

CHAPTER ONE

INTRODUCTION

Introduction is the first and foremost part of any research report. It consists of general background, literature review, objectives and significance of the study.

1.1 General Background

Language is a very important means of communication among human beings. One can communicate his or her ideas, emotions, desires, beliefs or feelings to another as they share the common code that makes up the language. No doubt, there are many other means of communication used by human beings e.g. gestures, nods, winks, short-hand, Morse code, Braille alphabet, flags, sirens, maps, acting, miming, etc. But all these systems of communication are extremely limited or they too, in turn, depend upon language. They are not so flexible, comprehensive, perfect and extensive as language is. Language is so important a form of communication between humans that it is difficult to think of a society without language. Language is something that we never think of but use all the time. According to Sapir (1921), “Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (as cited in Jindal & Syal, 1999, p. 4). In the scheme of things, all humans are blessed with language and it is the specific property of humans only.

It is because of the use of language only that humans are called talking animals (*Homo loquens*). It is through language that humans store knowledge, transfer it to the next generation and yoke the present, past and the future together. (Jindal & Syal, 1999, p. 6)

There are various languages used in different speech communities, among which English is the most dominant language. It belongs to the West-Germanic sub-branch of Indo-European family of language. It is the third largest language by number of native speakers (approximately 375 million), after Mandarin Chinese and Spanish. It is spoken by 199-1400 million people as their second language and has got official status in 53 countries (<http://www.wikipedia.org/>). Because English is so widely used, it has often been referred to as a 'world language', the 'lingua franca' of the modern era. While English is not an official language in most countries, it is currently the language often taught as a second language around the world.

In the context of Nepal, English is taught as a compulsory subject up to the Bachelor level. Beside global communication, teaching of English in Nepal aims at enabling students to have access to the world body of knowledge. Pedagogically, teaching English is targeted at developing all the four skills- listening, speaking, reading and writing.

1.1.1 Writing Skill

Writing is one of the two most common channels of communication, the other being speech. It is an activity of rendering the spoken language into its graphic form. To quote Rivers (1968, p. 242), “Writing can be an act of putting down in conventional graphic form something which has been spoken.” In this sense, writing is nothing more than the correct association of conventional graphic symbols with sounds. But it is not merely the jotting down of the spoken language in black and white. It involves encoding of a message of some kind or translating our thoughts into language in graphic form. According to White and Arndt (1991), writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own. In its advanced form,

writing refers to the expression of ideas in a consecutive way according to the graphic conventions of the language.

Writing is a productive skill which needs proper handling of the mechanics involved in it like spelling and punctuation. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It involves manipulating, structuring and communicating the ideas in an impressive way. It has been remarked that writing is the most difficult of the language abilities to learn. It is obviously quite true that writing is the least used of the four skills for the average second language users. Therefore, students need to be assisted in getting started and in organizing their ideas while writing.

1.1.1.1 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components too. They are given below:

a. Mechanics

Mechanics refers to those aspects of writing such as spelling, punctuation, capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Although incorrect use of such mechanics does not often hinder the understanding of a written message, it can adversely affect the reader's judgement. However, at times, slight change in the use of any of the mechanics can bring drastic change in the meaning of the words or the entire sentence. Therefore, the students should get special training in handling the mechanics of writing.

b. Cohesion

Cohesion refers to the grammatical and /or lexical relationships between different elements of a text. For example,

*A: Is Rita going to **Pokhara**?*

*B: No, she is not going **there**.*

There is a link between Rita and She, between is ... and ...going, and between Pokhara and there.

c. Coherence:

The continuous logical progression of thought is simply referred to as coherence. It is the logical order of the subject matter in a piece of writing. The literal meaning of coherence is ordering. There are various ways to ordering the material in a piece of writing to introduce coherence. Some of them are listed below:

- Chronological order
- Special / Spatial order
- Logical order: Cause-effect relation
- Statement leading to a climax
- Enumeration and classification, etc.

d. Orthographic and Paraorthographic texts

Orthography deals particularly with writing and spelling systems. Different types of writing systems are used by different languages in the world. For examples, logographic writing (Chinese characters), syllabic writing (Japanese writing) and alphabetic writing (English writing system). Difficulty in learning writing may result from the writing system of the target language because some languages follow left to right direction (e.g. English, Nepali), others may follow right to left (e.g. Urdu), and still some others follow top to bottom (e.g. Japanese). A frequently expressed

complaint about English orthography is that there is no one-to-one correspondence between symbols and phonological segments. We should, therefore, get our students to do exercises to discover spelling rules.

On the other hand, various paraorthographic texts are used to convey the same meaning more clearly and more precisely. Examples of paraorthographic texts include charts, tables, graphs, etc. Thus, students should be trained to convert a prose text into paraorthographic display or vice-versa.

1.1.1.2 Writing Free Composition

The ability to write freely and independently is the ultimate goal of writing lessons. Thus, writing free composition is the final stage in the development of writing skill, which is mainly characterized by the students' freedom in the selection of vocabulary and structure. It includes describing, explaining, narrating, reporting, summarizing and exercises such as paragraph writing, essay writing, literary writing, writing official notices and so on. It demands the power of imagination and creativity on the part of the writers. So it is also known as 'creative writing'. Creative writing blends imagination, ideas and emotions, and allows us as a writer to present our own unique view of the world. In all types of creative writing, we have the opportunity to share our feelings and express our ideas. There are almost no limits to the ideas we can present, the characters we can concoct, and the images we can invent. We can go as far as our imagination and our experience can take us. According to Miller and Webb (1992, p.10), it is done nonstop, it occurs intensely for a short period of time, it is unselfconscious, and it results in a kind of connected writing. Although free writing may produce much that is unusable, it can also produce much that will be surprisingly important, attesting to the notion that our subconscious minds contain enormous amount of valuable information.

Sometimes, when we find an approach to a subject through brainstorming, free writing unlocks a wealth of ideas to pursue. Heaton (1988, p. 135) says, “The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.” He further groups the many and varied skills necessary for writing a good composition into five general components.

- language use: the ability to write correct and appropriate sentences;
- mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- judgement skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

A piece of writing should, in one hand, be so constructed that one sentence leads on naturally to the next and there should be a regular progression of thought. The logical sense relation between lexical items or sentences in a text is simply referred to as coherence. On the other hand, there are intra-textual relations of a grammatical and lexical kind which knit the parts of a text together to convey the meaning of the text as a whole. This is technically called cohesion in writing. Thus, writing a free composition is not merely the transfer of ideas from mind to paper. It is more a process of generating meaning and refining ideas.

1.1.1.3 Errors in Free Writing

Errors are the systematic and regular mistakes committed by the second language learners at competence level due to linguistic reason. Every second language learner commits errors at any level or area of language. At the basic level, if the teacher makes corrections on the student's writing, the page may even be covered with red blots. And this is where, some teachers think, the real problem begins. Nevertheless, this is not a problem actually but a part of solution. To commit errors is often a first step towards learning the correct form since those errors indicate the sign of successive learning in any course of instruction. The making of errors is a strategy employed by children in learning a new thing (here, a second language). If they are made aware of such errors, it serves as a feedback for the language learners. The study of errors is imperative for the language teachers too to know how much the learners have learned and consequently what remains for them to learn.

Writing is found to be the most difficult of the four skills and which is not a spontaneous activity either. Free writing at the lower secondary level is of the most fundamental type where we cannot expect the writings that are absolutely error free. The learners may commit errors in spelling, punctuation, grammar, and organization style. There are many specific areas under each broad area of written discourse that the beginners may commit errors of different types. To exemplify, under grammatical errors they may commit errors in agreement, tense, aspect, number, preposition, article, transformation and so on and so forth.

1.1.2 Agreement in English

A verb must agree with its subject in person and number. Most mistakes are made because of one's failure to catch singular subject with a singular verb, or a plural subject with a plural verb.

In many English sentences subject-verb number agreement is straightforward and noncontroversial. However, it is quite clear, that a number of unresolved questions remain. Celce-Murcia and Larsen-Freeman (1999, p. 72-74) present the summary of conventional subject-verb agreement rules, based on Frodesen and Eyring (1997, p. 34-51) which serves as a checklist of rules that ESL/EFL students need to learn or review for TOEFL preparation or for a formal academic writing course.

- a. Non-count noun subjects take singular verb:

(The food/John's advice) is good.

- b. In most cases collective noun subjects take singular verbs, but if the group is viewed as individual members, use a plural verb:

The class is going on a field trip.

The class have been arguing about where to go.

- c. Subject nouns that are derived from adjectives and describe people take plural verbs:

The rich are in favor of a tax cut.

- d. Some proper noun subjects that end in -s such as names of courses, diseases, places, as well as book and film titles and the word *news*, take singular verbs:

Wales is a beautiful region.

Mathematics is a difficult subject.

Measles often has side effects.

The news was very good.

- e. Plural subject nouns of distance, time, and money that signal one unit take a singular verb:

Six hundred miles is too far to drive in one day.

- f. Basic arithmetical operations (add, subtract, multiply, divide) take singular verbs:

Four times five equals twenty.

- g. For items that have two parts, when you use the word *pair*, the verb is singular, but without *pair*, the verb is plural:

My pair of scissors is lost.

My scissors are lost.

- h. Clausal subjects are singular even if the nouns referred to are plural:

What we need is more reference books.

- i. Gerund (verb + *ing*) and infinitive (to + verb) subjects take singular verbs:

Reading books is my hobby.

To err is human.

- j. With fractions, percentages, and the quantifiers *all (of)*, *a lot of*, *lots of*, verb agreement depends on the noun coming after these phrases:

- i. A singular noun, noun clauses, or non count noun takes a singular verb:

A lot of the (book/information) is about urban poverty.

- ii. A plural noun takes a plural verb:

A lot of computers need to be repaired.

- iii. A collective noun can take either a singular or a plural verb depending on the meaning.

All my family (lives/live) in Ohio.

- k. With *each*, *every* and *every one* as subject, use a singular verb.

Every student has a lunch box.

- l. With *a number of* as subject, use a plural verb.
A number of students are taking the exam.
- m. With *the number of* as subject, use a singular verb:
The number of students taking the exam is seventy-five.
- n. With *none* as subject, use a singular verb:
None of the magazines is here.
- o. With *either* or *neither* as subject, use a singular verb:
(Either/neither) was acceptable to me.
- p. With correlative subjects *either...or* or *neither....nor*, the verb agrees with the closest subject:
Either Bob or my cousins are going to do it.
Neither my cousins nor Bob is going to do it.
- q. With *there* subject, the verb is singular or plural depending on whether the noun phrase following the verb is singular or Plural (sometimes referred to as object-verb rule):
There is one book on the table.
There are (three books/a book and a pen) on the table.

1.1.3 Prepositions in English

A preposition is a word or a group of words that shows the relationship of a noun or pronoun to some other words in a sentence. Examples:

The bus driver waited *for* me. (Here, *for* shows the connection between the verb *waited* and the pronoun *me*.)

My uncle's apartment is *below* ours. (Here, *below* shows the spatial relationship of one apartment to another.)

On the basis of number of words involved, there are two types of prepositions: simple and compound. A simple preposition is made up of only one word. Here are some most commonly used simple prepositions:

about	below	into	under
after	By	in	off
against	down	over	to
among	from	through	between
before	across	on	with
for	along	at	during
until	above	beside	of

A compound preposition is the one that is made up of more than one word.

according to	ahead of	in front of	along with
instead of	next to	on account of	by means of
because of	apart from	owing to	on top of

1.1.4 Articles in English

‘A’, ‘an’ and ‘the’ are English articles. They come under minor word class. They are used before noun phrases. They are members of a group of words called determiners. They actually belong to demonstrative adjectives. They, therefore, are also known as demonstrative adjectives or core determiners. They are called demonstrative adjectives as they demonstrate or define noun like other demonstratives *this*, *that*, *these*, and *those*. They are called core determiners because they may be preceded by one predeterminer and followed by one or two post determiners. For example,

all the three people

(predeterminer + core determiner + post determiner)

Articles are of two types: indefinite and definite. ‘A’ and ‘an’ are called indefinite articles because they do not refer to any particular person or thing, e.g. I saw a boy there (any boy). ‘The’ is called definite article because it points to some particular person or thing, e.g. The boy whom you saw there was my uncle.

