'm very happy to receive your letters

XXVI) I hope you are understanding me.