

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language refers to the system of communication in speech and writing used by people of a particular community. It is such a complex phenomenon that integrates various systems. Language is a self-contained system in which each part is related systematically to another part. The learning of some new items requires the relearning of all the items already studied. In this way, language is a self-contained system, all parts being interconnected in a system.

A language has phonological, grammatical, semantic as well as pragmatic systems. Since language is a complex system, second language learner breaks the system due to incomplete knowledge of the target language. Such type of deviation of a system is referred to as an 'error'. Committing an error is an inevitable process in learning since the second language learner cannot get mastery over such a vast system of a language.

Language is the most highly developed and most frequently used means of communication that human beings possess. It consists of vocal noises made by human beings. Vocal sounds such as sneezing, coughing, snoring, etc. can communicate some meaning but cannot be considered as language because these sounds are not deliberately used for the purpose of communication. These are involuntary sounds. Thus, language as the voluntary vocal system of human communication can be considered a more comprehensive definition. Hence, the term 'language' refers to only the

voluntary vocal sounds which speakers use intentionally for the purpose of communication.

Language is often viewed as a body consisting of four basic skills, viz. listening, speaking, reading and writing, and language learning as acquiring these skills. Learners may need these four skills in different proportions depending upon whether they need the language for oral communication or written one. In the case of latter, they need to focus on reading and writing. Harmer (1997:16) writes 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, often referred to as receptive skills.

Generally, it is believed that the first language is acquired and the second is learnt. In other words, L1 collocates with acquisition and L2 collocates with learning. L1 acquisition is forming first habit but L2 learning is replacing the first habit by the second habit, especially in the case, where there is difference between the systems of two languages. Thus, learning English (second language) is a very complex process for Nepalese learners. So, they commit many errors.

1.1.1 The English Language

It is found that language is the chief means of communication. There are various languages in the world. However, the English language is becoming very popular day by day because it is spoken worldwide as an international lingua franca. It is the most dominant language in the world. According to Lederer (1990:9), “English is the most widely used language in the history of our planet. One in every seven human beings can speak it. More than half of the world’s books and three quarters of international mail

are in English. Of all languages, English has the largest vocabulary- perhaps as many as two million words-and one of the noblest bodies of literature”. In this modern world, man is considered as handicapped if he is monolingual and does not speak English. So, it seems that everybody has to learn English in this century.

The importance of English in Nepal is increasing. Many English language institutions, the English medium schools, English language training centers, etc. are being established in Nepal. A person who has good knowledge of English can get good jobs in NGOs and INGOs.

The need of English in the present day world need not be overemphasized. It is the principal language for international communication and a gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal It is used as an access language or a library language and as a means of instruction and evaluation at the higher levels of education. (Sthapit et al. 1994: Introduction)

1.1.2 Problems of the English Language Teaching in Nepal

The seed of English has already been sown in Nepal. So, the English language is in the stage of blooming here. Curricula and textbooks are revised from time to time, teacher’s training activities are conducted, new teaching methods are implemented for the improvement of English language teaching in Nepal. Different international agencies are providing funds to improve the ELT situation in Nepal. However, the following problems are seen in the field of English language teaching in Nepal.

a. Poverty of Family

Many students who are quite interested in learning English are unable to go to school regularly because they have to go to work for others or stay at home so that their parents can earn their living. So, the irregularity of schooling is not their intention but compulsion. Due to irregularity, they cannot learn the lesson properly.

b. Lack of Trained Teachers

There is a lack of trained teachers at schools and campuses. Untrained teachers generally use the same method and techniques for different subject matter. The knowledge of who to teach, why to teach, what to teach, when to teach and how to teach lacks in the untrained teachers. So, their teaching does not become perfect and effective.

c. Poor Physical Condition of School

Lack of classrooms, furniture, teaching materials, electricity, audiovisual aids, etc. prevent the teachers from the effective teaching. Some schools do not have library, laboratory, instructional materials and even the materials which are vital for teaching and learning. Because of these problems, there may not be conducive environment for teaching and learning English.

d. Lack of Cooperation between Teachers and Students

Most of the English teachers feel proud themselves. They do not like to make friendly relation with students. Then, the students feel hesitation to ask difficult questions to the teachers. Then, they cannot develop the knowledge of English.

e. Faulty Teaching

So many teachers are appointed politically for teaching English but they are poor in English. They may teach in the wrong way due to inadequate knowledge of English. Due to this reason, students may not develop their English.

f. Maximum Use of the Nepali Language

Many teachers use Nepali language while teaching passages, rules of grammar, composition etc. Both teachers and students hesitate to speak English. Students may not be able to utter a single meaningful sentence though they spend their whole school life.

g. Exam Oriented Teaching Learning Activities

Examination is given the central focus rather than the curriculum. Most of the teachers in the class encourage the students to give more priority to the questions which are likely to be asked in the exams. They inspire the students to pass the exam by cheating, copying etc. rather than making them perfect over the subject matter.

h. Lack of Reflective Practice

Most of the teachers teach the subject matter once and they never rethink about how well they have taught and students have learnt. They never think about their teaching strategies. Due to this reason, their teaching will be ineffective.

i. Loose Education Supervision

The teachers are rarely supervised about whether they are teaching according to their lesson plans or not. The government does not seem responsible for any academic problems which are faced by the teachers.

j. Lack of Exposure and Practice

Exposure refers to the time given to the learners. But if we examine the ELT classes of Nepal, except the English medium schools, most of the government schools use the Nepali language as a medium of instruction in the secondary level. So, students who have less exposure of the English language are weak in it. They do not have the practice of repeating the learnt things time and again due to lack of English speaking environment.

k. Attitudes of the Learners

Nepalese students seem to have the negative attitude towards learning English. They think that learning English is a Herculean task. They consider the English language as the most difficult language and give less time to learn English having the negative attitude.

1.1.3 Mistakes and Errors

According to Corder (1967:16), in the article entitled 'The Significance of Learners' Errors', mistakes are of no significance to the process of language learning. However, the problem of determining what is a learner's mistake and what an error is one of the difficulties that requires a much more sophisticated study and analysis of errors than is usually accorded to them. Errors are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far

towards the goal the learner has progressed and consequently, what remains for him to learn. Second, they provide to the researcher, evidence of how language is learnt or acquired, that strategies or procedures the learner is employing in his discovery of language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning.

In a layman's sense, mistakes and errors are taken as synonyms. But technically speaking, they are different in the sense that not all mistakes are errors but all errors are mistakes. The term 'mistake' can be taken as general as well as a specific term. In other words, mistakes can be classified into performance mistakes and errors. (Corder 1967, as cited in Sharma 2005:232)

In the field of ELT, an 'error' is taken as a linguistic term and it has a little bit different sense than that of a mistake. According to Sthapit (class lecture), an error, in general, refers to the use of a linguistic item in a way which a fluent or native speaker of the language regards a faulty or incomplete learning.

There is a norm of any language and the deviation from the norm is called mistake in general. Mistakes or errors are determined by the cause of the production of the deviated form of language. If the learner produces the deviated form of language due to the lack of linguistic knowledge, then, the deviation is called an error. If the learner produces deviated form because of some non-linguistic reason, then, the result is called a mistake. Thus, mistake is a cover term which includes both mistakes and errors.

Mistakes are caused by lack of attention, fatigue, heavy drinking, carelessness or some other sorts of physical defects whereas errors result from incomplete knowledge of rules of a language. Hence, errors result from incomplete knowledge and mistake is caused by lack of attention, fatigue, carelessness or some other aspects of performance.

Native speakers of any language claim that errors are committed at competence level. They further say that errors are committed due to linguistic reason i.e. lack of linguistic knowledge. On the other hand, they say that mistakes are committed at performance level.

It is found that mistakes are irregular and inconsistent but errors are regular and consistent. It means errors occur frequently since students cannot correct themselves and repeat those deviated forms. It is well accepted by the linguists that errors are committed only by the second language learners.

Mistakes can be divided into controllable and uncontrollable types. By controllable, we mean those kinds of mistakes that can be corrected by the speaker himself. By uncontrollable, we mean that the speaker who is suffering from organic disorders which do not allow him to perform correct utterances. Some people have no velic closure, some have cleft lips, in such on cases, they produce defective sounds but it is not their mistakes. In such case, there is no mistake either in their performance level or competence level.

