

English Language Performance of High Performing Students in Dogadakedar Rural Municipality: A Study of Spelling, Grammar, and Content Quality

Laxmi Datt Joshi,

Teaching Assistant, Shreekot Multiple Campus

joshi.laxmi777@gmail.com

<https://orcid.org/0009-0009-3400-576X>

Abstract

The study examined the types of language errors made by learners in the English essay-writing competition. It also assessed the feedback techniques employed by teachers of English in the handling of language errors in the English essays. A descriptive research design was employed to examine errors in English essays written by students from three different secondary schools in Dogadakedar Rural Municipality, Baitadi, Nepal. Qualitative data were collected from the students' essays and analyzed using error analysis and content analysis techniques. The findings reveal that a total of ten categories of language errors which include: word order, verb tense and form, articles, prepositions, subject verb agreement, spelling, plurality, coherence, pronoun, word choice, and capital letter errors were made by the learners in their English essays. The data were described only 3/3 high performing students from each school and scored them 1st, 2nd, and 3rd positions inter and intra school essay writing competitors. The most preferred corrective technique was to involve the learners actively by encouraging them to read extensively and write severally on various narratives in the target language. The findings will provide reliable feedback to teachers of English because it will guide on the development of teaching methods and evaluative measures to their essay writings. The study will also be useful to curriculum developers in designing materials for teaching English language in secondary schools. It will also be of invaluable benefit to learners of English as it will guide on the way narrative essays need to be written.

Keywords: Error Analysis, Grammar errors, Secondary Schools, Language Errors, students

Introduction

In the remote western hilly region of Nepal, English is not commonly spoken,

but it is seen as a very important language.

Many students believe that learning English can help them get a better

education, find good jobs, or even go abroad for work. In places like Dogadakedar Rural Municipality in Baitadi District, schools have very limited resources. They teach English as a second language, but it is difficult because there are not enough books, materials, or trained teachers. Even though students are very hopeful and want to learn English well, their actual language skills are not tested or checked properly. This means there is a big difference between what students hope to achieve and what they are actually able to do with the language.

Most national assessments and studies in Nepal focus on cities or rural areas that are easier to reach, which means they often ignore the real situation in remote regions. Because of this, we do not get a full picture of how students in these areas are doing. Also, school quality is usually judged by things like buildings, classroom facilities, or exam scores, rather than how well students can actually write or express their thoughts in English. This study aims to understand how students in such remote areas perform in written English, with special attention to their spelling, grammar, and the depth of their ideas. By looking at the writing of students from three different schools, the study tries to find out how strong the English teaching is in each school, based on what the

students are able to produce in their writing.

In the remote part of Baitadi district the teaching of English as a subject in government schools faces significant challenges due to limited resources, inadequate infrastructure, and a shortage of trained English language teachers. The dominant pedagogical approach remains the grammar-translation method, with a heavy emphasis on rote memorization and textbook-based instruction. Listening and speaking skills are often neglected, largely due to teachers' limited proficiency in English and the absence of audio-visual teaching aids or language rich environments. While English is introduced as a compulsory subject from the early grades under Nepal's national curriculum, the lack of supplementary materials and teacher training restricts the effective implementation of communicative language teaching methodologies. Despite these constraints, there is a growing awareness among students, parents, and communities in Baitadi regarding the importance of English for higher education and employment opportunities. Learners, although motivated, face limited exposure to English outside the classroom, which affects their language acquisition and

confidence. Occasional interventions by non-governmental organizations and government training programs have provided some support in enhancing teacher capacity and introducing basic English teaching resources. However, systemic barriers such as poor connectivity, insufficient funding, and limited technological access continue to impede progress.

Research Objectives

The objectives of this study were as follows:

- To assess the spelling and grammar accuracy in English essays written by high performing students from three schools in Dogadakedar Rural Municipality.
- To analyze the content depth of the essays in terms of coherence, idea development, and organization.

Significance of the Study

This research aims to understand how well high performing students in remote areas of Dogadakedar Rural Municipality, Baitadi, Nepal actually know and use English. It is important to examine whether they can truly use the English language effectively. The study also

explores how English is taught in rural public schools, where teachers may lack proper training and schools may not have adequate learning materials and there is not English language learning environment. It looks at how effective current teaching methods are and what kinds of support such as improved teacher training or government assistance are needed to strengthen English education in these under resourced regions. A key idea in the study is that by analyzing the English writing and skills of the best students, we can gain insight into the quality of English instruction at the school level. If even the top ranked students face difficulties, it may indicate that teaching practices or the education system itself needs improvement. Moreover, based on the errors made by the learners, teachers of English are able to design the appropriate feedback techniques to handle those specific errors. The results on the types of errors made in the essays can be used to inform teachers of English on the errors that are most frequent in students. This research is also significant in a broader context. As Nepal moves toward greater global connection and many citizens seek jobs abroad, strong English skills are becoming more important. Therefore, the

study contributes to the ongoing conversation about making English education more fair and effective for all students, regardless of where they live. This research also contributes to the growing discourse on equity in English education, especially in the context of Nepal's national aspirations toward globalization and labor migration

Review of Literature

English Language Education in Nepal: English has been a compulsory subject in Nepal's school curriculum for decades, but disparities in learning outcomes remain evident between urban and rural schools (Phyak, 2013; Giri, 2014). Studies note that English is often taught through rote learning rather than communicative or content-based approaches (Poudel, 2016).

Language Performance and Rural Schools: Giri (2014) highlighted that students in remote areas face challenges such as unqualified teachers, lack of teaching materials, and minimal exposure to English outside the classroom. As a result, students' actual language production skills, particularly writing, remain underdeveloped.

Assessing Writing Skills in Nepal: Research by Adhikari (2015) and Joshi

(2019) found that students across various regions exhibit weak grammar, spelling, and coherence in writing due to lack of practice and inadequate feedback from teachers. There is also a lack of formative assessment tools tailored to rural contexts.

Language as a Means for Migration: In Baitadi and other hilly districts, English proficiency is often linked with opportunities abroad. As Sharma (2020) notes, students equate learning English with dreams of foreign employment, yet instructional gaps limit their progress.

Task-Based Language Teaching (TBLT) has been widely recognized for promoting learner-centered pedagogies and fostering meaningful communication in the classroom. Through discursive practices such as group work, collaborative dialogue, and peer feedback, learners are encouraged to actively participate in guiding and influencing the flow of classroom discourse (Ellis, 2003; Willis & Willis, 2007). These practices empower students by allowing them to negotiate meaning, express personal views, and take greater responsibility for their language use.

Several studies have identified persistent issues with grammatical accuracy in

student writing in Nepal. Karki (2017) found that students at the secondary level frequently made errors in verb tense consistency, subject-verb agreement, and article usage, indicating limited mastery of English grammar rules. These issues are particularly prominent in rural schools, where exposure to English and systematic grammar instruction is often inconsistent (Poudel, 2016). Similar findings are echoed in Adhikari's (2015) work, which reported that most writing assignments showed a reliance on formulaic structures and repeated sentence level errors, reflecting a focus on memorization rather than grammatical competence.

