

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the means of communication through which ideas, feelings, emotions are expressed. Having had this sort of phenomena, language has been one of the most important aspects of human communication. Human communication differentiates language from animal communication. There are number of views expressed by different scholars regarding the language. In the words of Hudson (1999, p. 228) "language is a self contained system of words and sounds and meanings linked to each other in various complex ways." But the belief towards language as expressed by Yule (1996, p.246) "language is a social phenomenon which is acquired by the child consciously or unconsciously and has direct connection with the social culture of that particular society."

To Bloch and Trager (1942, p.5) "A language is system of arbitrary vocal symbols by means of which a social group co-operates."

There are many languages in the world. Among them English is one which is an international lingua franca and it is used as an official language in many parts of the world. In the context of our country, English has given priority over other international languages. Even in schools and campuses it is taught as a compulsory subject from grade one to bachelor's degree.

Every normal human can convey his message to others with the help of language. It is the most dominant language in the world. Therefore, it has been compulsorily taught from grade one to bachelor's level in the government schools and campuses of Nepal. A sound knowledge of this language is necessary to exchange our ideas and views among the people of more than one country for the transmission of science and technology and development of a

country. Anyone who can read English can keep in touch with the whole world without leaving his/her own home. Without the knowledge of English, young man or woman starting career is gravely handicapped, whatever the career may be. With the knowledge of English, s/he holds a key, which will open many doors including easier access to a good job. So, English can also be viewed as a way to getting a better job or to improve social standing or solve economic problems.

The need to learn grammar is being felt in recent times more seriously than it ever was. Even the native speakers of English feel that the basic knowledge of grammar is essential today. In a situation like ours, it has become the necessity for all sorts of students of English to learn grammar.

1.1 Different Aspects of Language

Language aspects refer to pronunciation and spelling, vocabulary, grammar and communicative function (Stern, 1983).

a. Pronunciation and Spelling

Pronunciation refers to the spoken form of language and it is broadly studied under phonology. Phonology deals with sound system of a particular language. Pronunciation includes the pronunciation of segmental sounds (i.e. vowel sounds and consonants) and the pronunciation of suprasegmental sounds or features like stress, intonation, pitch and length. According to Brown 1975 (as cited in Stern 1983, p. 130).

"Phonetics studies the articulatory and acoustic phenomena which make it possible to produce and perceive speech sounds. It provides with a tool, a set of descriptive terms, by which we can describe, as minutely as

is necessary for the task in hand, a particular physical sound and the gestures which product is."

b. Vocabulary

Vocabulary is one of the building blocks of the language. Different vocabulary items have different meanings. Some vocabulary may have innumerable denotations and connotations; two vocabularies may have same meanings. Vocabularies can be classified as active; (vocabulary items in conscious mind used frequently) and passive; vocabulary items in the sub-conscious mind. Vocabularies are needed for language learning.

Learning a word means learning different aspects of that word like meaning, use, formation grammar etc. According to Harmer (1991), there are four aspects of learning a word which are described below:

(i) Meaning

Harmer (ibid.) says vocabulary items frequently have more than one meanings. For example, the word book, refers to something printed pages fastened together inside a cover, as a thing to be read.

Harmer (ibid.) further mentions that word meaning changes according to context in which it is used. If we see a woman in a theatre arguing at the ticket office saying "I booked my tickets three weeks ago", book refers to reservation.

(ii) Word Use

"What a word means can be changed, structured or limited by how it is used". Harmer (ibid.) "word meaning is frequently stretched through the use of metaphor and idioms". For example "He is a real snake in the grass" the underlined fixed phrase (idiom) refers to deceitful person. Similarly, word

meaning is also governed by collocation - that is which word go with each other. For example 'bad' allocates with 'boy' but not with 'eggs', 'curd' etc.

(iii) Word Formation

Harmer (ibid.) says, "Word formation means knowing how words are written and spoken and knowing how they can change their form". It is necessary to teach how suffixes and prefixes work, how new words are formed and to understand and use them.

(iv) Word Grammar

Certain words reflect certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. For example, we can say 'one chair' or 'two chairs'. We can not say two furniture. The latter can only be singular.

c. Language Functions

According to Stern (1983, p. 133) 'Language functions can be broadly classified as grammatical and communicative functions'. Grammatical function deals with the relationship that a constituent in a sentence has with another constituents. For example, in the sentence 'He gave me a book', 'he' is the subject and 'a book' is the object of the sentence. Grammatical function is also called as syntactic function. Mainly there are five grammatical functions. They are: Subject, predicate, object, complement and adjunct.

The main function of language is its communicative function. Communicative function of language refers to the communicative goal for which a language is used in community. Thus, communicative function is what specific communicative need the language is used for in a community. For example, language serves the purpose of describing people or it is used to describe people and therefore, describing people is one of the functions of language.

This language aspect includes the knowledge of how to make use of the vocabulary in the structures or how to manipulate the structures to make use of

words for the sake of communication. Communicative function of language contrasts with grammatical function. It is very important to have the knowledge of language functions with language teacher to teach language.

d. Grammar

Generally grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of the language. Tense, voice, person, number etc. are the aspects of grammar. Grammar includes sentence grammar (called syntax) and word grammar (called morphology).

Thornbury (1999, p.1) says:

All languages in use can be analyzed at each of four levels: text, sentence, word and sound. These are the forms that language takes. The study of grammar consists, in part of looking at the way these forms are arranged and patterned.

For example, if you change the order of the sentences you no longer have a well-formed answer phone message:

Please leave a message after the beep. This is 2630239. We are not at home right now.

Likewise, the order of the words in each sentence is fairly fixed:

Beep after a leave the please message.

The same applies to the order of sounds in a word:

beep

Thornbury (ibid.) further says that grammar is partly the study of what forms or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of rules that govern how a language's sentences are

formed. Grammar attempts to explain why the following sentences are acceptable.

'We are not at home right now.

Right now we are not at home.

But why this one is not:

Not we at right home now are.

Nor this one:

We is not at home right now.

By the above example, we can conclude that grammar is conventionally seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots. That is, it is the study both the way words are chained together in a particular order, and also of what kinds of words can slot only one link in the chain.

To be a full-fledged grammar, each and every grammatical items and aspects play tremendous role. Be et the article or the whole chunk of sentence like a clause, they play crucial role. Since this research work concerns primarily on use of articles, articles will be introduced with its details below.

1.1.2 Articles

An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles specify the grammatical definiteness of the noun, in some languages extending to volume or numerical scope.

