CHAPTER ONE

INTRODUCTION

1.1 General Background

We simply say that Language is a 'means of Communication' but it is very complicated task to give its more plausible definition. Of course, language is the most highly developed and most frequently used means of communication that human being possess. It consists the vocal noises made by human beings. Vocal sounds such as Sneezing, coughing, snoring, etc. can communicate some meanings but can not 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 communications can be considered as the more adequate definition. So, the term language refers only to the voluntary vocal sounds which speakers use deliberately for the purpose of communication.

As we know language is species specific to mankind i.e. only human beings can have the capability to speak language and their mind is genetically equipped with it. No other animals can acquire language because of its complex structure and their physical inadequacies. By physical inadequacies, here, we mean animals do not have the vocal organs and the type of brain which human beings possess. Human's mind is specially equipped with a special type of capacity to acquire language that Chomsky calls Language Acquisition Device (LAD). Human children have such a device that they don't have to go towards the language to acquire it but the language automatically comes to the children. While defining language Hockett says, "Man is the only living

species with this power (to speak) and that no other living species can reasonably be presumed to have had the power at some earlier time and to have lost it Science. The appearance of language in this universe at least in our planet – is thus exactly as recent as the appearance of man itself." Crystal (1992:212) defines language as, "The systematic conventional use of sound, signs or written symbols in the human society for communication and self expression." This definition is broad one, which includes different forms of language like written language and sign language including the proper language speech. More precisely, "language is a voluntary vocal system of human communication."- Sthapit(2002)

Yadava (2001:3) has made reference to the following definitions on the very starting of the topic, 'Definition of Language.'

"Language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols."

- Sapir: Language (1921:8)

"A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

- Bloch and Trager: Out line of Linguistic Analysis (1942:5)

"Languages are a symbol systems---- based on pure or arbitrary convention--- infinitely extendable and modifiable according to the changing needs of the speakers."

- R.H Robins: General Linguistics (1964:14)

"Language is a "set (finite or infinite) of sentences, each finite in length and constructed out of finite set of elements.""

- Chomsky: Syntactic Structures(1957:13)

Language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols."

Then he has concluded saying that none of the definitions is comprehensive and wholly satisfactory by itself.

There are many languages spoken all around the world. Among them English is the one which has greater significance in the present world. It is an international lingua franca. It is the most dominant language in the world. It is one of the six official languages of the United Nations and the means of International Communication in South Asia. English language was introduced in Nepal with the foundation of Durbar High School in 1854 A.D. by the Prime Minister Janga Bahadur Rana. Since the implementation of NESP in 1971, English language had been being taught in all schools in Nepal as a compulsory subject from grade IV up to Bachelor level. The government has recently (since 2060 B.S) introduced English from class one in public schools. However, in private schools, it has been taught from pre-primary level for years.

Generally, it is believed that first language is acquired and second is learned. In other words, L1 collocates with learning and L2 collocates acquisition. In this sense, L1 learning and L2 learning generally refers to language learning and language acquisition. L1 learning is forming first habit but L2 learning is replacing the first habit by the second habit, especially in case, where there is difference between the systems of two

languages. Thus, learning English (second language) is very complex for Nepalese learners, so, they commit many errors. Errors are inevitable in the process of learning a language. It's human nature to make errors. Error is committed by non-native speakers/learners at the competence level due to linguistic reasons, which can't be identified and corrected by the learner himself/herself. An error is consistent, regular and uncorrectable. Students/Learners may commit errors in receptive and productive skills in second language learning. Mother tongue interference, overgeneralization, analogical creation, hyper-correction and inherent difficulty are the main sources of errors. English language which we have above discussed more is not our mother tongue. Learners of second language, not only at school level but also at the campus level commit errors in writing 'guided composition'. Students may commit errors in the use of tense, spelling reproduction, coherence and cohesion.

Most of the students commit grammatical errors in learning second language because they try to convert the structure of second language into the structure of their native tongue. In writing, language should be grammatically correct and contextually appropriate, if not it will be meaningless. So, these two aspects are the vital part in writing guided composition.

1.1.1 Problems in English Language Teaching

Every language has its own underlying system of rules to serve all the functions of communication. English has also its own system of rules which makes language teaching more complicated. When we start to learn English as a second language, we non-native speakers of English face many problems regarding the different areas of language teaching like; pronunciation, spelling, subject-verb

agreement, gender, person, article, tense, conjunction, preposition, and so on. On the other hand because of the physical facilities, administration, political situation, policy of the government and by others, ELT classes are affected. Normally, there are not only the problems in Nepal but also in other countries. Some of the problems in ELT classes for Nepal can be as follows:

a. Mother tongue Interference:

Here, pre-acquired knowledge of first language interferes learners to learn the second language. These errors are called inter lingual errors because they are caused by the first language of the learners. We Nepali people also face the same problem in learning English, e.g. we Nepali speaker feel difficulty too pronounce the sound /f/ because we have a habit of producing bilabial /f/ whereas it is labiodental in English.

b. Spelling error:

Among the different types of errors, spelling error is most frequent error for the student of ESL. Spellings are often confusing in English. We ESL learners, normally write spellings of the words on the basis of their pronouncing way which is not the correct way to spell the words.

e.g.

I *no the way, he speaks.

I know the way, he speaks.

*that is primary and speech is secondary.

Thought is primary and speech is secondary.

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*Nolege is powerful.

Knowledge is powerful.

c. Overgeneralization:

It refers to the errors made by learner himself because of his incomplete knowledge of the target language. The learner simply tries to generate more complicated sentences/words of target language by using the pre-acquired partial rules which are not sufficient to capture the whole knowledge of a language and they may not fit in accordance with the situation which we face. The examples of overgeneralization can be as follows:

Cat – cats   love – loved

Dog – dogs   like – liked

Man – mans*   go – goed

d. Hypercorrection:

Here, the learner commits errors because of the way he was corrected in his first error. The learner himself thinks that the correction is applicable for all the purposes of language but it is not always the case. Unfortunately, he commits the second error by the first correction of error. e.g.,

Hari *love dancing.   Hari loves dancing.

Hari can dance.   Hari *cans dance.

e. Errors made by teacher:

In some cases, a teacher makes errors himself while producing a continuous speech or in an spontaneous expression.

Unfortunately, those errors are copied by the students. For example, if a teacher explains the rules like 'if action is past the verb form also will be in past' but the learner may interpret in this way 'yesterday I wanted to *went out but my friends kept me at hotel.' We also find that the teacher explains the general rules but students apply those rules for exceptions also and commit errors.

f. Verb Agreement:

Verbs are key words of the sentences. They are directly linked with subject's positions; number (singular/plural) and person. It is the subject which determines the stat of the verb. It does not matter how many words there are in subject but simply we can say that a singular subject takes singular verb and plural subject takes plural verb. e.g.

*The majority were in my favour.

The majority was in my favour.

*All of us was equally responsible for that.

All of us were equally responsible for that.

g. Lack of Exposure and practice:

Here, exposure refers to the time which is exposed to the learners. But if we examine the ELT classes of Nepal, except Boarding School, most of the government schools use Nepali language as a medium of instruction in secondary level. So, they lack the exposure in English and automatically those students are weak in English because of less exposure. On the

other hand, practice refers to the hours spent for doing something or in simple words we can say that practice is repetition of something time and again.

h. Lack of trained teachers:

Better teaching, better learning. We know that a teacher is the hero of the class. So, he should be well trained otherwise he/she may misdrive his students in wrong way. In other words, we Nepalese ESL learners have been facing problems in the absence of trained teachers. Truly speaking, most of the English teachers are not trained they just dictate in class but they don't care about the student's interest, classroom situation, approaches, methods, techniques to be used in the classroom. Generally, it seems very simple task to be a teacher but it is not so. It is a challenging job to be a good teacher. To be a good teacher, she/he should have sound knowledge of pedagogical aspects and she/he should be friendly, manager, facilitator, leader, mediator, councelor etc but she/he shouldn't be authoritative.

i. Attitudes and Teaching methods:

In context of Nepal, we Nepalese teachers only use GT method to teach second language which is obviously wrong. We just try to solve all the problems by using mother tongue but in real it is not so. We think that GT method is the core method to teach English language where everything of target language is translated into mother tongue of the learner which is not considered as an effective way of teaching learning process. In

the absence of trained teachers, we can not use new methods and techniques in the classroom.

On the other hand, attitude towards target language makes learning effective or non-effective. If the learning has positive attitude towards target language, learning will be effective and if learner is not positive the learning also will not be effective.

j. Responsibility of the government:

The government doesn't seem responsible for the quality education, less percentage of the total budget is invested in education sector. There is not special provision of award to the honorable and dutiful teachers and their is no punishment to the teachers who do not do their duty well.

Finally, we can say that unless we remove all the above problems, we can't think of effective ELT class in Nepal. It is being such a rough situation where students are unknowingly driven to darkness by the untrained or unqualified teachers. To solve all these problems related to the ELT, following strategies should be followed:

- ➢ Government should be responsible to the education sector and the amount of budget should be highly increased.
- ➢ Teachers should be well trained and those teachers who are honorable, dutiful, efficient and capable should be awarded.
- ➢ There should be high co-operation between students, teachers and guardians which helps in teaching learning

process and students should get high exposure and practice to do.

- ➢ Any kind of biasness should be removed from the educational institutions.

1.2 Writing Skill:

Skill means to do something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. It means to manipulate the mechanics of writing, structuring them into sensible word(s), sentence(s), and paragraph(s) in order to make the reader understand the meaning of such complex effort. In other words, writing is the act of putting down the graphic symbols that represent a language in order to convey some meaning so that the reader can grasp the information the writer has tried to impart. This skill is considered to the last language skill among the four and powerful medium of expression.