Spelling has been a notable area of weakness in EFL learners' writing in Nepal. Joshi (2019) observed that even among Grade ten students, frequent spelling mistakes were common especially with homophones, irregular spellings, and words of Latin origin. These errors often stemmed from lack of phonological awareness and inadequate reading habits. Gautam (2018) further noted that spelling instruction is rarely given attention in classrooms, and students are not trained to use dictionaries or digital tools to verify word accuracy. In line with this, international research such as Cook (1999)

emphasized that EFL learners often struggle with spelling due to the deep orthography of English, which poses unique challenges compared to more phonetic languages like Nepali.

The design of writing tasks significantly impacts the quality of student writing. Subedi (2021) reported that tasks in government-issued textbooks are often repetitive and uninspiring, leading to disengaged writing. When students were given more meaningful and contextually relevant tasks such as personal narratives or problem-solution essays they demonstrated better content control and greater motivation to write. This finding aligns with Nunan's (2004) argument that task design in language instruction should promote real-world communication and cognitive engagement to enhance writing performance.

As the limited exposure to English outside the classroom has a direct effect on learners' communicative competence. According to Gautam (2018), English remains largely confined to academic settings, and rural students rarely engage with the language in everyday contexts. This absence of authentic exposure reduces opportunities for language

acquisition through natural interaction. The study further notes that students in such settings often perceive English as a “foreign” language rather than a functional tool, which affects motivation and self-efficacy.

The teacher knowledge of writing pedagogy plays a critical role in shaping student outcomes. In rural and public schools in Nepal, many English teachers lack specialized training in writing instruction. According to Dahal (2020), most teachers are comfortable teaching grammar rules but feel underprepared to teach paragraph development, cohesion, or argumentation. Additionally, prescribed textbooks offer few guided writing activities that promote critical thinking or creativity. This leaves students with limited models of good writing and fewer opportunities to improve their expression of ideas.

Research Methodology

This study adopts a qualitative comparative case study design to explore and assess the English language performance of students in three public schools in Dogadakedar Rural Municipality, Baitadi District. A case study approach is suitable for capturing

complex educational phenomena within specific contexts (Stake, 1995; Yin, 2018). The study focuses on analyzing spelling, grammar, and content depth in student-written essays to infer instructional quality and contextual factors influencing language learning.

The research will be conducted in three purposively selected community (public) secondary schools within Dogadakedar Rural Municipality. The selection is based on their accessibility, representation of the area’s educational practices, and administrative willingness to participate.

From each school, three high performing students (1st, 2nd, and 3rd positions) from Grade 10 will be selected based on recent school examination results. These students are assumed to best reflect the outcome of their school's English language teaching practices (Adhikari, 2015).

The study involved a total of nine student participants, selected from three different schools. Specifically, three students were chosen from each school, ensuring equal representation across all participating institutions. This sampling approach was employed to facilitate a balanced comparative analysis and to capture

diverse perspectives from students in varied educational environments. The selection of an equal number of participants from each school also aimed to minimize bias and enhance the reliability of the findings across different school contexts.

(a) Data Collection Tools and Techniques

To collect the necessary data for this study, an essay writing task will be used as the main tool. Each student will be asked to write an essay in English that is around 300 to 400 words long. The topic will be one that is simple, familiar, and relevant to all students, such as *'My Village,'* *'Importance of Education,'* or *'My Aim in Life.'* These topics are chosen to ensure that every student has enough knowledge and experience to write about them, so that the writing reflects their actual language skills rather than how much they know about the topic. Essay writing is widely used in language research and classrooms because it gives a natural and clear picture of a student's ability to express ideas, use grammar, and organize thoughts in writing. According to Hyland (2003), it is a well-established method for assessing written language performance, especially for learners of a second language. Through this task, researchers can examine not only grammar and spelling errors but also how well students develop ideas, organize their

writing, and use vocabulary. This makes the essay a valuable and effective tool for understanding both the strengths and challenges students face in their English writing.

(b) Document Analysis

The essays collected for this study will be examined carefully using two methods: content analysis and error analysis. These methods will help to find out what kinds of language mistakes students make when they write. The focus will be on two main types of errors. The first type is spelling errors. These include mistakes where words are spelled incorrectly. For example, a student might leave out a letter, add an extra letter, or spell a word based on how it sounds instead of how it is actually written. These kinds of errors show problems with how students remember and use the correct spelling of words.

The second type is grammar errors. These include several common problems in sentence construction. Some examples are using the wrong verb tense, such as writing 'He go to school' instead of 'He goes to school.' Other grammar errors include leaving out articles like 'a' or 'the,' using the wrong prepositions, or making mistakes with subject-verb agreement, such as saying 'They was

happy’ instead of ‘They were happy.’ Some students may also write sentences that are incomplete or too long and confusing, which shows problems with sentence structure. All of these errors will be counted in each essay. Then, the total number of errors will be turned into a percentage by comparing it to the total number of words in the essay. This makes it easier to compare essays of different lengths and helps show how often errors occur in student writing.

(c) Content Depth Evaluation

Besides looking at mistakes, the essays will also be judged based on the quality and depth of their ideas. This means checking how well students explain their thoughts, how clearly they stay on topic, and whether they show creativity or original thinking. If a student writes clearly, stays focused on the topic, and offers new or interesting points, their essay will be seen as stronger in content. This part of the evaluation helps to understand how well students can think and express ideas in writing.

The structure and organization of the essay will also be important. This includes checking if the ideas are presented in a logical order and if the student uses paragraphs properly. Good organization helps the reader follow the essay easily.

For example, each paragraph should talk about one main idea and connect well with the next paragraph. If the essay flows smoothly from beginning to end, it shows that the student can organize their thoughts well.

Finally, the language used in the essay will be checked for richness. This means looking at how many different words the student uses and whether they include idiomatic expressions phrases that native speakers often use. A strong essay will use a variety of vocabulary and sound natural. This shows that the student not only knows many words but can also use them correctly and in the right context. By combining these points idea development, organization, and language use the evaluation will give a clear picture of how deeply and effectively each student can express their ideas in writing. A rubric will be developed and applied consistently across all essays to ensure objectivity and inter-rater reliability (Creswell & Poth, 2018).

d) Teacher Interview (Supplementary)

A brief, semi-structured interview with one English teacher from each school will be conducted to gather contextual insights on instructional practices, student exposure to English, and teaching challenges.

Data Analysis- Quantitative analysis will be used for calculating spelling and grammar error percentages. Qualitative content analysis will interpret the depth and coherence of students' ideas. Comparative analysis across schools will help identify patterns and variances in student performance. Tables and charts will be used to present error frequencies, content evaluation scores, and school wise comparisons.

I am sensitive to the Ethical Considerations therefore informed consent will be obtained from students, parents (if minors), and schools. Participants will be assured of confidentiality and anonymity. Data will be used strictly for academic research and shared only in aggregated form.

