

# THE DEVELOPMENT IN USING IRREGULAR VERBS IN WRITING

A Thesis submitted to the Department of English Education in Partial  
Fulfilment for the Master's Degree in Education.

Submitted by  
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Faculty of Education  
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2009

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## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of the research degree to any university

Date: 2066-08-14

Pan Singh Thagunna

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Pan Singh Thagunna** has prepared this thesis entitled **The Development in using Irregular Verbs in Writing** under my guidance and supervision.

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## EVALUATION AND APPROVAL

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## DEDICATION

This thesis is dedicated to my elder brother who devoted his life to make me what I am now.

## ACKNOWLEDGEMENTS

First I would like to express my sincere thanks to the Department of English Language Education for providing me an opportunity to conduct on research '**The Development in using Irregular verbs in writing.**'

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## ABSTRACT

The research entitled "**The Development in using Irregular Verbs in writing**" is an attempt to find out the performance of government aided schools in the use of English irregular verbs. In order to do so, the researcher collected data from eighth graders of Dolakha district. The sample population consisted of 50 students who were purposively selected as a single group for the study. Two tests of the same test-items were taken in two different occasions in the forms of pre-test and post test. The pre test was taken before the formal teaching of the subject matter to be studied whereas the post-test was taken just after a month of formal instruction of the same subject matter to find out the development in using irregular verbs in writing. Other 4 weekly tests administrated between pre and post tests within a month in order to investigate their weekly gradual development in their performance during class instruction.

For the analysis and interpretation of the data, the answer-sheets were checked and scored. The scores obtained by the students in both tests were compared and tabulated and interpreted employing quantitative and descriptive methods. The qualitative method included simple statistical tools of percentage and mathematical average and descriptive method included simple interpretation and explanation of the data computed. The research findings in total showed that the performance of the students in using irregular verbs in writing was found satisfactory. In this research work, the students were more proficient in the post test than in the pre-test.

This research work \ study consisted of four chapters. Chapter one deals with the introduction. It consists of the general background of the study, introduction and importance of English language, introduction to the

Grammar, word class, introduction to the verbs, learning stages, challenges in learning skills, use of irregular verbs in writing, techniques of teaching writing skill and grammar, review of the literature, objective of the study, and significance of the study.

Chapter two describes the methodology applied in order to carry out this research study. It includes sources of data collection, tools of data collection, sample population and sampling procedure and limitation of the study.

Chapter three consists of the analysis and interpretation of the data. The data were analyzed and interpreted using the statistical tools like percentages average, tables and diagrams and descriptive method.

Chapter four deals with findings and recommendations of the study.

Based on the analysis and interpretation, some significant findings are enlisted. Some recommendations for pedagogical implications and further researches are made on the basis of findings. References and appendices follow this chapter.

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## LIST OF SYMBOLS AND ABBREVIATIONS

Av :	average
CUP:	Cambridge University Press
EFL :	English as a foreign language
eg	Example gratial  for example.
ELT	English language teaching
ESL	English as second language
et.al:	And other people
etc:	Etcetera
F.M.:	Full marks
G.H.S.S.:	Golmeshwor Higher Secondary School
G.T.:	Grammar Translation
i.e.:	That is
L2	Second language
No:	Number
O:	Object
OUP:	Oxford University Press
P:	Page
S:	Subject
S.N.:	Serial number
V:	Verb



# CHAPTER ONE : INTRODUCTION

## 1. Introduction

This research study includes general background, English grammar, word class, verb, classification of verb, forms of ordinary verbs, use of irregular verbs in writing, review of the literature, objectives of the study, significance of the study, methodology, findings and recommendations, references and test items, tables.

### 1.1 General Background

Human beings express their thoughts, feelings and opinions by the means of language. Thus, language is the means of human communication. There are many languages in the world. All of them are equally important to play the role in communication. However, some languages seem to have dominant role than other on the basis of a particular place, situation and occasion. In the context of Nepal, Nepali language has greater importance than other languages like Maithali, Newari, Doteli and so on, as it is widely used and it works as a mediator where two different language speakers want to communicate. Likewise, among many languages of the world, English is the most widely used. English is an international language. People of different nationalities can communicate in English. People from different countries of the world participate in conferences and share their ideas. English language has a global significance to the development of the modern technology and science. It is the language of mass media, official instruction and academic instruction in the institutions of many countries. The important events of the world are published in English. No one without sound knowledge of English language may be well informed about the world events. The government of Nepal has introduced English as a compulsory subject from primary to higher level up to Bachelor degree. English textbooks and syllabuses have been determined on the basis of designed curriculum. One of the main purposes of teaching English language in academic institutions is to create the human resource and to develop the diplomatic relationship with various countries of the world.

### **1.1.1 English Grammar**

Every language of the world has its own grammar. It is a system of rule or a framework that gives the language structure. Thus, word formation and putting them into structure i.e. a sentence is guided by with the rules of grammar. For effective communication, one should be competent in the language s/he uses. Moreover, knowledge of grammar is essential for competent users of a language. The aim of teaching grammar should be to ensure that students are communicatively efficient with the grammar they have at their level. In English grammar, there are different classes of words to be taught as the building blocks of sentence construction. Regarding the word formation, the alphabets as spellings are arranged into a systematic order. As a whole, forming the right words in terms of their spelling and putting them into a correct structure leads us towards writing structurally correct language.

### **1.1.2 Word Class**

So called 'parts of speech', the classification of words by traditional grammarians, in the time of structural grammarians, was later recognized as 'word class'. They classified words considering their formal and functional characteristics.

Richards et al. (1985, p.312) define word class as a group of words which are similar in function. Words are grouped into word classes according to how they combine with the words, how they change their form etc. The most common word classes are the parts of speech : noun, verb, adjective, adverb, preposition, pronoun, article, demonstrative, conjunction, interjection etc.

The word classes are noun, verb, adverb, adjective, pronoun, preposition, conjunction, interjection, determiner, intensifier and classifier. The word class can be divided into two groups.

a) Major word class

Noun, adjective, adverb, and main verb or principal verb

b) Minor word class

Pronoun, auxiliary verb, preposition, conjunction, interjection determiner, intensifier and classifier

As the main concern of this study is verb, it requires the detail discussion of the various forms of irregular verb under the classification of principal verb.

### **1.1.3 Verb**

A 'verb' is a word that tells or asserts something about a person or thing. The word 'verb' comes from the Italian word 'verbum'. It is called verbum because it is the most important word in a sentence. A verb may tell us what a person or thing does, what is done to a person or thing and what a person or thing is. (Rao, 2001, p.65)

Richards et al.(1985,p.305) stated a 'Verb' is a word that occurs as a part of the predicate of a sentence, carries markers of grammatical categories such as tense, aspect, person, number and mood and refers to an action, or a state.

Hence, an English sentence generally consists of two major parts i.e. subject and predicate. Verb leads the predicate part and predicate is the obligatory part of a sentence.

According to Oxford Advanced Learners Dictionary of Current English (7th edition, p.1698) 'verb ' is a word or a group of words that expresses an action, an event or a state.

Thus, a proper sentence can be constructed with at least a single verb but a sentence may not be proper in the absence of verb. The 'S+V+O' is generally the basic structure of a sentence where 'V' is the obligatory part whereas 'S' and 'O' are optional. A verb can completely convey the meaning in the absence of 'S' and 'O' in a sentence. e.g., imperative sentence gives a complete meaning.

### **1.1.4 Classification of Verb**

Leech, et al. (1975, p.238) have described the verb classifying into two types: a) auxiliary verbs and b) main verbs, in his book entitled 'Communicative Grammar of English'. According to Thomson and Martinet (1986, p.105) the verbs are classified as follows.

- 1) Auxiliaries            2) Ordinary

### **1) Auxiliary Verb**

Auxiliary verb can be divided into principal and modal auxiliary

#### **a) Principal auxiliaries**

Be verb: is / am / are / was / were

Have verb: has / have / had

Do verb: do / did / does

Note: 'be', 'have' and 'do' verbs can also function as ordinary verb e.g.

She has bought two pens. (Auxiliary verb)

She has eaten food. (Ordinary verb)

Thus, it is obvious that auxiliaries are helping verbs that help the other verbs but ordinary verbs function as the main verb in a sentence.

#### **b) Modal auxiliaries**

Can / could / shall / should/ will / would / may / might

Modal verbs have only one form they have no 'ing' or 'ed' form and do not add's' to the third person singular form.

Note: 'Need', 'dare' and 'used' are regarded as semi modals as they function either as modal or ordinary verbs e.g.

She needn't meet her friend. (Modal auxiliary)

She doesn't need to meet friend. (Ordinary)

### **2) Ordinary Verbs**

Ordinary verbs function as the main verbs, which mostly give the meaning of activities. Ordinary verbs can be classified from different angles such as transitive vs. intransitive/ finite vs. non-finite.

### 1.1.5 Forms of Ordinary Verbs

There are five forms of ordinary verbs. They are present in this table.

<b>Infinitive</b>	<b>Past</b>	<b>Past participle</b>	<b>Present participle</b>	<b>Present singular</b>
eat	ate	eaten	eating	eats
play	played	played	playing	plays
go	went	gone	going	goes

The forms of ordinary verbs are of two types. They are regular verbs and irregular.

#### 1. Regular Verbs

Regular verbs form their past and past participle forms by adding

- 1) 'ed' to the base forms,
- 2) 'd' to the base forms,
- 3) 'ied' to the base forms and removing word-final 'y' of the base. (Rao, 2001, p. 103)

<b>Base form</b>	<b>Past tense</b>	<b>Past participle</b>
walk	walked	walked
laugh	laughed	laughed
smile	smiled	smiled
carry	carried	carried
bury	buried	buried

#### 2. Irregular Verbs

Irregular verbs form their past tense and past participle forms in different ways .e.g.

sit	sat	sat
ring	rang	rung
come	came	come
cut	cut	cut

We distinguish three types of irregular verbs.