Writing is an activity by which human beings, communicate with one another, transmit their accumulated culture from one generation to another. It is through this means that we are able to share ideas, arouse feelings and persuade and convince in many ways. Thus, writing is an act of transmitting thoughts, feelings and ideas on paper. Since writing is a thinking process in its own right, it demands conscious intellectual efforts.

Writing is a very complex process requiring many composite skills, viz. mental, psychological, rhetorical and critical. Describing its complexity, David Nunan 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, formant, 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." (1989:36)

Rivers (1968:243) defines, "writing refers to the expression of ideas in a consecutive way, according to the graphic convention 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 structures."

1.2.1 What is writing?

Writing can be looked at in two levels. In its simplest form writing can be the act of putting down something, which has been spoken, in conventional graphic form. In this sense, writing is nothing more than the correct association of conventional graphic symbols with sounds, which have no significant importance for the writer. Writing, thus, is clearly much more than the production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. So, in its highly developed form, writing refers to the expression of ideas in consecutive way according to the graphic conventions of the language. Writing involves encoding of a message of some kind or translating our thoughts into language in graphic form.

So far as writing exercises are concerned, we should be sensitive to the fact that writing has its own rules and conventions and we can expect course material to take that into account. Writing is not speech written down, and writing ability can not be adequately taught by simply getting students to write down oral drills or do written grammar exercises. This may help them with their spelling but it will not equip them to produce coherent written text following the convections of writing.

Byrne (1991:1) describes, when we write, we use graphic symbols: that is, letters or combination of letters, which relate to the sounds we made when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions to form words, and words have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists.

Rivers (1968:243) describes writing as, "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).

1.2.2 Stages of writing Skill

There are three important stages of writing skill. 'Manipulation' of the shapes of the graphic marks is the first stage of writing skill. 'Manipulation' of the shapes of the graphic marks is the stage in which the

learner (writer) simply manipulates the shapes of the graphic counterparts of the phonological items or a spoken word in its written form. The main difficulty of this stage is the variety of the writing system (scripts) of the learners mother tongue and English (target language).

The second stage of the process of writing is 'Structuring' stage in which the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraphs and then forming a text.

The third stage is 'Semantic stage'. This is the highest level in the process of writing. In this stage the learner learns not only the mechanics of writing and structuring rules but also the significance of using a word, a phrase or a sentence in the overall context of the entire written script. This is a stage at which the writer should know the circumstances in which the written communication takes place, and the social purpose which it serves. If learners of either a first or a second language are to acquire an ability to communicate in writing, they have to learn not only to write correct sentences, but also to define, to classify, to organize a description to relate the statement which illustrates its working, how to introduce modal modification, to keep in contact with the reader and so on.

1.2.3 Approaches to Teaching of Writing.

Johns (1990) suggest that there are currently four theoretical approaches to the teaching of writing to native speakers of English. These are summarized below in terms of their major characteristics:

Approach to writing (Johns, 1990)

APPROACH	CHARACTERISTICS
The Expressivist Approach	Also called process approach. Writing is perceived as art- focus is on self-discovery. Teachers are non-directive: they facilitate classroom activities designed to promote writing fluency and empower students.
The cognitivist Approach	Writing is seen as a thinking and problem-solving. planning by student writers is extensive. Strategy training is fundamental, and students learn to develop their image of the reader, the situation and their own goals.
The Interactive Approach	Focus is on enhancing the writer-reader connection- both take responsibility for coherent communication. programs usually combine the writing and reading classes.
The Social Constructivist Approach	Writing is seen essentially as a social act in a specific context. Learning to write is part of becoming Socialized into a particular discourse community, and purpose in writing is constrained by the assumptions of one's culture.

1.2.4 What is testing?

A test is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group. In other words, test or testing is a means of assessment/evaluation, a measuring rod to evaluate the students' achievement. Testing, thus, is a part of evaluation which includes the judgment of total activities involved in teaching and learning. A test is generally administered in formal situation to grade the students in language education. Thus, test can be defined as any formal procedure for measuring ability, knowledge or performance of the students.

Van et al (1984:313) say, "in the context of teaching, tests do not only have the purpose of measuring the language behavior 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 teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective."

1.2.5 Testing of Writing.

The best way to test people's writing ability is to get them to write. This is not an unreasonable assumption. Even professional testing institutions are unable to construct indirect tests which measure writing ability accurately. And if in fact satisfactory accuracy were a real possibility considerations of backwash and ease of construction would still argue for the direct testing of writing within teaching institutions.

Our assessment/examination systems depend on the written expression for the scoring of the students. Writing is a process, not product, and the process of writing can be studied and understood (Murray, 1978). Writing is a productive skill of language. It requires the students to be elicited for the production. Weir (1990:58) describes testing writes as, "two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels, e.g. grammar, vocabulary, spelling and punctuation, and these elements can be tested 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 washback validity but would require a more subjective assessment."

In this connection, Khaniya cited from Bachman and palmer(1996). For them, the primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decision on the basis of those inferences. Khaniya (2005:141) defines, the best way to test writing is to get the learners write. He further considers three problems in testing writing as;

i.   Setting writing tasks properly representative (operations, text types; addresses, topic) of the population of tasks that students should be able to perform.
ii. The tasks that elicit samples of writing (set as many as possible) which truly represents the student's ability.
iii. The writing should be scored reliably (Holistic-Impressionistic, Analytic and a combination of both).

Weir (1990:60) defines, with a more integrative and direct approach to the testing of writing, we can incorporate items which test a

candidate's ability to perform certain of the functional tasks required in the performance of duties in the target situation.

1.2.6 Importance of writing.

Each and every skill has its own specific significance, but writing is the most demanding language skill. Both in educational field and future career one will be judged in part by one's ability to put ideas down on paper. It is an art which gives one a chance to be heard and to influence others. Moreover, writing is thought as a medium of expression of ideas and views. It is the fourth language skill equally necessary to be mastered by a language learner. It develops through various and continuous steps of progression and makes the students active in it. The main purpose of writing is to enable the learners for free compositions and creativity. We can't learn to speak without learning to hearing and can't write unless we are able to read. That's why reading and writing are interrelated skills and are helpful in improving the competence level of learners. Besides, writing is a form of problem solving which involves different processes as generating ideas, discovering a 'voice' with which to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. Writing is an art which crosses time and space limitations. In conclusion, writing is the most important part of preparation for academic pursuits. It needs more attention.

Byrne (1991:6) describes that clearly it is possible to learn to speak a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. The situation is not

so very different in the mother tongue, as we have already seen, except for those of us who use writing in some professional capacity. Because, therefore writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it. Cross (1992:268) describes writing as, "It is obviously quite true that writing is a least used of the four skills for the average foreign language users." Similarly, Rivers (1968:242) defines writing as, "Writing can be the act of putting down in conventional graphic form something which has been spoken."

1.2.7 An approach of composition writing.

It is a sad fact that a great many textbooks do not really teach composition writing – they test it. They test the teacher, too. Very little guidance is given to the teacher on how best to apply writing in the classroom. This applies particularly in advance classes. Many books simply set a topic, and leave it to the teacher or students to get on with it. A possible approach that can be under these circumstances is set out here.

An eight-state approach to composition writing:

i.   Oral discussion of the topic. During this stage, the teacher jot on the board a number of useful words, phrases and sentences ideas. Sometimes key or 'topic' sentences- for example, the sentence of a paragraph- might also go on the board. During this stage, the teacher should encourage the students to try to approach the topic from an unusual angle, if possible- but it which enables them to write from experience.

ii.   Individual planning. The students jot down their ideas in note form. Some do this paragraph by paragraph, others prefer to jot them down as they come to them, more or less randomly. The teacher helps out where necessary.

iii.   The students then write the composition, usually in rough first. Even professional writers don't get it right first time.

iv.   They check it through, possibly in co-operation with a fellow student, and amend it as necessary.

v.   They hand it in for marking.

vi.   The teacher hands the work back, marked, and discuss it with the students, drawing attention to any common problems, etc.

vii.   Corrections. Sometimes at least, students should be given the opportunity of writing out a corrected version of their work.

viii.   Follow-up problems diagnosed during this exercise are treated in later lessons to prevent them for re-occurring.

1.2.8 Writing Guided Composition.

Guided writing is neither controlled nor free. This is semi-controlled writing activity. In guided writing the student's writing is not totally controlled but is guided in some way. In controlled writing the structures and vocabulary are also controlled but in guided writing only the content or message or meaning is controlled but the students are free to allow their own vocabulary and structures where possible. At this stage students are required to write sentences in combination to produce a text, keeping to the Subject matter and guidelines given by the teacher. Guided composition exercises take various forms: they can be information-transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts, or may involve developing notes into a

coherent text, or can be exercises based on the texts that students have dealt with as part of their reading lesson etc. other form of guided composition exercises would be a series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report etc.

To facilitate the process of writing guided composition, the teacher often provides guidance in the form of a short test as a model or by doing oral preparation. This reduces the chances of committing errors. However, guided composition writing has the limitation that it lacks creativity, for the learner expresses not the ideas that are of his own, but the ones given by the teacher. Rivers (1968:252) states that the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning.

1.2.9 Errors in writing Guided Composition.

Writing is the last of the four language skills. It is an act of putting down the graphic symbols on paper that represent a language. So, it is often regarded as the visual representation of speech. Writing is a complex process for language learners. He may commit errors in spelling, conjunction, relative clause, punctuation, grammar, coherence and cohesion in writing guided composition. Spelling plays a very important role in addition, omission, replacement of one letter, with another to change the entire meaning of the word and the whole message.

Punctuation helps to clearify meaning and understand a text. Relative clause helps to connect two or more sentences together to bring out the correct and clear meaning of a sentence. Coherence and cohesion assist to get the meaning of a sentence or a paragraph grammatically

and/or contextually appropriate. So, the writing should be grammatically and contextually relevant to be meaningful.

