

CHAPTER ONE

INTRODUCTION

This chapter includes general background, introduction and importance of the English language, introduction to the grammar, word classes, introduction to the verbs, proficiency test, literature review, objectives of the study, significance of the study and definition of the terms.

1.1 General Background

Language is the chief means of communication. It plays a vital role in learning activities. Language has enabled man to establish great civilizations on this earth. Language makes human beings dominant to the rest of other creatures and totally different from them. In this case Hornby (2000:721) defines language as "...the use by humans of a system of sounds and words to communicate".

To Chomsky (1957:13) "... a language to be a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements."

Richards, et al. (1999:196) defines language as "... the system of human communication which consists of the structured arrangement of sounds (or their written representation) into large units, e.g. morphemes words, sentences, utterances.

While observing the above definitions I found that no definition gives complete, exact, comprehensive and satisfactory meaning of language. It means one definition touches one side among many sides of the language and another definition the other. If we combine all the definitions then only we can get maximum meaning within complete meaning. In my opinion, language is that which fulfills daily human needs by communication and it is the only way to exchange ideas and feelings.

There are many languages in the world that are used for communication and no one has fixed yet the number of languages spoken in the world. No one

can believe the existence of human civilization without language. Language is not only a personal phenomenon but a social phenomenon as well because it is affected by person, social ethnicity and geographical boundaries. Language is, so far as we know now, species' specific to human beings. Every normal human being acquires one language, his mother tongue, by late childhood.

1.2 English Language: Introduction and Importance

Now a days, there are many languages used in the world. It is also the fact that most of the countries possess their own language. Although, people have their own languages to talk or communicate, it is not enough for them therefore, they learn many languages. Among many languages most people want to learn English. It is only because English is most widely used language. It is taken as an international language and most of the books, newspapers, journals and periodicals in the world are published in this language. The English language has its dominance in the global context.

Among many languages found all over the world, English is a major and fast growing language, which crosses the boundary of the geographical and national territory. English has the largest vocabulary as many as two million words and most of the technical words are found in English. Moreover, it can be identified as the common or global language in the world, technically known as lingua-franca at the international level.

English is so widely used language that everyday it is so rapidly growing that most of the people know it. It is said that English was used in Nepal many years ago but in teaching and learning activities it can be traced back to the Rana regime when the Rana ruler Junga Bahadur Rana started teaching language for his family only in 1910 B.S. (Shrestha, 2005: 232) at Durbar High School. It was the first school in Nepal. Later, during the reign of Chandra Shamsher, the door of Durbar High School was opened for common people. With the time passes English became gradually popular among the people of every part of the country. In Nepal, English is compulsorily taught from primary level to higher education and many students select it as a major

subject. In private institutions, except Nepali subjects all the text books are published in English and use English as a medium of instruction and English starts from the beginning level but it is not the case with all government schools.

In fact, the opening of Trichandra College in 1918 A.D (Shrestha, 2005: 234) marks the formal beginning of English in high education. In those days, literature used to be the focus of study. Almost most all the textbooks were in English and the medium of instruction and examination was in English. It is still the principal language taught in schools, campuses, and will be, no doubt, taught in the future too. The use of English has spread so widely that virtually speaking there are no countries in the world where English is not taught either as a compulsory or as an optional subject.

1.3 Grammar: An Introduction

Generally, grammar is taken as the heart of language and without it no language teaching and learning is possible. Grammar is also a backbone of a language. Grammar gives the idea to use the language perfectly and completely. It also provides rules to learn language. In this sense, the following definitions will be helpful to understand more about the term grammar.

"Grammar is the study of the way, words and their component parts combine to form sentences." (Crystal, 2003: 208)

Satis (2000:83) defines grammar is "a way of talking about the relationship of words, or more especially grammar is a way of talking about the relationship of word functions."

Hornby (2000: 559) defines grammar as "... the rules of a language for changing the form of words and joining them into sentences."

Richards, et al. (1985: 125), grammar is "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language."

The term 'grammar' is used in a number of different senses- 'the grammar of a language may be understood to be a full description of the form and meaning of the sentences of the language or else it may cover only certain, variously delimited, parts of such a description'. Here we shall use it in one of these narrower senses, embracing syntax and morphology. Syntax is concerned with the way words combine to form sentences, while morphology is concerned with the form of words (Huddleston, 1984:1).

When we compare above definitions, we find that no exact, comprehensive and complete meaning of grammar has been expressed. However, we can synthesize and say that, grammar studies sounds and their combinations, morphemes and their combinations, sentence structures, the meaning and rules of a language.

Teaching/learning grammar involves two things: the rules of grammar and the study and practice of these rules. However, there are many issues, not yet solved, about how aspect of teaching grammar i.e. how to present the rules of grammar and how the rules are practiced or so. The main point to be discussed is whether the teaching of grammar is to be done:

- Overtly or covertly
- Explicitly or implicitly
- Deductively or inductively

All these three pairs of manner mean some how the same thing. In deductive method the grammatical rules are taught explicitly or overtly and they are taught implicitly or covertly in inductive method. Thus, the issue is of deductive or inductive i.e. whether the teacher should begin with overt grammatical rules and then the students apply these rules when they use the language or the students are left to discover rules from the experiences of using the language, (Sharma, 2004:186).

1.4 Word Classes

Mainly there are two kinds of word-classes: major and minor. Members of the MINOR WORD-CLASSES are also called CLOSED-SYSTEM ITEMS. That is the set of items are closed in the sense that they cannot normally be extended by creating new members. The members in a closed system can be listed.

Minor word - classes are:

Auxiliary Verbs: is, has, can, should, used to etc.

Determiners: the, a/an, this, every, such, etc.

Pronouns: he, she, they, anybody, one, which, etc.

Prepositions: of, at, without, in spite of, in, on, etc.

Conjunctions: and, that, when, although, but, etc.

Interjections: oh!, ah!, ugh!, phew!

The Major Word -Classes are sometimes called Open Classes .Unlike minor word-classes, major word classes are 'open ' in the sense that they can be indefinitely extended. No one could for example, make a complete inventory of all the nouns in contemporary English, because few nouns are continually being formed (miniskirt, minicomputer, mini-movie, mini-recession etc). On the other hand, determiners, pronouns, or conjunctions from a fixed class of words which changes relatively little from one period of the language to another.