- i) Verbs in which all three forms are the same

cut	cut	cut
-----	-----	-----

ii) Verbs in which two of the three forms are the same

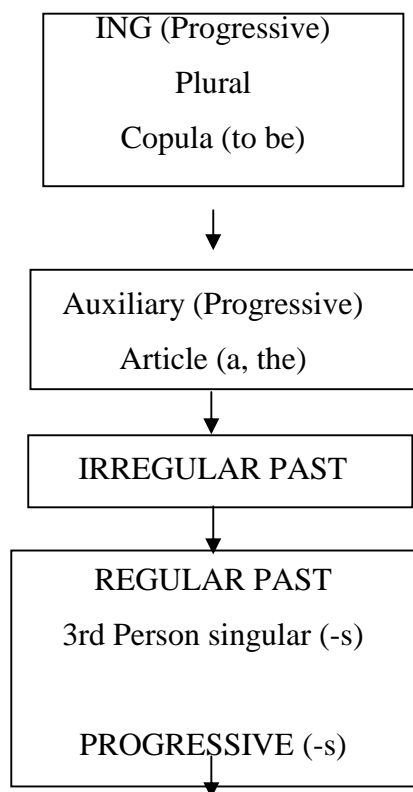
sit	sat	sat
tell	told	told
teach	taught	taught
come	came	come
beat	beat	beaten

iii) Verbs in which all three forms are different

ring	rang	rung
be	was/were	been
take	took	taken
tear	tore	torn

### 1.1.6 Learning Stages

English is the L<sub>2</sub> in the context of Nepal. The various factors such as age, aptitude, motivation, attitude, personality, learning strategies, etc affect L<sub>2</sub> learning. Thus, L<sub>2</sub> learning varies learner to learner. However, L<sub>2</sub> learners acquire grammatical structures in a predictable order. According to Krashen (1985, p.69), we acquire the rules of language in predictable order, some rules tending to come early and other late. The order does not appear to be determined solely by formal simplicity and there is evidence that is independent of the order in which rules are taught in language classes. The following diagram presents the order of acquisition of grammatical morphemes by L<sub>2</sub> learners.



According to Brown (1973), L1 learners in this following order acquire grammatical morphemes.

1. Progressive – ing
2. Plural – s
3. Copula – am, is, are
4. Article – a , the
5. 3<sup>rd</sup> person singular – s
6. Past tense, – d
7. Full progressive – am / is / are + ing
8. Contracted copula

### 1.1.7 Challenges in Learning Skill

Writing, one of the productive skills, is a way of manipulating the mechanism of writing, structuring them into words, sentences, and paragraphs. Until the discovery of the modern scientific equipments, human beings transmitted a great amount of knowledge from one generation to the next through the medium. It was thought to be the primary language skill in the past because of its quality of being permanent. When we write, we use graphic symbols i.e. letters or combination of letters that relate to the sound we make when we speak. However, writing is clearly much more than the production of graphic symbols, just as speech is much more than the production of sounds (Byrne, 1991, p.1).

A student can read the more difficult passages and books whereas he finds it very difficult to express half of it in writing. It is because expressive skills pose more difficulty to the learners. (Bhattarai, G. R. 1997, p.79)

Writing skill is ability

- i) to write correct and appropriate sentence,
- ii) to use punctuation and spelling correctly (i.e. mechanical skill),
- iii) to think and express the writers themselves correctly in writing,
- iv) to manipulate sentences and paragraphs and use language effectively,
- v) to write in an appropriate manner for a particular purpose and to develop the ability to select, organize and order the relevant information.

So far rural students have been noticed using verb with 'ing' suffix i.e. present participle in their writing as well as in speaking frequently such as;

- ) I reading a book.
- ) He playing volleyball.
- ) She eating bananas.

Regarding the use of irregular verbs, they have been found using irregular forms generalizing the rules of regular verbs such as;

- ) I writed the letter.
- ) He eated an apple.
- ) He puted a glass on the table.



When they have been asked to choose the correct forms of the verbs for the blank spaces, they have chosen incorrect form such as;

- ) She singed a nice home. (sang /singed)
- ) He drinked a glass of water. (drinked / drank)
- ) I speak English. (speak/spoke)

From this, it has been noticed that the students learn present participle form of the verb first and regarding the form of the verb, they have generalized the rules of regular verbs for irregular ones e.g. "writed" in place of "wrote", "eated" in place of "ate" and so on. It has been guessed that they have learnt regular forms earlier than irregular ones. Generally, English language learners of the public schools of the rural locality fail to acquire these above abilities due to lack of the availability of language learning and teaching materials, lack of trained and experienced teachers, geographical distance and environment, use of old traditional method of memorization of the meaning of the vocabularies regardless to the context, lack of language exposure, lack of rigorous practice or home assignment and so on. Writing process does not seem to have adopted faithfully by the students. Mostly, the rural students of public schools have difficulties and weakness to compose a single paragraph or even a sentence in English. Although, the students of lower secondary level are intended to express their ideas and experience in their writing, they are unable to do this due to above inconvenience. As the students have negative attitude towards English Language, they do not do written homework and even read a line at their home. Regarding the irregular verbs, the students would commit errors in terms of spelling, tense, aspect and so on in their writing.

### **1.1.8 Use of Irregular Verbs in Writing**

Writing is a productive skill of language learning. To acquire writing skill is a very complex process requiring many composite skills viz. mental, psychological, theoretical and critical aspects. Writing a free composition in any topic means expressing ideas and opinions about the topic, which may differ from person to person. Command over various kinds of vocabularies enables the writers to make their writing lucid, and creative. Among such vocabularies, verbs play the most important role since the principal verbs come under the major class of words. They occur frequently throughout the body of the writing and give life to it. Appropriate and sensible use of verbs in different sentences adds clarity and makes writing powerful in communicating intended meaning. Writing skill requires the use of various forms of the verbs as per the demand of the time or tense. In describing present events, one has to use present form of the verb, which has to agree with the subject, i.e. singular and plural. In narrating the past events, one has to use either simple past or past perfect and perfect continuous. However, students commit errors in irregular forms of the verbs as the native speakers acquire them quite late because of their inherent difficulty. In that situation, students overgeneralize the regular form and use irregular forms as regular ones. Since the writer limits his/her mind only in the regular forms i.e. due to over generalization of the learned rules and other causes of misconceptions.

### **1.1.9 Problems in Using Irregular Verbs in Writing**

No one utter a single meaningful utterance without using the appropriate verbs, but it is possible to understand the utterance in which only the verb is used and other parts are omitted. The verb therefore holds a great significance being obligatory part of a sentence. As far as the English language learning is concerned, Nepalese learners of English commit errors while producing irregular verbs in writing. Regular verbs mean that we can state all the verb forms of an English verb once we know its base form (the base is the uninflected form which is given in dictionaries) or which has the most typical form in its language for grammatical categories like 'tense' or 'person'. On the other hand, irregular verb doesn't have regular forms for the grammatical categories.

Irregular verbs are like regular ones in having regular '-s' and '-ing' form, for example 'plays', 'playing' and 'writes', 'writing'. However, they differ in past and past participle forms, which we cannot predict from their base form. Because of this difficulty in irregular verb, any English language learner has less or more problem in producing an irregular verb in their writing in comparison to regular verb. The learners therefore use regular verbs frequently than the irregular ones in their writing. Sometimes, they avoid their use and use regular verbs although the context requires the use of irregular verbs. So far the students will have been using the irregular verbs as regular ones overgeneralizing the rules of regular verb, for example 'goed' in place of 'went'. Apart from this, incomprehension in instruction, incomplete knowledge of verb, traditional method of teaching, incomplete knowledge of tense and some other physical facilities and environment of the learner will bring problems in producing irregular verbs in their writing. Regarding the use of irregular verbs, the English language learners face difficulty in various problematic areas.

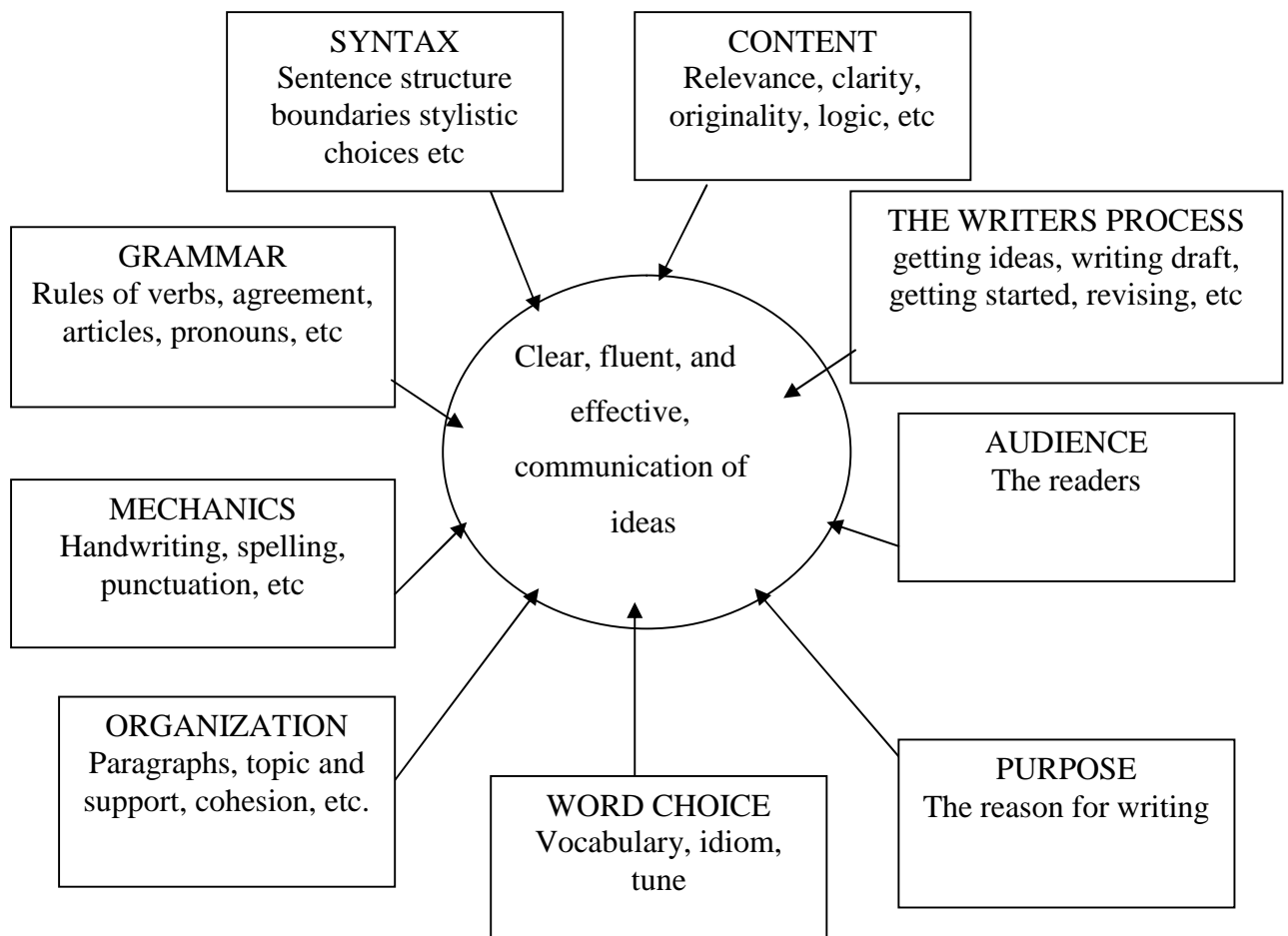
1. Tense: The learners commit error in the use of right form of irregular verbs to match with the tense expressed by the sentence
2. Spelling: Here, the spelling of the verb means the correct spelling of verb. Especially, the correct form of the vocabulary is the correct spelling of the same.
3. Aspect: Use of verbs concerning with the manner in which verbal action is experienced or regarded e.g. as completed or in process.
4. SVO Pattern: The basic pattern of English sentence is SVO pattern unlike Nepali SOV.
5. SV Agreement: the forms of a verb agree with the number of the subject.
6. Mood: It expresses the writer's or speaker's attitude to what is written or said. It is often realized through the form of the verb in utterance.