Byrne (1991:123) says that learners make errors when they try to do something with the language, which they are not yet able to do. He further says that effective expression is not the same as accurate expression. Accuracy is normally measured in terms of correct grammar, spelling, etc. Since these are the areas which tend to get the most attention when a piece of written work is being 'corrected'. But a piece of written work which has a number of mistakes in it may nevertheless convey the writers communicative purpose perfectly adequate, while another piece, superficially free from mistakes, does not. The same is true of oral expression.

1.3 Importance of studying Learner's errors.

Undoubtedly, the study of learner's errors has some value. Error analysis is a process through which we analyze the language performance of learners, identify errors, investigate their probable causes, evaluate their seriousness and suggest some remedies with a view to improving the learning-teaching situations. The study of errors made by language learners throws light on what types of errors are made by a particular group of learners, what may be the probable causes attributed to them, to what extent these errors are serious, and what may be the remedy to them, etc. As such, the study of learner's errors has a great implication on language teaching. The findings of error analysis help as a guide in course of language teachers' business to a great extent.

Corder (1973:265), Commenting on the practical uses of EA, recognizes that the study of learner's errors has two values:

1. Day-to-day value, by which he means to say that errors provide feedback to the teacher in that they tell him "Something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on" (1975:265)

2. In addition to the day-to-day value, Corder recognizes another importance of studying errors. From the study of errors he means to say that feedback can de derived in designing a remedial syllabus or a programme of reteaching. In terms of broader planning, the usefulness of study or errors can not and should not be minimized because the conclusions derived from such a study may play a directive role in course of language teaching.

Commenting on the theoretical uses of EA, Corder (ibid) says…."the study of errors is part of and experiment to confirm or disprove the psycholinguistic theory of transfer" (libid:266). This implies that EA was developed along with contractive analysis and thus the predictions of the areas of difficulty in learning the target language made about by CA between the native and the target language (TL) of learner were tested. Thus, on large scale of EA, the degree to which the predictions were supported or disproved determined the relative strength or weakness of CA.

Corder (ibid:267) points out another theoretical use of the study or errors. Following him it is essential to study the learners' errors in that it

forms "part of the methodology of the study of language learning." Just as collection and analysis of the utterances produced by an infant (no longer perfectly well-formed ones) is essential in understanding the process of first language acquisition, a longitudinal study of errors produced by a second language learner at different times along his learning career becomes essential in understanding acquisition (SLA). Elsewhere Corder (1981) writes:

"…The longitudinal study of the language development of a second language learner would rely heavily upon the techniques of what we are calling 'error analysis' just as the longitudinal study of the infant learning his mother tongue depends on the analysis of his idiosyncratic sentences." (1981:20)

By the systematic study of learner's language in this way, psycholinguistic research has benefitted a lot; and different scholars have explained the process of SLA by the study of the errors made by learners at different stages of learning.

Commenting on the implication of EA on language teaching, Basnet (1991:30) mentions the following principles that are relevant to language teaching (LT).

i.   Learners should be provided with materials that give comprehensive input to learn, construct hypotheses and test them.

ii.   Materials should be recognized in the order in which learning process proceeds.

iii. One should not expect pupils who at one stage utter nothing and at another utter completely error-free sentences.

iv.   The point in correcting errors is that if we provide students with a correct model, they will make use of it to modify their hypotheses. But if we insist they produce the correct form outright, they will still produce the incorrect form. They continue to hypothesize until the hypothesis is adjusted.

1.4 Mistakes and Errors.

In 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 a general or cover terms as well as specific term where as error is a kind of mistake can be taken as a specific term only.

A mistake may be defined as a performance error that results form a failure to utilize a known rule. All people make mistakes. Even native speakers make mistakes. The important point to notice here is that 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 thing as whether he thinks his hearer has noticed them and how urgently he wants to get on with what he is saying. Thus, mistakes are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in process of producing language (speech or writing). S. pit Corder has referred to errors as 'breaches of the code'. According to him native speakers are capable of recognizing and identifying deviant sentences and can correct their 'breaches of code' but the learner can not by any means do so because he is like a child who has not any imprint of language on his brain or mind. In other words, if the learner produces the deviated form of language due to the lack of knowledge of underlying rules then the deviation is called

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an error and if the learner produces a deviated form not due to the lack of knowledge of underlying rules but due to his failure to make appropriate use of it in using (performing) language then the result is not an error but a performance mistake.

We can mainly divide errors in two types; expressive and receptive errors. Errors committed in the receptive skills (listening and reading) are called receptive errors which are caused due to the learners' failure in receiving the messages properly by reading printed marks on the paper and listening to the oral production that is imparted to him. On the other hand errors which are committed at the productive skills (speaking and writing) of language are called productive errors, those errors are cause due to the incapability of the learner in producing something which he has already learnt through listening and reading.

Corder (1973) discusses three types of errors, i.e. lapses, mistakes and errors. According to him, native speaker 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 learner himself. If the learner can't recognize and correct the ill-formed elements in a sentence made by himself such types of mistakes are errors.

Thus, mistakes and errors are two different kinds of malformations in language. Mistakes which occur at competence level of the L2 learner are called errors, which 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 corrected by the speaker himself.

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1.4.1 Stages of Error Analysis:

For the effective teaching-learning outcome, we should study and analyze the errors made by the second or foreign language learners. It helps the language teacher to discover the difficulties which are causing problems, in this, mainly the sources of errors and causes of it are attempted to find out and the students are given a remedial teaching. Error analysis can keep us too closely focused on specific languages rather than reviewing 'universal' aspects of language. While analyzing errors, we follow certain steps. Those steps are discussed below:

1.4.1.1   Recognition of Errors:

The first thing that an error analyst has to do is to recognize or identify which of the expressions in the performance sample (i.e. speech data or written data) are erroneous. This should be based on what standard of performance is acceptable in the model of the language being learnt. For example, the utterance 'I will pick you at the bus stop' will be considered erroneous in standard British English (in which 'pick up' is the correct form), but it is common in some local varieties. So there should be a fixed norm against which the judgment of correctness will be made.

Some erroneous expressions are unquestionably ungrammatical at the sentence level and are, therefore, easily recognized. Such errors are what we call overt errors. But some erroneous expressions can not be recognized as errors unless they are seen in wider linguistic and extra-linguistic contexts, for they are grammatically well-formed at the sentence level. Such errors are known as covert errors. For instance, the error contained in the

sentence 'They do not have tasted English Foods' is an overt error as it is obvious at the sentence level and can be recognized without considering the context in which the sentence is used. On the other-hand, an expression like 'We sat on the table and had our meal' has nothing inherently wrong, but if we consider where people sit to have meal and interpret the speaker's (i.e. learner's) intention, it contains an error, namely the substitution of the preposition 'at' by 'on'.

The recognition of error primarily depends on the analyst's correct interpretation of the learner's intended meaning. But the problem is how to arrive at such an interpretation. If the learner is present, we can ask him to tell us what he meant to say in his mother tongue (if we know his mother tongue). Otherwise, we have to infer the meaning intended by the leaner from the surface structure of his sentence in conjunction with the information derived from its context. Once we have interpreted the learner's meaning, we should reconstruct his utterance and compare the original utterance with the reconstructed one to identify the difference. Thus, the process of recognition involves a comparison between the original and reconstructed utterances and identification of errors in terms of the differences observed.

1.4.1.2   Description of Errors:

Description involves classifying errors. In this stage, each error is assigned a grammatical description. In Corder's words, an attempt is made to explain errors "in terms of the linguistic processes or rules which are being followed by the speaker." in this stage (1973:277)

Corder (ibid:277-78) says that description of errors can be made at various degrees of depth, generality or abstraction. He talks about two levels of description:

i. Superficial 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 the 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 use 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; 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 concern tense, auxiliaries, voice etc and if it is in the NP it may concern number, count/mass distinction, articles and determiners etc.

1.4.1.3   Explanation of Errors:

In this stage of EA, an attempt is made to find out the sources of errors. Corder (1974:128) says that this stage of EA is distinct from the earlier stage in that whereas the earlier stage is confined to linguistic activities, this stage comes under the scope of psycholinguistics. Here we are mainly concerned with investigating why and how the learner comes up with the particular erroneous expression- in other words, with finding out the factors causing learning problems.

But the tasks of finding out the likely causes of errors is not as simple as on might assume, because these 'cause' are not explicitly shown on one's performance. However, we can infer the likely the causes of an error by carefully speculating the learning process, and the learning process is their cause. Littlewood (1984) writes:

"Errors themselves are the products of learning. From them we can make inferences about the process." (1984:24).

There are two main sources of committing errors which are as follows:

i.   Interlingual cause:

By this term we mean mother tongue interference or negative transfer from L1. Wherever the pattern of structure between the learner's MT and TL differ this leads the learner towards negative transfer, as a result of which he tends to produce utterances that resemble the characteristics of his L1 but not those of the TL. Estimates as to the percentage of errors caused by L1 interference may fluctuate to some extent. However, several scholars have pointed out that there is a considerable amount of evidence to support L1 interference as the principal source of errors. For example, basnet (1991) writes:

"It seems highly likely that a great many errors are caused by L1 interference." (1991:28).

George (1971, as referred to by Richards Sampson, (1945:5) points out that language transfer is responsible for one-third of the deviant sentences in second language learner's language.

To quote from corder (1974): "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 lead 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." (1974:130)

To give a concrete example to support inter-lingual cause of error, the sentence "Skin shoes are durable,' as produced by a Nepali learner of English can be taken as an error caused by L1 interference (whereas there is the distinction between 'skin' and 'leather' in English lexical system, we find only one lexical item 'chhala' to represent the same semantic field in Nepali.).

ii.   Intralingual cause:

There is enough evidence to support that speakers of different language produce similar errors in learning the same TL. Instead of reflecting the structure of the learner's MT. These errors reflect faulty generalization about the rules of the TL itself. Littlewood (1984:20) talks about 'developmental errors' (those ones which resemble the errors made by children who are learning the given language as their MT). He points out Dulay and Burf's analysis which shows that only 3 percent of the children's errors can be classified as interference errors. On the other hand, 85 percent of the errors in their study came under developmental errors, and the rest 12 percent did not fall clearly into either category.

