CHAPTER - ONE
INTRODUCTION

This study is about the "Errors Committed by Gurung Learners of English on Subject-Verb Agreement". The section introduction consists of general background, statement of problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 General Background

Language is a voluntary vocal system of human communication. It is the most widely used means of communication through which human beings communicate or express their ideas feelings, emotions, attitudes, desires, thought and so on.

Language is species specific and uniform possession of human beings. It is the advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. Most of the activities of the world are carried through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. In the present age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society.

Different scholars have viewed language differently. In this connection, Chomsky (1957) defines it as "A finite or infinite set of sentences, each finite in length and construct out of a finite set of elements" (p.13). Similarly, Corder (1973) states, 'language, "As a system of communication by which man communicates for the purpose of communication" (p. 32).

In general, language is a system of system. Each language has its own system as grammatical system, logical system and discourse system. All the human beings acquire their mother tongues at their childhood but learning as second language is entirely different which is supposed to be a planned activity requiring conscious efforts on the part of the learners. English language like other language is full of problems for foreign learners. Some of these problems are easy to explain. But some of the problems are more tricky and ambiguous which cause difficulty for not only the junior learners but also advanced students as well as teachers. Being closed with grammatical system , most of the students often commit errors on subject -verb agreement. Looking this evidence into consideration, I have studied the errors committed by Gurung speaking learners on subject-verb agreement.

1.2 Statement of the Problem

The research topic is chosen originally of personal interest. I have become concerned about the complaints from English teachers about students' grammar. The problem arose when there were complaints from English teachers. I received a number of complains when I took part in teacher training programme. The most common complaints were about the students' error in subject-verb agreement. Generally, in public schools, students start learning English grammar when they are in grade four and they learn throughout the school year. Despite learning and knowing the rules for multiple years, many students come up with sentences like 'he have book' in both written and spoken forms. Such situation is quite serious in Gurung speaking learners as I have experienced during my learning as well. So the problems being addressed in this study are the common errors in subject-verb agreement in their proficiency as well.

Therefore, the research is carried out to study the problem of students in their English subject-verb agreement and identify significant error they produce. In

order to arrive to the conclusion of this study, error analysis is used as an indicator to enable the significant error to be detected.

1.3 Rationale of the Study

The present research topic is chosen because of its significance in writings. Without a proper rule of subject-verb agreement, the ideas in writings is difficult to convey and thus worsen the value of writing itself. Any errors regarding the subject-verb agreement will definitely change the meaning of the sentence. Most of the students are complaining about the errors they make in writing, mainly on subject-verb agreement. The simple definition is as simple as a subject agreeing with a verb. In other words, the singular subject takes the singular verb and the plural subject takes the plural verb. The students tend to make error in general rules and sub rules in subject verb agreement. Such errors create hinderance and difficulties in learning.

This research deals with the English language learning students' errors while using subject- verb agreement. The research is carried out to suggest some solutions to the problems that the students of grade IX face in using subject-verb agreement. Moreover, upon looking of the students' errors, this research also includes the remedial actions that need to be approached to the students in order to improve the problem of the students in using the correct subject-verb agreement. Thus, this study becomes rationale as it has presented the general errors of learning on subject verb agreement and errors committed by Gurung speaking learners of English on same respect in particularly. Similarly, it is highly valuable because it provides significant inputs for the further researchers as well in order to have a curious eye in to the different errors of mother tongue speaking learners of English.

1.4 Objectives of the Study

This study had the following objectives:

i) To find out the proficiency of Gurung students in subject-verb agreement

ii) To find out the errors on subject- verb agreement committed by Gurung students

iii) To suggest some pedagogical implications.

1.5 Research Questions

This study had the following research questions:

i) What is the proficiency level of Gurung students on subject-verb agreement?

ii) What type of errors are committed by Gurung students on subject-verb agreement?

1.6 Significance of the Study

This study will be significant for those who are involved in language teaching especially to the target group and the others who are interested in grammar of language. It will be important for teachers, students and researchers.

The study will be useful for teachers who want to find out the problematic areas of the students as well as proficiency level of the Gurung students on subject-verb agreement. It will provide some techniques or strategies used for correcting errors. The students and teachers will find the study useful to find out the cause of errors and processes of learning strategies used by the students. Moreover, this study will be helpful for students to improve their achievement on subject-verb agreement. It is hoped that this study will play significant role for teachers to build better performance.

1.7 Delimitations of the Study

The proposed study had the following limitations:

i) The study was limited to the errors committed by Gurung students in subject-verb agreement in English language.

ii) The study was limited to three public schools of Syangja district.

iii) The study was limited to the Gurung students of grade IX.

iv) The primary data was only taken from 60 students.

v) The primary data for this study was only collected from the written responses.

1.8 Operational Definitions of the Key Terms

Subject

Generally subject refers to a noun, noun phrase or pronoun represent the personal thing that performs the action of the verb about which something is started. It is a term used in the analysis of grammatical function to refer to major constituent of sentences or clause, structure, traditionally associated with the doer of an action. For example, my mother bought me a pen.

Verb

It (in English) refers to a word which occurs as a part of predicate of a sentence carries markers of categories such as tense, aspects, person, number and mood and refers to an action of a state (Richards et al.,1985, p.305). It is an element which can display morphological contrast of tense, voice , mood, person and number. The verb can be categorized into two types, auxiliary verb and main verb. For example;

i) Hari brings the basket (main verb)

ii) They are playing volleyball (auxiliary verb)

Agreement

"A traditional term used in grammatical theory and description to refer to a formal relationship between elements, whereby a form of one word requires a corresponding form of another" (Crystal, 2003, p. 17). Furthermore, agreement commonly refers to some systematic coveriance between formal property or one element and another element and a formal property of another.

Dialect

"A variety of language spoken in one part of country (regional dialect), or people belonging to a particular social class (social dialect or socialect) which is difference in some words, grammar and pronunciation of the same language"(Richards et al. 1985, p. 80). In addition, social dialect is the variation of a language in terms of social dimensions such as power, class, caste etc. Regional dialect is the regional variation of a language.

Inflection

It refers to a process of adding an affix to a word or changing it in some other ways according to the rules of the grammar of a language. For example, in English verbs are inflected for third person singular: I work, he works and for past tense: I worked (Richard et al.,1985, p. 139) . It is a process of word formation in which items are added to base form of a word to express grammatical meaning. For example, -s at end of ideas indicate that the noun is plural.

Gurung

Gurung is one of the major indigenous ethnic group of Nepal. Gurung is also called 'Tamu'. Gurung caste densely lives in western part of Nepal. The densely Gurung populated districts are Kaski, Lamjung, Gorkha, Syangja, Mustang and Tanahun. But Gurung people live each and parts of Nepal may be that more or less from west to east and Himal to Terai.

Error

An error is a deviation from accepted rules of language made by a learner of second language. Such error result from learner's lack of knowledge of correct rules of the target language. It is a systematic deviation made by learners who have not yet mastered the rules of the target language.

CHAPTER-TWO

REVIEW OF RELATED LITERATURES AND CONCEPTUAL FRAMEWORK

This section is divided into four other subheadings, At first, review of related empirical literature sheds light on empirical studies so far carried out on the related topic. Secondly, implication of the review for study presents the relation between reviewed works and the present one. Thirdly, review of related theoretical literature focuses on description of the theoretical back bone of the study which provides base for me. Lastly, conceptual framework summarizes the whole process to be followed for the selected topic.

2.1 Review of Related Empirical Literature

A number of studies have been carried out to find out the errors in subject- verb agreement made by those English learners who have different language background. Some people have done comparative study on subject- verb agreement between English and other languages. This is the first research on errors committed by Gurung learners of English on subject-verb agreement in the Department of English Education. I have reviewed some related study to connect the previous studies to this present study in followings.

Bhattarai (2008) has carried out research entitled "An Analysis of Spelling Errors Committed by the Grade Eight Students." The main objective of which research was to classify them into different groups and describe them. she included hundred students of grade eight from the different English medium schools in Kathmandu valley. She used test item to collect the data. She found out that out of 18900 written words produced by the students, 0.06% error was in failure to double consonant and 0.03% was committed in unnecessary doubling.

Subedi (2008) has carried out research entitled "Analysis of Errors Committed by the Grade 10 Students in Free Composition". The main objective was to identify the errors committed by grade 10 students in free composition. He used the students of grade 10 of different secondary schools of Dolakha district. She used test to elicit the data. She found that most of the errors were found intra lingual errors as they were caused due to the source language itself.

Baral (2011) has carried out research entitled "A Study of Errors Committed by 12 Grade Students in Reported Speech ".The main objective of his study was to find out errors committed in the use of reported speech. He used twenty five students of class twelve from Kirtipur as a sample. He used test items to elicit the data. He found out that the students had problem in using reported speech. The students of 4 schools committed 92 errors out of total 112 problems.

Bhatta (2011) has analyzed "Errors Committed by 9 the Graders in Modal Verb" with the main objective to identify the errors committed by the 9 grade students in modal verbs. She used test to elicit the data. She found out that learners of government-aided schools committed the highest number of errors. On the other hand, the learners of private schools committed the lowest number of error in total test item.

Pun (2011) has carried out a research entitled "Interlingual Errors Committed by Tharu Learners of English" with the main objective to identify, classify and explain the interlingual errors committed by Tharu learners of English. He used twenty Tharu students of four secondary level public schools as a sample. The test items were used to collect the data. He found that in negation item, 46.40% of the total errors were found to be committed by the Tharu students due to the interference of their mother tongue.

All these research have been conducted to find out the errors and compare the proficiency of learners of different language background. Though these studies have been carried out to find and compare the errors, no research is conducted in errors committed by Gurung learners of English on subject verb agreement

yet in the Department. This study is different from other studies that aims to find out the errors on subject- verb agreement committed by Gurung learners of English. So, I would like to claim that this research will be of the first type in the Department.

2.2 Implication of the Review for Study

I have reviewed existing literature like thesis, books, and articles and read them critically. The literature review has helped me to enhance and consolidate my knowledge base and helped me to integrate my study with existing body of knowledge. It helped me to establish the theoretical roots of my study, clarify my ideas and develop my methodology.