Delimitations

This study focuses only on top-ranked students of Grade ten, which means it does not include those who perform at average and lower levels. Because of this, the findings do not represent the full range of student abilities in the classroom and may overlook the challenges faced by many students. The research also analyzes only written English skills and does not assess other important language areas such as speaking, listening, or reading. This gives a limited view of students' all English

proficiency. The results of the study may not apply to all schools in Nepal; it was especially focused on three secondary level schools of Dogadakedar Rural Municipality of Baitadi district. However, since the study is based on schools in remote hilly regions, the findings still offer valuable insights into the situation of English education in similar remote and unavailable teaching resources. It makes the study useful for understanding the strengths and weaknesses of English instruction in challenging environments and for suggesting ways to improve it in such contexts.

Data Analysis and Findings

Errors committed by 'A', 'B' and 'C'

Secondary School Students

While evaluating the answer sheets of students from three different secondary schools located in Dogadakedar Rural Municipality, Baitadi district of Nepal, I observed several issues related to the quality of their written responses. Many students presented insufficient writing skills, and there were frequent errors in grammar and spelling. Overall, the performance of the students was not satisfactory, as reflected in the quality of their test responses.

While, I compared the students from the three schools, I found that the students of

‘A’ School stood as more intelligent and capable in comparison to the students of the other two schools. This school had a relatively higher number of participants, among whom a few students displayed extraordinary performance. However, despite the presence of some bright students, the majority of students from ‘A’ School performed poorly. Their writing was filled with numerous mistakes, including grammatical errors, misspelled words, and unstructured sentences.

fell under the average category. Their writing style was mostly similar, with neither outstanding nor very poor performance. They presented a moderate level of understanding and basic writing skills, though there is still significant chance for improvement.

Based on my scorings and comparisons, I would rank ‘A’ School as first, due to the presence of a few exceptionally bright students, despite the poor performance of

Name of school	No. of students	Total words	Incorrect spelling	Incorrect percentage	Remarks
A	3	1396	254	18.19%	1 st
B	3	927	317	34.19%	3 rd
C	3	1032	289	28.01%	2 nd

Similarly, ‘B’ School, I found that a few students had written very well. These students showed a good understanding of language structure, and their writing was properly formed and logically organized. Unfortunately, similar to ‘A’ School, the rest of the students from ‘B’ School also performed poorly. Their writing showed a lack of basic language skills, and made many repeated errors in grammar and spelling and so on.

the majority. In second place, I would place ‘C’ School and finally, in the third place ‘B’ School, as their overall performance was quite similar with a mix of a few good students and many average or weak ones. As a sample, I have included photo snapshots of student writings from three different secondary schools of Baitadi District of Nepal.

Spelling Errors

Three secondary level schools’ students were participated in the essay writing competition. Here was given A, B, and C to name of each secondary schools. There were 34 students from ‘A’ School, 28

Lastly, in ‘C’ School, the overall performance of the students was slightly different. While a few students were found to be weak, the majority of the students

students from 'B' school and 15 students from 'C' schools. Among them I selected 3/3 high performed students from each school and counted their spelling errors. The spelling errors were presented in the following table:

The high performed 3/3 students from each Secondary School were chosen for error analysis. Students from 'A' school wrote a total of 1396 words, out of which 254 had spelling errors. The error percentage was 18.19%, earning 'A' School the first rank. Next, students from 'C' School wrote 1032 words, with 289 errors. This gave an error percentage of 28.01%, placing 'C' in second rank. Lastly, students from 'B' School wrote 927 words, with 317 errors. This resulted in an error percentage of 34.19%, ranking 'B' as the third. In comparison, 'A' School was ranked first, 'C' School second, and 'B' School third based on the error analysis.

Grammar errors of 'A' School

Learners at 'A' School made several common grammar mistakes while writing in English. One of the main issues was the incorrect use of articles and adjectives. For example, in the sentence 'English language is a most importance Language in the world,' students used 'a most importance' incorrectly instead of the

correct phrase, 'one of the most important.' This error showed confusion about superlatives and article usage. Also, they capitalized the word 'Language' unnecessarily, which was another frequent mistake. These types of errors often happened because learners translated directly from their first language or over applied English grammar rules without fully understanding them. Another serious problem was the misuse of verb tenses and sentence structure. In 'People are visit in contray in speak english language used,' the phrase 'are visit' was grammatically wrong, and the entire sentence was jumbled and unclear. This showed that learners struggled with proper verb forms and the basic structure of English sentences. Spelling errors like 'contray' instead of 'countries' and 'english' in lowercase also appeared often. These errors likely came from limited exposure to written English and a lack of guided writing practice.

Spelling mistakes were common throughout the examples. Students wrote words such as 'Nowdays,' 'countary,' 'hight,' and 'difficulties,' which all had clear spelling problems. These mistakes usually happened because students spelled words the way they sounded, or because they did not read enough in English to recognize correct spelling patterns.

Without regular reading and writing, it was difficult for learners to internalize proper word forms.

Problems with sentence structure and clarity also stood out. In sentences like ‘You can go the other contry visit you can speak the English language,’ learners combined too many ideas without using proper connectors. The sentence was unclear and needed to be restructured. A clearer version would have been, ‘When you visit another country, you can speak the English language.’ This issue suggested that learners needed more instruction on sentence formation and how to link ideas smoothly.

Errors with prepositions also occurred frequently. Learners wrote phrases like ‘come in our country’ instead of ‘come to our country,’ and ‘in visit new countries’ instead of ‘when we visit new countries.’ These mistakes showed that prepositions were confusing, possibly because their first language used them differently or not at all.

Finally, many sentences lacked clear meaning or proper logic. For instance, ‘English language to use all country’ did not make grammatical sense. The correct sentence, ‘The English language is used in almost every country,’ showed proper

structure and verb form. These errors highlighted the need for more focused teaching in grammar, spelling, sentence construction, and clear communication. They also showed that learners would have benefited from more practice and feedback to help them improve.

Grammar errors of ‘B’ School

Students from ‘B’ School display several recurring grammar errors in their English writing, particularly in areas such as sentence structure, vocabulary usage, and preposition accuracy. One common issue is the unnecessary repetition of words. For example, in the sentence ‘English language is very hard language but English language for very importance,’ the phrase ‘English language’ is repeated twice, which is redundant. In proper English, repeating a noun like that is unnecessary and unnatural. Simply saying ‘English is a very difficult language’ is clearer and more concise. Additionally, the use of the word ‘hard’ in formal writing is not ideal; ‘difficult’ is more appropriate. The phrase ‘for very importance’ is also incorrect because ‘importance’ is a noun and cannot be used in this structure. The correct phrase would be ‘it is very important,’ using the adjective ‘important.’

Another area of weakness is the misuse of articles and prepositions. In the sentence

‘English language is widely spoken on six countries,’ the definite article ‘the’ is missing before ‘English language.’ When referring to a specific language like English, the phrase should begin with ‘The English language.’ Additionally, the preposition ‘on’ is used incorrectly here. We speak in countries, not on them, so the correct sentence is ‘The English language is widely spoken in six countries.’

