

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the only one medium to connect people in the world. All human beings have their own native languages to speak within their own language group. This is the age of globalization, so the people of all over the world need to be linked with each other. Language is a special natural gift for the human beings. It is fundamentally a means of human communication. Therefore, it is not only essential but also inevitable for a human being to get mastery over a language to survive in the society.

Language is more than the apparently simple stream of sound that flows from the tongue of the native speaker; it is more than what the native speaker thinks it is. It is a complex system of communication with various levels of complexity involving intricate selection and ordering of meanings, sound and larger units and arrangements. It is primarily an instrument of communication among human beings in a community. A community that speaks the same language is a speech community. Languages differ from each other in such ways that the members of one speech community usually do not understand the speakers of other speech communities. The fact that languages differ from each other is accepted as a normal state of affairs and when the speakers of one community wish to communicate with those of another, they usually study their language or find someone who knows it.

According to Crystal (2003, p.255) "... a particular variety or level of speech and writing maybe referred to as language and this is related to the sociolinguistics or stylistics".

Similarly the definition of the language given in the Encyclopaedia 2003 is “Language, communication among human beings that is characterized by the use of arbitrary spoken or written symbols with agreed-upon meanings. More broadly, language may be defined as communication in general; it is regarded by some linguists as a form of knowledge, that is, of thought or cognition.” (Microsoft® Encarta® Encyclopaedia 2003). The definition of language given in the Oxford Advanced Learners Dictionary is different than the other definitions where Hornby (2002) defines language as “the system of communication in speech and writing that is used by people of a particular country” (p.721).

Therefore, the English Language is an international language and is spoken all over the world. It has developed phonology, morphology, semantics and syntax. As a means of communication, English is spoken, written, read or understood almost all over the world as the first, second or foreign language. It is the national language of the United Kingdom, the United States, Australia and New Zealand. It belongs to the Indo-European family of language. The importance of English has increased rapidly for a number of reasons. We need English to establish diplomatic relations with many other countries, and to exchange ideas with foreign experts.

1.1.1 The Place of the English Language in Nepal

The English language, which was already introduced in Nepal during Malla period by Christian Missionaries, was also given priority in Rana’s autocratic regime. When Rana Prime Minister Janga Bahadur Rana visited England in 1907 B.S. to strengthen the ties of friendship with the powerful British Empire, he was so impressed with the English language that he established Durbar High School in 1910 B.S. in order to give English Education to the Children of Rana families only. Durbar High School is the first formal School in Nepal. English

was introduced in the higher education with the establishment of Tri-Chandra College. English in the academic field of Nepal got momentum after the establishment of S.L.C. Board in 1990 B.S. and Tribhuvan University in 2016 B.S. respectively. After the establishment of democracy in 2007, a number of schools and colleges were established through out the kingdom. Realizing the importance of the English language, the government of Nepal has included English in school and higher level curricula as a compulsory subject. Especially the National Education System Plan (NESP) 2028 B.S. has brought a revolutionary change by planning curriculum and textbooks for each grade from grade four to bachelors' level including English. It has been included in the curriculum from grade one as a compulsory subject since 2059 B.S. It has occupied a vital position in the educational field of Nepal.

Generally there are two types of schools in Nepal- Public and Private. Sanskrit school is a special public school established with the motto of providing the knowledge of 'Veda', 'Vyakaran', 'Nyaya', 'Sahitya and 'Jyotish Shiksha'. But the English language is being taught in these schools as a compulsory as well as optional subject.

1.1.2 Sanskrit Schools in Nepal

According to Sharma (2050,p.57) in the period of Janga Bahadur Rana, there was Narayanhiti Pathasala in Kathmandu where four gurus taught and fifty seven students learnt the Sanskrit language in 1927 B.S. It is said that Narayanhiti Pathasala was the oldest one and the first Sanskrit Pathasala in Nepal . Later many Sanskrit schools were established in different places of Nepal in different times.

1.1.2.1 Nepal Sanskrit Secondary School

According to Sharma (2050, p.57-61) Nepal Sanskrit Secondary School, Ranipokhari, Kathmandu was the first government Sanskrit School in Nepal. It was established in 1931 B.S. at Rajeswari, Kathmandu by Jitjanga Rana the son of Janga Bahadur Rana and appointed Pandit Bishnuhari Sharma as a guru. 'Sanskrit Byakaran', 'Sahitya', 'Jyotish' and 'Karmakanda' subjects were taught there. Later Dhirsamsher opened Ranipokhari Pathasala in 1934 B.S. and the students of Rajeswari were included in it. There was not permanent building of this Pathasala; it had been transferred to many places. The present building of Durbar High school was built in 1948 B.S. Since the construction of the present building of Durbar High School, Ranipokhari Pathashala has been running on the ground floor whereas Durbar High School has also been running in the same building on the upper floor. Sanskrit Byakaran, Veda, Sahitya, Kabya and Jyotish are taught there. In the beginning the curriculum and examination systems were based on the Sanskrit College of Banaras, later applied its own curriculum and examination systems.

This school started teaching English after the implementation of NESP in 2028 B.S. English is being taught as a compulsory subject. Here the students of this school study Sanskrit of 300 marks who do not take optional maths and the students who take optional maths as an optional subject study Sanskrit only of 200 marks.

1.1.2.2 Nepal Sanskrit Ved Vidyasram

The Nepal Sanskrit Ved Vidyasram is a Sanskrit school which has been running under the help of Pashupati Ksetra Bikash Kosh. It is situated at Gausala, Kathmandu. It is established in 2031 B.S. The main goal of this school is to produce the Brahmins with the knowledge of 'karmakanda' for the

religious programmes of the Hindus. So only the Brahmins' sons after their 'Upanayan' (sacred thread wearing program) can admit in this school. The school runs classes from four to ten. The English course which is prescribed by the Curriculum Development Centre (CDC) as a compulsory subject to the government school is taught here as an optional subject from class four to eight.

1.1.2.3 Narayansthan Veda Ashram

The Narayansthan Ved Ashram is a Sanskrit School which is located at Budhanilakantha, Kathmandu. It was established in 2049 B.S. The courses which are taught in this school are also same as Nepal Sanskrit Ved Vidhyashram Gaushala. English is taught as an optional subject in this school also. Only the Brahmins' male child after Upanayan can study in this school.

1.1.2.4 Matatirtha Vidhya Peeth

The Matatirtha Vidhyapeeth located at Matatirtha –two, Kathmandu was established in 2054 B.S. This school also runs with the help of different funds and the trusts. One of these is 'Matatirtha Kunda Family' which is situated at Matatirtha Kathmandu. 'Vyakaran', 'Sahitya', 'Karmakanda' and Veda are the main subjects taught there. English is taught as an optional subject. The other compulsory subjects i.e. social studies and maths which are taught in the government schools are also taught here.

1.1.3 Error Analysis

All learners make mistakes. This is not confined to language learners. We all make mistakes when we are speaking our mother tongue. They often cause a certain amount of merriment. As a second language learner, everybody inevitably commits errors at all levels and areas of language. It is an inherent feature of the process of foreign language learning. Generally, errors are said to

be the deviant forms of the language produced by the learners due to the lack of knowledge of underlying rules and due to the failure to make appropriate use of it. According to Crystal (2003, p.165), “Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”. According to Richards et al. (1985), “Error analysis is the study and analysis of the errors made by second and foreign language learners”. So, error analysis is a type of linguistic analysis that focuses on the errors that learners make. Error analysis is carried out to find out how well someone knows a language, how a person learns a language and to obtain information on common difficulties in language learning. Therefore, error analysis is the diagnosis of a learners’ learning and his/her progress in the study from this. It guides the teacher in what he has to do next and clearly give idea about whether he can move directly forward or he has to repeat the same thing. Moreover, error analysis plays a vital role to diagnose the learner’s difficulties in learning a second language. The term ‘mistake’ and ‘error’ are taken as synonymous but technically speaking, all mistakes are not errors. The nature of mistakes made by the native speakers is quite different from those committed by the second language learners. Mistakes are made at the performance level, by both the native and non-native speakers, due to non-linguistic reasons and occur irregularly and inconsistently. On the contrary, errors are made at the competence level, by the non-native speakers, due to linguistic reasons and occur regularly and consistently. Thus, mistakes are generally committed by learners which can be recognized and corrected by the learner him/ herself. If the learners can not recognize and correct the ill formed elements in a sentence made by themselves, such types of mistakes are called errors.