Indefinite articles are used only before singular count nouns (e.g. a pen, an orange) whereas definite article is used even before plural count nouns and non-count nouns (The sun, the people in the park, the water in the bottle). ‘A’ is used before a singular count noun or a noun phrase beginning with a consonant sound, e.g. a man, a table, a cup, a European, a one-rupee note. On the other hand ‘an’ is used before a singular count noun or noun phrase beginning with a vowel sound, e.g. an apple, an egg, an honest girl, an hour, an M.A.

1.1.5 Capitalization in English

A capital letter is one that is written in the large form, i.e. in UPPER CASE. There are various conventional rules of capitalization in English. Some of the rules as presented by Strong and Lester (1996, p. 657) are given below:

- a.** Capitalize the first word of every sentence, including the first word of a direct quotation that is a complete sentence.

Winston Churchill said, “**I** have nothing to offer but blood, toil, tears, and sweat.”

- b.** Always capitalize the pronoun **I** no matter where it appears in the sentence.

I began to read the encyclopedia when **I** was ten years old because **I** had great thirst for knowledge.

- c.** Always capitalize a proper noun but capitalize a common noun only when it is the first word of a sentence.

Boston Tea Party **England** **William Blake**
Honda Accord **The Winter's Tale**

d. Capitalize proper adjectives (adjectives formed from proper nouns).

Einsteinium theory **Gregorian** chant
Egyptian cotton **Native American** music
Vatican policy **Buddhist** shrines

1.1.6 Cohesion in Free Writing

Cohesion refers to the intra-textual relations of the grammatical and lexical items that make the parts of the text together as a whole to convey the complete meaning of it. Thus, the lexical connectedness between or among the lexical items and the grammatical connectedness between or among the grammatical kind can be termed as cohesion. Two levels of cohesion have been identified: Sentential (Intrasentential) cohesion and textual (intersentential) cohesion. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

Different cohesive devices are used to produce a cohesive piece of writing. Five linguistic mechanisms that Halliday & Hasan (1976) (in Celce-Murica & Freeman, 1999, p.23) point to in order for texts to have cohesion at the level of discourse are the following:

- i. Reference: *The boy wanted a new bike. One day he...* (*he* refers back to the boy)
- ii. Ellipsis: A: *who wrote the letter?*
B: *Marty.* (The response *Marty* elliptically signals that Marty wrote the letter.)
- iii. Substitution: *I pant to enter college next year. If I do, ...*
(*do* substitutes for *enter college*)
- iv. Conjunction: *Peter needed some money. He, therefore, decided to get a*

job. (therefore makes explicit the causal relationship between the first and the second sentences)

- v. Lexical cohesion (here through synonym): *He was grateful for the money he had been given. He slipped the coins into his pocket and hurried down the street. (Coins refer back to money.)*

1.1.7 Coherence in Free Writing

If we have to read a paragraph several times to figure out the connections between ideas, it is likely that the writing lacks coherence. A piece of writing is coherent when its sentences proceed logically and smoothly with no gaps in reasoning.

The ideas in a paragraph should be connected and developed in a logical order to maintain coherence. According to Narayanswami (1994), the paragraph should be so constructed that one sentence leads on naturally to the next, and there should be a regular logical progression of thought. The material in a paragraph can be ordered in many ways, like chronological order, spatial order, logical order, statement leading to a climax, comparison and contrast, enumeration or classification, definition and conclusion. Among these many ways, the most common ways are noted below:

- i. Chronological orders: It is the time order; the material is presented according to the order of time. We can arrange our material from past to present, present to future or present to past.
- ii. Spatial/spacial order: This is the order of presenting the material according to the space or position. When we follow a spatial arrangement, we can arrange our material from near to far or from far to near, from outside to inside or inside to outside, from more prominent to less prominent or vice-versa.

- iii. Logical order: The central idea is expressed in a statement and then supported by means of examples and other supporting details. Reasons are given leading to a conclusion, or a cause and effect relation is also presented. In this order, the controlling idea is developed by means of supporting details leading to a conclusion.

In order to obtain coherence in a piece of writing, different types of connectives (logical connectors, which are also called transitional words or phrases) can be used.

Writing is coherent when readers can move easily from one sentence to the next, leading the paragraph as an integrated whole. You can ensure this smooth progression by using transitional words and phrases.

Transitions can introduce illustrations (for example), add details (also, in addition), show comparison or contrast (although, nevertheless), indicate time or space order (later, above), or draw conclusions (therefore).

(Strong & Lester, 1996, p.80)

1.1.8 Error Analysis

Error refers to the deviant form of language produced by the second or foreign language learner consistently due to faulty or incomplete learning. And error analysis refers to the systematic study and analysis of the errors committed by second or foreign language learner. It is carried out to:

- a. find out how well someone knows a language.
- b. find out how a person learns a language.
- c. identify the causes of learner's errors.

- d. obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

When an error analysis is carried out, it helps teachers identify the students' strengths and weaknesses and provide feedback to the students during teaching learning process. Error analysis is carried out in successive stages. The principal stages are described along with the following subtopics:

1.1.8.1 Identification of Errors

Identification of errors indicates distinguishing error from what is not error. Therefore, it is crucial to make the distinction between 'mistakes' and 'errors'. All of us make mistakes; we even make mistakes while using the first language. If the learner produces the deviated form of language due to the lack of knowledge of underlying rules then the deviation is called an error. If he/she produces a deviated form not due to the lack of knowledge of underlying rules of language but due to his/her failure to make appropriate use of the rules in using language because of some non-linguistic reasons then the result is not an error but a mistake. To put it another way, mistakes are those part of conversations or compositions that deviate from the selected norms of mature language performance. These mistakes may occur at performance and competence levels; the mistakes at competence level are technically known as errors. Thus, mistake can be seen as a cover term which includes both mistakes (at performance level) and errors (at competence level).

1.1.8.2 Description and Classification of Errors

After identifying errors, we try to look seriously at the kind of errors learners have committed. That is to say, errors are classified into different groups and categories at this stage.

There are different ways of describing and classifying errors.

1. On the basis of their nature

- a) Omission: There is dropping out of the necessary item(s), e.g. He is doctor (in this sentence, an article 'a' is omitted in between *is* and *doctor*).
- b) Addition: This is the case when unnecessary item(s) is /are added in a sentence, e.g. They went on last Friday (unnecessary addition of 'on')
- c) Substitution: When one element is used in place of the other, that will be the case of substitution, e.g. She is looking to me. (use of 'to' instead of 'at')
- d) Misordering: The order of words is broken down in this case, e.g. They asked her where was she going. ('was she' misordered)

2. On the basis of the level of language

On this basis, errors committed at different levels of language are mentioned.

- a. Phonological errors: errors in pronunciation
She goes to*[isku:l]. Instead of 'She goes to [sku:l]' (addition of 'i' before 'sk' cluster, typically by Nepali learners of English)
- b. Graphological errors: spelling and punctuation errors in writing.
It is a lovely *whether. (Correct spelling: 'weather') writing 'p' as 'q' and 'b' as 'd', or vice versa.
- c. Grammatical (morphological and syntactic) errors: breaking of grammatical rules or systems.
*She cans dance very well. (wrong use of tense marker in modal verb)
* Five childrens were playing there. (wrong use of plural morpheme)

- d. Lexical/semantic errors: errors related to wrong use of words/phrases. E.g. 'skin shoes' instead of 'leather shoes'. *He lent a book from the library (in place of 'He borrowed a book from the library').
- e. Pragmatic/sociolinguistic/ stylistic errors: production of the wrong communicative effect, e.g. through the faulty use of speech act or one of the rules of speaking. The expressions may be grammatically correct but are not contextually appropriate. They are also called communicative or functional errors. For example,

(An employee to his boss): Hi guy, how is it going?

(A master to his servant): Would you mind not smoking here?

3. Corder's classification of errors

Corder (1973, p.271) has classified errors into pre-systematic, systematic and post systematic ones. These are also called the three stages of error.

In the first stage, the learner is unaware of the existence of a particular system or rule in the target language. His errors are quite random. He cannot correct them and the errors in this stage are not regular. This is the stage of random guessing.

In the systematic stage, the learner's errors became regular. He has discovered and is operating rules of some sort but the wrong ones. He cannot correct the errors but can give some correct account of the rule he has been following.

In the post systematic stage, the learner has learned the underlying rules but fails to apply it due to the lack of attention or lapses of memory. In this stage, the learner can correct the erroneous expressions as well.

We take only the systematic errors into account because the errors in the first and the last stage are not technically included under error due to the regularity of errors and correctable by the learner himself, respectively.

1.1.8.3 Explanation of Errors

This step is concerned with determining the causes or sources of errors. According to Corder (1973, p. 282), 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.

The errors on the basis of their sources can be classified broadly into two types as follows:

a) Interlingual errors

Errors due to mother tongue interference in learning the target language are the errors due to L₁- interference. Such errors are termed as interlingual errors. Thus, such errors are the ones that have resulted in from the transfer of rules from the mother tongue. Many errors bear a strong resemblance to the characteristic of the mother tongue, indeed many erroneous utterances read like word-for-word translations. This observation has led to the widely accepted theory of transfer, which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue (Corder, 1973, p.266).

Thus, interlingual errors are those which are attributed to the native language. For example, a Nepali learner of English may pronounce 'school' as /*Isku:l*/ instead of /*skul:1*/ and uses '*skin shoes*' instead of 'leather shoes' due to L₁

interference. This is because there is no /sk/ cluster in Nepali and there is distinction between 'skin' and 'leather' in English lexical system but we have only one lexical item 'chhala' to represent the same semantic field.

b) Intralingual errors

Not all errors resulting from the learning process are related to the nature of the mother tongue. Intralingual errors do not reflect the structures of mother tongue but are faulty generalizations of the rules of target language. Intralingual errors are those errors which result from faulty or partial learning of the target language, rather than from language transfer. They may be caused by the influence of one target language item upon another. For example, a learner may produce * *She is dances* based on the blend of the English structures 'she is dancing' and 'she dances'. There are various explanations for intralingual errors. Some of them are given below:

i. Overgeneralization

The learners, having found a rule that appears to work well in one or more contexts, may apply it in the contexts where it is not applicable. As a result, they commit errors in language. Such errors are the result of faulty generalization about the rules of L₂. Thus, such errors are committed due to overgeneralization. For example,

quickly	boxes
slowly	foxes
* <i>fastly</i>	* <i>oxes</i>

ii. Analogical Creation

It is a particular kind of overgeneralization. Errors due to analogical creation are those errors committed due to wrong analogy because not all analogical creations are errors.

The learner searches for patterns and regularity in learning a second language to reduce the learning load by formulating rules. In case of analogical creation, the learner produces an erroneous expression analogous to the correct one. For example,

She told me the meaning.

*She *explained me* the meaning.

Thus, analogical creation refers to the overgeneralization of the learner's rules without considering exceptions because his/her exposure to the language is limited and he/she has insufficient data from which he/she can derive more complex rules.

All of the students left.

All the students left.

Some of the students left.

**Some the students* left.

None of the students left.