Major word -classes are:

Nouns: John, room, belief, etc

Main verbs: search, get, say, do, etc

Adjectives: happy, steady, new, large, round etc

Adverbs: completely, really, very, steadily etc

English is so widely used language. Everyday it is so rapidly growing that must of the people know it.

1.5 Verb: An Introduction

Richards et al. (1985: 305) have defined verb as "a word which occurs as part of the predicate of a sentence, carries markers of grammatical categories such as tense, aspect, person, number and mood and refers to an action or state."

e.g. Ram ate a mango.

Hari loves Sita.

A sentence in English generally consists of two major parts as "subject" and "predicate". Verb leads the predicate part. Predicate is the obligatory part of a sentence. To be a meaningful utterance, verb is essential part hence it is possible to understand the utterance in which only the verb is used and other parts are omitted. Therefore, the verb is the obligatory part of a sentence.

Huddleston (1984: 90), defines "the verb is that part of speech that predicates, assists in predications, asks a question or expresses a command : this wind blows, He is blind, Did he do it ? Hurry!"

Thomson and Martinet (1960: 105) state that there are two classes of verbs in English:

1. The auxiliary verbs (auxiliaries) : to be, to have to do; can, could, may, might, must, ought, shall, should, will would, to need, to dare and used.
2. All other verbs, which we may call ordinary verbs: to work, to sing, to pray

English verbs are normally known by infinitives: to work, to be, to have but some of the auxiliaries have no infinitive and are known by the form used for their present tense: may, must, will, shall etc.

Wren and Martin (1989: 55) defines that "A verb is a word used to tell or assert something about some person or thing."

"A term used in the GRAMMATICAL classification of word to refer to a class traditionally defined as 'doing' or 'action' words" (Crystal, 2003: 490).

Celce-Murcia, M. and D. Larsen-Freeman (1999: 16) define, the notional or semantic, definition of a verb is that it is a word that denotes an action or state of being. Verb morphology in English is richer than noun morphology. Four inflections can be used with English verbs:

1. - s of the third person singular present tense verbs: Sue jogs every day.
2. - ed of past tense verbs: She jogged yesterday.
3. - en of the past participle: He has seen the movie three times already.
4. - ing of the present participle: I am teaching three courses this term.

Hornby (2000: 688) has defined irregular means "not formed in the normal way."

Murphy (1994: 274) Intermediate English Grammar defined, "When the past simple and past participle do not end in -ed (for example, I saw/ I have seen), The verb is irregular."

Leech and Svartvik (1975: 242) say "English verbs are classified and understood in different ways. In English, there are two main types of verbs:

- (a) Main verbs and
- (b) Auxiliary verbs

Auxiliary verbs are special group of verbs which are used in a different way from the main verbs. Auxiliary verbs are also called helping verbs.

Main verbs are either 'regular' (such as walk, look, play or 'irregular' (such as buy, cut, write). Regular verbs are those that have regular forms, on the other hand, a verb which does not have regular forms for tense, person, etc is known as an irregular verb.

Regular verbs are not significant for this study, therefore, the researcher intended to describe in detail about the irregular verbs.

According to Leech and Svartvik (1975: 238), most English verbs are regular, but there are over 200 main verbs that are irregular. They are like regular verbs in having regular '-s' and '-ing' form, for example 'plays', 'playing' and 'gets', 'getting'. With regular verbs we can also predict that the past tense and past participle forms are identical and formed with the-ed ending added to the base: walk ~ walked ~ walked. With irregular verbs, however, we can not predict their past tense past participle forms from the base: break ~ broke ~ broken. We distinguish three types of irregular verbs.

(i) Verbs in which all these three parts (the base, the past, and the past participle) are identical, for example, put - put - put, and cut-cut-cut.

(ii) Verbs in which two of the three are identical, for example

) become - became - become

) bit - bit - bitten.

(iii) Verbs in which all three parts are different for example,

) write - wrote - written

) go - went - gone "

Within each type, the verbs are here arranged according to similarity for example, 'the spend group' 'speak group' etc

(i) All three verb parts are identical

According to Leech and Svartvik (1975:238) verbs in which all these three parts the base, past and past participle forms are identical or same.

The 'put' group

Base	Past	Past Participle
bet	bet	bet
bid	bid	bid
burst	burst	burst
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
knit	knit	knit
let	let	let
put	put	put
quit	quit	quit
set	set	set
shut	shut	shut
split	split	split
spread	spread	spread
wed	wed	wed

(ii) Two verb parts are identical

In this case, the past and past participle forms, the base and past participle forms, and the base and past forms can be identical.

(A) The 'learn' group

These verbs can be either regular (learned) or irregular (learnt). The regular /d/ form is especially < General American > and the /t/ form especially < British English >

burn	burned/burnt	burned/burnt
learn	learned/ learnt	learned/ learnt
smell	smelled/smelt	smelled/smelt
spell	spelled/spelt	spelled/spelt
spill	spilled/spilt	spilled/spilt
spoil	spoiled/spoilt	spoiled/spoilt

(B) The 'spend' group

bend	bent	bent
build	built	built
lend	lent	lent
send	sent	sent
spend	spent	spent

(C) The 'read' group

bleed	bled	bled
breed	bred	bred
feed	fed	fed
flee	fled	fled
hold	held	held
lead	led	led
read /rid/	read /red/	read /red/

(D) The 'sleep' group

Where there are regular variants these are usually preferred in <AMERICAN>

creep	crept	crept
deal	dealt	dealt
dream	dreamt	dreamt
feel	felt	felt
keep	kept	kept
lean	leant	leant
leap	leapt	leapt
leave	left	left
mean	meant	meant
meet	met	met
sleep	slept	slept
sweep	swept	swept
weep	wept	wept

(E) The 'strike' group

cling	clung	clung
dig	dug	dug
fling	flung	flung
hang	hung	hung
sling	slung	slung
spin	spun	spun
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swing	swung	swung
win	won	won
wring	wrung	wrung

(F) The 'bring' group

All past and past participle forms have the vowel/ /.Notice that caught and taught have-au spelling; the rest have-ou.

bring	brought	brought
buy	bought	bought
fight	fought	fought
seek	sought	sought
think	thought	thought
catch	caught	caught
teach	taught	taught

(G) The 'find' group

All past and past participle forms have the diphthong /au/

bind	bound	bound
find	found	found
grind	ground	ground
wind	wound	wound

(H) The 'get' group

get	got	got<BrE> got/gotten<AmE>
lose	lost	lost
shine	shone	shone
shoot	shot	shot

