CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a unique gift to human beings. It is the greatest achievement of human civilization. It is a means by which we can perform several thingslike communication, thinking, group solidarity, interlinguistic cooperation, nation building, control, creation and so on. We cannot think of any social, academic and artistic activities going on without language. It is perhaps the most significant asset of human life.

A language is a system of signs for encoding and decoding information. Since it became an object of study by the ancient grammarians, the term had had many and different definitions. Language is derived from Latin word 'lingua'. It means language or tongue. 'Tongue' which refers to a physical organ of speech, is used as metaphor for the term 'language'.

Language, basically, is a system of signs; signs function as substitutes for things, concept or action. This substitution is not based on any logic but it is arbitrary. A key property of language is that, its symbols are arbitrary. Any concept or idea can be represented by a symbol. In other words most languages make use of sound, but the combinations of sounds used do not have any necessary and inherent meaning; they are merely an agreed -upon convention to represent a certain thing by users of that language.

Language has been defined by several linguists in several ways:

Hornby (2005) has defined language as, "The system of communication in speech and writing that is used by people of a particular country or area" (p. 862). The entity that divides human being from animals has been proved through varied researches to be species-specific. Language as we term it, has helped men to establish civilization and culture and come down through ages to the modern era of prosperity. It is a vehicle of power, a means by which we control, create and preserve.

According to Sapir (1921), "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p. 8). Language is symbolic and the relations between the sound sequences and their meanings are conventional and have to be learned. Similarly, Chomsky (1957) defines language as "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." (p.13). Language is around us everywhere, in speech, writing or simply in our minds as we dream, remember a conversation or quietly think out a problem.

According to Rundell et al. (1999), "Language is a system of words, phrases and grammar that is used by the people who live in a particular country for speaking and writing to each other" (p.416). That is to say language consists of symbols i.e. signs which stand for other signs.

The following statements give vivid meaning of language.

> If you were asked to name the trait which most decisively distinguishes human beings from all other creatures on the planet, what would you choose? Love? Warfare? Art and music? Technology? Perhaps. But most people who have considered this question at length have come up with a single answer :Language.

As I shall try to demonstrate, human language is arguably the single most remarkable characteristic that we have, the one that mostly truly sets our species apart. Our faculty of language, which we usually take for granted, exhibits a number of properties which are remarkable, even astonishing. Without language, we could hardly have created the human world we know (Trask, 2004, p.1).

This is the era of explosion of knowledge and every change in this era makes a great difference in every field and highly influences the process of making decisions and policies worldwide. Among many languages, the English language is an instrument to keep a person up to date. More than half of the world's books and the three quarters of international mails are in English, and it has the largest vocabulary ranging around two and half a million words. The education of our country too, recognizes English as an important international language and has incorporated it into the curriculum ranging from primary to bachelor's level as a compulsory subject.

1.1.1 The English Language Teaching in Nepal

Nepal is landlocked country and so there was no chance to have foreign trade through sea route. This is why Nepal could not experience the necessity of English to communicate with foreign people. It has been said that some Nepali were attracted to English language after the establishment of 'Gorkha Bharti Kendra' during the tenure of Prime Minister Bhimsen Thapa.

English language is being taught in many countries of the world. The history of the English language teaching in Nepal goes back to Rana rule when Jung Bahadur Rana established Durbar High School in 1853 A.D, after his long journey of Europe. This school was English medium school and it was only for Rana families, not for common people. Common people got the right to education after the democratic movement in 2007. When Nepal became the

member of UNO, it experienced the need of established English teaching policy.

After the implementation of National Education System Plan 2028 B.S., the English Curriculum was changed. This plan managed compulsory English subject (of 100 full marks) at school level along with the provision of optional English at secondary level.

Gradually, Nepal become the member/part of many international organizations like SAARC, ADB, IMF etc. It became the center of tourism and it indirectly encouraged Nepal to have good English language and English teaching system as well.

After the restoration of democracy, many remarkable changes in the English language education appeared. English is now a compulsory subject in the curriculum of school and college from primary to bachelor's level. If we do not know English, we feel handicapped. In the context of Nepal, the English, language plays a vital role in education, so student's academic success depends to a great extent, on the mastery of the English language.

Teaching approaches, methods and techniques are changed time and again at the international level to make the English language learning a successful process. To keep pace with international change, Nepal has also introduced communicative approach to language learning and teaching particularly in school level since 1993. The approach mainly focuses on the learner's central role in learning a language and the teacher's role as a facilitator or advisor. In the beginning English curriculum aimed at providing the students with literary taste in English. Grammar and translation were regarded as the major components of the English language teaching.

We strongly believe that the English language teaching in Nepal should be more effective than what it is now in making our learners competent enough to use the English for different purposes. We have been putting much emphasis on reading and writing skills from the very beginning. Listening and speaking skills are neglected. We know that with the application of new courses especially at school level, certain percentage (25 percent) is allocated to listening and speaking skills in SLC curriculum as well. Next we are following the same traditional methods like lecture method and grammar translation method even if different sorts of new methods are introduced. So, we have to change the teaching style as well. We have to apply new methods in the language classrooms and help the students to develop their all four language skills. We should provide many opportunities of language expression to the students in the classroom. Therefore, the teacher should encourage their students to use the English language in real life situation in stead of lecturing about the language.

Of course, the English language curriculum has undergone through several processes of revision. As a result, teaching English in schools, now, has aimed at enabling the students to exchange ideas with people who speak English and exposing them with the vast knowledge and pleasure in English both in written and spoken form.

1.1.2 English Grammar

The term 'Grammar' in the English language teaching, covers a wide range of phenomena. People who learn language encounter a number of problems, especially with the grammar of the language which can be complicated and which can appear confusing.

"Grammar is the rules in a language for changing the form of words and combining them into sentences" (Hornby, 2005, p. 675). There are mainly two

basic elements in this definition: the rules of grammar; and the study and practice of the rules. Similarly, according to Arnold (2004),

According to Arnold (2004), "Grammar is the rules for combing words into phrases, clauses, sentences and paragraphs. The standardizing impact of print has meant that spoken or colloquial language is often perceived as less grammatical than written language, but all forms of language, standard or otherwise, have their own grammatical system" (p. 404).

Language has grammatical system. This grammatical system works in different level. In other words, grammar operates in different level. The following statements define the grammar and give the idea of the levels of grammar.

> It is important therefore, to define grammar in a way that suits both purposes-that is a way that accounts for both the structure of the target language and its communicative use. In order to do so, we will need to take into consideration how grammar operates at three levels: the sub-sentential or morphological level, the sentential or syntactic level and the supra-sentential level or discourse level (Celce-Murcia and Larsen-Freeman ,1992, p.2).

Grammar is the system or rules describing the way in which words change themselves and group together to make sentences. It tells us how meaningful sentences can be made by the actual combination of words in order. A learner who knows grammar is the one who has mastered the rules of the language in questions and can apply them to express himself/ herself in what would be considered acceptable and situationally meaningful sentences.

Grammar means string of rules which makes the language sweet and standard as well as interesting for daily use. Tense, voice, person, number, sentence etc. are the aspects of grammar.

At secondary level (in Nepal), English teachers give special attention to teaching all these grammatical units. Among them sentence is the unit that covers greater area in grammatical field. Therefore sentence teaching is the most important aspect of grammar and English language teaching as well.

1.1.3 Free Writing in Teaching English

Secondary level students have to attempt two types of writing in their examination of compulsory English according to their SLC curriculum. They are (i) Guided Writing and (ii) Free Writing (free composition writing). We, here, are concerned with the second point i.e. free-writing. This free -writing occupies 12 percent of the total volume of compulsory English and 30 percent of the writing test of English. It means a compulsory question is asked in English in SLC exam which contains 12 marks. For this free writing, any one question requiring student to write a letter, an essay or a newspaper article is asked in SLC.

Free writing is, basically, an important means to strengthen the communicative competence. Foreign language like English is being taught not only by reciting the grammatical units but also by the communicative approach. Recent secondary level curriculum of English is developed as communicative course. This is a new concept in language teaching. In this regards, Leech and Svartvik (2002) have mentioned "When the first edition (of A Communicative Grammar of English) appeared in 1975, 'Communicative Competence' was probably a new concept to many of our readers. Now in the 1990's, the communicative approach has established itself as an efficient and popular method for learning foreign languages" (p. xi).

Free writing, also called stream of consciousness writing, is a technique in which a person writes continuously for a set period of time. It produces raw, often unusable material, but helps writers overcome blocks of enthusiasm and self-criticism. It is used mainly by prose writers, students and teachers. Some

writers use this technique to collect initial thoughts and ideas on a topic, often as a preliminary to formal writing. Free writing is not the same as automatic writing.

We must have definite technique on free writing. The technique involves continuous writing, usually for a predetermined period of time. If the writer reaches a point where they can not think of anything to write, they write that they can not think of anything, until they find another line of thought. The writer freely thinks about the topic, letting thoughts lead where they can. At times, a writer may also have a focused free writing on a chosen topic and structure his thoughts, expanding from the topic. The thoughts may start to make connections and create more abstract views on the topic. This technique helps a writer explore a particular subject before putting ideas into a more basic context. However a student may apply his own idea or technique for a free writing.

Free writing is one of the important tools of measuring student's creativity. Especially the language competence can be measured by it. Therefore in every sort of language examinations students are asked to write essays or prose (as part of free writing) within a predetermined period of time.

Writing essays, stories, paragraphs, articles (commonly called prose) etc. are the types of free writing. Free writing is a unique discipline to measure the language capacity of the student. The final examination of secondary level (i.e. SLC exam) has given a high importance to teaching writing. This writing skill is measured by evaluating free writing of the student. In the exam, a student is asked to write an essay, a letter, a short story, a paragraph etc. as prose.

A good prose (i.e. free writing) contains the sentences that we use in our everyday social behaviour. Downing and Philip (2006) have noted:

> The structural patterns known as declarative, interrogative and imperative serve the purposes of expressing a multitude of types of social behaviour. In this area we draw on the pragmatic concept of speech act, politeness, relevance and inference to explain how speakers are and interpret linguistic forms and sequences in English within cultural setting (p. xvii).

As free writing is an essential aspect for evaluating the secondary level students, this field needs to be studied seriously to reform it and to standardize it.

1.1.4 Sentence and Its Varieties

A sentence is a group of words containing a subject and a predicate. It is a group of words arranged in a specific order which makes complete sense. Sometimes, the subject is "understood" as in a command: "[You] go next door and get a cup of sugar". Sometimes shortest complete sentence is possible like. "Go". Normally a sentence outght to express thought that can stand by itself.

Hornby (2005) defines sentences as "a set of words expressing a statement, a question or an order, usually containing a subject and a verb" (p. 1383). A sentence is a basic element of any free writing. If a free writing contains various types of sentences it becomes interesting and readable. It means a single variety of sentences is unable to communicate in every situation. Therefore, a student or a free writer must have the knowledge of using various types of sentences.

Many Grammarians have accepted that there are various types of sentences. The varieties of sentence on different basis are introduced below:

1. On the Basis of Communicative Function

Sentences are used basically to communicate ideas, thoughts etc. from one person to another. According to Leech and Svartvik (2002) "A simple English

sentence, i.e. a sentence consisting of only one clause, may be a statement, a question, a command or an exclamation" (p. 372). Including the statement for expressing, blessing, praying, curse etc. There can be five kinds of sentences.