**None the students* left.

iii) **Hypercorrection**

Sometimes, what a learner has learned correctly is corrected in a wrong way due to latter learning, which in turn results into a deviant utterance. Thus, the wrong way of making correction is called hypercorrection. For example, there is a probability of saying 'onty one' for 'eleven' due to over emphasis given while teaching twenty one, thirty one etc., if the child is presented with the cardinal numbers 1 to 20 for the first time and 20 to 100 after some interval of time. Similarly, such erroneous expressions are repeatedly found.

* I *lives* in Kathmandu.

* She *cans* dance well.

iv) Erroneous input

Sometimes teachers give rules which are not fully adequate and when students follow them they make errors similar to those caused by overgeneralization of L₂. For example, the rule 'If the action is in past, the verb must be in the past tense' may lead to errors such as

*Last week, they tried to *took* me along with them.

*When I saw him, he began to *ran* faster.

v) Inherent difficulty

Some features of the target language are inherently so difficult that they lead the learner towards committing errors no matter what the linguistic background of the learner is. For example, it is generally agreed that English pairs /**v**/-/**f**/ and /-/**ð**/ are very hard to distinguish not only for Nepali or other language speakers but also for native speakers.

Similarly, English articles and prepositions are also considered inherently difficult items.

1.1.8.4 Correction and Remediation of Errors

When the errors are identified the task of correction and remediation begins with a view to compensating for the learner's inadequate understanding of any aspect of the target language. There are many contrasting views regarding correction and remediation of errors. Mainly there are two opposing views:

The first view holds that there is no need to correct the learner's errors. The teacher should not make correction, but just show that an error has been committed. The communicative approach to language teaching holds the view that the errors of form are seen as a natural outcome of the development of communicative skills. Thus students can have limited linguistic knowledge and still be successful communicators.

The other view holds the opinion that errors must be corrected every time they are committed by the learners very consciously because if errors are tolerated without making correction, bad habit of making wrong use of language goes on continuing in the student. So if we think that an error needs to be corrected, and if neither the student who committed the error, nor any other student can correct it, then the teacher has to give more help. The correction made immediately after one commits error is effective. Therefore, the errors should be corrected without delay.

If we accept that language (including punctuation) should be corrected, a problem arises: should all language mistakes be noted, even if there are so many that the page will be covered with corrections? If not, how do we judge which to relate to and which not? The correcting of mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing. Thus some kind of compromise is obviously called for, which will vary according to context. We might correct only mistakes that actually affect meaning (that is, might lead to misunderstanding or confusion on the part of the reader), and/or those which are very basic; or, of course, vary our response according to individual need.

Regarding the technique of correction, there are mainly two techniques. They are:

- i) Teacher correction technique
- ii) Student correction technique

In teacher correction technique, the role of teacher is vital. In student correction technique, the teacher does not make correction himself but makes the students correct their errors themselves. Student correction technique can be divided into two sub techniques:

- a) Self correction technique
- b) Peer correction technique

In self-correction technique, the teacher gives some hints so as to make the learners correct their errors themselves. In peer correction technique, the teacher asks the students to exchange their tasks and to prepare the correct version of each other's erroneous tasks. The students may be allowed to make discussion if necessary.

Correcting errors means correcting the underlying rules the learner is learning in a wrong way. That is to say, correction does not mean only correcting the particular instance of error. Therefore, only the substitution of incorrect expression by correct one is not the purpose of correction. Most importantly, while making correction we should not forget to give illustrations which should be contextually appropriate as far as possible and we should correct the erroneous instance by explaining the underlying rules the learner is learning in a wrong way. Edge (1989, p.23-65) gives some tips for the correction of mistakes, which are equally true to error correction.

- Do not correct the mistake yourself, but show that a mistake has been made. Then give the students a little time to recognize the mistake and correct it.
- Correction should not mean insisting on everything being absolutely correct. Correction means helping students to become more accurate in their use of language.
- Give a chance for self-correction and, if possible, use peer correction rather than direct teacher correction.

- Encourage peer correction. When two students work together on correcting each other's work, the discussion helps each one to learn from his or her own errors. Two heads are better than one.
- Reacting to the content of what students write is a positive way of helping them improve a draft of a text. In this way, it is an important part of correction.
- Reacting to the content improves writing linguistically and gives encouragement. In this way, it is an important part of teaching.
- Concentrate on the main point of an exercise, or on one or two types of mistakes in less controlled writing.
- Give time for self-correction and peer correction and help the students by showing where mistakes are and/or what kind of mistakes they have made.
- React to the ideas that the students write and use them as a way of encouraging writing.
- Collect important mistakes for correction with the whole class.
- Not all written work should be corrected. The desires to express oneself, to experiment, and to communicate are more important to language learning than being absolutely correct.
- We are trying to make correction a part of the teaching learning process, not something for learning to fight against.

To conclude, student errors are seen as a natural, indispensable part of the learning process. Errors are inevitable since the students are encouraged to explore the language. The teacher uses student errors as a basis for deciding

where further work is necessary. Putting it differently, the teacher uses the students' errors as evidence of where the language is unclear to them and, hence, where to work.

After locating the errors of the students, the teacher does not supply the correct language until all self-correction options have failed. If students are simply given answers, rather than being allowed to self-correct, they will not retain them. The teacher works with the students in getting them to self-correct. If they are unable to self-correct and peers cannot help, then the teacher would supply the correct language, but only as a last resort.

1.2 Review of the Related Literature

In the Department of English Education only a few number of research studies related to errors in writing free composition have been carried out till date.

Sharma (1998) carried out a research study to identify the areas of errors in the use of articles committed by the secondary level students. He also aimed at finding out the level of difficulty in using different types of articles. He used a questionnaire consisting of 110 gap filling items to elicit the required data for his study. His study showed that the students hardly differentiate the words with consonant and vowel sounds and consequently committed 26.13 % errors in the use of indefinite articles (i.e. 15.53 % in using 'a' and 10.60 % in using 'an'). He also found that they committed 30.43 % and 43.44 % errors in the use of definite and zero articles respectively as they could not find much difference between the definite and zero articles. He came up with the conclusion that the use of indefinite article was the least difficult and the use of zero articles was the most difficult for the students. Likewise, Barakoti (2001) carried out a research study on "Errors Committed by PCL Second Year Students in Writing

Free Composition.” The main objective of his study was to identify and determine the errors in tense, agreement, preposition and article in writing free composition. He also compared the proficiency between the students of Humanities and Education streams. He used a questionnaire consisting of three subjective questions to draw the required data for his study. His study showed that the students committed the highest number of errors in the tenses and the lowest number of errors in using prepositions. He found that the students committed 47.52 %, 23.57 %, 17.18 % and 11.71 % errors in the tense, article, agreement and preposition respectively. He also found that the students of Humanities stream committed more number of errors than the students of Education stream did. Similarly, Paudel (2005) carried out a research study to find out the ability of B. Ed. first year students in establishing cohesion in writing. She used a questionnaire consisting of both types of test items (i. e. objective and subjective) to draw the data for her study. Her study showed that the students performed more appropriately in given contexts than in free contexts. She also compared the students of TU constituent and TU affiliated campuses and found that the students of affiliated campuses were better (70.20 % in given contexts and 48.18 % in free contexts) than the students of constituent campuses (61.7% in given contexts and 39.66 % in free contexts). She also found that girls were somewhat better than boys in most of the devices of cohesion. In the same way, Niroula (2005) carried out a research study to find out the achievement of logical connectors of twelfth graders. He used a questionnaire consisting of three types of test items, viz. *tick the best answer*, *join the sentences* and *make sentences*, to elicit the required data for his study. He found the level of achievement of logical connectors of the students satisfactory (i.e. 57.91%). He also compared the proficiency between boys and girls and found that boys (59%) were better than girls (56.83%) even though the difference was not so much significant. In the same way, Ghimire (2006) carried out a research entitled “A Study of Errors Committed by Twelfth

Graders in Writing Free Composition”. The main objective of his study was to find out the errors in tense, agreement, preposition, article and spelling. He used a set of test items consisting of three subjective questions for free writing to elicit the data for his study. His study showed that the students committed 7.33%, 31.44%, 13.53%, 17.72%, and 29.65% errors in tense, agreement, preposition, article and spelling respectively. He found that the students committed the highest number of errors in agreement and the lowest number of errors in tense. He also found that the students were better in using article than in using preposition. Similarly, Dangal (2006) carried out a research entitled “Errors Committed by Tenth Graders in Writing Guided Composition” to find out the errors in tense, agreement, conjunction, relative pronoun and spelling. He administered a test consisting of three items, viz. paraphrasing, parallel writing and story writing to collect the data for his study. His study showed that the students committed 21.35%, 38.28%, 12.68%, 1.12% and 27.15% errors in 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.

Although the research works mentioned above are related to the analysis of errors (in free writing), no study has ever been carried out on the errors committed by the students of lower secondary level in writing free composition. Since the students of this level begin the fundamental practice of free writing, it is at this level where the problems of errors in free writing begin. And the researchers should have carried out researches of this type earlier. Unless and until we know the real nature of errors committed at the basic level and make them aware of such errors, how can we expect our learners to write error free compositions at higher levels? Furthermore, the role of cohesion and coherence, which play rather crucial role in free writing, has been neglected in those studies. If we are checking only grammatical errors,

free writing exercise may not be the best test item. That can be tested by other means either. Only when we look for the logical organization of ideas and interconnectedness of grammatical and lexical elements in a piece of writing, we will undoubtedly be testing the students' competence in free writing. Moreover, there may not be any other better alternatives rather than free writing test to measure such competence.

Considering all these facts, this study attempts to analyze not only the grammatical errors but also the errors in organizational aspects of writing. Thus, the proposed study is distinct from the other researches done on error analysis so far.

1.3 Objectives of the Study

This study had the following objectives:

- a) To identify the errors committed by the eighth graders in the areas of agreement, prepositions, articles, capitalization, cohesion and coherence in writing free composition,
- b) To describe the errors,
- c) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

To understand others' writing and to write something expressively, it is imperative to have the knowledge of grammar, mechanics and organizational aspects of writing. While reading or writing, the significance of such elements can never be ignored. Otherwise, we cannot comprehend the message while reading and convey the right information while writing. As a corollary, what ought to be done remain undone. Therefore, the study of such aspects of writing will be quite significant for all the people in general and the people who are directly or indirectly involved in English language teaching / learning activities in particular. Furthermore, there is no research work conducted on the errors committed by lower secondary level students in free writing in the Department of English Education, TU. So this research study will be an invaluable treasure for the Department and the English teachers in general as well. The findings of this study will be useful in teaching-learning activities. Therefore, it will have a great pragmatic value. It will equally be valuable for the further research works in this field.

CHAPTER TWO

METHODOLOGY

I adopted the following methodology to fulfil the aforementioned 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 students of grade eight who were studying in different English-medium schools in Bhaktapur district were the primary source of data.

2.1.2 Secondary Sources of Data

The secondary sources of this study were various books on grammar and writing skills, different journals, research works and other documents related to this study, which have been mentioned in “References”. More particularly, the following books were consulted:

Celce-Murcia & Larsen-Freeman (1983); Narayanswami (1994);
Strong & Lester (1996); and Turton (2007).

2.2 Population of the Study

The total population of this study consisted of the students of Grade Eight studying in different English medium schools of Bhaktapur district.

2.3 Sampling Procedure

Five English medium schools of Bhaktapur district were selected conveniently and the sample was selected using disproportionate stratified random sampling procedure. In this study, the sample consisted of 80 students who were studying in the selected five schools. From each of the five schools, 16 students consisting of equal number of boys and girls were selected for administering

the test. The following table shows the names of the selected schools and the sample population.