Specially, I have reviewed five different studies. These studies were conducted regarding the errors committed by different learners. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding my study. They have used survey research design and I have also followed the same i.e. survey research design. Therefore, after reviewing these research works, I got ideas on the process of survey research design. Likewise, they have used test items as their tool to elicit data and I have used of the similar tool for my study.

From the study of Bhattarai (2008) I became familiar with an analysis of spelling errors committed by the grade eight students. The study of Subedi (2008) makes me familiar with analysis of error committed by grade ten students in free composition. As conclusion of her study, she found that the most of the errors were found intralingual errors as they were first caused due to the language itself. The result of her study has become noteworthy contributions to find out the result of my study. Similarly, from the study of Baral (2001) I gave the idea about a study of errors committed by grade twelve students in reported speech. His study has become significant for me to identify the errors committed by nine grade students. The study of Bhatta (2011) served me to become familiar with an analysis of spelling errors committed by the

grade eight students. The study of Pun (2011) familiarizes me with interlingual errors committed by Tharu learners of English. Taken together, the objectives of these studies were useful somehow towards enhancing the understanding of identifying the errors and proficiency of the students. Moreover, the tools which were used by them assisted me in preparation of the test items. The survey research process which was used by them was applied in the present study.

2.3. Reviewed of Related Theoretical Literature

A theoretical framework guides research by using 'what work' in the experience or exercise of doing something by those directly involved research study. After reading relevant literature, a number of theories have been developed from different perspective. The information obtained from different literature is sorted under the main themes and theories. The theoretical literature of this study consists of the English language and its position, present scenario of ELT in Nepal, linguistic situation of Nepal, introduction to the Gurung community and the Gurung language, khema script and present situation. Similarly, it includes errors: an overview, importance of grammar, subject verb agreement and rules of subject verb agreements in English.

2.3.1 The English Language and its Position

There are many languages in the world, among them English is the most widely used language. It is often believed that one in every group of seven people can speak English. It has dominated almost all the areas in the world such as politics, science and technology, medicine, marketing and so on. It is rich in its literature. It has gained the states of the international standard. Therefore, it is used as lingua franca to maintain communication among different linguistic communities.

English has significant influence in educational system of Nepal. English is taught as a compulsory subject right from grade one to bachelor degree in

government aided schools and colleges. In the context of private schools, it is taught right from nursery to higher level as a compulsory subject as well as the medium of instruction. Basically, the main purpose of the teaching English in the schools of Nepal is to enable the students to exchange their ideas with people of any nationality who speak English.

In relation to English in our teaching context, Bhattarai (1995) states:

> English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one visits the whole world and one knows English can enjoy the advantage of world citizen. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance.(p. 217)

Similarly, Harmer (2007) states:

> English is studied not just for some unspecified general purpose but for example, for academic purposes (EAP) or as English for business. Business English learning and teaching grown enormously over the last 20 years, whether it takes place before students enter commercial life or during their life in the business world. (p. 23)

The importance of the English language in the present day world need not be overemphasized. It is principal language for international communication. The English language is given great importance in the education system of Nepal.

2.3.2 Present Scenario of ELT in Nepal

English is an international language. So, we must have the knowledge of English to go for higher studies, to communicate with the foreigners, to interact with the changing situation of the modern era. Government of Nepal has also realized the necessity of English language teaching and has made grade one as starting point of English language teaching. Similarly, under the faculty of Education, Department of English Language Education is devoted to produce the good English language teachers. In the same way different education and training institutions like school of education K.U., Purwanchal University, NCED (National Centre for Educational Development) are producing good and trained teachers. Moreover, some teachers are also graduated in ELT from UK, USA, Austrailia etc.

While discussing about ELT in our context , Awasthi (2003) concludes:

> Formation of different professional organization of ELT teachers i.e. NELTA (Nepal English language Teachers Association) has pushed English language teaching up. NELTA has established partnership with the Ministry of education and sports in the matter of English language teacher development activities (p.17).

When we scrutinize the current status of the English language and its teaching, we find that a little attempt has been made to document its present state of affairs. The use of English has extended by leaps and bounds. English language institutes, English medium schools and colleges are mushrooming. Some publications including dailies, weeklies and magazines are being regularly published in English. Of late, English teaching has started from grade one, and today it is a matter of heated controversy among the politicians as to whether to start teaching English from grade one or from grade four as in the past.

2.3.3 Linguistic Situation of Nepal

Nepal is a multilingual, multicultural, multiracial, multi-religious country. Nepal, though small country has been very fertile land for language and linguistic study. Even today, linguistics is discovering new languages in some remote places of the country and many more languages are still waiting to be discovered. Nepal possesses an amazing cultural diversity including ethnic richness and linguistic plurality. Linguistically, Nepal is so rich that it has a unique position on the linguistic map of the world. It has been one of the most engrossing areas of linguistic research.

Most of the languages are existed in spoken forms without having their own scripts. So, they are in the verge of extinction. It has been suggested that a number of factors responsible for language loss and endangerment in Nepal. They weaken language vitality and induce a language to become extinct. The major factors include lesser number of speakers, poor economic status, lack of language transmission to younger generation, migration to urban areas and foreign countries for job and education, tradition, official recognition, initiatives for language maintenance, language use in domains such as education, local administration and mass media, official status and use, and language community's awareness.

Before the restoration of democracy in 1990, Nepal had adopted one language policy. To quote Malla (1989),

> His Majesty Government has declared policy that over the years Nepali should become the medium of instruction at all level of education. Apart from this, the government policy towards language is that only Nepali should be used in administration, court of justice, information and media. The constitution of Nepal 1990 seems much liberal towards the minority languages of the country. The constitution states i) the Nepali

> language shall be the official language ii) all the languages spoken as mother tongue in the various parts of Nepal are the national languages of Nepal. (p. 460)

Now, people are much more aware of their language and culture. Language has become the most emotive issue within and among the ethnic communities. Though most of the communities are willing to accept Nepali as a lingua franca in the country, they are demanding active state support for the development of their own individual languages insisting on their use as a medium of instruction in school and other fields of the government. They have sought recognition of their language in their regions.

Apart from Nepali, very few languages (e.g. Maithali, Newari and Limbu) have written literature and other materials such as grammar, dictionary and textbook. A majority of languages that belong to Tebito-Burman family do not have written form and are in the verge of extinction. It is, therefore, an urgent need for codification, description and expansion in the use of these endangered languages for their preservation, development and standardization.

The monopoly of the use of Nepali language in the government offices, education and media has opened the door of opportunities to its native speakers. They have easy access to education since the medium of instruction in school is Nepali. On the contrary, the speakers of other languages are obstructed indirectly to get education because the medium of instruction is not in their mother tongue. This is one of the main reason why dropout rate of the indigenous students in school are so high and why most literacy programs fail. It can not also be ignored their nature to speak in Nepali by other language speakers is as difficult as to speak in English.

The language used in Nepal can be classified into four different language families: Indo-Aryan, Tibeto-Burman, Austro Asiatic and Dravidian.

Indo-Aryan Group

The following languages spoken in Nepal come under this language group.

Nepali	Hindi
Magahi	Urdu
Maithali	Rajbangsi
Marwadi	Darai
Bhojpuri	Awadhi
Majhi	Kaman
Tharu	Danuwar
Chureti	Bote

(Source- Gurung, Harka 2003: Social Demography of Nepal)

Tibeto-Burman

The following languages come under this group.

Rai (including chhintang and other more than 33 Rai languages)

Toto	Raute	Tiebtan	Sherpa
Chepang	Pahari	Thami	Koche
Raji	Marpha	Lhomi	Lepcha
Dhimal	Gurung	Limbu	Magar
Thakali	Jirel	Hayu	Syang
Yakka	Dura	Chhantyal	Tamang
Sunuwar	Kaike	Meche	Yholmo
Baram	Bynghi	Newar	Kham
Manag	Kagate	Bhujel	Nar

(Source- Gurrung; Harka 2003: Social Demography of Nepal).

Austro- Asiatic

The Austro-Asiatic languages comprise Sathali of the northern Munda group and Khari of southern Munda group. It is also to be noted that Satar has been reported in all the censuses but Santhali has been wrongly reported as a separate language except in the 1952/54 census. The 2001 census lumps both Satar and Santhali together into a single language, called Santhali. It is suggested that Munda (with 67 speakers) should also be included within Santhali, in that it is just a variant name of the same language.

Dravidian Group

According to the population census 2001, only one language i.e. Jhangar comes under this group. In Dravidian family Dhangar/Jhagar is spoken by 4,812 (1952/54), 15,175 (1991) and 28,615 (2001) people. Jhangar language is Mainly spoken in Sunsari district. It is also marginally used in Siraha and some other districts (Bara, Parsa). Another Dravidian language is Kisan, marginally spoken in Jhapa district.

2.3.4 Introduction to the Gurung Community

Nepal is a common garden of many races and tribes. There are more than one hundred different types of races and castes in Nepal. It appears that for all the size of the country; Nepal possesses a great variety of races in its population.

It is believed that the Gurungs of Nepal were migrated from Tengri of Tibet. They started to live in Mano (now, it is called Manang) of Nepal.Another statement says that the Gurung have migrated from the Shiwai state of China, they were the people of Amdo caste of that state. They migrated to Nepal through the Brahmaputra river. They were honest and famous fighter.

Gurung (2011) states:

> The Gurungs are historically known as 'Tamu' in their language 'Tamu Qwi' that is a cognate of Tibetan word. The origin of the Gurungs linked to Tibet. 'Gya-Rong' was drawn from the name of Tibetan federation, where cavalry served the Tibetan king Songsten Gampoo. 'Gya-Rong' became Gurung and referred to the inhabitants Gurung. (p.1)

The Gurung community is one of the actor in Nepalese society as Nepal is diverse and heterogeneous country in terms of caste and ethnicity, language and religion, geography and cultural practices. In addition, the Gurung community with 2.5 population is one of the indigenous nationalities groups of Nepal among the recognized 59 indigenous nationalities. The Gurungs are well known throughout the country due to their distinct history, social system, language, culture, economy, customs and mores. The highland Gurungs have historically occupied the southern slopes of Annapurna and Machhapuchre Himalayan in central-west of Nepal. Although the Gurungs are scattered all over the country and abroad including UK settlement, Gandaki zone is their ancestral land. It is located in west central Nepal consisting of few districts Manang, Gorkha, Lamjung, Kaski, Tanahu, Syangja and Parbat.