It is a natural phenomena, i.e. a learner commits error in the process of second language learning. Error analysis emphasizes the significance of errors for learners. Errors are significant for the teachers; to undertake a systematic analysis of errors, for the researcher; to find out how language is learnt or acquired and to use the strategies or procedures the learner is implying in his discovery of language and for the learners themselves because they can regard the making of errors as a device the learner uses in order to learn.

1.1.4 What is an Error?

An error refers to a deviant form of speech or writing committed by foreign language learners in the use of linguistic items viz. a word, grammatical item, speech act etc. It is an idiosyncratic or non-native like piece of language produced by foreign language learners. This piece of language is produced regularly and systematically. Crystal (2003) says, “A term used in psycholinguistics referring to mistakes in spontaneous speaking or writing attribute to a manufacturing of the neuromuscular commands from the brain.”(p.165). Similarly, Corder (1977) defines “Errors as breach of the code” (p. 259).

Errors refer to those features of the learner’s utterances which differ from those of any native speaker. In course of learning a foreign language, learners frequently make errors. Generally, the terms error and mistakes are considered as synonyms, however, linguist take them quite differently. Errors occur in learners spoken or written language and consist of deviations in phonology, grammar, lexical system and orthography of the target language.

It is natural that a learner inevitably commits errors in the process of learning a foreign language. It is an inherent feature in the process of foreign language learning. Therefore, a systemic analysis of errors made by foreign language

learners is considered important. In the past, errors were considered as bad signs in learning and teaching process but now the situation has been changed completely. Errors are no longer taken as bad signs in learning. It is believed that it is natural to make errors and if there are no errors perhaps there is no learning. In fact, it is an integral part of the learning.

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

1.1.5 Stages of Error Analysis

Error analysis is a systematic process of analyzing the linguistic errors. Being a systematic procedure, it has certain stages. The different successive steps of error analysis can be described in the following ways:

1.1.5.1 Collection of Data for Error Analysis

Collection of data is the first stage of error analysis. Data collection means gathering information. Corder (1974) says that “Data may be oral or written but oral data are preferable because it embraces all kinds of errors which are not found in written data” (p.126). To study and analyse anything, we should be aware of its existence. We must have reliable data to describe and analyse errors. The data can be analysed only after collecting these data. Data can be of various types, they can be categorized according to:

a. Text

Error analysis is mainly concerned with the studies of expressive errors. The expressive errors may be spoken or written. That is to say, errors may occur either in written or spoken form. Therefore, the data for error analysis may be spoken or written. Spoken data is elicited through interview, discussion and speech and written data is collected through composition or a set of questionnaires.

b. Approach

Data for error analysis can be collected from subjective or objective method. In subjective approach, the questionnaire administered to the informants contains subjective questions requiring the students to answer these in their own words or language. In objective approach a set of objective test items are administered to the learners so that they can select one or more of several alternatives provided. Objective test items are more in number and can cover different areas of language.

c. Modes

On the basis of mode the data may be free or guided type. Free writing contains free composition, a written work by someone on his/ her own or any given topic and guided writing may contain translation, paragraphing, selecting proper word/sentence from the given options etc.

d. Tools

We can elicit data by taking interview with the learners, by making discussion with them, by recording their speeches, by making them write a composition or by administering a test consisting of a set of questions to them.

1.1.5.2 Identification of Errors

At this stage, the errors existing in the collected data are identified. To identify an error one should first of all know what is meant by the term error. This is an important stage; here we identify whether the collected data are error or not and we should distinguish errors from lapses, mistakes or slips.

1.1.5.3 Description and Classification of Errors

The next step in error analysis is description or classification of errors in which the errors are classified into different categories and then labelled. Corder (1974) says “A full description of the errors involve ‘explaining’ it in terms of the linguistic process or rules which are being followed by the speaker”(p.277).

At this stage of error analysis the errors identified at the second stage are categorized and kept under different types. That is to say, errors are classified into different groups and categories. Classifying the errors that learners made, researchers could learn a great deal about the SLA process by inferring the strategies that second language learners were adopting. Corder (1974 p.173) suggests that we should look for errors that occur repeatedly so that we can observe the rule that the learner may be using and try to describe it. The errors can be classified in the following ways:

a. Group and Individual Errors

Those errors, of almost the same type and the same nature, committed by many students in a group are called group errors whereas those errors which differ in nature and type from person to person are called individual errors. According to Corder (1974 p.173) group errors may only be meaningful if the group is homogenous; i.e. the members have the same mother tongue and are educationally, socially and intellectually matched.

b. Productive and Receptive Errors

The errors made by learners during the production (i.e. speaking or writing) of sounds, words and sentences are called productive errors. On the other hand, errors made in receptive skills viz. listening and reading are called receptive errors.

c. Overt and Covert Errors

This distinction is made on the basis of the classification of the errors. Overtly erroneous utterances are unquestionably ungrammatical at the sentence level. So we easily identify such errors without any supportive context or discourse. On the other hand, covertly erroneous utterances are grammatically well-formed at the sentence level but are not interpretable within the context of communication

d. Local and Global Errors

Local error is such an error in the use of an element of sentence structure that does not cause problems of comprehension. In local errors, the erroneous expression contains only one point of error and hence can be pinpointed as well as global error on the other hand is an error in the use of a major element of sentence structure which makes a sentence or utterance difficult or impossible to understand.

e. Interlingual and Intralingual Errors

Those errors which result from language transfer, that is, which are caused by the learner's native language are known as interlingual errors. In other words, the errors committed due to the interference of the learner's mother tongue are called interlingual errors. Intralingual errors, on the other hand, are those errors which result from faulty or partial learning of the target language, rather than from language transfer. According to Richards (1974) "Intralingual errors are

those which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply” (p.174).

1.1.5.4 Explanation of Errors

At this stage of errors analysis the errors are classified on the basis of the sources of errors. This step is concerned with accounting for why and how errors come about. The errors on the basis of their sources can be classified due to the following causes:

a. Language Interference

Errors due to presence of mother tongue interference in learning the target language are the errors due to language interference. As Brown (1994, p.90) says:

...native language interference is surely the most immediately noticeable source of error among second language learners. The saliency of interference has been so strong that some have viewed second language learning as exclusively involving the overcoming of the effect of the native language.

For example, the Nepali learners of English may use ‘* skin shoes’ instead of ‘leather shoes’. Similarly ‘school’ may be pronounced */isku:l/ instead of /sku:l/.

b. Analogical Creation

Errors occur due to analogical creation. But all analogical creations are not errors. It is an effort to reduce the learning load by formulating rules. In case of an analogical creation the learner produces an erroneous expression analogous to the correct one. Thus, analogical creation refers to the overgeneralization of

the learner's rules without considering exceptions because his exposure to the language is limited. For example, the expression, '*she explained me the meaning' may be based on the correct sentence 'she told me the meaning.'

c. Overgeneralization

Overgeneralization is a process common in both first and second language learning, in which a learner extends the use of a grammatical rule or linguistic item beyond its accepted uses, generally by making words or structures follow a more regular pattern. Thus overgeneralization is the result of the learner's strategy of ignoring exception in the interests of simplification though it may sometimes complicate the matters. For example, on the basis of the words 'quickly', 'slowly', 'fairly' the learner may create a rule adjective + ly = 'adverb' and thus may produce 'fastly'.

d. Hypercorrection

Hypercorrection is a process in which the learner once masters the correct form but later due to false analogical creation slides back to erroneous forms. Here, the learners try to overcorrect his expression by overextending the rule in these areas acquired by him /her where the rule is not applicable. Thus, the wrong way of making correction is called hypercorrection; the error influenced by such correction is the error due to hypercorrection. For example, Nepali learners of English may use '* I eats a mango' instead of 'I eat a mango'.

e. Erroneous Input

Second language learners also commit errors due to the erroneous input fed to them by their teachers or text book materials. In Richard's (1974) view it is called 'false concept' and in Stetson's (1974) term 'induced errors' (cited in Pokharel, 2007 p. 258). Students often make errors because of a misleading

explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorised in a drill but not properly contextualized. Carter (1992) states “Due to external factors such as inadequate teaching or poorly prepared materials, some errors may in certain contexts even be encouraged by teachers in pursuit of greater fluency and communicative confidence on the part of learners” (p.27).

f. Inherent Difficulty

Another source of error is concerned with the inherent difficulty of certain phonological, syntactic or semantic items and structures. Some forms may be inherently difficult to learn no matter what the background of the learner. And in such areas the learners are likely to commit errors. These areas are not only difficult for non-native speakers but for native speakers as well. For example, it is generally agreed that English pairs /f/ - /v/ and /θ/ - /ð/ are very hard to distinguish not only for Nepali or other language speakers but also for native speakers.