Some sentences produced by the students are grammatically incoherent or entirely unclear, such as ‘English language you miss him language and he childerns.’ This sentence contains multiple spelling and structure errors and lacks logical meaning. Words like ‘languge’ and ‘childerns’ are misspelled versions of ‘language’ and ‘children,’ and the sentence lacks proper subject-verb agreement or context. It appears to be a direct translation from another language without following proper English syntax, making the sentence unreadable.

There are also historical inaccuracies and misused vocabulary. One such example is ‘The normal conquest of job brought many of rench words into English.’ This sentence incorrectly refers to the ‘Norman Conquest,’ a major historical event in English history. The word ‘normal’ is a misused form of ‘Norman,’ and ‘rench’ is

a misspelling of ‘French.’ Also, ‘of rench words’ should be ‘many French words.’ The corrected version ‘The Norman Conquest brought many French words into English’ is historically and grammatically accurate. Students also make overgeneralizations and inappropriate use of modals and nouns, as seen in the sentence ‘The lack of english language skills makes everyone in the world today unsuitable for education.’ This is factually incorrect and too extreme. Not everyone lacking English skills is ‘unsuitable’ for education. A more appropriate and realistic phrasing would be: ‘The lack of English language skills can make it difficult for some people to access education today.’ Additionally, ‘english’ should be capitalized, as all language names are proper nouns.

Finally, some sentences are completely unclear due to vague phrasing and spelling errors, such as ‘English sould give money under you know what.’ The misspelling of ‘sould’ instead of ‘should,’ along with the phrase ‘under you know what,’ makes the sentence meaningless. A possible interpretation could be: ‘English should be funded properly, as you know,’ if the intent was to talk about English language funding. This reflects a need to focus on both spelling accuracy and meaningful phrasing.

Grammar errors of 'C' Secondary

School

Students at 'C' Secondary School exhibit several common grammar errors in their written English, particularly in verb usage, sentence structure, spelling, and word choice. One recurring issue is unnecessary verb repetition. For example, the sentence 'There are many languages are spoken' incorrectly includes two verbs 'are' for the same clause. This redundancy leads to confusion and breaks grammatical rules. The correct form is 'There are many languages spoken,' where only one auxiliary verb is needed.

Another frequent issue is improper capitalization and word form usage. In 'Learning the english language is important for various reasons,' the word 'english' should be capitalized to 'English' because names of languages are always proper nouns. Additionally, while 'various reasons' is acceptable, 'many reasons' is a simpler and more commonly used expression, improving clarity and tone.

Students also make serious spelling and structural errors, as seen in the sentence 'English language is interonallanguge and it widly used language in the world as it has been the key language of academic success and to have a also in English.' This sentence contains several mistakes:

'interonallanguge' should be 'international language,' 'widly' should be 'widely,' and the last part of the sentence is grammatically incorrect and unclear. A correct and coherent version is: 'English is an international language, and it is widely used around the world. It is important for academic success and communication.' This version uses correct spelling and sentence structure, clearly expressing the intended meaning.

Improper sentence structure and lack of logical connections are also observed. In 'It is the age of globalization means of communication used English language,' the ideas are jumbled and lack proper grammar. A better version is 'In this age of globalization, English is used as a means of communication.' Here, the correct prepositions and sentence flow clarify the intended message.

There are also spelling mistakes and incorrect article use, as in the sentence 'The word's famous textbook are written in English.' The word 'word's' is a spelling error it should be 'worlds', and 'textbook' should be plural 'textbooks' to match the verb 'are.' The corrected sentence reads: 'The world's famous textbooks are written in English.'

Many students show spelling and vocabulary challenges, especially in longer

or more complex sentences. For instance, in 'They communtcat in English different place often communtcat in English as the English language worls as a mediam of communication among the people from various countrics,' there are numerous spelling errors: 'communtcat' (communicate), 'worls' works, 'mediam' medium, and 'countrics countries. The sentence also lacks clarity and logical progression. A correct version would be: 'People often communicate in English in different places, as it works as a medium of communication among people from various countries.

Additionally, sentence clarity and repetition of flawed structures appear multiple times. An example is the repeated sentence: 'It is the age of Globalization means of communication used English,' which again suffers from the same structural problem mentioned earlier. This shows a pattern of misunderstanding how to connect ideas in English properly.

Students also create run-on sentences and word misuse, such as in 'There are many language are spoken English langues is one of them.' This includes pluralization errors 'language' instead of 'languages', unnecessary repetition, and misspellings 'langues' instead of 'languages'. A clearer

version would be: 'Many languages are spoken, and English is one of them.'

Some errors involve confusing and unclear word use. For instance, 'It widly used language in the world as it has been the key language of academic success and to have a god intem,' includes multiple spelling mistakes: 'widly' widely, 'languge' language, 'god intem' likely meant to be 'good job'. The corrected sentence is: 'It is widely used around the world, as it has been the key language for academic success and getting a good job.

At times, phrases are used without clear meaning, such as 'Medium people visiting different places often communicate in communication among the people from various countries.' The term 'medium people' is grammatically and semantically incorrect. The intended meaning is likely: 'People who visit different places often use English to communicate with others from different countries.' This version properly expresses the idea using correct vocabulary and structure.

Finally, several sentences suffer from poor grammar, punctuation, and spelling all at once, as seen in 'There are many languge's are in our socity English in one them.' This sentence includes incorrect use of the

possessive form 'languge's' instead of 'languages', spelling errors 'socity' instead of 'society', and missing verbs or connectors. The correct version is: 'There are many languages in our society, and English is one of them.'

Students Writing Quality of 'A' School

Students from 'A' Secondary School mainly wrote about how learning English can help them in their careers and jobs. Most students said that English is important to get better jobs, start a business, and express their ideas clearly to others. Their opinions were very practical, showing that they understand how English can be useful in real life. Overall, the students believe that English is essential to be success in life. In comparison of their writing focused on value of English language was very high, purpose of learning English language was based on jobs and communication and English language made our life easier and comfortable.

In comparison to intra school essay writing competition, the first position was secured by Mr. Joshi, second position by Mr. Bhandari and third position was secured by Mr. Karki. This result shows practical focus linking English language to job career, travel and real life situation. The writing of students show cause effect relation such as if you learn English

language you will get good job opportunities and so on. However, they made tense, subject verb agreement, poor sentence structure and spelling errors. They need to form of verb, tense, spelling correction and sentence structure So they needs more practice in grammar and spelling correction for better achievement in future.

Students Writing Quality of 'C' School

Students from 'C' Secondary School understand that many languages are spoken in the society. They believe English is not only important in their own area but also around the world. According to them, English helps people succeed in education, communicate with others, and connect with the global world. They know that many famous books and learning materials are written in English, which shows they see English as a language of knowledge. They think that knowledge of English language helps us for traveling and talking to people from other countries. In comparison of their writing focused on value of English language was very high, purpose of learning English language was based on education and travel.