The English articles (i.e. definite 'the', indefinite a/an, and unstressed some /s m/ as well as the use of no articles at all) are part of a larger system of reference and determination (Murcia and Freeman, 1999)

According to Ron Cowan (2007, p. 215), "Those instances in which count an non-count nouns have no preceding article (or any other modifier) may be

referred to as instances of zero article (Symbolized as ϕ). Noun with zero article often denote meanings that could be represented using either indefinite or definite article. For example

- a. Bullets were flying everywhere.
- b. The street was covered with leaves.

In the above examples, bullets and leaves are plural count nouns which do not take any article.

Articles are understandably problematic from a cross-linguistic perspective. Most Asian and Slavic languages and many African languages have no articles. Even those languages that have articles or articles like morphemes (e.g. French, Spanish, Farsi, the Scandinavian languages, and the semantic languages) often use these morphemes in ways that differ from English.)

For Crystal (2003), it is:

A term used in the grammatical classification of words, referring to a subclass of determiners which displays a primary role in differentiating the uses of nouns. Many languages have no articles system (e.g. Russian) of which do, a distinction is usually made into definite and indefinite (or non definite) types, partly on semantic and partly on grammatical grounds. Articles may appear before the nouns, (as in English) or after (as in Swedish).

1.1.3 Pronunciation of Articles

Pronunciation of definite article is of four types. According to Murcia and Freeman, (1999)" Although the definite article has an invariant spelling 'the', it

has four different pronunciations. The pronunciations that are most frequent and occur in normal speech in unstressed form are;

/ð / before consonant sounds; the book, the unit, the song.

/ði/ before vowel sounds; the apple, the orange

The third and fourth pronunciations: /ð^/ and / ðiy/ are the stressed versions of the above forms which alternate as possible citation forms. Emphatic use of the definite article is pronounced as stressed / ðiy/: e.g. John is the man for the job.

The pronunciation of indefinite articles depends on the initial sound of the words. Aarts and Aarts (1986, pp. 46:47) support the same view as "the indefinite article is spelled a (before consonant or an (before vowels the pronunciation depends on the initial sounds of the following word or on where the article is stressed or unstressed. e. g.

/ /: a book, a unit

/ n/: an uncle, an hour

/ei/: I sad 'a man' not 'the man'

/æn/: He understood /an option/ not 'the option'

1.1.4 The Meaning of Articles

All articles show many meanings. According to Murcia and Freeman, (ibid) articles can convey generic and non generic meaning. For example,

Generic meaning

The lion is a ferocious animal.

A lion is a ferocious animal.

Lions are ferocious animals.

Non generic meaning

The lion escaped from the zoo.

A lion escaped from the zoo.

Lion escaped from the zoo.

1.1.5. Use of Article

Articles must be understood in terms of their use more than their structure or meaning. Their use is not simply independent decision made by the speaker / writer but rather a reflection of shared knowledge between the interactions in act of ongoing communication.

1.1.5.1 Use of Indefinite Article

According to Wren and Martin (2004) "The indefinite article is used before third person singular countable nouns. The choice between 'a' and 'an' is determined by sound."

Before a word beginning with a vowel sound 'an' is used: e.g.

‘an ass’, ‘an energy’, ‘an orange’, ‘an hour’.

Before a word beginning with consonant sound ‘a’ is used: e.g.

‘a boy’, ‘a woman’, ‘a yard’, ‘a house’

According to Thompson and Martinet (1992, p.15) article is used before a singular noun which is countable. They list the conditions where indefinite article is used as follows:

- A. When it is mentioned for the first time and represents no particular person or thing.

I need a visa.

They live in a flat.

He bought an ice-cream.

- B. Used as an example of class of things:

- A car must be insured. = All cars/any car must be insured.

- A child needs love. = All children need/any child needs love.

- C. With a noun complement. This includes name of professions:

It was an earthquake.

She will be a dancer.

He is an actor.

D. In certain expressions of quantity:

a lot of a couple a great deal of money

E. With the certain numbers:

a hundred a thousand

- Before half when half follows a whole number:

1 1/2 kilos = one and half kilos or a kilo and a half.

12 kg half a kilo (no 'a' before half) though a half + noun is sometimes possible.

a half holiday, a half-portion

a half-share with 1/2, 1/4, 1/5 etc.

'a' is usual: a third a quarter etc. but, 'one' is also possible.

F. In expression of price, speed, ratio etc.

5P a kilo' sixty km an hour

10p a dozen' four times a day.

G. In exclamations before singular, countable nouns;

Such a long queue!

What a pretty girl!

But,

Such long queues!

What pretty girls!

H. 'a' can be placed before Mr./Mr./Miss + surname:

a Mr. Smith

a Mrs. Smith

a Miss Smith

However, the indefinite article ('a' or 'an') is omitted;

A. Before plural nouns

a/an has no plural form. So the plural of a dog is dogs, and of 'an egg' is 'eggs'.

B. Before uncountable nouns

'a/an' cannot be used before

'water', 'air' and so on

C. Before names of meals, except when these are preceded by an adjective

We have breakfast at eight.

He gave us a good breakfast.

The article is also used when it is a special meal given to celebrate something or in someone's honour.

I was invited to dinner (at their house, in the ordinary way) but,

I was invited to a dinner given to welcome the new ambassador.

1.1.5.2 Use of Definite Articles

According to Thomson and Martinet (1992):

A. 'The' is the same for singular and plural and for all genders:

the boy

the girl

the day

the boys

the girls

the days

B. The definite article is used;

When the object or group of objects is unique or considered to be unique:

the earth

the sea

the sky

the equator

the stars

C. Before a noun which has become definite as a result of being mentioned a second time. His car struck a tree; you can still see the mark on the tree.

D. Before a noun made definite by the addition of phrase or clause.

- The girl in blue
- The man with the banner
- The boy that I met
- The place where I met him

Before a noun which by reason of locality can represent only one particular thing:

Ann is in the garden. (the garden of this house)

Please pass the wine. (the wine on the table)

Similarly;

The car (our car)

The newspaper (the one we read)

E. Before superlatives and first, second (ordinals) etc. used as adjectives or pronouns, and only;

The first week, the best day, the only way

F. It is used before the names of musical instruments:

The piano, the flute, the guitar, the drum

G. It is used to emphasize a particular noun:

Mr. Pradhan is the man of the company.

As mentioned earlier, articles are one of the most confusing grammatical items for the both native and non-native speakers. It is why the learners of English are likely to emit the errors while learning English language. Use of articles in English can be one of the fertile areas in error analysis.

1.1.5.3 Use of Zero Articles

According to Murcia and Freeman (2001), Zero article is used in following situations.

