

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the chief means of communication. It is species specific and species uniform possession of human beings. The vast knowledge in the fields of human activity is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas, and emotions and so on and so forth. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. From this point of view, we can clearly say that language is responsible for social change, social mobility and satisfaction. Hornby (1966, p. 721) defines language as “the system of communication in speech and writing that is used by people of a particular country”. Similarly, in Lyons’ (1970, p. 3) words, “languages are the principal systems of communication used by particular groups of human beings within particular society of which they are the members.” Likewise, Crystal (2003, p. 255) defines language as “the abstract system of underlying the collecting totality of a speech and/or writing behavior of a community as the knowledge of the system by an individual”. Similarly, Jespersen defines the term language as:

Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication ... language is the most complete, the richest, the best means of communication it bridges the physical chasm between individuals... (1994, p.4).

Different scholars have defined the term language differently but none of the definitions are absolutely complete in themselves. So, defining a language depends upon the perspective of a person puts on it. However, various

definitions defined by different scholars clearly share some of the common characteristics of language. It is symbolic and systematic which should follow at least some conventions. Language is vocal and only the property of human beings with open ended, extendable and modified features.

There are many languages in the world that are used for communication and no one has fixed yet the number of languages spoken in the world. Thus, language has the prime role in human beings and it has made human different from rest of the animals.

1.1.1 English Language: Introduction and its Importance

Different languages are spoken by different people in the world. It is also the fact that most of the countries possess their own language. Although, people have their own languages to talk or communicate, it is not enough for them. Therefore, they learn many languages. Among many languages, most of the people want to learn English language it is because English is the dominant international language in communication, business, entertainment, science and technology, diplomacy and so on. The spread of English may be regarded as a boon. It is one of the six official languages of the United Nation.

English belongs to Indo-European language family. It is widely spoken and it has often been referred to as a 'world language', the lingua franca of the modern era. Among many languages found all over the world, English is a major and fast growing language, which crosses the boundary of the geographical and national territory. English has the largest vocabulary as many as two million words and most of the technical words are found in English.

Why is English the global language, and not some others? There are two reasons to the question: one is geographical and historical and the other is socio-cultural. The geo-historical answer shows how English reached a position of pre-eminence. The socio-cultural answer explains why it remains so. The combination of these two stands has brought English into existence as a global

language which consists of many varieties, each distinctive in its use of sounds, grammar and vocabulary Crystal (1997, p. 24).

English was used in Nepal about many years ago but in the field of teaching and learning, it can be traced back to the Rana regime when the Rana ruler Jung Bahadur Rana started teaching language for his family only in 1910 B.S. at Darbar High School. Similarly, at the later phase, the door of Darbar High School was opened for the common people. With the time passes, English became gradually popular among the people of every part of the country. English is compulsorily taught from primary level to higher education however, it is optional and many students select it as a major subject in Nepal. In private institutions, except Nepali language subject, all the textbooks are published in English and use English as a medium of instruction and English starts from the beginning level but it is not the case with all the government schools. In fact, the use of English has spread so widely that virtually speaking there are no countries in the world where English is not taught either as a compulsory or as an optional subject.

Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. In other words, grammar is the system of a language. People sometimes describe grammar as the “rules” of a language.

1.1.2 Grammar: An Introduction

Grammar is the backbone of language and without which, no language teaching is possible. Grammar gives the idea to use the language perfectly and/or completely. Therefore, grammar is taken as the heart of language.

Hornby (2000 p. 83) defines grammar as “...the rules of a language for changing the form of words and joining them into sentences.”

Similarly, Richards, et al. (1985, p. 125) defines the term grammar as “A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language”.

Likewise, Crystal (2003, p. 208) defines “Grammar is the study of the way, words and their component parts combined to form sentences”.

From the aforementioned definitions, it is clear that grammar is the rule of language by which linguistic units are combined to form sentences. However, we can synthesize that grammar studies sounds and their combinations, morphemes and their combinations, sentence structures, the meaning and rules of a language.

Teaching/learning grammar involves mainly two things: the rules of grammar and the study and practice of these rules. However, there are many issues not yet solved about how aspects of teaching grammar i.e. how to present the rules of grammar and how the rules are practiced and so on.

The word ‘error’ entails different meanings and usages relative to how it is conceptually applied. The concrete meaning of the Latin word “error” is “wandering” or “straying”, unlike an illusion, a mistake or an error is sometimes dispelled through knowledge. For example a person who uses too much of an ingredient in a recipe and has a failed product can learn the right amount to use and avoid repeating the mistake. However, some errors can occur even when individuals have the required knowledge to perform a task correctly. Examples include forgetting to collect change after buying chocolate from a vending machine, forgetting the original documents after making photo copies, and forgetting to turn the gas off after cooking meal. Some errors occur when an individual is distracted by something else.

1.1.3 Error Analysis

Error analysis was developed as a branch of applied linguistics in the 1960s and it set out to demonstrate that many learner errors were not due to the learner's mother tongue but reflected universal learning strategies. Error analysis thus appeared as an alternative to contrastive analysis. Error, in general, refers to the use of a linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Corder (1973, p. 260) has used the term `error` to refer to those features of the learners' utterances which differ from those of any native speaker. Likewise, following Corder in Allen and Corder (1975, p. 8), error can be defined as the form of produced by the learner in course of learning a second language, which are not those which would be produced by a native speaker of the standard form of the target language. Errors may be in the speech or writing of a second or foreign language learner. Linguistic item may be a word, a grammatical item, or a speech act, etc. However, error in a more technical sense is something specific that results from incomplete knowledge and is distinguished from mistake, which is caused by the lack of attention, fatigue, carelessness or some other aspects of performance.

Error analysis is the systematic step-wise study and analysis of the errors made by second or foreign language learners. Error analysis is usually carried out with the aim of finding a pedagogical application for its result. In Abbot et al. (1981, p. 212 -213) words, "Errors analysis involves collecting errors, studying them, classifying them in various ways, and suggesting possible cause". Errors analysis is carried out so that we can:

- a) find out how well someone knows a language
- b) identify the causes of learner errors
- c) find out the process of language learning
- d) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

1.1.4 Verbs

The verb is perhaps the most important part of the sentence. Richards et al. (1985, p. 305) have defined verb as “A word which occurs as a part of the predicate of a sentence carries markers of grammatical categories such as tense, aspect, person, number and mood and refers to an action or state”. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. To be clear about the verb, the following description can be fruitful: Dracula bites his victims on the neck. The verb “bites” describes the action Dracula takes. In early October, Giselle will plant twenty tulip bulbs. Here, the compound verb “will plant” describes an action that will take place in the future.

Similarly, my first teacher was Miss Crawford, but I remember the janitor Mr. Weather bee more vividly. In this sentence, the verb “was” (the simple past tense of “is”) identifies a particular person and the verb “remember” describes a mental action. Karl creelman bicycled around the world in 1899, but his diaries and his bicycle were destroyed. In the sentence, the compound verb “were destroyed” describes an action which took place in the past. Thus, we can say that a verb is a word used to tell or assert something about some person, thing or place. The verb tells us what a person/thing does, or what is done to a person/thing does, or what a person/thing is. Verbs are of two main kinds. They are regular and irregular.

1.1.4.1 Regular Verbs

A regular verb is any verb its conjugation follows the typical grammatical inflections of the language to which it belongs. A verb that cannot be conjugated like this is called an irregular verb. All natural languages, to different extents, have a number of irregular verbs. Auxiliary languages usually have a single regular pattern for all verbs (as well as other parts of speech) as a

matter of design. Other constructed languages need not show such regularity, especially, if they are designed to look similar to natural ones.

The simplest form of regularity involves a single class of verbs, a single principal part (the root or a conjugated form in a given person, number, tense, aspects, mood, etc.), and a set of unique rules to produce each form in the verb paradigm. More complex regular patterns may have several verb classes (e.g. distinguished by their infinitive ending), more than one principal part (e.g. the infinitive and the first person singular, present tense, indicative mood), and more than one type of rule (e.g. rules that are suffixes and other rules that change the vowel in the root).

The concept of regular and irregular verbs belongs mainly in the context of second language acquisition, where the defining of rules and listing of exceptions is an important part of foreign language learning. The concepts can also be useful in psycholinguistics, where the ways in which the human mind processes irregularities may be of interest. However, most other branches of linguistics do not use these categories; historical/ comparative linguistics is more interested in categories such as strong and weak.