In comparison to intra school essay writing competition, the first position was secured by Miss. Kalauni, second position by Mr. Joshi and third position was secured by

miss. Bhatt. This result is showing how much the student is focusing in their academic success and how the globalization is affecting to their thinking level and communication skill. The writing of students become more longer and complex, which shows their awareness of advance structure. However, they still doing many spelling mistake and grammar errors like tense confusion and subject verb disagreement. So they needs more practice in grammar and spelling correction for better achievement in future

Students Writing Quality of 'B' Secondary School

Students from 'B' secondary school are still learning how to clearly express their ideas/ thoughts about English language. Some of them say that English language is a difficult language but still think it is very important language in the world. Their writing ideas are not accurate and clear because they are still building their English language skills. But they are familiar with its importance like English language is used around the world; it helps us to find better jobs, how not knowing English language can make our life harder, and so forth. It is said that students are still in beginning stage. They are feeling English language is very difficult to learn but if they can get open opportunity at school and outside of school they feel easy

and improve their language accuracy and fluency.

In the intra-school essay writing competition, the first position was secured by Miss Kalaunee, the second position by Miss Bhandari, and the third position was secured by Miss Sarki. All the top performers in this test were female participants, and they did quite well in comparison. The results indicate that students have thoughtful ideas, but they struggle to express them clearly in writing. Many of the essays were poorly written, with unclear content, insufficient development, and numerous spelling and grammar mistakes. Among the three secondary-level schools, their writing was the most disorganized and grammatically incorrect. Some sentences were completely incoherent, such as: 'English should give money under you know what.' However, it is evident that students have a genuine interest in learning the English language. If we provide a supportive environment both inside and outside the school, they have the potential to improve significantly and perform much better in the near future.

Error Analysis

The findings are based on essay competition taken from the students of grade 10 in different 3 schools. The participants of an essay competition have

done almost all kinds of errors but in this study ten types of errors are studied here, namely: use of proper capitalization, articles, prepositions, spellings, singular/plural noun, tenses, coherence and cohesion, subject verb agreement, verb tense, and pronouns. All kinds of students i.e. top ranked, medial and poor learners from different schools' participants made errors in an essay competition but the results show that most of the errors were made by students of 'B' Secondary School. An average number of errors were found among students from 'C' Secondary School. At 'A' Secondary School, most students performed poorly, while a few shows excellent performance. These findings are based on students from the three secondary level schools of Dogadakedar Rural Municipality. The following table presents possible error areas in comparison to find out their errors in an essay writing competition.

Error areas	Made by different participants
Subject verb agreement	*There are many languages are spoken. Instead of there are many language spoken around the world.
Capitalization	*Learning the english language is important

	for various reasons. Instead of Learning English is important for many reasons.
Spelling	*Words like 'interonal,' 'languge,' 'widly' are misspelled. The sentence lacks clarity and proper conjunctions. Instead of English is an international language and is widely used around the world. It has become the key to academic success. *'widly', 'intem', 'difficulties', 'contry', 'thant' instead of 'widely, international, difficulties, country, that'
Article	*English language is a most importance Language in the world. Instead of English is the most important language in the world.
Tense	*People are visit in contry in speak english language used instead of

Preposition	<i>*English is beneficial on students instead of English is beneficial to students.</i>
Pronoun	*Everyone have to learning English language instead of everyone has to learn English language.
Singular/plural noun	* English open many door of students instead of English opens many doors for students.
Coherence	*English sould give money under you know what.
Verb tense	You have to Leaning English instead of you have to learn English language.

Error related to spelling

Spelling errors were identified as the most common issue among students, particularly in the Dogadakedar Rural Municipality of Baitadi, Nepal, an area that is educationally underdeveloped. Students often struggle with pronunciation, largely due to the strong influence of their Nepali mother tongue and other local languages. English is taught only as a compulsory subject within the classroom,

with little to no exposure to the language outside of school. The dominance of Nepali and local languages in daily communication has further shaped the language used in educational settings. Moreover, access to English learning resources such as English-language TV channels, newspapers, or reference books are extremely limited. Students in this region also demonstrate low motivation to learn English, and there is a notable lack of phonetic and spelling instruction. Additionally, code-mixing has emerged as one of the most significant factors affecting their English language proficiency.

Error related to subject verb agreement

The second most frequent errors were related to subject-verb agreement. The learners did not have proper knowledge of subject-verb agreement rules. They often used singular subjects with plural verbs and plural subjects with singular verbs, which indicate a weak understanding of this grammatical area. They need to understand that if the subject is singular, the verb should also be singular, and if the subject is plural, the verb should be plural as well. Additionally, there were many errors involving commonly confused words such as 'their' and 'there,' and

incorrect usage like 'informations' instead of 'information.'

Errors related to capitalization

These types of errors were also found in an essay writing competition. For example, participants wrote 'english' instead of 'English.' The majority of the participants made numerous punctuation and capitalization errors in their writing. Some common examples include: 'english' instead of 'English,' 'I' instead of 'I,' 'Communication' instead of 'communication,' 'Language' instead of 'language,' 'you' instead of 'You,' 'american' instead of 'American,' 'Spoken' instead of 'spoken,' 'china' instead of 'China,' 'Country' instead of 'country,' and 'World' instead of 'world.' Such mistakes were frequently observed throughout their essays.

Errors related to an article

In this area, students made many errors, often due to carelessness. For instance, some wrote 'English is the international language,' instead of the more appropriate 'English is an international language.' Others wrote incorrect sentences such as 'English language is a most importance Language in the world,' which should be revised to 'English is the most important language in the world.' These examples

reflect a lack of attention to article usage, word order, and correct forms of adjectives, all of which are essential for clear and accurate writing.

Errors related to tense

In this area, students frequently made errors due to a misunderstanding of different time frames such as the present, past, and future as well as incorrect usage of auxiliary verbs. Many students failed to maintain consistency in verb tense throughout their sentences. Students made frequent tense-related errors due to a lack of understanding of proper time references and the use of auxiliary verbs. One common issue was the inconsistent use of tense within the same paragraph. For example, some students wrote, 'English was important and it helps us today,' instead of maintaining consistent tense, such as 'English was important and it helped us,' or 'English is important and it helps us.' Another example includes, 'People learn English since many years,' instead of 'People have been learning English for many years.' Students also struggled with forming correct verb phrases using auxiliary verbs. For instance, 'English help to communicate,' instead of 'English helps to communicate,' or 'Many countries using English,' instead of 'Many

countries are using English.' These errors suggest that students are unsure about how to correctly form present continuous, present perfect, and past tense structures.

Errors related to preposition

In this area, while they were performed their writing skills they made noticeable errors in the use of prepositions, largely due to a lack of understanding of their proper functions in expressing time, place, manner, and duration. For instance, some students wrote sentences like 'English is important in today's world for communicate with others,' instead of 'English is important in today's world for communicating with others.' Others incorrectly wrote 'People depend in English for jobs,' instead of 'People depend on English for jobs.' and 'English has been spoken since many years' instead of 'English has been spoken for many years.' Similarly, the misuse of in, on, and at was common in phrases like 'English is used on schools' instead of 'English is used in schools.'