Probable explanations for 'Intralingual' or 'developmental' errors might be as follows:

    a. Wrong Analogy and Overgeneralization:

    It seems natural that a learner in course of his learning career tends to simplify learning load. He does this by formulating rules. But due to limited exposure to the language being learnt, he may over generalize the rules and fail to take the exceptions into account. Littlewood (ibid) points out that overgeneralization causes the majority of Intralingual errors. He says:

    "The majority of Intralingual errors are instances of the same process of overgeneralization that has been observed in first language acquisition." (ibid:23).

    Overgeneralization means wrong prediction about the language system. We can see the following two reason responsible for wrong prediction:

        i. For same reason, the rule does not apply to a particular time (even though the learner has allocated the item to the appropriate category). The learner is unaware of the very fact and thus ignores exception.

        ii. The item belongs to a different category which is covered by another rule; but the learner is unaware of the new rule, and thus

extend the rule he has learned to the extent beyond its scope.

For example, on the basis of the words 'quickly', 'slowly', 'fairly', and so the learner may create a rule: adjective + ly = adverb and thus may produce 'fastly'. Similarly, 'oxes' and 'goed' instead of oxen and went may be the errors due to the overgeneralization.

b. Hyper- correction:

The basic assumption behind the concept of hyper-correction is that if a predicted area of difficulty is over emphasized in the preparation of materials and/or presentation and practice, it will lead the students towards a false belief of their importance; as a result they tend to make use of the "over-emphasized" rule everywhere (i.e. regardless of the limitation of its scope). The learners know the rule well, but unfortunately they become so worried about not using the rule that they over use it and make erroneous utterances such as, *'I lives in villages' or *'She cans sings well' etc.

MC Keating (1981:233) point out hyper-correction to be common with inflection as well as difficult sounds. He points out the problem of Fijian students who tend to pronounce 'prize' as 'price' and

'eye' as 'ice' because of the over importance given to /s/ in teaching.

c. Faulty Rules given by the teacher:

Sometimes teachers give rules which are not fully adequate. When students follow the inadequate rules they make errors. To give an example as given by Mc Keating (ibid) the rule, 'if the action is in the past, the verb must be in the past tense' may lead the learner towards making the erroneous sentences such as the following:

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

d. Inherent Difficulties of the TL:

It is supposed that some features of the TL are inherently difficult, and therefore lead the learners towards committing errors. Such errors are made by any learner of the language, regardless of his language back ground. For example, it is generally agreed that English consonant pairs /v/ - /f/ and / / - / 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 referred to by Richards and Sampson. 1974:13). Similarly, English articles and prepositions are takes as inherently difficult areas for the native speakers as well.

When we face practical problem of studying errors we find more than one of the above sources responsible for the learner's inability to make use of language properly. That is why Ellis (1985:35-36) talks about "multi-factor approach to error." similarly Kasper (1982, as quoted by Basnet 1991:65) talks about several factors playing role simultaneously in learner's failure.

e. Remedial Teaching:

When the errors, its cause and source 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. As the teacher analyzes their errors, he knows the common areas of problem where they find difficult to correct themselves; the nature, and cause of those errors. Therefore, s/he does explicit re-teaching of rules in question. This is done for the revision of the rules to clarify the problematic areas. To overcome the errors, explicit rules are taught and learned inductively. For example, if the learners produce the erroneous utterances for negativising the sentences with modal auxiliaries like, "He can sing a song" as "He does not can sing a song", the teacher should explain that modal auxiliaries itself takes 'not' to change into negative sentence presenting ample examples that contain modal auxiliaries.

1.5 Review of the Related Literature:

A few researches have been carried out in connection with the free composition but there is not even a single research conducted on 'guided composition.' The related literature to the research study is as follows:

Barakoti (2001) carried out a research on "Errors committed by PCL second year students in writing free composition." The study was carried out an attempt to identify and describe the errors committed by the learners of English in writing free composting. The primary sources of data were collected from PCL second year students of education and Humanities streams majoring in English. The tool used for data collection was test items requiring the students to write free composition. The researchers selected three items for free writing; essay writing, letter writing and paragraph writing. He found that students committed the highest number of errors in tenses and the lowest number of errors in using prepositions.

Ghimire (2005) conducted a research entitled "Errors committed by twelfth graders in writing free composition." He wanted to classify and describe the errors committed by the learners of English in writing free composition. The primary sources of data were collected from twelfth graders of Sindhupalchok district. The tool used for data collection was test items requiring the students to write free composition. The researcher selected three items for free writing; essay writing, letter writing and paragraph writing. He has found that the students committed the highest number of errors in agreement and the lowest number of errors in tense.

Thapa (2000) has carried out a research entitled 'Errors committed by the students of Grade seven in the use of comparative and superlative

degrees of English.' The study was an attempt to identify errors in the use of adjective committed by Nepali learners of English. The sample population were 96 students of Grade VII from private schools – four from rural and four from urban settings of Kathamndu. A questionnaire consisting 60 items (of five types) was administered among the learners. Thus, this was a cross-sectional study however based on the results of the test the subject teachers were also asked 15 open-ended questions to elicit an overall impression on English from them.

The researcher came out with the finding that girls were better than boys. On the other hand the students of urban area were poorer.

1.6 Objectives of the Study

The objectives of the study are as follows:

    i. To find out the errors on use of tense, agreement, conjunction, relative pronoun and spelling committed by the tenth graders in writing guided compostion.

    ii. To make comparison between the proficiency of public and private school students on the basis of errors committed by them in writing guided composition.

    iii. To suggest some pedagogical implications.

1.7 Significance of the Study:

This study will point out and determine the areas and the nature of difficulty faced by the students in the use of tense, agreement, conjunction, relative pronoun and spelling in guided writing. This study will be useful for the students, teachers, text book writers, syllabus designers and other persons who are directly or indirectly involved in English language teaching/learning activities.

CHAPTER TWO

2. METHODOLOGY:

The researcher adopted the following methodology to complete the set of objectives.

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 source of data for this study was the answers provided by the tenth graders from each selected public and private Schools of Jhapa district.

2.1.2 Secondary sources of data:

The secondary data was taken from the text books, old questions of S.L.C, different reference books, journals, various articles, research reports etc. for the preparation of text items and for the refreshment of his knowledge in the related area.

2.2 Population of the study:

The population of the study was the Tenth graders. The study was based on Ninety informants to elicit the errors. Ninety non-native students of English, fifteen from each school, were selected from three public and three private schools of Jhapa district.

2.2.1 Sampling procedure:

Three public and three private schools were selected through judgmental sampling. Fifteen students from each school were selected randomly.

2.3 Tools for data collection.

The researcher used a test consisting of three questions to collect data for the students. The tasks were: i. paraphrasing (rewrite each of the following sentences in another way, beginning each new sentence with the word given. Make any changes that are necessary but do not change the general meaning of the sentence.) ii. Parallel writing (Read the description of 'Rhinoceros' and then write similar description of 'wild Elephants' from the notes given) and iii. Story writing (write a story using the following hints). Each item was targeted to elicit appropriate use of different tenses, agreement, conjunction, relative pronoun and spelling in writing guided composition. Those items for writing guided composition were chosen on the basis of the Secondary Level Curriculum of English. The informants were allowed to use their own vocabulary and structures appropriately where possible. But they were controlled in terms of meaning or message or content.

2.4 Process of data collection:

Having prepared the test paper on the basis of text books and old questions of S.L.C, the researcher personally visited the three selected public and three private schools to collect data. The data for this study was collected from the written works of the students. With the help of the Headmaster/Principal and English teacher, he gathered the

students of tenth graders randomly as per the required number for conducting the tests. The researcher administered the test items in the allocated time (i.e. 1 hour) and the students were asked to answer the questions. After collecting the answer sheets the researcher checked them and counted the committed errors by the students in the use of tense, agreement, conjunction, relative pronoun and spelling. At last, the errors were compared between the students of public and private schools to find out their proficiencies.

2.5 Limitation of the study

The researcher attempted to carry out the tasks taking the following limitations:

(i) The study was limited to six schools: three from public secondary schools and three from private secondary schools of Jhapa district.

(ii) The study was limited to a test consisting of three questions that is, paraphrasing, parallel writing and developing skeleton into fuller text by tenth graders.

(iii) Fifteen students from each school were taken as the population of the study.

(iv) The research work was limited to the following grammatical areas:

tense, agreement, conjunction, relative pronoun and spelling in writing guided composition.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction:

This is the focal part of the study. It deals with the presentation, analysis and interpretation of the data. It deals mainly with the errors committed by the students in tense, agreement, conjunction, relative pronoun and spelling in writing guided composition. The analysis and interpretation of the data has been carried out by using descriptive and simple statistical tool of percentage.

On the basis of errors in test items the researcher has collected the data consisting of three questions for guided writing. The first item was paraphrasing the second item was parallel writing and the third item was developing skeleton into fuller text. Each item was targeted to require the appropriate use of tense, agreement, conjunction, relative pronoun and spelling.

3.2 Errors in test item

Table No. 1

S. No	Test Items	Errors in Tense		Errors in Agreement		Errors in Conjunction		Errors in Relative pronoun		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	61	13.55	159	17.66	38	6.03	0	0	50	5.55	308
2	II	36	6.66	205	20.70	59	8.19	5	3.12	171	20.72	476
3	II	206	19.07	170	18.88	83	13.17	11	6.11	164	19.87	634
Total		303	13.08	534	19.13	180	9.09	16	4.70	385	15.09	1418

The table given above presents the errors in the use of tense, agreement, conjunction, relative pronoun and spelling under each item by the students of both (public and private) schools. Under the first item the students committed 61(13.55%), 159(17.66%), 38(6.03%), 0(0%) and 50(5.55%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. The students committed the highest number of errors in agreement and the lowest number in relative pronoun.