#### **1.1.10 Techniques of Teaching Writing Skill**

It is clear that writing, one of the four language skills, the productive one, is a complex skill. Ignoring it, we cannot lead pupils towards the destination of long journey of language learning. One cannot produce a piece of writing until and unless

s/he learns the process of writing skill. For this purpose, the writing process should follow the way of certain mechanism. There are many approaches for teaching writing skill. All the approaches aim at providing adequate knowledge of writing skills. There is no one answer to the question as to how to teach writing in ESL/EFL classes because the answer may vary as there is difference among teachers and teaching style or learners and learning strategies. The following diagram shows what writers have to deal with as they produce a piece of writing.

According to Raimes (1983, p.6), the writers have to deal with the following things as they produce a piece of writing.



Some approaches concerning teaching writing skill according to Byrne (1991, p.21-23) are as follows:

#### **1.1.10.1 Focus on Accuracy Approach**

Accuracy oriented approaches have stressed the importance of control in order to eliminate mistakes from written work. Students are taught how to write and combine various sentence types.

e.g. A (1) Man (2) walked (3) down the street. A (4) girl (5) was waiting for him outside (6) a shop.

(1) tall, young, well-dressed

(2) with a beard, in a black hat, with sunglasses

(3) rapidly, hurriedly, impatiently

(4) pretty, fair-haired, dark-skinned.

(5) in high-heeled shoes, with an umbrella in, a pink hat.

#### **1.1.10.2 Focus on Fluency Approach**

This approach encourages students to write as much as possible and as quickly as possible without worrying about making mistakes. The important thing is to get one's ideas down on paper. In this way, students feel that they are actually writing, not merely doing exercises.

#### **1.1.11.3. Focus on Text Approach**

This approach mainly concerns with teaching students as to how to construct and organize paragraph by identifying the ways to overcome central problems in writing such as:

a.) Forming paragraphs from jumbled sentences.

b) Writing parallel paragraphs.

c) Developing paragraphs

#### **1.1.10.4 Focus on Purpose Approach**

This approach gives focus on why the learner is writing which has been neglected in teaching and practicing writing. No approach in teaching writing is complete in itself. Therefore, while teaching writing, the teacher should combine all the approaches. In

this regard, Byrne (1991) says, although some writing schemes and programmes have tended to rely on largely or exclusively on one or other of these approaches, in practice most teachers and textbook writers have drawn on more than one and have combined and modified them to suit their purpose.

### **1.1.11. Techniques of Teaching Grammar**

The word 'grammar' can be defined as the rules in a language for changing the forms of words and joining them into sentences. (Thomson and Martinet, 1987, p.2) The definition itself stresses the importance of grammar in language in the sense that it helps the learner to change the form of words and joining them into sentences.

Sentence is one of the most important parts of language without which one can neither write nor speak. Grammar is not a book written about a language as many people believe and it is wrong to think that grammar of a language is found in the written language only. The knowledge of grammar is not for grammar sake but for using language correctly and fluently is essential for the students. Grammar is not a collection of set of rules in a book but the knowledge of the underlying system of language, which is digested by the native speakers unconsciously whether they are highbrow or low brow and whether they are educated or illiterate. There are mainly two approaches of teaching grammar.

#### **1.1.11.1 Deductive Teaching**

It is one of the traditional ways of teaching grammar. The exponents of G.T. method were its founder. Here, the teacher starts with the rules. S/he presents some rules, explain them and ask the students to memorize. Then, the students are asked to make sentences or change the form of sentences or word according to rule. An example of teaching a grammatical point ' formation of the forms of irregular verb' by using this method is shown as below.

### **Step I**

The past and past participle form of the irregular verb is formed by changing the middle vowel of the infinitive.

e.g.	sit	sat	sat
	write	wrote	written
	ring	rang	rung
	come	came	come
	teach	taught	taught

### **Step II**

Change these verbs into past and past participle form (on the basis of the rules).

run, take, rise, give, swim, blow, freeze, win, fight, break

#### **1.1.11.2 Inductive Teaching**

This method came as the reaction to the deductive method. This method is regarded as the best way of teaching grammar, where the teacher presents examples first and the students discover the rules. Here, the rules follow the examples. Teaching of a grammatical point "formation of the forms of irregular verb" by using this method is shown as below.

#### **Step I (Presentation of Examples)**

At first the teacher presents the following examples that show the formation of past and past participle form of the irregular verbs by changing the middle vowel.

e.g.,	sit	sat	sat
	ring	rang	rung
	come	came	come
	teach	taught	taught
	run	ran	run
	rise	rose	risen

### **Step II (Analysis of Examples)**

At this stage, the teacher and students analyze the examples. They observe the change in their form of the verb and the teacher asks his /her students various questions such as what change does come in 'sit' and 'run'?

### **Step III (Generalization or Making Rules)**

After detail analysis of examples, the students and teacher come to know that 'past and past participle' form of the irregular verbs can be formed by changing the middle vowel.

### **Step IV (verification of Rules)**

At this step, both the teacher and the students verify the rules that they have just induced.

### **1.1.12 Action Research**

The concept of action research is historically credited to the movement in educational science and a variety of other social reform initiatives in as early as the nineteenth century. It also grew out of the other ventures progressive education, such as John Dewey, in the early part of the twentieth century to dispute the orthodoxy of the scientific research methods current in the field of education (Burns, 1999, p. 26). Burns' main drive to attempt suggesting a new viewpoint was to elucidate the approaches to research and to include in research processes those directly involved in the practice of education. Dewey's notions in research were innovative to confront common educational problems by inviting researchers, practitioners and other working in the educational community to address their effort towards educational enquiry collectively. Dewey's propositions for educational research are captured in the following statement. The answer is that (1) educational practices provide the data, the subject matter, which forms the problems of enquiry. These educational practices are also (2) the final test of value and test the worth of scientific in some other field, but not in education until they serve educational purpose and whether they really serve educational purpose can be found out only in practice. (Dewey 1929, cited in Hodgkinson 1957, p. 138) Dewey's ideas on progressive education were extremely influential in educational research. In the 1940's, an important contribution to Dewey's ideas an action search came from Kurt Lewin. Who was not an educator but a social psychologist Lewin proposed a mode of inquiry that comprised action cycles including analysis. Fact-finding, conceptualization. Planning, implementation and



evaluation. He suggested that the urge to carry out an inquiry should stem from and reside in the problems of a specific social group, and investigation should be done by the participants of this group only. Lewis's own research revealed that in order to achieve this type of inquiry, there is the need for support and training of participants in the development of new skills;" We should consider action, research and training as a triangle that should be kept together for the sake of any of the corners"(Lewis, p.42)

Levin's ideas, which were originally on studying 'minority problems were extended to industrial training by a former student of Levin's, Ronald Lippett. In the early 1950's Levin's and Lippett's ideas were adopted and applied to the educational arena by Stephen Corey, Dean of Teachers' College and Columbia University. He encouraged teachers, principals, and Supervisors to use action research to improve their own practices. Besides this, Corey's writings were on justifying action research as a methodology and he mainly focused on the technical procedures of it. Other accounts of action research by advocates such as Taba and Noel (1957) followed a rationalized six-step procedure, which are; identifying problems, analysis of problems, formulating ideas or hypotheses, gathering and interpreting data, implementation-action, and evaluating the result of action.

According to Riding et al (1995), the popularity of action research led to the scrutiny of its scientific establishment and it was criticized as a less rigorous. Small-scale version of experimental research, rather than as an alternative for practitioners. In the face of this criticism, its popularity declined in the late 1950's and early 1960's. However, as it is found that an understanding of the need for action research in other countries emerged from its decline in the United States. Therefore, in the 1970's, through the work of Lawrence Tenenbaum and his successors, John Elliott and Clam Adelstein, interest in action research manifested itself distinctively in the British educational context.

Today, the prevailing idea is that action research should be employed for various purposes; for school-based curriculum development, as a professional development strategy, in pre-service and graduate courses in education, and in planning system and policy development. Many scholars advocate an action research approach for school restructuring. Therefore, the expansion of action research as a domain is increasing day by day with the applications in different areas and their witnessed and experienced contributions to teaching in particular.

### **1.1. 12. 1. Defining Action Research**

Action research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs. Putting in continuum of qualitative

and quantitative approach to doing research, its methodology maximally inclined to qualitative approach. Burns (1999.p.13) defines action research" the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member. They further identify the three Characteristics of action research, that it is carried out by practitioners (for our purpose, classroom teachers) rather than outside researcher; secondly, that it is collaborative' and thirdly, that it is aimed at changing things (cited in Nunn

1992, p17). Similarly Cohen and Minion (1985) offer a similar set of the characteristic. They argue that the action research is first and foremost situation, beings concerned identification and solution of the problems in a specific context. Thus, action research is a process in the participants critically examine their own activities, find facts in relations successfulness and un successfulness, reflect on the identified problems, plan to resolve them, take action again elevated the action, deduce the conclusion on the action and deduce the conclusion on the whole process. For performing these activities, the classroom researchers do the following:

1. Find the solution and change the specific environment in which he is in practice.
2. Record the change to be made in existing situation for going on problems.

Moreover, incase of language teaching the teacher can conduct an action research to experience the effectiveness of a technique, methodology, teaching and so on by introducing them in the exiting situation. 8in this case, the teacher researcher conduct the classroom teaching for a month or an academic year intervening new techniques, approaches, teaching aids, and so on. He/She collects the data each day, does reflection and family, deduces the conclusion in out how the introduced techniques or method is effective.