(I) The 'sell' group

sell	sold	sold
tell	told	told

(J) The 'come' group

become	became	become
come	came	come
run	ran	run

(K) Other verbs with two identical forms

beat	beat	beaten
hear	heard	heard
light	lit	lit
make	made	made
say	said	said
sit	sat	sat
spit	spat	spat esp. <BrE>
stand	stood	stood
lay	laid	laid
pay	paid	paid

(III) All three verb forms are different

In this case all three verb forms, the base, past and past participle forms are different

(A) The 'mow' group: The past participle can be regular or irregular

hew	hewed	hewn/hewed
mow	mowed	mown/mowed
saw	sawed	sawn/sawed
sew	sewed	sewn/sewed
show	showed	shown/showed
sow	sowed	sown/sowed
swell	swelled	swollen/swelled

(B) The 'speak' group

break	broke	broken
choose	chose	chosen
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
(a)wake	(a)woke	(a)woken
weave	wove	woven

(C) The 'wear' group

bear	bore	born/borne
swear	swore	sworn
tear	tore	torn
wear	wore	worn

(D) The 'know' group

blow	blew	blown
grow	grew	grown
know knew	knew	known
throw	threw	thrown

(E) The 'bite' group

bite	bit	bitten
hide	hid	hidden

(F) The 'take' group

shake	shook	shaken
take	took	taken

(G) The 'write' group

drive	drove	driven
ride	rode	ridden
rise	rose	risen
write	wrote	written

(H) The 'drink' group

begin	began	begun
drink	drank	drunk
ring	rang	rung
shrink	shrank/shrunk	shrunk
sing	sang	sung
sink	sank	sunk
spring	sprang	sprung
stink	stank	stunk
swim	swam	swum

(I) Other verbs with all three parts different

eat	ate	eaten
fall	fell	fallen
dive	dived<BrE, AmE> dove<AmE> only	dived
Do	did	done
draw	drew	drawn
Fly	flew	flown
forget	forgot	forgotten
give	gave	given
Go	went	gone
Lie	lay	lain
See	saw	seen

1.6 Proficiency Test

The proficiency test is designed to measure people's language ability without considering the course they have been taught and in which they learned. Proficiency test in irregular verbs is designed to measure whether the students are able to use irregular verbs correctly or not. The proficiency test is a way of measuring the language ability of students in anticipation of some tasks that they are expected to perform. It is also an investigation into the learning ability of the learners, thus it is concerned with specific skills and abilities rather than general abilities. The proficiency test is concerned simply with measuring a students ' control of the language in the light of what he or she will be expected to do with it in the future performance of a particular task.

1.7 Literature Review

Several studies have been carried out in the field of language proficiency. The available literature related to the present study is as follows:

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

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

Nepal (1998) has analyzed the errors in the use of irregular verbs made by grade VII students of public schools. The sample population consisted of 90 students from six schools of Kathmandu. Descriptively, he has listed down the causes of making errors in the use of irregular verbs, such as incomplete

knowledge of irregular verbs, incomplete knowledge of tenses, inappropriate selection of verbs etc.

Dawadi (1999) studied the proficiency in the use of defining relative clause made by the students of grade eight of government and private schools of Kathmandu, Lalitpur and Bhaktapur districts. In this study he found that private schools performed higher than government schools and girls performed better than boys.

Karki (2000) studied the proficiency in the use of subject verb agreement between classes 11 and PCL 1st year students in Education stream. His result showed that in totality, the students of PCL first year were found more proficient than the students of class 11 in almost all the items. In sex-wise comparison, the boys of PCL first year were more proficient than that of the boys of class 11 where as the girls of PCL first year were more proficient than that of girls of class 11.

Khaniya (2002) has made an attempt to find out the proficiency of the students in Negative and Interrogative Transformation of the students in grade nine of Lamjung district. His result showed that half of the students were found better performance in negative transformation and the proficiency of boys were better than that of girls in negative transformation where as the boys were more proficient than the girls in interrogative transformation .

K.C. (2005) carried out a research to find out the proficiency of grade ten students in using adverbs. The sample population of the study consisted of 160 students of grade ten of Rupandehi district. The overall proficiency of the students in the use of adverbs was found to be satisfactory since in totality they crossed 50% marks.

Negi (2006) studied the proficiency of Bachelor's level students in using modal verbs. The performance of the girls was found better than that of the

boys and the proficiency of the Indo-Aryan native speakers was better than that of the Tibeto-Burman native speakers.

I studied many theses carried out on proficiency for the literature review. Very few research studies are found on 'Proficiency' in the Department of English Language Education T.U. Although some research works have been produced in the different aspects of grammar, but not a single study was found on 'proficiency in the use of irregular verbs' by the students of grade ten'. So the topic is different from the others.

1.8 Objectives of the Study

- (a) To find out the proficiency of tenth graders in using English irregular verbs.
- (b) To compare the proficiency on the basis of the following variables:
 - (i) item-wise comparison
 - (ii) school- wise comparison
 - (iii) sex-wise comparison
- (c) To suggest some pedagogical implications.

1.9 Significance of the Study

- a) This study is helpful to the teachers to investigate and identify the causes of students' errors in the use of irregular verbs while doing composition or writing.
- b) The study is significant for the students as it can provide remedial instruction to them. Then they will identify their errors and improve their skills in the related field.
- c) The study is significant to determine the area and nature of difficulty faced by the Nepali learners of English in using irregular verbs in English.

- d) The study is significant for the researchers, linguists, course designers and textbook writers as reference materials that are related to it and want to learn further about it.
- e) The findings of the study are useful to solve the problems that take place in teaching and learning activities related to it. Therefore, it will have pragmatic value.
- f) Not any research has been carried out on this topic in the Department of English Language Education T.U. Therefore, this research will be valuable for the Department of English Language Education.

1.10 Definitions of the Terms

Allotment : The process of giving something to somebody

Auxiliary verb: An auxiliary is a 'helping verb', used to make the form of another verb

Finite : Having a definite limit or fixed size

Government-aided schools: Those schools, which are getting financial support from the government

Grammar: The rules in a language for changing the form of words and joining them into sentences

Identical: The same or exactly alike

Infinite : Something that has no end

Irregular: Not having the usual forms

Lingua franca: A shared language of communication used by people whose main languages are different

Major word-classes : Their membership is unrestricted and indefinitely large since they allow the addition of new members

Minor word-classes: Their membership is restricted since they do not allow the creation of new members

Proficiency: The quality of doing something well because of training and practice

Regular: Having normal inflections

Verbs: A word or group of words that expresses an action, an event or a state

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology which was adopted in carrying out the study. Methodology is a powerful vehicle for carrying out any investigation successfully. For this purpose, the researcher adopted the following methodology during the present study:

2.1 Sources of Data

The researcher collected the data using both from primary and secondary sources to complete the study.