A. It is used with generic noun count and plural nouns. For example:

a) I drink milk regularly.

b) Ram eats eggs.

B. Zero signals non-count and a/an single count. For example:

a) The boys ate ϕ chicken.

C. Zero signals general and a/an single particular. For example:

a) He sells ϕ cheese of common flavour.

D. Zero signals abstract and / a / an concrete. For Example :

a) ϕ prison dehumanizes its inmate.

1.1.6 Error Analysis: An Introduction

All the learners make mistakes. We make mistake when we are speaking our native language. Not only this, as a second language learner, everyone inevitably commits errors at all levels and areas of language. The first is the case with mistakes and the second with errors. Error is an inherent feature of the process of foreign language learning.

An error refers to a deviant form of the normal speech or writing committed by a native speaker or by other language learners in the use of linguistic itemize a word, a grammatical item, a speech act and so on . Corder (1973) defines an error as "breaches of code". His term is used to refer to learners' errors which they cannot correct themselves.

In course of learning a foreign language, learners frequently make errors. Generally the term errors and mistakes are referred synonyms in a layman sense, however, linguistics take them quite differently. Errors occur in learners' spoken and written language and consist of deviations in phonology, grammar, lexical system or orthography of target language. The errors may occur at performance and competence level performance errors are the mistakes like slips of the tongue, omission and so forth. Corder (ibid) says performance

errors are mistakes and can be corrected by learners themselves. He further says learners mainly make such mistakes due to carelessness, tiredness, haste, lack of attention, forgetfulness, mental fatigue and so on, such mistakes are unsystematic. But the errors, which are made at competence level are systematic, such errors are mostly committed by non-native speakers. Such errors which are serious and systematic are done frequently because of incomplete knowledge.

According to Crystal (2003, p.165) "Errors mean term used in psycholinguistics referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain." He further mentions "It is this distinct from the traditional notion of error, which was based on the language user's ability to conform to substitution of sounds and morphs and is most noticeable in the phenomenon and is most noticeable in the phenomenon labeled 'slips of the tongue' (re-labeled by a set of real or imagined standards of expression". Several types of psycholinguistic errors have been recognized 'speaker's error", involving difficulties with the timing or sequence of commands, will lead to the addition, deletion or some psycholinguists 'slips of the brain') and in the false starts, pauses and other non-fluencies of every speech. 'Hearer's errors' are particularly noticeable in language acquisition, as when a child misanalyses an adult sentence (e.g. A: He's got his hat on. C: Where's his hat on?), and in the history of language, where new forms have come from a re-analysis (or 'meta analysis') of older ones (e.g. a napron an apron). The distinction between 'errors' of production and reception is sometimes hard to draw, however especially as often the only evidence for the latter is the former and generally, the term 'error' should be used with caution, especially in language acquisition studies, where it can be easily confused with the pedagogical notion of 'error' (in the context of essay-marking, etc).

He further mentions that in language teaching and learning, 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 provided by linguistics. Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with 'mistake' which are performance limitations that a learner would be able to correct.

Sometimes mistake is used as a cover term for both error and slip. Errors are considered to be more serious. They are consistently and regularly made by the learners because they are ignorant of the rules of the language. The errors cannot be corrected by the doers. Slips, on the other hand are considered to be trivial. They can be corrected by the doers, themselves because they are committed due to lack of attention, tiredness or any other non-linguistic reason.

According to Richards et al. (1985,p.95), "A distinction is sometimes made between an error, which results from incomplete knowledge, and mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

While learning, the second language, the learners commit many types of errors. The errors occur in the learners' spoken and written language and consists of deviations from the written language and consists of deviations form the phonology, grammar etc of the target language. The errors may occur in performance and competence level. Performance errors are the mistake as like slips of the tongue, omission, spelling mistakes etc. such error occurs due to tiredness, carelessness, forgetfulness etc. whereas; competence errors represent the limitation of the learners' competence in the using the TL.

Study of error can also help to design remedial courses and develop teaching learning materials. Since the course designers or text book writers know the areas that are difficult for the learners (by looking at the errors they make.

1.1.7 Stages of Error Analysis

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

1.1.7.1 Recognition of Errors

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

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

1.1.7.2 Description of Errors

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

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

i. Superficial level:

It is a level in which errors are described in terms of the physical difference between the learner's deviant utterance and the reconstructed version. For example, the difference between the deviant utterance and the reconstructed version may be classified into the following categories.

- a. Omission:** Under omission, there is a dropping out of the necessary items, e.g. 'Cow is a useful animal'. (In this sentence, article 'the' is omitted in the beginning). Sun is very hot. (Omission of 'the')
- b. Addition:** In some sentences, unnecessary elements are added, e.g. After the breakfast (the used instead of \emptyset)
- c. Substitution:** Substitution means using one element in place of the other. A best boy in the class. (Use of 'a' instead of 'the')
- d. Misordering:** Misordering means breaking of proper order, e.g. "The teacher asked me what was I doing". (.....'was I 'misorderd)

ii. Deeper level:

It is a level in which the superficial description suggested above is taken to a deeper description by assigning the items involved to the different linguistic levels. For example, orthographic, phonological, morphological, syntactic, lexicosemantic, stylistic, pragmatic, etc.

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

concerned with number, count/uncount distinction, articles and determiners, etc.

Errors can be classified in terms of whether the errors are committed by an individual or group of learners, receptive or productive aspect and levels of language and sources of errors. Individual errors are those errors which are committed by the individual learner. On the other hand, group errors refer to those errors which are committed by all the learners of a particular group. Language teachers should focus on group errors as they are committed by all the learners. Productive errors are committed while the learner is speaking and writing. Receptive errors are committed while the learner is listening and reading. Overt errors can be seen on the surface level of performance but covert errors are found only when the situation of the performance is analyzed. Inter-lingual errors are those errors which are committed due to the influence or transfer of knowledge of the already learnt language. But intra-lingual errors are committed due to the exceptional rules of the same language. Phonological errors are committed while producing the sounds of a particular language. Graphological errors are caused due to the wrong spelling of language items.

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

According to Corder (1973, p.280), errors can be classified as: pre-systematic, systematic and post-systematic. In the first stage, the learner is unaware of the existence of a particular system or rule in the target language, her/his errors,

therefore, are quite random and s/he cannot correct them. This stage is the stage of random guessing. In the second stage, her/his errors are regular. S/he has discovered and is operating rules of some sort but the wrong ones. S/he cannot correct them but can give some coherent account of the rule s/he has been following, in the third stage, s/he cannot only tell what sort of rules she has been following, but can correct the mistake. But in my opinion, mistakes in the first two stages are errors because these cannot be corrected by the learner her/himself and committed at the competence level.