Corder (1973:280) discusses three types of mistakes 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 committed by native speakers which can be recognized and corrected by the learners themselves. If the learners

cannot recognize and correct the ill-formed elements in a sentence made by themselves, such type of mistakes are called errors.

In conclusion, mistakes and errors are two different kinds of malformations in language. Mistakes which occur at competence level are caused due to linguistic reasons and corrected by other people. On the other hand, mistakes which occur at performance level of the native speaker are called mistakes which are caused due to tiredness, nervousness, lack of attention or non-linguistic reasons and can be corrected by the speakers themselves.

1.1.4 Error Analysis

Error analysis is the study of systematic nature of language and consequently of errors. “The objective of error analysis is to describe the nature of the learner’s interlanguage and to compare this with the target language. That is why, error analysis is a branch of comparative linguistic study” (Corder, 1981:73).

Stevens (1969) as cited in Richards (1974:65), hypothesized that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if a regular pattern of errors could be observed in the performance of all learners in a given situation, and if the learners were seen to progress through this pattern, their errors could be taken as evidence not of failure but of success and achievement in learning.

Recently, it has been suggested that errors alone are of little interest; rather the entire linguistic system of the second language learner should be

investigated. Hence, current research tends to focus on the learner himself as a generator of the grammar of his sentences in the new language.

George (1971) as cited in Richards (1974:66) found that one third of the deviant sentences from second language learners could be attributed to language transfer. From his findings, we can infer that errors are also caused due to L1-interference. To some extent, the first language also hinders in learning the second language. Hence, language transfer has also a certain amount of role in committing errors while learning the second language.

Richards (1974:68) found systematic intralingual errors to involve overgeneralization, ignorance of rule restrictions, incomplete application of rules and semantic errors. He means to say that errors are caused due to the target language itself and sometimes due to the learners themselves. The learners generalize rules even in the exceptions and they commit the errors. It is found that some learners learn few rules and apply those rules in all the contexts and they commit the errors. If the target language has a lot of exceptions, the learners of that language also commit great many errors.

Sampson (1971:6) in his article entitled 'The Study of Learner English' suggests that varying situations evoke different kinds of errors unvarying quantities when children are trying to use the target language. If we analyse his statement we can infer that committing an error is an inevitable process. The learners commit many errors due to various reasons. So, there is not a sole factor which is responsible for committing the errors. He also means to say that errors are committed only by the second language learners.

According to Jain (1969:13), "The realization that the second language learner's errors are potentially important for the understanding of

the process of the second language acquisition, and consequently the planning of courses incorporating the psychology of second language learning, is a current focus in the literature on modern language teaching." He further says that arriving at principal means for accounting the source and cause of errors is not clear. Similarly, he adds that interpreting the significance of errors in a meaningful conceptual framework is also not clear. Hence, he implies that there are not readymade answers to source, cause and significance of errors.

It is well-accepted that error analysis has to do with the investigation of the language of second language learners. Similarly, making of errors is an inevitable and indeed, necessary part of the learning process.

1.1.5 Stages of Error Analysis

Error analysis helps the language teacher to discover the difficulties which are causing problems. For this, mainly the sources of errors and causes of errors are to be decided in order to give remedial teaching to the students. Error analysis can keep us too closely focused on specific languages rather than reviewing universal aspects of language. Error analysis is not a single process. So, we follow certain steps and they are discussed below.

1.1.5.1 Recognition of Errors

An error analyst has to recognize or identify which of the expressions in the performance sample are erroneous. Recognition of errors should be based on acceptable standard of performance in the model of the language being learnt. So, there should be a fixed norm against which the judgment of correctness will be made.

For recognition of errors, error analysts should know the differences between a ‘mistake’ and an ‘error’. If the deviant forms of language items are frequent and consistent, they will put that erroneous language item in an error category. If they find the deviant forms not occurring regularly, they will put that erroneous item in mistake category. Errors are committed due to the incomplete knowledge of the target language. Hence, at the first stage, an error analyst tries to identify the errors.

1.1.5.2 Description of Errors

Description of errors involves classification of errors. In this stage, according to Corder (1973:277), “An attempt is made to explain errors in terms of the linguistic processes or rules which are being followed by the speaker.”

Corder further says that description of errors can be made at various degrees of depth, generality of abstraction. He talks about two levels of description.

- i. Superficial level: It is a level in which errors are described in terms of the physical difference between the learner’s deviant utterance and the reconstructed version. For example, the difference between the deviant utterance and the reconstructed version may be classified into the following categories:
 - a. Omission: Under omission, there is a dropping out of the necessary items, e.g. ‘Cow is a useful animal’. (In this sentence, article ‘the’ is omitted in the beginning)
 - b. Addition: In some sentences, unnecessary elements are added, e.g. “They discussed about the issue.” (Unnecessary addition of ‘about’)

- c. Substitution: Substitution means using one element in place of the other, e.g. “He is looking to me.” (Use of ‘to’ instead of ‘at’)
- d. Misordering: Misordering means breaking of proper order; e.g. “The teacher asked me what was I doing”. (. . . ‘was I’ . . . misordered)
- ii. Deeper level: It is a level in which the superficial description suggested above is taken to a deeper description by assigning the items involved to the different linguistic levels. For example, orthographic, phonological, morphological, syntactic, lexico-semantic, stylistic, pragmatic, etc.

It is suggested to go into the deeper level of description because it is more explanatory and, therefore, powerful. If we intend to go into further specific classification, we may need to assign the errors to linguistic systems. For example, an error of syntax may reveal a deficiency in the knowledge of the verb phrase (VP), noun phrase (NP), whole clause, etc. In the VP, it may be concerned with tense, auxiliaries, voice, etc. and if it is in the NP, it may be concerned with number, count/uncount distinction, articles and determiners, etc.

Errors can be classified in terms of whether the errors are committed by an individual or group of learners, receptive or productive aspect of language, levels of language and sources of errors. Individual errors are those errors which are committed by the individual learner. On the other hand, group errors refer to those errors which are committed by all the learners of a particular group. Language teachers should focus on group errors as they are committed by all the learners. Productive errors are committed while the learner is speaking and writing. Receptive errors are committed while the learner is listening and reading. Overt errors can be

seen on the surface level of performance but covert errors are found only when the situation of the performance is analyzed. Interlingual errors are those errors which are committed due to the influence or transfer of knowledge of the already learnt language. But intralingual errors are committed due to the exceptional rules of the same language. Phonological errors are committed while producing the sounds of a particular language. Graphological errors are caused due to the wrong spelling of language items.

Learners may write or produce wrong word structure and sentence structure. Similarly, they may use wrong grammatical items. Learners generally do wrong choice of lexicon or vocabulary. At that time, lexical errors are committed. Besides, the learners may not produce or write appropriate language items on the particular setting. Then, pragmatic or stylistic errors are committed. Hence, errors can be classified on the basis of number of learners, language skills, visibility of errors, and source of errors and levels of the language.

According to Corder (1973:280), errors can be classified as: pre-systematic, systematic and post-systematic. In the first stage, the learner is unaware of the existence of a particular system or rule in the target language. Her/his errors, therefore, are quite random and s/he cannot correct them. This stage is the stage of random guessing. In the second stage, her/his errors are regular. S/he has discovered and is operating rules of some sort but the wrong ones. S/he cannot correct them but can give some coherent account of the rule s/he has been following. In the third stage, s/he cannot only tell what sort of rule s/he has been following, but can correct the mistake. But in my opinion, mistakes in the first two stages are errors because these cannot be corrected by the learner her/himself and committed at the competence level.

1.1.5.3 Explanation of Errors

After identifying and classifying the errors, an error analyst tries to find out the sources of errors. Corder (1973:282) says that this stage of EA is distinct from the earlier stage in that the earlier stage is confined to linguistic activities whereas this stage comes under the scope of Psycholinguistics. In this stage, error analysts are mainly concerned with investigating why and how the learners come up with the particular erroneous expressions.

The following are the possible reasons which make the learners commit the errors.

a) Errors Due to L1 Interference

Basnet (2002:28) writes: It seems highly likely that a great many errors are caused by interference. The pattern of structure between the learner's MT and TL difference leads the learner towards negative transfer. As a result, the learner tends to produce utterances that resemble the characteristics of his L1 but not those of the TL.