1.1.5.5 Evaluation of Errors

Evaluation of errors refers to the determination of seriousness of errors. The seriousness of error is also termed as error gravity. According to Richards et al. (1985, p.283).

Error gravity refers to a measure of the effect that errors made by people speaking a second or foreign language have on communication or on other speakers of the language. The greater the degree of error gravity the more serious the error tends to be.

1.1.6 Subject -Verb Agreement

Language is a means of communication and we know that different languages have different structures. The structure of language depends on the relationship of subject, verb and object. In many languages we can see the two parts: subjects and verbs. So the subject of the sentence must concord with the verb of that particular sentence. Likewise, the verb of a sentence must concord with the subject of that particular sentence. Such type of one to one relationship between subject and verb is called subject-verb agreement. Subject-Verb agreement also is called S-V concord; a formal relationship in which the form of one element requires corresponding forms between subject and verb. For example '*The boy runs*', '*The boys run.*' Since the choice of subject and verb number is a problem for the learners at all levels and even puzzles native speakers at times. Celce-Murcia and Larsen-Freeman (1999) say:

In many English sentences of a language subject-verb agreement is straightforward and no controversial. However, it is quite clear that a number of unresolved questions remain. The problems of subject-verb agreement are associated with form, meaning and use. When a form is syntactically singular but notionally plural (or vice versa), there is potential conflict. Agreement based on form is straightforward, but when agreement is driven by meaning or use, this gives rise to the probability of variation among users (p.69).

In the study of the structure of sentence, we have to study the subject, verb, copula and determiners which are closely linked with the structure.

a. Subject

Crystal (2003, p.441) defines,

Subject refers to something about which a statement or assertion is made in the rest of the sentence and it is a term used in the analysis of grammatical functions to refer to a major constituent of sentences or clause structure, traditionally associated with the 'doer' of an action.

For example: My mother writes to me three times in a week.

b. Verb

Crystal (2003, p.490) defines the term verb "It refers to an element which can display morphological contrast of tense, aspect, voice, mood, person and number. The verb can be categorized into two types; auxiliary verb and main verb." For example: (i) Hari brings the basket, and (ii) They are playing volleyball.

c. Agreement

A grammatical constraint requires that if one word has a particular form, other words occurring in the same construction must take the appropriate corresponding form. According to Crystal (2003) "A traditional term used in grammatical theory and description to refer to a formal relationship between elements, whereby a form of one word requires a corresponding form of another (i.e. the forms agree)" (p.17).

d. Copula

Celce- Murcia and Larsen- Freeman(1999, p.54) state

‘Copula’ or ‘Be’ is the most frequent verb in English, has more distinct forms with respect to person, number and tense than any other verb in English. The verb *be*, on the other hand has three distinct present- tense and two past- tense forms. Some of the forms are more restricted in their range than others.

It links a subject to a complement and has little independent meaning. For example: I am a student. She is weak.

e. Determiners

Crystal (2003) says,

A term used in some models of grammatical description, referring to a class of items whose main role is to co-occur with nouns to express a wide range of semantic contrasts, such as quantity or number. The articles, when they occur in a language, are the main subset of determiners (e.g. the/a in English); other words which can have a determiner function in English include each/every, this/that, some/any, all of which have a distribution which includes the article position , e.g. the/this /some...cake (p.134)

1.1.7 Some Rules for Subject-Verb Agreement

Some rules for subject- verb agreement according to Celce- Murcia and Larsen-Freeman (1999 p.54) are as follows:

1. First person singular and plural both pronouns take singular verbs.

Example, '*I walk slowly*', '*We speak in English*'

2. Second person 'you' takes singular verbs.

Example, '*you go to college*'

3. Different forms of 'Be' verbs and uses with subject. Copula 'Be'

Person	Present tense		Past tense	
	singular	plural	singular	plural
1 st	I am	we are	I was	we were
2 nd	you are	you are	you were	you were
3 rd	he/she/it/is	they are	he/ she/it was	they are

4. Third person singular nouns or pronouns take plural verbs.

Example: *he/she/it wins the race*

5. Third person plural nouns or pronoun take singular verb.

Example: a) they manage the program.

b) Neither food nor water was to be found there,
either the cat or the dog has seen there.

Other more rules for subject- verb agreement based on Frodesen and Eyring (1997 p.34-51 cited in Larsen-Freeman and Celce- Murcia 1999 p.72-74) are as follows:

1. Noncount noun subjects take a singular verb:

The food is good.

2. In most cases collective noun subjects take singular verb:

The class is going on field trip:

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

The rich are in favour of a tax cut.

- 4 .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:

The news was very good.

5. Plural subject nouns of distance, time, and money that signal, that unit take a Singular verb:

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

6. Basic arithmetical operations (add, subtract, multiply, divide) take singular verb:

Four times five equals twenty.

7. Four items that have two parts, when you use the word pair, the verb is singular, but without pair, the verb is plural:

My scissors are lost.

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

What we need is more reference books.

Gerund (verb+ing) and infinitive (to verb) subjects take a singular verb:

To err is human.

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

) A singular noun, noun clause, or non count noun takes a singular verb:

A lot off the book is about urban poverty.

) .A plural noun takes a plural verb:

A lot of computers need to be repaired.

) A collective noun can take either a singular or plural verb depending on the meaning:

All my family lives in Ohio.

11. With, each, every, and everyone as subjects, use a singular verb:

Every students has a lunch box.

12. With a number of as subject, use a plural verb:

A number of students are taking the exam.

13. With a number of as subject, use a singular verb:

The number of students taking the exam is 75.

14. With none of subject, use a singular verb:

None of magazines is here.

15. With either or neither as subject, use a singular verb:

Neither was acceptable to me.

16. with correlative subjects either.....or or neither...has .nor, the verb agreed with the closest subject:

Either bob or my cousins are going to do it.

17. With their subjects, the verb is singular or plural depending on whether the noun phrase following the verb is singular or plural:

There is one book on the table.

1.2 Review of the Related Literature

Some of the studies related to this present study are reviewed as follow:

Shrestha (1989) has attempted to analyze the errors entitled 'Errors on subject-verb agreement in English' with the purpose of identifying the errors and the frequency of those errors. He has concluded that students are likely to commit high frequency of errors when the head word is preceded or followed by a word of opposite nature in grammatical number.

Nepal (1998) has analyzed errors in the use of irregular verbs by grade seven students. The main purpose of this study was to find out the causes and sources of the errors. He found that incomprehension of instruction, incomplete knowledge and over generalization are the main causes and sources of errors.

Adhikari (1999) carried out a research to investigate errors committed by students of grade nine in the use of causative verbs and found that the students committed more errors in 'have' types rather than in the 'make' and 'get' types.

Shrestha (2001) has studied the errors in the use of spelling made by tenth graders. By this study it is found that students committed more errors in vowel category than in consonant category. They committed more individual errors than group errors.

Rijal (2003) has carried out a research entitled 'A study of different types of errors from error analysis thesis of the Department'. The objective of this study was to compare and determine the most common type of errors committed by Nepali learners of the English. He found that the errors in tense were the most common and the other common errors were is tense, agreement, article, preposition, word order and lexical item.

Dhungana (2006) carried out a research entitled 'Errors committed by tenth graders in writing guided composition' with the objectives of finding the ability of secondary level students to use the tense, agreement, conjunction, relative pronoun and spelling in writing guided composition. He found that they were better at using relative pronoun and poor at using agreement

Khanal (2007) conducted a research on 'A study of errors committed by Darai learners of English in subject- verb agreement' to find out the errors on subject

–verb agreement. He found that students committed more errors in ‘other’ verbs rather than ‘be’, ‘have’ and ‘do’ verbs.

Several attempts have been made on error analysis, but no research as yet has been done in the students of Sanskrit Schools although there are many Sanskrit Schools in Nepal. Sanskrit Schools are different than the general schools in terms of their curriculum and medium of instruction. Teaching of the Sanskrit language is the main focus of these schools although it is taught as a compulsory as well as an optional subject. The researcher was interested in this area to identify and classify the errors as well as to find out the frequency of errors in subject-verb agreement committed by the students studying in grade eight in Sanskrit schools. Thus, the present study differs from the former studies carried out on errors.

1.3 Objectives of the Study

The study had the following objectives:

- a. To identify the errors in subject-verb agreement committed by the grade eight students of Sanskrit Schools.
- b. To classify the errors committed by those students.
- c. To determine the frequency of occurrence of those errors
- d. To suggest some pedagogical implications.