On the basis of function of sentences, there are five kinds of sentences. They are:

i)Declarative sentence (a statement)

ii)Interrogative sentence (a question)

iii)Exclamatory sentence (an exclamation)

iv)Imperative sentence (a command)

v)Optative sentence (a prayer/ blessing)

i. The Declarative Sentence (A Statement)

The declarative sentence is the most important type. We can, and often we write entire essays or reports using declarative sentences, and we should always use them far more often than any other type. A declarative sentence simply states a fact or argument, without requiring either an answer or action from the reader. We can punctuate the declarative sentences with a simple period: Since it makes simple assertions, it is also called Assertive sentence.

Example:

Kathmandu is the capital of Nepal.

It is raining.

His child is going to school.

He asked which path leads back to the lodge.

Here the last example contains an indirect question, "Which path leads back to the lodge." An indirect question does not make a sentences into an interrogative one. Only a direct question can do that.

Assertive or declarative sentences may be positive (affirmation) or negative. Sentences Sentences which give a positive or affirmation sense are called affirmative sentences.

Example:

Honesty is the best policy.

I have been to Janakpurdham.

Sentences which give a negative meaning are called negative sentences. Example:

She will not listen to me.

We should not hate anybody.

ii. The Interrogative Sentence (A Question)

An interrogative sentence asks a direct question and always ends in a question mark:

Who can read this poem?

How many roads must a man walk down?

Does money grow on trees?

iii. The Exclamatory Sentence (An Exclamation)

An exclamatory sentence or exclamation is simply a more forceful version of a declarative sentence, marked at the end with an exclamation mark:

The watchman did it!

How beautiful this river is!

Some towns in Upper Canada lost up to a third of their population during the cholera epidemics of the early nineteenth century!

Exclamatory sentences are common in speech and (sometimes) in fiction, but over the last 200 years they have almost entirely disappeared from academic writing. We probably never use this type of sentence in any sort of academic writing, except where we are quoting something else directly. Why is it disappeared from free writing? Exclamation is automatic and natural in oral expression but why do people hesitate to use in academic writing?

iv. The Imperative Sentence (A Command)

An imperative sentence gives a direct command to someone- this type of sentence can end either with a period or with an exclamation mark, depending on how forceful the command is.

Example:

> Sit !
>
> Read this book for tomorrow.
>
> Wash the windows !

v. The Optative Sentence (A Prayer/ Blessing)

Sentences which express an ardent wish, prayer, curse, blessing, etc., are called optative sentences.

Example:

> May you live long!
>
> May God help you!

Note:

Every sentence is followed by punctuation mark. In this regard, assertive and imperative sentences are followed by a full stop. Interrogative sentences are followed by the sign of interrogation or question mark (?). Exclamatory and optative sentences are followed by the sign of exclamation (!).

2. On the Basis of Structure of Sentences

A sentence is composed of a subject, verb and object. It may be constructed by the combination of two or more clauses as well. Leech and Svartvik (2002) have said about sentences "Sentences are made up of clauses. A sentences may consist of one or more than one clause" (p. 245). Here are the definitions of simple, compound and complex sentences with many simple examples. Depending on the number and type of clauses there are there types of sentences

i) Simple Sentence

ii) Compound Sentence

iii) Complex Sentence

i. Simple Sentence

A simple sentence, contains a subject and a verb, and it expresses a complete thought. This sentence contains at least one independent clause. Therefore it is also called an independent clause.

Example:

A. Some students like to study in the mornings.

B. Ram and Hari play football every afternoon.

C. Lochan goes to the library and studies every day.

The three examples above are all simple sentences. Here sentence B contains a compound subject, and sentence C contains a compound verb. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subjects or verbs.

ii. Compound Sentence

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: for, and, nor, but, or, yet, so. Except for very short sentences, coordinators are always preceded by a comma.

Example:

A. I tried to speak Spanish, and my friend tried to speak English.

B. Ram played football, so Sita went shopping.

C. Ram played football, for Sita went shopping.

The above three sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it. It should be noted, how the conscious use of coordinators can change the relationship between the clauses. Sentences B and C, for example, are identical except for the coordinators. In sentence B, which action occurred first? Obviously, "Ram played football" first, and as a consequence, "Sita went shopping. In sentence C, "Ram played football" because, possibly, he did not

have anything else to do, for (because) "Sita went shopping." How can the use of other coordinators change the relationship between the two clauses? What implications would the use of "yet" or "but" have on the meaning of the sentence? Hence, compound sentences have appropriate use of such co-ordinators to join independent clauses.

iii. Complex Sentence

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which.

Example:

    A. When he submitted in his assignment, he forgot to give the teacher the last page.

    B. The teacher returned the homework after she noticed the error.

    C. The students are studying because they have a test tomorrow.

    D. After they finished studying, Ram and Sita went to the movies.

    E. Ram and Sita went to the movies after they finished studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentences with subordinators in the middle as in sentences B,C, and E, no comma is required. If a comma is placed before the subordinators in sentences B,C, and E, it is wrong.

Here, sentences D and E are the same, except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma. The comma after the dependent clause in sentence D is required, and experienced listeners of English will often hear a slight pause there. In sentence E, however, there will be no pause when the independent clause beings the sentence.

3. On the Basis of the Tense

Commonly tense refers to time. In this regard, Hornby (2005), has said, "Any of the forms of a verb that may be used to show the time of the action or state expressed by the verb: The past/ present/ future tense" (p.1582). In this way there are three types of tenses:

i)Present Tense

ii)Past Tense

iii)Future Tense

i. Present Tense

Present tense means co-incidence of the time of the situation and the present moment. It refers to the action of verbs at the present time.

Example :

He is hungry.

The chairperson declares the meeting closed.

I work for a major company.

Look ! It's raining.

She's not working at the moment.

He has gone to the temple etc.

ii. Past Tense

Past tense means location of the situation prior to the present moment. It refers to a definite time, or action of verb in the past.

Example :

Ramesh was born in 1994.

Hari had said an interesting joke.

Did you get any letter?

I was running on the road etc.

iii. Future Tense

Future tense means location of the situation after the present situation. It refers to a definite time to come (future time) i.e. after the present moment.

Example:

> The train will come here.
>
> Shyam will achieve the next degree.
>
> I shall be waiting for you etc.

There are four aspect of each tense. They all indicate the definite time and the action performed by the verb. There can be twelve different types of sentences depending on the structure of tense and their aspect. The structure can be studied in the following table.

Overview of Sentences according to tense and aspects

S.No.	Sentence Verities in	Structural Formula	Examples
1	Simple Present	S+V1/V5+O	I help her.
2	Simple Past	S+V2+O	I helped her.
3	Simple Future	S+will/shall+V1+O	I shall help her.
4	Present Continuous	S+is/am/are+V4+O	I am helping her.
5	Past Continuous	S+was/were+V4+O	I was helping her.
6	Future Continuous	S+will/shall +be+V4+O	I shall be helping her.
7	Present Perfect	S+has/have+V3+O	I have helped her.
8	Past Perfect	S+had+V3+O	I had helped her.
9	Future Perfect	S+will/shall/have+V3+O	I shall have helped her.
10	Present perfect continuous	S+has/have+ been+V4+O	I have been helping her.
11	Past perfect continuous	S+had+been+V4+O	I had been helping her.
12	Future perfect continuous	S+will/shall+have+ been+V4+O	I shall have been helping her.

Here,

S= Subject, V1= infinite verb, V2=Past verb, V3= Past Participle, V4 = Present Participle, V5= 3rd person simple present verb, O = object.

These types are deeply practiced in secondary level. We have to see which type of tense is mostly used in free writing. The more the use of various types of sentences, the more the chances of occurring natural communication. A free writing becomes interesting if it has capacity to communicate naturally.

4. On the Basis of Voice

Sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." We must learn to recognize the different forms of voice to successfully speak and write English. "The form of verb that shows whether the subject of a sentence performs the action (the active voice) or is affected by it (the passive voice)" (Hornby, 2005, p. 1708).

i. 'Active Form' Sentence

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. In most sentences the thing receiving the action is the object. Most sentences in English article are found active.

The structure of active form sentence is :

[Thing doing action]+[verb]+[thing receiving action]

Examples:

a)The professor	teaches	the students
subject	verb	object
doing action		receiving action
b) Raju	washes	the dishes.
subject	verb	object
doing action		receiving action

ii) 'Passive Form' Sentence

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. We can use the passive form if we think that the thing receiving the action is more important or should be emphasized. We can also use the passive form if we do not know who is doing the action or if we do not want to mention who is doing the action.

The structure of passive form sentences is :

[Thing receiving action]+[be]+[past participate of verb]+[by]+[thing doing action]

Example:

    a) The students   are taught   by the professor

       subject   passive verb   doing action

       receiving action

    b) The dishes   are washed   by Raju.

      subject   passive verb

      receiving action   doing action

Overview of Active and Passive Sentences

S.No.		Active	Passive
1	Simple Present	Ram cleans the house.	The house is cleaned by Ram.
2	Present Continuous	Santosh is writing the letter.	The letter is being written by Santosh.
3	Present Perfect	Many tourists have visited Nepal.	Nepal has been visited by many tourists.
4	Simple Past	Shyam repaired the car.	The car was repaired by Shyam.
5	Past Continuous	Rajiv was helping the chief.	The chief was being helped by Rajiv.
6	Past Perfect	Gore had repaired many cars.	Many cars had been repaired by Gore.
7	Simple Future *WILL*	Someone will finish the work by 5:00 PM.	The work will be finished by 5:00 PM.
8	Simple Future *BE GOING TO*	Rima is going to make a beautiful dinner tonight.	A beautiful dinner is going to be made by Rima tonight.
9	Future Perfect *WILL*	They will have completed the project	The project will have been completed before

		before the deadline.	the deadline.
10	Future Perfect *BE GOING TO*	They are going to have completed the project before the deadline.	The project is going to have been completed before the deadline.
11	Sentences with *USED TO*	Rina used to pay the bills.	The bills used to be paid by Rina.
12	Future in the Past *WOULD/COULD*	I knew Prakash would finish the work by 5:00 PM.	I knew the work would be finished by 5:00 PM.
13	Future in the Past *WAS GOING TO*	I thought Sita was going to make a beautiful dinner tonight.	I thought a beautiful dinner was going to be made by Sita tonight.
14	Present Infinitive	i) I am to write a letter. ii)He wants someone to take food.	i) A letter is to be written by me. ii) He wants food to be taken.
15	Sentence with can/may/ should/ must/ ought to	i) She can read a book. ii) He ought to take medicine. iii) We should protect tigers.	i) A book can be read by her. ii) Medicine ought to be taken by him. iii) Tigers should be protected.
16	Yes/No questions	i) Does he read a novel? ii) Can you carry the box?	i) Is a novel read by him? ii) Can the box be carried by you?
17	Wh-Question	i) Who made the kite?	i) Who was the kite made by? or, By whom was the kite

		ii) When do you write the letter?	made? ii) When is the letter written by you?
18	Imperative	i) Help the boy. ii) Let her open the door.	i) Let the boy be helped. ii) Let the door be opened (by her).

1.2 Review of the Related Literature

Different researches regarding grammatical achievement have been carried out in the department of English education in Tribhuvan University. Grammar is broad term and sentence variety is an important element of it. No studies have been carried out on use of sentences, however some related studies have been attempted and they are studied during this research.

Parajuli (1997) conducted the research on "A Comparative Study on the Proficiency in the Use of the Simple Present Tense Attained by the Students of Grade VII." The sample consisted of 150 students of grade VII of Rupandehi district. The purpose of the study was to measure the language proficiency in the use of simple present tense by the students of grade VII in Nepal. He obtains that the total proficiency of the students is the use of simple present tense was found satisfactory.