2.3.5 The Gurung Language, Khema Script and Present Situation

The Gurungs communicate in their own language known as 'Tamu Qwil'. Gurung people address their mother language according to their regional dialect by different names, viz. 'Tamu Kwi', 'Tamu Quie', 'Tamu Ta' etc. Gurung language is one of the languages under Tibeto-Burman linguistic family. It is spoken in the western part of Nepal.

Gurung language has been orally transmitted from generation to generation. So, it has no similarity and uniformity because of no written tradition of their language. Although the Gurung community is quite rich in its large collection of folklore and folk songs, they are not well documented due to lack of its own

script. Even today, if we go to Gurung communities, they speak mother tongue in majority as a means of communication in their daily life. Their language is slight different in words, pronunciation, tense etc according to the geographical differences and communities.

There has been made various attempts for the restoration of Gurung language since decades. Though the script of Gurung has become the unknown historical mystery, a ray of hope has gleamed through the invention of 'Khema'. Script is not effectively practised or recognized in the entire Gurungs community. Recent years, Gurungs have attempted for the preservation, conservation and restoration of their script, languages, culture, and tradition heritage in various ways. As a result, a number of Gurung grammars, dictionaries, book various researches, movies, documents, songs, poems, textbooks and articles came into existence. It was an outstanding publication by Nepal Royal Academy, Kamaladi, Kathmandu in B.S. 2053, 'The Basic Gurung Grammar' written by late Dhan Bahadur Gurung , Ramghat Pokhara. In B.S. 2059, a dictionary entitled Gurung-Nepali- English Dictionary was written by Dr. Waren W. Glover and Ratna Gurung, published by Tamu Bouddha Sewa Samiti, Anamnagar, Kathmandu was next important step to enrich Gurung literacy heritage. For the restoration of Tamu literatures, Roman script and Devanagari script were in use in early years but they have succeeded to widen their literacy field through Khema script.

For the preservation and conservation of the Tamu languages and script, khema script has appeared as milestone. Tamu language and khema script are intermingled and has been practised through various Tamu councils, primary level school as a curriculum in different part of Nepal. So, this is a burning issue in the verge of extinction versus restoration and conservation of Tamu language and script along with ethnic languages in Nepal.

2.3.6 Errors: An Overview

Learning is not a matter of successing rather it is process of trialling . In such training process learners often break the system which ultimately leads them to make errors. When we consult a dictionary, we find errors used synonymously as mistakes, but it is layman's term. Linguists treat them differently. A language should follow its norms of uses and usage. Therefore, any deviation from the norm is a mistake but a particular type of mistake is an error.

Allen and Corder (1974) state:

> An error occurs at competence level, whereas a mistake occurs at performance level. A mistake may occur due to fatigue, lapses and carelessness, but errors are committed due to incomplete knowledge of the language. Mistake may be major and minor. Generally, phonological mistakes are as minor mistakes, whereas grammatical mistakes are taken as major. Minor mistakes may be both controllable and uncontrollable. Slips, lapses etc can be controlled, whereas phonological mistakes due to inorganic disability are uncontrollable. (p. 123)

Mistakes are committed occasionally due to psychological reason by both native and non-native learners. The learners themselves can correct them.

So far as the error is concerned, it can't be identified and corrected by the speaker of learner him/herself. The reason behind it is incomplete knowledge of rules. The regular and reoccurrence mistakes are errors, which have linguistic reason. Non-native learners commit it.

2.3.6.1 Stages of Error Analysis

Error analysis is the systematic stepwise study and analysis of the errors made by second or foreign language learners. According to Abbott et al. (1981), "Error analysis involved collecting errors, studying them, classifying them in the various ways and suggesting possible causes" (pp. 212-3).Therefore, error analysis can be seen as a series of successive stages. There are mainly six stages of error analysis. They are as follows:

a) Collection of data
b) Recognition of errors
c) Description of errors
d) Explanation of errors
e) Evaluation of errors
f) Remediation of errors

a) Collection of Data

Collection of data is the first stage of error analysis. The researcher must have reliable data to describe and analyze data. The data not only consists of errors but also includes the examples of correct usage. They can be categorized on the basis of texts, approaches they involve, models and tools they use.

i) Text: Spoken or Written

Error analysis is mainly concerned with the study of expressive errors. The expressive errors may be spoken or written. Therefore, the data for error analysis may be spoken or written. Spoken data is elicited through interview, discussion and written data is collected through composition or set of questionnaire.

ii) Approaches: Subjective or Objective

While collecting data, we can use subjective and objective approach. A subjective approach includes subjective questions. An objective approach

contains objective questions. Usually, the subjective questions are less in numbers and cannot cover the comprehensive areas of languages. Objective test items are more in numbers and can cover different areas of language.

iii) Modes: Free or Guided

Allen and Corder (1974 distinguish free and guided writing on the basis of mode. The written works produced by learners may be in the form of free writing or guided writing, which are termed as spontaneous production and controlled production (p.126). Free writing contains free composition - a written work by someone on his own or any given topic and guided writing may contain transaction, paraphrasing, selecting paper word/sentence from the given options. The main distinction between free and guided work is that in former case, the learner has to create his own massage and in later case, he has to process the already given message.

iv) Tools

We can use different tools in particular situation. The error elicited by one tool can also be different from that of using another tool. We can use interview discussion and speech to elicit spoken errors and composition and questionnaire to elicit written errors.

b) Recognition of Errors

At this stage, the errors existing in the collected data are identified. Identification/recognition of errors indicates distinguishing error from what is not error. For this, we have to define and classify mistake in general and distinguish between performance mistake and errors, minor and major mistakes, lapses and uncontrollable mistakes.

Allen and Coder (1974) distinguish :

> the mistake and error with the examples of native speaker and learner. He further says that the mistake made by a native speaker should be called lapse or slip which is his own term called ill-formed utterances. These ill-formed sentences cannot be called errors because the speaker himself can readily correct them. These can be slip of tongue as well as slip of pen. There may be slip of ear, eye etc (p. 127)

Generally, mistakes and errors are taken synonymously, but technically speaking, they are different since errors are mistakes but not all mistakes are errors. Mistakes may be at either competence level or performance level. Mistakes are committed at competence level are called errors and mistakes which are committed at performance level are called mistakes, lapses or slips. Errors occur repeatedly, so they are said to be systematic.

c) Description of Errors

Description means what type of something. Therefore, a description of errors is also referred to as classification of errors. At this stage of error analysis, the errors identified at the first stage are categorized and kept under different headings.

According to Richards et al. (1985):

> Errors are classified according to the vocabulary (lexical error), pronunciations (phonological error), grammar (syntactic and morphological error), misunderstanding of speakers (receptive error), and production of the wrong communicative effects e. g. through the faculty we use of a speech cut or one of the rules of speaking .(p. 95)

Generally, errors are classified into following types.

a) Group and Individual Errors

The errors common to all the learners of particular group are called group errors and the errors that are not common to all the members of the group are called individual errors.

b) Productive and Receptive Errors

The errors in speaking and writing are productive errors. The errors in understanding or interpreting while listening and reading are called receptive errors. Receptive error refers to misunderstanding of a speaker's intention or meaning. It is easier to detect imperfect knowledge in case of productive behaviors than in case of receptive behavior.

c) Overt and Covert Errors

This distinction is made on the basis of the clarity of the error. An overt error is quite explicit and open, whereas a covert error is not easily detectable, it is subtle and hidden. The overt error can be detected even in isolation but the covert one can be detected only in context. Overtly erroneous sentences are those, which are appropriate in the context in which they occur. Covertly erroneous sentence are those, which are not relevant, intelligible in the specific context.

d) Local and Global Errors

Local errors can be pinpointed and corrected as well because such errors do not prevent the message from being understood. Local errors do not cause the problems of comprehension. Global error, on the other hand, is an error, which makes a sentence or utterance difficult or impossible to understand or interpret. Global errors hinder communication. They prevent the hearer from comprehending some aspects of the message.

e) Inter-Lingual and Intra-Lingual Errors

This distinction is made on the basis of presence and absence of mother tongue interference in learning the target language. The error resulted from transfer of rules from the mother tongue is inter-lingual error. The intra-lingual errors are the one, which result from faulty or partial learning of the target language. Intra-lingual errors are caused due to overgeneralization of second language rules.

Moreover, errors can be classified in the following way.

i) **Phonological errors** are resulted from the inability to pronounce correctly. Phonological error is, thus, an error in pronunciation. For example, the pronunciation of school is /isku:l/.

ii) **Graphological errors** are resulted in writing or perceiving letters or alphabets. For example, writing p as q and b as d or vice versa.

iii) **Grammatical errors** are resulted from the breaking of grammatical system in morphology and syntax. The following utterances illustrate grammatical error.

* Who is the taller student in the class? (morphological error)

* Mina has finished reading the novel, isn't she? (syntactic error)

iv) **Semantic/Lexical errors** refer to the error in the understanding or carrying meaning. Semanctic error is also referred to as lexical error. The following error illustrates semanctic/lexical error. For example, Skin shoes for leather shoes.

v) **Pragmatic/Socio-linguistic errors** are resulted from the inability to make relation between language and context. For example, the girlfriend saying to her boyfriend I will kill you does not actually mean that she will kill him. It can be an expression of love, threaten, or any.

d) Explanation of Errors

At this stage of error analysis, the errors are classified on the basis of their sources or causes. Under this heading, the researcher describes the different

reasons, which are responsible for committing the errors. The errors on the basis of their sources are as follows.

i. Overgeneralization
ii. Analogical creation
iii. First language interference
iv. Hyper correction
v. Inherent difficulties

i) Overgeneralization

Overgeneralization is the incorrect application or negative transfer of previously learned second language material to present second language context. Overgeneralization is the result of the learner's strategy of ignoring exceptions in the interests of simplification. These errors reflect the faulty generalization about the rules of second language. For example, oxes and goed instead of oxen and went.

ii) Analogical Creation

Analogical creation refers to the overgeneralization of the learners' rules without considering exceptions because his/her exposure to the language is limited and he has insufficient data from which he can derive more complex rule. The learner produces an erroneous expression analogous to the correct one. For example, the expression 'she explained me the meaning' may be based on the correct sentence she told me the meaning.

iii) First Language Interference

Errors due to the presence of mother tongue interference in learning the target language are the first language interference. Such errors are resulted from transfer of rules from the mother tongue. For example, in appropriate selection of subject in English subject-verb agreement is the result of first language interference of Gurung language.

iv) Hypercorrection

Hypercorrection refers to the wrong way of making correction of what is already learned correctly. What a learner has learnt correctly is corrected in a wrong way due to later learning, which in turn results into a deviant utterance. The learner commits the errors due to the extreme care in language use in the attempt of using it correctly. For example, there may be danger of saying 'onty-three' for 'thirteen' due to the overemphasis given while teaching twenty- three.

v) Inherent Difficulties

It is also believed that some portions of language are so difficult that not only the learners but also the native speakers too find them difficult to master. They are called inherent difficulties in the language. For example, it is generally agreed that English pairs /v/-/f/ are very difficult to distinguish not only for Nepali or other language speakers but also for native speakers. English articles and preposition are also considered inherently difficult items.

c) Evaluation of Error

This section concerns with the determination of seriousness of errors. The seriousness of error is also termed as error gravity. The greater the degree of error gravity, the more serious, and the error tends to be. It tries to find out the answer to questions, viz. what is error gravity?, who finds/determines it? etc. The evaluator may be the teacher, examiner, educationist, layman and native speakers. The errors gravity should be evaluated very objectively.