Under the second item, the students committed 36(6.66%), 205(20.70%), 59(8.19%), 5(3.12%) and 171(20.72%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. The students committed highest number of errors in agreement and the lowest number in relative pronoun.

Under the third item, the students committed 206(19.07%), 170(18.88%), 83(13.17%), 11(6.11%) and 164(19.87%) errors in tense,

agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number in relative pronoun.

In total, the students committed 303(13.08%), 534(19.13%), 180(9.09%), 16(4.70%) and 385(15.09%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

3.3 Item wise Errors in public and private schools
3.3.1 Errors in Public School

Table No. 2

S. No.	Test Items	Errors in Tense		Errors in Agreement		Errors in Conjunction		Errors in Relative pronoun		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	46	10.22	123	13.66	23	3.65	0	0	40	4.44	232
2	II	30	5.55	125	12.62	42	5.83	4	2.52	112	13.57	313
3	II	116	10.74	124	13.77	48	7.62	7	3.89	120	14.54	415
Total		192	8.83	372	13.33	113	5.71	11	3.25	272	10.66	960

The table given above presents the item wise errors in the use of tense, agreement, conjunction, relative pronoun and spelling under each item by the students of public school. Under the first item the students committed 46(10.22%), 123(13.66%), 23(3.65%), 0(0%) and 40(4.44%) errors in the use of tense, agreement, conjunction, relative pronoun and

spelling respectively. In this item the students committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

Under the second item, the students committed 30(5.55%), 125(12.62%), 42(5.83%), 4(2.52%) and 112(13.57%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. In this item, they committed the highest number of errors in agreement and the lowest number in relative pronoun.

Under the third item, the students committed 116(10.74%), 124(13.77%), 48(7.62%), 7(3.89%) and 120(14.54%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. In this item, they committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

In total, the students committed 192(8.83%), 372(13.33%), 113(5.71%), 11(3.25%) and 272(10.66%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

3.3.2 Errors in Private School

Table No. 3

S. No	Test Items	Errors in Tense		Errors in Agreement		Errors in Conjunction		Errors in Relative pronoun		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	15	3.33	36	4	15	2.38	0	0	10	1.11	76
2	II	6	1.11	80	8.08	17	2.36	1	0.61	59	7.15	163
3	II	90	8.33	46	5.11	35	5.55	4	2.21	44	5.33	219
Total		111	4.25	162	5.80	67	3.38	5	1.45	113	4.43	458

The table given above presents the item wise errors in the use of tense, agreement, conjunction, relative pronoun and spelling under each item by the students of private school. Under the first item the students committed 15(3.33%), 36(4%), 15(2.38%), 0(0%) and 10(1.11%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. In this item the students committed the highest number of errors in agreement and the lowest number of errors in spelling as well as no errors was recognized in relative pronoun.

Under the second item, the students committed 6(1.11%), 80(8.08%), 17(2.36%), 1(0.61%) and 59(7.15%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. In this item the students committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

Under the third item, the students committed 90(8.33%), 46(5.11%), 35(5.55%), 4(2.21%) and 44(5.33%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. In this item, the students committed the highest number of errors in tense and the lowest number of errors in relative pronoun.

In total, the students committed 111(4.25%), 162(5.80%), 67(3.38%), 5(1.45%) and 113(4.43%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. The students committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

3.4 School wise Errors in Each public and private school
3.4.1   Errors in public school

Table No. 4

S. No.	School	Errors in Tense		Errors in Agreement		Errors in Conjunction		Errors in Relative pronoun		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	Saraswati	49	2.26	122	4.37	37	1.87	2	0.58	40	1.57	250
2	Janta	48	2.22	95	3.40	35	1.77	1	0.29	130	5.09	309
3	Mahendra Ratna	95	4.35	155	5.56	41	2.07	8	2.38	102	4	401
Total		192	8.83	372	13.33	113	5.71	11	3.25	272	10.66	960

The table given above presents the errors committed by the students of different public schools in the use of tense, agreement, conjunction, relative pronoun and spelling. The students of Saraswati

Secondary School committed 49(2.26%), 122(4.37%), 37(1.87%), 2(0.58%) and 40(1.57%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

Similarly, the students of Janta Secondary School committed 48(2.22%), 95(3.40%), 35(1.77%), 1(0.29%) and 130(5.09%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in conjunction as well as no errors was noticed in relative pronoun.

The students of Mahendra Ratna Secondary School committed 95(4.35%), 155(5.56%), 41(2.07%), 8(2.38%) and 102(4%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

In total, the students of public school committed 192(9.27%), 372(13.33%), 113(5.71%), 11(3.25%) and 272(10.66%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. The students committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

3.4.2 Errors in private school

Table No. 5

S. No.	School	Errors in Tense		Errors in Agreement		Errors in Conjunction		Errors in Relative pronoun		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	Mount Everest	20	0.90	46	1.65	20	1.01	2	0.58	42	1.65	130
2	Mechi	65	2.14	53	1.89	25	1.26	1	0.29	31	1.21	175
3	Navodaya	26	1.21	63	2.26	22	1.11	2	0.58	40	1.57	153
Total		111	4.25	162	5.80	67	3.38	5	1.45	113	4.43	458

The table given above presents the school wise errors in the use of tense, agreement, conjunction, relative pronoun and spelling under each item by the students of private schools. The students of Mount Everest English Secondary School committed 20(0.90%), 46(1.65%), 20(1.01%), 2(0.58%) and 42(1.65%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

Similarly, the students of Mechi Secondary Boarding School committed 65(2.14%), 53(1.89%), 25(1.26%), 1(0.29%) and 31(1.21%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in tense and the lowest number of errors in relative pronoun.

The students of Navodaya Madhyamik Vidya Mandir committed 26(1.21%), 63(2.62%), 22(1.11%), 2(0.58%) and 40(1.57%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

In total, the students of private school committed 115(5.36%), 162(5.80%), 67(3.38%), 5(1.45%) and 113(4.43%) errors in the use of tense, agreement, conjunction, relative pronoun and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

3.5 Description of Errors:

3.5.1   Errors in tense:

Table No. 6

School	Public				Private			
	Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
No. of errors	49	48	95	192	20	65	26	111
Percentage	2.26	2.22	4.35	8.83	0.90	2.14	1.21	4.25

The table given above shows the different errors committed by the students of different public and private schools in tense. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 49(2.26%), 48(2.22%) and 95(4.35%) errors respectively. The students of Mahendra Ratna Secondary School committed the highest number of errors and Janta Secondary School committed the lowest number of errors in tense.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 20(0.90%), 65(2.14%) and 26(1.21%) errors respectively. The students of Mechi Secondary Boarding School committed the highest number of errors and Mount Everest English Secondary School committed the lowest number of errors in tense.

In total, the students of public school committed the highest number of errors and the students of private school committed the lowest number of errors in tense.

3.5.2 Classification of errors in tense

Table No. 7

Description	School	Public				Private			
		Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
Errors in past	No. of errors	37	33	68	138	15	48	22	85
	Percentage	1.69	1.49	3.10	6.28	0.69	1.32	1.02	3.03
Errors in present	No. of errors	10	12	25	47	4	15	3	22
	Percentage	0.48	0.58	1.16	2.22	0.16	0.73	0.14	1.03
Errors in Future	No. of errors	2	3	2	7	1	2	1	4
	percentage	0.09	0.15	0.09	0.33	0.05	0.09	0.05	0.19

The table given above shows the description of errors in tense committed by the students of different public and private schools. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 37(1.69%), 33(1.49%) and 68(3.10%)

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errors in the use of past tense, 10(0.48%), 12(0.58%) and 25(1.16%) errors in the use of present tense and 2(0.09%), 3(0.15%) and 2(0.09%) errors in the use of future tense respectively. They committed the highest number or errors in past tense and the lowest number of errors in future tense.

Similarly, the students of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir of private School committed 15(0.69%), 48(1.32%) and 22(1.02%) errors in the use of past tense, 4(0.16%), 15(0.73%) and 3(0.14%) errors in the use of present tense and 1(0.05%), 2(0.09%) and 1(0.05%) errors in the use of future tense respectively. They committed the highest number or errors in past tense and the lowest number of errors in future tense.

In total, the students of public school committed 138(6.28%), 47(2.22%) and 7(0.33%) errors in the use of past tense, present tense and future tense respectively.

Similarly, the students of private school committed 85(3.03%), 22(1.03%) and 4(0.19%) errors in the use of past tense, present tense and future tense respectively. Thus, the students of public school committed the highest number of errors in each tense than the students of private school. Some typical erroneous examples under this category are:

1. Once, there is a king.
2. The fly had fly away.
3. Tom plays tennis well yesterday.

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4. The elephant was living in the forest now.

5. The monkey will bitten the housefly.

6. The king will be living in a country many years ago.

3.5.3 Errors in agreement:

Table No. 8

School	Public				Private			
	Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
No. of errors	122	95	155	372	46	53	63	162
Percentage	4.37	3.40	5.56	13.33	1.65	1.89	2.26	5.80

The table given above shows the different errors committed by the students of different public and private schools in agreement. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 122(4.37%), 95(3.40%) and 155(5.56%) errors in agreement respectively. The students of Mahendra Ratna Secondary School committed the highest number of errors and Janta Secondary School committed the lowest number of errors in agreement.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 46(1.65%), 53(1.89%) and 63(2.26%) errors in agreement respectively. The students of Navodaya Madhyamik Vidya Mandir committed the highest number of errors and Mount Everest English Secondary School committed the lowest number of errors in agreement.