To quote Corder (1973:283), "Observation suggests that many errors bear a strong resemblance to characteristics of the mother tongue, indeed many erroneous utterances read like word-for-word translations. This observation has led to the widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue."

b) Errors Due to Overgeneralization

In course of learning, learners tend to simplify learning load. They reduce the learning load by formulating the rules. But due to limited exposure to the language being learnt, they may overgeneralize the rules and

fail to take the exceptions into account. Since the learners are not aware of the new rule and ignore exception, they commit errors. For example, on the basis of the words ‘girls’, ‘boys’, ‘books’, ‘pens’ the learners may create a rule: singular noun + ‘s’ = plural noun and may produce ‘mans’, ‘childs’, etc. due to overgeneralization.

c. Errors Due to Hypercorrection

The learners commit errors because of the way they were corrected in their first errors. The learners themselves think that the correction is applicable for all the purposes of language but it is not always the case. Unfortunately, they commit the second error by the correction of the first error. For example,

Nalina *run very fast. Nalina runs very fast.

Nalina can sing a song. Nalina *cans sing a song.

29 - twenty nine 19 - onety nine

d. Errors Due to Erroneous Inputs

Sometimes, a teacher makes errors while producing a continuous speech or in an spontaneous expression. Unfortunately, those errors are copied by the students. We also find that the teacher explains the general rules but the students apply those rules for exceptions also and commit errors. For example, “If the action is in the past, the verb must be in the past tense” may lead the learner towards making the erroneous sentence such as the following:

*Last night he wanted to played but his father said he got to finished his homework.

e. Errors Due to Inherent Difficulty

It is known as a dustbin category. It is supposed that some features of the TL are inherently difficult and, therefore, lead the learners towards committing errors. Such errors are committed by any learner of the language. Universal types of errors are committed by both L1 and L2 learners due to inherent difficulty of the language items. English articles and prepositions are taken as inherently difficult areas for the native speakers as well. It is generally agreed that English consonant pairs /f/-/v/ and /θ/-/ð/ are very hard to distinguish, not only for learners learning English as a second language, but also for learners having English as their native language (Delatter et al. 1962, as cited in Richards 1974: 13).

1.1.5.4 Evaluation of Errors

After finding out the sources of errors, error analysts evaluate the errors as to how much serious they are. Some analysts evaluate the errors in terms of linguistic criterion and they say that grammatical errors are the most serious. Some analysts judge the errors in terms of communicative criterion. To them, lexical errors are the most serious as they produce new, unintended meanings. Teachers evaluate the errors in terms of pedagogical criterion. To them, those errors which hamper in learning the current subject matter are the most serious. Hence, at this stage, error analysts evaluate the seriousness of the errors.

1.1.5.5. Correction and Remediation of Errors

Linguists do not possess the same opinion regarding correction of errors. Behaviourists say that learning is the process of trial and error. They say that learning is the formation of habits. To form the correct habit, errors

should be corrected at a proper time. The supporters of error correction are of two groups. Some say that all errors should be corrected. On the other hand, others say that only the most serious errors are to be corrected.

Mentalists say that errors naturally come in the process of language learning. Later, they themselves disappear as the learners learn the rules of the languages. They say that correction of errors blocks their learning process. Students will increase negative attitude towards the target language. Hence, it is better not to correct the errors.

After the causes and sources of errors are analyzed, remedial teaching has to be done. Remedial teaching is the process of removing the errors that are committed by the second/foreign language learner. Remedial teaching should be done for the revision of the rules to clarify the problematic areas. To overcome the errors, explicit rules are taught and learnt inductively. In conclusion, remedial teaching should be done according to the seriousness of the errors.

1.1.6 Importance of Studying Learner's Errors

It is quite natural that a learner commits errors in the process of learning a foreign or second language. Committing an error is an inherent feature in the process of learning a foreign language. It is thought that if there are no errors, perhaps there is no learning. In traditional education system, errors were considered bad signs of teaching learning process. But in modern education system, errors are considered as the integral part of teaching learning process. Modern educationists say that we should welcome student's errors because they are the signs of learning. According to Corder (1967:260), "From the study of learner's errors, we are able to infer his knowledge at that point in his learning career and discover what he still has

to learn. By describing and classifying his errors in linguistic terms, we build up a picture of the features of the language which are causing him learning problems."

Errors have always remained a problem for language teachers. They were viewed as serious defects in learning and teaching processes in the past (in the fifties and early sixties). They had the view that if learning were 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 of learning process.

Teachers should study about the errors. If the errors are found out by the teachers, they can teach the rules and students can improve their language. If those deviations of language are noticed and corrected in time, the students can use the perfect language. Hence, study of learner's errors helps in guiding him to use the correct form of language. Corder (1973:265) has discussed the practical and theoretical uses of studying second language learner's errors.

1.1.6.1. The Practical Uses of Error Analysis

Corder (1973:265) has talked about the practical and theoretical uses of studying second language learner's errors. He says, "The most obvious practical use of the analysis of errors is helpful to the teachers. Errors provide feedback. They tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what part of syllabus he had been following have been inadequately learned or taught and a need for further attention. They enable him to decide whether they can move on to the next item in the syllabus or whether he must devote more time to the item he has been working on."

The practical use of error analysis is related to the teaching learning activities in which both the students and teachers are benefitted from the findings of error analysis. Error analysis also helps in designing the remedial materials for the learners. To talk in a wider sense, error analysis provides the information for designing remedial materials, courses, etc.

1.1.6.2. The Theoretical Uses of Error Analysis

Corder (1973:267) says, "The psycholinguists predict that the nature of the mother tongue will facilitate or make different the learning system aspects of a second language." Thus, the study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of transfer. Study of errors provides us a proof whether errors occur only in the different forms and units or only in the similar forms and units.

One can realize that the theoretical interests in the study of errors have, therefore, a feedback to both descriptive linguists and psycholinguists. Study of errors is a part of the psycholinguists' search for the universal process of second language learning because it is hypothesized and some evidences are now available that children follow a similar course in the acquisition of their mother tongue.

It is concluded that the theoretical use of error analysis helps in producing theories and those theories can be accepted, modified or denied. It depends on the response of linguists. If analysis of error is done, we can find out the sources of errors, causes of errors, types of errors, etc. The theoretical use of error analysis also helps in proving the principle of contrastive analysis.

In conclusion, the main importance of error analysis is to improve the teaching learning process.

1.1.7 Writing Skill

Writing means to manipulate the mechanics of writing, structuring them into sensible word(s), sentences(s), and paragraphs(s) in order to make the reader understand the meaning. Written form of language use visual symbols (graphic symbols) to represent the sounds used in speaking. So, writing should be thought as a powerful medium of expression, the other being speaking skill.

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 a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinements of structures." He further says: writing becomes a more complicated process when it involves putting in graphic form, according to the system accepted by educated native speakers, combinations of words, which might be spoken in specific circumstances (that is, which convey certain elements of meaning).

According to Rivers (1968:243), of the four major areas of learning L2 involved in the writing process are as follows:

- a) The student must learn the graphic system of the foreign language,
- b) The student must learn to spell according to the conventions of the language,
- c) The student must learn to control the structure of the language so that what he writes is comprehensible to his reader,

- d) The student must learn to select from among possible combinations of words and phrases those which will convey the nuances he has in mind in the register which is the most appropriate.

Nunan (1998:36) says, "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts."

1.1.8 Importance of Writing

Writing is the second manifestation of language, speech being the primary one. It is an activity by which human beings communicate with one another and transmit their accumulated culture from one generation to another. Writing is an act of transmitting thoughts, feelings and ideas on paper.

Byrne (1991:6-7) has mentioned the importance of writing in language teaching and learning as follows:

- a) The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in a language. For such students, writing is likely to be an aid to retention, if only because they feel more ease and relaxed.
- b) Written works serve to provide the learners with some tangible evidence that they are making progress in the language. It is not likely

to be a true index of their attainment, but once again it satisfies a psychological need.

- c) Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level, there are many opportunities for activities that effectively integrate skills.
- d) Writing provides variety in classroom activities, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of class.
- e) Writing is often needed for formal and informal testing. For many years, writing has occupied its place as a primary skill in teaching and learning programmes in school and college to enable the student to write correctly and appropriately.

1.1.9 Stages of Writing

Writing involves different stages as it is a complex language skill. Writing indicates the production of message in a written form. One can copy the message or develop the text or write freely. Hence, there are different stages of writing which start from simple stage and end in complex stage. The following stages can be regarded as the stages of writing.