There are different criteria to evaluate the seriousness of errors. (James, 1998, pp. 206-260)

i. Linguistic criterion
ii. Communicative criterion
iii. Attitudinal criterion
iv. Pedagogical criterion

i) Linguistic Criterion

Linguistically, inter-lingual errors are considered to be more serious than the intra-lingual ones because intra-lingual errors are comparatively light or less common, but inter-lingual errors are more common and are difficult to wipe out. Grammetical errors are more serious linguistically than lexical errors. It is because grammar is more general and predictable and lexis is more idiosyncratic and fine-gained.

ii) Communicative Criterion

Error is assessed in terms of degrees of communicativity of the learner's speech or language. It is the fact that greater degree of communicativity of language ensures greater efficiency in communication.

iii) Attitudinal Criterion

This criterion maintains that the matter of seriousness of an error is highly subjective. It depends upon the attitude of the people towards the errors made by language learners. For example, for English people, English spoken by French sounds sexy, by German naughty, by Italian funny and so on. It is found that use of nativism by foreigners irritates the native speakers. It has also been observed that pragmatic failure is also the factor to cause irritation in the listener and hamper the communication.

iv) Pedagogical Criterion

This criterion maintains that those errors which are directly related to the teaching items are more serious than the others. No error is more or less serious inherently. If we are teaching pronunciation then error in that area is certainly more serious than, error in the area of reading comprehension.

f) Correction and Remediation of Error

There are two opposing views regarding the question of correction of errors. The first view holds that there is no need to correct the learner's errors. The other view holds the opinion that errors must be corrected every time. Regarding the correction of errors, who, what, when and how to correct the errors are controversial to the teachers. There are mainly three techniques of correction, viz. self-correction, peer correction and teacher correction. But, emphasis should be given to self correction.

2.3.7 Importance of Grammar

Grammar is the set of rules which describes how words and groups of words can be arranged to form sentence in a particular language. Grammar helps how to speak and write correctly. Funk and Wagnall's (1960, p. 1064) define 'grammar' "the science that treats of the principles that govern the correct use of language in either oral or written form." It means grammar is very important in order to manipulate the language in speech and writing.

2.3.8 Subject- Verb Agreement

Subject, verb, object and so on are grammatical function in a language. Agreement refers to formal relationship between these grammatical elements. Formal relationship means a form of one word needs a corresponding form of another. To put it obviously, number agreement between the subject and verb take place in the English language and many others. But, this does not mean subject-verb agreement applies to every language. Greenbaum and Nelson (2002, p. 141) writes , " The verb agrees with its subject in number and person ." The appropriate form of the verb is used according to the number of subject- whether the subject is singular or plural.

2.3.9 Rules of Subject-Verb Agreement in English

Some rules on subject-verb agreement are listed below on the basis of Celece-Murcia and Larsen- Freeman (1999, pp.68-74)

1) A singular verb is used with a singular noun and plural verb is used with plural noun.
   Ram plays football.
   Girls play volleyball.

2) Two or singular subject joined by and usually take a verb in plural.
   Ram and shova read in the same school.

   If the noun refers to the same person or thing, the verb must be in the singular.

   The horse and the carriage is at the door.

3) If two or more singular subjects are preceded by neither, each, everyone, many, the verb is in singular.
   Everyone of them is wrong.

4) When the two subjects are joined by as well as, together with, in addition to, etc the verb agrees with the first subject.
   They as well as I were to blame.

5) When two or more singular nouns are joined by either or, neither nor, or, nor, the verb is singular.
   Neither food nor water was available.

   But if one of the subject is the plural, the verb must be in the plural subject is placed nearer the verb.

   The officer or his clerks were caught.

6) When the subject is a relative pronoun, the verb agrees in a number and person with antecedent.
I, who am his friend, will stand by him.

7) When the subjects are joined by not only, but also, the verb agrees with the second in number and person.
Not only you but your friend is to blame

8) Collective nouns take either a singular or plural verb inflection depending on the meaning. If the subject noun is conceived of as one entity, the verb carries the S inflection.
Our school team has won the game. (The team as a whole)

But if the subject is felt to be more than one entity, the verb takes no inflection.
Our school team have won the game. (Individual team members)

9) Some common and proper noun ending in -s including-ics nouns and certain diseases are always conceived of as a single entity and take a singular verb inflection. *No news is good news.*

10) Titles of books, plays, films, and such works-even when plural in form-take the singular verb inflection because they are perceived as a singular entity.
A great expectations was written by Dickens.

11) Nouns occurring in sets of two take the singular when the noun pair is present but, take the plural when pair is absent regardless of whether one pair or more is being referred to.
A pair of trousers is on sofa.
Todd's trousers are on sofa.

12) A number of normally takes the plural, while the number of normally takes the singular.

A number of students have dropped that course.

The number of students in this school is 2000.

The noun number in the phrase ”the number of” generally modifies or implies a single entity such as a sum or a totality, whereas the noun number in the phrase 'a number of' normally modifies or implies more than one entity much as the quantifiers some, a few, or several do.

13) Lots of can take a singular or a plurals verb.
Lots of people are still poor.
Lots of petrol has been wasted.

14) Lots + infinitive takes a singular verb because it is a substitute for much.
There is still a lot to do.

15) A collective noun can take a singular or a plural verb.

A. It takes a singular verb when it denotes the group as a single or whole i.e. people or things taken together.
The government has decided to levy fresh taxes.

B. In the world of games and sports, the name of a state, country, institution denote a team. It is usually considered a plural collective noun, so it takes a plural verb.
Australia have lost the test match by six wickets.

C. The name of capital city/seat of politician power is treated as a singular collective noun, it is used with singular verb.
The white house is going to review the bill.

16) A noun (singular or plural) denoting weight, measures, amount, quality, distance etc. Takes a singular verb.
Five miles/km is a long way to walk.

17) Indefinite pronouns

A. Singular indefinites go with a singular verb.
Everyone likes to watch T.V.

B. Plural indefinites go with a plural verb.
Many were injured in the accident.

C. Indefinite + of + plural noun/pronoun.
In this construction, a singular indefinite pronoun goes with a singular verb.
Everyone of the girls is tall. (not are)

18) It + be +noun/pronoun

In this construction, the subject is it, so the verb is always singular is/was and not are/were.
It is me/him.

19) Subject + noun/pronoun in apposition.

In this construction, the verb agrees with the subject and not with the noun/ pronoun used in apposition to the subject.
I ,a student, am in urgent need of your help(not is)

20) When the+ adjective denotes plural noun it takes plural verb.
The rich are not necessarily happy.

But, when the + adjectives denotes a quality or substances, it takes singular verb.
The white of an egg is good for health.

21) More than one +noun takes a singular noun and singular verb.
More than one man was killed in accident.

But if more+plural noun +than one, more takes a plural noun, so a plural verb is required.

More proposal than one have been forwarded.

22) The subject of sentences like this is nothing and not the noun placed after but, so it always takes a singular verb whether the latter noun is singular or plural.
There is nothing but sand in a desert.

Nothing but unfulfilled promises is what this administration has given us.

23) Fractions and percentages take a singular verb inflection when modifying a noncount noun, either the singular or the plural verb inflection may be used when they modify a collective noun, depending on the speakers' meaning.
Noncount: *Fifty percent of the toxic waste has escaped.*

One-half of the toxic waste has escaped.

Plural:.*Two thirds of the students are satisfied with the class*

Collective: *One tenth of the population of Egypt is / are Christian.*

Ten percent of the population of Egypt is/ are Christian.

24) Plural unit words of distance, money and time take the singular verb inflection when one entity implied but a plural verb inflection when more than one entity encoded in the subject.