1.4 Significance of the Study

The study will be useful to provide feedback to the students, teachers, textbook writers, syllabus designers and all other persons directly or indirectly involved in the English language teaching particularly those who are associated with the Sanskrit Schools.

CHAPTER TWO

METHODOLOGY

To fulfil the objectives of the study and to reach to the conclusions, the following methodology was used.

2.1 Sources of Data

The researcher used both types, primary and secondary sources for the collection of data.

2.1.1 Primary Sources of Data

The students of grade eight studying in Sanskrit schools were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

The secondary sources of data were the different books, journals, various articles, related to error analysis. The more sources of information were: Aarts and Aarts (1986), Celce-Murcia and Larsen –Freeman (1983), Corder (1973), Crystal (2003), Richards (1974), text books and syllabus.

2.2 Sampling Procedure

Four Sanskrit schools of Kathmandu were selected on the basis of judgemental sampling procedure. The students of these schools studying in grade eight were listed. Then, twenty students from each school were selected on the basis of simple random sampling procedure by making use of fishbowl draw technique. In this way, eighty students were selected in total.

2.3 Tools for Data Collection

A set of tests consisting of both the subjective and objective test item was constructed and administered as a research tool for data collection. The test

items were constructed on the basis of the text books of grade eight for Sanskrit schools.

2.4 Process of Data Collection

Data for this study was collected from the written works of the students. The researcher first prepared the test paper on the basis of textbook and syllabus of grade eight. Then he visited the selected schools one after another.

- a. At first, he went to the selected and concerned schools to meet the head teacher and got permission from them to administer the test, explaining the purpose of the test.
- b. After getting the permission from the head teacher, he met the English language teachers.
- c. Then he fixed the date to administer the test
- d. On the fixed date, he administered the test to the sampled population of the schools and collected the answer sheets of the participants. It took one and half hour to administer the test in each school.

2.5 Limitations of the Study

The study had the following limitations:

- a. The population of the study was limited to the grade eight students of four Sanskrit Schools of the Kathmandu only.
- b. The study was limited to the eighty students of four Sanskrit Schools only.
- c. The study was limited to the analysis of errors in English subject-verb agreement.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of data. The responses of the students were checked systematically and the errors committed by them were counted and tabulated. With a view to make the study more objective, analysis and interpretation have been done by using the statistical tools of percentage. The data have been grouped under two main headings; 'Errors obtained from the objective test' and 'Errors obtained from the subjective test'. The main headings are also divided into other sub-headings. The analysis and interpretation of the data of this study are given below.

A. Errors Obtained from the Tests

Table -1

Total Errors Obtained from the Tests

S.N.	Types of Error	Total Errors	Percentage
1	'Be' Verb	1232	36.10%
2	'Have' Verb	463	13.56%
3	'Do' Verb	278	08.14%
4	'Other' Verb	1439	42.17%
	Total	3412	100.00%

The above table displays the total errors committed in the use of the subject-verb agreement in English. The students committed 3412 errors in total. The students committed 1232 (36.10%), 463 (13.56%), 278 (08.14%) and 1439 (42.17%) errors in the use of 'be', 'have' 'do' and 'other' verbs respectively. The largest number of errors was committed in the use of the 'other' verbs and the least number of errors was committed in the use of 'be' verbs.

3.1 Errors Obtained from the Objective Test

The errors committed by the students in S-V agreement in English in the objective test are analyzed below. The errors are grouped under two headings; 'Use of Singular Verbs in the place of Plural Verbs' and 'Use of Plural Verbs in the place of Singular Verbs'. The errors obtained from the objective test are given below.

Table - 2

Total Errors Obtained from the Objective Test

S.N.	Types of Error	No. of Errors	Percentage
1	'Be' verb	1081	38.40%
2	'Have' verb	311	11.04%
3	'Do' verb	198	07.03%
4	'Other' verb	1225	43.51%
	Total	2815	100.00%

The above table records the different types of errors in S-V agreement in the objective test. The table indicates that the students committed 2815 errors in total in the objective test. They committed 1081 (38.40%), 311 (11.04%), 198 (07.03%) and 1225 (43.51%) errors in the use of the 'be', 'have', 'do' and 'other' verbs respectively in the objective test. The students committed the largest number of errors in the use of 'other' verbs and the least number of errors in the use of 'do' verb.

3.1.1 Errors in the Use of Singular Verb in the Place of Plural Verb

In this analysis the errors committed by the students using one verb in the place of other i.e. using the singular verb in the place of plural, are analyzed.

Table – 3

Total Errors in the Use of Singular Verb in Place of Plural Verb

S.N.	Types of Error	No. of Errors	Percentage
1	‘Be’ verb	549	41.15%
2	‘Have’ verb	115	08.65%
3	‘Do’ verb	82	06.14%
4	‘Other’ verb	588	44.07%
Total		1334	100.00%

The above table displays the errors in the use of singular verbs in the place of plural verbs. The students committed 1334 errors in total. They committed 549 (41.15%), 115 (08.65%), 82 (06.14%) and 588 (44.07%) errors in the use of ‘be’, ‘have’, ‘do’ and ‘other’ verbs respectively, The largest number of errors was committed in the use of ‘other’ verbs and the least number of errors was committed in the use of ‘do’ verb.

3.1.1.1 School-Wise Analysis of Verbs

Here, the errors which were committed by the students of four Sanskrit schools are analyzed separately.

Table – 4

Errors Committed by the Students of N.V.V.

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	133	41.04%
2	‘Have’ Verb	27	08.33%
3	‘Do’ Verb	19	05.86%
4	‘Other’ Verb	145	44.75%
Total		324	100.00%

Table 8 displays the distribution of errors committed by the students of N.V.V. in using the different singular verbs in the place of plural verbs. It records 324

errors committed by the students of N.V.V. The students committed 133 (41.04%), 27 (08.33%), (08.33%) and 145 (44.75%) errors in the use of ‘be’, ‘have’, ‘do’ and ‘other’ verbs respectively. The students committed the largest number of errors in the use of ‘other’ verbs and the least number of errors in the use of ‘do’ verb.

Table – 5
Errors Committed by the Students of N.S.S.S.

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	130	42.07%
2	‘Have’ Verb	27	08.73%
3	‘Do’ Verb	20	06.47%
4	‘Other’ Verb	132	42.71%
Total		309	100.00%

The above table displays that the students of N.S.S.S. committed 309 errors in total in the use of the singular verbs in the place of the plural. The students committed the largest number of errors in the use of ‘other’ verbs and the least number of errors in the use of ‘do’ verb. They committed 130 (42.07%), 27 (08.73%), 20 (06.47%) and 132 (42.71%) errors in the use of ‘be’ and ‘have’, ‘do’ and ‘other’ verbs respectively.

Table – 6
Errors Committed by the Students of N.V.A.

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	144	40.68%
2	‘Have’ Verb	26	10.02%
3	‘Do’ Verb	23	05.73%
4	‘Other’ Verb	159	43.55%
Total		352	100.00%

The table 6 presents the clear picture of errors committed by the students of N.V.A. They committed 352 errors in the use of singular verbs in the place of plural. They committed 144 (40.90%), 26 (07.38%), 23 (06.53%) and 159 (45.17%) errors in the use of ‘be’, ‘have’, ‘do’ and ‘other’ verbs respectively. It was found that the most errors were committed in the use of ‘other’ verbs and the least errors were committed in the use of ‘do’ verb.

Table – 7
Errors Committed by the Students of M.V.P.

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	142	40.68%
2	‘Have’ Verb	35	10.62%
3	‘Do’ Verb	20	05.73%
4	‘Other’ Verb	152	43.55%
Total		349	100.00%

The above table displays the errors committed by the students of M.V.P. in the use of different verbs which were used as a form of singular in the place of plural. They committed 349 errors in total. The largest number of errors was committed in the use of ‘other’ verbs where they committed 152 (43.55%) errors and the least number of errors was 20 (05.73%) in the use of ‘do’ verb. The students committed 142 (40.68%) and 35 (10.62%) errors in the use of ‘be’ and ‘have’ verb respectively.

3.1.1.2 School-Wise Comparison

In this analysis the errors committed by the students of the four Sanskrit are compared and shown in the following tables.