1.1.9.1. Controlled Writing

Controlled writing is the first stage of writing in which the students are controlled in their writing. It is devised so that students have virtually no freedom to commit mistakes. It is very simple to do and can be stimulated by almost any cue. Joining words into sentences, sentences into paragraphs

come under controlled writing. Combining the words or sentences, reproducing the text, completing the sentences etc. are the activities of controlled writing.

1.1.9.2. Guided Writing

Guided writing stands as a bridge between controlled and free writing. It includes any writing for which students are given assistance such as model to follow, a plan or outline to expand. The main exercise types are completion, paraphrasing, parallel writing, developing skeleton into a fuller text under guided writing. Precis or summary writing also comes under guided writing. Hence, guided writing is the second stage of writing in which the learners do writing from the clauses given.

1.1.9.3. Writing Free Composition

Writing free composition is the last stage of writing skill which involves individual selection of vocabulary and structure for expression of personal meaning. Students are free to make their own choice of words and organization to express their ideas. Letter writing, report writing, essay writing, paragraph writing, note taking, diary keeping, writing telegrams, official notices, précis writing etc. are the examples of writing free composition.

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 taught’, not the ability to write anything at all.”

Byrne (1991:116) describes free writing as, “The main concern of this last section is to suggest some procedures which students can use when they have to cope with the task, which very few of us find easy, of producing a

text in the form of ‘composition’ or an ‘essay’ on a given topic, either in an examination or in a similar situation." Rivers (1968:252) states that the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning. Hence, free composition refers to the automatic production stage of writing in the learners. A lot of efforts and practice is essential to reach at the stage of free composition.

1.1.10 Learners’ Errors in Free Composition

Free composition is mainly characterized by the students’ freedom in the selection of vocabulary and structure. Since there is students' own choice of words and organization to express their ideas, they may commit some errors in their writing. They may commit errors in spelling, punctuation, grammar, organization of the ideas, etc. They may choose wrong lexicon e.g. ‘skin shoes’ instead of ‘leather shoes’. Sometimes, they will write wrong spelling and that brings the omission of meaning. Students may have wrong spelling due to addition, omission or replacement of letters. In this way, students may commit graphological, grammatical, lexical, stylistic errors in their free composition.

1.2 Review of the Related Literature

Several researches have been carried out on ‘Error Analysis’ in the Department of English Education. However, even a single research has not been carried on the analysis of errors in composition of the grade ten students.

Some of the researches which are somehow related to the researcher’s study area are as follows:

Nepal (1998) did a research on “A Study of Errors in the Use of English Irregular Verbs Made (Committed) by the Grade Seven Students.” The objective of his research was to find out the causes and sources of errors committed by the seventh graders while forming the past and past participle forms of the verb. It was found that more errors were found in the past participle than in the past tense form of the irregular verbs due to overgeneralization.

Karki (2000) carried out a research entitled “A Comparative Study of Proficiency in the Use of Subject-Verb Agreement between Class 11 and PCL 1st Year Students in Education Stream” to diagnose the errors in the use of subject-verb agreement and compare the proficiency of the students of class 11 and PCL 1st year in Education stream. He found that the students of PCL 1st year were more proficient than the students of class 11. But he did not focus on the sources and causes of errors.

Thapa (2000) carried out a research entitled “Errors Committed by the Students of Grade Seven in the Use of Comparative and Superlative Degrees of Adjectives.” The study was an attempt to identify errors in the use of adjective committed by Nepali learners of English. It was found that on comparing the students’ errors in the use of comparative and superlative degrees of adjectives, more errors were found in the use of superlative degree than in the use of comparative degree of adjective.

Barakoti (2001) carried out a research on “Errors Committed by PCL Second Year Students in Writing Free Composition.” The study was carried out to identify and describe the errors committed by the learners of English in writing free composition. The primary sources of data were collected from PCL second year students of education and humanities streams

majoring in English. He found that students committed the highest number of errors in tense and the lowest in using preposition. His research was comparative but this research will be descriptive.

Dangal (2006) carried out a research on “Errors Committed by Tenth Graders in Writing Guided Composition.” He found that students were found better in using conjunction than in the use of tense.

Ghimire (2006) carried out a research on “Errors Committed by Twelfth Graders in Writing Free Composition.” The objective of the study was to find out the errors on tense, agreement, preposition, article and spelling committed by the twelfth graders. He found that students committed the highest number of errors in agreement and the lowest number of errors in tense.

The above-mentioned studies are related to the errors committed by different graders. But no study has been carried on the errors committed by the grade ten students in writing free composition. The researchers might have underestimated that the students of grade 10 are not able to do free composition, but this researcher is interested to find out the tenth graders’ ability in writing free composition and analysis of their errors. Therefore, the researcher has conducted the research to find out the errors committed by the grade ten students in free composition. The present research is different from other related researchers in the sense that their researches are comparative in nature but my research is descriptive.

1.3 Objectives of the Study

The researcher has the following specific objectives for conducting this research.

- a) To identify the errors committed by the grade ten students in free composition.
- b) To describe and classify those errors.
- c) To find out the causes and sources of errors.
- d) To suggest some pedagogical implications.

1.4 Significance of the Study

The research work is done to have some influence on related fields. It is expected that the present study will have great significance to the teachers and students especially involved in the secondary level (class 10) in teaching and learning English as a foreign language in Nepal. Similarly, this research will be a guideline for those researchers who want to do further research in free composition deeply. In addition to it, this research will be helpful for language investigators and other people who are directly or indirectly involved in English language teaching and learning activities.

1.5 Definition of Specific Terms Used in the Study

-) accumulated culture-heterogeneous type of culture i.e. mixture of different systems
-) deviation - the act of not following the rules, going far away from the standard rules
-) exposure - an amount of time and language shared to a child

-) nuances - minute or delicate differences in the shade of meaning
-) reflective practice - the practice of thinking over what has been done
-) resemblance - similarity in meaning
-) tangible evidence - a proof that is real, clear and concrete

CHAPTER TWO

METHODOLOGY

The following methodological procedures were adopted while conducting the research.

2.1 Sources of Data

Both primary and secondary sources were applied to find out the answer to the research problem.

2.1.1 Primary Sources of Data

The primary sources of data for this research were the students of the grade ten of five different secondary schools of Dolakha district.

2.1.2 Secondary Sources of Data

In addition to primary sources of data, the secondary sources of data were related theses, articles, old questions of class 10 and some books which are related to error analysis and writing skill. Main sources of secondary data were:

Byrne (1991), Corder (1973), Jain (1969), Rivers (1968), Sharma (2005), Sthapit et al. (1994).

2.2 Population of the Study and Sampling Procedure

Non-random judgemental sampling procedure was used to select the five schools of Dolakha district according to the researcher's convenience. Hence, the population of the study were the tenth graders of five different public schools. There were twenty students from each of the selected school. Among them, ten were boys and ten were girls. So, the study was based on one hundred informants for eliciting the errors. The researcher used simple

random sampling procedure to select the informants while carrying out the research.

2.3 Research Tools for Data Collection

The researcher developed three test tasks for the students. He constructed one essay question, one letter writing question and one paragraph writing question. The tasks were: 'The student life' for essay writing, 'Description about the Dashain' for letter writing and 'The village life' for paragraph writing. Hence, the students were asked to put down at least 140 words for each of the first and second test tasks and 80 words for the third test task. Each item was targeted to require the appropriate use of different tenses, agreements, prepositions and articles in the free composition.

Under the essay writing, the students presented their views writing a large number of sentences and using a wide expression of freedom on 'The student life.'

Under the letter writing, the students wrote letters to their pen friends from communicative point of view describing why the Dashain has been celebrated and how it is celebrated.

Under paragraph writing, the students expressed their views about the 'The village life' describing the available facilities and nature of the people.

2.4 Procedures of Data Collection

The researcher designed the above mentioned research tools with the help of his guide before going to the field. Then, he selected the five secondary schools of Dolakha district according to his convenience. He personally visited the five schools, viz. Shree Kalinag Higher Secondary

School (Singati), Shree Hilepani Sanskrit Higher Secondary School (Lamidanda), Shree Manedanda Secondary School (Jhyanku), Shree Haleshwor Secondary School (Suri) and Shree Jalapaswori Secondary School (Babare). The researcher requested the authority of each school for permission to conduct the research work. Then, he established a rapport with the concerned people of those schools. The researcher had provided a clear concept and instruction to the selected students before they responded to the test tasks. Then, he administered the test. He collected those answer sheets and checked them. He identified the committed errors. Eventually, he analyzed, interpreted and came to the findings of the collected data.