1.1.4.2 Irregular Verbs

Irregular Verbs in contrast to regular verb, irregular verbs are those verbs that fall outside the standard patterns of conjugation in the language in which they occur. The idea of an irregular verb is important in second language acquisition, where the verb paradigms of a foreign language are learned systematically, and exceptions listed and carefully noted. In linguistic analysis, the concept of an irregular verb is most likely to be used in psycholinguistics, and in first language acquisition studies, where the aim is to be established how the human brain processes its native language. One debate among 20th century linguists involved around the question of whether small children learn all verb forms as separate pieces of vocabulary or whether they deduce forms by the application of rules. Since a child can hear a regular verb for the first time and

immediately refuse it incorrectly in a different tense which he or she has never heard, it is clear that the brain does work with rules but irregular verbs must be processed differently.

Perhaps, we may think that “irregular” means something out of the ordinary, and in common parlance it does, but if you look up irregular in the dictionary, we will see that the first definition is a little different. “Irregular” describes something that does not adhere to established rules. Therefore, we can say that irregular verbs live by their own set of rules; they are the mavericks of the English language. Most of the verbs in English language are irregular verbs.

1.1.4.3 Teaching/Learning Irregular Verbs

Since there are no specific rules regarding conjugating the tenses of irregular verbs, the only way to really learn them is to keep your ears open. Every time you learn a new verb, make sure you know all the conjugations of that verb so that when you see it, you don't misspeak.

Here are a couple of verbs that are commonly misspoken to get you started on your irregular adventure: drink: I drink coffee every morning. I drank six cups of coffee yesterday. I have drunk 27 cups of coffee this week.

To go: I go crazy when people kick my chair in movie theatres. I went crazy when I ran out of coffee. I have gone crazy four times this month.

To have: I have a caffeine addiction. I had caffeine poisoning last month. I have had a caffeine addiction for seven years.

To be: I am addicted to caffeine. I was tried until I found you, dear coffee! I have never been happier.

The English language works more or less without paying too much attention to whether the speaker is using the verb correctly or not. When an English learner says “yesterday I speaker with the president,” it makes as much sense as if he'd

said “spoke”. That flexibility is why English remains the lingua franca; one does not have to speak it properly to be understood. Since people can understand English even when it is spoken incorrectly, using an irregular verb correctly is not critical to be understood. Other languages have conjugation rules that are all but required just to get a simple point across.

1.1.4.4 Strategies of Teaching/Learning Irregular Verbs

English verbs have the base form (infinitive), the simple past and the past participle. For most of the verbs (irregular verbs), the simple past and the past participle are spelled the same and are created by adding –ed to the base form.

However, there are many irregular verbs in English language which do not match to this pattern. Those verbs are mostly unpredictable; it is hard to derive them on the fly as we talk. There are some patterns, among them (spring-sprang, drink-drunk,) (blow- blew, know- knew ...) but it is still hard to use those patterns as rules. The only way to learn irregular verbs is to memorize them. If we want to sound intelligent or at least like a native speaker, we should mind our irregular verbs. They are not hard to remember, and they really do make difference when we are speaking with anyone whose opinion that we care about.

Having a firm grasp in one’s irregular verbs displays a command of the English language. Teachers, bosses, and English majors cringe when someone says ‘I should have drank’ or ‘I should have went’. Such sentences are understandable but just plain wrong. Correctly, they should be said ‘I should have drunk’ or ‘I should have gone’. Sometimes, conjugations are nebulous or dependent on how English is spoken in that part of the world; but most words have three forms, and it’s good to get them right.

The most common English verbs, like ‘go’ or ‘have’ or ‘be’ are all irregular and take a bit of practice to master. When you have your irregular verbs down pat, you won’t be able to help nothing how many people have them all wrong.

Getting them right shows a pride and responsibility that should be more common in English speakers. English is the most versatile and expressive language of the planet and its native speakers should put forth the effort to be a good example for the rest of the world. Most of the people are spending a great deal of money and time learning it. However, in a nutshell, we can say that if we know irregular verbs, we will be sound better.

1.2 Review of the Related Literature

Many research works have been carried out on the English irregular verbs but no research has been carried out on ‘Study of Errors in the use of Irregular Verbs’.

Giri (1981) has compared English Language Proficiency of the grade ten students of Doti and Kathmandu districts. He has found out that the students of Kathmandu were proficient in making the use of English than that of the students of Doti.

Similarly, **Bhusal** (1998) attempted to find out the proficiency in the use of present perfect and past perfect tense by nine graders. He reached the conclusion that the students were not proficient in the use of present perfect and past perfect tense. However, in overall proficiency, the boys were far ahead in comparison with the girls in every aspect.

Likewise, **Nepal** (1998) has analyzed the errors in the use of irregular verbs made by grade seventh students of public schools. The sample population consisted of ninety students from six schools of Kathmandu. Descriptively, he has listed down the causes of making errors in the use of irregular verbs, such as incomplete knowledge of irregular verbs, incomplete knowledge of tenses, inappropriate selection of verbs, etc.

Similarly, **Karki** (2000) has studied the proficiency in the use of subject verb agreement between class 11 and PCL 1st year students in Education streams. His result showed that in totality, the students of PCL first year were found

more proficient than the students of class 11 in almost all the items. And in sex-wise comparison, the boys of PCL first year were more proficient than that of the boys of class eleven whereas, the girls of PCL first year were more proficient than that of the girls of class eleven.

Likewise, **Khaniya** (2002) has made an attempt to find out the proficiency of the students on Negative and Interrogative Transformation of the students in grade nine of Lamjung district. His result has shown that half of the students were found better performer in negative transformation and the proficiency of boys were better than that of girls in negative transformation. Similarly, the boys were more proficient than the girls in interrogative transformation.

Basnet (2008) has carried out the research on “Proficiency in the Use of Irregular Verbs”. Her research study showed that the total proficiency of the students of six government aided-schools on the whole test was 39.32%. So, the total proficiency in the use of irregular verbs was not found satisfactory in Surkhet district.

Although, the aforementioned studies are concerned with irregular verbs, but no research has been carried out on ‘Study of Errors in the use of Irregular Verbs’ yet in the department. This study is going to be different and new from the aforementioned studies in that it attempts to find out the errors committed by the certain level of the students in the irregular verbs and it will certainly measure the areas of specific errors of the students in the use of irregular verbs. So, this research will be the first in the use of irregular verbs.

1.3 Objectives of the Study

The objectives of the study are:

- a. to find out the errors committed by eleventh grade students in the use of irregular verbs and to compare the errors in terms of the following variables
 - i. item-wise comparison
 - ii. gender-wise comparison
 - iii. school-wise comparison

- b. to compare the proficiency level of the students.
- c. to suggest some pedagogical implications on the basis of findings.

1.4 Significance of the Study

This study is quite fruitful for the future researchers who want to study in the similar areas and for the teachers who want to investigate and identify the causes of students' errors in the use of irregular verbs while doing composition or writing.

The study is significant for the students as it can provide the remedial instruction to them as a result; they can identify their errors and can improve their skills in the related field. Similarly the study is quite helpful to determine the areas and nature of difficulties faced by the Nepali learners of English in the use of irregular verbs in English.

The study is significant for the researchers, linguists, course designers, students, teachers, methodologists, textbook writers, syllabus designers as reference materials that are related to it and want to learn for those who are involved in teaching and learning English as a foreign language in the context of Nepal.

The findings of the study are useful to solve the problems that take place in teaching and learning activities related to it. Therefore, it will have pragmatic and/or semantic value.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology which was adopted in carrying out the study. In fact, methodology is a powerful vehicle for carrying out any investigation successfully. Therefore, the researcher adopted the following methodology to fulfill the objectives of the study:

2.1 Sources of Data

The study made the use of both primary and secondary sources of data. However, the primary source was the basic for the research.

2.1.1 Primary Sources of Data

Eighty students of grade eleven from two government-aided schools of Lekhnath Municipality were selected as the primary sources.

2.1.2 Secondary Sources of Data

Textbooks of grade eleven: Meanings into words, Huddleston (1984), Wren and Martin (1989), relevant books, theses, journals, articles, Websites, Encyclopedia, ELT sites, great related figures, journals such as English Teaching Forum, NELTA journals, etc. were the secondary sources of data.

2.2 Sample Population and Sampling Procedure

The total population of the study consisted of the eleventh grade students of government-aided schools from Lekhnath Municipalities of Kaski district. The total numbers of the schools were two. By using the random sampling, eighty students studying in the eleventh grade were selected where fifty percent were girls and rests of all were boys.