One Distance: *1,000 miles is a long distance.*

Entity Money: *2 million dollars is a lot of money.*

Time : *5 years is a long time to spend on an M.A. Thesis.*

More Distance: *10 miles are to be added to this freeway than next year.*

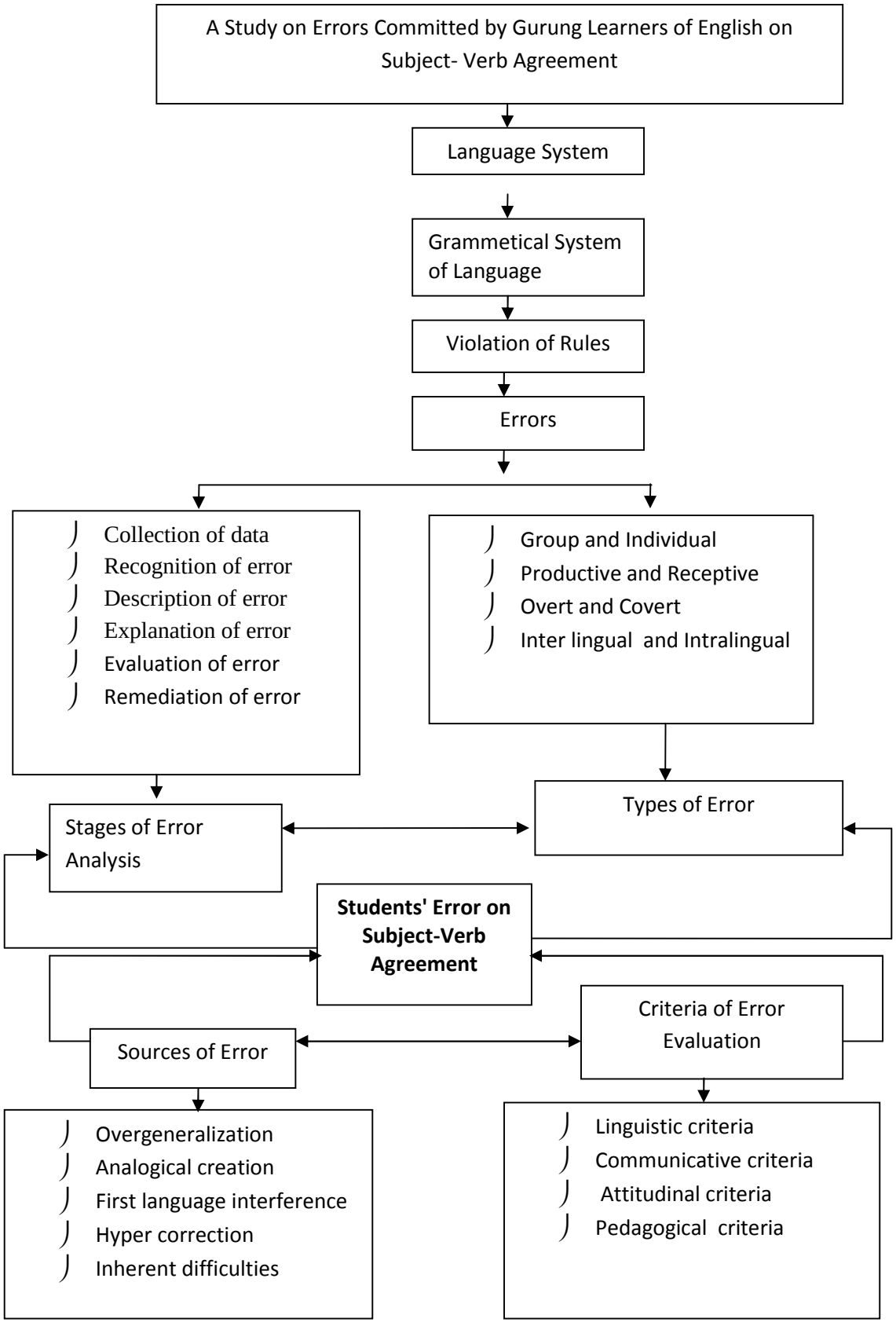
Than Money: *2 dollars are on the table in the kitchen*

One Entity Time: *3 years are missing from this set of calendars for the* 17th century

25) Arithmetical operations (add, subtract, multiply and divide) take the singular because they are perceived as reflecting a single numerical entity on both sides of the equation or equal sign- for example:
Addition: *One plus one is /equals to two.*
Subtraction*: Four minus two is / equals two.*
Multiplication: *Two times two is /equals four.*
Division: *Ten divided by two is/ equals five.*

26) The quantifiers all (of), a lots of and plenty of take singular verb agreement if the subject head noun is non-count but plural verb agreement if the subject head noun is plural.
A lot of nonsense was published about that incident.
A lots of people were present when it happened.

2.4 Conceptual Framework



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodologies for this study. This methodological part includes design of study, population and sample, sampling procedure, data collection tools, data collection procedure, data analysis and interpretation procedure.

3.1 Design of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions. The plan is the complete scheme or program of the research. This step answers the questions of how to investigate.

The study design is survey in nature, being designed to find out the errors committed by Gurung learners of English. According to Nunan (1992), "The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time" (p.140).The collection of data usually related to attitudes, beliefs, intentions from subjects without attempting to manipulate the phenomena under investigation.

Nunan (1992) suggests the following eight-step procedure of survey research in a more comprehensive way (p.141)

a) Define Objectives

Defining a research objective is the first and most important step in the research process. Research objectives needs to be defined in order to conduct any type of research. So is the case with survey research. A research objective identifies our destination. If we conduct research without defining objective it will lead us nowhere. Therefore, defining objective is the first and important thing in survey research.

b) Identify Target Population

According to survey research process, after the objective have been defined, then we need to identify the unit of analysis. The unit analysis is the analysis of entity under study or who is being described or analyzed. It answers the questions of whom we want to know.

c) Literature Review

Literature review informs us what others have said/discover about the issue. It is the central and most important task for a researcher. Reviewing the related literature expands the body of knowledge and acquaints the researcher with available literature in the area of the study.

d) Determine Sample

In this phase we need to decide how many subjects we should survey and how we will identify these. The sample size is an important feature of any empirical study in which the goal is to make inference about a population from a sample.

e) Identify Survey Instruments

We have to identify how the data will be collected. We have to generalize instruments required for data collection. e.g. questionnaire, observation, interview, test item and so on.

f) Design Survey Procedures

After preparing the tools for data collection we have to design survey procedures of data collection. In this phase, we have to answer the question of how the data collection will actually be carried out. It means we need to be clear regarding the systematic process of data collection. Inaccurate data collection can impact the result of a survey and ultimately lead to invalid result.

g) Identify Analytical Procedures

Analytical procedures informs us how the data will be assembled and analyzed. Raw data themselves may not give any sense/information. Coded data can be analyzed manually or with the help of computer. We have to analyze it using appropriate statistical and descriptive tools like mean, mode, median etc.

h) Determine Reporting Procedures

Reporting procedure is the last step of the research process. The report informs the world what we have done, what we have discovered and what conclusions we have drawn from our findings.

3.2 Population and Sample

The population of this study included all the Gurung Students studying at Grade IX of Syangja district. Sixty students of Grade IX were the sample of the study.

3.3 Sampling Procedure

I purposively selected Syangja distric as a research area of my study. Likewise, I selected purposively 3 secondary level public schools of Syangja district viz. Shree Siru Kharka Jogisthan Secondary School, Public Academy School and AmarJyoti Secondary School. Similarly, 20 students from each school were selected by using purposive random sampling procedure.

3.4 Data Collection Tools

The main tool for data collection was the test items. The test item included objective questions and subjective questions on subject verb agreement.

3.5 Data Collection Procedure

I, at first, prepared the aforementioned research tools before going to the fields. I visited the DEO and to get the list of secondary level schools. Then I selected

3 secondary level schools with the purposive random sampling procedure. I made them clear about the purpose of my visiting and fixed the time for data collection.

I visited the selected schools personally and sought permission from the authority to administer the test on the students. Then, I established a good rapport with the students and sampled the required number of population using random sampling procedure. I gave clear concept and instructions to the selected students before they responded to test tasks. Then, I administered the test on the selected students in the allocated time. Likewise, I collected answers sheets and checked them later. After that, I counted the numbers of errors committed in the areas of agreement. Eventually, I analyzed, interpreted and came to the findings of collected data.

3.6 Data Analysis and Interpretation Procedure

The collected data was analyzed and interpreted descriptively using simple statistical tools like tables, lists etc.

CHAPTER: FOUR
RESULTS AND DISCUSSION

This chapter is concerned with the result and discussion of collected data. The collected data from the informants were discussed to carry out errors committed by Gurung learners and their proficiency on subject verb agreement. According to the objectives of the study, the response of students were marked. The errors committed by the Gurung students of Syanjga district were tabulated on the basis of the table of errors committed by the students, the result and discussion carried out in this chapter has been made as accurate as possible with a view to making the study more objectives.

4.1 Results

After analyzing and interpreting collected data, I come up with the following results.

1. The students committed more errors in main verbs. Such as;
   - The children likes their new toy .
   - Nobody come to see me.

2. The boys committed more errors in comparison with the girls.

3. Students performed the best in item number 'B' in (Fill up items) and performed the worst in item number 'D' in finding errors questions.

4. In totality, the proficiency of girls was better than that of boys.

5. While comparing school-wise performance, the students of Amar Jyoti Secondary School performed the best and the students of public Academy School performed the worst. The students of Amar Jyoti secondary school were more confident on subject verb agreement but the students of public Academy School were less confident.

6. Most of the questions of items were left unattempted in the number 'D' in finding the errors and rewriting the sentences correctly.

7. The students have more propensity in making errors in common rules of the subject verb agreement. This may be due to preventing themselves to the use of the sub-rule of subject verb agreement.

8. The average proficiency of the students in each of the items was found satisfactory.

4.2 Discussion

In order to find out the errors committed by Gurung learners and their proficiency on Subject verb agreement, the analysis and interpretation were carried out by using the statistical tools of 'average' and 'percentage'. Hence, this chapter consists of the following two parts.

4.2.1 Analysis of Errors

The aim or the objectives of this study is to identify and analyze the errors committed by the ninth graders in the subject-verb agreement by Gurung students. This chapter is the most crucial part, which led the researcher to reach the objectives of the study.

The analysis and interpretation have been carried out under the following headings.

a) Verb-wise analysis and interpretation of total errors
b) Sex-wise analysis and interpretation of errors.
c) School-wise analysis and interpretation of errors
d) Student-wise analysis and interpretation of errors.

4.2.1.1 Verb-Wise Analysis and Interpretation of Total Errors

The errors which were committed by the students in be verb, have verb, main verb and unattempted items were analyzed in this section. Table 1 reveals the analysis and interpretation of total errors in terms of types of verbs.

Table No: 1

Distribution of Errors

S.N.	Types of Errors	No. of Errors	Percent
1.	Errors in be verbs	420	34.51
2.	Errors in have verb	275	22.59
3.	Errors in main verbs	472	38.78
4.	Unattempted items	50	4.11
	Total	1217	100.00

The above table records the different types of errors in the given subject verb agreement on the whole. The table indicates that the students committed the highest number of errors (38.78%) in the main verbs except be and have types. The other types of errors i.e. 34.51% were committed in the use of be verbs in the given test. Rest of the informants i.e. 22.59 % errors were committed in the use of have verbs. In the same way, 4.11 % questions were left unattempted .

a) Errors in be Verb

One of the most frequently used verbs in the English language is 'be' verb. It has different forms: *is, am, are, was and were*. They are used in sentences according to the subjects. The students could not understand the context of using 'be' verbs appropriately in sentences and committed errors.