1.1.7.3 Explanation of Errors

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

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

a) Errors Due to L1 Interference

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

To quote Corder (ibid), "Observation suggests that many errors bear a strong resemblance to characteristics of the mother tongue, indeed many erroneous utterances read like word-for-word translations. This observation has led to the

widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue".

b) Errors Due to Overgeneralization

In course of learning, learners tend to simplify learning load. They reduce the learning load by formulating the rules. But due to limited exposure to the language being learnt, they may over generalize the rules and fail to take the exceptions into account. Since the learners are not aware of the new rules and ignore exception, they commit errors. For example, on the basis of the words 'girls', 'boys', 'books', 'pens' the learners may create a rule: singular noun + 's'= plural noun and may produce 'mans', 'childs' etc. due to overgeneralization.

c) Errors Due to Hypercorrection

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

Ram has an umbrella.

He is a member of *a union.

Shyam works in a hotel.

He works there for *a hour.

29- twenty nine

19-onety nine

d) Errors Due to Erroneous Inputs

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

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

e) Errors Due to Inherent Difficulty

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

1.1.7.4 Evaluation of Errors

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

1.1.7.5 Correction and Remediation of Errors

Linguists do not possess the same opinion regarding correction of errors. Behaviorists say that learning is the process of trial and error. They say that learning is the formation of habits. To form the correct habit, errors should be corrected at a proper time. The supporters of error correction are of two groups.

Some say that all errors should be corrected. On the other hand, others say that only the most serious errors are to be corrected.

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

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

1.1.7.6 Errors in Article

Article usage is the most confusing aspect on English grammar for both native and non native learners. In this regard Nepali learners cannot be an exception. The prime reason of difficulty in article usage to Nepali learners can be that there is no equivalent term for article in Nepali grammar. The inequivalent state has created the complexity as well as perplexity to the non native learners.

As per the researcher's practice in the use of article as a Nepali learner in English, he has acquainted the over use of articles i.e. addition, no use of article i.e. deletion, substitution and double use of article as well as article use between adjective and noun i.e. misordering. Nepali learners over use articles before auxiliary verb, main verb, adverb, proper noun, pronoun, uncountable nouns and adjectives at times and similarly they under use article preceding nouns mention for the first time and represents no particular person or thing, class of things, noun complement, certain number, name of books, noun phrase and superlative. It suggests that any teacher teaching English language

should focus on these errors which are likely to be committed by Nepali learners.

1.2 Review of Related Literature

Various research works have been carried out in the field of contrastive analysis, error analysis, code switching, comprising methods, techniques and finding out their effectiveness but quite a few researchers have been carried out on the use of grammatical items such as: effectiveness on the use of adjectives, adverbs, prepositions and punctuation. However, there are few investigations carried and in the use of articles.

Some of the researchers related to the present research study area are as follow:

Thapa (2000) carried out a research to find out the errors in the use of comparative and superlative degree of adjectives and explain their sources. It was found that on comparing the students' errors in the use of comparative and superlative degree, more errors found in the use of superlative degree than in the use of comparative degree of adjectives.

Khatri (2001) has analyzed the errors in punctuation committed by 10th graders. The objective of his study was to identify the errors in the use of punctuation marks and to determine the frequency of errors. The instrument of his test items like dictation, guided writing and free writing exercise. The finding of the study was presented two heading. They were according to (i) Types of errors (ii) Types of punctuation marks. The study clarifies that the highest number of errors were committed in using exclamation marks, question marks, apostrophe, and the using full stops and capital letters. There were not so many errors made in the use of commas and question marks.

Karna (2002) has carried out a research entitled 'a study of error committed by grade XII students on the use of adverbs.' The study was carried out to

identify and analyze the errors on the use of adverbs by grade XII students. The researcher had also analyzed the proficiency on the use of adverbs with some pedagogical implication. It was a field based cross sectional study. The data were analyzed descriptively following with simple statistical tools. The major findings of the study were that the students made use of ill formed adverbs in their writing.

Rai (2002) made a study on errors in using conditionals committed by grade nine students of Lalitpur districts. He found that student of Boarding schools are more proficient in the use of conditional than the students of the government schools.

Ghimire (2006) carried out a research on “A study of errors committed by twelfth graders in writing free composition.” The study was carried out to find out the errors on tens agreement, preposition, article and spelling committed by twelfth graders. The findings showed that students were found better in using articles than in preposition.

Khanal (2006) carried out a research “A Study of Errors Committed by the Grade XI Students in the Use of Tense in English.” The main objective of his study was to compare the difficulty level between ‘simple present tense’ and ‘present perfect tense’. He found that out of the total 2250 statements, student committed errors in 941 statements (41.82%) in simple present tense whereas 918 statements (40.80%) in present perfect tense. Thus, wholistic comparison showed that both types of tenses were found almost equally difficult for the students. At last, he concluded that simple present tense was found more difficulty then present perfect tense in free writing.

Niraula (2007) attempted to find out the proficiency in the use of articles of grade nine in public and private schools of Kathmandu District. He had done comparative study and come to the conclusion that the students of private

schools, interims of performance on articles were better than the students of public school.

Tiwari (2007) has carried out a research on “Errors on the use of tens and aspects in free writing.” The main objective of the study was to find out errors particularly in the tens and aspect in free writing. She found that majority of the students have not used simple present aspect of verb of state the things in general, instead they have used, present continuous aspect of verb in a wide range.

So far I went through the research works that are conducted in the department of English education, I found that Chetnath Niraula had carried out his research work to find out the proficiency of the use of articles of grade nine students from private and public schools. His research works confines only to find out proficiency on the use of articles in Kathmandu valley but my research work will focus on finding out the types of errors on articles and to compare the errors committed by the secondary level students of government-aided and Private schools, by this regards, it is entirely the new research work and obviously help ELT to get the new direction in determining methodology in teaching articles as per local contexts.

1.3 Objectives of the Study

The main objectives of the research were as follows:

1. To find out the types of errors committed by secondary level students in the use of definite and indefinite articles.
2. To compare the errors committed by the students of government-aided and private schools.
3. To suggest some pedagogical implications.

1.4 Significance of the study

The students and English teachers of the secondary level will be highly benefited by this study.

Moreover, this study will be helpful to the subject experts syllabus designers, language teachers, textbook writer, researchers and those who are directly and indirectly involved in teaching and learning English language.