2.1.1 Primary Sources

One hundred and twenty students of grade ten from Government-aided schools of Surkhet district were selected as primary sources.

2.1.2 Secondary Sources

Text-books of the tenth grade (Rai et al., 2000), grammar books: Thompson and Martinet(1960), Huddleston (1984), Murphy (1994), Leech and Svartvik (1975), Wren and Martin (1989), theses and materials related to grammar were the secondary sources of data .

2.2 Sample Population and Sampling Procedure

The total population of the study consisted of the tenth grade students of government-aided schools from Surkhet district. The number of schools was six. One hundred twenty students studying in the tenth grade were selected for the sample. Twenty students, both girls and boys unequal number, were selected randomly from each school.

2.3 Research Tools for Data Collection

The main tools for data collection were the test items. Five different sets of test items were used to elicit responses in irregular verbs from the students.

The test items were constructed based on the objectives laid out in the English curriculum prescribed for the tenth graders.

2.4 Statement of the Allotment of Marks

Table No.1: Allotment of marks

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

2.5 Process of Data Collection

After preparing the test items, the researcher visited six different schools in Surkhet district to get the name list and the location of schools. After getting the locations and names of the schools, the researcher selected the required number of schools by using simple random sampling procedure. After that, the researcher personally visited the selected schools, made contact with the concerned authority and explained her purpose to the school authorities. Then the researcher requested the concerned headmasters and subject teachers for the permission to conduct research work there. After getting permission, the researcher visited the designated classroom for data collection where the students were available and sampled them using simple random sampling procedure.

With the kind help of the concerned headmaster and English teachers, students were gathered for conducting the test. The researcher distributed the test papers containing test items where students had to tick the correct answer, fill in the blanks and passage. One and half of an hour was given to the

students to complete the test. The students were required to write their answers on the test papers.

The test was administered in each of the six schools among twenty students.

2.6 Tabulation of the Data

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

2.7 Limitations of the Study

The study was confined to the following limitations:

- a) The area of the subject was limited to the irregular verbs in English based on new curriculum and text-book for the tenth graders.
- b) The present research study was limited to the six different schools in Surkhet district.
- c) The population of the study was limited to the tenth grade students.
- d) Only 20 students were selected from each school, ten boys and ten girls, in total 120.
- e) All Schools were government-aided schools.
- f) The medium of the test was limited to the written variety only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. After collecting the answer-sheets of the students, the researcher checked the responses to the test and assigned marks to them. Then the marks obtained by the students were grouped in accordance with the set objectives. On the basis of marks the students obtained their proficiency in using irregular verbs was done by using the simple statistical tools of 'average' and 'percentage'.

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

3.1 Analysis of the Total Proficiency in Irregular Verbs

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

Total Sample	Average Marks	Percentage
120	19.66	39.32

The above table shows the proficiency of 120 sample students in irregular verbs. There were 50 questions of irregular verbs on the test carrying 50 marks. The students secured 39.32% out of total marks. Since they secured less than 50% marks, their overall proficiency in irregular verbs could not be considered satisfactory.

3.2 School-wise Presentation of the Students in Using Irregular Verbs

Under this heading the proficiency of the students in using irregular verbs of different schools have been presented and analyzed separately.

3.2.1 Proficiency of the Students of Amar Jyoti Higher Secondary School in the Use of Irregular Verbs

Table No. 3: Proficiency of the Students of SAJHSS in the Use of Irregular Verbs

S.N.	Variables	No. of Students	Marks Obtained(F.M. 50)	
			Average	Percentage
1	Boys	10	26.8	53.6
2	Girls	10	14.2	28.4
Total		20	20.5	41.0

The above table shows the proficiency of the students of Amar Jyoti Higher Secondary School in the use of irregular verbs. They secured 20.5 marks out of 50 marks, i.e.41 percentage of the marks in the test. Thus, the overall proficiency in the use of irregular verbs of the students studying in Amar Jyoti Higher Secondary School was found to be 41%.

In the analysis of the total marks obtained by the students in terms of sex, the boys obtained 53.6% percentage and girls obtained 28.4% percentage. Boys obtained higher than the girls. So the boys are found to be more proficient than the girls.

The above table also shows that the percentile scores obtained by the girls (28.4%) is below the average percentage, where as the percentile scores obtained by the boys (53.6%) is above the average.

3.2.2 Proficiency of the Students of Shree Krishna Sanskrit and General Higher Secondary School in the Use of Irregular Verbs

Table No.4: Proficiency of the Students of SKSGHSS in the Use of Irregular Verbs

S.N.-	Variables	No. of Students	Marks Obtained(F.M. 50)	
			Average	Percentage
1	Boys	10	18.0	36.0
2	Girls	10	15.0	30.0
Total		20	16.5	33.0

The above table shows the proficiency of the students of Shree Krishna Sanskrit and General Higher Secondary School Itram in irregular verbs. They secured 16.5 marks out of 50 full marks i.e. 33.0 percentages of the marks in the test. Thus, the over all proficiency in the use of irregular verbs of the students studying in Shree Krishna Sanskrit and General Higher Secondary School was found to be 33.0%.

In the analysis of the total marks obtained by the students in terms of sex, the boys obtained 36 percentage and whereas the girls obtained 30.0%. Boys obtained higher than the girls. So, boys are found to be more proficient than the girls.

The above table also shows that the percentile scores obtained by the girls (30.0%) is below the average percentage, where as the percentile scores obtained by the boys (36%) is above the average.

3.2.3 Proficiency of the Students of the Shree Bhairab Secondary School in the Use of Irregular Verbs

Table No.5: Proficiency of the Students of the SBSS in the Use of Irregular Verbs

S.N.	Variables	No. of Students	Marks Obtained(F.M. 50)	
			Average	Percentage
1	Boys	10	10.4	20.8
2	Girls	10	19.3	38.6
Total		20	14.85	29.7

The above table shows the proficiency of the students of Shree Bhairab Secondary School in using irregular verbs. They secured 14.85 out of 50 full marks i.e. 29.7 percentages of the marks in the test. Thus the over all proficiency in using irregular verbs of the students studying in Bhairab Secondary School was found to be 29.7%.