Table -8

Total Errors Committed by the Students of Different Schools

S.N.	Name of the schools	No. of Errors	Percentage
1	N.V.V.	324	24.28%
2	N.S.S.S.	309	23.16%
3	N.V.A.	352	26.38%
4	M.V.P.	349	26.16%
	Total	1334	100.00%

The table 8 displays the total errors committed by the students of different schools in the use of the singular verbs in the place of the plural verbs. They committed 1334 errors in total. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 324 (24.28%), 309 (23.16%), 352 (26.38%) and 349 (26.16%) errors respectively. The largest number of errors was committed by the students of N.V.A. and the least number of errors was committed by the students of N.S.S.S. in the use of singular verbs in the place of plural verbs.

a. Be Verb

Table - 9

Errors in the Use of 'Be'

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	133	24.22%
2	N.S.S.S.	130	23.67%
3	N.V.A.	144	26.22%
4	M.V.P.	142	25.86%
	Total	549	100.00%

It was found that the students committed 549 errors in the use of the singular 'be' verb in the place of plural 'be'. The students of N.V.A. committed the largest number of errors in the use of 'be' verb. They committed 144 (26.22%) errors. Similarly, the students of N.S.S.S. committed the least number of errors;

they committed 130 (23.67%) errors. The students of other two schools M.V.P. and N.V.V. committed 142 (25.86%) and 133 (24.22%) errors respectively in the use of singular ‘be’ in the place of plural.

b. Have Verb

Table – 10
Errors in the Use of ‘Have’

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	27	23.47%
2	N.S.S.S.	27	23.47%
3	N.V.A.	26	22.60%
4	M.V.P.	35	30.43%
Total		115	100.00%

The above table clearly shows that the students committed 115 errors in total in the use of singular ‘have’ verb in the place of plural ‘have’. The students of M.V.P. committed 35 (30.43%) errors. Similarly, the students of N.V.V., N.S.S.S. and N.V.A. committed 27 (23.47%), 27 (23.47%) and 26 (22.60%) errors respectively in the use of ‘have’. It is found that the students of M.V.P. committed the largest number of errors and the students of N.V.A. committed the least number of errors.

c. Do Verb

Table – 11
Errors in the Use of ‘Do’

S.N.	Name of the schools	No. of Errors	percentage
1	N.V.V.	19	23.17%
2	N.S.S.S.	20	24.39%
3	N.V.A.	23	28.04%
4	M.V.P.	20	24.39%
Total		82	100.00%

The table shows the errors in the use of singular ‘do’ in the place plural ‘do’ verb. The students committed 82 errors in this verb. The students of N.V.A. committed the largest number of errors; they committed 23 (28.04%) errors. The students of N.V.V. committed the least number of errors; they committed 19 (23.17%) errors. Similarly the students of other two schools; N.S.S.S. and M.V.P. committed 20 (24.39%) the equal number of errors in the use of singular ‘do’ in the place of plural.

d. Other Verbs

Table – 12
Errors in the Use of ‘Other’ Verbs

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	145	24.65%
2	N.S.S.S.	132	22.44%
3	N.V.A.	159	27.04%
4	M.V.P.	152	25.85%
Total		588	100.00%

The table displays the fact that the students committed 588 errors in the use of singular ‘other’ verb in place of plural. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 145 (24.65%), 132 (22.44%), 159 (27.04%) and 152 (25.85%) errors respectively in the use of singular ‘other’ verbs in the place of plural. The students of N.V.A. committed the largest number of errors and the students of N.S.S.S. committed the least number of errors.

3.1.2 Errors in the Use of Plural Verbs in the Place of the Singular Verbs

In this analysis the errors committed by the students using one verb in the place of other i.e. using the plural verb in the place of singular are analyzed.

Table – 13

Total Errors in the Use of the Plural Verbs in the Place of Singular Verb

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	532	35.92%
2	‘Have’ Verb	196	13.23%
3	‘Do’ Verb	116	07.83%
4	‘Other’ Verb	637	43.01%
Total		1481	100.00%

The table clearly displays the errors used in the use of plural verbs in the place of singular verb. The students committed 1481 errors, in total. They committed 532(35.92%), 196 (13.23%), 116 (07.83%) and 637 (43.01%) errors in the use of ‘be’, ‘have’, ‘do’ and ‘other’ verbs respectively. The largest number of errors was committed in the use of ‘other’ verbs and the least number of errors was in the use of ‘do’ verb.

3.1.2.1 School-Wise Analysis

The following tables present the school-wise analysis of the errors.

Table -14

Errors Committed by the Students of N.V.V.

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	129	35.34%
2	‘Have’ Verb	51	13.97%
3	‘Do’ Verb	29	07.9%
4	‘Other’ Verb	156	42.73%
Total		365	100.00%

The table records the errors in the use of the plural verbs in the place of the singular using the four different verbs by the students of Nepal Ved Vidhyashram. They committed 365 errors in total. The frequency of errors in

the use of ‘be’ verb was 129 (35.34%). Similarly, the frequency of errors in the use of ‘have’, ‘do’ and ‘other’ verbs were 51 (13.97%), 29 (07.94%) and 156 (42.73%) in using the verbs in the form of plural in the place of singular. The most frequently occurred errors were in the use of ‘other’ verbs and the least frequently occurred errors were in the use of ‘do’ verb.

Table – 15
Errors Committed by the Students of N.S.S.S.

S.N.	Types of Errors	Frequency of Errors	Percentage
1	Errors in ‘Be’ Verb	120	35.50%
2	‘Have’ Verb	46	13.60%
3	‘Do’ Verb	28	08.28%
4	‘Other’ Verb	144	42.60%
Total		338	100.00%

The table displays the errors committed by the students of N.S.S.S. in the use of different verbs using plural in the place of singular. They committed 338 errors in total. The students of N.S.S.S. committed 120 (35.50%), 46 (13.60%), 28 (08.28%) and 144 (42.60%) errors in the use of the ‘be’, ‘have’, ‘do’ and ‘other’ verbs respectively. They committed the largest number of errors in the use of ‘other’ verbs and the least numbers of errors in the use of ‘do’ verbs.

Table – 16
Errors Committed by the Students of N.V.A.

S.N.	Types of Error	Frequency of Errors	Percentage
1	‘Be’ Verb	135	35.06%
2	‘Have’ Verb	53	13.76%
3	‘Do’ Verb	30	07.79%
4	‘Other’ Verb	167	43.37%
Total		385	100.00%

From the above table the errors committed by the students of Naraynsthana Vidhya Ashram are displayed. They committed 385 errors in the use of plural verbs in the place of singular. The frequency of errors in the use of 'be' verb was 135 (35.06%). Similarly, the frequency of errors in the use of 'have', 'do' and 'other' verbs were 53 (13.76%), 30 (07.79%) and 167 (73.37%) respectively. The most frequently occurred errors were in the use of 'other' verbs and the least frequently errors were in the use of 'do' verb.

Table – 17
Errors Committed by the Students of M.V.P.

S.N.	Types of Error	Frequency of Errors	Percentage
1	'Be' Verb	148	37.655
2	'Have' Verb	46	11.70%
3	'Do' Verb	29	07.37%
4	'Other' Verb	170	43.25%
Total		393	100.00%

The students of Matatirtha Vidhya Peeth committed 393 errors in using the different verbs in the form of the plural verbs in the place of the singular. They committed 148 (37.65%) errors in 'be' verb, 46 (11.70%) errors in 'have' verb, 29 (07.37%) errors in 'do' verb and 170 (43.25%) errors in the 'other' verbs. They committed the largest number of errors in 'other' verb and the least number of errors in 'do' verb.

3.1.2.2 School-Wise Comparison

Under this heading the errors are analyzed comparing among the four Sanskrit schools.

Table – 18
Errors Committed by the Students in Different Schools

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	365	24.64%
2	N.S.S.S.	338	22.82%
3	N.V.A.	385	25.99%
4	M.V.P.	393	26.53%
	Total	1481	100.00%

The table 18 clearly displays the errors committed in the use of the plural verbs in the place of the singular verbs. The respondents committed 1481 errors in total. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 365 (24.64%), 338 (22.82%), 385 (25.99%) and 393 (26.53%) errors respectively. The largest number of errors was committed by the students of M.V.P. and the least number of errors was committed by the students of N.S.S.S. in the use of the plural verbs in the place of the singular verbs.

a. Be Verb

Table – 19
Errors in the Use of ‘Be’

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	129	24.26%
2	N.S.S.S.	120	22.55%
3	N.V.A.	135	25.37%
4	M.V.P.	148	27.81%
	Total	532	100.00%

From the above table it is found that the students committed 532 errors in the use of plural ‘be’ instead of the singular ‘be’. It is displayed on the table that

the students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 129 (24.26%), 120 (22.55%), 135 (25.37%) and 148 (27.81%) errors respectively in the use of 'be' verb. The largest number of errors was committed by the students of M.V.P. and the least number of errors was committed by the students of N.S.S.S.

b. Have Verb

Table -20
Errors in the Use of 'Have'

S.N.	Name of the schools	No. of Errors	Percentage
1	N.V.V.	51	26.02%
2	N.S.S.S.	46	23.46%
3	N.V.A.	53	27.04%
4	M.V.P.	46	23.46%
Total		196	100.00%

The table clearly shows the errors committed by the students of different Sanskrit schools in the use of plural 'have' in the place of singular. They committed 196 errors in total in the use of this verb.