CHAPTER - TWO

METHODOLOGY

Methodology is a powerful vehicle for carrying out any investigation successfully. In this research work, the researcher was keenly interested to identify and analyze errors in using articles committed by secondary level students.

2.1 Sources of Data

This study was based on the primary data collected by the researcher from different schools of Kapilvastu district. The secondary data were used only for the reference purposes in which books or theses related to the study were consulted.

2.1.1 Primary Data

The researcher himself was involved in collecting the data from the four (two public and two private) different schools of Kapilvastu district which were selected using non-random judgmental sampling procedure. Out of them, the two private schools which were selected were Adarsha English Boarding School, Kapilvastu and Namaste Lions English Boarding School, Kapilvastu whereas the two public schools selected were Shree Imiliya Higher Secondary School Imiliya, Kapilvastu and Shree Jana Kalyan Higher Secondary School Barkalpur, Kapilvastu. Only eighty students, twenty from each of the selected schools of grade ten and grade nine were chosen using simple random sampling procedure i.e. administered the test and collected the primary data.

2.1.2 Secondary Data

Secondary data refer to the data which are not personally seen or met by the researcher himself. They are data which have already been collected by

others, they are collected from published as well as unpublished sources. The researcher uses books, journals, newspapers, documents, official records etc. For collecting secondary source of data: The data collected are second hand data. Here, for the study, the researcher consulted the following grammar books. A practical English Grammar (Thomson and Martinet, 1987), The Grammar Book (Celce Murica and Larsen - Freeman, 1999), The Teacher's Grammar of English and Cowan, R., 2009), Introducing Applied Linguistics (S. Pit. Corder, 1973), Errors in Language Learning and Use (Carl James, 1998) related to the study. Apart from these, 'Our English Book' of grade seven, eight, nine and ten were consulted. The researcher also consulted the theses of the following researchers: Thapa (2000), Karki (2001), Karna (2002), Rai (2002), Ghimire (2006), Khanal (2006), Niraula (2007), Tiwari (2007) which are approved in the Department of English Education, T.U.

2.2 Population of the Study

The population of the Study was the students studying in class X and IX. Altogether eighty from four different schools were selected for the study. For the purpose of the study, for schools; two private and two public were selected using non-random judgmental sampling. Twenty students from each school were selected using simple random sampling procedure.

2.3 Sampling Procedure

Kothari (1985, p. 213) defines sampling as "the selection of some parts of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality, is made." In other words, this is the process of obtaining information about an entire population by examining only a part of it. A sample design is a definite plan determined before any data are actually collected for obtaining a sample from the give population.

The researcher selected four secondary schools from Kapilvastu district non randomly. Two of them were private and the same number of them was public schools. Ten students from each schools were randomly selected as the sample population to facilitate the study and thinking that he could estimate the population parameters. The schools and the students selected for the study have been given under Appendix No. II and III respectively.

2.4 Tools for Data Collection

Of course, tools are very essential for data collection. There are various types of tools. These tools are used according to situation or nature of the study. These tools may vary in their complexity, design administration and interpretation. Kaul (1997, p. 126) has categorized them into five different types as: Psychological tests (a series of tasks which the subject is required to perform and which are designed to measure general mental, ability or intelligence, special abilities or aptitudes, creativity; achievement; personality traits and' adjustment), inquiry forms (questionnaire; schedule, opinionnaire, attitude scales etc.), observation, interview and socio metric technique (sociometric techniques attempts to asking the informally to indicate whom they would select or reject in various situations. Such techniques are used in various educational situations to study social adjustment group dynamics, learning, motivation, discipline and other problem areas that involve social relations).

For this study, the researcher used the two sets of questions in general topics included in the 'Appendix I' were used as a major tool for data collection. These questions were categorized into two groups; paragraph writing and an essay writing questions.

2.5 Process o Data Collection

The researcher collected data using the following procedure.

1. The researcher selected four schools from Kapilvastu District using non-random sampling procedure. Then he visited the four selected schools and selected twenty students from each school randomly.
2. The researcher build rapport with head teacher, and English teachers.
3. After building the rapport with the teachers, he administered items on the students systematically following procedure.
 - 3a. He described the purpose of the test to the students so that they would not be worried about it.
 - b. He gave them the necessary instruction clearly so as to make them clear of what they should do.
 - c. The students replied to the questions within the given time that was and half hour.
 - d. Tests were administered in different schools.
 - e. After the students replied, almost all the questions he collected the test papers and checked them very carefully.

2.6 Limitation of the Study

The limitations of the study were as follows:

- a. It had been limited to four (two public and two private) schools of Kapilvastu district.
- b. The primary data had been included only from secondary level.
- c. There were only eighty informants selected.
- d. The study was limited to the errors committed by the students of secondary level in article i.e. definite and indefinite.
- e. The data were collected through written form only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section deals with the interpretation of the errors committed by the students from all four selected schools of Kapilvastu district.

3.1 Analysis and Interpretation of Total Errors

The following table presents the total errors committed by the students of all the four selected schools in using of English articles a, an, the.

Table No. 1

Types of Error in the Use of Article

S.N.	Category	No. of errors	Total percentage
1	Deletion		
(i)	Nouns mentioned for the first time and represents no particular person or thing.	42	5.74
(ii)	Class of things	45	6.14
(iii)	Noun complement (name of profession)	28	3.82
(iv)	Certain expression of quantity	37	5.05
(v)	Certain numbers	9	1.23
(vi)	The expression of price, speed, ration	4	0.55
(vii)	In exclamation before singular countable nouns	14	1.92

(viii)	For the second mentioned	19	2.60
(ix)	Unique things, object or property	34	4.64
(x)	Name of books	18	2.46
(xi)	Before noun phrase	7	0.95
(xii)	Before superlative	21	2.87
	Total	278	37.97
2	Addition		
(i)	Use before auxiliary verb	32	4.37
(ii)	Use before main verb	21	2.86
(iii)	Use before adverb	46	6.28
(iv)	Use before proper noun (person)	4	0.55
(v)	Use before pronoun	23	3.14
(vi)	Indefinite article use before uncountable noun	73	10.0
(vii)	Use before adjective	34	4.64
(viii)	Use of indefinite article with marked and unmarked plural	16	2.18
	Total	249	34.02
3.	Substitution		
(i)	The use instead of a/an	42	5.74
(ii)	a/an use instead of the	36	4.92

(iii)	a instead of an	27	3.69
(iv)	an instead of a	19	2.59
(v)	Article use instead of preposition	17	2.32
(vii)	Pronoun use instead of article	8	1.09
(viii)	Article use instead of pronoun	7	0.96
	Total	156	21.31
4.	Misordering		
(i)	Double use of article	12	1.64
(ii)	Article use between adjective and noun	26	3.55
(iii)	Article use between intensifier and adjective	11	1.50
	Total	49	6.70
	Grand total	732	100

On the basis of errors identified above, the types of errors are separately analyzed and interpreted below:

3.1.1 Deletion

This was the most frequent type of error in the use of English articles because the students of all the four selected schools committed the total 278 (37.97%) out of 732 error . Some examples are given below.