2.5 Limitations of the Study

The researcher attempted to carry out the study bearing the following limitations into account to make his research precise and systematic.

- a) The study was limited to the five public schools of Dolakha district.
- b) Data collection was limited within hundred students i.e. twenty students from each school. Among them, ten were boys and ten were girls.
- c) Schools were selected on the basis of non-random judgemental sampling and only from Dolakha district.
- d) The primary data were collected only from class 10 students.
- e) The study was limited only to the errors committed in free composition by the tenth grade students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

Analysis and interpretation is the focal part of the study. It deals with the presentation, analysis and interpretation of the data. It deals with the errors committed by tenth graders in writing free composition. The analysis and interpretation of the data has been carried out by description and simple statistical tool of percentage.

On the basis of errors in test items, the researcher has described those errors and then classified those errors into group errors, individual errors, graphological errors, morphological errors, syntactic errors and lexical errors. The researcher has divided this chapter into four stages viz, recognition of errors, description of errors, classification of errors and explanation of errors.

3.2 Recognition of Errors

The researcher administered the test items and collected the answer sheets of 100 students of five different public schools of Dolakha district. Then, he examined each answer sheet by circling the deviated forms. After identifying the deviated forms, he attempted to divide those deviated forms into mistakes, lapses and errors. He found some deviated forms which were irregular and corrected by the students themselves. He categorized those deviated forms under mistakes. Then, he found some minor mistakes which were committed due to pen slip. He categorized them under lapses. Finally, he categorized the remaining deviated forms into errors which were regular and not corrected by the students in each repetition. Especially, the students

committed lapses in some spelling and mistakes in the use of articles and prepositions. But they committed errors in graphology, morphology, lexicon, syntax etc.

3.2.1 Lapses

The students of grade 10 have committed the following sorts of lapses. It is found that those lapses are especially in spellings.

Incorrect forms	Correct forms
days	day
helper	helpers
fiend	friend
villege	village
then	than
wants	want
on	one
mad	made
difficut	difficult
everying	everything
acquite	acquire
sacrifced	sacrificed
think you	thank you
comin	coming

3.2.2 Mistakes

The students of class 10 have committed the following sorts of mistakes. They have made the mistakes especially in the use of articles and prepositions.

Incorrect forms	Correct forms
in Dashain	at Dashain
student	a student
the Dolakha	Dolakha
a students	a student
very good life	a very good life
village	a village
golden life	a golden life
a people	a person
on last day	last day
10 days	for 10 days
in yesterday	yesterday
full opportunities	full of opportunities
in first day	on the first day

3.2.3 Errors

The students of grade 10 have committed the errors especially in graphology, morphology, lexicon, syntax. The examples of the errors committed by the students in each area are presented below.

a. Graphological Errors

Incorrect forms	Correct forms
studints	students
plases	places
recived	received
describ	describe
cast	caste
oneducated	uneducated
villege	village
gate	get
week	weak

b. Morphological Errors

Incorrect forms	Correct forms
stage	stages
childrens	children
peoples	people
found	find

happy	happiness
students	student

c. Lexical Errors

Incorrect forms	Correct forms
big	glorious
big	senior
sitting	living
handed	received
each other	one another

D. Syntactic Errors

*We come found cinema.

*Student know everything.

*Man beautiful dress

*I reading a class 10.

*I am is a farmer's daughter.

*I received then I open.

*Dashain festival celebrate different ways in different place.

3.3 Description of Errors

The researcher has evaluated the answer sheets of the tenth graders of different five secondary schools. Then, the test itemwise errors committed by the students have been described in terms of errors in tense, agreement, article, preposition and spelling. The itemwise errors in each school, school-wise errors of each type and errors in each test item are presented below.

3.3.1 Shree Kalinag Higher Secondary School

Table No -1

S.No.	Test Item	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	I	40	9.32	115	26.80	83	19.34	92	21.4	99	23.07	429
2	II	33	10.18	85	26.23	72	22.22	60	18.51	74	22.83	324
3	III	22	9.28	64	27.00	36	15.18	45	18.98	70	29.53	237
Total		95	9.59	264	26.66	191	19.29	197	19.89	243	24.54	990

The above table shows the test itemwise errors in the use of tense, agreement, article, preposition and spelling committed by the students of Shree Kalinag Higher Secondary School. Under the first item, they committed 40(9.32%), 115(26.80%), 83(19.34%), 92(21.4%) and 99(23.07%) errors in the use of tense, agreement, article, preposition and

spelling respectively. The students committed the highest number of errors in agreement and the lowest number of errors in tense under the first item.

Under the second item, the students committed 33(10.18%), 85(26.23%), 72(22.22%), 60(18.51%) and 74(22.83%) errors in the use of tense, agreement, article, preposition and spelling respectively. The student committed the highest number of errors in agreement and the lowest number of errors in tense.

Under the third item, the students committed 22(9.28%), 64(27.00%), 36(15.18%), 45(18.98%) and 70(29.53%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

In total, the students committed 95(9.59%), 264(26.66%), 191(19.29%), 197(19.89%) and 243(24.54%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in tense.

3.3.2 Shree Hilepani Sanskrit Higher Secondary School

Table No - 2

S.No.	Test Item	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	I	60	19.73	55	18.09	50	16.44	64	21.05	75	24.67	304
2	II	58	23.38	43	17.33	35	14.11	52	20.96	60	24.19	248
3	III	26	19.69	30	22.72	18	13.63	33	25.00	25	18.93	132
Total		144	21.05	128	18.71	103	15.05	149	21.78	160	23.39	684

The above table shows the test itemwise errors in the use of tense, agreement, article, preposition and spelling committed by the students of Shree Hilepani Sanskrit Higher Secondary School. Under the first item, they committed 60(19.73%), 55(18.09%), 50(16.44%), 64(21.05%) and 75 (24.67%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in article.

Under the second item, the students committed 58(23.38%), 43(17.33%), 35(14.11%), 52(20.96%) and 60(24.19%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students

committed the highest number of errors in spelling and the lowest number of errors in article.

Under the third item, the students committed 26(19.69%), 30(22.72%), 18(13.63%), 33(25.00%) and 25(18.93%) errors in tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in preposition and the lowest number of errors in article.

In total, the students committed 144(21.05%), 128(18.71%), 103(15.05%), 145(21.78%) and 160(23.39%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in article.

3.3.3 Shree Manedanda Secondary School

Table No - 3

S.No.	Test Item	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	I	18	15.12	25	21.00	15	12.60	29	24.36	32	26.89	119
2	II	22	22.68	16	16.49	22	22.68	23	23.71	14	14.43	97
3	III	15	14.70	24	23.52	19	18.62	21	20.58	23	22.54	102
Total		55	17.29	65	20.44	56	17.61	73	22.95	69	21.69	318

The above table shows the test itemwise errors in the use of tense, agreement, article, preposition and spelling committed by the students of Shree Manedanda Secondary School. Under the first item, the students committed 18(15.12%), 25(21.00%), 15(12.60%), 29(24.36%) and 32(26.89%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in article.

Under the second item, the students committed 22(22.68%), 16(16.49%), 22(22.68%), 23(23.71%) and 14(14.43%) errors in tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in preposition and the lowest number of errors in spelling.

Under the third item, the students committed 15(14.70%), 24(23.52%), 19(18.62%), 21(20.58%) and 23(22.54%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in tense.

In total, the students committed 55(17.29%), 65(20.44%), 56(17.61%), 73(22.95%) and 69(21.69%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in the use of preposition and the least number of errors in tense.

3.3.4 Shree Haleswor Secondary School

Table No- 4

S.No.	Test Item	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	I	33	20.24	45	27.60	30	18.40	28	17.17	27	16.56	163
2	II	39	21.78	34	18.99	26	14.52	37	20.67	43	24.02	179
3	III	11	11.22	23	23.46	18	18.36	24	24.48	22	22.44	98
Total		83	18.86	102	23.18	74	16.81	89	20.22	92	20.90	440

The above table shows the test itemwise errors in the use of tense, agreement, article, preposition and spelling committed by the students of

Shree Haleshwor Secondary School. Under the first item, the students committed 33(20.24%), 45(27.60%), 30(18.40%), 28(17.17%), and 27(16.56%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in agreement and the least number of errors in spelling.