The students of N.V.V. committed 51 (26.02%) errors. Similarly, the students of N.S.S.S., N.V.A., and M.V.P. committed 46 (23.46%), 53 (24.04%) and 46 (23.46%) errors respectively in the use of the plural 'have'. The table records that the most errors were committed by the students of N.V.A. and the least errors were committed by the students of both schools i.e. N.S.S.S. and M.V.P.

c. Do Verb

Table- 21
Errors in the Use of ‘Do’

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	29	25.00%
2	N.S.S.S.	28	24.13%
3	N.V.A.	30	25.86%
4	M.V.P.	29	25.00%
Total		116	100.00%

The students committed 166 errors in the use of plural do verb in the place of singular ‘do’. The table displays that the students of N.V.A. committed 29 (25.00%) errors. Similarly, 28 (24.13%) errors were committed by the students of N.S.S.S. The students of N.V.A. and M.V.P. committed 30 (25.86%) and 29 (25.00%) errors respectively. The largest number of errors was committed by the students of N.V.A. and the least number of errors was committed by the students of N.S.S.S. in the use of plural ‘do’ in the place of singular ‘do’ verb.

d. Other Verb

Table- 22
Errors in the Use of ‘Other’ Verbs

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	156	24.48%
2	N.S.S.S.	144	22.60%
3	N.V.A.	167	26.21%
4	M.V.P.	170	26.68%
Total		637	100.00%

The table displays the errors committed by the respondents in the use of ‘other’ plural verb in the place of singular ‘other’ verb. They committed 637 errors in total. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 156 (24.48%), 144 (22.60%), 167 (26.21%) and 170 (26.28%) errors respectively in the use of ‘other’ plural in place of singular. In the using of this verb the students of M.V.P. committed the largest number of errors and the least number of errors was committed by the students of N.S.S.S.

3.2 Errors Obtained from the Subjective Test

In this study, one question was asked as a subjective test. Two different topics were given. The students had to select a topic from the two choices given to them. The most common errors found in the subjective test on the both topics are given below.

Errors on ‘My school’

- | | |
|---------------------------|-----------------------------|
| 1. *It located | omission of the verb ‘be’ |
| 2. My School *have | use of have in place of has |
| 3. I *has | use of has in place of have |
| 4. He *teach | use of V5 in place of V1 |
| 5. The teachers *is | use of is in place of are |
| 6. It *have | use of have in place of has |
| 7. Our School *have | use of have in place of has |
| 8. He also *teach | use of V1 in place of v5 |
| 9. My school teachers *is | use of is in place of are |
| 10. We *learns | use of V5 in place of V1 |
| 11. *It one of the | omission of the verb ‘be’ |
| 12. There *is ten classes | use of is in place of are |

Errors on 'My Best Friend'

1. She *have	use of have in the place of has
2. She *live	use of V1 in place of V5
3. Kamala *read	use of V1 in place of V5
4. The teachers *is	use of is in place of are
5. My friend *are	use of are in place of are
6. Her father *have	use of have in place of has
7. His mother *cook	use of V1 in place of V5
8. My brother *do	use of do in place of does
9. They *loves	use of V5 in place of V1
10. He *have	use of have in place of has
11. He *live	use of V1 in place of V5
12. He *go	use of V1 in place of V5

The errors which were committed by the students in the use of the different verbs in the subjective test found from the both of the topics are shown along with these descriptions in the tables below.

Table -23
Errors Obtained from the Subjective Test

S.N.	Types of Error	Frequency of Errors	Percentage
1	'Be' Verb	151	25.29%
2	'Have' Verb	152	25.46%
3	'Do' Verb	80	13.40%
4	'Other' Verb	214	35.84%
Total		597	100.00%

The table displays the errors committed by the students in the subjective test. The students committed 597 errors in free writing. Among the errors they committed 151 (25.29%) errors in 'be' verb, 152 (25.46%) in 'have' verb, 80

(13.40%) in ‘do’ verb and 214 (35.84%) in ‘other’ verbs. The largest number of errors was committed in the use of other verbs and the least number of errors was in the use of ‘do’ verb in the subjective test.

3.2.1 School-Wise Comparison

In this analysis the errors which were committed in the subjective test are comparatively analyzed among the four schools.

Table – 24

Total Errors Committed by the Students of Different Schools

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	164	27.47%
2	N.S.S.S.	151	25.29%
3	N.V.A.	145	24.28%
4	M.V.P.	137	22.94%
Total		597	100.00%

The table 24 clearly shows the errors committed by the students of four Sanskrit schools in the use of the different verbs i.e. ‘be’, ‘have’, ‘do’ and ‘other’ in free writing. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 164 (27.47%), 151 (25.29%), 145 (24.28%) and 137 (22.94%) errors respectively in free writing. Hence, the largest number of errors was committed by the students of N.V.V. and the least number of errors was committed by the students of M.V.P. So it is found that the students of N.V.V. were the weakest in free writing and the students of M.V.P. did the best in it.

3.2.2 Verb –Wise Analysis

Under this sub-heading, the errors committed in the use of the different verbs in free writing are analyzed.

a. Be Verb

Table -25

Errors in the Use of 'Be' Verb in Free Writing

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	40	26.49%
2	N.S.S.S.	47	31.12%
3	N.V.A.	30	19.86%
4	M.V.P.	34	22.25%
Total		151	100.00%

The table displays the errors committed in the use of 'be' verb in the subjective test. The students committed 151 errors in total in 'be' verb. The students of N.V.V. committed 40 (26.49%) errors. Similarly, the students of N.S.S.S., N.V.A. and M.V.P. committed 47 (31.12%), 30 (19.86%), and 34 (22.25%) errors in the use of 'be' verb respectively. The largest number of errors was committed by the students of N.S.S.S. and the least number of errors was committed by the students of N.V.A.

b. Have Verb

Table -26

Errors in the Use of 'Have' Verb in Free Writing

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	41	26.97%
2	N.S.S.S.	37	24.34%
3	N.V.A.	38	25.00%
4	M.V.P.	36	23.68%
Total		152	100.00%

The table clearly shows that the students committed 152 errors in the use of 'have' verb in free writing. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 41(26.97%), 37 (24.34%), 38 (25.00%) and 36 (23.68%)

errors respectively in the use of ‘have’ verb in free writing. The largest number of errors was committed by the students of N.V.V. and the least number of errors was committed by the students of M.V.P.

c. Do Verb

Table – 27

Errors in the Use of ‘Do’ Verb in Free Writing

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	27	33.75%
2	N.S.S.S.	18	22.05%
3	N.V.A.	18	22.05%
4	M.V.P.	17	21.25%
Total		80	100.00%

The table 27 displays the errors in the use of ‘do’ verb in free writing. The students committed 80 errors in the use of ‘do’ verb. The students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 27 (33.75%), 18 (22.05%), 18 (22.05%) and 17 (21.25%) errors respectively in the use of ‘do’. Here the largest number of errors was committed by the students of N.V.V. and the least number of errors was committed by the students of M.V.P.

d. Other Verbs

Table – 28

Error in the Use of ‘Other’ Verbs in Free Writing

S.N.	Name of the Schools	No. of Errors	Percentage
1	N.V.V.	56	26.16%
2	N.S.S.S.	49	22.89%
3	N.V.A.	59	27.57%
4	M.V.P.	50	23.36%
Total		214	100.00%

The students committed 214 errors in the ‘other’ verb in free writing. The table shows that the students of N.V.V., N.S.S.S., N.V.A. and M.V.P. committed 56 (26.16%), 49 (22.89%), 59 (27.57%) and 50 (23.36%) errors respectively. The largest number of errors was committed by the students of N.V.A. and the least number of errors was committed by the students of N.S.S.S. in the use of ‘other’ verbs.