*In this way, the basis feature of action research can be put as follows:*

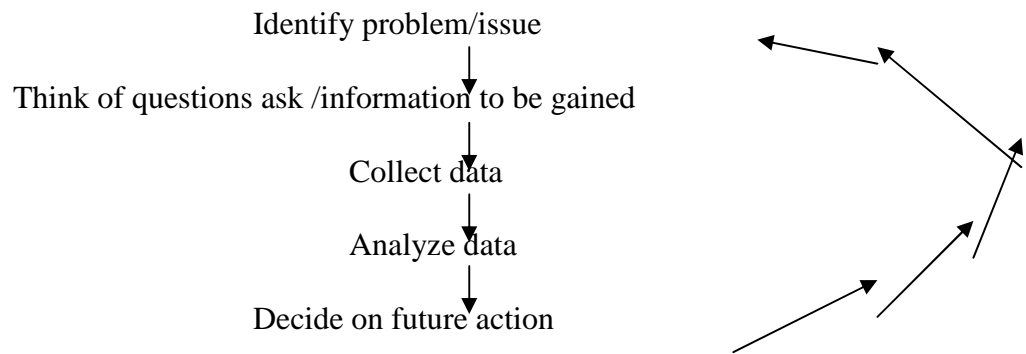
- I. . Action research is led inductive approach*
- II. It is a research in action*
- III. it focuses on small group professional practices but not on producing general statements, in which reflection cycle is facilitated .*
- IV. it embodies informational reflection though structured reflection.*
- V. It is critical collaborative.*
- VI. Reflective practitioner and accountable in making the result of there enquiry.*
- VII. Self evaluation in their practice.*
- VIII. Participation problem solving and continuing.*

### **1.1.12.2. Process of Action Research**

The process of action research has been recommended in number of ways. One of them includes reflection, exploring, finding problems, plan the interventions, research, analysis, act and review. Apart from these steps, other scholars have suggested and experienced the following sets of steps to be a used action a research:

- a. The figure– 2 shows that the action research can be carried out following five steps. These steps are more common ones to be used in actions research.

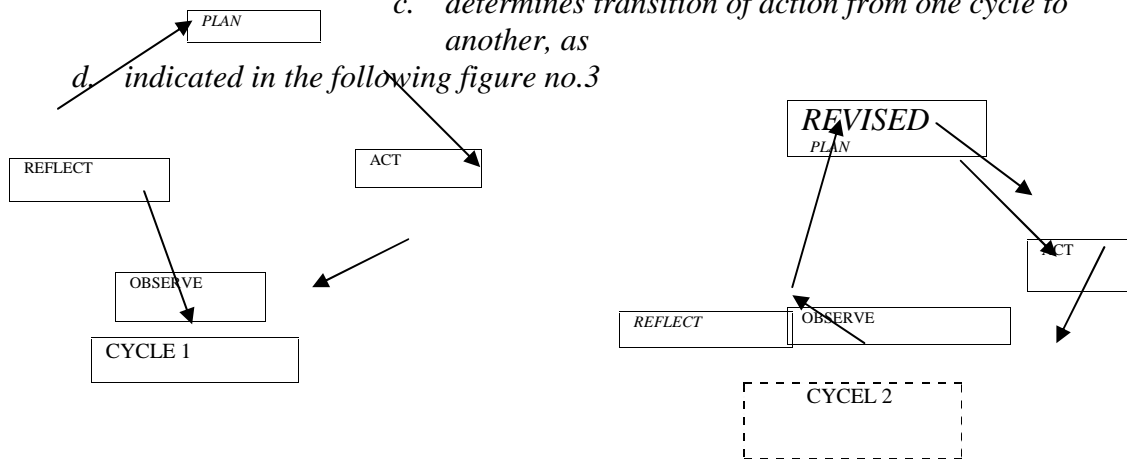
Figure No.2: The follow chart displaying process of an actions research



(Harmer, 2001, p.26)

- b. According to Riding et al (1995), the actions research begins with observation and continues of to the completion of various cycles until and unless the conclusion is not driven. Each cycle in action research has the step called 'plan' which d

- c. determines transition of action from one cycle to another, as
- d. indicated in the following figure no.3



- e. Similarly, Nunn (1992) speaks of process of action research in terms of 7 steps, which are additionally termed as steps in the action research cycle. They are as follows;

**Step-1: Initiation**

The teacher comes up with the problems and consults the expert in the first stage of research.

### **Step 2: Preliminary investigation**

The teacher and expert spend some time for collecting baseline data through observation recording instruction.

### **Step 3: Hypothesis**

After reviewing the initial data, they form the hypothesis that the student are unmotivated because the content of the classroom is not addressing the needs and interests of the student.

### **Step-4: Intervention**

The teacher will devise a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interests. These include increasing the number of referential over display questions.

### **Step-5: Evaluation**

After several weeks, the class will be recorded again. There will be much greater involvement of students, and the complexity of their language and student-led interaction will be enhanced.

### **Step-6: Dissemination**

The teacher will run a workshop for colleagues and present a paper at a language conference.

### **Sep-7: Follow up**

Finally, the teacher will investigate alternative methods of motivating students,

After having a short survey on the definition, features, processes and tools of action research is teacher research that is conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids, and methods and so on in a particular situation. The selection of tools depends on who participated in the research. If a single person has to do two fold of task i.e. as analyst and as an observer, then 'time and task' analysis is important and useful tool to collect the data incase of the present study, I myself performed the both tasks during my entire experiment in

assessing' effectiveness of using Power point in teaching English tenses'. In my current study, I used the process recommended by burns (1999). Burns speaks of five steps in action research; exploring identifying, planning, collecting data (analyzing, hypothesizing, intervention), observing, (reflect back to collect data), and reporting to them writing presentation). Out of these steps, my study did not use the fifth steps as is rather in modified way. Y fifth stage is writing and submitting to the guide and concerned department. Regarding tools, I mainly used 'pre -test', 'post- test ','time on task '& 'progressive test' for clothing data.

## **1.2 Review of the Related Literature**

A few researches have been carried out in the grammatical area, in the use of verb. Shahi (2006) has carried out a research on 'A study on the use of verbs in free writing of 8th Graders of rural schools of Dolakha district'. His research focuses on the use of verbs as a whole. He wanted to find out the proficiency of the students of rural area in the use of verb. He found that the weakness of the students in the use of right verbs in terms of tense, subject verb agreement, aspect and so on. Regmi (2005) has conducted a research entitled "The proficiency of B. Ed. students in phrasal verbs". The research was conducted at different campuses in Kathmandu valley. The researcher wanted to find out the proficiency of the students in the use of phrasal verbs and compare their proficiency in terms of major English groups vs. non-major English. She found that the proficiency of the students was 33.35% as a whole. Similarly, the students of major English were better in the use of phrasal verbs than those of non-major students. Upadhyaya (2002) has carried out research on "Study on achievement of phrasal verbs of the students of higher secondary level". He attempted to find out the proficiency level of students in the use of phrasal verbs and to compare the proficiency regarding different criteria. He came up with the result that the total

achievement was above 50%. Likewise, the students were weaker at sentence making with phrasal verbs than matching and filling items with phrasal verbs.

Adhikari (1999) has carried a research work on "An analysis of errors committed by the students of grade 9 in the use of causative verbs". In which he wanted to identify and analyze errors in the use of English causative verbs committed by the grade 9 students of public schools of Gorkha district. He found that the more errors were found in the use of 'have' type causative verbs than 'get' and 'make'. He found some reasons of committing errors such as the lack of active pattern of causative verb interference, poor comprehensive power, ignorance of rule, overgeneralization and so on. Nepal (1998) has carried out research on 'A study of errors in the use of English Irregular verb made by the grade 7 students. He wanted to identify and analyze the causes and sources of errors in the use of irregular verbs. He found that the reasons of errors were incomplete knowledge of irregular verbs, incomplete knowledge of tense, inappropriate selection of verbs etc.

Regarding this research work, which has been carried out so far, no research to have been done to study the use of irregular verbs in writing on the students of a public school studying in the 8<sup>th</sup> grade of rural locality. This is an action research. So far, no action research has been conducted under the Department of English Education. The great importance of verb in English Grammar and the maximum errors of the lower secondary level students in the selection of right form of the verb make the researcher study the irregular verbs. Mainly, this research work will attempt to find out the students' basic proficiency and problematic area through pre-test and the degree of improvement through post-test.

### **1.3 Objectives of the Study**

The study had the following objectives.

- i) To find out the development of proficiency level of the students in the use of various forms of irregular verbs in writing.
- ii) To suggest some other pedagogical implications.

### **1.4 Significance of the Study**

This study was significant to the teachers and students who were teaching and learning English in the context of lower secondary level. Mostly, they were much benefited by this study in teaching and learning various forms of irregular verbs. The study focused to enhance the English teachers to find out the problematic area in using the forms of irregular verbs in writing of their students. Further, the study provided some vital suggestions for teaching irregular verbs. The study was helpful to implement further remedial teaching finding the causes of weakness. Similarly, curriculum designers, textbook writers and other individuals involved in the study of irregular verbs can equally take advantage of this study.

## **CHAPTER TWO : METHODOLOGY**

### **2. Methodology**

This research work followed the following methodology.

#### **2.1 Source of Data Collection**

This study was based on both primary and secondary sources.

##### **2.1.1 Primary Sources**

The primary sources of the data was the students of grade 8 of a public school of Dolakha district.

##### **2.1.2 Secondary Sources**

The secondary sources of data collection were different books, previous theses and reading materials related to the topic mentioned in the reference. Some of them were Leech (1975), Richards et al. (1985), Thomson and Martinet (1987), Krashen (1985).

#### **2.2 Population of the Study**

The population of study was all students studying in grade 8 in Dolakha district.

#### **2.3 Sampling Procedure**

Fifty students studying in grade 8 in a public school of Dolakha district was purposively selected as a single group for the study.

#### **2.4 Tools for Data Collection**

The researcher used a set of test items consisting of subjective question items for finding out the occurrence of the various forms of the irregular verbs with their correct spelling in writing and objectives question items were used to find out how far they could choose the correct forms of the irregular verbs.



## **2.5 Process of Data Collection**

In order to collect the data for the study, the researcher tested the same group of students with the same test items twice i.e. before and after the actual teaching of the subject matter to be discussed. A pre-test was taken before the beginning of the actual teaching by distributing the sheets of test items to the selected students to find out the basic proficiency in the use of various forms of the irregular verbs. As this is an action research, after analyzing the pre-test answers, the researcher presented the subject matter in formal class inductively for a month. Four weekly tests were administrated between pre-test and post test within a month during class instruction, which were so much helpful to see how far they have developed their proficiency week after week. After completion of the class discussion and complete practice of the students, a post-test was administrated to see how far they had progressed in their performance i.e. the achievement in irregular verb. Later, the findings of both tests were compared to see how far they have improved and how effective is the implemented teaching technique. The full marks and the time duration of the both written tests wee 100 marks and 1 hour respectively. The question items were grouped into two groups i.e. subjective and objective so as to make ease to accumulate the group-wise data separately.

## **2.6 Limitations of the Study**

The study had the following limitations.

- i) The subject area was limited to the study on the use of the irregular verbs in writing.
- ii) The population of the study was 50 students studying in the 8th grade.
- iii) The field area was confined to one public school of rural area.