Table No: 2

Errors in 'be' Verbs

S. N.	Items	Example	Frequency	Percentage
1.	Item 'A'	Look, the children is playing.	78	18.57
2.	Item 'B'	Politics are sometimes a dirty business (is, am, are)	60	14.29
3.	Item 'C'	Each of the loan have been recalled by the bank (have) Two hours are not enough to complete the task (be)	92	21.90
4.	Item 'D'	There are time to watch movies The teams as well the players are anxious	85	20.24
5.	Item 'E'	There is a number of friend in my life I is going to school at 9 0' clock	105	25
		Total	**420**	**100.00**

The table 2 shows that the highest number of errors in 'be' verb were committed in item 'E' category which included 105 items. Students were able to choose subject-verb agreement approximately. In item 'E' category, the students were not able to correspond the verbs with its subject in terms of number and person when they were able to choose subject-verb agreement appropriately. Similarly, 21.90% errors were committed in item 'C' which included 92 items. In item number 'C' category, the students were able to complete the correct form of a singular or plural verbs. In this item also they used singular subject to plural verb and plural subject to singular verb. 20.24% errors were committed in item 'D' which included 85 items. In item 'D' students felt difficult to find the errors of the sentences. They were not able to write 'C' on the line whether the sentences were correct. 18.57% errors were committed in item 'A' which included 78 items. Students were not able to choose the correct statement. In the same way, the least number of errors in 'be' verb with 14.29% errors were committee in item 'B' which included 60 items. Students were able to choose suitable verbs approximately.

Many Gurung students did not have proper ides regarding the use of appropriate structure in the use of subject-verb agreement. They frequently committed the following types of errors which are given in following instances.

Q: Anu and her friends..... at the fair (be)

Ans: Anu and her friends be at the fair.

The above example proves that the students insufficient knowledge to appropriate use of the 'be' verbs.

b. Errors in 'have' verbs

Some of the students committed errors in 'have' verb also. It is the verb which is frequently used in the English sentences. They used 'have' in singular subject and has in plural subject. The following table clearly presents such cases.

Table No: 3

Errors in 'Have' Verbs

S.N.	Items	Example	Frequency	Percentage
1.	Item 'A'	Everybody in the class have done the homework well. One of the book has been missing	39	14.18
2.	Item 'B'	Some of the water have already gone bad (has/have) Everyone who brought stocks have hoped to see an increase in their value (has/have)	52	18.91
3.	Item 'C'	Each of the loan have been recalled by the bank (have) One of the trademarks have not been registered yet. (have)	55	20
4.	Item 'D'	Somebody have the winning lottery ticket. Neither of the unions have studied the working condition yet.	68	24.72
5.	Item 'E'	I has my breakfast at 8 o'clock He have one brother and two sisters.	61	22.18
		Total	275	100.00

Table 3 given above presents a clear picture that the students were found the least number of errors in item number 'A' and the highest number of errors in item number 'D'. They committed 14.18 percent errors in item 'A', 18.91 percent errors in item 'B', 20 percent errors in item 'C', 24.72 percent errors in item D and 22.18 percent errors in item 'E'.

The questions were prepared according to their level of proficiency but they failed to use correctly due to false concept hypothesized. Similarly, lack of practice, lack of using the suitable teaching techniques, approaches, materials and teachers' negligence etc. were found as the major causes to commit such errors.

C. Errors in Main Verbs

The students were asked to concord subject and verbs in items 'A', 'B', 'C', 'D' and 'E'. They did so many errors. They could not make grammatically correct statements using the given clues. It can be shown in the following table.

Table No. 4
Errors in Main Verb

S. N.	Items	Examples	Frequency	Percentage
1.	Item 'A'	The bus leave at 6.25 a.m. Ali and Imran always argues with each other	83	17.58
2.	Item 'B'	Everybody try to harm him (try, tries) The peole who listens to that music are few (listen, listens)	76	16.10
3.	Item 'C'	NEA stand for Nepal Electricity Authority (stand) Nobody come to see me (come)	91	19.23
4.	Item 'D'	The book in this bag belong to Muna. The children likes their new toy	115	24.369
5.	Item 'E'	I wakes up at 5 0' clock. He read in Public Academy School	107	22.67
		Total	472	100.00

The table shows that 472 errors out of 1217 were made due to the wrong order of subject verb agreement. Among 472 errors, 83 or 17.58 % errors were committed in item 'A', 76 or 16.10 % errors were committed in item 'B', 91 or 19.28 percent errors were committed in item 'C', 115 or 24.36 % errors were committed in item 'D' and 107 or 22.67 % errors were committed in item 'E'. they frequently committed the following types of errors.

a. The bus leave at 6.25 a.m.

in place of

The bus leaves at 6.25 a.m.

b. Everybody try to harm him

in place of

Everybody tries to harm him.

c. Nobody come to see me.

in place of

Nobody comes to see me.

d. The children likes their new toy.

in place of

The children like their new toy.

e) I wakes up at 5 o'clock

in place of

I wake up at 5 0' clock

D. Unattempted Items

The students left some questions unattempted. These unattempted items are as follows:

Table : 5

Distribution of Unattempted Items

S .N.	Items	No. of Unattempted Items	Percent
1.	'A'	9	18
2.	'B'	7	14
3.	'C'	10	20
4.	'D'	13	26
5.	'E'	11	22
Total		50	100.00

The above table shows that 26 % or the highest number of questions were left unattempted in item numbers 'D' in which included 13 items against 14 % or the lowest number of unattempted questions in item number 'B' which included 7 items. Similarly 18, 10 and 22 % questions were left unattempted in item 'A', 'C', and 'E' which included 18, 10, 11 items respectively.

The students could not attempt all the questions or exercise due to lack of the confidence and the poor writing speed. One of the most important reason to leave questions unattempted was found to be the degree of difficulty. They could not write fast and left the questions unattempted. Improving writing speed, regular practice, self confidence and rigorous practice are the most factor to solve this problems.

4.2.1.2 Analysis and Interpretation of Errors in Terms of 'Sex'

In this analysis the errors were analyzed in terms of sex. The table 6 shows the comparison of total errors with different variables.

Table No: 6

Comparison of Total Errors with Different Variable

Variables	Sample Size	No. of Errors	Percentage
Boys	26	662	54.39
Girls	34	555	45.60
Total	60	1217	100.00

The table above shows that 54.39 % errors were committed by the boys against 45.60 % errors of the girls. Hence, the tendency in committing more errors was found in boys in comparison to girls.

According to the table, boys committed more errors than the girls due to the lack of care and over confidence.

4.2.1.3 School-Wise Analysis and Interpretation of Errors

The errors of the 3 public schools were analysed in this analysis. The table 7 shows school-wise analysis and interpretation of errors.

Table No: 7

School Wise Analysis and Interpretation of Errors

S. N.	Name of the School	Item A	Item B	Item C	Item D	Item E	Total	Percent
1.	Shirukharka Jogisthan Secondary School	53	67	91	109	91	411	33.77
2.	Public Academy School	84	69	110	101	116	480	39.44
3.	Amar Jyoti Secondary School	50	36	66	91	83	326	26.79
	Total	187	190	267	301	290	1217	100.00

The above table shows that the total errors in five different items committed by the students of three different government schools. The table indicates that 39.44 % or the highest numbers of errors were committed by the students of public Academy School against 26.76 % or the lowest number of errors by the students of Amar Jyoti Secondary school and Sirukharka Jogisthan Secondary School committed 33.77 % errors. Hence, the students of public Academy School were found to commit more errors in comparison with other two schools.

While comparing the errors committed by the students of different schools of Syangja district, the students of Public Academy School were found to commit more errors in comparison with other two school. The students were found having only the partial knowledge about subject-verb agreement. Many students recognized the sentences but did not know how to use appropriately in the correct sentence form. The students could not choose the right verb in the subject-verb agreement sentences because they are not well acquainted with the subject-verb agreement. Even though they know that the subject were singular or plural they could not select the right verb. Some students were found lack of knowledge of singular and plural verbs. Some students were found lack of knowledge of singular and plural nouns. Examination oriented teaching tradition could be another reason to make such errors. Different language activities such as contextual teaching, creation of more opportunities for practice, appropriate vocabulary games but not examination oriented to teaching should be adopted to increase the poor comprehensive power of the students.

4.2.2 Analysis of Proficiency

This part of the chapter deals with the total proficiency of the students in the subject-verb agreement. The analysis is further divided into the following sub-headings.

4.2.2.1 Analysis and Interpretation of Total Proficiency

The total proficiency of total sample was analysed in this analysis. Table 8 shows the analysis and interpretation of total proficiency.

Table No: 8

Analysis and Interpretation of Total Proficiency

Total Sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of Students	%
60	68.83	30	58.77	30	41.22

Table 8 is about the summary of the total proficiency of 60 students. The total average of the 60 students was 68.83. Fifty nine percent of the students were above the average whereas 41.22% were below it.

It suggests that the achievement was found satisfactory.

4.2.2.2 Item-Wise Analysis and Interpretation of Total Proficiency

In this analysis the proficiency of total sample was analysed in terms of items like ticking the correct answer, filling in the blanks with suitable verbs, completing singular and plural verbs forms, finding the errors and writing short paragraph. The following tables show item wise analysis and interpretation of total proficiency.

Table No: 9

Total Proficiency in Ticking the Correct Answer

Total sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of Students	%
60	68.83	37	72.88	23	27.19

The table above shows proficiency of the sample of 60 students in multiple choice test items. There were 10 questions in item number 'A' carrying 10 marks. The average of 90 students was 68.83 percent. 72.88 percent of the

students scored above the average and below it were 27.19 percent. Hence, the total proficiency in item number 'A' was found satisfactory.

Table : 10

Total Proficiency in Filling the Blanks with Suitable Verbs

Total	**Total**	**Above Average**		**Below Average**	
Sample	**Average**	No. of Students	%	No. of Students	%
60	71.33	33	78.57	27	22.89

The above table shows the total proficiency of the sample of 60 students in filling up items, choosing the correct verbs given in the brackets. There were 10 questions in item 'B' carrying 10 marks. The average score was 71.33 % . Out of the total sample 78.57 % were found above the average in choosing correct verbs. Hence, the proficiency in total was satisfactory.