Under the second item, the students committed 39(21.78%), 34(18.99%), 26(14.52%), 37(20.67%) and 43(24.02%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in article.

Under the third item, the students committed 11(11.22%), 23(23.46%), 18(18.36%), 24(24.48%) and 22(22.44%) errors in tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in preposition and the lowest number of errors in tense.

In total, the students committed 83(18.86%), 102(23.18%), 74(16.81%), 89(20.22%) and 92(20.90%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in article.

3.3.5 Shree Jalapaswori Secondary School

Table No - 5

S.No.	Test Item	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	I	43	21.82	36	18.27	25	12.69	37	18.78	56	28.42	197
2	II	38	26.20	29	20.00	32	22.06	19	13.10	27	18.62	145
3	III	10	10.86	15	16.30	20	21.73	23	25.00	24	26.08	92
Total		91	20.96	80	18.43	77	17.74	79	18.20	107	24.65	434

The above table shows the test itemwise errors in the use of tense, agreement, article, preposition and spelling committed by the students of Shree Jalapaswori Secondary School. Under the first item, the students committed 43(21.82%), 36(18.27%), 25(12.69%), 37(18.78%) and 56(28.42%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in article.

Under the second item, the students committed 38(26.20%), 29(20.00%), 32(22.06%), 19(13.10%) and 27(18.62%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in tense and the lowest number of errors in preposition.

Under the third item, the students committed 10(10.86%), 15(16.30%), 20(21.73%), 23(25.00%) and 24(26.08%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in tense.

In total, the students committed 88(20.27%), 80(18.43%), 77(17.74%), 79(18.20%) and 107(24.65%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in article.

3.3.6 Schoolwise Errors of Each Type

The schoolwise errors of each error type are presented in the following table.

Table No- 6

S.No.	School	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	Kalinag	95	9.59	264	26.66	191	19.29	197	19.89	243	24.54	990
2	Hilepani	144	21.05	128	18.71	103	15.05	149	21.78	160	23.39	684
3	Manedanda	55	17.29	65	20.44	56	17.61	73	22.95	69	21.69	318
4	Haleshwor	83	18.86	102	23.18	74	16.81	89	20.22	92	20.90	440
5	Jalapaswori	91	20.96	80	18.43	77	17.74	79	18.20	107	24.65	434
Total		468	16.32	639	22.29	501	17.48	587	20.48	671	23.41	2866

The above table presents the errors committed by the students of different schools in the use of tense, agreement, article, preposition and spelling.

The students of Shree Kalinag Higher Secondary School committed 95(9.59%), 264(26.66%), 191(19.29%), 197(19.89%) and 243(24.54%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in tense.

The students of Shree Hilepani Sanskrit Higher Secondary School committed 144(21.05%), 128(18.71%), 103(15.05%), 149(21.78%) and 160(23.39%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in article.

The students of Shree Manedanda Secondary School committed 55(17.29%), 65(20.44%), 56(17.61%), 73(22.95%) and 69(21.69%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in preposition and the least number of errors in tense.

The students of Shree Haleshwor Secondary School committed 83(18.86%), 102(23.18%), 74(16.81%), 89(20.22%) and 92(20.90%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in article.

The students of Shree Jalapaswori Secondary School committed 88(20.27%), 80(18.43%), 77(17.74%), 79(18.20%) and 107(24.65%) errors

in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in article.

In total, the students committed 465(16.22%), 639(22.29%), 501(17.48%), 587(20.48%) and 671(23.41%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

3.3.7 Errors in Test Item

Table no - 7

S.No.	Test Item	Errors in tense		Errors in Agreement		Errors in Article		Errors in Preposition		Errors in Spelling		Total
		No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	No. of errors	Percentage	
1	I	194	16.00	276	22.77	203	16.74	250	20.62	289	23.84	1212
2	II	190	19.13	207	20.84	187	18.83	191	19.23	218	21.95	993
3	III	84	12.70	156	23.60	111	16.79	146	22.08	164	24.81	661
Total		468	16.32	639	22.29	501	17.48	587	20.48	671	23.41	2866

The above table shows the total errors (2866) committed by the informants in the use of tense, agreement, article, preposition and spelling in each test item. Under the first item, the errors have been committed

194(16.00%), 276(22.77%), 203(16.74%), 250(20.62%) and 289(23.84%) errors in the use of tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in tense.

Under the second item, the students committed 190(19.13%), 207(20.84%), 187(18.83%), 191(19.23%) and 218(21.95%) errors in tense, agreement, article, preposition and spelling respectively. The students committed the highest number of errors in spelling and the lowest number of errors in article.

Under the third item, the students committed 84(12.70%), 156(23.60%), 111(16.79%), 146(22.08%) and 164(24.81%) errors in tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

In total, the students committed 468(16.32%), 639(22.29%), 501(17.48%), 587(20.48%) and 671(23.41%) errors in the use of tense, agreement, article, preposition and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

3.4 Classification of Errors

After the description of errors that are committed by the tenth graders of each selected school, the researcher has classified those errors into six groups: group errors, individual errors, graphological errors, morphological errors, syntactic errors and lexical errors. Then, the researcher has classified the errors committed by the tenth graders of each selected school below.

3.4.1 Shree Kalinag Higher Secondary School, Lamidanda

The errors committed by the tenth graders of this school can be classified in the following groups.

a) Group Errors

After the description of the errors, the following errors can be listed under group errors.

-) Many + singular noun
-) Unnecessary use of plural forms
-) Omission of the prepositions
-) Use of simple past tense where simple present should be used
-) Incorrect use of conjunctions
-) Can + the second form of the verb
-) Different + singular noun
-) Lack of subject verb agreement
-) Use of incomplete sentences
-) No auxiliary verb has been used where necessary
-) To + the second form of the verb
-) Wrong sentence construction
-) Wrong passive form (the third form of the verb has not been used)

b. Individual Errors

The following errors can be categorized under individual errors.

-) The + proper noun
-) Use of 'on' before 'month' (on the month)
-) Inappropriate use of the 'simile'
-) Use of relative pronoun 'which' for human beings
-) On + Dashain
-) Not written the same word together (in form)
-) Use of present perfect tense with 'yesterday'
-) Are + the first form of the verb
-) Double main verbs after the auxiliary verb
-) Lack of the full stop
-) Use of no determiner before 'types'
-) Spelling errors

c) Graphological Errors

Incorrect forms	Correct forms
intension	intention
studient	student
bless	blessing
their	there
many	main
they	their
goad	goat

were	wear
poulution	pollution
good	god
gavemment	government
everywere	everywhere
sould	should
there	their
festivle	festival
full	falls
cleain	clean

c) Morphological Errors

Incorrect forms	Correct forms
peoples	people
taught	teach
person	people
found	find
replied	reply
stole	steal
migration	migrate
live	living
lived	live
stopped	stop

e. Syntactic Errors

They are related to the sentence construction, lack of subject-verb agreement, etc.

-) We know that Nepal observed many festivals.
-) The people who lived in village is called villagers
-) The life which is spend on village are called village life.
-) We know that teachers are the candles which gives light and the students are the light receiver given by teacher.
-) Actually students life started from the years of five and ends later on.
-) Teacher teach them moral and academic things.
-) Dashain festival in fifteen days.
-) Major festival are Dashain, Tihar, Losar and so other festival are celebrate in Nepal.
-) But those who wants to be anything in future, they can show their behaviours.
-) When we went school the student life plays an important role to determine the future life.
-) Dashain is 15 days.
-) The students were go to school and get some knowledge they are called student.
-) I am very happy then write a letter to you about the festival which is celebrated in my country.

-) The students is very desciplean.
-) I hope you also since their yesterday evening I got your letters.
-) I have got your letter yesterday.
-) Only study make the mind sharp and perfect. There are many states of our life.
-) Student must be follow the rules and regulation in the school.
-) We can found cinema.

f. Lexical Errors

They are related to the wrong choice of vocabulary.

Incorrect forms	Correct forms
Youngest	Juniors
Sitting	Living

-) The youngest take blessing from their elders on this day.
-) Village is simple life which people are sitting in village.

3.4.2 Shree Hilepani Sanskrit Higher Secondary School, Lamidanda

The errors committed by the tenth grade students of this school can be classified in the following groups.

a. Group Errors

The following errors are found to be shared by most of the students.