Sharma (1997) has carried out a research on "A Comparative Study on the Use of Voice by Ten Grades Between Government and Private Schools." The researcher has concluded that the use of voice is better in private school rather than government one. He also has found that girls performed better than boys in this regard.

Likewise, Dahal (1998) has analyzed "A Study on the Tense and Aspects in Free Writing of the Eleventh Grades of the Selected Schools of the Kathmandu

Valley". He is the researcher who tried to analyze the free writing of the students for the first time so far. The sample consisted of 40 students of higher secondary schools representing four different streams from Kathmandu. He found that nearly 50 percent errors were committed in tense sequence, 12 percent of aspect was found to be erroneous.

Similarly, Bhattarai (2001) in his thesis "A Study on the Use of Punctuation in Free Writing" came out with the conclusion in 12 different headings. He found that the total frequency of the correct use of punctuation was 77.79 percent of the total use.

Bhattarai (2002) conducted the research on "The Writing Proficiency of Bachelor's Level Students." It was a comparative study and found that the students of medical science (students of institute) were more proficient than those of others (students of faculties)

Sah (2003) carried out research on "Writing Proficiency of Grade Nine Students". He found that students committed many mistakes in the use of 'comma' than any other punctuation marks. He also found that writing of boys was better than writing of girls.

Khanal (2007), in his research "The Letter Writing Abilities of Grade 10 Students" found that the students committed mistakes in the use of sender's address and date. He also found that students committed many punctuation mistakes and the letter writing ability of boys was better than of the girls.

Similarly, Kaphle (2008) carried out a research on "A Study on English Language Writing Proficiency of Grade Eight Students." The sample consisted 80 students of class eight from Chitwan district. He found that the writing proficiency of the students of private schools was far better than the students of community based schools. He also found that the writing proficiency of girls

was better than boys. He also found that the guided writing skill of students was better than free writing.

There has been no study on the use of sentence varieties in free writing. Various types of sentences are taught in secondary level students. What is their actual use in free writing? The researcher is highly motivated on this regard. Since the topic is still untouched by the former researchers, this researcher attempts to carry out the research regarding the study on sentence varieties and their use in free writing of secondary level students.

1.3 Objectives of the Study

The study aims at achieving the following objectives:

- To analyze the free writing of secondary level students (i.e. class 9 and 10) in terms of types of sentences.
- To list the popular/ usual varieties of sentences (in frequency order).
- To suggest some pedagogical implications.

1.4 Significance of the Study

This study is significant as it will be advantageous to secondary level language teachers, learners, syllabus designers and all the people who are interested and involved in teaching and learning of the English language especially at secondary level. This study will also help those who want to carry out further researches on sentence varieties. This study will also be helpful to all the concerned to recognize the most frequent and less frequent verities of sentences in free writing.

Basically, sentences play an important role in making free writing either meaningful, attractive or weightless. The same type of sentences can not communicate perfectly on every situation. This study will provide a strong guideline to the students of secondary level to use appropriate varieties of

sentences situationally in their free writing. Of course, it will have a broad significance in English Language Teaching (ELT).

1.5 Definition of the Terms

The following terms, regarding the study, have been defined:

Sentence: It refers to a set of words or phrases expressing a statement, a question, or an order, usually containing a subject and a verb. An expression having a subject and a predicate.

Variety: It refers to kinds or types of same thing. Several different sorts of the same thing. (Here, kinds of sentence).

Free Writing: It refers to the complete freedom of expression in writing in any topic given or chosen (from given essay titles). Writing essay, letter, paragraph, newspaper, articles etc. which are asked as composition writing in SLC examination.

Secondary Level Students: The students who have passed district level examination of grade VIII and studying in grade nine and ten.

Community School: It is also called government added school. It refers to a school managed by community people and financially supported by country or government.

Institutional School: It is also called private school. It refers a school managed by a person or group and supported

financially entirely by money paid by the parents of the students attending it, not by the government.

CHAPTER TWO

METHODOLOGY

In this chapter, the methodology used for the study is described. This section includes the specification about the concepts like field, population, data, primary and secondary sources of data, sampling procedure, process of data collection tools or instruments and limitations.

The researcher had adopted the descriptive research design during the study to achieve the objectives of the study, the steps of which are described below:

2.1 Sources of Data

It refers to the origin of data in research. The researcher basically used the primary sources of data. This study was based on the following sources of information.

2.1.1. Primary Sources of Data

The students of class nine and class ten (The Secondary Level Students) studying in institutional and community schools of Chitwan district were the primary sources of data for the study.

2.1.2 Secondary Sources of Data

Secondary sources of data of the present study were the curriculum and text books of class nine and ten, various books like Sapir (1978), Rundell et al. (1999), Trask (2004), Leech and Svartvik (2002), Dowing and Philip (2006), Chomsky (1957) etc., research articles and journals which are mentioned in reference at the end of this research. Besides these, library and internet were also consulted.

2.2 Sampling Procedure and Sample Population

The researcher applied the random sampling procedures. To make the sampling population representative the population were selected on the basis of different strata like Village/Municipality, institutional/ community, boys/ girls (gender) etc. Hence particularly the stratified random sampling method were adopted.

The sample of the study were 40 students. Two English medium private (institutional) schools, two Nepali medium government aided (community) schools and one Nepali medium private (institutional school) were selected by using proportionate stratified random sampling to achieve the purpose and of the research.

No. of school, strata and the population were be as per the following table.

S.No.	Types of School	Village/ Municipality	Class Nine			Class Ten			Grand Total
			Boy	Girls	Total	Boys	Girls	Total	
1	Eng. Medium Institutional School	Village	2	2	4	2	2	4	8
2	Eng. Medium Institutional School	Municipality	2	2	4	2	2	4	8
3	Nepali Medium Community School	Village	2	2	4	2	2	4	8
4	Nepali Medium Community School	Municipality	2	2	4	2	2	4	8
5	Nepali Medium Institutional School	Village	2	2	4	2	2	4	8

Total Population - 40

Hence, there were altogether 4o respondents from five different schools of Chitwan district.

2.3 Tools for Data Collection

The researcher provided a question for free writing to the respondents. It was asking to write an essay selecting from given five topics.

The topics for existing essay were primarily based on their English textbook so that they could write as many sentences as they could. Although there were several varieties of free writing, the researcher preferred essay writing for this research since it required a large number of sentences and wider freedom of expression than any other types. The students were asked to write an essay in at least 200 words in the time of one hour.

2.4 Process of Data Collection

The researcher personally, visited the selected schools and with the cooperation of school administration and subject teachers, the tests were administered. In this way, the researcher collected primary data:

2.5 Limitationsthe

The study had the following limitations:

i. The study was limited to the secondary level (class 9 and 10) students' free expression in written form.

ii. Free writing choices were limited to the essay titles provided to the students.

iii. Only forty students were selected from five different schools of Chitwan district as per the criteria of sampling procedure and sample population.

iv. Only eight students from each school were selected by using the random sampling procedure to participate on free writing test.

v. The research was carried out on the basis of analysis of free writing of 40 respondents.

vi. The concern of the study is only the use of varieties of sentences and not the grammatical errors etc.

vii. The study was limited to the analysis of only the following varieties of sentences.

a. Sentence varieties by communicative function
[Declarative,Interrogative,Exclamatory,
Imperative and Optative]   = 5 varieties

b. Sentence varieties by structure
[Simple, Compound and Complex]   = 3 varieties

c. Sentence varieties by tense
[Present, Past and Future]   = 3 varieties

d. Sentence varieties by voice
[Active and Passive]   = 2 varieties

Total   13   varieties

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data obtained from the students of selected five secondary schools of Chitwan district. The essays from the students were collected, studied and the various types of sentences used by the students in their essays were counted and tabulated. Those tabulated responses were analyzed and interpreted as precisely and accurately as possible by using simple statistical tools and descriptive method. The analysis and interpretation of data have been carried out under the following headings.

- Analysis of the use of sentence varieties on the basis of communicative function:
- Analysis of the use of sentences on the basis of structure of sentences:
- Analysis of the use of sentences on the basis of tense.
- Analysis of the use of sentences on the basis of voice:

As this study aims to analyse the free writing in terms of the trend of the use of varieties of sentences, the data were analysed and studied from different angles i.e. different point of views.

3.1 Analysis of the Use of Sentence Varieties on the Basis of Communicative Function

The researcher observed and analysed the trend of use of sentence varieties on the basis of communicative function. It means the researcher analysed the use of declarative, interrogative, exclamatory, imperative and optative sentences in free writing, which can be studied in the following sub-headings.

3.1.1 Overview of the Use of Sentences

The sample essays were observed and analyzed in the following table. Here especially, the total number sentences in different varieties were counted and tabulated.

Table No. 1

Overview the use of Sentence Varieties on the Basis of Communicative Function

S.No.	Name of School	Type of School	Medium	Gender	Declarative	Interrogative	Exclamatory	Imperative	Optative
1.	NASS	Inst sch.	Eng.	B	23				
2.	NASS	Inst sch.	Eng.	B	30	3	3	2	
3.	NASS	Inst sch.	Eng.	G	30				
4.	NASS	Inst sch.	Eng.	G	27	1			
5.	NASS	Inst sch.	Eng.	B	27				
6.	NASS	Inst sch.	Eng.	B	31				
7.	NASS	Inst sch.	Eng.	G	22				
8.	NASS	Inst sch.	Eng.	G	28				
9.	KSS	Com. sch.	Nep.	B	34				
10.	KSS	Com. sch.	Nep.	B	40				
11.	KSS	Com. sch.	Nep.	G	35				
12.	KSS	Com. sch.	Nep.	G	24				
13.	KSS	Com. sch.	Nep.	B	30				
14.	KSS	Com. sch.	Nep.	B	39				
15.	KSS	Com. sch.	Nep.	G	51				
16.	KSS	Com. sch.	Nep.	G	33			1	
17.	SRES	Inst sch.	Eng.	B	24				
18.	SRES	Inst sch.	Eng.	B	23				
19.	SRES	Inst sch.	Eng.	G	25				
20.	SRES	Inst sch.	Eng.	G	28				
21.	SRES	Inst sch.	Eng.	B	18				
22.	SRES	Inst sch.	Eng.	B	21				
23.	SRES	Inst sch.	Eng.	G	24				
24.	SRES	Inst sch.	Eng.	G	22				
25.	CSS	Com. sch.	Nep.	B	45	2	2		
26.	CSS	Com. sch.	Nep.	B	34	1	2		
27.	CSS	Com. sch.	Nep.	G	26				
28.	CSS	Com. sch.	Nep.	G	31				
29.	CSS	Com. sch.	Nep.	B	27				
30.	CSS	Com. sch.	Nep.	B	36				
31.	CSS	Com. sch.	Nep.	G	25				
32.	CSS	Com. sch.	Nep.	G	14				
33.	NBHS	Inst sch.	Nep.	B	23				1
34.	NBHS	Inst sch.	Nep.	B	20				
35.	NBHS	Inst sch.	Nep.	G	26				
36.	NBHS	Inst sch.	Nep.	G	27				
37.	NBHS	Inst sch.	Nep.	B	35				
38.	NBHS	Inst sch.	Nep.	B	13				
39.	NBHS	Inst sch.	Nep.	G	24				
40.	NBHS	Inst sch.	Nep.	G	40				

Here,

Total No. of Sentences	1153

Total No. of Sentences   =   1153

No. of Declarative Sentences   =   1135

No. of Interrogative Sentences =   7

No. of Exclamatory Sentences   =   7

No. of Imperative Sentences   =   3

No. of Optative Sentences   =   1

The above table is an overview of the use of sentence varieties on the basis of communicative function in which 40 students from community and institutional schools of Chitwan districts had participated on essay writing. Among them two were English medium and three were Nepali medium schools. Three institutional and two community schools were involved in free writing activities. Twenty boys and twenty girls were the selected respondents. According to the above table, all the respondents wrote essays with maximal use of declarative sentences while other types of sentences were rarely used. This is the general master table which can be analysed from various points of view as described in the following sub-headings.