Table No. 1: Sample Population

S.No.	School	Boys	Girls	Total
1	Everest English School	8	8	16
2	Sunshine H.S. School	8	8	16
3	Little World English Sec. School	8	8	16
4	Rainbow English Sec. School	8	8	16
5	Birendra Sainik Awasiya Mahavidyalaya	8	8	16
Total		40	40	80

2.4 Tools for Data Collection

The only tool for collecting data was a set of test items consisting of three test items for free writing, viz. paragraph writing (Write a short paragraph about yourself), letter writing (Write a letter to your friend describing your school) and essay writing (Write an essay on The Person I Like Most).

2.5 Process of Data Collection

At first, I prepared the test items to administer them on the sample that was selected. I visited the selected schools personally and sought permission from the authority to administer the test on the students. After getting consent from the authority, I established a good rapport with the students and sampled the required number of population using disproportionate stratified random sampling procedure. In addition, I fixed the time for administering the test according to the convenience of the school periods. Then I administered the test on the selected students in the allocated time. After that I counted the number of errors committed in the areas of agreement, preposition, article, capitalization, cohesion and coherence.

2.6 Limitations of the Study

The present study had the following limitations:

- i. The study was limited to the analysis of errors in free writing.
- ii. The research was limited to the five English schools of Bhaktapur district that got selected.
- iii. The sample size was limited to 80 students of grade eight, 16 from each school consisting of equal number of students from both the sexes.
- iv. The study was limited to the following grammatical areas , mechanics and organizational aspects of writing :
 - Agreement - Preposition - Article
 - Capitalization - Cohesion - coherence
 - a. Errors in subject-verb agreement and object-verb agreement were looked over while analyzing the errors in agreement.
 - b. Errors due to addition, omission and substitution were looked over while analyzing the errors in preposition and article.
 - c. Other category in the description of the errors in capitalization included those letters and words other than sentence initials, pronoun I, and proper noun/adjective.
 - d. Errors in cohesion were described under Halliday and Hasan's five linguistic mechanisms of cohesion (i.e. cohesive devices), viz. reference, substitution, ellipsis, conjunction and lexical cohesion.
 - e. Only three types of orders, viz. chronological, spatial (spacial) and logical, were looked over while describing the errors in maintaining coherence.
- v. The only tool for collecting primary data was a set of test items consisting of three test items for free writing, viz. paragraph writing, letter writing and essay writing.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This part is the core of the study which deals with the presentation, analysis and interpretation of the data. The errors committed by eighth graders in agreement, preposition, article, capitalization, cohesion and coherence are dealt with here. And the analysis and interpretation of the data has been carried out using descriptive and simple statistical tools like percentage. The collected data have been analyzed and described under the following sub-headings:

- Errors in each item,
- School wise errors in total,
- School wise errors in each item,
- Errors in agreement,
- Errors in preposition,
- Errors in article,
- Errors in capitalization,
- Errors in cohesion, and
- Errors in coherence.

3.1 Errors in Each Item

Table No. 2 Total Errors in Each Item

S.No.	Item	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	77	8.26	130	13.95	140	15.02	266	28.54	166	17.81	153	16.42	932	25.46
2.	II	159	12.83	160	12.91	156	12.59	295	23.81	267	21.55	202	16.31	1239	33.84
3.	III	377	25.30	149	10.00	191	12.82	249	16.71	282	18.93	242	16.24	1490	40.70
Total		613	16.74	439	11.99	487	13.30	810	22.12	715	19.52	597	16.31	3661	100

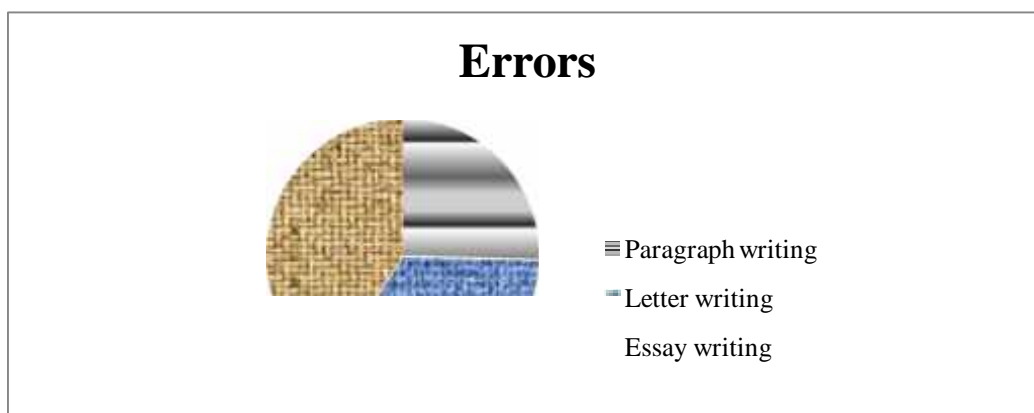
The table presents the numbers and percentages of errors in agreement, preposition, article, capitalization, cohesion and coherence under each of the three items. Under the first item, the students committed 77, 130, 140, 266, 166, and 153 errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The percentages of those errors were 8.26, 13.95, 15.02, 28.54, 17.81, and 16.42, respectively. They committed the highest number of errors in capitalization and the lowest number of errors in agreement.

Under the second item, they committed 159, 160, 156, 295, 267, and 202 errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. And their percentages were 12.83, 12.91, 12.59, 23.81, 21.55, and 16.31, respectively. As in item I, they committed the highest number of errors in capitalization in item II either. However, unlike item I, they committed the lowest number of errors in using articles.

Under the third item, they committed 377, 149, 191, 249, 282 and 242 errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. And their percentages were 25.30, 10.00, 12.82, 16.71, 18.93 and 16.24, respectively. They committed the highest number of errors in agreement and the lowest number of errors in preposition.

In total, they committed 3661 errors. Out of which, they committed 932(25.46%) errors in the first item, i.e. in paragraph writing, 1239(33.84%) errors in the second item, i.e. in letter writing, and 1490(40.70%) errors in the third item, i.e. in essay writing. Hence they committed the highest number of errors in the third item and the lowest number of errors in the first item. The item wise scenario of errors can also be presented in the form of a pie-chart as follows:

Chart No. 1: Item wise Scenario of Errors



3.2 School Wise Errors in Total

Table No. 3 School Wise Errors in Total

S.No.	School	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Everest	90	14.83	95	15.65	85	14	107	17.63	127	20.92	103	16.97	607	16.58
2.	BSAM	79	11.43	97	14.04	105	15.20	166	24.02	139	20.11	105	15.20	691	18.87
3.	Sunshine	161	23.07	62	8.88	105	15.04	173	24.78	108	15.47	89	12.76	698	19.07
4.	Rainbow	130	16.17	93	11.57	107	13.31	162	20.15	169	21.02	143	17.78	804	21.96
5.	Little World	153	17.77	92	10.69	85	9.87	202	23.46	172	19.98	157	18.23	861	23.52
Total		613	16.75	439	11.99	487	13.30	810	22.12	715	19.53	597	16.31	3661	100

The table above presents the school wise errors in agreement, preposition, article, capitalization, cohesion and coherence. The students of Everest School committed 90(14.83%), 95(15.65%), 85(14%), 107(17.63%),127(20.92%) and 103(16.97%)errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. They committed the highest number of errors in cohesion and the lowest number of errors in article.

Similarly, the students of BSAM committed 79(11.43%), 97(14.04%), 105(15.20%), 166(24.02%), 139(20.11%), and 105(15.20%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. These data showed that they committed the highest number of errors in capitalization and the lowest number of errors in agreement.

Likewise, the students of Sunshine School committed 161(23.07%), 62(8.88%), 105(15.04%), 173(24.78%), 108(15.47%), and 89(12.76%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. These data showed that they committed the highest number of errors in capitalization and the lowest number of errors in the use of preposition.

The students of Rainbow School committed 130(16.17%), 93(11.57%), 107(13.31%), 162(20.15%), 169(21.02%), and 143(17.78%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. These data showed that they committed the highest number of errors in cohesion and the lowest number of errors in using preposition.

The students of Little World School committed 153(17.77%), 92(10.69%), 85(9.87%), 202(23.46%), 172(19.98%), and 157(18.23%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. These data showed that they committed the highest number of errors in capitalization and the lowest number of errors in using article.

In total, the students committed 3661 errors. Out of which, 613(16.75%), 439(11.99%), 487(13.30%), 810(22.12%), 715(19.53%), and 597(16.31%) errors were committed in agreement, preposition, article, capitalization,

cohesion and coherence, respectively. They committed the highest number of errors in capitalization and the lowest number of errors in the use of preposition.

3.3 School wise Errors in Each Item

Table No. 4 School wise Errors in Each Item

S. No.	Item	Everest		BSAM		Sunshine		Rainbow		Little World		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	159	17.06	183	19.64	188	20.17	192	20.60	210	22.53	932	25.46
2.	II	202	16.30	246	19.85	210	16.95	274	22.12	307	24.78	1239	33.84
3.	III	246	16.51	262	17.58	300	20.13	338	22.69	344	23.09	1490	40.70
Total		607	16.58	691	18.88	698	19.07	804	21.95	861	23.52	3661	100

The above table presents the errors in each item committed by the students of different schools. In the first item, the students of Everest, BSAM, Sunshine, Rainbow, and Little World committed 159(17.06%), 183(19.64%), 188(20.17%), 192(20.60%), and 210(22.53%) errors, respectively. The students of Little World committed the highest number of errors and the students of Everest committed the lowest number of errors in the first item.

Similarly, in the second item, the students of Everest, BSAM, Sunshine, Rainbow, and Little World committed 202(16.30%), 246(19.85%), 210(16.95%), 274(22.12%), and 307(24.78%) errors, respectively. The students of Little World committed the highest number of errors and the students of Everest committed the lowest number of errors in the second item either.

Likewise, in the third item, the students of Everest, BSAM, Sunshine, Rainbow, and Little World committed 246(16.51%), 262(17.58%), 300(20.13%), 338(22.69%), and 344(23.09%) errors, respectively. Like the previous items, in the third item too, the students of Little World committed the

highest number of errors and the students of Everest committed the lowest number of errors.

In total, the students of Everest, BSAM, Sunshine, Rainbow, and Little World committed 607(16.58%), 691(18.88%), 698(19.07%), 804(21.95%), and 861(23.52%) errors, respectively. These data showed that the students of Little World committed the highest number of errors whereas the students of Everest committed the lowest number of errors. Similarly, the students committed 932(25.46%), 1239(33.84%), and 1490(40.70%) errors in the first, second, and the item, respectively. They committed the highest number of errors in the third item and the lowest number of errors in the first item.

3.3.1 Errors Committed by the Students of Everest School

Table No. 5 Errors Committed by the Students of Everest School

S. No.	Item	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	14	8.80	24	15.09	28	17.61	29	18.24	33	20.75	31	19.51	159	26.19
2.	II	29	14.36	38	18.81	26	12.87	35	17.33	43	21.29	31	15.34	202	33.28
3.	III	47	19.10	33	13.42	31	12.60	43	17.48	51	20.73	41	16.67	246	40.53
Total		90	14.83	95	15.65	85	14.00	107	17.63	127	20.92	103	16.97	607	100

The table presents the errors in each item committed by the students of Everest School. Under the first item, they committed 14(8.80%), 24(15.09%), 28(17.61%), 29(18.24%), 33(20.75%), and 31(19.51%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in cohesion and the lowest number of errors in agreement.

Under the second item, they committed 29(14.36%), 38(18.81%), 26(12.87%), 35(17.33%), 43(21.29%), and 31(15.34%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in cohesion and the lowest number of errors in the use of articles.

Similarly, under the third item, they committed 47(19.10%), 33(13.42%), 31(12.60%), 43(17.48%), 51(20.73%), and 41(16.97%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. Like the second item, they committed the highest number of errors in cohesion and the lowest number of errors in the use of articles in this item too.