-) Wrong sentence construction (not following SVO order)
-) Lack of auxiliary verb where necessary

-) Lack of apostrophe where necessary
-) Wrong relative clause
-) Wrong passive construction
-) Omission of the prepositions
-) Lack of subject - verb agreement
-) Use of comparative form in the verb (helper)
-) Because + no clause

b. Individual Errors

The following errors are not common and they are committed by different individual students.

-) Noun and its pronoun are used together (it festival)
-) Pronoun 'I' written in small letter
-) Omission of the subject
-) No capital letter at the beginning of the proper noun
-) Lack of the main verb (we very hard.....)
-) Lack of the commas, full stops
-) Unnecessary use of the definite article 'the'
-) Use of apostrophe for making plural form of the nouns (boy's, man's)
-) This + plural form of the nouns (this friends)

c. Graphological Errors

The following errors are listed under graphological errors due to the incorrect form in spelling.

Incorrect forms	Correct forms
deer	dear
mean	main
studetd	student
bezy	busy
festibal	festival
frist	first
importen	important
maney	many
dames	damage
life	lies
word	ward
wear	were
teample	temple
contry	country
blass	bless
religion	region
beast	best
verry	very

d. Morphological Errors

Morphological errors are committed due to the incorrect form of the words and wrong use of 'suffixes' and 'prefixes'.

Incorrect forms	Correct forms
students	student
village	village's
man	men
child	children
teacher	teachers
farmer	farmers
student	students
letters	letter
helper	helpful
mens	men
made	make
describing	describe
students	a student
friends	friend
goes	go

e. Syntactic Errors

Incomplete sentences, wrong sentence construction, lack of subject-verb agreement, etc. are included under syntactic errors. The following errors come under syntactic errors.

-) At that fight is we winner.
-) We our SLC exam coming
-) I am a students.
-) All people are.
-) Which studies man we called students.
-) Student are discipline.
-) I am very happy and so that letter you asked?
-) You letter gave yesterday
-) Students plays sary and ding
-) I like education and this students life has a made in country.....
-) We goes to school and campus.
-) I am student life.
-) I like students life. Because I hope my best life. Student life is very importon.
-) We are give education.
-) People lives in my village.
-) I very sad that my village and this my village is my live.

F. Lexical Errors

Lexical errors are committed due to the wrong choice of vocabulary.

The following sentences have lexical errors.

-) At this time, we cut a goat. (sacrifice)

-) Your letter gave yesterday. (reached me)
-) We goes to mama house. (maternal uncle's house)
-) Second day is Astamee. Cutting a goat. (Sacrificing)

3.4.3 Shree Manedanda Secondary School, Jhyanku

The errors committed by class 10 of this school can be classified in the following groups.

a. Group Errors

Most of the grade 10 students of this school have committed the following errors.

-) Different + singular form of the noun
-) Lack of the prepositions
-) Lack of the subject - verb agreement
-) Wrong structure of 'if-clause'
-) Because + no clause
-) Wrong sentence construction
-) 'Always' has not been written immediately after the subject
-) Many + singular form of the noun
-) Unnecessary use of the passive voice where active voice is needed
-) Use of simple past over simple present tense

b. Individual Errors

The following errors are made by different individual students.

-) 'Hardly life' has been written instead of 'hard life'
-) Didn't + the second form of the verb (didn't went)
-) On + last day
-) Are + the first form of the verb
-) Pleased to knowing
-) This + plural form of noun
-) Omission of the subject
-) Use of small letter at the beginning of the proper noun
-) Going to + present participle
-) No use of objective pronoun where necessary

c. Graphological errors

The following spelling errors are committed by the students of Manedanda Secondary School.

Incorrect forms	Correct forms
cast	caste
children	children
hardly	hard
mean	main
leavel	level

oneducated	uneducated
risived	received
greed	grade
than	then
senturies	centuries
recived	received
festval	festival
soud	should
firend	friend
villege	village
casd	caste
recebed	received
hare	here
fast	first
thard	third
delisus	delicious
wride	read
lean	learn
wich	which
themself	themselves
week	weak
gate	get

maney	many
society	society

d. Morphological Errors

The students of this school (Grade 10) have made the following morphological errors.

Incorrect forms	Correct forms
person	people
hardly	hard
festival	festivals
went	go
danced	dance
knowing	know
types	type
childrens	children
writing	write

d. Syntactic Errors

The following errors are categorized under syntactic errors.

-) Everyone respects the students and they inspire or suggest always to do better.
-) If we can't do the hard labour, we can't get knowledge.
-) Student get inspiration from the teaching and guidance of teachers.

-) Student is person who study in the school or any campus.
-) I received then I open.
-) The goddess Durga who is killed demon king Mahisashur.
-) Thank you very much for your last letter which I receive yesterday.
-) Society teach the students many thing.
-) We are takes blessing adult person.
-) Sherpa is in our villagers inhabitant. So that I am Sherpa too.
-) It takes 10 days long period.
-) They be made should be active to know everything.
-) Our village is lies in Jhyanku.
-) I going to ride school and 4 o'clock come from house...
-) Although I love more my village more than any other places of the world. That's why my village is a bit.
-) Dashain festival celebrate different ways in different place.
-) People remain student when they study at school and college during wich period they should learn everything need for betterment.

f. Lexical Errors

The following errors are committed due to the wrong choice of vocabulary.

Incorrect forms	Correct forms
being from	starts from
handed	received
each other	one another

-) Student life is being from small child.
-) ...your letter which is I handed in last week.
-) They started to fight each other.

3.4.4 Shree Haleshwor Secondary School, Suri

The errors made by the students of grade 10 of this school can be classified in the following groups.

a. Group Errors

The following errors are shared by most of students of this school.

-) Wrong sentence construction
-) Use of simple past tense instead of simple present tense
-) Use of incomplete sentences
-) Lack of subject - verb agreement
-) No use of indefinite article 'a' where necessary
-) Different + singular form of the noun
-) Lack of apostrophe

-) No auxiliary verb has been used where necessary
-) Wrong passive construction

b. Individual Errors

The following errors are committed by different individual students of grade 10 of this school.

-) Are + the first form of the verb
-) Share the happy
-) In yesterday
-) No determiner before types
-) Can + the second form of the verb
-) Reporting verb has been wrongly used
-) Use of cardinal number instead of ordinal number
-) Noun has been used in comparison form
-) A + plural form of the nouns
-) Am + go
-) No use of the subject in sentences
-) Use of article before possessive adjective
-) Wrong plural form of the noun (peoples)
-) Omission of the main verb
-) Lack of 'comma'
-) Use of article before the verb

c. Graphological Errors

The following errors are listed under graphological errors due to the spelling errors.

Incorrect forms	Correct forms
fectavil	festival
studints	students
teading	teaching
risived	received
reseved	received
differen	different
plases	places
difacalled	difficult
verry	very
think	thank
valiage	village
receved	received
openion	opinion
rular	rural
contory	country
ord	ward
riding	reading
there	their

wich	which
yers terday	yesterday
reding	reading
ship	sheep
smill	small
drist	district
importent	important
tense	teens
contry	country
tan	ten
describ	describe

d. Morphological Errors

The incorrect form of the words, incorrect words due to wrong suffixes and prefixes are listed below.

Incorrect forms	Correct forms
stage	stages
happy	happiness
shared	share
found	find
hour	hours
stage	stages
said	say

students	student
go	going
peoples	people

e. Syntactic Errors

The below listed syntactic errors include incomplete sentences, lack of subject - verb agreement, wrong sentence construction, etc.

-) We can school life.
-) Village life was very.
-) Ram killed the Dashain festival.
-) Dashain we are sheep etc.
-) This festival fall in September, October...
-) Students are future star.
-) There is many people live.
-) Foreigners said that every day is festival in Nepal and every building have temple in Nepal.
-) My village is one of the Pravi school...
-) Student life should made fruitful to lead a successful and happy life.
-) I am a students.
-) When we are free time.
-) Students life we have only one chance when we are collected education.
-) My village only one hospital only one school...

-) It festival celebrated Hindu and Buddha man.
-) I reading a class ten.
-) I am a reading a class ten.
-) I am is a farmer's daughter.
-) I am studnt life usually very very happy.

f. Lexical Errors

These errors are committed due to the incorrect choice of vocabulary.

Incorrect forms	Correct forms
big	glorious
for	to get
big	senior

-) Student life is very very big.
-) This life is very important for education.
-) We take blessing from big people.