3.1.2 Mediumwise Study of the Use of Sentences

There were two types of schools viz English medium and Nepali medium school selected by the researcher. Students from two English and three Nepali medium schools wrote essay and their trend was obtained as per the following table:

Table No: 5

Mediumwise Use of Sentence Varieties on the Basis of Communicative Function

S.N.	Medium of School	No. of Students	Total No. of Sentences	Declarative Sentence		Interrogative Sentence		Exclamatory Sentence		Imperative Sentence		Optative Sentence	
				No.	%	No.	%	No.	%	No.	%	No.	%
1	English	16	412	403	97.82	4	0.97	3	0.73	2	0.48	0	0

| 2 | Nepali | 24 | 741 | 732 | 98.79 | 3 | 0.41 | 4 | 0.54 | 1 | 0.13 | 1 | 0.13 |

The above table shows that total 16 respondents from English medium schools wrote 412 sentences out of which 97.82 percent declarative, 0.97 percent interrogative, 0.73 percent exclamatory, 0.48 percent imperative and 0 percent optative sentences were used in their free writing. Similarly, 24 respondents from Nepali medium schools wrote 741 sentences. Out of them, 98.79 percent were declarative sentences, 0.41 percent were interrogative, 0.54 percent were exclamatory, 0.13 percent were imperative and 0.13 percent were optative sentences.

The remarkable matter is that only one optative sentence was used (written) by a Nepali medium student.

3.1.3 Use of Sentence Varieties by Communicative Function on the Basis of Types of Schools

Here, the researcher observed and analyzed the sentence varieties by communicative function on the basis of school varieties. (i.e. Community vs Institutional school).

Table No. 6

Use of Sentence Varieties on the Basis of Types of Schools

S.N.	Type of School	No. of Students	Total No. of Sentences	Declarative Sentence		Interrogative Sentence		Exclamatory Sentence		Imperative Sentence		Optative Sentence	
				No.	%	No.	%	No.	%	No.	%	No.	%
1	Com. Sch.	16	532	542	98.50	3	0.56	4	0.75	1	0.19	0	0
2	Inst. Sch.	24	621	611	98.40	4	0.64	3	0.48	2	0.32	1	0.16

This table presents that both community and institutional schools' students mostly used declarative sentence. Nearly 98 percent of the sentences were declarative. The use of other varieties was below 1 percent individually. One

sentence i.e. 0.16 percent sentence is of optative one which is used by a student of institutional school (i.e. Nepali medium institutional school).

3.1.4 Genderwise Study of the Use of Sentences

Here the researcher observed and analyzed the sentences varieties used in free writing by boys and girls from five different schools in the following table:

Table No. 7

Genderwise Study for the Use of Sentence Variety by Communicative Function

S.N.	Gender	No. of Students	Total No. of Sentences	Declarative Sentence		Interrogative Sentence		Exclamatory Sentence		Imperative Sentence		Optative Sentence	
				No.	%	No.	%	No.	%	No.	%	No.	%
1	Boys	20	589	573	97.28	6	1.02	7	0.19	2	0.34	1	0.17
2	Girls	20	564	562	99.64	1	0.18	0	0	1	0.18	0.	0

This table shows that the percentage of use of declarative, interrogative, imperative and optative sentences was 97.28 percent , 1.02 percent , 0.19 percent , 0.34 percent and 0.17 percent respectively especially from boys. Similarly, girls used 99.64 percent declarative, 0.18 percent interrogative, 0.18 percent imperative and 0 percent other varieties.

This table shows that boys were motivated to use different varieties of sentences than girls. Girls use declarative sentences only (i.e. nearly 99.64 percent declarative sentences were used by the girls while only 0.18 percent interrogative and 0.18 percent imperative sentences were used by them).

3.1.5 Frequency of the Use of Sentences

In the following table, the researcher analyzed the use of sentence varieties to obtain the frequency of their use.

Table No. 8
Sentences According to the Frequency of Their Use

S.N.	Total No. of	Declarative	Interrogative	Exclamatory	Imperative	Optative

33

	Sentences	Sentence		Sentence		Sentence		Sentence		Sentence	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	1153	1135	98.44	7	0.61	7	0.61	3	0.26	1	0.08

This table presents that declarative sentences are the most frequent as its use was 98.44 percent. It means out of 1153, sentences 1135 were declarative in free writing. Students used interrogative and exclamatory sentences in free writing equally. Each of them has 0.61 percent frequency. This is a rare use in free writing. Thirdly, imperative sentences were less frequent. Their use in free writing was 0.26 percent. Optative sentence has the least frequency. Only 1 sentence out of total 1153 sentences was used in essay. It occupied 0.08 percent of the total use of sentences in free writing.

3.2 Analysis of the Use of Sentences on the Basis of Structure

Here, the researcher observed and studied the trend of use of sentence varieties on the basis of structure of sentence. On this basis there are three types of sentences viz simple sentence, compound sentence and complex sentence. The researcher tried to find out the use of these sentence varieties in free writing of secondary level students.

3.2.1 Overview of the Use of Sentence Varieties on the Basis of Structure

The researcher studied the data and tabulated them to show the individual use of sentence varieties on the basis of structure of sentence.

Table No. 9

Overview of the Use of Sentence VarietiesTable No. 6

Overview of the use of Sentence Varieties on the Basis of Structure

S.No.	Name of School	Type of School	Medium	Gender	Simple	Compound	Complex
1.	NASS	Inst sch.	Eng.	B	8	13	2
2.	NASS	Inst sch.	Eng.	B	13	15	10
3.	NASS	Inst sch.	Eng.	G	18	4	8

4.	NASS	Inst sch.	Eng.	G	15	6	7
5.	NASS	Inst sch.	Eng.	B	14	9	4
6.	NASS	Inst sch.	Eng.	B	21	7	3
7.	NASS	Inst sch.	Eng.	G	19	4	4
8.	NASS	Inst sch.	Eng.	G	9	17	2
9.	KSS	Com. sch.	Nep.	B	24	6	4
10.	KSS	Com. sch.	Nep.	B	23	8	9
11.	KSS	Com. sch.	Nep.	G	26	1	8
12.	KSS	Com. sch.	Nep.	G	17	3	4
13.	KSS	Com. sch.	Nep.	B	19	9	2
14.	KSS	Com. sch.	Nep.	B	37	1	1
15.	KSS	Com. sch.	Nep.	G	32	9	10
16.	KSS	Com. sch.	Nep.	G	25	9	0
17.	SRES	Inst sch.	Eng.	B	13	8	4
18.	SRES	Inst sch.	Eng.	B	7	13	3
19.	SRES	Inst sch.	Eng.	G	12	6	7
20.	SRES	Inst sch.	Eng.	G	15	8	5
21.	SRES	Inst sch.	Eng.	B	6	8	4
22.	SRES	Inst sch.	Eng.	B	10	5	6
23.	SRES	Inst sch.	Eng.	G	10	5	9
24.	SRES	Inst sch.	Eng.	G	9	7	6
25.	CSS	Com. sch.	Nep.	B	35	9	5
26.	CSS	Com. sch.	Nep.	B	25	5	7
27.	CSS	Com. sch.	Nep.	G	14	5	7
28.	CSS	Com. sch.	Nep.	G	25	3	3
29.	CSS	Com. sch.	Nep.	B	22	2	3
30.	CSS	Com. sch.	Nep.	B	28	5	3
31.	CSS	Com. sch.	Nep.	G	19	4	2
32.	CSS	Com. sch.	Nep.	G	10	3	1
33.	NBHS	Inst sch.	Nep.	B	15	6	3
34.	NBHS	Inst sch.	Nep.	B	11	7	2
35.	NBHS	Inst sch.	Nep.	G	20	5	1
36.	NBHS	Inst sch.	Nep.	G	22	1	4
37.	NBHS	Inst sch.	Nep.	B	29	5	1
38.	NBHS	Inst sch.	Nep.	B	7	1	5
39.	NBHS	Inst sch.	Nep.	G	20	3	1
40.	NBHS	Inst sch.	Nep.	G	34	4	2

S.N.	Types of Sentence	Number
1	Simple Sentence	733
2	Compound Sentences	248

3	Complex Sentences	172
	Total No. of Sentences	1153

The above table is the general outline of the use of simple, compound and complex type of sentences in free writing of the selected secondary level students. Comparatively, three all types of sentences (i.e. simple, compound and complex) were used frequently by the students in their essays. Among these three varieties, many sentences were of simple sentences, and a few sentences were of the other two (i.e. compounds and complex.)

3.2.2 Mediumwise Analysis of Use of the Sentences

The mediumwise use of sentence varieties on the basis of structure was observed and analyzed in the following table:

Table No. 10

Mediumwise Use of Simple, Compound and Complex Sentences in Free Writing

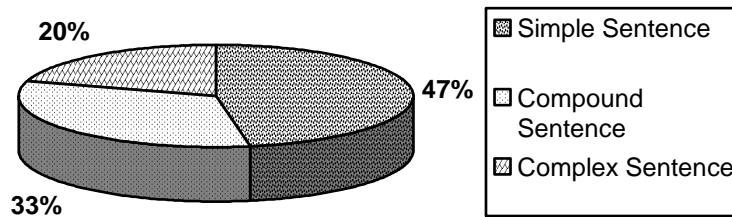| S.No.	Medium	Total Sentences	Simple Sentences	Compound Sentences	Complex Sentence
1	English	412	194	134	84
2	Nepali	741	539	114	88

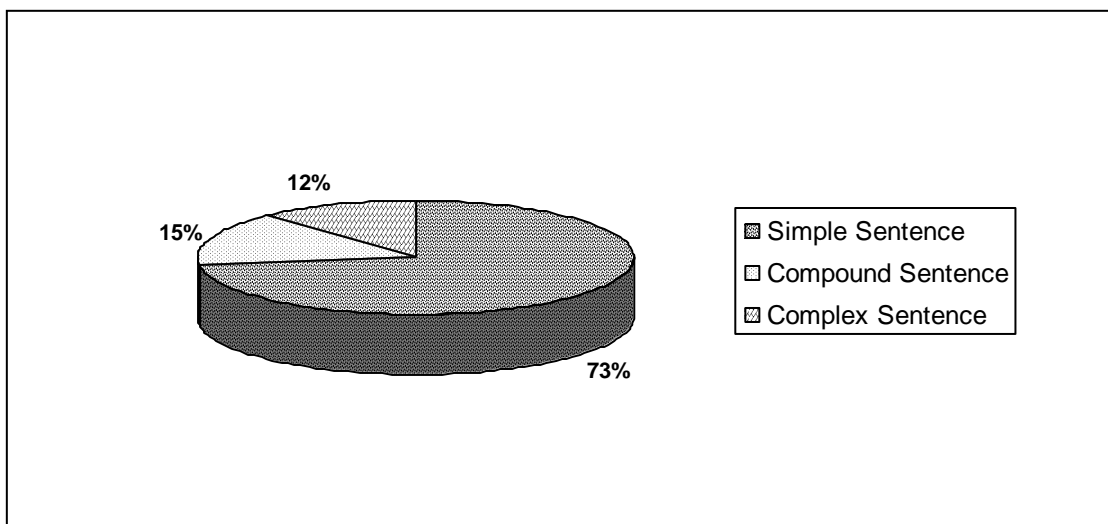These data were also analyzed in the following figures:

Figure No. 1

Mediumwise use of Sentence Varieties by Structure

i. By English Medium Students

36
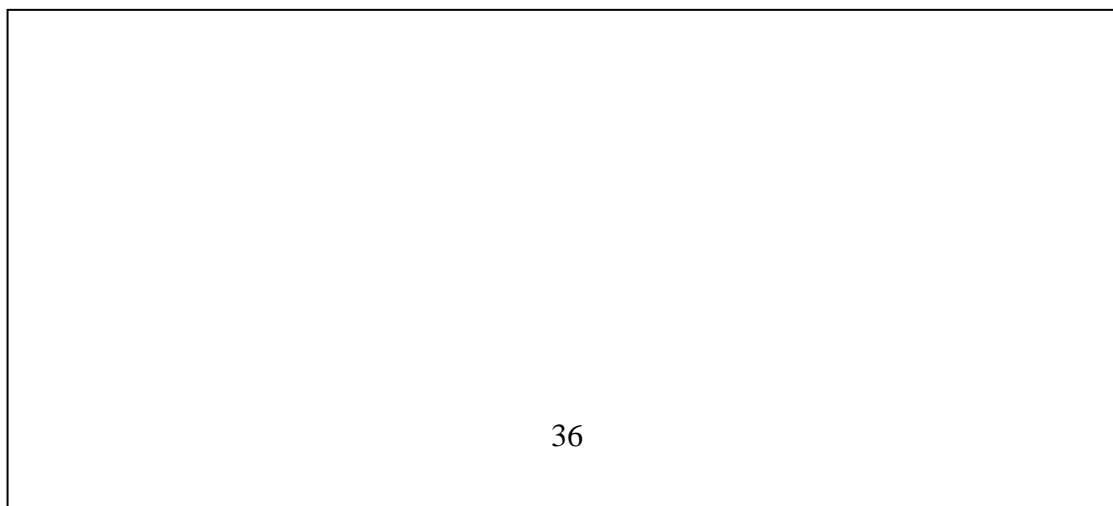
ii. By Nepali Medium Students

The above figures present the general scenario of the use of simple, compound and complex sentences in free writing. According to figure 1(i) out of 412 sentences written by English medium students, 47 percent were simple, 33 percent were compound and 20 percent were complex sentences. Similarly, according to figure 1 (ii) out of 741 sentences written by Nepali medium students, 73 percent were simple sentences, 15 percent were compound sentences and 12 percent were complex sentences.

The above figures justify that a large volume was occupied by the use of simple sentences in free writing, while compound and complex sentences were also used but with less percentage.

3.2.3 Analysis of the Use of Sentences on the Basis of Structure in Different Types of School

The use of sentence varieties was studied and analyzed in the following figure. The figure to indicate the use of simple, compound and complex sentences in free writing by the respondents of community school and institutional school.

Figure No. 2

Use of Sentences on the basis of Structure in Different Types of Schools
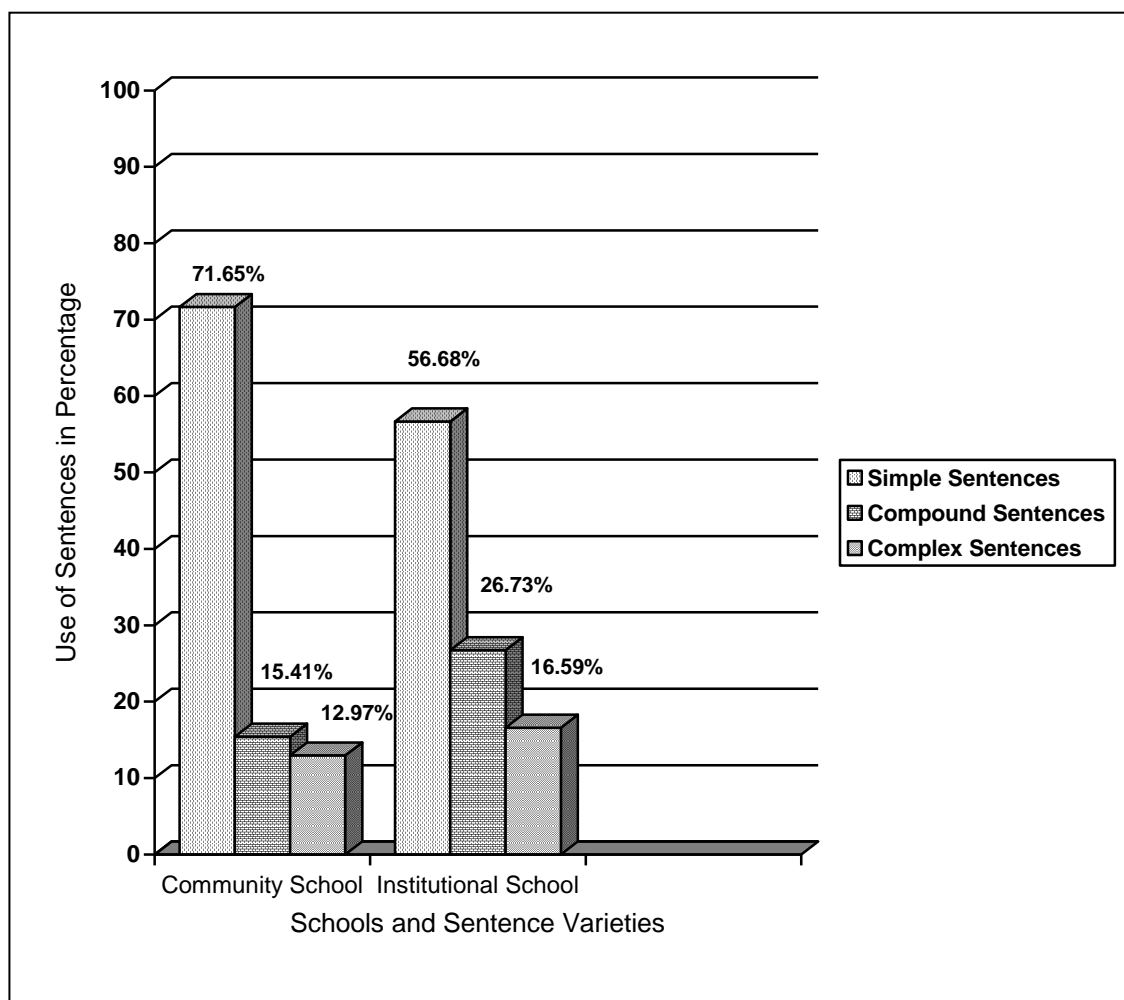
Here, out of 532 sentences written by the students of community school, 381 sentences (i.e. 71.65 percent) were simple, 82 (i.e. 15.41 percent) were compound and 69 (i.e. 12.97 percent) were complex sentences.

Similarly, out of 621 total sentences written by the students of institutional school, 352 sentences (i.e.56.68 percent) were simple, 166 (i.e. 26.73 percent) were compound and 103 (i.e. 16.54 percent) were complex sentences.
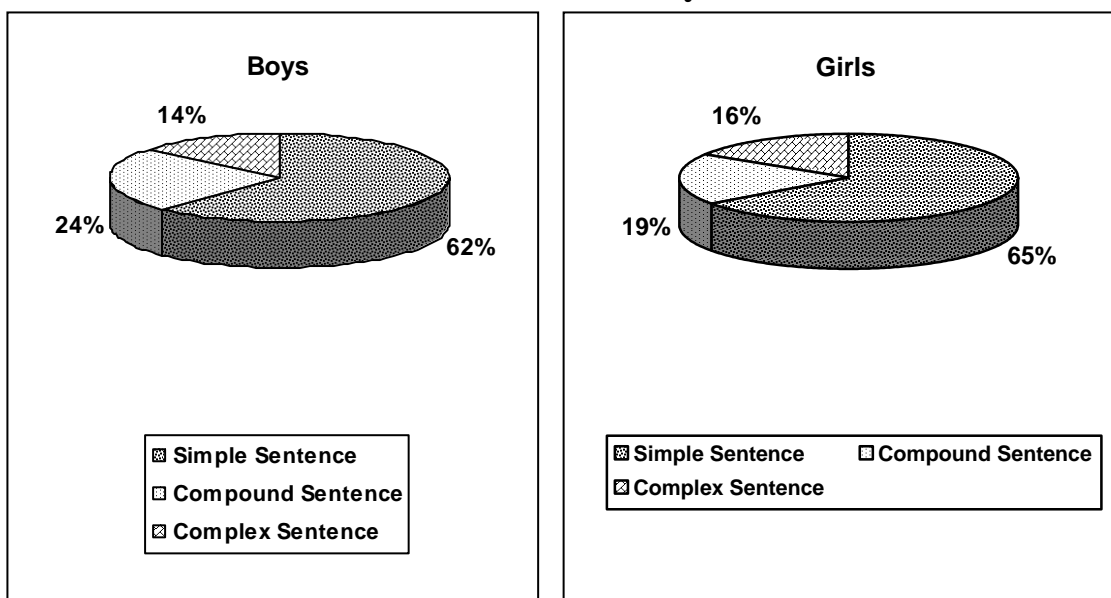
This shows that students from institutional school used, comparatively different varieties on the basis of structure of sentences.

3.2.4. Genderwise Study of the Use of Sentences

The genderwise use of sentence varieties was observed and analyzed in the following diagram:

Figure No. 3

Genderwise Use of Sentence Varieties by Structure of Sentence

These above figures indicate that out of 589 sentences written by boys, 62 percent were simple, 24 percent were compound and 14 percent were complex sentences. Similarly, out of 564 sentences written by girls, 65 percent were simple, 19 percent compound and 16 percent were complex sentences.

This shows that in general, the use of these three varieties of sentence in boys and girls was similar, but more particularly, girls used more simple sentences than boys and boys used more compound sentences than girls.

3.2.5 Frequency the Use of the Sentences

The frequency of the use of sentence varieties on the basis of structure was described in the following table:

Table No. 11

The Frequency of the Use of Sentence Varieties by Structure

S.N.	Total No. of Sentences	Simple Sentence	Compound Sentence	Complex Sentence
1	1153	733	248	172

This table shows the use of simple, compound and complex sentences in total. This can be easily understood by the following diagram too.