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In total, the students of public school committed the highest number of errors and the students of private school committed the lowest number of errors in agreement. Some typical erroneous examples under this category are:

1. A mosquito bite a poor girl.
2. The king is sits on the chair.
3. The monkey has looking after the king.
4. He haven't seen her for years.
5. It have keen sense for smell.
6. The housefly was fly away from the king.
7. He asked monkey to looked at him.
8. Tom play tennis very well.
9. He like an animal.

3.5.4 Errors in conjunction:

Table No. 9

School	Public				Private			
	Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
No. of errors	37	35	41	113	20	25	22	67
Percentage	1.87	1.77	2.07	5.71	1.01	1.26	1.11	3.38

The table given above shows the different errors committed by the students of different public and private schools in conjunction. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 37(1.87%), 35(1.77%) and 41(2.07%) errors in conjunction respectively. The students of Mahendra Ratna

Secondary School committed the highest number of errors and Janta Secondary School committed the lowest number of errors in conjunction.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 20(1.01%), 25(1.26%) and 22(1.11%) errors in conjunction respectively. The students of Mechi Secondary Boarding School committed the highest number of errors and Mount Everest English Secondary School committed the lowest number of errors in conjunction.

In total, the students of public school committed the highest number of errors and the students of private school committed the lowest number of errors in conjunction.

3.5.5 Classification of Errors in conjunction:

Table No. 10

Description	School	Public				Private			
		Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
Errors in Omission	No. of errors	15	14	18	47	10	12	11	33
	Percentage	0.76	0.71	0.90	2.37	0.51	0.61	0.56	1.68
Errors in addition	No. of errors	10	11	12	33	4	7	4	15
	Percentage	0.50	0.56	0.61	1.67	0.20	0.35	0.20	0.75
Errors in Substitu-tion	No. of errors	12	10	11	33	6	6	7	19
	percentage	0.61	0.50	0.56	1.67	0.30	0.30	0.35	0.95
	Total	37	35	41	113	20	25	22	67
	Percentage	1.87	1.77	2.07	5.71	1.01	1.26	1.11	3.38

The table given above shows the description of errors in conjunction committed by the students of different public and private schools. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 15(0.76%), 14(0.71%) and 18(0.90%) errors in the use of omission, 10(0.50%), 11(0.56%) and 12(0.61%) errors in the use of addition and 12(0.61%), 10(0.50%) and 11(0.56%) errors in the use of substitution of errors in conjunction respectively. They committed the highest number or errors in omission and the lowest number of errors in substitution and addition equally.

Similarly, the students of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir of private School committed 10(0.51%), 12(0.61%) and 11(0.56%) errors in the use of omission, 4(0.20%), 7(0.35%) and 4(0.20%) errors in the use of addition and 6(0.30%), 6(0.30%) and 7(0.35%) errors in the use of substitution of errors in conjunction respectively. They committed the highest number or errors in omission and the lowest number of errors in substitution.

In total, the students of public school committed 47(2.37%), 33(1.67%) and 33(1.67%) errors in the use of omission, addition and substitution of conjunction respectively.

Similarly, the students of private school committed 33(1.67%), 15(0.75%) and 19(0.95%) errors in the use of omission, addition and substitution of conjunction respectively. Thus, the students of public school committed the highest number of errors and the student of private school committed lowest number of errors in each item (omission, addition and substitution). Some typical erroneous examples under this category are:

1. The king and the monkey are good friends. (omission)
2. But a housefly sat on king's face. (Addition)
3. One day, the king was sleeping but the monkey was looking after him. (Substitution)
4. The monkey picked a sword and hit the king's face. (Omission)
5. The housefly after sat on king's face. (Addition)

6. The wild elephants eat many types of plants <u>as</u> grass. (Substitution)

3.5.6 Errors in Relative pronoun:

Table No. 11

School	Public				Private			
	Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
No. of errors	2	1	8	11	2	1	2	5
Percentage	0.58	0.29	2.38	3.25	0.58	0.29	0.58	1.45

The table given above shows the different errors committed by the students of different public and private schools in relative pronoun. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 2(0.58%), 1(0.29%) and 8(2.38%) errors in relative pronoun respectively. The students of Mahendra Ratna Secondary School committed the highest number of errors and Janta Secondary School committed the lowest number of errors in relative pronoun.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 2(0.58%), 1(0.29%) and 2(0.58%) errors in relative pronoun respectively. The students of Mount Everest English Secondary School and Navodaya Madhyamik Vidya Mandir committed the highest number of errors equally and Mechi Secondary Boarding School committed the lowest number of errors in relative pronoun.

In total, the students of public school committed the highest number of errors and the students of private school committed the lowest number of errors in relative pronoun.

3.5.7 Classification of errors in relative pronoun:

Table No. 12

Description	School	Public				Private			
		Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
Errors in Omission	No. of errors	1	0	2	3	1	0	0	1
	Percentage	0.29	0	0.58	0.87	0.29	0	0	0.29
Errors in addition	No. of errors	0	0	1	1	0	0	1	1
	Percentage	0	0	0.29	0.29	0	0	0.29	0.29
Errors in Substitu-tion	No. of errors	1	1	5	7	1	1	1	3
	percentage	0.29	0.29	1.51	2.09	0.29	0.29	0.29	0.87
	Total	2	1	8	11	2	1	2	5
	Percentage	0.58	0.29	2.38	3.25	0.58	0.29	0.58	1.45

The table given above shows the description of errors in relative pronoun committed by the students of different public and private schools. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 1(0.29%), 0(0%) and 2(0.58%) errors in the use of omission, 0(0%), 0(0%) and 1(0.29%) errors in the use of addition and 1(0.29%), 1(0.29%) and 5(1.51%) errors in the use of substitution of errors in relative pronoun respectively. They

committed the highest number or errors in substitution and the lowest number of errors in addition.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir of private School committed 1(0.29%), 0(0%) and 0(0%) errors in the use of omission, 0(0%), 0(0%) and 1(0.29%) errors in the use of addition and 1(0.29%), 1(0.29%) and 1(0.29%) errors in the use of substitution respectively. They committed the highest number or errors in substitution and the lowest number of errors in omission and addition equally.

In total, the students of public school committed 3(0.87%), 1(0.29%) and 7(2.09%) errors in the use of omission, addition and substitution in relative pronoun respectively. Similarly, the students of private school committed 1(0.29%), 1(0.29%) and 3(0.87%) errors in the use of omission, addition and substitution in relative pronoun respectively. Thus, the students of public school committed the highest number of errors and the student of private school committed lowest number of errors in omission and substitution but both public and private schools committed the equal number of errors in the use of addition. Some typical erroneous examples under this category are:

1. The elephant is an immense animal <u>which</u> can grow to a height of three meters. (Omission)
2. The king <u>who</u> asked the monkey to look after him. (Addition)

3. Once, there was a king <u>whose</u> had a friend monkey. (Substitution)

4. There must be true and better friends <u>whom</u> help us in each and every work. (Substitution)

3.5.8 Errors in Spelling:

Table No. 13

School	Public				Private			
	Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
No. of errors	40	130	102	272	42	31	40	113
Percentage	1.57	5.09	4	10.66	1.65	1.21	1.57	4.43

The table given above shows the different errors committed by the students of different public and private schools in spelling. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 40(1.57%), 130(5.09%) and 102(4%) errors in spelling respectively. The students of Janta Secondary School committed the highest number of errors and the students of Saraswati Secondary School committed the lowest number of errors in spelling.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 42(1.65%), 31(1.21%) and 40(1.57%) errors in spelling respectively. The students of Mount Everest English Secondary School committed

the highest number of errors and Mechi Secondary Boarding School committed the lowest number of errors in spelling.

In total, the students of public school committed the highest number of errors and the students of private school committed the lowest number of errors in spelling.

3.5.9 Classification of errors in spelling:

The errors committed by the students in the following words with consonant and vowel letters have been grouped into three, that is, omission, addition and substitution. However, some of the words with those errors can not be grouped under the distinct categories. In some of the words with errors grouped under a particular category, the students have committed errors of different categories:

Spelling errors in consonant

Table No. 14

| Description | School | Public | | | | Private | | | |
		Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
Errors in Omission	No. of errors	11	32	24	67	10	9	10	29
	Percentage	0.42	1.26	0.95	2.63	0.40	0.36	0.40	1.16
Errors in Addition	No. of errors	9	21	20	50	9	6	8	23
	Percentage	0.36	0.82	0.79	1.97	0.36	0.23	0.31	0.9
Errors in Substitu-tion	No. of errors	5	15	16	36	6	5	5	16
	percentage	0.20	0.59	0.62	1.41	0.23	0.20	0.20	0.63
	Total	25	68	60	153	25	20	23	68
	Percentage	0.98	2.67	2.36	6.01	0.99	0.79	0.91	2.69

The table given above shows the description of errors in consonant committed by the students of different public and private schools. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 11(0.42%), 32(1.62%) and 24(0.95%) errors in the use of omission, 9(0.36%), 21(0.82%) and 20(0.79%) errors in the use of addition and 5(0.20%), 15(0.59%) and 16(0.62%) errors in the use of substitution of errors in spelling respectively. They committed the highest number of errors in omission and the lowest number of errors in substitution.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 10(0.40%), 9(0.36%) and 10(0.40%) errors in the use of omission, 9(0.36%), 6(0.23%) and 8(0.31%) errors in the use of addition and 6(0.23%), 5(0.20%) and 5(0.20%) errors in the use of substitution respectively. They committed the highest number or errors in omission and the lowest number of errors in substitution.