Table – 29
School-Wise Distribution of Errors

S. N.	Name of the schools	Errors in Be Verbs	Errors in Have Verbs	Errors in Do Verbs	Errors in Other Verbs	Total Errors	Percentage
1	N.V.V.	40	41	27	56	164	27.47%
2	N.S.S.S.	47	37	18	49	151	25.29%
3	N.V.A.	30	38	18	59	145	24.28%
4	M.V.P.	34	36	17	50	137	22.94%
Total		151	152	80	214	597	100.00%
Percentage		25.25%	25.46%	13.40%	35.84%		100.00%

The table clearly displays that the students committed 597 errors in the subjective test. They committed 151 (25.25%) errors in the use of ‘be’ verb 152 (25.46%) errors in the use of ‘have’ verb, 80 (13.40%) errors in the use of ‘do’ verb and 214 (35.84%) errors in the use of other verbs.

The students committed the most number of errors in the use of other verbs and the least number of errors were in the use of ‘do’ verb.

Similarly, the students of N.V.V. committed 164 (27.47%) errors. The students of N.S.S.S. committed 151 (25.29%) errors, the students of N.V.A. committed

145 (24.28%) errors and the students of M.V.P. committed 137 (22.94%) errors in the subjective test.

Hence, the students of N.V.V. committed the largest number of errors and the students of M.V.P. committed the least number of errors.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major focus of this study was to identify the errors in subject-verb agreement and to determine the frequency of those errors committed by the students studying in grade eight of different Sanskrit schools of Kathmandu. The data were collected by administering the tests. The students were selected by using simple random sampling procedure. The data were tabulated and analyzed on the basis of various variables according to the objectives. While analyzing the data, it was found that the most of the errors were committed in the use of 'other' verbs i.e. the verbs except 'be', 'have' and 'do' verbs. Similarly, the students of Nepal Sanskrit Secondary school committed the least number of errors and the students of Matatirtha Ved Vidhyashram committed the highest numbers of errors in the use of subject- verb agreement. The specific findings of this study are summarized below:

- a. The students committed 3412 errors in total. Among these 2815 errors were obtained from the objective test and 597 errors from the subjective test.
- b. The students committed 1334 errors in the use of singular verbs in the place of plural verbs and 1481 errors in the use of plural verb in place of singular verbs.
- c. The students committed the largest number of errors in the use of 'other' verbs and the least number of errors in the use of 'be' verb in both the tests; subjective and objective.

- d. The students of N.V.A. committed the largest number of errors and the students of N.S.S.S. committed the least number of errors in the use of singular verbs in the place of plural verbs.
- e. The students of M.V.A. committed the largest number of errors in the use of 'be', 'do' and 'other' verbs whereas the students of M.V.P committed the largest number of errors in the use of 'have' verbs. Similarly, the students of N.S.S.S. committed the least number of errors in the use of singular verb in the place of plural.
- f. The students of M.V.P. committed the largest number of errors and the students of N.S.S.S. committed the least number of errors in the use of plural verbs in place of singular.
- g. The students of M.V.P. committed the largest number of errors in the use of 'be' verb and 'other' verbs whereas the students of N.V.A. committed the largest number of errors in the use of 'have' and 'do' verbs in the use of plural verb in the place of singular verb.
- h. The students of N.V.V committed the largest number of errors and the students of M.V.P. committed the least number of errors in the subjective test.
- i. The students of N.S.S.S. and N.V.V. committed the largest number of errors in the use of 'be' and 'do' verb whereas in the use of 'have' and 'other' verb the students of N.V.A. committed the most errors in the subjective test.

4.2 Recommendations

On the basis of the findings, following recommendations have been forwarded for pedagogical implication.

- a. Grammar is the backbone of language. Among the different parts and aspects of grammar subject verb agreement is the fundamental base of

language. The students committed many errors in S-V agreement so the language teachers in all Sanskrit schools should focus on teaching subject- verb agreement in English.

- b. More materials and exercises in the textbooks for teaching S-V agreement should be added and make their use explicit and effective.
- c. According to the findings the teacher of all schools should focus in teaching the other verbs i.e. action verbs.
- d. The students of N.V.A. should allocate more time in learning 'have' and 'do' and the students of M.V.P. should focus in the use of 'be' and 'other' verb .
- e. The students of N.V.V. and N.V.A. should get more practice in free writing.
- f. Free writing activities should be given frequently to the students with regular correction (self correction; peer correction and teacher correction). So they can identify their errors and can correct themselves.

4.2.1 Recommendations for Further Researches

- a. The study was limited only to the students of grade eight in the Sanskrit schools of Kathmandu .It is advisable to carry out further researches including larger number of population at different classes and in more Sanskrit schools out of valley also.
- b. This research has been limited to only one grammatical area, subject – verb agreement. It is needed to carry out researches on the other similar types of grammar areas as well.

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APPENDIX – I

Name of the Schools

- Nepal Ved Vidhyashram, Gausala, Kathmandu
- Nepal Sanskrit Secondary School, Ranipokhari, Kathmandu
- Narayansthan Ved Asram, Budhanilakantha, Kathmandu
- Matatirtha Vidya Peeth, Matatirtha , Kathmandu

APPENDIX - II

The Errors Committed in the Use of Different Verbs in the Objective Test Nepal Ved Vidhyashram, Gausala, Kathmandu

S.N.	Name of the Students	Be Verb		Have Verb		Do Verb		Other Verb	
		Sg.	Pl.	Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
12	Bigyan Pandey	6	8	0	2	0	0	6	9
2	Saroj Poudel	7	6	1	3	0	0	7	9
3	Pramod Chalise	9	7	2	2	1	1	8	10
4	Bikash Mishra	8	5	1	3	2	2	6	7
5	Rajendra Acharya	7	7	2	4	1	1	8	6
6	Kamal Pokharel	5	8	2	2	1	1	9	9
7	Prakash Bhattarai	10	7	2	4	1	1	9	10
8	Keshab Gautam	5	4	0	2	0	0	5	5
9	Prakash Poudel	6	3	0	1	2	2	4	5
10	Susil Gyawali	8	8	2	3	1	1	8	8
11	Ganesh Prasad Mishra	5	6	1	2	0	0	7	6
12	Ramesh Tiwari	6	7	2	2	1	1	8	8
13	Rabindra Lamichane	6	6	0	2	1	1	7	8
14	Hari Prasad Baral	4	8	0	3	1	1	6	8
15	Bhawani Rimal	7	9	2	3	2	2	9	11
16	Puskar Kattel	7	7	2	2	1	1	8	7
17	Sushil Khanal	4	3	1	2	0	0	6	4
18	Manish Timsina	8	8	3	4	1	1	9	11
19	Sundar Panta	6	4	2	2	1	1	7	6
20	Promod Khatiwada	9	8	2	3	2	2	8	9
Total		133	129	27	51	19	29	145	156

Nepal Sanskrit Secondary School, Ranipokhari, Kathmandu

S.N.	Name of the Students	Be Verb		Have Verb		Do Verb		Other Verb	
		Sg.	Pl.	Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
1	Laxmi Tamang	5	4	0	2	0	0	5	5
2	Pawan ku. Rauniyar	4	6	0	1	1	2	4	6
3	Kanchan Bhattarai	5	7	1	2	1	1	6	6
4	Smiti Thapa	4	4	1	2	2	1	5	6
5	Sunita Gadera	8	7	2	3	1	1	7	8
6	Bibesh Nepal	7	9	2	2	1	0	9	7
7	Damodar Neupane	4	6	1	1	0	2	8	8
8	Susma koirala	6	5	1	2	1	1	7	7
9	Ram kumar Bhattarai	7	7	2	3	0	2	8	9
10	Sabita Acharya	6	4	1	2	0	2	7	7
11	Rajesh Kafle	7	5	2	2	1	1	8	7
12	Niraj Nepal	8	8	2	3	2	2	9	9
13	Anita Kumal	7	8	2	3	1	2	5	7
14	Ram Chandra Acharya	9	9	2	2	2	2	9	10
15	Ram Kumar Tamang	4	6	1	2	1	2	6	5
16	Akash Shai	8	3	1	4	1	1	5	7
17	Laxmi Rijal	8	5	2	2	2	1	4	8
18	Shristi Koirala	8	5	1	1	1	2	7	7
19	Binod Chilise	8	8	2	4	1	1	6	8
20	Prakash Khanal	7	4	1	3	1	2	7	7
Total		130	120	27	46	20	28	132	144