In the analysis of total marks obtained by the students in terms of sex, the boys obtained 20.8 percentage and girls obtained 38.6 percentage. In this School, girls obtained higher marks than the boys. So girls were found to be more proficient than the boys.

The above table also shows that the percentile scores obtained by the boys (20.8%) is below the average percentage where as the percentile scores obtained by the girls (38.6%) is above the average.

3.2.4 Proficiency of the Students of Shree Tripureshor Secondary School in Using Irregular Verbs

Table No. 6: Proficiency of the Students of STSS in Using Irregular Verbs

S.N.	Variables	No. of Students	Marks Obtained(F.M. 50)	
			Average	Percentage
1	Boys	10	25.3	50.6
2	Girls	10	27.0	54.0
Total		20	26.15	52.3

The above table shows the proficiency of the students of Shree Tripureshowar Secondary School in the use of irregular verbs. They secured 26.15 marks out of 50 full marks i.e. 52.3 percentages of the marks in the test. Thus the over all proficiency in using irregular verbs of the students studying in Tripureshowar Secondary School was found to be 52.3%.

In the analysis of total marks obtained by the students in terms of sex, the boys obtained 50.6 percentage and girls obtained 54 percentage. In this

School, girls obtained higher marks than the boys. So girls were found to be more proficient than the boys.

The above table also shows that the percentile scores obtained by the boys (50.6%) is below the average percentage where as the percentile scores obtained by the girls (54.0%) is above the average.

3.2.5 Proficiency of the Students of Shree Nepal National Secondary School Gagretal in the Use of Irregular Verbs:

Table No. 7: Proficiency of the Students of SNNSS in the Use of Irregular Verbs

S.N.	Variables	No. of Students	Marks Obtained(F.M. 50)	
			Average	Percentage
1	Boys	10	26.7	53.4
2	Girls	10	19.7	39.4
Total		20	23.2	46.4

The above table shows the proficiency of the students of Shree Nepal National Secondary School Gagretal in the use of irregular verbs. They secured 23.2% out of 50 full marks i.e. 46.4 percentages of the marks in the test. Thus the over all proficiency in using irregular verbs of the students studying in National Secondary School was found to be 46.4%.

In the analysis of total marks obtained by the students in terms of sex, the boys obtained 53.4 percentage and girls obtained 39.4 percentage. In this School, boys obtained higher marks than the girls. So boys were found to be more proficient than the girls.

The above table also shows that the percentile scores obtained by the girls (39.4%) is below the average percentage where as the percentile scores obtained by the boys (53.4%) is above the average percentage.

3.2.6 Proficiency of the Students of Shree Shiva Secondary School Latikoili in the Use of Irregular Verbs

Table No. 8: Proficiency of the Students of SSSS in the Use of Irregular Verbs

S.N.	Variables	No. of Students	Marks Obtained(F.M. 50)	
			Average	Percentage
1	Boys	10	22.9	45.8
2	Girls	10	10.7	21.4
Total		20	16.8	33.6

The above table shows the proficiency of the students of Shree Shiva Secondary School Latikoili in the use irregular verbs. They secured 16.8 out of 50 full marks i.e. 33.6 percentages of the marks in the test. Thus the over all proficiency in using irregular verbs of the students studying in Shiva Secondary School was found to be 33.6%.

In the analysis of total marks obtained by the students in terms of sex, the boys obtained 45.8 percentage and girls obtained 21.4 percentage. In this School, boys obtained higher marks than the girls. So boys were found to be more proficient than the girls.

The above table also shows that the percentile scores obtained by the girls (21.4%) is below the average percentage where as the percentile scores obtained by the boys (45.8%) is above the average percentage.

3.3 School -wise Comparison in Using Irregular Verbs

Table No. 9: Comparison of the Total Schools in the Use of Irregular Verbs

S.N.	Variables	No of Students						Marks Obtained (F.M.:50)											
								Average						Percentage					
		SKSGHSS	SAJHSS	STSS	SBSS	SNNSS	SSSS	SKSGHSS	SAJHSS	STSS	SBSS	SNNSS	SSSS	SKSGHSS	SAJHSS	STSS	SBSS	SNNSS	SSSS
1	Boys	10	10	10	10	10	10	18.0	26.8	25.3	10.4	26.7	22.9	36.0	53.6	50.6	20.8	53.4	45.8
2	Girls	10	10	10	10	10	10	15.0	14.2	27.0	19.3	19.7	10.7	30.0	28.4	54.0	38.6	39.4	21.4
	Total	20	20	20	20	20	20	16.5	20.5	26.15	14.85	23.2	16.8	33.0	41.0	52.3	29.7	46.4	33.6

The above table shows the school-wise comparison of the proficiency of the tenth graders students in the use of irregular verbs. This table shows that the number of sample students is equal in all six different schools. According to the above table the students of Shree Tripureshowr Secondary School Dhodekhali were proficient as they obtained 26.15marks out of 50 full marks. The students of Shree Nepal National Secondary school Gagretal were the second position among six different schools. They obtained 23.2marks out of 50 full marks. In the same way the students of Amar Jyoti Higher Secondary School Neware were in third position among six different schools. They obtained 20.5 marks out of 50 full marks. In the same way, the students of 'Shree Shiva Secondary school Latikoili and Shree Krishna Sanskrit and General Higher Secondary School Itram were in fourth and fifth positions respectively. They obtained 16.8and 16.5 marks out of 50 full marks. Among six different schools, the students of 'Shree Bhairab Secondary School Bhairabsthan were the least proficient. They obtained 14.85marks out of 50 full marks.

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

STSS	:	52.3%
SNNSS	:	46.4%
SAJHSS	:	41.0%
SSSS	:	33.6%
SKSGHSS	:	33.0%
SBSS	:	29.7%

The same trend was found with all the variables. That is to say, the boys of Amar Jyoti Higher Secondary School Neware were found to be most proficient of all with 26.8 marks out of 50 full marks. Secondly, the boys of Nepal National Secondary School Gagretal were in the second position with 26.7 marks. Similarly, the boys of Tripureshowar Secondary School Dhodekhali were in the third position with 25.3marks. The boys of Shiva

Secondary School Latikoili and Shree Krishna Sanskrit and General Higher Secondary Itram were in fourth and fifth position respectively. They obtained 22.9 and 18.0 marks out of 50 full marks. The boys of Bhairab Secondary School were in the last position with 10.4 marks out of 50 full marks.