In total, the students of public school committed 67(2.63%), 50(1.97%) and 36(1.41%) errors in the use of omission, addition and substitution in spelling respectively. Similarly, the students of private school committed 29(1.16%), 23(0.9%) and 16(0.63%) errors in the use of omission, addition and substitution of errors in spelling respectively. Thus, the students of public school committed the highest number of errors and the student of private school committed the lowest number of errors in the use of each of item (omission, addition and substitution). Some typical erroneous examples under this category are:

1. Omission: survvie(survive), sudenly(suddenly), distub(disturb)
2. Addition: travell(travel), sleepping(sleeping), furioushly(furiously)
3. Substitution: picket(picked), immence(immense), hervivorous(herbivorous)

Spelling Errors in vowel

Table No. 15

Description	School	Public				Private			
		Saraswati	Janta	Mahendra Ratna	Total	Mount Everest	Mechi	Navodaya	Total
Errors in Omission	No. of errors	5	20	16	41	6	3	5	14
	Percentage	0.20	0.78	0.62	1.6	0.23	0.11	0.20	0.54
Errors in Addition	No. of errors	3	16	10	29	4	3	4	11
	Percentage	0.11	0.63	0.40	1.14	0.15	0.11	0.15	0.41
Errors in Substitu-tion	No. of errors	7	26	16	49	7	5	8	20
	percentage	0.28	1.01	0.62	1.91	0.28	0.20	0.31	0.79
	Total	15	62	42	119	17	11	17	45
	Percentage	0.58	2.42	1.64	4.65	0.66	0.42	0.66	1.74

The table given above shows the description of errors in Vowel committed by the students of different public and private schools. The students of Saraswati Secondary School, Janta Secondary School and Mahendra Ratna Secondary School of public School committed 5(0.20%), 20(0.78%) and 16(0.62%)

errors in the use of omission, 3(0.11%), 16(0.63%) and 10(0.40%) errors in the use of addition and 7(0.28%), 26(1.01%) and 16(0.62%) errors in the use of substitution of errors in spelling respectively. They committed the highest number or errors in substitution and the lowest number of errors in addition.

Similarly, the students of private school of Mount Everest English Secondary School, Mechi Secondary Boarding School and Navodaya Madhyamik Vidya Mandir committed 6(0.23%), 3(0.11%) and 5(0.20%) errors in the use of omission, 4(0.15%), 3(0.11%) and 4(0.15%) errors in the use of addition and 7(0.28%), 5(0.20%) and 8(0.310%) errors in the use of substitution respectively. They committed the highest number or errors in substitution and the lowest number of errors in addition.

In total, the students of public school committed 41(1.6%), 29(1.14%) and 49(1.91%) errors in the use of omission, addition and substitution in spelling respectively. Similarly, the students of private school committed 14(0.54%), 11(0.41%) and 20(0.79%) errors in the use of omission, addition and substitution of errors in spelling respectively. Thus, the students of public school committed the highest number of errors and the student of private school committed the lowest number of errors in the use of each item (omission, addition and substitution). Some typical erroneous examples under this category are:

1. Omission: clever(cleaver), decresing (decreasing), manly(mainly)
2. Addition: weapone(weapon), extienct(extinct), probleam(problem)
3. Substitution: inemy(enemy), pawer(power), saveral(several)

3.6 Comparison of errors between public and private school in total

Table No. 16

S. N.	Types of Errors	Public School		Private School		Total	Percentage
		No. Of Errors	Percentage	No. Of Errors	Percentage		
1	Tense: i. Past	138	6.28	85	3.03	223	9.31
	ii. Present	47	2.22	22	1.03	69	3.25
	iii. Future	7	0.33	4	0.19	11	0.52
2	Agreement	372	13.33	162	5.80	534	19.13
3	Conjunction: i. Omission	47	2.37	33	1.68	80	4.05
	ii. Addition	33	1.67	15	0.75	48	2.42
	iii. Substitution	33	1.67	19	0.95	52	2.62
4	Relative Pronoun: i. Omission	3	0.87	1	0.29	4	1.16
	ii. Addition	1	0.29	1	0.29	2	0.58
	iii.Substitution	7	2.09	3	0.87	10	2.96
5	Spelling: i. Consonant: a. Omission	67	2.63	29	1.16	96	3.79
	b. Addition	50	1.97	23	0.9	73	2.87
	c. Substitution	36	1.41	16	0.63	52	2.04
	ii. Vowel:						
	a. Omission	41	1.6	14	0.54	55	2.14
	b. Addition	29	1.14	11	0.41	40	1.55
	c. Substitution	49	1.91	20	0.79	69	2.7

The table given above shows the school wise errors in different grammatical items between public and private schools. The students of public school committed 138 (6.28%), 47(2.22%) and 7 (0.33%) errors in past tense, present tense and future tense respectively, whereas the students of private school committed 85(3.03%), 22(1.03%) and 4(0.19%) errors for the same items respectively. So, it is clear that the students of private school showed better performance in tense than the students of public school. The second grammatical aspect in agreement, the students of public school committed 372(13.33%) and the students of private school committed 162(5.80%) errors for the same items. So, it is clear that the students of private school showed better performance in agreement than the students of public school.

The third grammatical aspect in conjunction, the students of public school committed 47(2.37%), 33(1.67%) and 33(1.67%) errors in omission, addition and substitution of conjunction respectively, whereas the students of private school committed 33(1.68%), 15(0.75%) and 19(0.95%) for the same items respectively. The students of private school were found better in omission, addition and substitution of conjunction than the students of public school. The fourth grammatical aspect in relative pronoun, the students of public school committed 3(0.87%), 1(0.29%) and 7(2.09%) errors in omission, addition and substitution of relative pronoun respectively, whereas the students of private school committed 1(0.29%), 1(0.29%) and 3(0.87%) errors for the same item respectively. The students of private school were found better in omission and substitution of relative pronoun but were equal in addition of relative pronoun with the students of public school. The fifth grammatical aspect in spelling, the students of public school committed 67(2.63%), 50(1.97%) and 36(1.41%) consonant errors in omission, addition and

substitution of spelling respectively. And they committed 41(1.6%), 29(1.14%) and 49(1.91%) vowel errors in omission, addition and substitution of spelling respectively, whereas the students of private school committed 29(1.16%), 23(0.9%) and 16(0.63%) consonant errors in omission, addition and substitution of spelling respectively. And they committed 14(0.54%), 11(0.41%) and 20(0.79%) vowel errors in omission, addition and substitution of spelling respectively. So, it is clear that the students of private school showed better performance in spelling than the students of public school.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

Findings:

The central concern of this study was to identify, analyze and interpret the errors in the use of tense, agreement, conjunction, relative pronoun and spelling in writing guided composition by the students of tenth graders of three public and three private Secondary Schools of Jhapa district. On the basis of the analysis and interpretation, the researcher came up with the following findings:

1. The total errors on tense, agreement, conjunction, relative pronoun and spelling committed by both public and private Secondary Schools' Students were one thousand four hundred and eighteen. The students of public and private secondary schools committed three hundred three errors in past, present and future tense. They committed five hundred thirty four errors in S-V agreement and O-V agreement. The same students committed one hundred eighty errors in co-ordinating and subordinating conjunction. They committed sixteen errors in relative pronoun and three hundred eighty-five errors in spelling errors in vowel and consonant. The students of public schools committed the highest number of errors in agreement and the lowest number of errors in relative pronoun

2. The Students were found better in using conjunction than in using tense.

3. The students of both (public and private) schools committed more errors under the third item whereas they committed less error in the first item.

4. The students of Mahendra Ratna Secondary School of public High School committed the highest number of errors in tense, agreement, conjunction and relative pronoun and the students of Janta Secondary School committed the lowest number of errors in the same items.

5. The students of public secondary school of Janta Secondary School committed the highest number of spelling errors in omission, addition and substitution of consonant and vowel whereas the students of Saraswati Secondary School committed the lowest number of spelling errors in omission, addition and substitution of consonant and vowel.

6. The students of private secondary school of Mechi Secondary Boarding School committed the highest number of errors in tense, conjunction and spelling whereas the students of Mount Everest English Secondary School committed the lowest number of errors in tense, conjunction and spelling.

7. The students of private school of Navodaya Madhyamik Vidya Mandir committed the highest number of errors in and the students of Mount Everest English Secondary School committed the lowest number of errors in S-V agreement and O-V agreement.

8. The students of Navodaya Madhyamik Vidya Mandir and Mount Everest English Secondary School committed the highest number of errors in relative pronoun and the students of Mechi Secondary Boarding School committed the lowest number of errors in relative pronoun.

9. Regarding the use of conjunction, the Students committed the highest number of errors in omission and the least number of errors in addition.

10. In case of relative pronoun, the students committed the highest number of errors in substitution and the least number of errors in addition.

11. In total, the students of public school committed the highest number of errors in each item than the students of private school.

Recommendations:

On the basis of the findings of the current study the following recommendations have been made:

1. Tense should be taught by relating the time with the forms of verbs with appropriate structures and situations.

2. The Students should be offered adequate knowledge of singular and plural forms of verbs as well as ordinary and auxiliary verbs. S-V agreement should be taught by relating verbs with subjects and O-V agreement should be taught by relating verbs with objects.

3. To avoid the errors of agreement, special attention should be paid on S-V agreement and constant practice is offered in classroom.

4. Guided writing activities should be stated the students with regular correction (self-correction, peer correction and teacher correction).

5. The effective teaching learning activities of tense, agreement, conjunction, relative pronoun and spelling should be focused, especially to the students of public school.

6. The students should be exposed to enough examples that contain the rules of omission of conjunction.

7. The students should be taught the rule of substitution of relative pronoun. Besides, it is better to teach relative pronoun in combination with masculine, feminine and neuter gender rather than teaching in isolation.

8. The students should made familiar with the basic spelling rules in a comprehensive way.

9. Ample practice should be done on vocabularies, such as dictation activities should be provided to reduce their letter omission, addition and substitution in spelling errors.

10. More exercises should be included on spelling in the curriculum.

11. The students of both (public and private) schools should be encouraged for guided writing.

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TEST-ITEMS

Time: 1hr

Attempt all the questions:

1.   Rewrite each of the following sentences in another way, beginning each new sentence with the words given. Make any changes that are necessary but do not change the general meaning of the sentences.

      i.   Poor girl was bitten by a mosquito.