2.3 Research Tools for Data Collection

The major tools for data collection were the test items. Five different sets of test items were used to elicit the responses in the use of irregular verbs from the students. Test item No. 1, 2, 3 and 4 were constructed based on the objective laid out in the English curriculum prescribed for the eleventh graders whereas test item No. 5 was subjective.

2.4 Statement of the Allotment of Marks

The test was conducted in order to find out the Errors and the Proficiency of the students in the use of irregular verbs. The number of the test items and the marks of allocation for each test items have been given in the following table

Table No. 1
Allotment of Marks

Item Number	Marks for each test items	Total number of the test items	Total Marks
1	1	10	10
2	1	10	10
3	1	10	10
4	1	10	10
5	1	1	10
Total	5	41	50

2.5 Process of Data Collection

After preparing the test items, the researcher visited two different schools of Lekhnath Municipality in Kaski districts to get the name list and the location of the schools. After getting the locations and the names of the schools, the researcher selected the required number of schools by using the simple random sampling procedure. After doing that, the researcher personally visited the selected schools made contract with the concerned authority and explained his

purpose to the school authorities. Then, the researcher requested to the concerned headmasters and the subject teachers for the permission to conduct the research work. After getting permission, the researcher visited the designated classroom for the data collection where the students were available and sampled them using the simple random sampling procedure. With the kind help of the concerned headmaster and the English language teachers, the students were gathered for the conducting test. The researcher distributed the test papers containing test items where the students had to tick the correct answer, fill in the blanks and passage and write a short description about the asked question. The students were suggested to write their own answers on the test papers. Thus, the test was administered in each of the two schools among 40/40 students.

2.6 Tabulation of the Data

For the analysis and interpretation of the data, the test papers were collected and checked. The scores obtained by the students were tabulated and interpreted employing quantitative and descriptive method. Quantitative method included simple statistic tools of percentage and the descriptive method included simple interpretation and explanation of the data computed.

2.7 Limitation of the Study

The study was confined to the following limitations:

- a. The area of the subject was limited to the irregular verbs in English based on the new curriculum and the text book for the eleventh graders.
- b. The present research study was limited to the two different schools in Lekhnath Municipality of Kaski district.
- c. The population of the study was limited to the eleventh grade students.
- d. Only 40 students were selected from each school where twenty were boys and twenty were girls, in totality 80.
- e. Both the schools were government-aided schools.

- f. The medium of the test was limited to the written variety only.
- g. The students were asked five different test items.
- h. The research study was limited on gender-wise proficiency and the erroneous committed marks of the selected students.
- I. The area of the subject was limited in order to find out the school-wise proficiency and the erroneous committed marks of the students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. After collecting the answer-sheets of the students, the researcher checked the overall responses to the test and assigned marks to them. After obtaining marks, it was analyzed reversely obtained and lost as their errors counting. Similarly, the obtained marks and the errors committed by the students were grouped in accordance with the set objectives. The test items were separated into five categories where item No. 1, 2, 3 and 4 were somehow objective whereas the item No. 5 was subjective one. Each of the test items was carried 10 marks. The obtained marks and the errors committed by the students were shown by using the simple statistical tools of ‘average’ and ‘percentage’.

The analysis and interpretation of the data was carried out under the different topics

3.1 Overall Proficiency in the Use of Irregular Verbs

In order to find out the overall proficiency of the students in the use of irregular verbs, the test was administered and examined. The obtained average marks and percentage has been given in the following table.

Table No.2
Total Proficiency of the Students in the Use of Irregular Verbs

Total Sample	Average Marks	Percentage
80	14.40	28.80%

The aforementioned table shows the proficiency of 80 sample students in the use of irregular verbs. There were altogether 41 questions in the use of irregular verbs on the test carrying 50 marks. The students secured 14.4 marks

out of 50 full marks i.e. 28.8 percent of the marks in the test. Since the students secured less than 50 percent marks, their overall proficiency in the use of irregular verbs could not be considered as satisfactory one.

3.2 Overall Analysis of Errors in the Use of Irregular Verbs

In order to analyze the overall analysis of errors of the students in the use of irregular verbs, the test was conducted and the erroneous average mark along with its percentage is given in the following table.

Table No.3

Total Analysis of Errors in the Use of Irregular Verbs

Total Sample	Erroneous Average marks	Percentage
80	35.60	71.20%

The above table shows the errors committed by the students in the use of irregular verbs. There were 80 sample students where 41 questions were asked. The students were committed 35.6 erroneous marks out of 50 full marks i.e. 71.2 percent errors in the test. Since the students committed more than 50 percent errors, the gravity of errors in the use of irregular verbs could be considered high. Therefore, it has been found out from the research study is that the students were evaluated as poor students in the tested items.

3.3 Gender-wise Proficiency of the Students in the Use of Irregular Verbs

The test was administered in order to find out the overall proficiency of the students in terms of gender in the use of irregular verbs. There were altogether 80 students where equal number of the students were selected from each gender and schools who were to be tested.

3.1.1 Proficiency of the Students In terms of Gender in the Use of Irregular Verbs

In order to find out the proficiency of the students in terms of gender in the use of irregular verbs, the test was administered for both genders and their obtained average marks and percentage is mentioned in the following table.

Table No. 4
Gender-wise Comparison in the Use of Irregular Verbs

S.N.	Variables	No. of the Students	Obtained Marks	
			Average	Percentage
1	Boys	40	14.30	28.60%
2	Girls	40	14.50	29.00%
Total		80	14.40	28.8%

The above table accesses the overall proficiency of the total sample students in the use of irregular verbs. The students secured 14.4 marks out of 50 full marks i.e. 28.8 percent in an average in the test. Therefore, the overall proficiency in the use of irregular verbs of the total sample students studying in class eleven was found to be 28.8 percent.

The aforementioned table further analyses about the overall ability of the students in terms of gender variables. It shows that the boys secured 28.6 percent marks whereas the girls secured 29 percent marks in the test. It has been also found out from the research study is that the more errors were committed by the boys than that of the girls. The test was carried out only from two schools where the boys were more proficient in one school and vice versa in the next. However, in totality, the girls were found little bit proficient than the boys.

3.4 Gender-wise Analysis of Errors in the Use of Irregular Verbs

In order to find out the errors committed by both genders in the use of irregular verbs, the test was administered and the erroneous committed marks along with its percentage has been given in the following table.

Table No. 5

Gender-wise Comparison of Errors in the Use of Irregular Verbs

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Percentage
1	Boys	40	35.70	71.40%
2	Girls	40	35.50	71.00%
Total		80	35.60	71.20%

The aforementioned table clearly shows the errors committed by the students in the use of irregular verbs. The students committed 71.2 percent errors i.e. 35.6 erroneous mark out of 50 full marks in the test. Thus, the students were found very poor in the use of irregular verbs.

Similarly, the above table further analyzes about the overall errors committed by both the variables. This shows that the boys committed 71.4 percent errors whereas the girls committed 71 percent errors in the test. However, the more errors were committed by the boys than that of the girls in totality.

3.5 School-wise Proficiency and Erroneous Committed marks of the Students in the Use of Irregular Verbs

The proficiency and the analysis of errors of the students in the use of irregular verbs of two different schools has been presented and analyzed under the following headings separately. Likewise, in order to find out the proficiency and the erroneous committed marks of the students of both schools in the use

of irregular verbs, the test was administered and the obtained and lost marks along with percentage is given in the following tables.

3.5.1 Proficiency of the Students of Laxmi Higher Secondary School (School 'A') in the Use of Irregular Verbs.

The test was administered in order to find out the total proficiency of the students of Laxmi Higher Secondary School in the use of irregular verbs. The obtained average marks along with its percentage of both gender is presented in the following table

Table No. 6

Students' Proficiency of LHSS in the Use of Irregular Verbs

S.N.	Variables	No. of the Students	Obtained Marks (F.M. 50)	
			Average	Percentage
1	Boys	20	16.27	32.55%
2	Girls	20	17.00	34.00%
Total		40	16.63	33.27%

The above table vividly shows the level of the proficiency of the students of School 'A' in the use of irregular verbs. The students secured 16.63 marks out of 50 full marks, i.e. 33.27 percent of the marks in the test. Therefore, the overall proficiency in the use of irregular verbs of the students studying at School 'A' was found to be 33.27 percent.

Likewise, in the analysis of the total marks obtained by the students in terms of gender, the boys secured fewer marks in comparison to the girls. The boys obtained 16.27 marks i.e. 32.55 percent whereas the girls obtained 17 marks out of the 50 full marks i.e. 34 percent in the use of irregular verbs in the test. However, the marks obtained by the girls have been analyzed not as equal as the marks obtained by the boys in general.