## **CHAPTER THREE : ANALYSIS AND INTERPRETATION**

### **3. Analysis and Interpretation**

This is the central part of the study as it is concerned with the analysis and interpretation of the data obtained to measure the development in using irregular verbs in writing. This chapter deals mainly with the progress in using irregular verbs in writing after the actual classroom teaching and result of the tests administrated in various times.

The pre-test was administrated before formal instruction of the subject matter to find the students' basic or grass-root level knowledge of the irregular verbs. The answer sheets of the pre-test were checked and assigned marks. The score of the test was converted into average and percentage. As soon as the pre-test was taken and the average score was established in the table, the classroom discussion/instruction was begun which lasted for a month. During the instruction, their progress was tested weekly. The average score of each weekly test was compared with the previous test so that the degree of gradual development in using various forms of irregular verbs could be noticed. Finally, the post test was administrated at the end of the month. The score of the post test was compared with the pre-test score to see how far they have developed their performance during a month's instruction. The pre-test average score was subtracted from the average score of the post-test. The difference in score gave a clear picture how far they developed their performance in using various forms of irregular verbs in their writing during a month's teaching. The two tests were also compared on the basis of percentage.

The data are collected, analyzed and compared under six headings. They're as follows.

#### **3.1 Development in Pre-test**

A pre-test was administrated to find out the students' basic or grass-root level of knowledge of the various forms of irregular verbs before any sort of classroom

instruction. The students were tested without any previous information in order to maintain the reliability of the test

The following table shows the students' basic knowledge in irregular verbs by average score and percentage in pre-test.

Table 1

S.N	Test	Average score
1	Pre-test	35.56

The above table shows that the students have scored 35.56 marks in average. Their score is below 40%.

### **3.2 Development within the First Week**

In the first day of the first week, the students were given a passage from their English text book and they were asked to make a list of verbs out of the passage. They were found making the list of all verbs like auxiliary, modal and ordinary. After that they were asked to think about some other more verbs and classify them in terms of auxiliary, modal and ordinary verbs. Later the researcher gave them few verbs and asked them to change into past and past participle form and use each form in their own sentences.

They checked/corrected each other's work in pair. They were given an opportunity to share the ideas between the members of the pair. Next time, they were given a list of ordinary verbs and asked them to group them in terms of regular and irregular type. They were shortly informed how the regular and irregular verbs change their form in past and past participle tense. Further they were asked to think about other more irregular verbs. In the final class of the first week, they were given some irregular verbs and asked to compose a short essay about their previous class experience using the past form of the same verbs.

The following table shows the average score in the first weekly test.

Table No: 2

S.N	Test	Average score	Difference
1	First weekly test	37.78	Av. score in first weekly test- Av. score in pre-test (37.78-35.56) = 2.22

The above table shows that the students have scored 37.78 marks in average which is below 40 percent. The difference in score is 2.22. They have increased their score by 2.22 after they have been taught for a week.

### 3.3 Development within the Second Week

The researchers made the students familiar with the three types of verbs. Their type was determined on the basis of their form change in past and past participle tense. The classification of verbs was shown as follows.

Type I

All three forms are identical.

Type II

Two of three forms are identical.

Type III

All three forms are different.

Later they were given some verbs and were asked to determine their type. After this all, they were approximately familiar with the regular and irregular verbs. They could define that the past and past participle forms of the regular verbs are formed by adding the suffix '-ed/-d' whereas other suffixes except '-ed/-d' are added to the infinitive/ base to form the past and past participle form of the irregular verbs.

Later they were asked to read the English stories from their English text book and make the list of the forms of irregular verbs in past and past participle forms. Finally they wrote an essay on their own topic using the verbs from their list that they made.

Table No: 3

S.N	Test	Average score	Difference
1	Second weekly Test	40.44	Av. score 2 <sup>nd</sup> weekly test-Av. score in 1 <sup>st</sup> weekly test 40.44-37.78=2.66

The above table shows that the students have scored 40.44 marks in average, which is above 40%. The difference in score is 2.66. It means the students have increased their score by 2.66 marks in 2<sup>nd</sup> weekly test that of the first weekly test after they have been taught for a week.

### 3.4 Development within the Third Week

The researcher became more specific in this period. He brought each type of verbs into discussion in detail. The verbs were grouped into various groups on the basis of their similar way of form change. The general discussion of their type couldn't bring significant improvement in their performance in the 2<sup>nd</sup> week.

In the first class of the third week, they were asked to write as many type I verbs as they could remember. The researcher only gave them few examples having all three identical forms.

eg,	<u>Infinitive</u>	<u>Past</u>	<u>Past participle</u>
	Cut	Cut	Cut
	Set	Set	Set
	Let	Let	Let

Afterwards they were asked to consult the grammar books and other reference materials to add more and more verbs in their list. In the next class; they were given the verbs like put, cut, set, let, shut, cast, crust, spilt, knit, and hit asked to write a couple of paragraph describing the topics of their own.

As soon as the discussion of the type I was over, they were given verbs with their two same forms and they were asked to make other similar verb forms.

Eg,	<u>infinitive</u>	<u>past</u>	<u>past participle</u>
	Hold	held	held
	Find	found	found
	Catch	caught	caught

They wrote more and more verb forms from their own and the grammar books and other related materials. Later, the researcher grouped the verbs of this type 2<sup>nd</sup> into different groups like;

- 1) 'learn' group:  
burn, learn, smell, spell, spill, spoil
- 2) 'spend' group :  
bend, build, lend, send, spend
- 3) 'read' group :  
bleed, breed, feed, flee, hold, lead, read
- 4) 'sleep' group :  
creep, deal, dream, feel, keep, lean, leap, leave, mean,  
meet , sleep, sweep, weep
- 5) 'strike' group :  
cling, dig, fling, hang, spin, stick, strike, win
- 6) 'bring' group :  
bring, buy, fight, seek, think, catch, teach
- 7) 'find' group :  
blind, find, grind, wind,
- 8) 'get' group :  
get, lose, shine, shoot
- 9) 'sell' group :  
sell, tell
- 10) 'come' group :  
become, come, run



- 2) 'bear' group :  
eg, bear            bore            born  
swear, tear, wear
- 3) 'know' group :  
eg, know            knew            known  
blow, throw, grow
- 4) 'bite' group :  
eg, bite            bit            bitten  
hide
- 5) 'take' group :  
eg, take            took            taken
- 6) 'write' group :  
eg, write            wrote            written  
rise, ride, drive
- 7) 'begin' group :  
eg, begin            began            begun  
drink, ring, shrink, sink, spring, swim
- 8) Other verbs  
eat, fall, do, draw, fly, forget, give, lie, see

In the next class, they were given some verbs and asked to form their past and past participle form and use them in their own sentence. Afterwards they were assigned to read the stories from their English text book. They were asked to write those sentences which contain the verb forms that they read in their book. Finally they were allowed to write the stories from the text books and essay of their own topics.

Table No: 5

S.N	Test	Average score	Difference
1	Fourth weekly test	55.52	Av. score in fourth weekly test– Av. score in third weekly test $55.52 - 50.24 = 5.28$



The above table shows that the students have scored 55.52 marks in 4<sup>th</sup> weekly test after they have been taught for a week. They have increased their score by 5.28 mark that of the third weekly test.

### 3.6 Development in Post Test

The researcher repeated the same subject matter in brief for two days that they discussed during a month or from the first week of the month to the last. It was done to make them confident over the subject matter and make their memory long last. They were allowed to remember as many irregular verbs as they could and change them into past and past participle forms. Later they found their type on the basis of their form change. They were given some verbs and asked to make sentences using them. And later they joined the sentences together to develop the paragraph. Next time they were asked to write English stories from their previous class using the irregular verbs in their own words. Finally, they wrote about their past experience using the various forms of irregular verbs.

After this repetition of the subject matter and class discussion, the post test was administrated to find out the difference in the degree of development between post test score and pre test score. This showed what extent they developed their performance in using irregular verbs in writing after they were taught almost for a month.

Table No: 6

S.N.	Test	Average score	Difference
1	Post test	59.14	Av. score in post test – Av. score in pre test $59.14 - 35.56 = 23.58$

The above table shows that the students have scored 59.14 marks in average in post test. It is approximately 60 percent. The difference between post test score and pre test score is 23.58. It means they have increased their score by 23.58 marks after they

have been taught for a month. The increased score is above 65 percent. The difference in score is calculated directly by subtracting the score of pre-test from post-test.

### **3.7 Conclusion**

Overall, the researcher tried to find out the development in using various forms of irregular verbs in writing. The students were found to be able to raise their ability in the same skill after they were taught for a month. Their pre condition was found lower in every test after they were taught continuously focusing on the same skill. During a month's teaching they were tested every week i.e. four times in a month to find out how much they have improved their performance. The gradual increase in their score test after test can be noticed in the above tables.

The gradual development in score is established in average. It doesn't tell all the students have increased their performance satisfactorily. Some of the students are found in the same position in both tests considering some of the items of the tests whereas some of them didn't show significant satisfactory in the post test. In researcher's view, there may be various causes which affected them to happen so. To sum up, it can be said that the students' performance was found quite satisfactory in the post test than in the pre-test because the total average score of the pre-test was 35.56 whereas it was 59.14 in the post test. The difference between two tests is quite wide, by 23.58 marks, or 67.81 percent.

The following table shows "development in using irregular verbs in writing" in each test.

Table No 7

S. No.	Test	Av. Score	Development in marks	Development in percentage
1	pre-test	35.56		
2	1 <sup>st</sup> weekly test	37.78	2.22	6.24
3	2 <sup>nd</sup> weekly test	40.44	2.66	7.04
4	3 <sup>rd</sup> weekly test	50.24	9.80	24.23
5	4 <sup>th</sup> weekly test	55.52	5.28	10.50
6	post test	59.14	23.58	67.81

## CHAPTER FOUR : FINDING AND RECOMMENDATIONS

### 4. Finding and Recommendations

The main purpose of this research is to find out the degree of progress or development in using irregular verbs in writing by the students of 8<sup>th</sup> graders from rural schools of Dolakha district. All 50 students from class 8 were selected for the research work. The researcher prepared a set of test items consisting of subjective and objective items. The test of the same test items was administered twice i.e. before and after teaching in the form of pre-test and post test. They were also tested four times in a month during class discussion of the subject matter. After collecting the data, the analysis and interpretation were done, by using common statistical tools of average and percentage. As soon as the pre-test was administrated, four weekly tests were taken during the period of instruction in a month. The score of every weekly test was tabulated and found the difference between the tests score to find out the degree of development in using irregular verbs. Finally, the development in using irregular verbs in writing was calculated by subtracting the score or percentage of the pre-test from the post test. Thus, from the above analysis and interpretation of the data, the findings are as followings.