In total, the students committed 90(14.83%), 95(15.65%), 85(14.00%), 107(17.63%), 127(20.92%), and 103(16.97%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed that they committed the highest number of errors in cohesion and the lowest number of errors in the use of articles.

3.3.2 Errors Committed by the Students of BSAM

Table No. 6 Errors Committed by the Students of BSAM

S. No.	Item	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	9	4.92	32	17.49	36	19.67	39	21.31	39	21.31	28	15.30	183	26.48
2.	II	12	4.88	40	16.26	29	11.79	72	29.27	50	20.32	43	17.48	246	35.60
3.	III	58	22.14	25	9.54	40	15.27	55	20.99	50	19.08	34	12.98	262	37.92
Total		79	11.43	97	14.04	105	15.20	166	24.02	139	20.11	105	15.20	691	100

The table given above presents the item wise errors in agreement, preposition, article, capitalization, cohesion and coherence committed by the students of

BSAM. The students committed 183(26.48%) errors in the first item. Under this item, they committed 9(4.92%), 32(17.49%), 36(19.67%), 39(21.31%), 39(21.31%), and 28(15.30%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in capitalization and the lowest number of errors in agreement.

Similarly, they committed 246(35.60%) errors in the second item. Under this item, they committed 12(4.88%), 40(16.26%), 29(11.79%), 72(29.27%), 50(20.32%), and 43(17.48%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in capitalization and the lowest number of errors in agreement.

Likewise, they committed 262(37.92%) errors in the third item. Under this item, they committed 58(22.14%), 25(9.54%), 40(15.27%), 55(20.99%), 50(19.08%), and 34(12.98%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. Unlike the first and second items, they committed the highest number of errors in agreement and the lowest number of errors in the use of preposition in the third item.

In total, the students committed 79(11.43%), 97(14.04%), 105(15.20%), 166(24.02%), 139(20.11%), and 105(15.20%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed that they committed the highest number of errors in capitalization and the lowest number of errors in agreement.

3.3.3 Errors Committed by the Students of Sunshine School

Table No. 7 Errors Committed by the Students of Sunshine School

S. No.	Item	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	22	11.70	22	11.70	30	15.96	67	35.64	24	12.77	23	12.23	188	26.93
2.	II	36	17.14	14	6.67	31	14.76	59	28.09	40	19.05	30	14.29	210	30.09
3.	III	103	34.33	26	8.67	44	14.67	47	15.66	44	14.67	36	12	300	42.98
Total		161	23.07	62	8.88	105	15.04	173	24.78	108	15.47	89	12.76	698	100

The table given above presents the item wise errors in agreement, preposition, article, capitalization, cohesion and coherence committed by the students of Sunshine School. The students committed 188(26.93%) errors in the first item. Under this item, they committed 22(11.70%), 22(11.70%), 30(15.96%), 67(35.64%), 24(12.77%), and 23(12.23%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in capitalization and the lowest number of errors in agreement and preposition.

Similarly, they committed 210(30.09%) errors in the second item. Under this item, they committed 36(17.14%), 14(6.67%), 31(14.76%), 59(28.09%), 40(19.05%), and 30(14.29%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in capitalization and the lowest number of errors in prepositions.

Likewise, they committed 300(42.98%) errors in the third item. Under this item, they committed 103 (34.33%), 26(8.67%), 44(14.67%), 47(15.66%), 44(14.67%), and 36(12.00%) errors in agreement, preposition, article,

capitalization, cohesion and coherence, respectively. The data showed that they committed the highest number of errors in agreement and the lowest number of errors in the use of preposition in the third item.

In total, the students committed 161(23.07%), 62(8.88%), 105(15.04%), 173(24.78%), 108(15.47%), and 89(12.76%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed that they committed the highest number of errors in capitalization and the lowest number of errors in the use of preposition.

3.3.4 Errors Committed by the Students of Rainbow School

Table No. 8 Errors Committed by the Students of Rainbow School

S. No.	Item	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	10	5.21	30	15.62	32	16.67	56	29.17	34	17.71	30	15.62	192	23.88
2.	II	30	10.95	34	12.41	40	14.60	60	21.90	66	24.08	44	16.06	274	34.08
3.	III	90	26.63	29	8.58	35	10.36	46	13.61	69	20.41	69	20.41	338	42.04
Total		130	16.17	93	11.57	107	13.31	162	20.15	169	21.02	143	17.78	804	100

The table presents the item wise errors in agreement, preposition, article, capitalization, cohesion and coherence committed by the students of Rainbow School. The students committed 192(23.88%) errors in the first item. Under this item, they committed 10(5.21%), 30(15.62%), 32(16.67%), 56(29.17%), 34(17.71%), and 30(15.62%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in capitalization and the lowest number of errors in agreement.

Similarly, they committed 274(34.08%) errors in the second item. Under this item, they committed 30(10.95%), 34(12.41%), 40(14.60%), 60(21.90%), 66(24.08%), and 44(16.06%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in maintaining cohesion and the lowest number of errors in agreement.

Likewise, they committed 338(42.04%) errors in the third item. Under this item, they committed 90(26.63%), 29(8.58%), 35(10.36%), 46(13.61%), 69(20.41%), and 69(20.41%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed, unlike the first and the second items, that they committed the highest number of errors in agreement and the lowest number of errors in preposition in this item.

In total, the students committed 130(16.17%), 93(11.57%), 107(13.31%), 162(20.15%), 169(21.02%), and 143(17.78%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed that they committed the highest number of errors in cohesion and the lowest number of errors in the use of preposition.

3.3.5 Errors Committed by the Students of Little World School

Table No. 9 Errors Committed by the Students of Little World School

S.No.	Item	Errors in agreement		Errors in preposition		Errors in article		Errors in capitalization		Errors in cohesion		Errors in coherence		Total errors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	I	22	10.48	22	10.48	14	6.67	75	35.71	36	17.14	41	19.52	210	24.39
2.	II	52	16.94	34	11.07	30	9.77	69	22.48	68	22.15	54	17.59	307	35.66
3.	III	79	22.96	36	10.47	41	11.92	58	16.86	68	19.77	62	18.02	344	39.95
Total		153	17.77	92	10.69	85	9.87	202	23.46	172	19.98	157	18.23	861	100

The table presents the item wise errors in agreement, preposition, article, capitalization, cohesion and coherence committed by the students of Rainbow School. The students committed 210(24.39%) errors in the first item. Under this item, they committed 22(10.48%), 22(10.48%), 14(6.67%), 75(35.71%), 36(17.14%), and 41(19.52%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item, they committed the highest number of errors in capitalization and the lowest number of errors in the use of article.

Similarly, they committed 307(35.66%) errors in the second item. Under this item, they committed 52(16.94%), 34(11.07%), 30(9.77%), 69(22.48%), 68(22.15%), and 54(17.59%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. In this item too, they committed the highest number of errors in capitalization and the lowest number of errors in the use of article.

Likewise, they committed 344(39.95%) errors in the third item. Under this item, they committed 79(22.96%), 36(10.47%), 41(11.92%), 58(16.86%), 68(19.77%), and 62(18.02%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed, unlike the first and the second items, that they committed the highest number of errors in agreement and the lowest number of errors in the use of preposition in this item.

In total, the students committed 153(17.77%), 92(10.69%), 85(9.87%), 202(23.46%), 172(19.98%), and 157(18.23%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. The data showed that they committed the highest number of errors in capitalization and the lowest number of errors in the use of article.

3.4 Detailed Description of Errors

3.4.1 Errors in Agreement

Table No. 10 Errors in Agreement

S. No.	School	Errors in				Total Errors	
		S-V Agreement		O-V Agreement		No.	%
		No.	%	No.	%		
1.	Everest	66	73.33	24	26.67	90	14.68
2.	BSAM	69	87.34	10	12.66	79	12.89
3.	Sunshine	120	74.53	41	25.47	161	26.26
4.	Rainbow	102	78.46	28	21.54	130	21.21
5.	Little World	120	78.43	33	21.57	153	24.96
Total		477	77.81	136	22.19	613	100

The table shows the errors in subject-verb agreement and object-verb agreement. It shows that the students committed 477(77.81%) and 136(22.19%) errors in subject-verb agreement and object-verb agreement, respectively. The students of Everest School committed 90(14.68%) errors in agreement. Of which, they committed 66(73.33%) and 24(26.67%) errors in subject-verb agreement and object-verb agreement, respectively. Similarly, the students of BSAM committed 79(12.89%) errors in agreement. The data showed that they committed 69(87.34%) and 10(12.66%) errors in subject-verb agreement and object-verb agreement, respectively. Likewise, the students of Sunshine School committed 161(26.26%) errors in agreement. Out of which, they committed 120(74.53%) and 41(25.47%) errors in subject-verb agreement and object-verb agreement, respectively. In the same way, the students of Rainbow School committed 130(21.21%) errors in agreement. Particularly, they committed 102(78.46%) and 28(21.54%) errors in subject-verb agreement and object-verb agreement, respectively. And finally, the students of Little World School committed 153(24.96%) errors in agreement. Particularly, they

committed 120(78.43%) and 33(21.57%) errors in subject-verb agreement and object-verb agreement, respectively.

Some typical erroneous examples under this category were:

1. **They teaches** me how to do everything.(S-V; Deepshikha, Everest)
2. Here **is** so **many students**. (O-V; Niranjan, Everest)
3. **Each have** his/her own quality.(S-V; Sulochana, BSAM)
4. There **is many students** in my school.(S-V; Aashika, BSAM)
5. **He sing** very well.(S-V; Kamal, Sunshine)
6. There **is three buildings**.(O-V; Manisha, Sunshine)
7. **It depend** on their interests.(S-V; Sudip, Rainbow)
8. There **are four member** in my family. (O-V; Rojina, Rainbow)
9. All the **teachers gives** equal knowledge.(S-V; Gopal, Little World)
10. My favourite **fruits is** mango, apple, etc.(S-V; Anita, Little World)

3.4.2 Errors in Preposition

Table No. 11 Errors in Preposition

S. No.	School	Description of Errors						Total Errors	
		Addition		Omission		Substitution		No.	%
		No.	%	No.	%	No.	%		
1.	Everest	26	27.37	33	34.74	36	37.89	95	21.64
2.	BSAM	11	11.34	62	63.92	24	24.74	97	22.10
3.	Sunshine	14	22.58	30	48.39	18	29.03	62	14.12
4.	Rainbow	25	26.88	34	36.56	34	36.56	93	21.18
5.	Little World	28	30.43	44	47.83	20	21.74	92	20.96
Total		104	23.69	203	46.24	132	30.07	439	100

The table presents the description of errors in preposition. The students committed 104(23.69%), 203(46.24%) and 132(30.07%) errors due to addition, omission and substitution, respectively. The students of Everest School

committed 26(27.37%), 33(34.74%), and 36(37.89%) errors due to addition, omission and substitution, respectively. Similarly, the students of BSAM committed 11(11.34%), 62(63.92%) and 24(24.74%) errors due to addition, omission and substitution, respectively. Likewise, the students of Sunshine School committed 14(22.58%), 30(48.39%) and 18(29.03%) errors due to addition, omission and substitution, respectively. In the same way, the students of Rainbow School committed 25(26.88%), 34(36.56%) and 34(36.56%) errors due to addition, omission and substitution, respectively. And finally, the students of Little World School committed 28(30.43%), 44(47.83%) and 20(21.74%) errors due to addition, omission and substitution, respectively.