Narayansthan Ved Ashram, Budhanilakantha, Kathmandu

S.N.	Name of the Students	Be Verb		Have Verb		Do Verb		Other Verb	
		Sg.	Pl.	Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
1	Mohan poudel	8	9	1	1	0	1	7	8
2	Suvash Gautam	6	7	1	3	0	2	9	6
3	Mukunda Bhatta	7	6	1	3	1	1	5	7
4	Sabin Dhakal	5	7	0	2	1	3	10	12
5	Nabin Bhattarai	6	8	2	2	1	2	10	9
6	Anup Raj Bhandari	9	7	1	3	2	4	9	11
7	Gopi Ojha	8	8	2	5	2	5	8	8
8	Tika Acharya	9	5	1	2	1	3	9	10
9	Phadendra Neupane	6	6	0	1	1	3	98	12
10	Chudamani Ghimire	7	5	1	3	2	3	9	7
11	Thakur Rijal	7	6	1	1	2	4	7	6
12	Bhawani Baral	5	5	1	1	0	1	5	8
13	Hemanta Pokharel	8	9	2	4	1	3	7	8
14	Damodar Luitel	8	7	1	2	2	4	7	7
15	Govinda Prasad Gadtaula	8	6	2	2	1	2	6	5
16	Hari Raj Timsina	7	5	1	1	1	1	7	8
17	Surendra Bhattarai	6	7	1	4	1	2	9	6
18	Tanka Prasad Rimal	8	6	2	4	1	4	8	5
19	Devendra Acharya	7	7	2	5	2	3	9	12
20	Yub Raj Adhikari	9	9	3	4	1	2	8	12
Total		144	135	26	53	23	30	159	167

Matatirtha Vidya Peeth, Matatirtha, Kathmandu

S.N	Name of the Students	Be Verb		Have Verb		Do Verb		Other Verb	
		Sg.	Pl.	Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
1	Sanjaya khanal	4	6	0	2	1	1	7	7
2	Bhola Humagain	7	7	2	2	1	0	8	5
3	Arjun Dhungana	5	9	1	3	0	0	6	7
4	Buddhi Sapkota	8	8	2	2	0	2	8	8
5	Hari Raj Mishra	5	7	2	2	1	2	9	10
6	Nawaraj Pokharel	10	7	3	2	1	1	10	12
7	Kamal Prasad Gautam	9	8	0	2	2	2	8	9
8	Ramesh Bhattarai	8	8	3	3	1	2	7	8
9	Mukunda Ojha	9	9	2	1	1	1	5	9
10	Suman Ghimire	5	6	0	2	0	3	10	10
11	Cjhandramani Neupane	6	7	3	0	1	1	7	6
12	Chabi Acharya	8	7	2	1	2	1	5	8
13	Keshav Adhikari	6	9	2	2	1	1	6	8
14	Krishna Prasad Lamichane	8	7	2	4	1	1	5	8
15	Kapil wagle	5	8	2	3	1	1	7	6
16	Bijaya Dahal	9	6	1	2	1	2	9	8
17	Bishnu Prasad Poudel	7	6	2	3	1	2	9	12
18	Dipak Khatiwada	10	18	2	4	1	1	7	9
19	Mohan Lamsal	5	6	2	2	1	2	9	10
20	Umakanta Niroula	8	9	2	4	2	3	10	10
Total		142	148	35	46	20	29	152	170

The Errors Committed in the Use of Different Verbs in the Subjective Test

Nepal Ved Vidhyashram, Gausala, Kathmandu

S.N.	Name of the students	Be verb	Have Verb	Do Verb	Other Verb	Total Verbs
1	Bigyan Pandey	2	3	1	3	9
2	Saroj Poudel	1	2	2	2	7
3	Pramod Chalise	3	1	1	1	6
4	Bikash Mishra	2	3	1	4	10
5	Rajendra Acharya	2	1	1	2	6
6	Kamal Pokharel	1	3	1	2	7
7	Prakash Bhattarai	3	1	2	3	9
8	Keshab Gautam	2	1	2	2	7
9	Prakash Poudel	3	1	1	1	6
10	Susil Gyawali	2	2	1	5	10
11	Ganesh Prasad Mishra	3	4	1	4	12
12	Ramesh Tiwari	2	1	2	2	7
13	Rabindra Lamichane	3	1	1	3	8
14	Hari Prasad Baral	2	3	1	2	8
15	Bhawani Rimal	0	3	2	5	10
16	Puskar Kattel	2	3	1	3	9
17	Sushil khanal	1	2	3	4	10
18	Manish Timsina	2	3	1	3	9
19	Sundar Panta	3	1	1	3	8
20	Promod Khatiwada	1	2	1	2	6
Total		40	41	27	56	164

Nepal Sanskrit Secondary School, Ranipokhari, Kathmandu

S.N.	Name of the students	Be Verb	Have Verb	Do Verb	Other Verb	Total verbs
1	Laxmi Tamang	2	2	1	3	8
2	Pawan ku. Rauniyar	3	3	1	2	9
3	Kanchan Bhattarai	1	1	0	1	3
4	Smtiti Thapa	2	4	1	2	9
5	Sunita Gadera	2	0	0	3	5
6	Bibesh Nepal	4	3	1	3	11
7	Damodar Neupane	2	2	1	3	8
8	Susma koirala	3	2	1	2	8
9	Ram kumar Bhattarai	2	4	0	3	9
10	Sabita Acharya	3	2	2	3	10
11	Rajesh Kafle	2	1	1	2	6
12	Niraj Nepal	0	0	1	2	3
13	Anita Kumal	1	1	2	0	4
14	Ram Chandra Acharya	5	2	1	3	11
15	Ram Kumar Tamang	1	2	0	2	5
16	Akash Shai	3	3	1	3	10
17	Laxmi Rijal	2	1	1	4	8
18	Shristi Koirala	2	1	1	3	7
19	Binod Chilise	3	2	2	4	11
20	Prakash Khanal	4	1	0	1	6
Total	47	37	18	49	151	151

Narayansthan Ved Ashram, Budhanilakantha, Kathmandu

S.N	Name of the students	Be verb	have verb	Do verb	Other verb	Total verbs
1	Mohan poudel	2	2	0	2	6
2	Suvash Gautam	1	2	1	3	7
3	Mukunda Bhatta	2	3	1	2	8
4	Sabin Dhakal	1	2	1	3	7
5	Nabin Bhattarai	3	3	0	2	8
6	Anup Raj Bhandari	2	2	1	3	8
7	Gopi Ojha	1	3	0	4	8
8	Tika Acharya	1	2	1	5	9
9	Phadendra Neupane	2	1	1	4	8
10	Chudamani Ghimire	2	2	1	4	9
11	Thakur Rijal	1	1	0	1	3
12	Bhawani Baral	1	2	3	2	8
13	Hemanta Pokharel	1	2	1	4	8
14	Damodar Luitel	2	0	0	5	7
15	Govinda Prasad Gadtaula	0	1	1	2	4
16	Hari Raj Timsina	2	3	2	2	9
17	Surendra Bhattarai	0	1	2	3	6
18	Tanka Prasad Rimal	1	2	0	3	6
19	Devendra Acharya	2	2	1	2	7
20	Yub Raj Adhikari	3	2	1	3	9
Total		30	38	18	59	145

Matatirtha Vidya Peeth, Matatirtha, Kathmandu

S.N.	Name of the students	Be Verb	Have verb	Do Verb	Other Verb	Total
1	Sanjaya khalal	1	2	1	3	7
2	Bhola Humagain	2	2	0	2	6
3	Arjun Dhungana	1	1	1	3	6
4	Buddhi Sapkota	1	2	1	2	6
5	Hari Raj Mishra	3	3	2	1	9
6	Nawaraj Pokharel	2	2	2	3	9
7	Kamal Prasad Gautam	2	2	1	4	9
8	Ramesh Bhattarai	2	2	1	3	8
9	Mukunda Ojha	1	4	1	4	10
10	Suman Ghimire	2	2	1	2	7
11	Cjhandramani Neupane	2	2	0	3	7
12	Chabi Acharya	2	1	2	3	8
13	Keshav Adhikari	2	2	1	3	8
14	Krishna Prasad Lamichane	2	3	1	1	5
15	Kapil wagle	1	0	0	2	3
16	Bijaya Dahal	1	1	0	2	7
17	Bishnu Prasad Poudel	1	0	0	3	4
18	Dipak Khatiwada	2	0	0	2	4
19	Mohan Lamsal	2	2	1	3	8
20	Umakanta Niroula	2	2	1	1	6
Total		34	36	17	50	137