Figure No. 4

The Frequency of the Use of Sentence Varieties by Structure
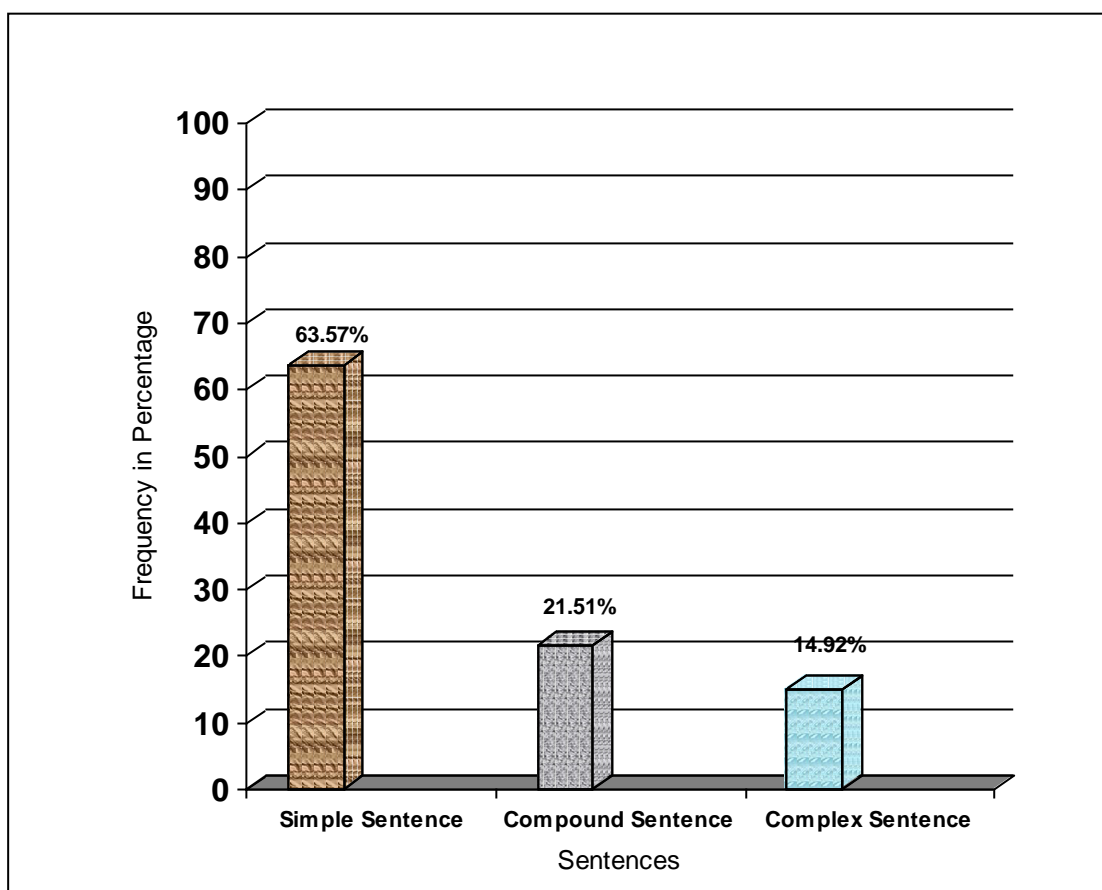
The above figure shows the clear vision of the frequency of use of sentences. There were total 1153 sentences and out of them 733 sentences were simple, it covers 63.57 percent of the total use. Similarly, 248 (.i.e. 21.51 percent) were compound sentences and 172 (i.e. 14.92 percent) were complex sentences.

In this way, it can be said that, simple sentences were more frequent that any other two types of sentences. Complex sentences were less frequent as this covers 14.92 percent of frequency.

It must be quoted here that this 'sentence varieties by structure ' is the variety that students tried to write all sorts of sentences viz simple, compound and complex sentences.

3.3 Analysis of the Use of Sentences on the Basis of Tense

Basically, tense is the 'topic' which is taught to the students from very junior level (i.e. from primary level). Here the researcher observed the trend of the use of sentences of the present, past and future tenses. In this research, the researcher has studied only the use of these three tenses not their aspect as mentioned in the limitations of this study. But the general idea about the use of tense can be studied by the following sub headings:

3.3.1 Overview of the Use of Sentences on the Basis of Tense

Here, the researcher studied the data and described them in the following table to show the individual use of sentences varieties on the basis of tense.

Table No. 12

Overview of the Use of Sentence Varieties

S.N.	Types of Sentence	Number
1	Present Sentences	1001
2	Past Sentences	31
3	Future Sentences	121
Total No. of Sentences		1153

This is the overview of the use of sentences in the present, past and future tenses in free writing of secondary level selected respondents.

This table shows that many students preferred to use present tense in free writing rather than any other tense. Only a few sentences were past and future. It has been seen that the future tense is used to write in free writing more than
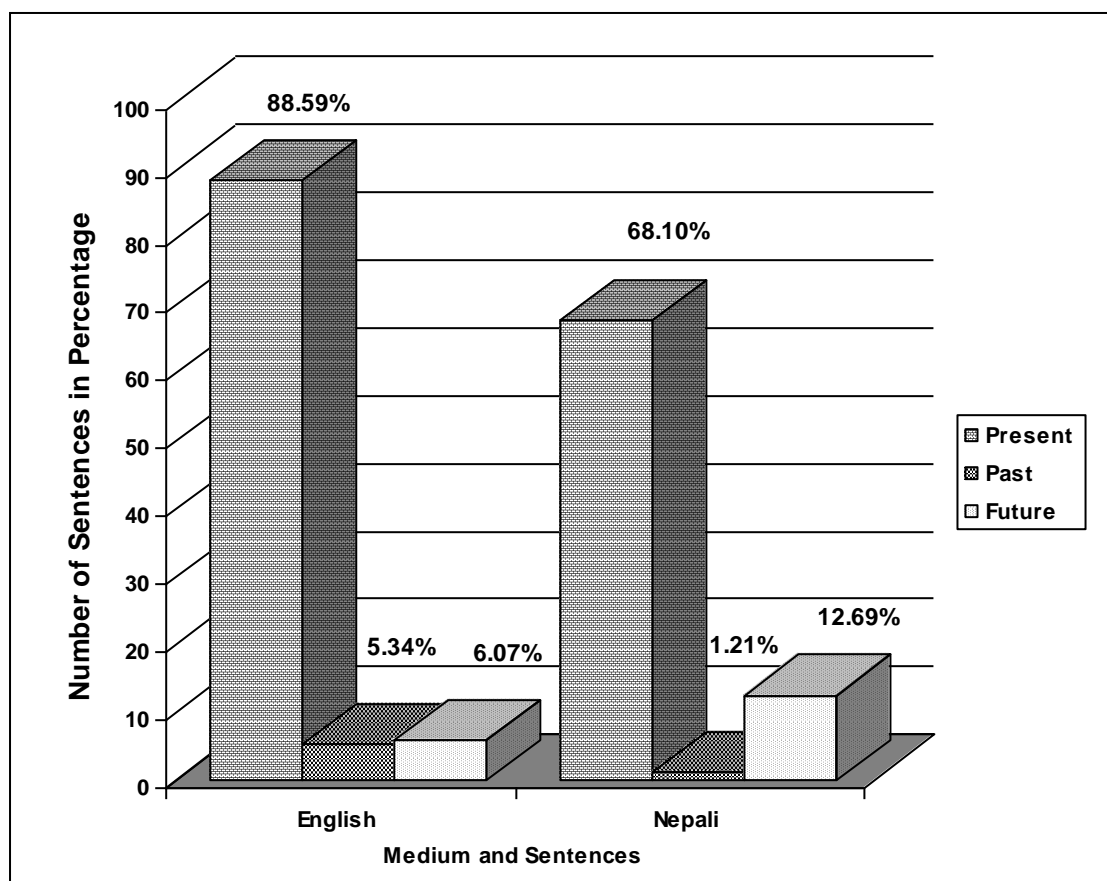
42

the past tense. The past tense is least frequent. It can be justified by the following analysis.

3.3.2 Mediumwise Analysis of the Use of Sentences

The mediumwise use of sentences in the present, past and future tenses was analyzed in the following figure:

Figure No. 5

The Use of Sentence Varieties on the Basis of Tense

There were 412 sentences written by English medium students. As the above figure indicates, out of them, 88.39 percent sentences were in the present tense, 5.34 percent were in the past tense and 6.07 percent were in the future tense. Similarly, out of 741 sentences, written by the students of Nepali medium school, 86.10 percent were present sentences, 1.21 percent were past sentences and 12.69 percent were future sentences.

Hence, it can be said that, mostly, students used the sentence of the present tense. Comparatively students from Nepali medium, used many future sentences than that of English medium students.

3.3.3 Study of Use of the Sentences on the Basis of Types of Schools

Here, the researcher studied and described the trend of using sentence varieties by tense on the basis of types of schools in the following table:

Table No. 13

Use of Sentences on the Basis of Tense in Different Type of Schools

S.No.	School Type	Total Sentence	Present Sentences	% of present Sentence	Past Sentence	% of Past Sentence	Future Sentence	% of Future Sentences
1	Community School	532	463	87.03	8	1.50	61	11.47
2	Institutional School	621	540	86.96	23	3.76	58	9.34

The above table vividly presents the scenario of the use of the present, past and future sentences used by the students from community schools and institutional schools. Out of 532, sentences from community school, 87.03 percent were present sentences, 1.50 percent were past sentences and 11.47 percent were future sentences. From institutional schools, out of total 621 sentences, 86.96 percent were present, 3.70 percent were past and 9.34 percent were future sentences.

Students of both type of schools, used similar trend of using sentences in the present, past and future tenses.

3.3.4 Genderwise Study of the Use of Sentences

The genderwise trend of the use of sentence varieties on the basis of tense was observed and analyzed in the following table:

Table No. 14

Genderwise Use of Sentence Varieties by Tense

S.No.	Gender	Total Sentences	Present Sentences	% of present Sentence	Past Sentence	% of Past Sentence	Future Sentence	% of Future Sentences
1	Boys	589	511	86.76	20	3.39	58	9.85
2	Girls	564	490	86.88	11	1.95	63	11.17

As the above table indicates, out of 589 sentences written by boys, present, past and future sentences were of 86.76 percent, 3.39 percent and 9.85 percent respectively. Similarly, girls wrote 564 sentences and out of them, 86.88 percent, 1.95 percent and 11.17 percent were present, past and future sentences respectively. In the use of sentences, by gender, there is no significant difference. It means boys and girls used the sentence varieties by tense in similar way.

3.3.5 Frequency of the Use of the Sentences

Here, the researcher studies and obtained the frequency of the use of sentence varieties on the basis of tense as per the following table:
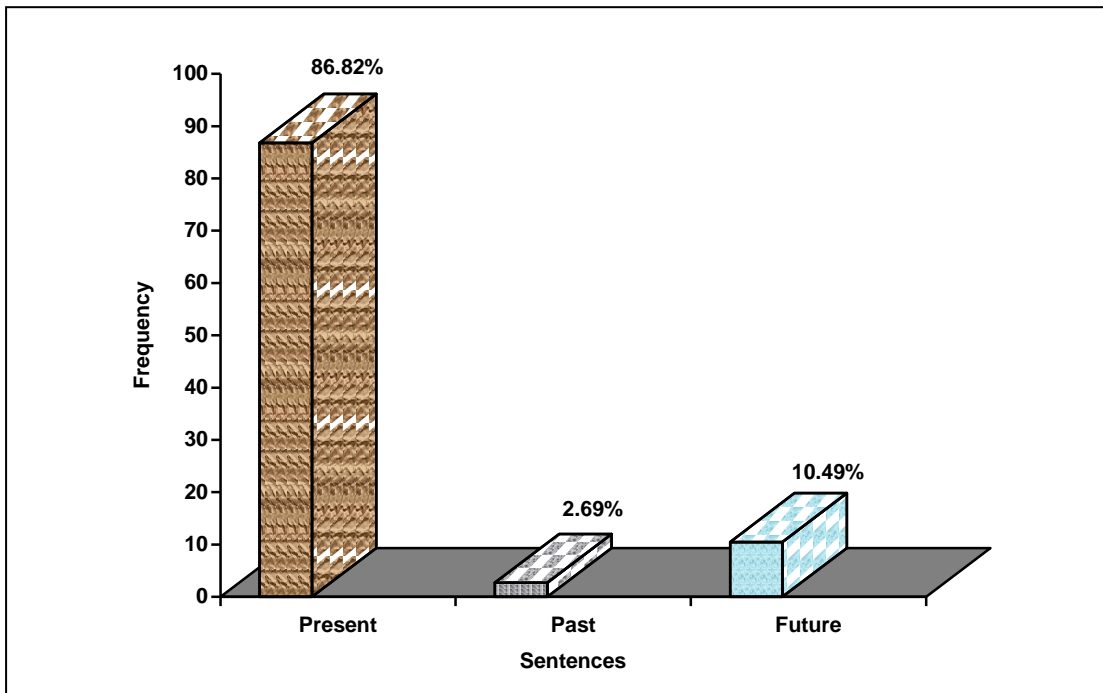
Table No. 15

The Frequency of the Use of Sentence Varieties by Tense

S.N.	Total No. of Sentences	Present Sentence	Past Sentence	Future Sentence
1	1153	1001	31	121

This data can also be illustrated in percentage in bar diagram vividly.