3.5.2 Study of Errors of the Students of School ‘A’ in the Use of Irregular Verbs

The test was conducted in order to find out the errors committed by the students of School ‘A’ in the use of irregular verbs. The erroneous average committed marks and its percentage of both genders has been given in the following table

Table No. 7
Study of the Errors of the Students of School ‘A’

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Percentage
1	Boys	20	33.50	67.00%
2	Girls	20	33.36	66.73%
Total		40	33.43	66.86%

The above table shows the erroneous marks obtained by the students of School ‘A’ in the use of irregular verbs. The students committed 66.86 percent errors i.e. 33.43 erroneous mark out of the 50 full marks in the test. Therefore, the overall errors in the use of irregular verbs of the students studying at School ‘A’ were found to be 66.86 percent in an average in the test.

Similarly, in the analysis of the overall errors committed by the students in terms of gender, the boys committed 67 percent whereas the girls committed 66.73 percent errors in the test. Hence, the girls were found weaker than that of the boys in this school.

3.5.3 Proficiency of the Students of Laxmi Aadarsha Higher Secondary School (School ‘B’) in the Use of Irregular Verbs

In order to find out the overall proficiency of the students of Laxmi Aadarsha Higher Secondary School in terms of gender in the use of irregular verbs, the

test was administered. The secured average marks along with its percentage has been given in the following table

Table No. 8
Students' Proficiency of School 'B' in the Use of Irregular Verbs

S.N.	Variables	No. of the Students	Obtained Marks (F.M. 50)	
			Average	Percentage
1	Boys	20	11.50	22.30%
2	Girls	20	12.00	24.00%
Total		40	11.75	23.15%

The above table shows the proficiency of the students of School 'B' in the use of irregular verbs. The students secured 11.75 marks out of 50 full marks i.e. 23.15 percent of the marks in an average in the test. Hence, the overall proficiency in the use of irregular verbs of the students studying at School 'B' was found to be 23.15 percent.

In the analysis of the total marks obtained by the students in terms of gender, the boys obtained 11.5 marks out of 50 full marks i.e. 22.3 percent whereas the girls obtained 12 marks i.e. 24 percent of the marks in the test. Hence, the girls obtained more marks than the boys.

From the aforementioned table, it is further concluded that the percentile scores obtained by the boys i.e. 22.3 percent seems poorer than the percentile scores obtained by the girls i.e. 24 percent. Thus, the girls were found more proficient than that of the boys.

3.5.4 Study of Errors of the Students of School 'B' in the Use of Irregular Verbs

The test was administered in order to find out the errors of the students of school 'B' in the use of irregular verbs. The erroneous committed average marks of both genders and its percentage is presented in the following table

Table No. 9
Study of Errors of the Students of School 'B'

S.N.	Variables	No. of the Students	Erroneous marks	
			Average	Percentage
1	Boys	20	38.85	77.70%
2	Girls	20	38.00	76.00%
Total		40	38.42	76.85%

The above table shows the errors committed by the students of School 'B' in the use of irregular verbs. The students committed 76.85 percent errors i.e. 38.42 erroneous mark out of 50 full marks in the test. Therefore, the overall errors of the students of School 'B' in the use of irregular verbs were to be found 76.85 percent.

Similarly, in the analysis of the total errors committed by the students in terms of gender, the boys committed 77.7 percent whereas the girls committed 76 percent errors in the use of irregular verbs. Thus, the male students were evaluated as poorer than that of the female students.

3.6 School-wise Proficiency of the Students in the Use of Irregular Verbs

The test was administered in order to compare the school-wise Proficiency of the students in the use of irregular verbs. The obtained average mark and its percentage is presented in the following table.

Table No. 10

Comparison between the Schools in the Use of Irregular Verbs

S.N.	Variables	No of students		Obtained Marks (F.M:50)			
				Average		Percentage	
		'A'	'B'	'A'	'B'	'A'	'B'
1	Boys	20	20	16.27	11.50	32.55%	22.30%
2	Girls	20	20	17	12.00	34.00%	24.00%
	Total	40	40	16.63	11.75	33.27%	23.15%

The above table shows the proficiency of the eleventh grade students in the use of irregular verbs. From the aforementioned table, it can be further said that the students of School 'A' were more proficient than the students of School 'B' in the use of irregular verbs. The students of School 'A' obtained 16.63 marks out of 50 full marks whereas the students of School 'B' obtained 11.75 marks in an average in the test.

The scores obtained by the students of both schools in percentage are given below:

'A' : 33.27 percent
'B' : 23.15 percent

The same sort of trend has not been found with all the variables. What the researcher means here is that the boys of School 'A' were highly proficient in comparison to the girls and the girls of School 'B' were better than that of the boys in the use of irregular verbs. Thus, the students of School 'A' were to be found more successful of all with 33.27 percent marks whereas the students of School 'B' were to be found less proficient as they secured 23.15 percent marks in the test.

The scores obtained by the boys of both schools with its percentage are given below:

‘A’ : 32.55 percent
 ‘B’ : 22.3 percent

It is needless to say that the male students of School ‘A’ were to be found the most proficient of all with 32.55 percent. Similarly, the male students of School ‘B’ were to be found the least proficient students securing 22.3 percent.

The scores obtained by the girls of both schools with its percentage are given below:

‘A’ : 34 percent
 ‘B’ : 24 percent

It was found out that the female students of School ‘B’ committed more errors than the female students of School ‘A’. From the research study, it was found out that 34 percent mark was secured by the female students of School ‘A’ whereas 24 percent marks were obtained by the students of School ‘B’. Therefore, the students of School ‘A’ were found to be better than that of the students of School ‘B’.

3.7 School-wise Comparison of Errors in the Use of Irregular Verbs

The test was conducted in order to compare the errors of the students in terms of school in the use of irregular verbs. The following table shows the average erroneous committed marks and its percentage.

Table No. 11
Comparison of Errors in Terms of Schools

S.N	Variables	No. of the Students		Erroneous Marks			
				Average		Percentage	
		‘A’	‘B’	‘A’	‘B’	‘A’	‘B’
1.	Boys	20	20	33.5	38.85	67.00%	77.70%
2.	Girls	20	20	33.36	38.00	66.73%	76.00%
Total		40	40	33.43	38.42	66.86%	76.85%

The above table compares the errors of the students of two schools of the eleventh grade students in the use of irregular verbs. The students of School 'A' committed 65.86 percent errors whereas the students of School 'B' were committed 76.85 percent errors of the total marks in the use of irregular verbs in the test. Hence, the students of School 'B' were found poorer students than that of the students of School 'A'.

Similarly, the boys of School 'A' committed 67 percent errors i.e. 33.5 out of 50 full marks whereas the male students of School 'B' were committed 77.7 percent i.e. 38.85 errors in the use of irregular verbs in the test.

Likewise, 66.73 percent errors i.e.33.36 errors were committed by the female students of School 'A' whereas 76 percent i.e. 38 errors were committed by the students of School 'B' in the use of irregular verbs in the test.

Thus, it can be concluded from the aforementioned table that the male students of School 'B' were found the poorest students among all four groups i.e. they committed 77.7 percent errors of the total marks and the male students of School 'A' were to be found the most proficient students among all four groups i.e. they committed 67 percent errors of the total marks in the test. Whatever the phenomenon, very poor result of the students was found in totality in the tested items.

3.8 Item-wise Proficiency and Errors of the Students in the Use of Irregular Verbs

The test was administered in order to find out the item-wise proficiency and the errors of the students in the use of irregular verbs. The students were tested by five different test items and the obtained as well as committed average marks along with its percentage has been presented in the following titles

3.8.1 The Analysis of Overall Proficiency and Errors in Past and Past Participle Forms of Verb

In order to find out the overall proficiency and the errors committed by the students of eleven graders in the use of irregular verbs in item No.1, the test was administered for all 80 students in terms of school and gender. The secured as well as committed erroneous average marks and percentage is mentioned in the following tables separately

Table No.12
Overall Proficiency of the Students in Past and Past Participle Forms of Verb

Total sample	Average marks	Percentage
80	3.61	36.19%

The aforementioned table shows the overall proficiency of 80 sample students in item No 1. The students were ordered to write the past and the past participle forms of the given verbs. There were 10 irregular verbs carrying 10 marks. Out of total marks, the students secured 3.61 marks i.e. 36.19 percent of the total marks in the test. Therefore, the level of proficiency of the students in item No. 1 was not found satisfactory.