(i) * He likes ice-cream.

(ii) * That was best day of my life.

(A) Error Under Deletion

(a) Nouns mention for the first time and represents no particular person or things

Out of total errors 732 the students of all the four selected schools committed the errors under deletion was 278 (37.97%). Out of the deletion errors in articles, total students committed 42 (5.74%) in nouns mentioned for the first time Some example are given below.

(i) * She lives in village

(ii) * She likes ice-cream.

(ii) * He eats mango.

(b) Class of things

Students of all the four selected schools committed 732 errors. Out of total errors deletion was 278 (37.97%). Out of deletion error in articles, total students committed 45 (6.14%) in class of things. Some examples are given below:

(i) * Student must be in discipline.

(ii) * Army must be courageous.

(iii) * Driver should no drink

(c) Noun complement (Name of profession)

Out of total errors 732 the students of all the four selected schools committed the error under deletion was 278 (37.97%) out of the deletion error in article, the students committed 45 (6.14%) error noun complement (name of profession).

(i) * He is nice student.

(ii) * He wants to be doctor.

(iii) * She wants to be nurse.

(d) Certain expression of quantity

Out of total error under deletion in article 278 (37.97%), total student committed 37 (5.05%) errors in certain expression of quantity. Some example are given below.

(i) * He has lot of money.

(ii) * He spent couple of days there.

(e) Certain number

Example

(i) * I paid hundred rupees for vegetable.

Here in the above sentence, 'a' is deleted before hundred; which has made the sentence erroneous. In this way out of total errors 732 the students of all the four selected schools committed the error under deletion was 278 (37.97%). Out of deletion errors in article, total students committed 9 (1.23%) before certain number.

(f) The expression of price, speed, ration

Example,

(i) * He drives motor bike seventy km hour.

(ii) * I bought sugar seventy rupees kilo.

In the above sentence an and a are deleted before hour and kilo respectively. This deletion made the sentences erroneous. In this way, out of total errors under deletion in article 278 (37.97%) all the students committed 4 (0.555) errors before the expression of price, speed and ratio.

(g) In exclamation before singular countable nouns

Examples,

(i) * What pretty girl she is !

(ii) * What handsome boy he is !

The above sentences are erroneous because of omission of 'a' between what and pretty in exclamatory sentences. Out of total errors under deletion in article 278 (37.97%) the students committed 14 (1.92%) errors in exclamation before singular countable noun.

(h) For the second mentioned

Example,

(i) I have a goat. * Goat has two kids.

(ii) We have kept a cow. * Cow gives milk.

In the above example 'the' is deleted for the second mentioned noun that's why these sentences were erroneous. Out of total error 732. All the students

of the four selected schools committed the errors under deletion was 278 (37.97%). Out of the deletion error in article total students committed 19 (2.6%) errors for the second mentioned.

(i) Unique things, object or property

Out of total errors 732 the students of all the four selected schools committed the errors under deletion was 278 (37.97%). Out of the deletion error in article, students committed 34 (4.64%) errors in unique things, object or property. Some example are given below.

(i) * He likes to visit Mt. Everest.

(ii) * We live in earth.

(iii) * She wants to visit Grate wall of China.

(j) Name of books

Example,

(i) * There is Ramayan in my house.

(ii) * My grandfather reads Geeta.

Before name of religious book 'the' is used. Here in the above example 'the' is omitted before the name of book. So, these sentences are erroneous. Out of total errors 732 students committed 278 (37.97%) errors under deletion, out of total deletion errors in article all the students of the four selected schools committed 18 (2.46%) errors in this case.

(k) Before noun phrase

Example,

(i) * Girl in blue pants and white shirt is my best friend.

'The' is used before that kind of noun phrase but in above example 'the' is omitted. So, the above sentence is erroneous. Out of total errors 732 all the students of four selected schools committed the error under deletion was 278 (37.97%). Out of the deletion error in article students omitted 7 (0.95%) error before noun phrase.

(I) Before superlative

Example,

(i) * Gokarna is first boy.

(ii) * That was best day of my life.

(iii) * She is most beautiful girl in our school.

Before superlative degree 'the' is used. In the above example 'the' is omitted. So, these sentences are erroneous. The students committed 21 (2.87%) before superlative out of total error 732. Out of total error the deletion error in article was 278 (37.97%).

3.1.2 Addition

This was frequent type of errors in the use of English articles because most of the students of all the four selected schools committed the total 249 (34.02%) error out of 732 error. Some example are given below:

(i) *He is a going to market.

(ii) * She runs a quickly on the road.

(iii) * I drink a water.

Errors under deletion

(a) Use before auxiliary verb

Example,

(i) * He a is going to market.

(ii) * Hari a is playing football.

(iii) * Cake which a had tasted mom that types a like chocolate.

In the example, mentioned above there was unnecessary addition of 'a' before auxiliary very. These sentences were erroneous. In this way out of total errors 732 the students of all the four selected schools committed the errors under addition was 249 (34.02%). Out of addition error in article, the students committed 32 (4.375) error before auxiliary verb.

(b) Use before main verb

Example,

(i) * He is a going to market.

(ii) * Ram a play football.

(iii) * Netra a did homework.

In English, article is not used before main verb. But in the example mentioned above 'a' was used before main verb. So these sentences are erroneous. Out of total errors 732 the students of selected schools committed the error under addition was 249 (34.02%) and committed 21 (i.e. 2.8%) error before main verb.

(c) Use before adverb

Example,

(i) * She runs a quickly on the road.

(ii) * He comes a here in my house.

It is not allowed to use article before adverb in English. But in the example mentioned above 'a' was unnecessarily added in both the sentences and was found erroneous. Out of total error 732 the students committed 46 (6.28%) error before adverb.

(d) Use before proper noun (person)

Example,

(i) * The Gopal is my best friend.

(ii) * I have visited the Pokhara.

In the above example mentioned above 'the' was unnecessarily added before Gopal and Pokhara which was erroneous. In this way, out of total error 732 the learners committed 4 (0.55% errors before proper noun under deletion error which was 249 (i.e. 34.02%).