#### 4.1 Findings

- 1) Almost all the students increased their performance satisfactorily. The total average score in pre-test out of 100 was 35.56 whereas it was 59.14 in post test. Thus, they increased their score by 23.58 marks or 67.81 %.
- 2) The development was found satisfactory in all test items because their score was above 40% in post test.
- 3) Some of them were found in the same position in both tests. It is mainly because of their irregularity, lack or rigorous practice and other psychological and mental defects.
- 4) They were found over generalizing the rules of regular verbs for irregular ones. It happened so because the regular verbs are taught previously.

- 5) The findings of this study were determined on the basis of marks of the tests. The results of the test showed that students were benefited because of the effectiveness of the inductive technique of teaching grammar. Therefore, the score of the students in the post test was found to be increased.
- 6) This study shows that the students' performance is better in objective test than in subjective one. This shows that the students' performance is better in objective test than in subjective one. They were found weak in free writing. As the writing is not adopted faithfully from the very beginning. They committed mistake in sentence structure and punctuation.
- 7) They were found using simple present form of the verb instead of past form in describing past events. It shows that they are much more familiar with the simple present form than the past one.
- 8) They were found unfamiliar with the forms of irregular verbs. Some of the students wrote past participle forms as present participle forms i.e. ending in – 'ing'.  
eg, ride          rode          riding
- 9) The study shows that students unusually formed the past participle forms by adding '-ed' to the past forms.  
eg,  
        spoked      woned      booked
- 10) The study shows that they unusually formed the past and past participle forms in the same form.  
eg,  
        run            ran            ran  
        ride          rode          rode

#### **4.2 Recommendations**

The recommendations have been made on the basis of the above mentioned findings. Based on the findings of the present study, the following recommendations have been

made for enhancing the ELT situation and the teaching learning process of English in the rural govt. aided schools in Nepal.

- 1) The obtained higher marks in the post test are not enough to meet the target of the curriculum. So, it must be increased up to the targeted level by the curriculum, as far as possible.
- 2) The syllabus designers, examiners, methodologists and teachers should give their due attention on teaching irregular verbs and their use in writing at the lower secondary level which text books and test items are designed for this level so that the students would be provided with sufficient exercises. They should also encourage the use of inductive teaching method.
- 3) The concerned authorities are requested to create appropriate environment to conduct the teaching learning activities at ease so that the students can be encouraged and facilitated and they can show their performance with full confidence.
- 4) The more attention should be paid on the difficult areas providing extra exercises and it should be taught creating meaningful situation or contextual teaching should be given priority.
- 5) The verb lists should be added at the end of the textbooks of all grades. As the students showed less performance in using irregular verbs in writing, the exercises related to the use of irregular verbs in writing should be provided.
- 6) The effective teachers' training should be conducted time to time to up date them with new approaches, methods, and techniques in language teaching.
- 7) Some of the students were found psychologically defected. So, the teacher should study their psychology and their linguistic background to find out to what extent they should be exposed with the subject matter.
- 8) This study was conducted in one of the remote areas of Dolakha district. It was limited to only 50 sample population of Golmeshwor Higher Secondary school, Malu. So the researcher can't claim that the findings of the study are equally applicable in all schools and all students of this level

of Nepal. Therefore, it is suggested that further researchers in different schools should be carried out with different number of students to make the finding more reliable and valid.

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## APPENDIX I

### DAILY LESSON PLANS

#### Lesson plan no.1

School: Golmeshwor Higher S. School

Malu, Dolakha

Date 2065-04-26

Unit: 7<sup>th</sup>

Grade: 8<sup>th</sup>

Topic: verb

period: 4<sup>th</sup>

Time: 45min

) **Teaching Item:** Verbs and their use in writing.

) **Specific Objectives :**

On completion of this lesson, the students will be able to find the verbs and sentence structure from the given passage and use the verbs into their own sentences.

) **Teaching Materials :**

Sentence cards, flannel board and other usual classroom materials.

) **Presentation :**

The teacher will give his students a passage from their English textbook and ask them to make the list of any verbs that they will find in the given passage. He will give some clues so that they could underline the verbs at ease. They will try to underline the verbs from the passage following the teacher's clues/hints. He will give some examples of verbs like go, eat, might, can, was, is, etc.

) **Practice :**

The teacher will show them sentence cards and they will underline the verbs. They will be given next passage and ask to find the verbs as they did previously.

) **Evaluation :**

The teachers will write the sentences on the blackboard and ask them underline the verbs.

eg, she eats rice.

We can climb over the wall.

He walked quickly.

I am a boy.

They speak in English.

) **Homework :**

Use the verbs that you find in the passage in your own sentences.

## Lesson Plan No. 2

Date: 2065-04-27

) **Teaching Item:**

Ordinary verbs and their use in writing

) **Specific objectives :**

At the end of this topic the students will be able to differentiate ordinary verbs from other forms of verbs and compose a short paragraph using them.

) **Teaching materials :**

Word cards, pocket chart and other usual classroom materials.

) **Presentation :**

The teacher will revise the previous lesson in brief. He will display the word cards having all forms of verbs i.e. ordinary, auxiliary and modal. They will classify into three groups in terms of their different classes. He will help them in their work by giving them the ideas of their occurrence in a sentence structure. Finally, he will show them list of auxiliary and modal auxiliary verbs.

) **Practice :**

The students will think about more and more ordinary verbs and they will write as many verbs as they can.

) **Evaluation :**

They will be given a list of verbs consisting all forms and they will group them into three classes.

) **Homework :**

Write a short paragraph about yourself and underline the ordinary verbs in your paragraph.

### Lesson Plan No. 3

2065-04-28

) **Teaching Items:**

Form of verbs and their use in writing

) **Specific objectives :**

At the end of this topic, the students will be able to change given verbs into past and past participle tense and use each form in their own sentence structure.

) **Teaching materials :**

Flash cards, flannel board and usual classroom materials.

) **Presentation :**

The teacher will write the three forms i.e. infinitive, past and past participle on the blackboard. And then he will ask them what they mean. They will guess how the verbs change their forms. He will give them more hints and examples so that they could guess the right form of the given verbs.

play	played	played
eat	ate	eaten
go	went	gone

He will explain how the verbs change their form in past and past participle tense. They will be shown the flash cards having the verbs to change into two different forms. They will start to change their forms on the basis of given examples and teacher's explanation.

) **Practice :**

The teacher will divide the students in different pairs. They will be given more verbs to change into the same. They will work in group and share their ideas between the members of the pair and among the pair to correct their possible mistake. Further, they will use each form of verb in their own sentence.

) **Evaluation :**

Change these verbs into past and past participle form and use each of them in sentences.

write, run, walk, laugh, come

) **Homework :**

Make two sentences of each verb in past and past participle tense using the following verbs.

sit, but, cut, fly, allow, try

## Lesson Plan No. 4

2065-04-29

) **Teaching item:**

Difference between regular and irregular verbs

) **Specific objectives :**

On completion of this topic, the students will be able to differentiate between regular and irregular ordinary verbs.

) **Teaching materials :**

Flash cards, flannel board and other usual classroom materials

) **Presentation :**

First of all, the teacher will revise the previous lesson in brief. And then he will show the flashcards having the three different forms of the same verbs like

<u>Infinitive</u>	<u>past</u>	<u>past participle</u>
play	played	played
walk	walked	walked
eat	ate	eaten
go	went	gone

They will be asked how the verbs change their form. They will estimate how the first two verbs change their forms that of the last two verbs. They will classify these verbs into two categories/groups on the basis of the suffixes added at the end of the infinitive to form past and past participle forms. They will name them as regular and irregular verbs. Finally, the teacher will explain that the regular verbs require the suffix ‘-ed/-d’ to form past and past participle form whereas the irregular verbs require other suffixes except ‘-ed/-d’ to form the same.

) **Practice :**

The students will be asked to form the past and past participle form of the verbs given and group them into regular and irregular types.

) **Evaluation :**

Form past and past participle form of these verbs and group them into two types.

examine, sit, help, read, catch, teach, believe

) **Homework :**

Make a list of irregular verbs. Add as many verbs as you can in your list.

## Lesson Plan No. 5

2065-04-31

### ) **Teaching item:**

Irregular verbs and their forms in writing

### ) **Specific objectives :**

On completion of this topic, the students will be able to change the form, of the given irregular verbs and use them into sentence structure to compose a short paragraph.

### ) **Teaching materials :**

Flash cards, flannel board and other usual classroom materials.

### ) **Presentation :**

First of all, the teacher will divide the students into different groups consisting of the equal number of members. Each group will be assigned with work of making the list of irregular verbs. They will have to finish their work within 5 minutes. Each group will have a group leader who will show the work of his/her group. The teacher will decide the rank of the group on the basis of the number of correct irregular verbs. After this all, the teacher will select the verbs from their list and ask them to change their form into past and past participle tense.

eg. Know, keep, hold, get, give, forget, fly, fight, fall, drive

Later, they will be asked to use each form of the verb in their own sentence. The teacher will select the students who will read out their answer loudly to the class.

### ) **Practice :**

The teacher will give them some other irregular verbs for further practice like,

sweep,	steal,	spend,	sleep
ring,	ride,	pay,	lose

### ) **Evaluation :**

Use the following verbs in a sentence in past tense.

drink, sell, throw, swing



) **Homework :**

Describe the event of your past life using verbs given below  
go, eat, wear, wake, sleep, have, think, tell, hurt, swim, grow

## Lesson Plan No. 6

2065-05-01

### ) **Teaching item:**

Sentence in past and past participle tense

### ) **Specific objectives :**

At the end of this lesson, the students will be able to

- Change the given sentences into past tense
- Change them into past participle tense

### ) **Teaching materials :**

Flash cards, flannel board and usual classroom materials.

### ) **Presentation :**

The teacher will write some sentences on the black board and the students will be asked to underline the verbs. Later they will change each sentence into past and past participle tense. After this all the teacher will show the sentence cards to his students in which the verb is underlined and each sentence is changed into past and past participle tense. They will be asked how the verb is changed into past and past participle tense. Finally, the teacher will explain that the verb is changed into the second form in past tense whereas it is changed into third form and the auxiliary verbs like has/have/had are placed before them in past participle tense in active voice where as other auxiliaries come before past participle form of the verbs in passive voice.

### ) **Practice :**

The teacher will write some more other sentences on the black board and ask them to change each of them into past and past participle tense.

### ) **Evaluation :**

Change the following sentences into past and past participle tense.

- 1) She drinks tea.
- 2) He flies at midnight.
- 3) He falls off the tree.
- 4) They forget to do their homework.

) **Home work :**

Write 10 sentences of each tense.

## Lesson Plan No. 7

2065-05-03

### ) **Teaching item:**

Classification of irregular verbs

### ) **Specific objectives :**

On completion of this topic, the students will be able to determine the types or classification of irregular verbs.