The scores obtained by the boys of different schools in percentage are given below:

SAJHSS	:	53.6%
SNNSS	:	53.4%
STSS	:	50.6%
SSSS	:	45.8%
SKSGHSS	:	36.0%
SBSS	:	20.8%

Similarly, the girls of Tripureshowar Secondary School Dhodekhali were found to be most proficient of all with 27.0marks out of 50 full marks. The girls of Nepal National Secondary School Gagretal were in second position with 19.7 marks. The girls of Bhairab Secondary School Bhairabsthan were found in the third position with 19.3 marks. The girls of Shree Krishna Sanskrit and general higher Secondary School and Amar Jyoti Higher Secondary School were in the forth and the fifth positions with 15.0 and 14.2 marks respectively.

The girls of Shiva Secondary School Latikoili preformed lesser than the girls of the other schools. They only obtained 10.7 marks.

The scores obtained by the girls of different schools in percentage are given below:

STSS	:	54%
SNNSS	:	39.4%
SBSS	:	38.6%
SKSGHSS	:	30.0%
SAJHSS	:	28.4%
SSSS	:	21.4%

3.4 Sex-wise Comparison in Using Irregular Verbs

Table No. 10: Sex-wise Comparison in the Use of Irregular Verbs

S.N.	Variables	No. of Students	Marks Obtained	
			Average	Percentage
1	Boys	60	21.68	43.36
2	Girls	60	17.65	35.3
Total		120	19.66	39.32

The above table shows the overall proficiency of the total sample students in the use of irregular verbs. They secured 19.66 marks out of 50 full marks i.e. 39.32% of the marks in the test. Thus, the overall proficiency in the use irregular verbs of total sample students studying in class ten was found to be 39.32%.

The above table also shows the comparison of the overall proficiency in terms of sex variables. This shows that the boys secured 43.36% marks and the girls secured 35.3% marks in the test. In this research study, I found that boys were more proficient than the girls. I had taken the test in six-schools. Among them, boys performed better in four schools and girls performed better only in two schools. Thus the boys were more proficient than the girls in the test.

3.5 Item - wise Analysis of the Total Proficiency

3.5.1 Analysis of the Total Proficiency in Item No. A

Table No.11: Total Proficiency of the Students in Item No. A

Total Sample	Average Marks	Percentage
120	3.75	37.5

The above table shows the total proficiency of 120 sample students in item no A. There were 10 irregular verbs carrying 10 marks out of total marks, the student's secured 3.75 marks i.e. 37.5% of the marks in the test. Hence, the students' performance in item no. A was not found satisfactory.

Table No. 12: Comparison of Different Variables in Item No. A

Variables	Sample Size	Average Marks	Percentage
Boys	60	4.15	41.5
Girls	60	3.36	33.66

The above table compares the students' performance in terms of sex-wise in item no A. The sample size of each of the variables was 60. Boys' secured 41.5% whereas the girls secured 33.66% in item no A. Hence, the boys performed better than those of the girls in item no. A.

3.5.2 Analysis of the Total Proficiency in Items No. B.

Table No. 13: Total Proficiency of the Students in Item No. B

Total sample	Average Marks	Percentage
120	4.6	46%

The above table shows the proficiency of the students in item no. B. In this item the students were given 10 questions carrying 10 marks. Out of total marks, the students' secured 4.6 mark i.e.46% of the marks of the test. Hence, the performance of the students' in item no. B was found better.

Table No. 14: Comparison of Different Variables in item No. B

Variables	Sample size	Average Marks	Percentage
Boys	60	5.13	51.3
Girls	60	3.88	38.83

The above table shows the proficiency of the students in terms of sex wise comparison in item no B. The sample size of each of the variables was 60. The marks obtained by the boys was 51.3% where as the girls obtained 38.83 percent. Hence, the boys also performed better than those of the girls in item no B.

3.5.3 Analysis of the Total Proficiency in Items No. C:

Table No.15: Total Proficiency of the Students in Item No .C

Total Sample	Average Marks	Percentage
120	3.12	31.20

The above table shows the performance of the 120 sample students in item no C. There was fill-in-the blanks using appropriate simple past form. Each question carried 1 mark in 10 questions. Out of the total marks, the students secured 3.12 marks i.e. 31.25% of the marks in the test .Thus, it can be said that the performance of the students was not satisfactory in this item.

Table No. 16: Comparison of Different Variables in Item No. C

Variables	Sample size	Average Marks	Percentage
Boys	60	3.65	36.5
Girls	60	2.83	28.33

The above table shows the comparison of the students' performance in terms of sex. The sample size of each of the variables was 60. Out of the total marks, the boys obtained 36.5% and the girls obtained 28.33%. The performance of girls was poor in this item.

3.5.4 Analysis of the Total Proficiency in Item No D:

Table No.17: Total Proficiency of the Students in Item No .D

Total sample	Percentage	Average Marks
120	25.67	2.56

The above table shows the performance of the 120 sample students in item no D. There was fill-in-the blanks using appropriate past participle form. Each questions carried 1 mark in 10 questions. Out of the total marks, the students' secured 2.56 i.e. 25.67% of the marks in the test .Thus, all the students' performance was found very poor in this item.

Table No. 18: Comparison of Different Variables in Item No. D

Variables	Sample Size	Average Marks	Percentage
Boys	60	2.93	29.33
Girls	60	2.21	22.16

The above table shows the comparison of the students' performance in terms of sex. The sample size of each of the variables was 60. Out of the total marks, the boys obtained 29.33% whereas the girls obtained 22.16%. The performance of the girls was poor in this item.

3.5.5 Analysis of the Total Proficiency in Item No E:

Table No. 19: Total Proficiency of the Students in Item No. E

Total sample	Average Marks	Percentage
120	5.72	57.2

The above table shows the performance of the 120 sample students in item no E. There were 10 questions carrying 10 marks. Out of the total marks the students secured 5.75 marks i.e. 57.2% of the marks in the test .They obtained more than 50% marks. Thus, their overall proficiency in this item was highly satisfactory than the other items.