Errors related to pronoun

Errors related to pronouns are common among English learners and can affect the clarity and correctness of communication. Pronouns such as he, she, they, them, their,

we, and us must agree in number and function with the nouns they replace. A frequent mistake occurs when learners use the wrong verb form with pronouns, such as a student writes, 'Everyone have to learning English language,' instead of 'Everyone has to learn English,' because 'everyone' is a singular subject and should be followed by the singular verb 'has,' and 'to learn' is the proper verb form after 'has to.' Such mistakes may seem small, but they can confuse listeners or readers and make speech or writing sound less fluent.

Errors related to singular/plural noun

In this area, participants made singular and plural errors which can affect the clarity and effectiveness of their message. Since such essays aim to highlight how English connects people globally, supports education, and opens up job opportunities, using correct grammar is essential to communicate these ideas clearly. However, learners may write 'English help people' instead of 'English helps people,' showing confusion between singular and plural forms. Errors like 'childs' instead of 'children' or forgetting plural endings in phrases like 'many country' instead of 'many countries' are also common. These errors can distract the reader and weaken the impact of the essay's message.

Errors related to coherence

Coherence-related errors are common in student writing process. Coherence refers to the logical flow of ideas, where each sentence connects smoothly to the next. In the essay writing competition, learners often wrote disjointed sentences without clear transitions, such as jumping from 'English is a global language.' to 'People watch movies.' without explaining the connection instead of 'English is a global language that helps people enjoy international movies without translation.' Learners may also repeat the same ideas they do not have proper order of sentences. It does not give clear understanding to the readers.

Errors related to verb tense

In this area, participants made many errors while writing essays, particularly related to verb tense. Verb tenses are used to show the time of an action, but learners often used unnecessary verb forms, which changed the intended meaning and confused the reader. For example, some students wrote 'English will be very important language,' instead of, 'English is a very important language.' Another example is 'People learn English language to visiting America, Japan, Korea, etc.' This sentence contains multiple errors. The correct sentence should be 'People learn English to visit America, Japan, Korea,

etc.' Here, 'learn' matches the plural subject 'people,' and 'to visit' is the proper verb form after 'to.' These kinds of verb tense errors reduce the clarity and accuracy of writing.

Patterns of Errors in English as a Second Language Acquisition

The analysis of students' written English compositions from three secondary schools in Dogadakedar Rural Municipality 'A', 'B', and 'C' revealed consistent patterns of errors across spelling, grammar, sentence structure, and vocabulary usage. The most prominent error was in spelling, with frequent mistakes such as 'widly' for 'widely' and 'langue' for 'language.' 'B' Secondary School had the highest spelling error rate at 34.19%, followed by 'C' (28.01%) and 'A' (18.19%). Grammatical issues were also widespread and included subject-verb disagreement, tense misuse, incorrect prepositions, and article errors. For instance, sentences like 'There are many languages are spoken' show redundancy, while 'You have to learning English consequently.' presents both grammatical and lexical issues. The data also highlighted sentence structure problems unstructured and incoherent sentence formations, often without logical flow particularly prevalent in 'B' Secondary School.

These findings align with the behaviorist theory of SLA (Skinner, 1957), which posits that language learning relies on repetition and reinforcement. The frequent repetition of incorrect forms and lack of correction suggest fossilization, a concept supported by Selinker (1972), where persistent errors become ingrained in a learner's interlanguage. Furthermore, the limited vocabulary and overuse of vague or redundant expressions indicate insufficient exposure to rich linguistic input and meaningful usage contexts an issue central to Krashen's (1982) Input Hypothesis.

Vygotsky's (1978) sociocultural theory provides additional insight, suggesting that the absence of scaffolding and meaningful social interaction in English impedes development within the learners' Zone of Proximal Development (ZPD). This is particularly relevant in rural schools where learners have limited opportunities for collaborative or communicative engagement with English speakers.

Findings and Discussion

In order to analyze the types of various language errors in students' essays writing competition, the errors were identified and categorized into different error types. The researcher got very poor writing style. There were a lot of grammatical errors in

their writings. It said that there is a learning gap to the majority of participants. Due to the lockage of phonemic pronunciation they made spelling errors. They spelled the words incorrectly resulted spelling errors in their writing. For example, 'importent' instead of 'important', 'knowlege' instead of 'knowledge' etc. They made subject verb agreement errors due to unclear understanding of its rules such as singular subject takes singular verb and plural subject takes plural verb so they faced issue on it such as 'English language are spoken' instead of 'English language is spoken.' It showed that they were not familiar with singular/plural subject and verbs. Similarly, it was found that 'people will speak English language in the world' instead of 'people speak English language all over the world.' There was lacked of tense and verb tense.

Similarly, the misuse of articles and prepositions was another frequent grammatical issue. Learners commonly omitted articles or used them incorrectly, as seen in 'English is important language' instead of 'English is an important language.' Prepositions such as in, at, and by were often used incorrectly like 'good in English' instead of 'good at English', 'used from many people' instead of 'used by many people'. Additionally, errors

related to pronoun use and sentence structure were also found. Participants regularly used inappropriate pronouns such as 'me learn English' instead of 'I learn English', 'English help we career' instead of 'English helps our career.' Moreover, there were found inappropriate use of connectors such as but, and however often used without clear logic. The major findings show that most of the grammar and spelling mistakes were caused by a lack of proper knowledge and writing practice. Many students were not very interested or motivated, which led to bigger learning gaps. It was also found that their writing often unclear and unstructured sentences.

Students' Perceptions of English as an International Language

Despite linguistic difficulties, students expressed a uniformly positive attitude towards English. From all three schools, responses indicated strong awareness of English as a global language and its practical benefits. Students from 'A' Secondary School frequently linked English proficiency with career advancement, business opportunities, and success. Meanwhile, learners from 'C' highlighted English's academic value, associating it with access to global resources and higher education. These perceptions support Gardner's (1985)

socio-educational model of SLA, where both integrative and instrumental motivations play crucial roles in language acquisition. While integrative motivation was less explicitly expressed, instrumental motivation learning English for tangible outcomes such as employment or travel was clearly dominant.

Additionally, the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), as proposed by Cummins (1984), helps explain the gap between students' enthusiasm for English and their limited academic language performance. Most students appear to be operating at a conversational level of English but lack the higher-order linguistic skills necessary for academic expression.

Pedagogical Implications

The findings of the study suggest that learners from remote areas in Nepal face significant challenges in spelling, grammar, and content organization when participating in essay writing competition. This points to a need for revising the current English language curriculum to place greater emphasis on foundational language skills and structured writing instruction. The curriculum should also be adapted to better reflect the linguistic

and cultural context of rural learners to enhance engagement and understanding. The major pedagogical implication concerns the professional development of teachers. Teachers in remote areas may lack the necessary training in English language instruction, especially in teaching writing as a skill. There is a clear need for ongoing teacher training programs that equip educators with effective strategies for teaching grammar, spelling, and content organization in a supportive and engaging manner.