Figure No. 6

The Frequency of the Use of Sentence Varieties by Tense

This figure indicates that sentences in the present tense have highest frequency which carried 88.82 percent of the total use. Sentences in the future tense stand in the second position. Its frequency was 10.49 percent and past sentences had the least frequency (2.69 percent only). Hence, it can be said that students used more present tense rather than the past and future tenses.

3.4 Analysis of the Use of Sentences on the Basis of Voice

On the basis of voice, there can be two types of sentences; they are active sentences and passive sentences. Here the researcher has tried to find out which type was used or preferred by students in free writing more than other. For this, the following overview table and strata-wise study have been analyzed.

3.4.1. Overview of the Use of Sentences

The startawise use of sentence varieties on the basis of voice was observed and analyzed in the following table:

Table No. 13

Overview of the Use of Sentence Varieties by Voice

46

S.No.	Name of School	Type of School	Medium	Gender	Active Form Sentence	Passive Form Sentence
1.	NASS	Inst sch.	Eng.	B	19	4
2.	NASS	Inst sch.	Eng.	B	31	7
3.	NASS	Inst sch.	Eng.	G	23	7
4.	NASS	Inst sch.	Eng.	G	23	5
5.	NASS	Inst sch.	Eng.	B	24	3
6.	NASS	Inst sch.	Eng.	B	23	8
7.	NASS	Inst sch.	Eng.	G	20	2
8.	NASS	Inst sch.	Eng.	G	28	0
9.	KSS	Com. sch.	Nep.	B	34	0
10.	KSS	Com. sch.	Nep.	B	23	17
11.	KSS	Com. sch.	Nep.	G	34	1
12.	KSS	Com. sch.	Nep.	G	22	2
13.	KSS	Com. sch.	Nep.	B	20	10
14.	KSS	Com. sch.	Nep.	B	33	6
15.	KSS	Com. sch.	Nep.	G	45	6
16.	KSS	Com. sch.	Nep.	G	34	0
17.	SRES	Inst sch.	Eng.	B	24	0
18.	SRES	Inst sch.	Eng.	B	23	0
19.	SRES	Inst sch.	Eng.	G	22	3
20.	SRES	Inst sch.	Eng.	G	27	1
21.	SRES	Inst sch.	Eng.	B	18	0
22.	SRES	Inst sch.	Eng.	B	18	3
23.	SRES	Inst sch.	Eng.	G	23	1
24.	SRES	Inst sch.	Eng.	G	20	2
25.	CSS	Com. sch.	Nep.	B	46	3
26.	CSS	Com. sch.	Nep.	B	36	1
27.	CSS	Com. sch.	Nep.	G	25	1
28.	CSS	Com. sch.	Nep.	G	24	7
29.	CSS	Com. sch.	Nep.	B	25	2
30.	CSS	Com. sch.	Nep.	B	36	0
31.	CSS	Com. sch.	Nep.	G	25	0
32.	CSS	Com. sch.	Nep.	G	14	0
33.	NBHS	Inst sch.	Nep.	B	24	0
34.	NBHS	Inst sch.	Nep.	B	19	1

35.	NBHS	Inst sch.	Nep.	G	25	1
36.	NBHS	Inst sch.	Nep.	G	22	5
37.	NBHS	Inst sch.	Nep.	B	35	0
38.	NBHS	Inst sch.	Nep.	B	13	0
39.	NBHS	Inst sch.	Nep.	G	24	0
40.	NBHS	Inst sch.	Nep.	G	40	0

Table No. 16

Overview of the Use of Sentence varieties by voice.

S.N.	Types of Sentence	Number
1	Active Form Sentences	1043
2	Passive Form Sentences	110
	Total No. of Sentences	1153

Generally, this table shows that many students preferred active sentences rather than passive one to use in free writing. A few sentences were passive sentences. The frequency of active sentences was found more than that of passive sentences.

3.4.2 Mediumwise Study of the Use of Sentences

There were total forty respondents from English and Nepali medium schools. Their essays were studied and their trend was obtained as per the following figure.

Figure No. 7

Mediumwise use of Sentence Varieties by Voice

48
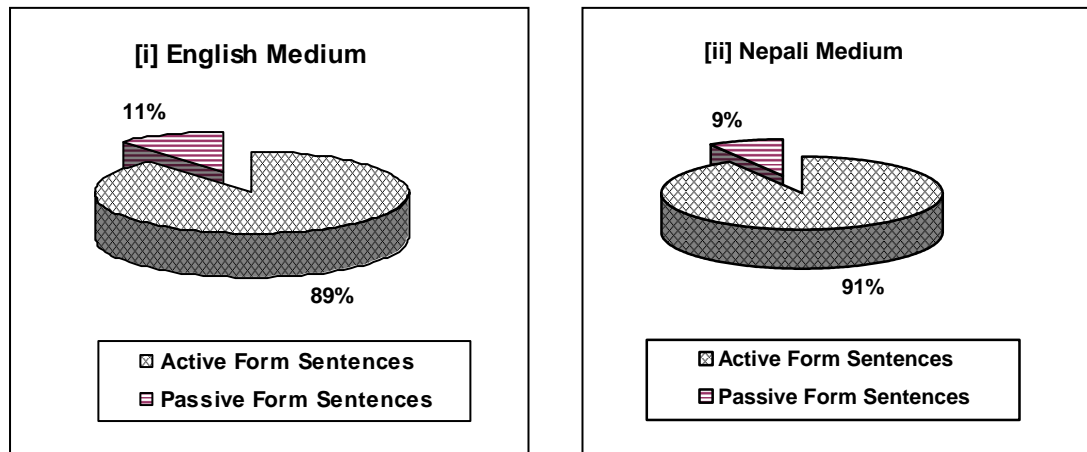
The above figures vividly indicate the trend of use of active and passive sentences by students of English medium and Nepali medium schools. Out of 412 sentences written by the students of English medium, 89 percent were active sentences, where as 11 percent were passive. Likewise, out of 741 sentences written by Nepali medium students, 91 percent were active sentences and 9 percent were passive sentences.

It shows that, comparatively Nepali medium students used many active sentences and English medium students used more passive sentences than Nepali medium students.

3.4.3 Analysis of the Use of Sentence Varieties by Voice in Different Types of Schools

All the respondents were selected from Community and Institutional schools. Their trend of using sentences was studied and analyzed in the following figures.

Figure No. 8

Use of Sentence Varieties by Voice in Different Types of Schools
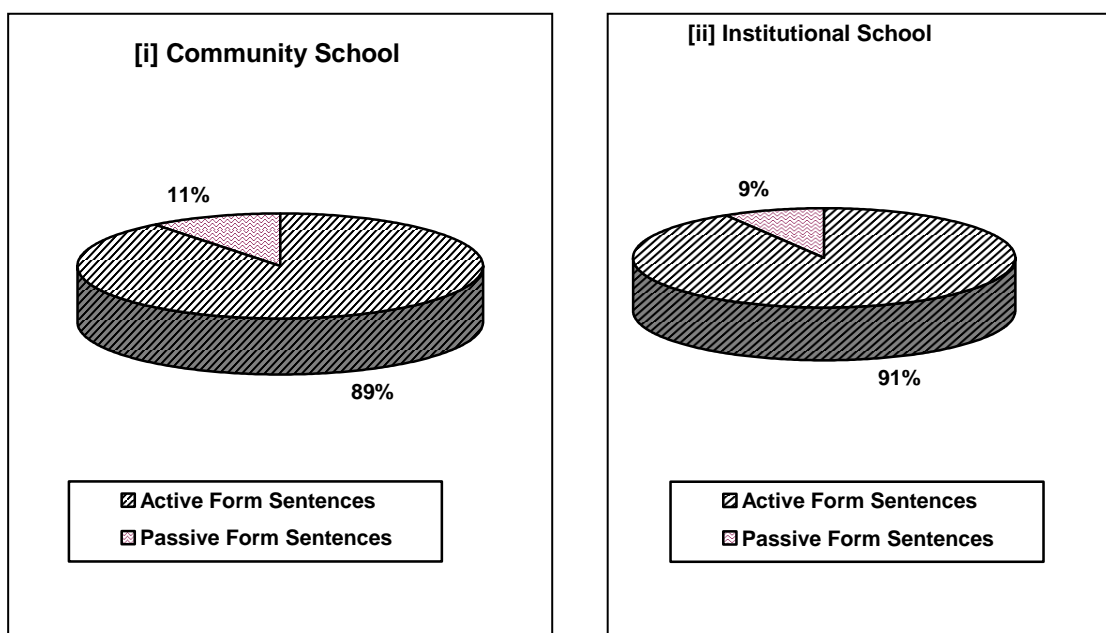
Here, the above figure represent the actual use of active and passive sentences in free writing of students of community and institutional schools. Out of 532 sentences, written by the students of community school, 89 percent were active sentences and 11 percent were passive sentences. Likewise, out of 621 sentences written by students of institutional schools, 91 percent were active sentences and 9 percent were passive sentences.

It has been seen that, students from institutional schools used less No. of passive sentences than the students of community schools.

3.4.4 Genderwise Study of the Use of Sentences

Total twenty respondents were boys and remaining twenty were girls. Their essays were observed, studied and their trend of using sentence varieties on the basis of voice is analyzed in the following table.
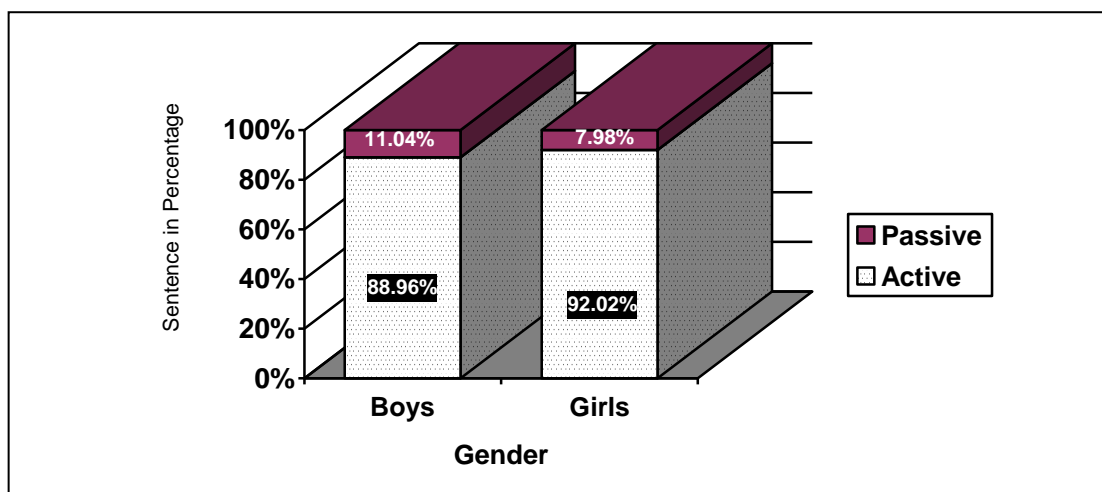
Table No. 17

Genderwise use of Sentence Varieties by Voice

S.No.	Gender	Total Sentences	Active Form Sentences	Passive Form Sentence
1	Boys	589	524	65
2	Girls	564	519	45

The percentage of the use of such sentence varieties was illustrated in the following figure.