Table No. 20: Comparison of Different Variables in Item No. E

Variables	Sample size	Average Marks	Percentage
Boys	60	6.51	65.16
Girls	60	5.48	54.83

The above table shows the proficiency of the students in terms of sex-wise comparison in item no E. The sample size of each of the variables was 60. Out of the total marks, the boys obtained 65.16% where as the girls obtained 54.83%. The performance of the boys was found better than the girls in item No E. Thus, the performance of the boys was found better than the girls in all items.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

The main purpose of this research is to identify and compare the proficiency in the use of English irregular verbs by grade ten students. The status of the proficiency was compared among different government-aided schools, item of the test and sex (boys and girls). Six government aided schools of Surkhet district were selected and 20 students from each school, 10 boys and 10 girls, were selected randomly.

The researcher prepared a set of objective questions consisting of five different types of item. Then the test was administered among the 120 students. After collecting the data, the analysis and interpretation were done by using common statistical tools of average and percentage. First the performance of different schools in using irregular verbs was analyzed and interpreted, and then the total proficiency of the students on the whole test was analyzed and interpreted. After that, item wise analysis was done along with sex wise comparison of each item. Then after a comparison was made with the proficiency of the boys and the girls. Thus, from the above analysis and interpretation of the data, the findings are as follows:

4.1 Findings

1. The total proficiency of the students on the whole test was 39.32%. It showed that the total proficiency in using irregular verbs was not found satisfactory.
2. On comparison by schooling system, the students of Tripureshowar Secondary School performed far better than the other schools. The students secured 52.3% marks, which was above 50% marks. But, the performance of the students of the Bhairab Secondary School was found very poor than other schools. They secured only 29.7%.

3. In most of the schools the boys displayed better performance than those of the girls. Boys obtained 43.36% marks whereas girls obtained 35.3% marks of the total marks.
4. The performance of the students in multiple choice questions and passage was found to be better. But the performance of the students in fill in the blanks was poor.
5. The study shows that students had spelling problem, e.g. 'choosen' instead of 'chosen', 'burnd' instead of 'burnt'.
6. The study shows that most of the students did not know the past and past participle forms of the verbs. For example, the students wrote 'wake' instead of 'woke' and 'woken'. and 'sant' instead of 'sent'.
7. On the comparing of the students performance in simple past and past participle of the given irregular verbs, more mistakes were found in past participle than in the simple past form of the verbs, for example; bited, teached, saw, wroted etc.

4.2 Recommendations

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 government aided schools in Nepal.

1. The teacher should pay more attention on the areas in which the students face difficulty in learning and provide extra written works, which will help them to learn properly.
2. Verb lists should be added in the textbooks of all grades.
3. Irregular verbs should be taught by creating meaningful situations. The teaching activities should be 'use based' and 'inductive' with sufficient materials and appropriate examples.
4. Multiple choice and passage type of questions should be asked .

5. Adequate exercises in the use of the irregular verbs are required for the students. Thus, such kinds of exercises should be provided to the students and contextual teaching should be made appropriately and clearly to them.
6. Teaching should be real life oriented rather than examination oriented.
7. Effective training should be conducted for the teacher to update them with new approaches, methods, and techniques in language teaching.
8. In comparison of boys more opportunity should be provided to the girls to upgrade their skills and they should be involved in other extra activities which motivate them to be confident in subject matter.
9. The students of government-aided schools should also provide more hours of exposure to the English language.
10. Authentic reading materials related to irregular verbs should be prescribed for the students of grade ten to develop their knowledge in using irregular verbs.
11. Interaction is the key term for the teaching and learning activities therefore, 'three way interactions' among teacher, students and parents should be conducted time to time in schools.
12. The linguistic background of the students should be known and maintained well.

Finally, similar research works should be carried out regarding the English Irregular Verbs.

REFERENCES

- Bhusal, N.P. 1998. *A Study on Proficiency in the Use of Present Perfect and Past Perfect by Nine Grader an Unpublished M.Ed. Thesis*. Kathmandu: T.U.
- Celce-Murcia, M and, D. Larsen-Freeman.1999. *The Grammar Book*. USA: Heinle & Heinle.
- Chomsky, N. 1957. *Syntactic Structures*. The Hague: Mouton.
- Crystal, D. 2003. *A Dictionary of Linguistics and Phonetics*. UK : Blackwell Publisher.
- Dawadi, Y.R., 1999. *A Comparative Study on the Proficiency in the Use of Defining Relative Clauses Made by the Grade 8 Students of Government and Private Schools an Unpublished M.Ed. Thesis*.Kathmandu: T.U.
- Giri, R.A. 1981. *A Comparative Study of English Language Proficiency of the Students Studying in Grade Ten in the Secondary Schools of Doti and Kathmandu an Unpublished M.Ed. Thesis*.Kathmandu: T.U.
- Hornby, A.S. 2000. *Oxford Advanced Learners' Dictionary*. New Delhi: Oxford University Press.
- Huddleston, R. 1984. *Introduction to the Grammar of English*. Cambridge: Cambridge University Press.
- Jain, S.K. 2000. *Wabster's Pocket Grammar Speech and Style Dictionary*. New Delhi: CBS Publishers.
- K.C., K. 2005. *Proficiency of the Grade 10 Students in the Use of Adverbs an Unpublished M.Ed. Thesis*. Kathmandu:T.U.
- Karki, H.S. 2000. *A Comparative Study of Proficiency in the Use of Subject-Verb Agreement Between XI Graders and PCL First Year in Education Stream an Unpublished M.Ed. Thesis*. Kathmandu:T.U.

- Khaniya, D. 2002. *Proficiency of the Students in Negative and Interrogative Transformation of the Students in Grade Nine of Lumjung District an Unpublished M.Ed. Thesis.* Kathmandu:T.U.
- Leech, G. and J. Svartvik. 1975. *A Communicative Grammar of English.* London: Oxford University Press.
- Murphy, R. 1994. *Intermediate English Grammar.* Cambridge: Cambridge University Press.
- Negi, A.S. 2006. *Proficiency of Bachelors Level Students in Using Modal Verbs an Unpublished M.Ed. Thesis.* Kathmandu:T.U.
- Nepal, A. 1998. *A Study of Errors in the Use of English Irregular Verbs Made by the Grade Seven Students an Unpublished M.Ed. Thesis.* Kathmandu:T.U.
- Rai, V.S. et al. 2000. *English Book Grade 10.* Bhaktapur: CDC
- Richards et al. 1999 *The Longman Dictionary of Language Teaching and Applied Linguistics.* London: Longman.
- Richards, J. et. al. 1985. *The Longman Dictionary of Applied Linguistics.* London: Longman.
- Sharma, U.N. 2004. *ELT Methods and Practices.* Kathmandu : Atal Academic Centre.
- Shrestha, S.K.2005.*Encyclopedia General Knowledge.* Kathmandu: Pairavi Prakashan.
- Thomson, A.J. and A.V. Martinet.1960. *A Practical English Gramma.* Delhi: Oxford University Press.
- Wren, P.C. and H. Martin. 1989. *High School Grammar and Composition.* New Delhi: S.Chand and Company Ltd.