The study also highlights the need for improved teaching methodologies. Instead of focusing solely on the final product of writing, teachers should encourage a process-based approach that includes planning, drafting, revising, and editing. Incorporating interactive strategies such as peer reviews, group writing exercises, and guided practice can further enhance students' writing abilities. Additionally, the lack of access to quality learning resources in remote schools plays a critical role in the low performance of students. Students often lack essential tools such as textbooks, dictionaries, and digital learning aids. Addressing these gaps by providing adequate resources and integrating technology into the learning

process is essential for improving writing outcomes in rural areas.

Finally, the study underscores the need to reconsider current language policies. English is often used as a medium of instruction, but students from rural areas may benefit more from a bilingual or multilingual approach that supports their native language alongside English. This would help bridge the comprehension gap and promote more meaningful learning experiences.

Research Implications

This study opens the door for future research in several areas. First, there is a need for larger-scale studies that compare the performance of rural and urban students to better understand how location and access to resources affect writing skills. Such comparative studies could guide targeted interventions and policy reforms. In addition, more focused investigations are needed to identify the root causes of spelling and grammar errors among remote area learners. Factors such as first-language interference, phonetic spelling habits, or a lack of corrective feedback should be explored in depth to inform teaching strategies. The study also points to the value of intervention-based research. Future studies could implement

and evaluate specific programs such as writing workshops, grammar-focused tutoring, or the use of writing software to assess their effectiveness in improving students' performance over time. These interventions could be piloted in remote schools and scaled up based on successful outcomes. Moreover, longitudinal research would be beneficial to track the progress of students' writing skills over extended periods. This would provide insight into how sustained pedagogical and policy changes impact learners in rural settings and help in identifying which strategies yield long term improvements.

Recommendations for Improving Students' English Language Proficiency

Based on the identified challenges and informed by SLA literature and pedagogical research, several recommendations can be made:

A. Strengthen Grammar and Spelling Instruction:

Given the high rate of grammatical and spelling errors, explicit instruction and error correction strategies are essential. Behaviorist models emphasize repetition and reinforcement (Skinner, 1957), which supports the use of structured drills and remedial classes.

B. Integrate Communicative and Contextual Learning:

Krashen's (1982) emphasis on comprehensible input highlights the need for contextual and meaningful language use. Activities such as project-based learning and communicative tasks can help bridge this gap.

C. Teacher Training and Development:

Effective implementation depends on teacher expertise. Training in Communicative Language Teaching (CLT) and awareness of student error patterns is essential for pedagogical improvement (Richards & Rodgers, 2014).

D. Writing Practice and Feedback:

Constructivist theories (Bruner, 1960) argue that learning is most effective when students actively construct meaning. Frequent guided writing tasks, with formative feedback focusing on both form and content, can encourage this.

E. Increase Access to English Resources:

To promote exposure, schools should provide diverse English materials and create language-rich environments through libraries, audio-visual tools, and language labs.

F. Encourage English Usage Beyond the Classroom:

Peer interaction and informal learning spaces support Vygotsky's (1978) view of learning as a socially mediated process.

English clubs and drama activities can make English more engaging and practical.

G. Focus on Motivation and Confidence-Building:

Gardner (1985) notes that motivation and attitudes greatly influence language success. Encouraging a growth mindset and celebrating small achievements can help sustain learner engagement and confidence.

Conclusion

The analysis of students' English writing in Dogada-Kedar Rural Municipality demonstrates a clear pattern of linguistic challenges and an equally strong awareness of English's global importance. These findings, when viewed through the lens of SLA theories such as behaviorism, socio-cultural theory, and the Input Hypothesis, reveal critical pedagogical gaps that require targeted intervention. Through improved instructional strategies, resource allocation, and motivational practices, schools can better support students in their journey to English proficiency.

References

Adhikari, B. R. (2015). *An analysis of students' writing errors at secondary level in Nepal*. Journal

of NELTA, 20(1-2), 45–52.

<https://doi.org/10.3126/nelta.v20i1-2.19757>

Bruner, J. S. (1960). *The process of education*. Harvard University Press.

Cook, V. (1999). *Teaching spelling*. *Journal of Multilingual and Multicultural Development*, 20(2), 97–115.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Multilingual Matters.

Dahal, B. (2020). *Teachers' preparedness for writing instruction in secondary EFL classrooms in Nepal*. *NELTA Journal*, 25(1), 43–56.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University. Gardner, R. C. (1985). *Social psychology and second language learning: The role of*

- attitudes and motivation. Edward Arnold.
- Gautam, G. R. (2018). *Challenges in developing English communicative competence in rural schools of Nepal*. *NELTA Journal*, 23(1-2), 15–28.
- Giri, R. A. (2014). *The many faces of English in Nepal*. *Asian Englishes*, 16(2), 94–114.
<https://doi.org/10.1080/13488678.2014.939810>
- Graham, S., et al. (2011). *The impact of spelling and grammar on writing quality*. Reading and Writing.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Joshi, A. (2019). *Analyzing spelling errors in EFL writing: Evidence from Nepali high school students*. *Journal of Language Education Research*, 2(1), 44–59.
- Joshi, R. (2019). *Spelling and grammar problems in EFL writing: A case study of rural schools in Nepal*. *Tribhuvan University Journal*, 34(1), 78–89.
- Karki, B. (2017). *Grammatical competence in writing: A study of secondary-level students*. *Academic Voices*, 6(1), 21–30.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Phyak, P. (2013). *Language ideologies and local languages in multilingual Nepal: Youth perspectives*. *Multilingual Education*, 3(1), 1–13.
<https://doi.org/10.1186/2191-5059-3-7>
- Poudel, K. P. (2016). *Communicative language teaching in rural Nepal: Misconceptions and reality*. *NELTA ELT Forum*, 2(1), 59–68.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(3), 209–231.

Sharma, S. (2020). *English as a ladder to migration: A case study of Baitadi students*. Journal of Education and Research, 10(1), 22–33.

Skinner, B. F. (1957). *Verbal behavior*. Appleton-Century-Crofts.

Stake, R. E. (1995). *The art of case study research*. SAGE Publications.

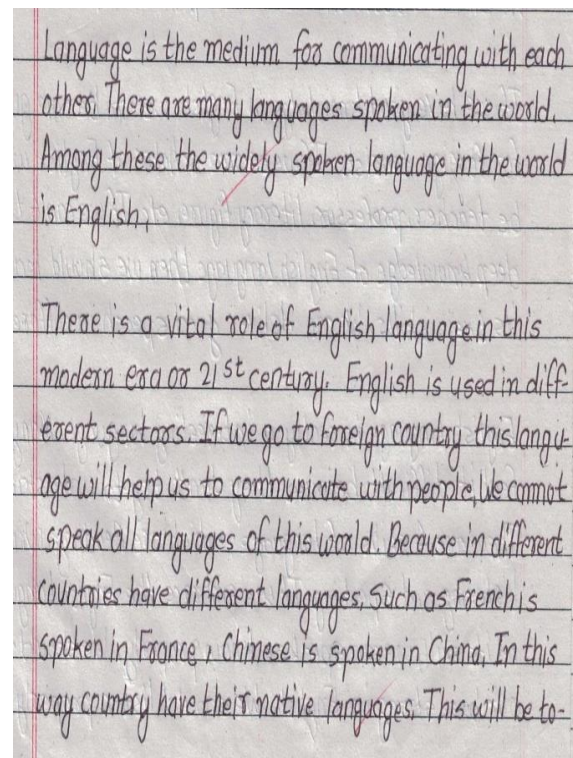
Subedi, B. (2021). *Exploring students' writing performance in secondary schools of Nepal*. Journal of NELTA, 26(1-2), 51–65.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans.). Harvard University Press.

Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.

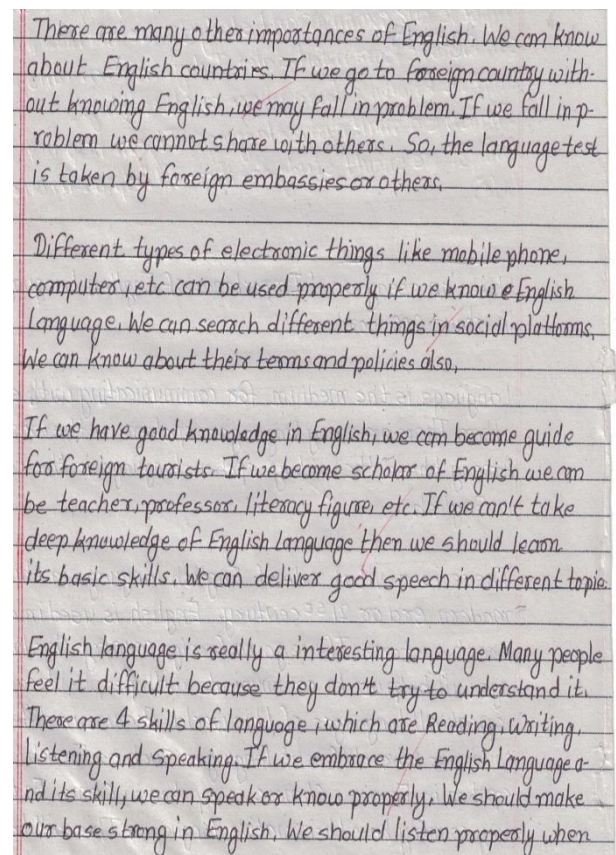
Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

‘A’ Secondary school Baitadi



Language is the medium for communicating with each other. There are many languages spoken in the world. Among these the widely spoken language in the world is English.

There is a vital role of English language in this modern era or 21st century. English is used in different sectors. If we go to foreign country this language will help us to communicate with people. We cannot speak all languages of this world. Because in different countries have different languages. Such as French is spoken in France, Chinese is spoken in China. In this way country have their native languages. This will be to-



There are many other importances of English. We can know about English countries. If we go to foreign country without knowing English, we may fall in problem. If we fall in problem we cannot share with others. So, the language test is taken by foreign embassies or others.

Different types of electronic things like mobile phone, computer, etc can be used properly if we know English language. We can search different things in social platforms. We can know about their terms and policies also.

If we have good knowledge in English, we can become guide for foreign tourists. If we become scholar of English we can be teacher, professor, literary figure, etc. If we can't take deep knowledge of English language then we should learn its basic skills. We can deliver good speech in different topic.

English language is really a interesting language. Many people feel it difficult because they don't try to understand it. There are 4 skills of language, which are Reading, Writing, Listening and Speaking. If we embrace the English language and its skill, we can speak or know properly. We should make our base strong in English. We should listen properly when

Appendices

English is an international language. Learning the English language is important for various reasons. It is widely used language in the world as it has been the key language of academic success and to have a good international relation. Average mobile's apps can also be in English.

The world's famous textbooks are written in English and most famous TV channels use English for their medium of communication among the people from various countries. People visiting different places often communicate in English as the English language works as a medium of communication among the people from various countries. So I believe that the knowledge of the English language is

People visiting different places often communicate in English as the English language works as a medium of communication among the people from various countries. So I believe that the knowledge of the English language is very important for everyone as well needed in every work of life.

Introduction :- There are many languages are spoken in the world English is one of them. Learning the English language is important for various reasons. It is International language and it is widely used language in the world as it has been the key language of academics and various international affairs.

Body :- One needs to have a good knowledge of English to get good academic and various success and to have a good international relation. The world's famous textbooks are written in English and most famous TV channels use English for their medium. People visiting different places often communicate in English as the English language works as a medium of communication among the people from various countries. So I believe that the knowledge of the English language is very important for everyone as well needed in every work of life.

"Importance of English language"

Introduction There are many languages are spoken. English language is one of them. Learning the English language is important for various reasons. English language is international language and it is widely used language in the world as it has been the key language of academic success and to have a also in English

body The world's famous textbooks are written in English and most famous TV channels use English for their medium.

Introduction :- There are many languages are spoken in the world English is one of them. Learning the English language is important for various reasons. It is International language and it widely used language in the world as it has been the key language of academics and various international affairs.

Body :- One needs to have a good knowledge of English to get good academic and various success and to have a good ~~knowledge~~ international relation. The world's famous textbooks are written in English and most famous TV channels use English for their media. People visiting different places often communicate in English as the English language works as a medium of communication among the people from various ~~most~~ countries. So I believe that the knowledge of the English language is every important for everyone as well need in every works of life.

'C' Secondary School Baitadi

English is a very important language because in most of the countries on the world it is spoken and understood. People from different parts of the world having different languages as their mother tongues are able to communicate easily with knowledge of English. Without the English language, we can not do anything on the internet. We can share our ideas, opinions, thoughts with the entire world through the internet with the use of the English language. In the sector of education.

English language also plays a major role. People who study abroad use the English language as a means of communication and

English allows people to enjoy global literature music movies and news helping them understand different cultures and perspectives.

English is the official language of organization like the United Nations World Bank and IATO. It plays a crucial role in global diplomacy and international cooperation.

Conclusion

English is not just a language It is a powerful tool for success in today's world. Learning English opens doors to new opportunities connects people globally and enhances personal and professional growth.

Most of the trades and international businesses are handled in English language only. It makes our foreign journeys easy and comfortable. English language enables us to read many books by international writers. We must recognise the importance of learning English language in our lives.

English language you miss him language and he children's English. could give money paid under you know what and then here ~~can my part~~ in miss me that ~~just manage~~ life ~~human part~~ in you miss me you look never English language learning very important. you should give money to need to ~~to~~ you actually

importance of English Language English Language is very importance is human life English language are crease language was present world most popular is English Language English Language I am miss him language and he children's English could give money under you know what and then her ~~can my part~~ in miss me that ~~just manage~~ life home part in you miss me you ~~to~~ look never English Language

'A' Sanatan dharma Secondary school
Shreekot Baitadi

'B' Panchdev Mahanand Secondary
School Rim, Baitadi

'C' Shreekedar Secondary School Pipalkot
Baitadi