Table No.13
Overall Analysis of Errors of the Students in Past and Past Participle Forms of Verb

Total Sample	Erroneous Average Marks	Percentage
80	6.40	64.00%

It is obvious from the aforementioned table that there were 80 sample students in item No. 1. There were 10 irregular verbs carrying 10 marks. Out of the total marks, the students committed 6.4 i.e. 64 percent errors in the test. Therefore, the gravity of errors was seen high in this tested item.

Table No. 14
The Analysis of Gender-wise Performance in Past and Past
Participle Forms of Verb

Variables	Sample size	Average marks	Percentage
Boys	40	3.18	31.80%
Girls	40	4.05	40.50%

The above table shows the performance level of the students in terms of gender. The sample size of each of the variables was 40 where the boys committed more errors than the girls. Girls secured 40.5 percent whereas the boys secured 31.8 percent in item No 1. Thus, the girls' performance was found better than the boys in item No.1.

Table No. 15
Gender-wise Analysis of Errors in Past and Past
Participle Forms of Verb

Variables	Sample Size	Erroneous Average Marks	Percentage
Boys	40	6.82	68.20%
Girls	40	5.95	59.50%

The above table compares the students' errors in terms of gender in item No. 1. The sample size of each of the variables was 40 in which the boys committed 68.2 percent whereas the girls committed 59.5 percent errors in the item No. 1. Therefore, the male students committed more errors than that of the female students.

Table No. 16
The Analysis of School-wise Performance in Past and Past
Participle Forms of Verb

S.N.	Variables	No. of the Students	Obtained Marks	
			Average	Percentage
1	'A'	40	4.21	42.12%
2	'B'	40	3.22	32.35%

The abovementioned table compares the school-wise performance between the students of two different schools in the use of irregular verbs in item No. 1. The students of School 'A' were found better than that of the students of School 'B'. The students of School 'A' secured 42.12 percent marks whereas the students of School 'B' secured 32.35 percent marks in this item.

Table No. 17
School-wise Analysis of Errors in Past and Past
Participle Forms of Verb

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Parentage
1	'A'	40	5.78	57.88%
2	'B'	40	6.76	67.65%

The aforementioned table shows about the errors of the students in terms of school and the sample size of each of the variables was 40. Out of the total marks, the students of 'A' School committed 57.88 percent whereas the students of 'B' School committed 67.65 percent errors in this tested item. Thus, the students of 'B' School were to be found poor than that of the students of School 'A'.

3.8.2 The Analysis of Overall Proficiency and Errors in Tick the Best Answer

In order to find out and/or analyze the overall proficiency and errors of the students in the use of irregular verbs in item No. 2, the test was administered on the basis of gender and school. The obtained and erroneous average marks and percentage is given in the following tables.

Table No. 18

Overall Proficiency of the Students in Tick the Best Answer

Total sample	Average Marks	Percentage
80	5.91	59.12%

The above table shows the potentiality of the students in the use of irregular verbs. In item No. 2, the students were asked 10 questions carrying 10 marks. Out of the total marks, the student secured 5.91 marks i.e. 59.12 percent of the total mark in the test. The students secured more than 50 percent marks so their overall performance in the use of irregular verbs could be considered as satisfactory in this tested item.

Table No. 19

The Overall Analysis of Errors in Tick the Best Answer

Total Sample	Erroneous Average Marks	Percentage
80	4.08	40.88%

The above table shows about the errors committed by 80 students in item No. 2. In this tested item, the students were given 10 questions carrying 10 marks. Out of the total marks, the students committed 40.88 percent errors i.e. 4.08 in the test. Hence, the students committed fewer errors in comparison to other items. So, the students were not found very poor in this tested item.

Table No. 20

Gender-wise Proficiency of the Students in Tick the Best Answer

Variables	Sample size	Average Marks	Percentage
Boys	40	6.05	60.00%
Girls	40	5.77	57.75%

From the aforementioned table, it is clear that the girls committed more errors than the boys in item No. 2. The table further clarifies that the sample size of each of the variables was 40 and the marks obtained by the boys was 60 percent whereas the mark obtained by the girls was 57.75 percent. Hence, the performance of boys was found better than that of the girls in item No. 2.

Table No. 21
Gender-wise Analysis of Errors in Tick the Best Answer

Variables	Sample Size	Erroneous Average Marks	Percentage
Boys	40	4.00	40.00%
Girls	40	4.22	42.25%

The above table shows the gravity of errors committed by the students in terms of gender in item No. 2. The sample size of each of the variables was 40 and the errors committed by the boys were 40 percent whereas the girls committed 42.25 percent errors. Therefore, the gravity of errors of the girls was found more than that of the boys in this item.

Table No. 22
School-wise Proficiency of the Students in Tick the Best Answer

S.N.	Variables	No. of the Students	Obtained Marks	
			Average	Percentage
1	A	40	6.15	61.50%
2	B	40	5.67	56.75%

It is obvious from the aforementioned table that the students of School 'A' were better than that of the students of School 'B' in the test item No. 2. The above table further shows that the students of School 'A' secured 61.5 percent whereas the students of School 'B' secured 56.75 percent marks in the test. Therefore, the students of School 'A' were found more proficient in this item No. 2.

Table No. 23

School-wise Analysis of Errors in Tick the Best Answer

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Percentage
1	A	40	3.85	38.50%
2	B	40	4.32	43.25%

The above table shows the errors of the students in terms of school in item No. 2. Each of the variables of the sample size was 40. The errors committed by the students of School 'A' were 38.5 percent and the errors committed by the students of School 'B' were found 43.25 percent. Hence, the students of School 'B' committed more errors than that of the students of School 'A' in this item.

3.8.3 The Analysis of Overall Proficiency and Errors in Correct Form of Irregular Verbs

The test was administered in order to analyze and/ or find out the overall proficiency and erroneous committed marks of the students in the use of irregular verbs in terms of gender and school in item No. 3. The obtained and erroneous average marks and percentage is mentioned in the following tables.

Table No. 24

Overall Proficiency of the Students in Correct Form of Irregular Verbs

Total Sample	Average Marks	Percentage
80	2.55	25.50%

The above table shows the total proficiency of 80 sample students in item No. 3. The students were asked to correct the form of the words given in the bracket in the test of item No 3. Each question carried 1 mark in 10 questions. Out of the total marks, the students secured 2.55 marks i.e. 25.5 percent of the total marks in the test. Hence, it can be concluded that the performance level of the students was not found satisfactory in this tested item.

Table No. 25
Total Analysis of Errors of the Students in Correct Form of
Irregular Verbs

Total Sample	Erroneous Average Marks	Percentage
80	7.45	74.50%

The above table shows the level of errors of the 80 sample students in item No. 3. The students were asked to correct the forms of the words given in the bracket in this test item. Each of the questions carried out 1 mark in ten questions. Out of the total marks, the students committed 7.45 errors i.e. 74.5 percent in the test. Thus, the degree of errors was seen quite high in this tested item.

Table No. 26
Gender-wise Proficiency of the Students in Correct Form
of Irregular Verbs

Variables	Sample Size	Average Marks	Percentage
Boys	40	2.42	24.25%
Girls	40	2.67	26.75%

The above table shows the level of proficiency of the students in terms of gender. The sample size of each of the variables was 40. Out of the total marks, the boys obtained 24.25 percent whereas the girls secured 26.75 percent. Thus, the boys were found less proficient in comparison to the girls.

Table No. 27
Gender-wise Analysis of Errors in Correct Form of Irregular Verbs

Variables	Sample Size	Erroneous Average Marks	Percentage
Boys	40	7.58	75.85
Girls	40	7.32	73.25

The above table compares the students' errors in terms of gender. The sample size of each of the variable was 40. Out of the total marks, the boys committed 75.85 percent errors whereas the girls committed 73.25 percent. Therefore, the more errors were committed by the boys than that of the girls in this tested item.

Table No.28
School-wise Proficiency of the Students in Correct Form of Irregular Verbs

S.N.	Variables	No. of the Students	Obtained Marks	
			Average	Percentage
1	A	40	3.37	33.75%
2	B	40	1.66	16.60%

From the aforementioned table, it can be said that the students of School 'A' were to be found better than that of the students of School 'B' in this item No 3. The students of School 'A' secured 33.75 percent whereas the students of School 'B' obtained 16.6 percent marks. Therefore, the performance of the students of School 'A' was found far better than the students of School 'B'.

Table No.29
School-wise Analysis of Errors in Correct Form of Irregular Verbs

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Percentage
1	A	40	6.62	66.25%
2	B	40	8.34	83.40%

The aforementioned table compares the degree of errors of the students in terms of school and the sample size of each of the variable was 40. Out of the total marks, the students of school 'A' committed 66.25 percent whereas the students of school 'B' committed 83.4 percent errors in this tested item.