3.4.5 Shree Jalpaswori Secondary School, Babare

The errors committed by the tenth graders of this school can be classified in the following groups.

a. Groups errors

Most of the grade 10 students of this school have committed the following errors.

-) Wrong sentence construction
-) Lack of the subject-verb agreement.

-) Omission of the prepositions
-) Wrong passive construction
-) Many + singular form of the noun
-) Different + singular form of the noun
-) Use of incomplete sentences
-) No auxiliary verb has been used where necessary
-) Lack of the apostrophe

b. Individual Errors

The following errors are committed by different individual students of grade 10 of this school.

-) Inappropriate use of 'so that'
-) Use of apostrophe when there is cluster of 'nt' (student't)
-) Incorrect use of the relative clause
-) The + positive degree of adjective
-) Use of wrong plural form (peoples)
-) Can + the second form of the verb
-) Lack of the main verb
-) Predicative adjective + noun
-) Lack of noun or objective pronoun after the reporting verb 'told'
-) Use of small letter at the beginning of the proper noun
-) Inappropriate use of punctuation marks

) Plural number + singular form of the noun (50 person)

) Use of article before the verb (the made)

c. Graphological Errors

The following errors are committed by the tenth graders of Jalapaswori Secondary School.

Incorrect forms	Correct forms
facities	facilities
festibles	festivals
importen	important
bessy	busy
hole	whole
must	most
leval	level
fiver	fever
fist	first
rece	race
left	felt
singes	sings
distry	district
vallage	village
calls	class
acoding	according

sarifes	sacrifice
studend	student
lise	lies
resived	received
oneducation	uneducated
dose	does
contry	country

d. Morphological Errors

Morphological errors are committed due to the incorrect form of the words and wrong use of ‘suffixes’ and ‘prefixes’.

Incorrect forms	Correct forms
spend	spent
peoples	people
stage	stages
society	societies
found	find
person	people
stage	stages
school	schools
person	people

e. Syntactic Errors

The following types of errors are committed by the tenth grade students of this school.

-) Student life is hard work. So that pass the exam.
-) The life which is spend on the village is called village life.
-) We are fall in SLC exam at this time.
-) Students is that where we do get heaven...
-) If students careless in study their life will be damage in life.
-) Village life is that where we shouldn't get transportation, good school.
-) I hope you also fine.
-) The student is reading in your school.
-) We come found cinema.
-) We can found vegetable which is good for health.
-) When we went school the student life start from school level to higher level.
-) Life itself does become good unless is.
-) Student know everything.
-) I am go to write about by Dashain festival.
-) We lack many are facilities like telephones, computers.
-) I am very my village very good some thing people education people and some thing.
-) My village water tap.
-) In the village life, small house green forest, etc.
-) Man beautiful dress.

F. Lexical Errors

The following errors are committed due to the wrong choice of vocabulary.

Incorrect forms	Correct forms
it	there
mama house	maternal uncle's house
sitting	living
handed	received

-) It is a many medicine, Yarshagumba.
-) We all the member are going to mamahouse.
-) Some of people are sitting on the village.
-) I handed your letter then I became happy.

3.5 Explanation of Errors

From the analysis of above-mentioned errors, it can be interpreted that most of the errors are caused due to the source language itself. Only a few errors are committed due to the influence of students' first language. In some cases, it is found that some errors have been made due to learner's analogical process. It is also inferred that some errors are caused due to teachers' faulty teaching. It is so because even the use of comma, apostrophe have led the students to commit the errors. Homophonous words have greatly influenced them to commit the errors. Hence, the researcher has found out that most of the errors are intralingual errors.

The researcher has found that the following sorts of errors are caused due to the source language itself.

-) Making the plural forms of 'child' as 'childs', 'man' as 'mans', etc.
-) Use of preposition where it is not necessary (in yesterday)
-) Writing the spelling of 'everywhere' as 'everywere'
-) Writing the verb phrase 'can taught', 'can found', etc.
-) Using 'sitting' instead of 'living', 'big' instead of 'glorious'

A few errors are found to be committed due to the influence of students' first language. Such sorts of interlingual errors are presented below.

-) We all the member are going to mamahouse.
-) My village only one hospital has.
-) People cut sheep, goat at Dashain.
-) My village is one of the Pravi School.....
-) Use of small letter at the beginning of a sentence.

The following sorts of errors are found to be committed by the students due to the analogical process.

-) Writing the plural form of 'sheep' as 'sheeps', 'child' as 'childs', etc.
-) Writing the past tense of the verb 'spend' as 'spended', 'take' as 'taked' etc.

The researcher has just inferred that some errors are caused due to teachers' faulty teaching. It is so because even the use of comma, apostrophe and the punctuation marks have led the students to commit the errors.

The researcher has also found that the homophonous words have the significant role to influence the learners to commit the errors. The following sorts of graphological errors are caused due to the homophonous words.

-) 'hole' instead of 'whole'
-) 'there' instead of 'their'
-) 'week' instead of 'weak'
-) 'cast' instead of 'caste'
-) 'deer' instead of 'dear'
-) 'wear' instead of 'were'

In conclusion, it can be interpreted that the students have committed the errors due to the source language, influence of their first language, their analogical process and to some extent teachers' faulty teaching. Besides, homophonous words also cause to commit graphological errors. At last, the researcher states that most of the errors are intralingual errors.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

From the identification, analysis and interpretation of the errors committed by the tenth graders of five public schools of Dolakha district, the researcher came up with the following findings.

1. The total errors committed by the students were 2866. The students committed 468 (16.32%) errors in tense, 639 (22.29%) errors in agreement, 501 (17.48%) errors in article, 587 (20.48%) errors in preposition and 671(23.41%) errors in spelling. The students committed the highest number of errors in spelling and the lowest number of errors in tense.
2. The students committed 1212,993 and 661 errors in the first, second and third test items respectively.
3. The students committed the second highest number of errors in subject-verb agreement.
4. The students of Shree Kalinag Higher Secondary School committed the highest number of errors in tense, agreement, article, preposition and spelling and the students of Shree Manedanda Secondary School committed the lowest number of errors in the same items.
5. The students were found comparatively better in the use of tense, article and preposition than in agreement and spelling.
6. Most of the errors were found intralingual errors as they were caused due to the source language itself.

7. Regarding the use of preposition, the students committed the highest number of errors in omission and the least number of errors in substitution.
8. Incomplete sentences were highly used by the students.
9. Regarding the punctuation marks, the students committed most of the errors in omission of the apostrophe.
- 10.Regarding the tense, the 'Simple Past Tense' was highly used instead of the 'Simple Present Tense'.
- 11.The students were found to use comparative form even in the verb.

4.2 Recommendations

On the basis of the findings of the present study, the researcher has suggested the following recommendations for the pedagogical implications.

1. Free writing activities should be provided to the students with regular correction (self correction, peer correction and teacher correction).
2. It is better to give students more exercises on spelling.
3. The students should be taught the rule of omission of preposition. Moreover, it is better to teach preposition in combination with nouns rather than teaching in isolation.
4. To avoid the errors of agreement, special attention should be given to subject-verb agreement.
5. The students should be given adequate knowledge of singular and plural forms of the verbs. S-V agreement should be taught by relating verbs with subjects.
6. Mechanics of writing should be focused to the students.

7. The students should be encouraged to write the correct graphology.
8. Writing should be taught with appropriate structure and situations.
9. The teacher should provide the students with sufficient exposure regarding the use of articles and prepositions.
10. The students should be encouraged to write the complete sentences.

Finally, the researcher would like to recommend to carry out further research in this area by taking different schools of different districts. He would like to suggest other researchers to compare the proficiency in writing free composition so that their work will help syllabus designers, teachers and grammarians.

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APPENDICES

Appendix – A

Test Items

Grade: 10

Time: 75 minutes

Q.No.1 Write an essay on 'The Student Life' using at least 140 words.

Q.No.2 Write a letter to your penfriend describing how 'Dashain' is celebrated in your country. (Use at least 140 words)

Q.No.3 Write a short paragraph about 'The village life' using at least 80 words.

Appendix B

List of Schools

1. Shree Kalinag Higher Secondary School, Singati
2. Shree Hilepani Sanskrit Higher Secondary School, Lamidanda
3. Shree Manedanda Secondary School, Jhyanku
4. Shree Haleshwor Secondary School, Suri
5. Shree Jalapaswori Secondary School, Babare

Appendix C
Samples of Primary Data