### ) **Teaching materials :**

Flash cards, flannel board and usual class room materials.

### ) **Presentation :**

The teacher will revise the previous lesson in brief. After this, he will show the flash cards having three different types of verb forms.

- |      |     |        |        |
|------|-----|--------|--------|
| i)   | cut | cut    | cut    |
| ii)  | buy | bought | bought |
| iii) | run | ran    | run    |
| iv)  | eat | ate    | eaten  |

They will be asked to determine their type. The teacher will write other more examples on the black board so that they could guess their type easily. Finally, the teacher will explain.

Type I

All three forms are identical.

Type II

Two of three forms are identical.

Type III

All three forms are different.

### ) **Practice :**

The students will be given some other verbs and they will be asked to change their forms and group them in terms of their type/class.

set,	build,	send,	go,	put
break,	steal,	meet,	feel,	shut

) **Evaluation :**

Determine the class/type of the following verbs.

wed,            breed,            cast,            sleep,            tear

) **Homework :**

Write 10 verbs of each type.

## Lesson Plan No.8

2065-05-4

### ) **Teaching item:**

Irregular verbs in writing

### ) **Specific Objectives :**

On completion of this lesson, the students will be able to;

- Find the forms of irregular verbs from the given story of their English text book and
- Use them in their own story writing

### ) **Teaching Materials :**

English text book and other usual classroom materials.

### ) **Presentation :**

The students will be given a story from their English course book. They will read the assigned story and write the verbs. They will share their ideas to correct each other's mistake.

### ) **Practice :**

They will be asked to write the sentence of their own using the verbs from their list that they have found in the story.

### ) **Evaluation :**

The teacher will ask his student to tell the verb forms that s/he has written.

### ) **Homework :**

Write the similar story that you have read in your English text book using the irregular verb forms that you've found.

## Lesson Plan No.9

2065-05-05

### ) **Teaching item:**

Forms of irregular verb (type I) and their use in writing

### ) **Specific objectives:**

On completion of this lesson, the students will be able to form the past and the past participle form of the given verbs and use them in their sentence or writing.

### ) **Teaching materials**

Flash cards, pocket chart and other usual classroom materials.

### ) **Presentation**

The teacher will show the flash cards having all three identical forms of the verbs and ask them to guess how they change their forms. He will give more clues and examples to make them sure to come near the right guess.

cut	cut	cut
put	put	put

After their right guess, he will explain that all three forms of some verbs are identical. They will be encouraged to use each form in a sentence in writing. He will write some sentences using these forms to facilitate their work of writing.

### ) **Practice**

The teacher will write some verbs and ask the individual students to form the past and past participle form of the following verbs applying rule and use in their sentence.

bet    bid    cast    cost    hit    hurt

### ) **Evaluation**

Change these verbs into past and past participle form and use each of the in a sentence.

eg.    wed                    spread split                    hit                    set

) **Homework**

Make two sentences of each verb in past and past participle tense using the following verbs.

knit   let   read   hit   cut



## Lesson Plan No. 10

2065-05-08

### ) **Teaching items:**

Irregular verbs (type I) in writing

### ) **Specific objectives :**

On completion of this lesson, the students will be able to;

- Find more irregular verbs type I from grammar books and other referential materials.
- Use them in writing describing the topics of their own.

### ) **Teaching Materials :**

Flannel board, flash cards and other usual classroom materials

### ) **Presentation :**

The teacher will allow his students read grammar books and other referential materials and the list of the verb given at the end of their English text book.

They will write those verbs which all three forms are identical. Finally, the teacher will show them more verbs belonging to type I.

### ) **Practice :**

The students will exchange their list of verbs and write those verbs which are not written in their list or note copy. They will make correction of their verbs in group sharing the ideas among the friends. They will be given some verbs to use in a sentence further practice.

For example;

cut, knit, burst, put

### ) **Evaluation :**

Use each of the verbs below into past and past participle sentence.

split, set, let, shut

### ) **Homework :**

Describe the past nature of your father using the verbs from your list.

## Lesson Plan No. 11

2065-05-09

### ) **Teaching item:**

Forms of irregular verb (type II) and their use in writing

### ) **Specific objectives :**

On completion of this topic, the students will be able to form the past and the past participle form of the given verbs and use them in writing.

### ) **Teaching Materials :**

Flash cards, pocket chart and other usual classroom materials.

### ) **Presentation :**

The teacher will revise the previous lesson in brief. Then he will show the flash cards having two of three identical forms and ask them to guess how they change their forms in past and past participle tense. He will give more clues and examples to make them able to form the rule for the change in their form.

dig	dug	dug
hold	held	held

After their right guess, he will explain that the two of three forms of some verbs are identical i.e. past and past participle. He will ask them to use each form in their own sentences. He will write or show the sentences using each form as an example.

### ) **Practice :**

The teacher will ask the students to form the past and participle form of the verbs.

e.g.	breed	lead	spend	spill
------	-------	------	-------	-------

### ) **Evaluation :**

Form past and past participle form of these verbs and use each in a sentence.

Eg.	seek	strike	spin	mean	bind
	bring	buy	lose	find	shoot

### ) **Homework :**

1. Change these verbs into past and past participle tense and use each forms in your own sentence.

Tell      sell              get              sleep              win

2. Write about your childhood experience using past and past participle forms of above verbs. (in 50 words)

## Lesson Plan No. 12

2065-05-10

### ) **Teaching item:**

Matching and choosing correct alternatives (irregular verb type II)

### ) **Specific Objectives :**

On completion of this lesson the students will be able to;

- Match the verbs with their respective correct forms and
- Write the correct form of the given verbs.

### ) **Teaching Materials :**

Flash cards, pocket chart and other usual classroom materials.

### ) **Presentation :**

The teacher will write a matching item on the black board.

For example,

	teach
Teach	taught
	taught

And then they will be asked to guess the topic of the day. They will guess that the topic of the day is "matching or match the verbs with their correct alternatives". After their correct guess of the topic, the teacher will present the flash card which consists of the matching items.

For examples;

<u>Infinitive</u>		<u>Past forms</u>
Feed		shouted
Lend		hanged
Mean		fed
Weep	shot	
Hang		lended
Shoot	wept	
		feed
		lent

meand

meant

hung

weept

They will try to match the verbs with their correct alternatives. The teacher will remind them about regular and irregular type of the verbs so that they can do their work without any difficulty.

) **Practice :**

They will be given more work for further practice.

i. Find the correct past form of the following verbs.

tell, shine, get, wind

ii. Find the correct past participle form of the following

run, become, lay, break, speak

) **Evaluation :**

Write the correct infinitive form of the following past and past participle forms.

thrown, grew, born, stole, taken

) **Homework :**

Write any twenty verbs of type II and write their past and past participle forms.

## Lesson Plan No. 13

2065-05-11

### ) **Teaching item:**

Grouping of irregular verbs (type II)

### ) **Specific objectives :**

On completion of this lesson, the students will be able to;

- Group the verbs of type II into different groups and
- Change them into two different forms.

### ) **Teaching materials :**

Flannel board, flash cards and other usual classroom materials

### ) **Presentation :**

The teacher will give his students some verbs and they will be asked to group them into different groups on the basis of similar way of their form change.

The teacher will help them in their work by giving an example and a guide word of each group. Finally, he will show them the flash cards having the verbs belonging to different groups. They will correct their work and add more examples from their teacher.

### ) **Practice :**

The teacher will write some other verbs on the blackboard and the students will try to decide their group.

- 1) Decide the group of the following verbs  
run, shine, fight, seek, leave, flee, spoil, tell
- 2) Change the following verbs into two different forms which have two identical forms.  
sit, beat, hear, stand, write

### ) **Evaluation :**

The teacher will evaluate his students by asking the following questions.

- 1) What group does the verb 'lose' belong to?
- 2) Does the verb 'grind' fall on group 'bring'?
- 3) What group do the verbs 'light' and 'make' fall on?

) **Homework :**

Write a guide word of each group and as many their examples as you can.

## Lesson Plan No. 14

2065-05-12

### ) **Teaching item :**

Forms of irregular verb (type II) and their use in blank spaces

### ) **Specific objectives :**

On the completion of this topic, the students will be able to;

- Fill in the blank gaps with the correct alternatives.
- Use the verbs of this type in a sentence.

### ) **Teaching materials :**

Flash cards, flannel board and other usual classroom materials.

### ) **Presentation :**

The teacher will revise the previous lesson in brief. Then he will show them the flash cards having two of three identical forms of the verbs and ask them to guess what verbs they are. As soon as they come with the correct guess, he will show them the flash cards having the sentence with the blank spaces and alternatives at the end of them. Then they will be asked to guess the topic of the day. They will guess that the topic of the day is “fill in the blank gaps with verbs type II.” After this, they will be asked to fill in the blank spaces with the correct alternatives.

### ) **Practice :**

Some more questions will be asked for further practice.

A) Fill in the blank spaces with the correct tense of the verb.

- I) He \_\_\_\_\_ up at 6 o'clock. ( gets/got/gotten)
- II) She \_\_\_\_\_ his hands last week. (hold/held/holds)
- III) They \_\_\_\_\_ their pens. (lose/loosed/lost)
- IV) The hunter \_\_\_\_\_ the rhino. ( shoot/shot/shooted)
- V) The birds have \_\_\_\_\_ their eggs. (breed/bred/breeded)



) **Evaluation :**

A) Fill the blank spaces with the correct past and past participle tense of the verb.

I) He ----- his story. (tell)

II) She ----- her necklace last day. (sell)

III) We ----- the prize of this year exam. ( win)

) **Homework :**

Write 8 sentence of each past and past participle tense using the verbs type II.

## Lesson Plan No. 15

2065-05-13

### ) **Teaching item :**

Use of the verb (type II) in writing

### ) **Specific objectives :**

On the completion of this topic, the students will be able to;

- Use the verb (type II) in writing
- Write a short story or an essay of their own topics.

### ) **Teaching materials :**

Flash cards, flannel board and usual classroom materials.

### ) **Presentation :**

The teacher will display the flash cards having verbs of type II on the flannel board. The students will change their form in past and past participle tense.

Later they will be asked to use them in writing. The teacher will give them the title of the story from their English textbook. He will ask them many questions from the story. Finally, the teacher will write the events of the story in disorder. They will put the events in order and correct their writing.

### ) **Practice :**

Write about your mother describing how she used to love and take care of you using the verbs given below.

build, hold, feed, creep, kept, sleep, weep, swing, wring, catch, teach, buy

The teacher will write some sentences so as to make it easy to start writing.

e.g, My mother built my career.

She built a paper house for me.

She held me tightly on her lap.

### ) **Evaluation:**

Use the verbs given above in your own sentence describing your mother's past habit.