3.8.4 The Analysis of Overall Proficiency and Errors in Fill in the Blank

In order to analyze the overall proficiency and erroneous committed marks of the students in the use of irregular verbs in item No. 4, the test was administered on the basis of gender and school. The obtained and erroneous average mark along with its percentage is given in the following tables.

Table No.30

Total Analysis of the Students in Fill in the Blank

Total Sample	Average marks	Percentage
80	0.47	4.75 %

The above table shows the level of proficiency of the 80 sample students in No 4. Ten questions were asked to fill in the blanks with the appropriate past and the past participle forms of the verbs which were given in the box to the students. Out of the total marks, the students secured 0.47 i.e. 4.75 percent of the marks in the test. Hence, all the students were found very poor in this tested item.

Table No.31

Total Analysis of Errors of the Students in Fill in the Blank

Total Sample	Erroneous Average Marks	Percentage
80	9.52	95.25%

The above table shows the errors of the students of 80 sample students in item No. 4. Ten questions were asked to fill in the blank with the appropriate past and past participle form of the verbs which were given in the box to the students. Each question carried 1 mark in ten questions. Out of the total marks, the students committed 9.52 i.e. 95.25 percent errors of the total marks in the test. Thus, the students were found very poor in this tested item.

Table No. 32

Gender-wise Proficiency of the Students in Fill in the Blank

Variables	Sample Size	Average Marks	Percentage
Boys	40	0.57	5.75%
Girls	40	0.37	3.75%

The aforementioned table shows the result of the students in terms of gender. The sample size of each of the variable was 40. Out of the total marks, the boys secured 0.57 marks i.e. 5.75 percent whereas the girls obtained 0.37 marks i.e. 3.37 percent. However, boys obtained more marks than that of the girls.

Table No. 33

Gender-wise Analysis of Errors in Fill in the Blank

Variables	Sample Size	Erroneous Average Marks	Percentage
Boys	40	9.42	94.25%
Girls	40	9.62	96.25%

The aforementioned table shows the result about the students' errors in terms of gender. The sample size of each of the variable was 40. Out of the total marks, the boys committed 94.25 percent errors whereas the girls committed 96.25 percent errors in the test. Therefore, the gravity of errors of the girls was found more than that of the boys in this item.

Table No. 34

School-wise Proficiency of the Students in Fill in the Blank

S.N.	Variables	No. of the Students	Obtained Marks	
			Average	Percentage
1.	A	40	0.95	9.50%
2.	B	40	0	0%

It is needless to say that the level of proficiency is very poor in both the schools. The above table shows that 0.95 marks i.e. 9.5 percent were secured by the students of School 'A' whereas the students of School 'B' couldn't secure any marks in this tested item. However, the students of School 'A' were found more proficient than that of the students of School 'B'.

Table No. 35

School-wise Analysis of Errors in Fill in the Blank

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Percentage
1	A	40	9.05	90.50%
2	B	40	10	100%

The aforementioned table clearly shows the school-wise errors of the students in item No. 4. The sample size of each of the variable was 40. Out of the total marks, the students of school 'A' committed 90.5 percent errors whereas the students of school 'B' committed cent percent errors in this test. Thus, the students were found very poor even this tested item.

3.8.5 The Analysis of Overall Proficiency and Errors of the Students in Writing Short Description

The subjective sort of test was administered in order to analyze and/or find out the overall proficiency and errors of the students in terms of gender and school in the use of irregular verbs in item No. 5. The secured and erroneous average marks and percentage is given in the following tables.

Table No. 36

Overall Proficiency of the Students in Writing Short Description

Total Sample	Average Marks	Percentage
80	1.87	18.75%

The above table clearly shows the proficiency of 80 sample students in item No 5. There was only one question carrying 10 marks. The students were asked to write a short description on “An Amusing Event in My Life” in about 150 words. Out of the total marks, the students secured 1.87 marks i.e. 18.75 percent of the marks in the test. However, the students were found very weak even in this tested item.

Table No. 37

Total Analysis of Errors of the Students in Writing Short Description

Total Sample	Erroneous Average Marks	Percentage
80	8.12	81.25%

The above table clearly shows the level of errors of 80 sample students in the use of irregular verbs in item No. 5. There was only one question carrying 10 marks. The students were asked to write a short description on “An Amusing Event in My Life” in about 150 words. Out of the total marks, the students committed 8.12 erroneous marks i.e. 81.25 percent errors in the test. Therefore, the students were found very poor in this tested item.

Table No.38

Gender-wise Proficiency of the Students in Writing Short Description

Variables	Sample Size	Average Marks	Percentage
Boys	40	2.07	20.75%
Girls	40	1.67	16.75%

The above table analyses about the level of proficiency of the students in term of gender in item No. 5. The table further shows the sample size where each of the variable was 40. Out of the total marks, the boys secured 20.75 percent whereas the girls obtained 16.75 percent. Thus, the proficiency of the boys was found better than the girls in this item.

Table No. 39
Gender-wise Analysis of Errors of the Students in
Writing Short Description

Variables	Sample Size	Erroneous Average Marks	Percentage
Boys	40	7.92	79.25%
Girls	40	8.32	83.25%

The above table shows the errors of the students in terms of gender in the item No. 5 and the sample size of each of the variable was 40. Out of the total marks, the boys committed 79.25 percent errors whereas the girls committed 83.25 percent errors. Hence, the female students were committed more errors than that of the male students in this item.

Table No. 40
School-wise Proficiency of the Students in Writing Short Description

S.N.	Variables	No. of the Students	Obtained Marks	
			Average	Percentage
1.	A	40	2.41	24.12%
2.	B	40	1.33	13.37%

The above table compares the proficiency of the students in terms of schools in item No. 5. Number of the students in each variable was 40. Out of the total marks, the students of School 'A' obtained 24.12 percent whereas the students of School 'B' obtained 13.37 percent. Therefore, the students of School 'A' were found more proficient than that of the students of School 'B'.

Table No.41
School-wise Analysis of Errors in Writing Short Description

S.N.	Variables	No. of the Students	Erroneous Marks	
			Average	Percentage
1	A	40	7.58	75.88%
2	B	40	8.66	86.63%

The above table shows the errors of the students in terms of school in item No 5 and the sample size of each of the variables was 40. Out of the total marks, the students of School 'A' were committed 75.88 percentage errors whereas the students of School 'B' committed 86.63 percent in the use of irregular verbs in this tested item. Therefore, the students of School 'B' were committed more errors than that of the students of School 'A' in almost all the tested items.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The sole purpose of this research is to find out and compares the errors committed by eleventh grade students between boys and girls in the use of irregular verbs. The status of the gravity of errors of the students was compared between two different government aided schools on the basis of items and gender (boys and girls). Only two government aided schools of Lekhnath municipality of kaski district were selected where 40 students from each school i.e. 20 boys and 20 girls were selected randomly.

The researcher prepared a set of objective and the subjective questions consisting of five different sorts of items where item No. 5 was subjective whereas rests of others were objective. The test was administered among 80 students by using random sampling. After collecting the data, the analysis and interpretation were done by using the common statistical tools of average and percentage. First of all, the total performance level of the students in terms of gender, school and item in the use of irregular verbs was analyzed and interpreted and then their overall proficiency of the whole test was analyzed and interpreted. After the analysis and interpretation of the performance of the students, the errors of different schools in the use of irregular verbs was analyzed and interpreted and then the overall errors of the students of the whole test was analyzed and interpreted. After that, item-wise and school-wise analysis of errors was done along with gender-wise comparison of each item.

4.1 Findings

From the aforementioned analysis and interpretation of the data, the findings of the thesis are as follows:

1. The overall error committed by the students in the use of irregular verbs on the whole test was 71.25 percent. This showed that the students were to be found very poor in the tested items.