(e) Use before pronoun

Example,

(i) * She is very close to a me.

(ii) * This cycle belongs to a him.

The examples above were erroneous because article 'a' is unnecessarily added before pronoun me and him. Out of total errors 732 the learners committed

249 (i.e. 34.02%) errors under addition. Out of total addition error in article the learners committed 23 (i.e. 3.14%) errors before pronoun.

(f) Indefinite article used before uncountable noun

Example,

(i) * I drink a water.

(ii) * He eats a rice.

In English indefinite article 'a/an' is not used before uncountable noun. In the above example 'a' is unnecessarily added before water and rice which was erroneous. Out of total errors students committed 73 (10%) errors before this category.

(g) Use before adjective

Example,

(i) * Her hair is a long.

(ii) * My village is the beautiful.

The sentences mentioned above were found erroneous because of unnecessary addition of 'a'. In other words, 'a' was wrongly used in the sentences above before adjective. Out of total errors 732 students committed 34 (4.64%) errors before adjective.

(h) Use of indefinite article with marked and unmarked plural

Example,

(i) * There are a people in the market.

(ii) * A students are very friendly with teachers.

Learners used indefinite article with marked plural and unmarked plural. But in English a/an has not plural form and is not used with plural noun. so, the example mentioned above were erroneous. In this way the learners committed 16 (i.e. 2.18%) errors out of total 732 errors with marked and marked plural.

3.1.3 Substitution

This was also one of the frequent errors in the use of English article because the learners of all the four selected schools committed 156 (i.e. 21.31%) out of 732 errors. Some examples are given below.

- (i) * In such way I am writing a essay.
- (ii) * One of the modern ideas can change the world.
- (iii) * She likes to read a Geeta.

Errors under substitution in the use of English article.

The learners have committed the following errors

(a) The use instead of a/an

Example,

- (i) * She likes the cow.
- (ii) * He eats the apple everyday.

In the above example, Students used 'the' instead of 'a' and 'an' which were found erroneous. In this case, out of total errors 732, students committed 42 (5.74%) errors.

(b) a/an use instead of the

Example,

(i) * It is very difficult for a students to visit many places.

(ii) * I read a Ramayan.

(iii) * I have visited a Sunkoshi river.

Here indefinite article 'a' is used instead of the. In English a is not used before plural noun, name of books and before the name of river. So, the sentences mentioned above are erroneous. The learners committed 36 (i.e. 4.92%) errors out of total 732 errors.

(c) a use instead of an

Example,

(i) * He talked with a American.

(ii) * She always takes a umbrella.

'an' is used before third person, countable singular noun begins with the consonant sound. In the above example, a was used before the noun started with vowel sound. Out of total errors 732 the learners committed 27 (i.e. 3.69%) errors in this category.

(d) 'an' use instead of 'a'

Example,

(i) * He met an European.

(ii) * Our teacher studies in an university.

'An' is used with third person, countable singular noun begins with vowel sound. In the example above, though the words 'European' and university

begin with vowel letters they start with consonant sounds. So these sentences were found erroneous. Out of total errors 732 students committed 19 (i.e. 2.59%) errors in this category.

(e) Article use instead of preposition

Example,

(i) * He is going a market.

(ii) * She read books a night.

In the above example a was used in both the sentences instead of prepositions to and in before market and night respectively. So, the example mentioned above were found erroneous. Out of total error 732 the learner committed 17 (i.e. 2.32%) errors in this category.

(f) Pronoun use instead of article

Example,

(i) * In such this way I am writing an essay.

In the above sentence 'this' was used instead of indefinite article 'a'. So, this sentence was erroneous. In this way, out of total error 732 the learner committed 8 (1.09%) errors in this category.

(g) Article use instead of pronoun

Example,

(i) * One of the ideas can change the world.

In the above sentence 'the' was used instead of pronoun 'his'. So , this was an erroneous sentences. out of total error 732 the learner committed 7 (0.96 %) errors in this category.

3.1.4 Misordering

This was the least frequent type of errors in the use of English articles because most of the students of all the four selected schools committed the total 49 (i.e. 6.7%) error out of 732 error. Some example are given below:

(i)* I have a the goat.

(ii) * An a cow has a calf.

Errors under misordering .

(a) Double use of article

Examples,

(i)* I have a the goat.

(ii)* An a cow has a calf.

In English, double use of article is restricted. But, in the example mentioned above there were unnecessary use of double article and this made the sentences erroneous. Out of total error 732 students committed 12 (1.64%) error in this category. The total error under misordering was 49 (i.e. 6.7%).

(b) Article use between adjective and noun

Example,

(i) * She is beautiful a girl.

(ii) * She has long a hair.

In the example mentioned above 'a' was used between adj. and noun which is not allowed in English. Out of total error 732, the learners committed 26 (i.e. 3.55%) in this category.

(c) Article use between intensifier and adjective

Example,

(i) * My village is very a beautiful.

In the above example, 'a' was used between intensifier and adjective, which is not allowed in the use of English article. Out of total errors 732, the learners committed 11 (i.e. 1.5%) errors in this category.

Table No. 2

Comparison of Total Error Committed by the Learner of both Types of Schools

Types of errors in articles	Deletion		Addtion		Substitution		Misordering		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
School										
Public	166	22.67	155	21.0	87	11.88	32	4.37	439	59.97
Private	112	15.30	94	12.84	69	9.42	17	2.32	293	40.03
Grand Total	278		249		156		49		732	100

This table shows the comparison of errors committed by government aided and private school learners. It was found that government aided school learners committed 439 (i.e. 59.97%) errors in total whereas private school learners committed 296 (i.e. 40.03%) errors in total.

It was also found that government aided school learners committed 166 (i.e. 22.67%), 155 (21%), 87 (11.88%), 32 (4.37%) in deletion addition, substitution and misordering respectively. Whereas the private school students committed errors in article; 112 (15.30%), 94 (12.84%), 69 (9.42%), 17 (2.32%) in deletion, addition, substitution and misordering respectively.

The researcher found that private school learners committed less no. of errors in comparison to government aided school learners. It has found that they used articles before auxiliary verbs, main verb, adverb, pronoun under addition and pronoun instead of article, article instead of pronoun under substitution. It was found that the private school learners performance in article was far better than that of government aided school learners.