        A mosquito…………………………………

      ii.   "I haven't seen her for years', he said.

        He said that……………………………………

      iii.   John is taller than Mary.

        Mary is not…………………………………

      iv.   Tom is very good at tennis.

        Tom plays…………………………………

      v.   I don't mind how long you stay.

        You can………………………………………….

2.   Read the description of 'Rhinoceros' and then write similar description of 'wild Elephants' from the notes given.

      The rhinoceros is an immense animal which can grow to a length of three metres and a height of one and a half metres. It can carry its two

tonne body at speeds up to forty kilometers per hour. It has a thick skin which acts as armour plating to protect its body. Although it has poor eyesight, its sense of smell is good.

The rhinoceros eats only plants. Grass, leaves and shrubs are its normal diet. It lives among the forests and tall grasses of the Terai, mainly in Chitwan. Only an estimated 380 of these animals survive in Nepal today.

Description:	3m. high, 6 tonnes weight, maximum speed 25 to 40 Km/h, long trunks, enormous body, poor hearing and sight, keen sense of smell.
Food:	grass, bamboo, leaves, shoots.
Habitat:	forest, Terai
Quantity:	about 50

3. Write a story using the following hints:

Once there was a king _____ had a friend, monkey____ helped the king in his works _____ king sleeping _____monkey looking after him ____a housefly came____ disturbed the king ___ sits on king's face ___ monkey picked a sword ___ hit the king ___ moral.

APPENDICES
Appendix- II
Errors Committed by the total Students.

S. No.	School	Item	Tense	Agreement	Conjunction			Total	Relative Pronoun			Total	Spelling	Total Errors
					O	A	S		O	A	S			
	Saraswati Secondary School	1	14	28	1	0	1	2	0	0	0	0	10	54
		2	7	42	6	4	5	15	0	0	1	1	13	78
		3	28	52	8	6	6	20	1	0	0	1	17	118
	Janta Secondary School	1	12	18	2	3	1	6	0	0	0	0	26	62
		2	8	35	6	4	4	14	0	0	0	0	48	105
		3	28	42	6	4	5	15	0	0	1	1	56	142
	Mahendra Ratna Secondary School	1	20	36	3	1	2	6	0	0	0	0	25	87
		2	15	57	7	6	4	17	1	1	2	4	40	133
		3	60	62	8	5	5	18	1	0	3	4	37	181
	Mount Everest English Secondary School	1	4	10	0	0	1	1	0	0	0	0	8	23
		2	1	17	4	2	3	9	0	0	1	0	15	43
		3	15	19	6	2	2	10	1	0	0	2	19	64
	Mechi Secondary Boarding School	1	9	13	1	0	0	1	0	0	0	0	6	29
		2	3	21	7	3	3	13	0	0	0	0	13	50
		3	53	19	4	4	3	11	0	0	1	1	12	96
	Navodaya Madhyamik Vidya Mandir	1	2	7	0	1	0	1	0	0	0	0	7	17
		2	2	25	5	1	4	10	0	1	0	1	17	55
		3	22	31	6	2	3	11	0	0	1	1	16	81

O = Omission
A = Addition
S = Substitution

Appendix III

List of Schools:

A. Public School:

    1. Saraswati Secondary School

    2. Janta Secondary School

    3. Mahendra Ratna Secondary School

B. Private School:

    1. Mount Everest English Secondary School

    2. Mechi Secondary Boarding School

    3. Navodaya Madhyamik Vidya Mandir

Appendix –IV

Errors committed by the individual Students

1. Saraswati Secondary School.

S. N.	Name	Errors in Tense	Errors in Agreement	Errors In Conjunction	Errors in Relative Pronoun	Errors in Spelling	Total
1	Prakash Poudel	3	10	1	-	3	17
2	Anjana Kattel	1	7	2	-	2	12
3	Usha Baral	2	9	3	-	4	18
4	Anjana Dhungel	2	5	3	-	3	13
5	Durga Dawadi	3	10	4	-	2	19
6	Bimala Tamang	2	8	3	1	3	17
7	Surya Prasad Luitel	6	6	4	-	4	20
8	Tara Shrestha	4	5	1	-	1	11
9	Suman Banjara	3	5	1	-	3	12
10	Anu Dahal	5	9	3	1	5	23
11	Puja Baral	4	11	1	-	3	19
12	Binita Sangroula	3	8	2	-	1	14
13	Hemanta Pradhan	4	10	4	-	1	19
14	Samikshya Acharya	2	12	3	-	3	20
15	Rita Upreti	5	7	2	-	2	16

2. Janta Secondary School

S. N.	Name	Errors in Tense	Errors in Agreement	Errors in Conjunction	Errors in Relative Pronoun	Errors in Spelling	Total

1	Tika Raj Dahal	2	9	3	-	7	21
2	Urmila Adhikari	3	6	2	-	10	21
3	Ram Babu Khadka	2	7	4	-	7	20
4	Devi Maya Poudel	3	9	1	-	11	24
5	Shova Khadka	3	5	1	-	9	18
6	Shishir Sapkota	3	5	2	-	8	18
7	Hem Sagar Ghimire	4	7	4	-	7	22
8	Menuka Bastola	5	5	2	-	6	18
9	Indira Dhakal	2	6	2	-	8	18
10	Samjhana Shrestha	4	7	3	-	11	25
11	Nirmal Adhikari	3	7	1	-	10	21
12	Bishal Ojha	4	6	3	-	9	22
13	Binod Neupane	3	5	2	-	9	19
14	Rabin Dhakal	3	6	3	1	8	21
15	Sujan Sanjel	4	5	2	-	10	21

3. Mahendra Ratna Secondary School

S. N.	Name	Errors in Tense	Errors in Agreement	Errors in Conjunction	Errors in Relative Pronoun	Errors in Spelling	Total
1	Chetan Koirala	6	10	3	1	7	27

2	Bikas Rai	5	11	2	-	5	23
3	Chandrakala Rayamijhi	8	13	3	1	9	33
4	Nawaraj Bhattarai	6	9	4	1	8	28
5	Gita Koirala	5	12	1	-	4	21
6	Shashi Lingden	7	8	2	1	7	25
7	Rusku Bishwokarma	8	14	3	-	6	31
8	Gita Pokharel	9	10	2	1	6	28
9	Bal Kasi Basnet	7	9	4	-	8	28
10	Bhupesh Gurung	4	10	5	1	7	27
11	Prakash Regmi	5	8	3	-	5	21
12	Dinesh Parajuli	6	12	2	1	6	27
13	Subash Tamang	8	11	2	-	7	28
14	Binita Danuwar	6	8	2	-	8	24
15	Nisha Koirala	5	10	3	1	9	27

4. Mount Everest English Secondary School

S. N.	Name	Errors in Tense	Errors in Agreement	Errors in Conjunction	Errors in Relative Pronoun	Errors in Spelling	Total
1	Litsab Dhungana	2	3	1	-	3	9
2	Deependra Sitaula	1	2	2	1	4	10

S.N.	Name						Total
3	Rosan Bimali	-	5	-	-	2	7
4	Nitesh Poudel	3	2	1	-	3	9
5	Madan Dahal	2	4	-	-	2	8
6	Ghanashyam Neupane	1	3	3	-	4	11
7	Sabina Bista	1	4	2	-	2	9
8	Sangita Shah	-	2	1	-	3	6
9	Sanjaya Thapa	3	2	--	-	2	7
10	Asmit Ghimere	2	5	2	1	3	13
11	Nishu Basnet	-	3	2	-	4	9
12	Raj Kumar Sharma	2	4	1	-	1	8
13	Rakesh Shah	-	2	3	-	2	7
14	Sujan Basnet	2	2	2	-	3	9
15	Aabes Chouhan	1	3	-	-	4	8

5. Mechi Secondary Boarding School:

S. N.	Name	Errors in Tense	Errors in Agreement	Errors in Conjunction	Errors in Relative Pronoun	Errors in Spelling	Total
1	Bashudev Niroula	4	4	2	-	2	12
2	Ajit Gurung	5	3	1	-	3	12
3	Sujeeta Sharma	4	3	3	-	4	14

4	Saraswati Rai	3	2	-	-	1	6
5	Deepesh Parajuli	6	4	3	-	2	15
6	Prakash Kumal	5	5	2	-	1	13
7	Sabina Gurung	6	2	1	1	2	12
8	Pragya Sapkota	2	3	-	-	1	6
9	Rachana Karki	5	3	2	-	2	12
10	Sudhir Bhattarai	4	4	2	-	4	14
11	Rohit Timsina	3	6	1	-	3	13
12	Hema Sharma	6	2	3	--	1	12
13	Tanka Prasad Acharya	5	3	2	-	1	11
14	Gaensh Rai	4	3	2	-	2	11
15	Utsav Bhattarai	3	6	1	-	2	12

6. Navodaya Madhyamik Vidya Mandir

S. N.	Name	Errors in Tense	Errors in Agreement	Errors in Conjunction	Errors in Relative Pronoun	Errors in Spelling	Total
1	Khem Raj Dahal	2	5	1	-	3	11
2	Binita Basnet	1	4	3	-	2	10
3	Santosh Dahal	3	4	2	-	1	10
4	Debendra Pokharel	1	3	1	-	2	7

5	Pawan Gautam	2	3	1	1	4	11
6	Rekha Dahal	2	6	2	-	2	12
7	Sujata Thapa	3	4	2	-	3	12
8	Gunaraj Khadka	1	3	1	-	2	7
9	Bhakti Pd. Lawati	1	5	3	-	5	14
10	Jeevan Dangal	2	3	-	-	3	8
11	Dorna Dahal	1	4	2	-	2	9
12	Prem Poudel	3	4	1	--	2	10
13	Ashok Subba	2	5	2	1	4	14
14	Basanta Rayamajhi	1	6	-	-	3	10
15	Sabita Timsina	1	4	1	-	3	8