2. The total proficiency of the students on the whole test was 28.75 percent. It became clear that the total performance level of the students in the use of irregular verbs was not found satisfactory.
3. In terms of gender-wise comparison system, the boys were found little bit weaker than that of the girls i.e. the boys secured 28.65 percent marks whereas the girls secured 28.85 percent marks. It means that the boys committed 71.35 percent errors whereas the girls committed 71.15 percent errors in the use of irregular verbs.
4. In terms of school-wise comparison, the performance level of the students of Laxmi Higher Secondary School was found far better than that of the students of Laxmi Aadarsha Higher Secondary School. The students of School 'A' secured 33.27 percent marks whereas the students of School 'B' obtained 23.15 percent marks. It means that the students of School 'A' committed 66.86 percent whereas 76.85 percent errors were committed by the students of School 'B' in the use of irregular verbs.
5. The students were found very poor in item No. 4 where 95.25 percent errors were committed by the students. On the contrary, the students were found good in item No. 2 where only 40.88 percent errors were committed by the students in the use of irregular verbs.
6. The errors committed by the students in multiple choice questions were found to be less whereas in other tested items, the gravity of errors was to be found quite high.
7. The research study found out that the students had spelling problems, e.g. 'maked' instead of 'made', 'tryed' instead of 'tried'.
8. The research study further showed that most of the students did not know about the past and the past participle forms of the verbs. For example, the students wrote 'dig' instead of 'dug' and 'feeded' instead of 'fed'.
9. On comparing of the errors of the students in simple past and the past participle form of the given irregular verbs, more errors were

found out in past participle than that of the simple past form of the verbs. For example, 'hurted', 'comed', 'buided', and so on.

4.2 Recommendations and Pedagogical Implications

Based on the findings of the present research study, the following recommendations have been made for enhancing the ELT situation and the teaching learning process of English in the government aided schools in Nepal.

1. The teacher should pay more attention on the areas in which the students face difficulties in learning and providing extra written works which will help them to learn properly.
2. List of the verbs should be added in the textbooks of all grades.
3. Irregular verbs should be taught semantically by which contextual meaning will be understood. The teaching learning activities should be 'use based' and 'inductive' with sufficient materials and appropriate examples.
4. Passive type of questions should be frequently asked.
5. Teaching should be real life oriented rather than the examination oriented
6. Adequate exercises in the use of irregular verbs are required for the students. Thus, such kinds of exercises should be provided to the students and contextual teaching should be made appropriately and clearly to them.
7. The students of government-aided schools should also provide more hours of exposure and efforts to boost up English language.
8. Authentic reading materials related to irregular verbs should be prescribed for the students of grade eleven to develop their knowledge in the use of irregular verbs.
9. Interaction is the key term for the teaching and learning activities. Therefore, 'three way interaction' among teachers, students and the parents should be conducted time to time in schools.

10. The linguistic background of the students should be known and maintained well.
11. Students should be given ample opportunities for free writing by which they can improve their present status themselves.
12. Effective training should also be conducted for the teachers to update them with new approaches, methods and techniques in language teaching.

Finally, similar type of research work should be carried out regarding English Irregular Verbs.

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APPENDICES

APPENDIX -1

List of the Schools where the Researcher Conducted his Research Work.

1. Shree Laxmi Higher Secondary School (School 'A')
2. Shree Laxmi Adarsha Higher Secondary School (School 'B')

APPENDIX –III

The research was carried out to find out the gravity of errors of the students in the use of irregular verbs. The exam was conducted for the following 80 students:

1. The Students of Laxmi Higher Secondary School

S.N	Male Students of School 'A'	S.N	Female Students of School 'B'
1	Aashik Kumal	21	Sarala Purja
2	Shiva Bahadur Khatri	22	Srijana Paudel
3	Anish Biswakarma	23	Saraswati Khanal
4	Amrit Pariyar	24	Anjana Ghimire
5	Rajan Gautam	25	Sumina Pariyar
6	Prakash Rokka	26	Sangita K.C
7	Prakash Gyak	27	Sulochana Lamichhane
8	Puspanjal Ranabhat	28	Samjhana B.K
9	Himal Bastakoti	29	Manisha Acharya
10	Sumesh Rana	30	Bishnu Neupane
11	Laxman Pariyar	31	Susmita Gahatraj
12	Kiran Pariyar	32	Manju Serpuja
13	Surendra Adhikari	33	Anita Adhikari
14	Dhan Bahadur B.K	34	Diya Paija
15	Milan Pariyar	35	Swochana Gurung
16	Sanjeeb B.K	36	Sunita K.C
17	Sanjaya Pan	37	Srijana Pokhrel
18	Buddha Pariyar	38	Remuna Khanal
19	Bijay B.K	39	Nabina Ranabhat
20	Sagun Karki	40	Simana Sapkota

2. The Students of Laxmi Aadarsha Higher Secondary School

S.N	Male Students of School 'B'	S.N	Female Students of School 'B'
1	Rajendra Bastola	21	Narani Chapagain
2	Prakash Nepali	22	Anjana Paudel
3	Ajaya Raimajhi	23	Durga Thapa
4	Amrit Adhikari	24	Sita Paudel
5	Sujan Paudel	25	Jamuna Shrestha
6	Dharmaraj Bhattarai	26	Nirmala Thapa
7	Nil Prasad Gurung	27	Sabina dhakal
8	Sunil Lamichanne	28	Soniya Nepali
9	Santosh Chhetri	29	Saraswati Ranabhat
10	Raju B.K	30	Namrata Sharma
11	Prakash Nepali	31	Ganga Shrestha
12	Suman Lama	32	Prem Kumari Gurung
13	Prakash Danuwar	33	Sarmila Adhikari
14	Suraj Rana	34	Seema Subedi
15	Ram Chaudhari	35	Sobita Kumal
16	Vikash Purja	36	Sunita Ghala
17	Subash kumal	37	Samjhana Gautam
18	Sujan Karki	38	Laxmi Shrees Magar
19	Sujan Ranabhat	39	Anita Acharya
20	Krishna Rana Magar	40	Sunita Sunar

APPENDIX – IV

Test Result (Marks)

1. Marks Obtained by the Individual Male Students of Laxmi Higher Secondary School.

S.N	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Aashik Kumal	5	8	2	0	3	18
2	Shiva Bahadur Khatri	3	5	1	1	4	14
3	Anish Biswokarma	5	8	5	4	6	23
4	Amrit Pariyar	3.5	2	1	0	2	8.5
5	Rajan Gautam	3	6	2	0	3	14
6	Prakash Rokka	5.5	5	3	3	3.5	20
7	Prakash Gyak	4	5	4	2	2	17
8	Puspanjal Ranabhat	3.5	7	3	2	2	17.5
9	Himal Bastakoti	4.5	8	4	2	3	21.5
10	Sumesh Rana	4	4	4	0	2	14
11	Laxman Pariyar	5	8	5	3	3	24
12	Kiran Pariyar	2.5	8	4	0	1	15.5
13	Surendra Adhikari	1.5	8	2	0	1	12.5
14	Dhan Bahadur B.K	3.5	7	1	0	2	13.5
15	Milan Pariyar	4.5	8	2	1	1	16.5
16	Sanjeeb B.K	3	8	3	0	3	17
17	Sanjaya Pan	3.5	9	4	0	3	19.5
18	Buddha Pariyar	6	7	5	4	5	27
19	Bijaya B.k	3	9	4	0	3	19
20	Sagun Karki	3	6	3	1	2	15
Obtained Marks		76.5	133	62	23	54.5	349

2. Marks Obtained by the Individual Female Students of Laxmi Higher Secondary School

S.N	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Sarala Purja	6.5	7	2	0	5	20.5
2	Srijana Paudel	5.5	8	2	0	3.5	19
3	Saraswati Khanal	3.5	5	3	1	1	13.5
4	Anjana Ghimire	4.5	6	3	5	6	24.5
5	Sumina Pariyar	3.5	7	4	2	0	16.5
6	Sangita K.C	6	7	3	0	0	16
7	Sulochana Lamichhane	5.5	7	4	0	0	16.5
8	Samjhana B.K	4.5	6	4	3	1.5	19
9	Manisha Acharya	3.5	7	3	4	3	20.5
10	Bishnu Neupane	3	6	4	0	2	15
11	Susmita Ghatraj	3	5	4	0	1	13
12	Manju Serpuja	6	3	7	0	2	18
13	Anita Adhikari	4	6	4	0	0	14
14	Diya Paija	6.5	5	5	0	4	19.5
15	Swochana Gurung	6.5	6	6	0	5	23.5
16	Sunita K.C	4	6	4	0	1	15
17	Srijana Pokhrel	5.5	3	7	0	2.5	18
18	Rumuna Khanal	3.5	3	2	0	1.5	10
19	Nabina Ranabhat	5	4	3	3	3	18
20	Siman Sapkota	4	4	2	0	0	10
Obtained Marks		93	111	76	18	42	340