Some typical erroneous examples under this category were:

1. I help **to** my mother in the kitchen. (addition; Archana, Everest)
2. I live with my family **since** fourteen years. (Substitution; Kriti, Everest)
3. I want to describe **about** my school.(addition; Sajani, BSAM)
4. If we fail once, we cannot read ... this school.(omission; Bhim,BSAM)
5. She respects the elders and loves **for** the children.(addition; Ramila, Sunshine)
6. Sometimes, he returns home ... eight o'clock.(omission; Padma,Sunshine)
7. There are nine members **of** my family.(substitution; Priya, Rainbow)
8. You have not sent me a letter ... many days.(omission; Milan, Rainbow)
9. We visited **in** Dolakha.(addition; Karuna, Little World)
10. I have been living here **from** eight years.(substitution; Gurash, Little World)

3.4.3 Errors in Article

Table No. 12 Errors in Article

S. No.	School	Description of Errors						Total Errors	
		Addition		Omission		Substitution		No.	%
		No.	%	No.	%	No.	%		
1.	Everest	22	25.88	44	51.77	19	22.35	85	17.45
2.	BSAM	10	9.53	73	69.52	22	20.95	105	21.56
3.	Sunshine	21	20.00	72	68.57	12	11.43	105	21.56
4.	Rainbow	32	29.91	46	42.99	29	27.10	107	21.98
5.	Little World	22	25.88	47	55.29	16	18.83	85	17.45
Total		107	21.98	282	57.90	98	20.12	487	100

The table presents the description of errors in article. The students committed 107(21.98%), 282(57.90%) and 98(20.12%) errors due to addition, omission and substitution, respectively. The students of Everest School committed 85(17.45%) errors in article. To put it more particularly, they committed 22(25.88%), 44(51.77%), and 19(22.35%) errors due to addition, omission and substitution, respectively. Similarly, the students of BSAM committed 105(21.56%) errors. More precisely, they committed 10(9.53%), 73(69.52%) and 22(20.95%) errors due to addition, omission and substitution, respectively. Likewise, the students of Sunshine School committed 105(21.56%) errors. Of which, they committed 21(20.00%), 72(68.57%) and 12(11.43%) errors due to addition, omission and substitution, respectively. In the same way, the students of Rainbow School committed 107(21.98%) errors. Particularly, they committed 32(29.91%), 46(42.99%) and 29(27.10%) errors due to addition, omission and substitution, respectively. And finally, the students of Little World School committed 85(17.45%) errors. Out of which, they committed 22(25.88%), 47(55.29%) and 16(18.83%) errors due to addition, omission and substitution, respectively.

Some typical examples of erroneous sentences under this category were:

1. Last month, we went to ... cyber and played a game.(omission; Abhishek, Everest)
2. We have **a** lots of facilities.(addition; Polistha, Everest)
3. He wants to become ... Charter Account.(omission; Binaya, BSAM)
4. I'm trying to be **a** obedient student.(substitution; Anup, BSAM)
5. I am ... student of Sunshine.(omission; Alina, Sunshine)
6. I am **the** student of class eight.(substitution; Lisha, Sunshine)
7. I am **a** eldest daughter in my family.(substitution; Sapana, Rainbow)
8. I like one person who is **a** kind-hearted.(addition; Anish, Rainbow)
9. This is ... very good school. (omission; Amin, Little World)
10. I want to be **the** great person.(substitution; Deepak, Little World)

3.4.4 Errors in Capitalization

Table No. 13 Errors in Capitalization

S. No.	School	Description of Errors								Total Errors	
		Sentence initial		Pronoun I		Proper noun/adjective		Other category			
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Everest	23	21.49			34	31.78	50	46.73	107	13.21
2.	BSAM	9	5.42	1	0.60	25	15.06	131	78.92	166	20.49
3.	Sunshine	18	10.40			54	31.22	101	58.38	173	21.36
4.	Rainbow	25	15.43	2	1.24	66	40.74	69	42.59	162	20.00
5.	Little World	31	15.35	1	0.50	92	45.54	78	38.61	202	24.94
	Total	106	13.09	4	0.49	271	33.46	429	52.96	810	100

The table presents the description of errors in capitalization. The students committed 106(13.09%), 4(0.49%), 271(33.46%), and 429(52.96%) errors in sentence initials, pronoun I, proper noun/adjective and other category,

respectively. The students of Everest School committed 107(13.21%) errors in capitalization. More particularly, 23(21.49%), 34(31.78%), and 50(46.73%) errors were committed in sentence initials, proper noun/adjective and other category, respectively. Not a single error was recognized in pronoun I. Similarly, the students of BSAM committed 166(20.49%) errors in capitalization. Out of which, they committed 9(5.42%), 1(0.60%), 25(15.06%), and 131(78.92%) errors in sentence initials, pronoun I, proper noun/adjective and other category, respectively. Likewise, the students of Sunshine School committed 173(21.36%) errors in capitalization. Particularly, 18(10.40%), 54(31.22%), and 101(58.38%) errors were committed in sentence initials, proper noun/adjective and other category, respectively. Not a single error was recognized in pronoun I. In the same way, the students of Rainbow School committed 162(20.00%) errors in capitalization. Precisely, they committed 25(15.43%), 2(1.24%), 66(40.74%), and 69(42.59%) errors in sentence initials, pronoun I, proper noun/adjective and other category, respectively. And the students of Little World committed 202(24.94%) errors in capitalization. Particularly, they committed 31(15.35%), 1(0.50%), 92(45.54%), and 78(38.61%) errors in sentence initials, pronoun I, proper noun/adjective and other category, respectively.

Some typical examples of erroneous sentences under this category were:

1. None is best for me but **n**abin sir.(Proper noun; Archana, Everest)
2. **s**he did not take care of us.(Sentence initial; Shreejan, Everest)
3. And **i** used to become angry.(Pronoun I; Manisha, BSAM)
4. His wal**K**ing Style is very unique.(Other category; Barsha, BSAM)
5. **h**e is a singer of my school.(Sentence initial; Kamal, Sunshine)
6. My **M**other is very nice and **G**reat.(Other category; Sneha, Sunshine)
7. My school's name is Rainbow **e**nglish school.(Proper noun; Sanju,Rainbow)

8. With them **i** become happy.(Pronoun I; Sandhya, Rainbow)
9. My favourite fruits are **M**ango, **A**pple, etc.(Other category; Anita, Little World)
10. **h**e is good at reading and writing.(Sentence initial; Rajan, Little World)

3.4.5 Errors in Cohesion

Table No. 14 Errors in Cohesion

S No.	School	Cohesive Devices										Total Errors	
		Reference		Substitution		Ellipsis		Conjunction		Lexical Cohesion			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Everest	28	22.05	13	10.24	15	11.81	33	25.98	38	29.92	127	17.76
2.	BSAM	31	22.30	9	6.48	15	10.79	38	27.34	46	33.09	139	19.44
3.	Sunshine	22	20.37	6	5.56	6	5.56	36	33.33	38	35.18	108	15.10
4.	Rainbow	36	21.30	11	6.51	7	4.14	56	33.14	59	34.91	169	23.64
5.	Little World	36	20.93	8	4.65	9	5.23	50	29.07	69	40.12	172	24.06
	Total	153	21.40	47	6.57	52	7.27	213	29.79	250	34.97	715	100

The table presents the description of errors in cohesion under different cohesive devices. The students committed 513(21.40%), 47(6.57), 52(7.27%), 213(29.79%), and 250(34.97%) errors under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively. The students of Everest School committed 127(17.76%) errors in cohesion. Out of which, 28(22.05%), 13(10.24%), 15(11.81%), 33(25.98%), and 38(29.92%) errors were committed under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively. Similarly, the students of BSAM committed 139(19.44%) in cohesion. More particularly, 31(22.30%), 9(6.48%), 15(10.79%), 38(27.34%), and 46(33.09%) errors were committed under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively. Likewise the students of Sunshine School committed 108(15.10%) in maintaining cohesion. Out of which, 22(20.37%), 6(5.56%), 6(5.56%), 36(33.33%), and 38(35.18%) errors

were committed under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively. In the same way, the students of Rainbow School committed 169(23.64%) in cohesion. Precisely, 36(21.30%), 11(6.51%), 7(4.14%), 56(33.14%), and 59(34.91%) errors were committed under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively. And finally, the students of Little World School committed 172(24.06%) errors in cohesion. Particularly, 36(20.93%), 8(4.65%), 9(5.23%), 50(29.07%), and 69(40.12%) errors were committed under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively.

Some typical examples of erroneous sentences under this category were:

1. Everest always does **his** best to achieve success.(Reference; Aastha, Everest)
2. I **leave** in central part of Nepal.(Lexical cohesion; Sushan, Everest)
3. He left the school and **so I**. (Ellipsis; Prajwol,BSAM)
4. I am **doing** a description of my school. (Lexical; Melina, BSAM)
5. Rodrick is a type of person **that** is very simple and good mannered. (Reference; Bibek, Sunshine)
6. Who could be my best friend but Rupak **could be**. (Substitution; Niroj, Sunshine)
7. **My** mommy always cares us. (Reference; Pramila, Rainbow)
8. I hope... you get this ,you'll become happy.(Conjunction; Sandhya, Rainbow)
9. He was not good. **And** he passed the exam.(Conjunction; Amin, Little World)
10. I **stay** in Bhaktapur. (Lexical cohesion; Aaistha, Little world)

3.4.6 Errors in Coherence

Table No. 15 Errors in Coherence

S. No.	School	Errors in maintaining						Total Errors	
		Chronological order		Spatial order		Logical order			
		No.	%	No.	%	No.	%	No.	%
1.	Everest	6	5.83	6	5.83	91	88.34	103	17.25
2.	BSAM	16	15.24	9	8.57	80	76.19	105	17.59
3.	Sunshine	8	8.99	7	7.86	74	83.15	89	14.91
4.	Rainbow	16	11.19	8	5.59	119	83.22	143	23.95
5.	Little World	19	12.10	12	7.64	126	80.26	157	26.30
Total		65	10.89	42	7.03	490	82.08	597	100

The table presents the description of errors in coherence. The students committed 65(10.89%), 42(7.03%) and 490(82.08%) errors in maintaining chronological order, spatial order and logical order, respectively. The students of Everest School committed 103(17.25%) errors in coherence in total. Particularly, 6(5.83%), 6(5.83%) and 91(88.34%) errors were committed in maintaining chronological order, spatial order and logical order, respectively. Similarly, the students of BSAM committed 105(17.59%) errors in coherence in total. Out of which, 16(15.24%), 9(8.57%) and 80(76.19%) errors were committed in maintaining chronological order, spatial order and logical order, respectively. Likewise the students of Sunshine School committed 89(14.91%) errors in coherence in total. Precisely, 8(8.99%), 7(7.86%) and 74(83.15%) errors were committed in maintaining chronological order, spatial order and logical order, respectively. In the same way, the students of Rainbow School committed 143(23.95%) errors in coherence in total. More particularly, 16(11.19%), 8(5.59%) and 119(83.22%) errors were committed in maintaining chronological order, spatial order and logical order, respectively. And finally, the students of Little World School committed 157(26.30%) errors in coherence in total. Out of which, 19(12.10%), 12(7.64%) and 126(80.26%)

errors were committed in maintaining chronological order, spatial order and logical order, respectively.