) **Homework :**

- 1) How did you use to play with your brother? Write in 80 words.
- 2) Write the story of "Ellen's Mountain" in your words.

## Lesson Plan No. 16

2065-05-16

### ) **Teaching item :**

Forms of irregular verb (type III) and their use in writing

### ) **Specific objectives :**

On completion of this lesson, the students will be able to form the past and past participle tense of the given verbs and use them in their sentence or writing.

### ) **Teaching materials :**

Flash cards, pocket chart and other usual classroom materials.

### ) **Presentation :**

The teacher will show the flash cards having all three different forms of the verbs and ask to guess how they change their forms. He will give more clues and examples to make them sure to come near the right guess.

eg, break	broke	broken
tear	tore	torn
throw	threw	thrown
take	took	taken

After their right guess, he will explain that all three forms of some verbs are different. They will be encouraged to use each form in a sentence or writing. He will write some sentences using these forms to facilitate their work of writing.

### ) **Practice :**

The teacher will write some verbs and ask the individual students to form the past and past participle form of the following verbs applying rule and use in their sentence.

rise,	drink,	swim,	see
write,	fly,	forget,	sink

) **Evaluation :**

Change these verbs into past and past participle tense and use each of them in a sentence.

drive,            do,            spring,            begin  
fall,            draw,            ring,            give

) **Home work :**

What did you do in your previous class? Write in 50 words.

## Lesson Plan No. 17

2065-05-17

### ) **Teaching item :**

Group of irregular verbs (type III)

### ) **Specific objectives :**

On completion of this topic, the students will be able to;

- Group the verbs in various groups in terms of their similar way of form change

### ) **Teaching materials :**

Flash cards, pocket chart and other usual classroom materials.

### ) **Presentation :**

The teacher will show the flash cards having the three different forms of the same verbs. The student will be asked to guess their type and way of their form change. Later, the teacher will write a guide word and an example of each group. Then the students will group the given verbs under their respective groups.

### ) **Practice :**

- 1) Give a guide word of the following verbs.  
steal, hide, take, begin, ride
- 2) Change the form of the verbs given above.

### ) **Evaluation :**

- 1) What group do the verbs 'do' and 'go' belong to?
- 2) What are the infinitive and past form of the verbs 'sung' and 'flown'?

### ) **Homework :**

Add more verbs in each group.

## Lesson Plan No. 18

2065-05-18

### ) **Teaching item :**

Irregular verb type III and their use in blank space

### ) **Specific objectives :**

On the completion of this topic, the students will be able to;

- Form the past and past participle form of the given verb type III and
- Fill in the blank spaces with the correct form of the verb.

### ) **Teaching materials :**

Usual classroom materials

### ) **Presentation :**

First of all, the teacher will write some verbs related to type III on the black board and ask the students to change them into two other forms and later, he will write some sentences with blank spaces. Then they will be asked to guess the topic of the day. They will guess that the topic of the day is 'select the correct form of the verbs for the blank space'.

### ) **Practice:**

Choose the correct form of the verbs given below for the blank spaces,  
eat, drink, write, fall, do

- 1) He ..... off the tress last day.
- 2) She has ..... Water. She is not thirsty.
- 3) They haven't ..... their work yet.
- 4) He ..... a letter to his mother last Sunday.
- 5) I ..... a lot. I don't eat now.

### ) **Evaluation :**

Complete these sentences with the correct past tense.

- 1) She ..... me up on the telephone. (ring)
- 2) I ..... him 3 years. (see)
- 3) She didn't ..... freely. (speak)
- 4) He ..... the bird with the stone .(strike)

) **Homework :**

Write five sentences of each past and past participle tense using the irregular verbs (type III)



## Lesson Plan No. 19

2065-05-20

) **Teaching item :**

Irregular verbs ( type III) and their use writing.

) **Specific objectives :**

On completion of this topic, the students will be able to ;

- Find those sentences which consist of the verbs type III
- Use them in writing.

) **Teaching materials :**

Usual classroom materials

) **Presentation :**

The teacher will assign them the story from their English text book. They will read the story and write those sentences which consist of the verbs that they have studied under type III. He writes some of the sentences on blackboard. They will correct their work by looking at the sentences writing by the teacher. Again, they will be asked to read the story in detail.

) **Practice :**

Write any six sentences using the verbs and their forms that you've read in the story.

) **Evaluation :**

Use the verbs below in your own sentences

break, speak, write, give

) **Homework :**

Write the story "The Magic Rice Pot "in your own words.

## Lesson Plan No. 20

2065-05-23

### ) **Teaching item :**

Types of irregular verbs and their various forms in writing

### ) **Specific objectives:**

On completion of this topic, the students will be able to;

- Group irregular verbs in three different types
- Use them in writing

### ) **Teaching materials :**

The usual classroom materials

### ) **Presentation :**

The teacher will repeat the subject matter that they have studied in previous classes in brief. He will give them an example of each type and then they will be asked to form two more examples of each type. He will ask them to see the verbs and their type in detail. They will group the given verbs into 3 types.

### ) **Practice :**

Use the verb below into your own sentences.

ride, blow, steal, hear, meet, hurt, set

### ) **Evaluation :**

Change these verbs into past and past participle tense.

bid, shut, build, hold, find, tear, take

### ) **Homework :**

Write a couple of paragraphs describing your last journey to Pokhara.

## APPENDIX II

### Development in Pre-test

Table 1

S.N	Test	Average score
1	Pre-test	35.56

### Development within the First Week

Table No: 2

S.N	Test	Average score	Difference
1	First weekly test	37.78	Av. score in first weekly test- Av. score in pre-test $(37.78-35.56) = 2.22$

### Development within the Second Week

Table No: 3

S.N	Test	Average score	Difference
1	Second weekly Test	40.44	Av. score 2 <sup>nd</sup> weekly test-Av. score in 1 <sup>st</sup> weekly test $40.44-37.78=2.66$

### Development within the Third Week

Table No: 4

S.N	Test	Average score	Difference
1	Third weekly test	50.24	Av. score in 3 <sup>rd</sup> weekly test – Av. Second weekly test $50.24 - 40.44 = 9.80$

### Development within the Fourth Week

Table No: 5

S.N	Test	Average score	Difference
1	Fourth weekly test	55.52	Av. score in fourth weekly test– Av. score in third weekly test $55.52 - 50.24 = 5.28$

### Development in Post Test

Table No: 6

S.N.	Test	Average score	Difference
1	Post test	59.14	Av. score in post test – Av. score in pre test $59.14 - 35.56 = 23.58$

### Conclusion

Table No 7

S. No.	Test	Av. Score	Development in marks	Development in percentage
1	pre-test	35.56		
2	1 <sup>st</sup> weekly test	37.78	2.22	6.24
3	2 <sup>nd</sup> weekly test	40.44	2.66	7.04
4	3 <sup>rd</sup> weekly test	50.24	9.80	24.23
5	4 <sup>th</sup> weekly test	55.52	5.28	10.50
6	post test	59.14	23.58	67.81

### APPENDIX III

#### Performance of Individual students in each test

S. No.	Name of Students	Marks obtained in various tests					
		Pretest	1 <sup>st</sup> test	2 <sup>nd</sup> test	3 <sup>rd</sup> test	4 <sup>th</sup> test	post test
1	Shova Pokharel	73	75	76	80	85	89
2	Anita Khadka	90	90	92	94	95	96
3	Nirajan Bhandari	70	70	73	74	74	75
4	Sarita Mahat	59	63	66	70	79	83
5	Dilip Pokharel	61	64	67	74	81	87
6	Soraj Pokharel	52	53	55	69	75	77
7	Rajesh Pokharel	42	47	49	59	68	78
8	Ritika Pokharel	43	45	40	57	63	69
9	Sumitra Khadka	39	38	46	58	60	65
10	Sunita Khadka	41	46	42	50	66	70
11	Manoj Adhikari	54	54	56	78	80	83
12	Navaraj Khadka	39	42	46	66	70	74
13	Nirmila Khadka	45	48	45	54	58	60
14	Ramji Khadka	49	52	56	62	68	70
15	Sumitra Mijar	34	36	38	48	52	62
16	Abinash Shrestha	37	36	39	48	54	60
17	Gopal Mihar	17	26	30	38	48	58
18	Kalpana Shrestha	15	25	36	48	60	54
19	Kamala Bhandari	37	34	38	52	58	66
20	Devi Khadka	18	24	36	56	53	79
21	Mina Bajagain	29	24	38	48	52	58
22	Rajan Pokharel	44	48	54	64	68	70
23	Sabitra Bhujel	46	42	40	50	54	58
24	Shabitra khadka	51	50	54	62	64	66
25	Sita Mijar (A)	40	42	40	46	49	56
26	Sudip Sundash	25	30	30	44	54	56
27	Binita Pokharel	16	20	26	40	46	48
28	Binod Mijar	18	22	20	34	38	49
29	Maiya Khati	22	28	30	42	44	45

30	Menuka Khadka	29	28	32	50	54	54
31	Nabin Pokharel	17	16	38	38	44	48
32	Niroj Pandey	18	32	34	50	52	52
33	Prakash Pokharel	25	28	31	39	45	46
34	Raju Nepali	19	22	36	36	38	40
35	Sanjaya Khadka	30	34	32	39	41	43
36	Sivaji Shrestha	35	38	40	48	54	60
37	Sobita Nepali	33	35	37	44	58	62
38	Amrit Khadka	37	36	38	45	49	49
39	Durga Bhujel	29	32	32	46	42	40
40	Gita khadka	28	30	35	42	44	45
41	Gopi Khadka	32	36	38	49	50	54
42	Hukum Pokharel	34	38	39	48	52	54
43	Kabita Mijar	36	35	30	46	54	56
44	Karuna Pokharel	38	40	44	49	58	60
45	Bishnu Nath yogi	12	10	12	26	30	30
46	Sangita Khadka	13	14	15	19	25	30
47	Sita Mijar (B)	19	24	26	32	37	42
48	Sundari Pokharel	23	26	28	36	40	40
49	Laxman Pokhrel	27	29	33	39	41	43
50	Nabin Bhujel	28	32	34	46	46	48
	Total marks in						
	Average	35.56	37.78	40.44	50.24	55.52	59.14

## LIST OF SYMBOLS AND ABBREVIATIONS

Av : average

CUP: Cambridge University Press

EFL : English as a foreign language

eg Example gratial |for example.

ELT English language teaching

ESL English as second language

et.al: And other people

etc: Etcetera

F.M.: Full marks

G.H.S.S.: Golmeshwor Higher Secondary School

G.T.: Grammar Translation

i.e.: That is

L2 Second language

No: Number

O: Object

OUP: Oxford University Press

P: Page

S: Subject

S.N.: Serial number

V: Verb