Table No 11

Total Proficiency in Completing Singular and Plural Verb Forms

Total sample	**Total Average**	**Above Average**		**Below Average**	
		No. of Students	**%**	**No. of Students**	**%**
60	55.5	31	61.56	29	38.44

The above table shows that the total proficiency of the sample of 60 students in completing singular and plural verb forms. There were 10 using the correct singular or plural form of the verb in item number 'C' carrying 10 marks. The average score was 55.5 % . 61.56 % of the students scored above the average and below it were 38.44 % . Hence, the total proficiency in item number 'C' was found satisfactory.

Table No: 12

Total Proficiency in Finding the Errors

Total sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of Students	%
60	49.83	37	71.24	23	28.76

The above table shows that the total proficiency of the sample 60 students in finding the errors. There were 10 finding error questions carrying 10 marks. The average score was 49.83 %. Out of the total sample 71.24 % were found above the average. Hence, the proficiency in total was satisfactory.

Table No: 13

Total Proficiency in Writing Short Paragraph

Total sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of Students	%
60	51.67	27	57.42	33	42.58

The above table shows that the proficiency of the sample size of 60 students in essay type of questions. There were 2 questions but students had to choose one question carrying 10 marks. The average of 60 students was 51.67 %. Out of the total sample, 57.42 % were found above the average in writing short paragraph. Hence, the proficiency in total was satisfactory.

4.2.2.3 Sex-Wise Analysis and Interpretation of Total Proficiency

Under this heading the proficiency of total sample was analyzed comparing among boys and girls. The table 14 shows the comparison of total proficiency in terms of sex.

Table No: 14

Comparison of Total Proficiency with Different Variables

Variable	Total sample	Total Average	Above Average		Below Average	
			No. of students	%	No. of Students	%
Boys	26	59.43	13	25.25	13	18.90
Girls	34		17	33.34	17	22.32

Table 14 shows a sample size of different variables and the total average of all of them, i.e. 59.43 percent. It further shows that 25.25 % of boys and 33.54 % of girls were above the average and 18.90 % and 22.32 % were below the average respectively. Thus in general, the proficiency of girls was found better than that of the boys as regarding the achievements in the subject verb agreement given to them.

4.2.2.4 School-wise Analysis and Interpretation of Total Proficiency

Under this heading the total proficiency was analyzed comparing three public schools. Table 15 shows the total proficiency of different three schools.

Table No: 15

Total Proficiency of Three Different Schools

S.N.	Name of the School	Item A	Item B	Item C	Item D	Item E	Total	%
1.	Shirukharka Jogisthan Secondary School	147	133	109	91	109	589	33.03
2.	Public Academy School	116	131	90	99	84	520	29.16
3.	Amar Jyoti Secondary School	150	164	134	109	117	674	37.80
	Total	413	428	333	299	310	1783	100.0

The table above shows the total proficiency of the students of five different items of the three different schools. The total proficiency of the students of Amar Jyoti Secondary School was 37.80% which was the highest whereas the lowest proficiency was the students of Public Academy School i.e. 29.16% followed by Sirukharka Jogisthan Secondary School i.e. 33.09 % , respectively. Thus, the students of Amar Jyoti Secondary School were found better than the students of other two schools.

CHAPTER - FIVE

SUMMARY, CONCLUSION AND IMPLICATION

The summary, conclusion and implication of this study have been given below.

5.1 Summary

This is the summary of whole study on the basis of the analysis and interpretation done in the chapter four of this study. Then, conclusion of this study is drawn and finally implications of the study are suggested for further educational practice in the last section of the chapter.

The present study is entitled as 'Errors committed by Gurung speaking learners of English on subject verb Agreement'. It has been carried out to identify errors and proficiency level of Gurung speaking learners of English on subject verb agreement. It also aimed to analyze and categorize errors and proficiency level of students on the basis of different variables. These variables include types of verb, sex, school on which the study was conducted.

In order to carryout this study at first I selected all the Gurung students who were studying at grade IX of Syangja district. Out of total population I selected 60 Gurung students from three secondary level schools i.e. Shree Sirukharka Jogisthan secondary school, Public academy school and Amar jyoti secondary school as a sample of study using random sampling procedure. Then, I prepare the test items which was the main tool for data collection. I visited the selected schools personally and sought permission from the authorities to administer the test on the students. I provided a clear concept and instruction to the selected students before they responded to the tasks. Then I administered the test on the selected students in the allocated time. I collected answers sheet and checked them. After that I counted the number of errors committed in the areas of subject verb agreement. I analyzed and interpreted the errors and proficiency level on the basis of verb, sex and school. On the basis of result and discussion of collected data, the result of the study has been summarized below:

1. The students committed more errors in main verbs. Such as;
   - The children likes their new toy .
   - Nobody come to see me.

2. The boys committed more errors in comparison with the girls.

3. Students performed the best in filling up items and performed the worst in finding errors.

4. In totality, the proficiency of girls was better than that of boys.

5. While comparing school-wise performance, the students of Amar Jyoti Secondary School performed the best and the students of public Academy School were performed the worst. The students of Amar Jyoti secondary school more confident on subject verb agreement but the students of public Academy School were less confident.

6. Most of the questions of items were left unattempted in finding the errors and rewriting the sentences correctly.

7. The students have more propensity in making errors in common rules of the subject verb agreement. This may be due to preventing themselves to the use of the sub-rule of subject verb agreement.

The whole study has been presented dividing into five different chapters. The first chapter introduction includes the background of the study; objectives of the study; research questions, significance of the study and delimitations of the study. This chapter provided the picture of the context that necessitates the study, rational behind selecting the topic problems that are to be answered in the study, significance of study and scope of the work to be performance.

In the second chapter I attempted to review the store house of knowledge or the theories which could guide my study. I reviewed the previous works done in the Department applying the theories related to my topic, in this chapter I have tried to provide authenticity to my study by presenting theoretical literature,

empirical literature and conceptual frameworks developed on the basis of the review.

The third chapter deals with the methods and procedure employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection procedure of the data collection and data analysis and interpretation procedure. It attempts to lead the whole research study. Collected data are presented, analyzed and interpreted in the fourth chapter. It is divided into two sections. In the first section analysis of errors are presented on the basis of verb, sex and school, and in the second section proficiency of errors are done on the basis of these three variables.

The last chapter summaries and concludes the whole study in the first two sections, and some implications of the study are categorized under the policy level practice level and further research. This chapter is followed by references and appendixes to make the study reliable, valid and authentic.

5.2 Conclusion

The present research tried to identify the proficiency and errors committed by Gurung students of three secondary public schools of Syanjga district on subject verb agreement. The finding of my study helped me to figure out the conclusion. I have presented the conclusions as follows:

I have concluded that though the achievement of three secondary public schools on subject verb agreement is satisfactory, the students of public academy is lower than the students of Amar Jyoti Secondary School and Sirukharka Jogisthan Secondary School. In other words, the students of public Academy School commits more errors than the students of Amar Jyoti Secondary School and Sirukharka Jogisthan Secondary School. Regarding the errors committed in types of verbs, I also found that the students committed the highest number of errors in main verbs except be and have verbs. Moreover,

the proficiency of girls is found better than that of the boys in subject verb agreement.

The study has shown that main verb can be given more emphasis rather than be, have while teaching subject verb agreement. It can be said that intensive teaching is needed to boys rather than girls. Having been identified, these errors can be eradicated or at least minimized through precautions by teachers. These might include giving students corrective returns feedback either overtly or covertly. For example, the errors might be highlighted by underlining it or the correct form may be provided with any implicit explanations. Above all, it is largely depends on teacher's creativity to take the right action to minimize the types of errors. I have also come to the conclusion that every time teachers should play different roles. They have to be active guide, clear instructor and sometimes a facilitator, motivator or feedback provider while teaching subject verb agreement. At the same time students have to be an active researcher. Thus, errors are independable and unavoidable in students learning.

To conclude, subject verb agreement is considered a common error. However not all students need instructions on all subject verb agreement errors. Students who score 25 or less on subject verb agreement errors than students who score above that level. The most frequent types of errors is the general category of a verb not agreeing with its subject.

5.3 Implications

The present work is the my sincere effort to identify the errors and proficiency level of the Gurung learners of English on subject verb agreement. I analyzed the errors committed by Gurung learners based on test item. Based on findings and conclusions the major implications of the study for educational practice can be presented under the following three level.

5.3.1 Policy Level

Policy is a principle or protocol to guide decisions and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or protocol. The policy makers often make right decisions for the wrong reasons. It is said that many policies are made without adequate study in Nepal. The main implications in this level are as follows :

i) This information can be used to develop targeted interventions aimed to make the policy of the country in the field of Education in general and in the field of English language Education in particular.
ii) An important implication of these findings is that the study should taken into account for Ministry of Education to design Educational plan and to implement them.
iii) The study is, therefore, a definite need for curriculum development centre for designing new curriculum, revising and improving the existing curriculum.
iv) Department of education can take direct benefit from the study to achieve its goal in implementing different programs and planning.

5.3.2 Practice Level

Error analysis occupies a critical position within applied linguistics and seeks to clarify questions such as 'does correctness matter?' In order to teach a language, It is necessary to understand the process that goes on the mind of learner. This study is a part of this process. It can make clear about the correctness of errors. The findings suggests several courses of action for the schools and head masters to design school improvement plan. The main implication in this level are as follows:

i) An implication of this findings is that the study should be taken into account when individual subject teachers can be guided to improve

their teaching by taking feedback from the study summarized in this study.

ii) Another practical implication is that text book writers and instructional materials providers will be benefitted from this study.

iii) Specially for teachers to teach English language subject in schools, it's highly recommended that the teaching of grammar be made as interesting as possible for students.

iv) The professional language teacher can effectively use the study in their practice of language teaching.

v) The teachers who are involved in teaching language in different schools and colleges will certainly be assisted this study.

vi) It would be useful for students of applied linguistics educational linguists and teachers of English as a foreign language.

vii) Furthermore, it would be insightful for teacher to identify, classify, interpret the unacceptable form produced by students and give better feedback in terms of nature of errors.