Some typical examples of erroneous sentences under this category were:

1. I'm a boy reading in class eight. *My name is Sumin. I'm 12 years old.* I read quite well. My school is Everest English School. (Logical order; Sumin, Everest)
2. This school has four blocks. We are reading in block 'A'. *The Principal's name is Bhaktaraj Bhandari. The Vice-principal looks after block 'C'.* (Spatial/Logical orders; Purnima, Everest)
3. *I used to read at BSAM in class eight.* (Chronological order; Sajani, BSAM)
4. *I have my own rights and duties in this world. I am known as Sulochana Khadka.* (Logical order; Sulochana, BSAM)
5. I get up at six o'clock and read up to eight o'clock. *I have my breakfast at seven.* (Chronological order; Sony, Sunshine)
6. *It lies in Dudhpati. It is near the bus stop. It is situated in Bhaktapur.* (Spatial order; Kalyan, Sunshine)
7. Hi, Anuj! How are you? *I am spending my days happily.* Are you fine? (Logical order; Sameer, Rainbow)
8. I am a male sex. I read in class eight in Little World School. (Logical order; Sanjay, Rainbow)
9. In every classroom, there are some posters and a blackboard. There is a canteen. And twelve sets of desk-benches are there in the class. (Spatial; Priya, Little World)
10. There is one room for accountant, and one for the Principal. The teachers are very nice here. There are two classroom blocks. (Spatial order; Ritu, Little World)

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The researcher carried out a rigorous analysis of the errors in agreement, preposition, article, capitalization, cohesion and coherence in free writing to meet his objectives and to make his study precise. From the recognition, analysis and interpretation of the errors committed by the eighth graders in writing free composition, the researcher came up with the following findings:

1. The students committed 3661 errors in total. They committed 932(25.46%) errors in the first item, i.e. in paragraph writing, 1239(33.84%) errors in the second item, i.e. in letter writing, and 1490(40.70%) errors in the third item, i.e. in essay writing. Hence they committed the highest number of errors in writing an essay and the lowest number of errors in writing a paragraph which seems natural.
2. The students committed 613(16.75%), 439(11.99%), 487(13.30%), 810(22.12%), 715(19.53%), and 597(16.31%) errors in agreement, preposition, article, capitalization, cohesion and coherence, respectively. They committed the highest number of errors in capitalization and the lowest number of errors in the use of preposition. Thus, capitalization was found to be most problematic for the students.
3. The students committed 477(77.81%) and 136(22.19%) errors in subject-verb agreement and object-verb agreement, respectively. Thus subject-verb agreement was found to be more problematic for them.

4. Regarding the use of preposition, the students committed 104(23.69%), 203(46.24%) and 132(30.07%) errors due to addition, omission and substitution, respectively. It showed that they committed the highest number of errors due to omission and the lowest number of errors due to addition.
5. Regarding the use of article, the students committed 107(21.98%), 282(57.90%) and 98(20.12%) errors due to addition, omission and substitution, respectively. It showed that they committed the highest number of errors due to omission and the lowest number of errors due to substitution.
6. In case of capitalization, the students committed 106(13.09%), 4(0.49%), 271(33.46%), and 429(52.96%) errors in sentence initials, pronoun I, proper noun/adjective and other category, respectively. They committed the highest number of errors in other category and the lowest number of errors in writing pronoun I.
7. While maintaining cohesion, the students committed 153(21.40%), 47(6.57%), 52(7.27%), 213(29.79%), and 250(34.97%) errors under reference, substitution, ellipsis, conjunction and lexical cohesion, respectively. It showed that they committed the highest number of errors under lexical cohesion and the lowest number of errors under substitution.
8. To take the case of coherence, the students committed 65(10.89%), 42(7.03%) and 490(82.08%) errors in maintaining chronological order, spatial order and logical order, respectively. They committed the highest number of errors while maintaining logical order and the lowest number of errors while maintaining spatial order.

4.2 Recommendations

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

1. The students should be provided with the format, structures, model, and brainstorming exercise while teaching paragraph, letter, essay and such other free writing skill developing tasks. Ample practice should be done on generating relevant ideas and organizing those ideas in a consequent way to produce a coherent piece of writing.
2. The concept of singular, plural and non-count nouns and the forms of verbs that agree with those nouns/noun phrases should be explicitly taught to the students. So, subject-verb agreement should be taught by relating the form of verb to the number of subject (may it be gerund or to-infinitive) and object-verb agreement by relating the form of verb to the number of object. Special attention should be paid while teaching subject-verb agreement and constant practice should be provided in the classroom.
3. Sufficient exposure should be provided regarding the use of prepositions and articles. The students should be exposed to enough examples that contain the rules of prepositions and articles. Explicit reteaching of the likely areas where the errors in prepositions and articles due to addition, omission and substitution are occurred is needed.
4. Special attention should be paid while teaching capitalization. The information on *UPPER CASE* and *lower case* should be provided. And explicit teaching of the most likely areas of errors in capitalization should be carried out. They should be made familiar with the basic capitalization rules in a comprehensive way.
5. The students should be provided with ample exercises on reference (pronoun), elliptical sentences, conjunctions, etc. to maintain cohesion

in a piece of writing. It is better to teach pronoun in combination with masculine, feminine, and neuter gender rather than teaching in isolation.

6. Coherence should be taught with the help of guided writing exercises. Such exercises like ordering the sentences of a story, description of a place, narration of some events should be given to practice coherence.
7. More practice exercises on each of the problematic areas should be provided.
8. The students should be encouraged to write free compositions and to self correct and peer correct, and finally, the teacher should look over the samples selected from their writings. And he/she should reteach the areas of grammar, mechanics, and/or organization style where they have committed the most errors. This leads to continuous reduction of the number of errors they commit in each of the areas.

REFERENCES

- Allen, H.B. & Campbell, R.N. (1971). *Teaching English as a second language (2nd ed.)*. New Delhi: Tata McGraw-Hill Publishing Company.
- Alves, E. et al. (Eds.). (1997). *Writer's solution*. New Jersey: Prentice Hall.
- Barakoti, D.P. (2001). *Errors committed by PCL second year students in writing free composition*. An Unpublished M. Ed. Thesis, Tribhuvan University, Kathmandu.
- Bennett, W.A. (1974). *Applied linguistics and language learning*. London: Hutchinson Educational Ltd.
- Celce-Murcia, M. & Larsen Freeman, D. (1999). *The grammar book (2nd ed)*. London: Newbury House.
- Corder, S.P. (1973). *Introducing applied linguistics*. Harmondsworth: Penguin .
- Dangal, P.P. (2006). *Errors committed by tenth graders in writing guided composition*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Edge, J. (1989). *Mistakes and correction*. London: Longman.
- Elgin, S.H. (1979). *What is linguistics?* London: Prentice-Hall.
- Freeman, S. (1977). *Written communication in English*. Chennai: Orient Longman.
- Ghimire, N.R. (2006). *A study of errors committed by twelfth graders in writing free composition*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Heaton, J.B. (1988). *Writing English language test (Second Edition)*. London: Longman.
- Jasperson, O. (1938). *Growth and structure of the English language (9th ed.)*. London: Oxford University Press.

- Jindal, D. V. & Syal, P. (1999). *An introduction to Linguistics: language, grammar and semantics*. New Delhi: Prentice Hall of India.
- Joshi, S.D. (1997). *English practice: grammar-usage-vocabulary-phonetics*. Hyderabad: Orient Longman.
- Koller, M. (ed.). (2008). *English teaching forum*. No.2, Vol.46.
- Kumar, R. (1996). *Research methodology*. London: Sage Publication.
- Leech, G. (1998). *An A-Z of English grammar and usage*. London: Longman.
- Miller, R. K. & Webb, S. S. (1992). *Motives for writing*. California: Mayfield Publishing Company.
- Narayanswami, V. R. (1994). *Strengthen your writing*. Madras: Orient Longman Ltd.
- Niroula, P. (2005). *A study on the achievement of logical connectors*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Palmer, H. P. (1964). *The principles of language study*. London: Oxford University Press.
- Paudel, R. (2005). *Students' ability in expressing cohesion in English writing*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Quirk, R. & Sidney, G. (1973). *A universal grammar of English*. London: Longman.
- Rivers, W. M. (1968). *Teaching foreign language skills*. Chicago: The University Press of Chicago.
- Sharma, K. (1998). *Errors in the use of articles committed by the secondary level students: an analytical study*. An Unpublished M.A. Thesis, T.U., P.N. Campus, Pokhara.
- Stoddard, J. (1977). *The practical teaching of English in schools*. New Delhi: Orient Longman.

- Strong, W. & Lester, M. (1996). *Writer's choice: Grammar and composition*. New York: Glencoe McGraw-Hill.
- Swan, M. (2006). *Practical English usage* (3rd ed.). New Delhi: Oxford University Press.
- Turton, N. (2007). *ABC of common grammatical errors*. New Delhi: Macmillan India Ltd.
- White, R. & Arndt, V. (1991). *Process writing*. London: Longman.
- Withrow, J. (1987). *Effective writing*. New York: Cambridge University Press.
- Wrenn, C. L. (1949). *The English language*. New Delhi: Vikash Publishing House.

APPENDICES

APPENDIX-I

TEST ITEMS

These test items have been prepared to collect the data for a research study on error analysis entitled **Errors Committed by Grade Eight Students in Free Composition** for an M. Ed. Thesis in English Education. The researcher hopes that you all co-operate in making this study complete. The information that you provide will have significant contribution not only to this research work but also to the whole programme of English language teaching-learning activities.

Thank You.

Researcher

Rebat Kumar Dhakal

TU, Kritipur

Please, Supply necessary information and answer all the items that follow:

Name:Sex: Male Female

Address:.....

School:

1. Write a short paragraph about yourself.
2. Write a letter to your friend describing your school.
3. Write an essay on 'The Person I like Most'.

APPENDIX-II

LIST OF SCHOOLS AND STUDENTS

I. Everest English School, Mibachhen-15, Bhaktapur

1. Sumin Bhaju
2. Yashaswi Subedi
3. Sushan Shrestha
4. Abhishek Munakarmi
5. Niranjana Ghimire
6. Manish Thapa
7. Rajeev Shrestha
8. Shreejan Lage
9. Aastha Neupane
10. Sajana Duwal
11. Kriti Joshi
12. Polistha Shakya
13. Jeni Kayastha
14. Deepshikha Katwal
15. Purnima Vaidhya
16. Archana Shikhow

II. Birendra Sainik Awasiya Mahavidhyalaya,

Sallaghari-17, Bhaktapur

1. Sajan B. K.
2. Prajwol Pathak
3. Bhim Magar
4. Anup Subedi
5. Bikram Budhathoki
6. Ganesh Gauli
7. Binaya Dhakal
8. Sun Rose Maskey
9. Sunita Shrestha
10. Aashika Khadka
11. Melina Karki
12. Manisha Pokhrel
13. Sajani Pradhananga
14. Rochana Adhikari
15. Barsha Kunwar
16. Sulochana Khadka

III. Sunshine Higher Secondary School, Dudhpati-17, Bhaktapur

1. Sandesh K C
2. Niroj Bhujel
3. Sarju Gothe
4. Ashok Budhathoki

5. Bibek Twati
6. Sagun Shrestha
7. Kalyan Rana
8. Kamal Khadka
9. Lisha Bajracharya
10. Padma Hada
11. Ramila Chawal
12. Manisha Pudasaini
13. Alina Kayastha
14. Sristi Bati
15. Sneha Khokhali
16. Sony Kilambu

IV. Rainbow English Secondary School, Dadhikot-5, Bhaktapur

1. Manish Khadka
2. Hari Phoju
3. Milan Rajthala
4. Anish Khadka
5. Sudip Neupane
6. Samir Khadka
7. Sushil Neupane
8. Srijan Nagarkoti
9. Sanju Shrestha
10. Rojina Thapa

11. Sapana Karki
12. Pramila Thapa
13. Sandhya Neupane
14. Priya Rajthala
15. Rojina Khadka
16. Sabita Neupane

V. Little World English School, Dudhpati-17, Bhaktapur

1. Gopal Jakibanjar
2. Gurash Thapa
3. Amin Lama
4. Sudil Duwal
5. Sanjay Shilpakar
6. Rajan Mulguthi
7. Deepak Shrestha
8. Bimal Kilambu
9. Ritu Shilpakar
10. Sabina Chaguthi
11. Malika Dhaubanjari
12. Aaistha Joshi
13. Melina Chhetala
14. Karuna Manandhar
15. Anita Joshi
16. Shreejana Twati