3. Marks Obtained by the Individual Male Students of Laxmi Aadarsha
Higher Secondary School

S.N	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Rajendra Banstola	2.5	3	1	0	.5	7
2	Prakash Nepali	5.5	8	5	0	5.5	24
3	Ajay Raimajhi	1.5	3	0	0	1.5	6
4	Amrit Adhikari	1.5	3	0	0	0	4.5
5	Suraj Paudel	2.5	2	1	0	0	5.5
6	Dharmaraj Bhattraï	.5	4	1	0	0	5.5
7	Nil Prasad Gurung	2.5	2	0	0	0	4.5
8	Sunil Lamichhane	3.5	7	3	0	4	17.5
9	Santosh Chhetri	3.5	9	2	0	1.5	16
10	Raju B.K	3	7	4	0	1	15
11	Prakash Nepali	3.5	5	1	0	2.5	12
12	Suman Lama	5.5	4	4	0	2	15.5
13	Prakash Danuwar	3.5	8	4	0	1	16.5
14	Suraj Rana	.5	5	0	0	0	5.5
15	Ram Chaudhari	1	8	0	0	1	10
16	Vikash Purja	5	0	0	0	0	5
17	Subash Kumal	2	4	0	0	0	6
18	Sujan Karki	4	8	3	0	3	18
19	Suraj Ranabhat	5	8	5	0	3	21
20	Krishna Rana Magar	1	4	1	0	2	8
Obtained Marks		57.5	102	35	0	24.5	223

4. Marks Obtained by the Individual Female Students of Laxmi Aadarsha Higher Secondary School

S.N	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Narayani Chapagain	2	5	1	0	2	10
2	Anjana Paudel	2	6	1	0	1	10
3	Durga Thapa	1.5	4	1	0	2	8.5
4	Sita Paudel	1	7	0	0	0	8
5	Jamuna Shrestha	5	8	1	0	0	14
6	Nirmala Thapa	1.5	8	2	0	0	11.5
7	Sabina Dhakal	3	7	1	0	.5	11.5
8	Soniya Nepali	3.5	8	1	0	.5	13
9	Saraswati Ranabhat	2.5	7	1	0	3.5	14
10	Namrata Shirma	4	7	1	0	4	16
11	Ganga Shrestha	4.5	8	1	0	2.5	16
12	Prem kumari Gurung	6	6	4	0	2	18
13	Sarmila Adhikari	6	7	4	0	2	19
14	Seema Subedi	3	4	0	0	1	8
15	Sobita Kumal	2.5	4	0	0	0	6.5
16	Sunita Ghale	2	4	3	0	0	9
17	Samjhana Gautam	1.5	3	0	0	0	4.5
18	Laxmi Shrees Magar	2.5	4	4	0	2.5	13
19	Anita Acharya	3	6	1	0	0	10
20	Sunita Sunar	7	7	4	0	1.5	19.5
Obtained Marks		64	120	31	0.00	25	240

APPENDIX – V

Test Result (Marks)

1. The Errors Committed by the Individual Male Students of Laxmi Higher Secondary School.

S.N.	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Aashik Kumal	5	3	8	10	7	33
2	Shiva Bahadur Khatri	7	5	9	9	6	36
3	Anish Biswokarma	5	2	5	6	4	22
4	Amrit Priyar	6.5	8	9	10	8	41.5
5	Rajan Gautam	7	4	8	10	7	36
6	Prakash Rokka	4.5	5	7	7	6.5	30
7	Prakash Gyak	6	5	6	8	8	33
8	Puspanjal Rana Bhat	6.5	3	7	8	8	32.5
9	Himal Bastakoti	5.5	2	6	8	7	28.5
10	Sumesh Rana	6	6	6	10	8	36
11	Laxman Priyar	5	2	5	7	7	26
12	Kiran Pariyar	7.5	2	6	10	9	34.5
13	Surendra Adhikari	8.5	2	8	10	9	37.5
14	Dhan Bahadur B.K	6.5	3	9	10	8	36.5
15	Milan Pariyar	5.5	2	8	9	9	33.5
16	Sanjeeb B.K	7	2	7	10	7	33
17	Sanjay Pan	6.5	1	6	10	7	31.5
18	Buddha priyar	4	3	5	6	5	23
19	Bijay B.K	7	1	6	10	7	31
20	Sagun Karki	7	4	7	9	8	35
Erroneous Committed Marks		123.5	67	138	177	145.5	651

2. The Errors Committed by the Individual Female Students of Laxmi Higher Secondary School.

S.N	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Sarala Purja	3.5	3	8	10	5	29.5
2	Sirjana Poudel	4.5	2	8	10	6.5	31
3	Saraswati Khanal	6.5	5	7	9	9	36.5
4	Anjana Ghimire	5.5	4	7	5	4	25.5
5	Sumina Pariyar	6.5	3	6	8	10	33.5
6	Sangita K.C	4	3	7	10	10	34
7	Sulochana Lamichhane	4.5	3	6	10	10	33.5
8	Samjhana B.K	5.5	4	6	7	8.5	31
9	Manisha Acharya	6.5	3	7	6	7	29.5
10	Bishnu Neupane	7	4	6	10	8	35
11	Susmita Gahatraj	7	5	6	10	9	37
12	Manju Serpuja	4	7	3	10	8	32
13	Anita Adhikari	6	4	6	10	10	36
14	Diya Paija	4.5	5	5	10	6	30.5
15	Swochana Gurung	3.5	4	4	10	5	26.5
16	Sunita K.C	6	4	6	10	9	35
17	Srijana Pokhrel	4.5	7	3	10	7.5	32
18	Remuna Khanel	6.5	7	8	10	8.5	40
19	Nabina Ranabhat	5	6	7	7	7	33
20	Simana Sapkota	6	6	8	10	10	40
Erroneous Committed Marks		107	89	124	182	158	660

3. The Errors Committed by the Individual Male Students of Laxmi Adarsha Higher Secondary School.

S.N	Name of the Students	Test Items					Total
		1	2	3	4	5	
1	Rajendra Bastola	7.5	7	9	10	9.5	43
2	Prakesh Nepali	4.5	2	5	10	4.5	26
3	Ajay Raimajhi	8.5	7	10	10	8.5	44
4	Amrit Adhikari	8.5	7	10	10	10	45.5
5	Suraj Paudel	7.5	8	9	10	10	44.5
6	Dharmaraj Bhattraï	9.5	6	9	10	10	44.5
7	Nil Prasad Gurung	7.5	8	10	10	10	45.5
8	Sunil Lamichhane	6.5	3	7	10	6	32.5
9	Santosh chhetri	6.5	1	8	10	8.5	34
10	Raju B.K	7	3	6	10	9	35
11	Prakash Nepali	6.5	5	9	10	7.5	38
12	Suman Lama	4.5	6	6	10	8	34.5
13	Prakash Danuwar	6.5	2	6	10	9	33.5
14	Suraj Rana	9.5	5	10	10	10	44.5
15	Ram Chaudhari	9	2	10	10	9	40
16	Vikash Purja	5	10	10	10	10	45
17	Subash kumal	8	6	10	10	10	44
18	Sujan Karki	6	2	7	10	7	32
19	Sujan Ranabhat	5	2	5	10	7	29
20	Krishna Rana Magar	9	6	9	10	8	42
Erroneous Committed Marks		142.5	98	165	200	171.5	777

4. The Errors Committed by the Individual Female Students of Laxmi
Adarsha Higher Secondary School.

S.N	Name of the Students	Tested Items					Total
		1	2	3	4	5	
1	Narayani Chapagain	8	5	9	10	8	40
2	Anjana Paudel	8	4	9	10	9	40
3	Durga Thapa	8.5	6	9	10	8	41.5
4	Sita Paudel	9	3	10	10	10	42
5	Jamuna Shrestha	5	2	9	10	10	36
6	Nirmala Thapa	8.5	2	8	10	10	38.5
7	Sabina Dhakal	7	3	9	10	9.5	38.5
8	Soniya Nepali	6.5	2	9	10	9.5	37
9	Saraswati Ranabhat	7.5	3	9	10	6.5	36
10	Namrata Sharna	6	3	9	10	6	34
11	Ganga Shrestha	5.5	2	9	10	7.5	34
12	Prem Kumari Gurung	4	4	6	10	8	32
13	Sarmila Adhikari	4	3	6	10	8	31
14	Seema Subedi	7	6	10	10	9	42
15	Sobita Kumal	7.5	6	10	10	10	43.5
16	Sunita Ghale	8	6	7	10	10	41
17	Samjhana Gautam	8.5	7	10	10	10	45.5
18	Laxmi Shrees Magar	7.5	6	6	10	7.5	37
19	Anita Acharya	7	4	9	10	10	40
20	Sunita Sunar	3	3	6	10	8.5	30.5
Erroneous Committed Marks		136	80	169	200	175	760