Figure No. 9
Genderwise use of Sentences Varieties by Voice

As the above figure represents, 88.96 percent of sentences were active sentences and 11.04 percent were passive sentences used by boys in their free writing. The total No. of sentences written by boys were 589. Likewise, girls had written 564 sentences and out of them, 92.02 percent were active sentences and 7.98 percent were passive sentences.

It shows that the percentage of active sentences was more in girls than in boys and the percentage of passive sentences was more in boys than in girls.

3.4.5 Frequency of the Use of Sentence Varieties by Voice

Here, the researcher observed and obtained the frequency of the use of sentence variety on the basis of voice as per the following table:
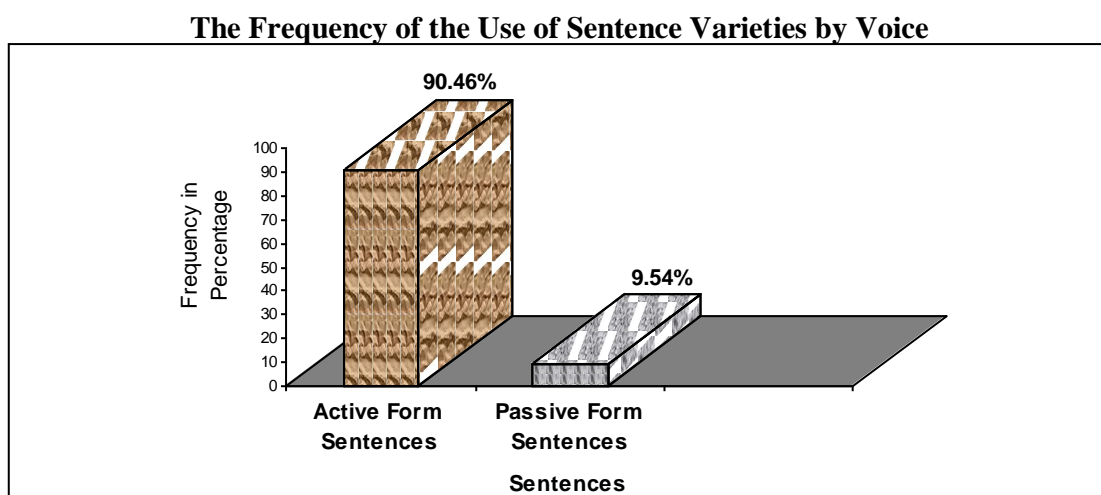
Table No. 18

Frequency of the Use of Sentence Varieties by Voice

S.N.	Total No. of Sentences	Active Form Sentence	Passive Form Sentences
1	1153	1043	110

The frequency of the use of the Active and Passive Form sentences was illustrated in the following figure (in percentage).

Figure No. 10

The Frequency of the Use of Sentence Varieties by Voice

This diagram shows that the active sentences were more frequent than passive. Active sentences had 90.46 percent of frequency where as passive sentences had only 9.54 percent of frequency. It means on comparison between active and passive sentences, students used more active sentences than passive one. Out of total 1153 sentences 1043 sentences were active and only 110 sentences were passive sentences.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This research was carried out to find out the trend of use of various types of sentences in free writing of secondary level students taking the sample population of Chitwan district, thinking that Chitwan could represent whole Nepal, as this district is also called 76th district of Nepal. By the analysis and interpretation of 40 different essays written by the students selected randomly as per the sampling population procedure, the researcher has drawn the following findings and recommendations.

4.1 Findings

1. Among the varieties of sentences on the basis of communicative function, students wrote 98.44 percent declarative sentences in free writing.

2. Students wrote only 0.08 percent (i.e. only 1 out of 1153 sentences) optative sentence in free writing which is the least frequent sentence variety in this entire study.

3. The usual/popular varieties of sentences on the basis of communicative functions were in the following frequency order:

S.No.	Varieties of Sentences	Frequency %
1	Declarative	98.44
2	Interrogative	0.61
3	Exclamatory	0.61
4	Imperative	0.26
5	Optative	0.08

4. Among the sentence varieties on the basis of structure of sentences, students used 63.57 percent simple sentences in free writing which was

the most frequent variety of sentences in this category where as complex sentences were least frequent which was used 14.92 percent in free writing.

5. Sentence varieties on the basis of structure were found unique in this research as all the students, in their free writing, tried to use all these varieties at least.

6. The usual/popular varieties of sentences on the basis of structure of sentences were in the following frequency order:

S.No.	Varieties of Sentences	Frequency %
1	Simple	63.57
2	Compound	21.51
3	Complex	14.92

7. Among the types of sentences on the basis of tense, the percent of present sentences was found more than other two types whereas sentences of the past tense were least used with 2.69 percent in their free writing.

8. The usual varieties of sentences on the basis of tense were in the following frequency order:

S.No.	Varieties of Sentences	Frequency %
1	Present	86.82
2	Future	10.49
3	Past	2.69

9. In active and passive sentences (i.e. the varieties by voice), the students used 90.46 percent active sentences where as 9.54 percent were passive sentences. Hence, while writing them in order active sentences were in first order and passive sentences were in second order.

10. The present trend of the use of various types of sentences can be summarized as :

    a. Students mostly preferred to use sentences of present tense, active form, simple structure and declarative varieties.

b. Students did not prefer to use interrogative, exclamatory, imperative and optative varieties as their individual use is less than one percent (Negligible Use).

c. Comparatively students were found habitual to use sentence varieties on the basis of structure (i.e. simple, compound and complex) as its least used variety (i.e. complex sentence) contained 14.92 percent frequency.

11. Some other findings regarding this research topic:

a. Boys used more sentences of different varieties (by communicative function) than girls as boys used 1.19 percent exclamatory, 0.17 percent optative sentences while girls used 0 percent sentences in both of those varieties.

b. From the students of institutional schools, all the varieties of sentences by communicative functions have been attempted. Optative sentences from community school was found 0 percent whereas its percentage in institutional school was 0.16 percent.

c. The one and only one sentence type which covers 0.13 percent was of optative sentences and it was written by a student (i.e. a boy) of Nepali medium.

d. The students from institutional school, had used more simple, compound and complex sentences in free writing than the students of community school. The students from institutional schools used 56.68 percent, 26.73 percent and 16.59 percent simple, compound and complex sentences respectively while students from community school used 71.65 percent, 15.41 percent and 12.91 percent of simple, compound and complex sentences respectively.

e. English medium students used many sentences (i.e. 5.34 percent) in past tense where as Nepali medium students used only 1.21 percent sentences of past tense.

f. Comparatively boys were found using more passive sentences (i.e. 11.04 percent) than girls (i.e. 7.98 percent)

4.2 Recommendations

The researcher would like to make the following recommendations for pedagogical implications.

1. Why do students mostly use declarative sentences in free writing? And not others? Is it difficult or nuisance? Certainly it is neither difficult not nuisance.It may be due to less practice and wrong psychology. Hence, the language teacher should inspire the students to represent or express their own feeling, emotions, thought and natural communication in their free writing, so that every sort of sentence varieties can be included in free writing.

2. Language teachers are suggested to use discussion (especially group or panel discussion) technique of classroom teaching which helps to develop communicative performance of language for varieties of sentences.

3. To develop the better use of sentences of the past tense, teachers are suggested to use story telling method of teaching. Basically, stories are in the past tense and hence students can use past sentences frequently.

4. Language teachers are suggested to use GT method (sometimes according to situation) as well along with inductive method of teaching. GT method can help students to realize or understand the context in their own language (i.e. mother tongue) to be translated in second language.

5. The syllabus designers and text book writers should encourage or focus the use of communicative approach, discussion method and other natural and innovative techniques of teaching English subject rather than continuing the traditional approaches like over lecture method.

6. Language teacher should provide more written exposure to the students rather than encouraging them to be mechanized in traditional way of learning.

7. Language teacher should organize language based extra curricular activities like debate, eloquence, discussion, language game etc. and encourage students to participate in the programme which help to use various types of sentences.

8. Curriculum Development Centre (CDC) and text book writer should develop improved curriculum and text book to make them more communicative and needful materials should be developed to inspire the students to use situationally appropriate sentences in free writing.

REFERENCES

Arnold , H. (2004). *The Hatchinson encyclopedia.* London : Helicon Publishing

Bhattarai, P.P. (2002). *The writing proficiency of the bachelor's level students.* An Unpublished Thesis of M.Ed., Kathmandu : T.U.

Bhattarai, Y.B. (2001). *A study on the use of punctuation in free writing.* An Unpublished Thesis of M. Ed., Kathmandu: T.U.

Celce– Murcia, M. & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course.* ISA: Heinle and Heinle Publishers.

Chomsky, N. (1957). *Syntactic structures.* The Hague: Mouton.

Dahal, H.P. (1998). *A study on the tenses and aspects in free writing of the eleventh graders of the selected schools of the Kathmandu valley.* An Unpublished Thesis of M. Ed., Kathmandu: T.U.

Dowing, A. & Philip, L. (2006). *English grammar: A university course.* London : Prentice Hall Int'l (UK), Ltd.

Hornby, A.S. (1996). *Oxford advanced learner's dictionary,* London: Oxford University Press.

Kaphle, K.R. (2008). *A study of English language writing proficiency of grade eight students.* An Unpublished Thesis of M. Ed. Kathmandu : T.U.

Khanal, R. (2007). *The letter writing ability of grade 10 students.* An Unpublished Thesis of M. Ed. Kathmandu : T.U.

Leech, G. & Svartvik, J. (2002). *A communicative grammar of English.* Delhi : Pearson Education Ltd.

Parajuli, R.S. (1997). *A comparative study on the proficiency in the use of the simple present tense attained by the students of grade VII.* An Unpublished Thesis of M.Ed., Kathmandu: T.U.

Rundell, Mechael et al. (1999). *Longman essential activator.* India: Estern Press (Bangalore) Pvt. Ltd.

Sapir, E. (1978), *Language.* New York : Harcour Brace.

Shah, L.N. (2003). *Writing proficiency of the grade nine students.* An Unpublished Thesis of M. Ed. Kathmandu : T.U.

Sharma, N.P. (1997). *A comparative study on the use of voice by ten grades between government and private schools.* An Unpublished Thesis of M. Ed., Kathmandu: T.U.

Trask, R. L. (2004). *Language: The basics.* London: Routledge.

Appendix-I

Free Writing Test

(Essay Writing)

Time : 1 hr.

Write an essay on any one of the following topics in about 200 words.

1. My Motherland
2. Social Problems in Nepal
3. My Aim in Life
4. Computer and Education

     National Unity : The Current Issue of Nepal**Appendix-II**

Appendix-III

Appendix-IV

Appendix-V