APPENDIX-III

ERRORS COMMITTED BY ALL THE STUDENTS

I. The Students of Everest English School

S. No.	Name	Test Item	Errors in						Total
			Agreement	Preposition	Article	Capitalization	Cohesion	Coherence	
1.	Sumin	I			1			2	3
		II	2	4		1	1	1	9
		III	2		1	2		5	10
2.	Yashaswi	I		1	1	2	1	1	6
		II	1			1	1		3
		III		4		3	2		9
3.	Sushan	I			1	2	2	3	8
		II		3	3	3	5	2	16
		III	2	2	2	5	2	3	16
4.	Abhishek	I	3	2	2	4	3	3	17
		II	1	6	4	4	3	3	21
		III	1	6	3	3	2	5	20
5.	Niranjan	I	1	2	1	3	2	3	12
		II	1	1	4	1	3	3	13
		III	1	1	4	1	4	5	16
6.	Manish	I	1	2	2		3	1	9
		II	2	5			1	1	9
		III	2	2			4	2	10
7.	Rajeev	I		1		3		1	5
		II	3			3	1	1	8
		III		1	2	8	1	2	14

8.	Srijan	I	1	3	1	7	3	2	17
		II	2	1	2	10	3	3	21
		III	3	4	2	10	5	4	28
9.	Aastha	I	1	2	1	2		2	8
		II	4	2	1		3	3	13
		III	8	1	2	3	2	3	19
10.	Sajana	I	1	2			2	2	7
		II	1	5	1		2	2	11
		III	3	4			3		10
11.	Kriti	I	1	2	1		2	2	8
		II	1	1	2	1	3	1	9
		III	3				3	1	7
12.	Polistha	I	2	1	3	1	3	2	12
		II	3	2	3	2	5	3	18
		III	3	3	5		5	4	20
13.	Jeni	I		1	3	2	3	2	11
		II	3	2	2	4	3	3	17
		III	8		5	4	5	2	24
14.	Deepshikha	I	1	2	3	1	3	2	12
		II		2		1	2	1	6
		III	3	1			3		7
15.	Purnima	I			4		4	2	10
		II	5	2	3	1	4	3	18
		III	6	1	3		5	3	18
16.	Archana	I	2	3	4	2	2	1	14
		II		2	1	3	3	1	10
		III	2	3	2	4	5	2	18
Total			90	95	85	107	127	103	607

II. The Students of Birendra Sainik Awasiya Mahavidhyalaya

S. No.	Name	Test Item	Errors in						Total
			Agreement	Preposition	Article	Capitalization	Cohesion	Coherence	
1.	Sajan	I		1	1	3	1	1	7
		II	2	3	4	12	5	3	29
		III	3		2	3	3	2	13
2.	Prajwol	I		2	1	1	1	1	6
		II		1	2	2	2	2	9
		III	4	1	4	1	1	1	12
3.	Bhim	I	3	4	2	3	2	3	17
		II	2	3	3	4	6	5	23
		III	3	1	2	3	4	3	16
4.	Anup	I	1	1	4	4	6	4	20
		II	1	1		3	2	3	10
		III	10	4	3	5	4	4	30
5.	Bikram	I	1	1		2	2	2	8
		II		1		4	3	5	13
		III	2		1	3	3	3	12
6.	Ganesh	I			1	1		1	3
		II		1			1	1	3
		III	3		4	3	2		12
7.	Binaya	I	1		7	4	4	3	19
		II		4	3	6	5	3	21
		III	3	1	3	6	4	2	19
8.	Sun Rose	I		2		1	2	1	6
		II		4	1	1	3	2	11
		III		2	1		4	2	9

9.	Sunita	I	1	3	4	1	2	1	12
		II	1	3	1	4	2	3	14
		III	2	2	6	1	3	3	17
10.	Aashika	I		4	4	5	6	5	24
		II	3	2	2	6	6	4	23
		III	5		1	9	6	4	25
11.	Melina	I		2	2	2	1		7
		II		5	1	4	3	1	14
		III	6	4	1	2	1	1	15
12.	Manisha	I		1		2	7	3	13
		II	1	4			2	1	8
		III	1	2	3	2	3	1	12
13.	Sajani	I		5	3	3	2		13
		II	2	4	3	7	3	2	21
		III	8	2	1	9	4	3	27
14.	Rochana	I	1	2	2	2	3	1	11
		II		1	1	5	4	5	16
		III	4	1	3	2	3	2	15
15.	Barsha	I	1	1	1	4			7
		II			5	13	1	2	21
		III	1	4	4	5	2	1	17
16.	Sulochana	I		3	4	1		2	10
		II		3	3	1	2	1	10
		III	3	1	1	1	3	2	11
Total			79	97	105	166	139	105	691

III. The Students of Sunshine Higher Secondary School

S. No.	Name	Test Item	Errors in						Total
			Agreement	Preposition	Article	Capitalization	Cohesion	Coherence	
51.	Sandesh	I			1	2		3	2
		II					2	2	4
		III	2	1	1		1		5
2.	Niroj	I	1		2		1	1	9
		II	2	1	2	2	2		11
		III	7		1		1	2	8
3.	Sarju	I	2		2	1	1	2	8
		II	4	1			2	3	10
		III	5				2	1	8
4.	Ashok	I	1		2	1	1	3	8
		II	2	1	5	4	2	1	15
		III	5	2	2	1	4	1	15
5.	Bibek	I	1	1		2			4
		II		1		2	2	2	7
		III		1	1		1		3
6.	Sagun	I	1	1	3	9	4	3	21
		II	3	1	3	4	3	2	16
		III	6		4	6	5	4	25
7.	Kalyan	I	6	5	3	6	3	2	25
		II	8	2	2	5	5	3	25
		III	6	7	3	4	3	4	17
8.	Kamal	I	1	1		12	2	1	17
		II	3	3	4	19	2	2	33
		III	6	1	9	17	5	5	43

9.	Lisha	I		2	3	5	2	1	13
		II	3		3	5	3	3	17
		III	3	1	2	8	3	4	21
10.	Padma	I	1		1		2	1	5
		II	1		3		2	1	7
		III	7	1	1			1	10
11.	Ramila	I	2	2	2			1	7
		II	1		2		2	1	6
		III	14	2	2	1	2	3	24
12.	Manisha	I	3	4		7	3	1	18
		II	3	2	3	5	5	2	20
		III	5	1	3	2	4	3	18
13.	Alina	I		3	4		1	1	9
		II	1			2	2	1	6
		III	6	3	6		4		19
14.	Shristi	I			2	3	1		6
		II	1	1	1		1	2	6
		III	8		1	1		2	6
15.	Sneha	I	1	2	2	4	2	3	14
		II		1	1	2	3	3	10
		III	16	4	5	1	6	4	36
16.	Sony	I	2	1	3	15	1	1	23
		II	4		2	9	2	2	19
		III	7	2	3	6	3	2	23
Total			161	62	105	173	108	89	698

IV. The Students of Rainbow English Secondary School

S. No.	Name	Test Item	Errors in						Total
			Agreement	Preposition	Article	Capitalization	Cohesion	Coherence	
1.	Manish	I	2	1	3	7	2	3	18
		II	2	2		5	4	3	16
		III	5	1		3	4	5	20
2.	Hari	I	1	8	3	2	4	3	21
		II	4	1	3	5	5	4	22
		III	2	1	3		4	5	15
3.	Milan	I	1	3	1		2	1	8
		II	1	6	1		4	2	14
		III	3		4		5	4	16
4.	Anish	I		3	3		4	3	13
		II	2		5	3	6	5	21
		III	5	1	3		7	5	21
5.	Sudip	I		1	1	2			4
		II	1	2	2	2	2	1	10
		III	1	1	1	6	1	5	15
6.	Samir	I		1	1	3			5
		II		1	2	3	4	3	13
		III	1		3		3	5	12
7.	Sushil	I		2	4	4	2	2	14
		II	1		5	2	5	3	16
		III	4		1	5	4	5	19
8.	Srijan	I	2		5	3	2	3	15
		II	5	3	7	4	4	3	26
		III	10		4		6	5	25

9.	Sanju	I	1			6	1	2	10
		II	1	1	2	3	2		9
		III	11	2	1	2	3		19
10.	Rojina Thapa	I			3	2	2		7
		II		5	1	3	5	3	17
		III	2			2	1	5	10
11.	Sapana	I	1	2	2	3	3	2	13
		II	2	1	3	4	2	2	14
		III	5	3	1	4	4	2	19
12.	Pramila	I		1	1	6	1	2	11
		II	2	3	2	4	3	2	16
		III	8		4	5	4	5	26
13.	Sandhya	I		1	3	5	4	3	16
		II	3	3	1	8	5	4	24
		III	14	2	2	6	8	6	38
14.	Priya	I		4		2	1	1	8
		II		2	1	2	5	2	12
		III	9	5	3	4	2	2	25
15.	Rojina Khadka	I			1	8	3	3	25
		II	3	3	3	6	5	4	24
		III	4	3		3	7	5	22
16.	Sabita	I	2	3	1	3	3	2	14
		II	3	1	2	6	5	3	20
		III	6	10	3	6	6	5	36
Total			130	93	107	162	169	143	804

V. The Students of Little World English School

S. No.	Name	Test Item	Errors in					Total	
			Agreement	Preposition	Article	Capitalization	Cohesion		Coherence
1.	Gopal	I		1		1	2	2	6
		II	2	3	2	2	2		11
		III	2	4	5		4	2	17
2.	Gurash	I		4	1	3	4	2	14
		II	3	4	1	1	5	3	17
		III	2	1	2		4	5	14
3.	Amin	I	3			2	2	3	10
		II	4	1	1	2	5	5	18
		III	5	3	5	3	5	4	25
4.	Sudil	I		1	1	4	2	3	11
		II	3	4	3	3	3	4	20
		III	7	4	3	5	6	5	30
5.	Sanjay	I		2		4	2	3	11
		II	2	2	2	7	4	3	20
		III	5	1		7	5	5	23
6.	Rajan	I	2	2	2	10	4	3	23
		II	5	1	2	8	6	5	27
		III	8	5	4	12	7	5	41
7.	Deepak	I	1		4	3	5	4	17
		II	5	2	2	3	5	3	20
		III	2	3	6	2	4	3	20
8.	Bimal	I	1	5	4	1	2	1	14
		II	2		4	1	6	4	17
		III	11	1		4	3	5	24

9.	Ritu	I	1	1		5	1	2	10
		II	1			6	2	2	11
		III	2		1	3	5	5	16
10.	Sabina	I	1			5	2	2	10
		II	5	5	3	5	4	3	25
		III	4	1	1	4	3	4	17
11.	Malika	I	4	1		7	3	3	18
		II	3	2	1	8	5	5	24
		III	5	2	1	7	3	2	20
12.	Aaistha	I	3			6		2	11
		II	5	3	5	5	4	3	25
		III		1	3	2	3	3	12
13.	Melina	I	3			7	2	3	15
		II	2	3	1	2	3	2	13
		III	8	1	1	1	2	1	14
14.	Karuna	I	1			4	1	2	8
		II	5	1	2	4	4	3	19
		III	7	1	1		5	5	19
15.	Anita	I	1	2		8	2	3	16
		II	2	1		4	4	4	15
		III	6	2	3	2	4	3	20
16.	Shreejana	I	1	3	2	5	2	3	16
		II	3	2	1	8	6	5	25
		III	5	6	5	6	5	5	32
Total			153	92	85	202	172	157	861

APPENDIX-IV

SAMPLE TEST PAPERS