Table No. 3

Total Errors Committed in Article under Deletion

School	Total number students	Total errors	%
Shree Imiliya Higher Secondary School	10	79	28.4
Shree Jana Kalyan Higher Secondary School	10	87	31.30
Namaste Lions English Boarding School	10	48	17.30
Adarsha English Boarding School	10	64	23.0
Total	40	278	100

The above table shows that private school learners committed less errors incomparision to government aided school learners. 28.4% from Shree Imiliya Higher Secondary School committed errors under deletion. In other words, out of 278 errors in deletion 79 errors were from this school whereas the learners from Shree Jana Kalyan Higher Secondary School committed 87 errors which means 31.30%. Similarly, the learners from Namaste Lions English

Boarding School committed 48% errors and the learners from Adarsha English Boarding School committed 64 errors which means 17.30% and 23% respectively. The total number of students were eighty, forty each from private and government aided schools.

Table No. 4

Total Errors Committed in Article under Addition

School	Total number students	Total errors	%
Shree Imiliya Higher Secondary School	20	68	27.0
Shree Jana Kalyan Higher Secondary School	20	87	35
Namaste Lions English Boarding School	20	45	18.0
Adarsha English Boarding School	20	49	20.0
Total	80	249	100

The above table shows the schoolwise comparison of errors committed by government aided school and private school learners under addition error in article. It was found that the learners from Shree Imiliya Higher Secondary School committed 68 (i.e. 27%), errors, and the learners from Shree Jana Kalyan Higher Secondary School committed 87 (i.e.35%) errors. In the same way learners from Namaste Lions English Boarding School committed 45 (i.e. 18%) errors while the learners from Adarsha English Boarding School committed 49 (i.e. 20%) errors under 'deletion'.

It is found that the learners from Shree Jana Kalyan Higher Secondary School. committed errors in 'addition' more than the learners from Shree Imiliya Higher Secondary School under the government school category whereas the learners from Adarsha English Boarding School committed more in number

than the learners of Namaste Lions English Boarding School under private school category.

Table No. 5

Total Errors Committed in Article under Substitution

School	Total number students	Total errors	%
Shree Imiliya Higher Secondary School	20	40	25.64
Shree Jana Kalyan Higher Secondary School	20	47	30.13
Namaste Lions English Boarding School	20	31	19.87
Adarsha English Boarding School	20	38	24.36
Total	80	156	100

The above table shows schoolwise comparison of errors under 'substitution' committed by the learners. The students of Shree Imiliya Higher Secondary School committed 40 (i.e. 25.64%) errors in total whereas the students from Shree Jana Kalyan Higher Secondary School committed 47 (i.e. 30.13%) errors. Similarly, the students of Namaste Lions English Boarding School committed 31 (i.e. 19.87%) and the students of Adarsha English Boarding School committed 38 (i.e. 24.36%) errors under substitution errors in article.

It is found that the learners from Shree Imiliya Higher Secondary School committed errors in substitution more than the learners from Shree Jana Kalyan Higher Secondary School under the government school category whereas the learners from Adarsha English Boarding School committed more

in number than the learners of Namaste Lions English Boarding School under private school category.

Table No. 6

Total Errors Committed in Article under Misordering

School	Total number students	Total errors	%
Shree Imiliya Higher Secondary School	20	15	30.61
Shree Jana Kalyan Higher Secondary School	20	17	34.70
Namaste Lions English Boarding School	20	9	18.37
Adarsha English Boarding School	20	8	16.32
Total	80	49	100

The above table shows that schoolwise comparison of errors under 'misordering' in article committed by the learners of all the selected four school. The students of Shree Imiliya Higher Secondary School committed 15 (i.e. 30.61%) errors whereas the (i.e. 4.70%) students of Shree Jana Kalyan Higher Secondary School committed 17 (i.e. 4.70%) errors. Similarly, the students of Namaste Lions English Boarding School committed 9 (i.e. 18.37%) and the learners from Adarsha English Boarding School committed 8 (16.32%) errors out of total error 49 under misordering error in article.

It is found that the learners from Shree Jana Kalyan Higher Secondary School committed errors in misordering more than the learners from Shree Imiliya Higher Secondary School under the government school category whereas the learners from Adarsha English Boarding School committed less in number than

the learners of Namaste Lions English Boarding School under private school category.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The major focus of this research was to find out the types of errors committed by the learners of secondary level in article usages and to compare the errors committed by the students of government aided and private school.

Altogether 40 students were selected each ten from each school using simple random sampling procedure. I used essay type questions in different topics to find out errors in article in each school. As there was good cooperation from both types of schools, I could make a success. The collected data were analyzed descriptively and statistically to clarify the main objectives of data.

4.1 Findings

On the basis of analysis and interpretation of primary data, the findings are derived below.

1. The students of government aided schools committed the highest number of errors i.e. 439 out of 732 vis-a-vis private school learners i.e. 293 out of 732. In other words the learners of government aided schools committed 59.97% whereas the learners of private school committed 40.03% of errors.
2. Out of four different types of errors seen in article usages viz. deletion, addition, substitution and misordering, a large number of students committed errors on deletion i.e. 166 (22.67%) and 112 (15.30%) errors by the learners of government aided school and private school respectively.
3. The lowest number of errors committed in article usage is an misordering i.e. 32 (4.37%) out of 49 (6.76%) errors were from

government aided school and 17 (2.32%) out of 49 errors were from the learners of private schools 155 (21.0%) errors and 94 (12.84%) errors out of 249 (34.02%) errors were committed by the learners of government aided school and private school respectively under addition. In comparison to deletion the learners committed less errors on addition whereas they committed more comparing to substitution and misordering. Under substitution 87 (11.88%) errors and 69 (9.42%) errors out of 156 (21.31%) were committed by the learners of government aided school and private school respectively. It clearly depicts learners committed more errors on deletion and less errors on misordering.

4.2 Recommendation

On the basis of the findings derived from the analysis and interpretation of the data, following recommendations for pedagogical implications and further research are made.

1. The teachers should focus on addition of articles in improper place by the learners while teaching article usage whereas they are not required to concern much on misordering i.e. i) double use of article ii) Article used between adjective and noun and iii) Article usage between intensifier and adjective
2. The government aided school teachers should focus on all four different types of errors viz. omission, addition, substitution and misordering equally in comparison to the private school.
3. The government aided school teachers should use appropriate teaching methods like co-operative learning and communicative approach while teaching article usage.

4. The teachers should focus on over use of article before auxiliary verb, main verb, adverb, proper noun, uncountable noun, adjective and with marked and unmarked plural while teaching article usage.
5. The private school teachers also should take care in peer-correction since it can lead them in perfect use of articles.
6. The present study is limited to only an article usage. It has created the room for further researchers in other parts of grammar which can be a matter of interest to all the teachers as well as curriculum designers.

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