5.3.3 Further Research

The implication of the research study for further research cannot be exaggerated. Applied linguistics is a broad discipline, thousand of studies have been conducted in this field. There are many emerging areas like error analysis, contractive analysis and so on. All other sub-fields are yet to be researched. The main implication in this level are as follows:

i) This study can enable the other language researcher to gain new evidence to understand how languages learned and acquired, what strategies the learners use.

ii) It would be interesting to assess the effect of errors on learners.

iii) Further research in this field would be of great help to conduct research for the formulation and establishing of a sounder theory of second language learning.

iv) This study can work as a step of ladder, by stepping on it other researcher can reach in their destination.

v) This study would be useful for new researcher to identify triggering factors in second language acquisition.

vi) In addition to this it can be a tool used by prospective researcher to collect samples of learner language, identify classify them according to their nature and causes, and evaluate seriousness.

vii) This research work is beneficial for those people who are going to conduct researches in the related topic.

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Appendix - I

Dear informants , these test items have been prepared for collecting data for the research study entitled " Errors Committed by Gurung Learners of English on Subject-Verb Agreement " which is carried out under the guidance of Mrs. Saraswati Dawadi , Lecturer of Central Department of English Education , T.U. , Kirtipur , Kathmandu. I hope that you will co-operate me for my research study which will be invaluable contribution to accomplish this research work.

Thank you

Researcher

Gham Bahadur Gurung

T.U.,Kirtipur , Kathmandu

Appendix - II

Test items

School Name:

Students Name :

Roll No:

Mother Tongue:

Second Language :

A. Tick the correct statement (10 marks)

1. a. The bus leaves at 6.25 a.m.
   b. The bus leaving at 6.25 a.m.
   c. The bus leave at 6.25 a.m.
   d. The bus will be leave at 6.25 a.m.
2. a. Did the police caught the criminal last month?
   b. Did the police catch the criminal last month?
   c. Did the police catching the criminal last month?
   d. Did the police catch the criminal last month?
3. a. When I saw them, they are dancing ?
   b. When I saw them, they have danced .
   c. When I saw them, they have been dancing.
   d. When I saw them, they were dancing.
4. a. Everybody in the class has done the homework well.
   b. Everybody in the class have done the homework well.
   c. Everybody in the class done the homework well.
   d. Everybody in the class do the home work well.
5. a. I has been taking tuition class since last month.
   b. I have taken the tuition class since last month.
   c. I has taking the tuition class since last month.
   d. I is taking the tuition class since last month.

6. a. Look, the children is playing.

b. Look, the children are playing.

c. Look, the children was playing.

d. Look, the children playing.

7. a. Ali and Imran always argue with each other.

b. Ali and Imran always argued with each other.

c. Ali and Imran always argues with each other.

d. Ali and Imran is always argues with each other.

8 .a. One of the books has been missing.

b. one of the books missing.

c. one of the books been missing.

d. one of the books have been missing.

9. a. The dishes in the kitchen is not dirty.

b. The dishes in the kitchen was dirty.

c. The dishes in the kitchen is dirty.

d. The dishes in the kitchen are dirty.

10. a. Politics interests me.

b. Politics is interested me.

c. Politics does not interest me.

d. Politics do not interest me.

B. Fill in the blanks with suitable verbs choosing from brackets: (10 marks)

1. The team…… turned in their uniform for the season. (has / have)

2. Neither John not Mary ..... what happened. (know , knows)

3. Everybody ..... to harm him (try, tries).

4. Everyone who brought stocks last year…… hoped to see an increase in their value. (has/have)

5. The people who ..... to that music are few (listen, listens).

6. You and I..... suppose to clean the room (is , are).

7. Anyone who ..... this new rule will be effective is living in cloud-cuckoo-land. (think, thinks).

8. Politics ..... sometimes a dirty business. (is , are).

9. Some of the water ..... already gone bad (has, have).

10. Playing badminton ..... good for your health (is, are).

C) Complete the sentences using singular or plural form of the verb in present simple tense: (10 marks)

1. Anu and her friends ..... at the fair (be).

2.Each of the loan…….. been recalled by the bank. (have)

3. Either Riyn or her sister of ten ..... uniform (wear).

4. Neither my brother nor my parents ……. a college degree. (have)

5. NEA ..... for Nepal Electricity Authority (stand).

6. Reading this novel ..... an elevating experience (be).

7. Pukar must tell me what..... (happen).

8. One of the trade marks…… not been registered yet. (have)

9. Nobody ..... to see me (come).

10. Two hours ..... not enough to complete the task (be) .

D. Some of the following sentences contain error. Find the errors and rewrite the sentences correctly on the lines below. If the sentences are correct, write 'C' on the line.

1. Few mountain climbers have successfully reached the peak of Mt. Everest.

2. The book in this bag belongs to Muna.

3. The children like their new toy.

4. Somebody have the winning lottery ticket.

5. There are time to watch the movies.

6. Neither of the unions have studied the working conditions yet.

7. The team captain, as well as his players are anxious.

8. Each of the twins has some unusual habits.

9. A number of people is sitting on the grass.

10. Number of students is late.

E. Write a short paragraph on any one of the following. (10 marks)

a. My best friend

b. My daily routine

Appendix - I

Total Proficiency of Sirukharkha Jogisthan Secondary School.

S.N.	Name of the Student	Item A	Item B	Item C	Item D	Item E	Total
1.	Renuka Gurung		7	6	4	4	29
2.	Chitra Gurung	9	6	5	4	5	29
3.	Sapana Gurung	9	8	6	4	7	34
4.	Anil Gurung	7	7	3	3	6	26
5.	Purnima Gurung	9	8	8	5	7	37
6.	Nabin Gurung	8	8	7	5	7	35
7.	Pin maya Gurung	8	6	5	3	5	27
8.	Urmila Gurung	5	4	5	4	4	22
9.	Suresh Gurung	8	9	6	4	6	33
10.	Rajesh Gurung	6	4	4	6	5	25
11.	Sharmila Gurung	6	5	6	5	5	27
12.	Chandra Gurung	4	6	5	4	5	24
13	Naresh Gurung	5	4	5	4	5	23
14.	Binu Gurung	8	7	6	4	7	32
15.	Suriya Gurung	9	8	7	5	7	36
16.	Sunil Gurung	9	9	7	8	4	37
17.	Sunita Gurung	9	7	5	4	6	31
18.	Anita Gurung	5	6	4	5	4	24
19.	Namita Gurung	6	7	4	5	4	26
20.	Niru Gurung	9	7	5	5	6	32
	Total	147	133	109	91	109	589

Appendix - II

Total Proficiency of Public Academy School

1.	*Purnima Gurung*	*5*	*6*	*5*	*4*	*4*	*24*
2.	*Isha Gurung*	*4*	*5*	*0*	*4*	*3*	*16*
3.	*Rajesh Gurung*	*7*	*7*	*4*	*6*	*3*	*31*
4.	*Deepesh Gurung*	*6*	*7*	*6*	*5*	*7*	*31*
5.	*Rohit Gurung*	*4*	*5*	*4*	*4*	*3*	*20*
6.	*Shanti Gurung*	*5*	*5*	*4*	*4*	*3*	*21*
7.	*Pragati Gurung*	*3*	*5*	*5*	*3*	*0*	*16*
8.	*Ribita Gurung*	*3*	*5*	*4*	*4*	*5*	*21*
9.	*Ram Kumar Gurung*	*7*	*8*	*4*	*6*	*4*	*29*
10.	*Hritika Gurung*	*4*	*5*	*6*	*5*	*5*	*25*
11.	*Nabin Gurung*	*8*	*8*	*6*	*6*	*7*	*35*
12.	*Saroj Gurung*	*5*	*6*	*5*	*5*	*4*	*25*
13	*Samiksha Gurung*	*7*	*8*	*4*	*7*	*4*	*30*
14.	*Prajeeta Gurung*	*7*	*7*	*4*	*6*	*3*	*27*
15.	*Indra Gurung*	*8*	*9*	*7*	*6*	*6*	*36*
16.	*Kanchan Gurung*	*7*	*8*	*6*	*6*	*5*	*32*
17.	*Roshan Gurung*	*7*	*7*	*3*	*5*	*3*	*25*
18.	*Rohan Gurung*	*8*	*7*	*4*	*4*	*5*	*28*
19.	*Nislima Gurung*	*5*	*6*	*4*	*5*	*6*	*26*
20.	*Sushmita Gurung*	*6*	*7*	*5*	*4*	*4*	*26*
	Total	*116*	*131*	*90*	*99*	*84*	*520*

Appendix- III

Total Proficiency of Amar Jyoti Secondary School

S.N.	*Name of the Student*	*Item A*	*Item B*	*Item C*	*Item D*	*Item E*	*Total*
1.	*Biren Gurung*	*5*	*6*	*5*	*5*	*6*	*27*
2.	*Milan Gurung*	*7*	*8*	*5*	*5*	*4*	*29*
3.	*Rachana Gurung*	*8*	*9*	*8*	*4*	*5*	*34*
4.	*Dhurba Gurung*	*8*	*7*	*7*	*4*	*4*	*30*
5.	*Kismita Gurung*	*7*	*8*	*6*	*7*	*6*	*34*
6.	*Pooja Gurung*	*3*	*3*	*4*	*1*	*1*	*12*
7.	*Sita Gurung*	*6*	*7*	*5*	*5*	*6*	*29*
8.	*Reena Gurung*	*8*	*9*	*7*	*7*	*8*	*39*
9.	*Santosh Gurung*	*8*	*8*	*6*	*7*	*7*	*36*
10.	*Prakash Gurung*	*9*	*9*	*6*	*5*	*6*	*35*
11.	*Uma Gurung*	*9*	*8*	*8*	*6*	*6*	*37*
12.	*Nisha Gurung*	*9*	*9*	*6*	*7*	*7*	*38*
13	*Devi Gurung*	*10*	*9*	*6*	*7*	*7*	*39*
14.	*Rekha Gurung*	*9*	*10*	*9*	*5*	*6*	*39*
15.	*Anil Gurung*	*8*	*9*	*8*	*5*	*7*	*37*
16.	*Deepak Gurung*	*8*	*8*	*7*	*6*	*8*	*37*
17.	*Rajesh Gurung*	*7*	*9*	*8*	*7*	*7*	*38*
18.	*Manju Gurung*	*10*	*10*	*7*	*6*	*6*	*39*
19.	*Umesh Gurung*	*6*	*9*	*6*	*4*	*5*	*30*
20.	*Binita Gurung*	*5*	*9*	*10*	*6*	*5*	*35*
	Total	*150*	*164*	*134*	*109*	*117*	*674*