APPENDIX- I

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

- 1 Shree Krishna Sanskrit and General Higher Secondary School
- 2 Shree Amar Jyoti Higher Secondary School
- 3 Shree Nepal National Secondary School
- 4 Shree Tripureshor Secondary School
- 5 Shree Bhairab Secondary School
- 6 Shree Shiva Secondary School

APPENDIX- II

Test Items

Name of the Student:

Time: 1:30 hour

Sex:

Grade - 10

Name of the School:

Full Marks: 50

Roll No:

Pass Marks: 20

A. Write the past and past participle forms of the verbs from the box as given in the example.

Example: dig

Ans: dig – dug – dug

Wake	_____	_____
Hide	_____	_____
Keep	_____	_____
Learn	_____	_____
Lend	_____	_____
Swim	_____	_____
Send	_____	_____
Steal	_____	_____
Read	_____	_____
Fly	_____	_____

B. Tick () the correct answer.

Example: Ram has ----- a letter.

(a) write (b) wrote (c) writed (d) written

1. I have ----- a book.

(a) get (b) geted (c) getted (d) got

2. Two boys ----- to the office-room this morning.

- (a) come (b) comed (c) came (d) coming

3. The new school has just -----

- (a) begin (b) begined (c) began (d) begun

4. The ship ----- into the sea last year.

- (a) sink (b) sank (c) sinked (d) sinkked

5. He ----- me five mangoes.

- (a) gave (b) gived (c) fivd (d) gived

6. She ----- a sweet song .

- (a) sing (b) sang (c) sanged (d) singed

7. We haven't ----- Chandra for several months.

- (a) see (b) saw (c) seed (d) seen

8. Martyrs have ----- for their country.

- (a) fight (b) fought (c) foughted (d) fighten

9. The boy ----- a mile.

- (a) run (b) runed (c) ran (d) running

10. The postman has ----- the letters.

- (a) bring (b) brought (c) bringed (d) broughted

C. Fill in the blanks using the appropriate verbs from the box given below.

(Use only the simple past forms of the verbs)

drive	drink	see	win	become	speak
take	wear	rise	sell	eat	lose

Example: Susmita ----- a beautiful dress last night.

Ans: Susmita wore a beautiful dress last night.

1. Mrs. Shahi ----- the accident.
2. Mr Rai ----- his computer institute.
3. I was very thirsty. I ----- four glasses of water at a time.
4. Krishna Prasad Bhattraï ----- the first prime minister in 2047.
5. Deepak was an experienced driver. He ----- the bus very carefully yesterday.
6. It's raining. So, Sunita ----- my umbrella yesterday.
7. Ram ----- his book last Sunday.
8. Australia ----- the cricket this year.
9. In English seminar, Radha ----- about English language.
10. The workers were very hungry. They ----- a lot of rice.

D. Fill in the blanks with the appropriate verbs from the box given below.

(Use only the past participle form of the verbs.)

Feel	buy	teach	cut	sing	burn
choose	break	write	light	bite	draw

Example: I have ----- a latter to my parents.

Ans: I have written a latter to my parents.

1. It is bleeding. He has just ----- his finger.
2. We must kill the dog because it has ----- many people.

3. Mr. Chaudhary has already -----a story about tiger.
4. Ram Krishna Dhakal is a famous singer. He has ----- many popular songs.
5. Yesterday Ram got into accident so his car has ----- down.
6. All the students have ----- Krishna as a class monitor.
7. The house had already ----- till the fire man arrived.
8. My friends were on a tour of India and ----- exhausted.
9. My father has just ----- the lamp.
10. I have ----- a new book.

E. Rewrite the following passage using the simple past and past participle form of the verbs given in the brackets.

Suren Majhi ----- (sit) on the sandy bank of the Sun Kosi river. He had been fishing all day but had ----- (catch) nothing. He was tired and the twilight was changing into darkness. Suddenly, in the distance over the river, Suren ----- (see) a bright object. It might be a helicopter, he ----- (think), probably going to Diktel, but there was no noise. It came closer and ----- (take) on the shape of saucer. It Landed on the bank about 50 meters away.

Suren ----- (get) up and walked to the object. Once he had ----- (see) a film of a Spaceship, Probably this was one. It might have ----- (come) from some other planet. As he ----- (go) closer, a door opened, and Suren was drawn into the vessel . He ----- (find) himself in a room with what appeared to be a large number of control panels with flashing lights.

APPENDIX- III

Test Results (Marks)

1. Marks obtained by the individual students of Tripureshore Secondary School.

S.N	Name of the Students	Test Items					Total
		A	B	C	D	E	
1	Deepak Pandey	6	7	1	1	5	20
2	Rameshwor Dhital	4	3	2	1	8	18
3	Krishna Keshar Acharya	7	9	7	4	8	35
4	Nirajan K.C.	9	5	5	6	3	28
5	Jeevan Adhikari	7	7	6	3	8	31
6	Narayan Oli	6	7	9	5	6	33
7	Ruben Singh Basel	1	2	2	1	2	8
8	Sudeep Pokhrel	7	7	6	4	2	26
9	Ram Bahadur Sunar	4	6	2	1	4	17
10	Deependra Kumar Thapa	9	8	8	4	8	37
11	Laxmi Dhamala	1	0	1	1	2	5
12	Deepa Neupane	4	2	0	2	3	11
13	Niru Kumari B.K.	4	6	5	3	6	24
14	Sita Dahal	9	5	8	7	7	36
15	Bishnu Acharya	10	6	8	8	9	41
16	Tina Ale Magar	5	6	4	2	6	23
17	Anjana Bhandari	9	6	10	6	9	40
18	Nirmala Thapa	4	7	4	2	6	23
19	Bhabi Sinjali Magar	5	7	6	5	6	29
20	Hari Maya Gurung	8	6	10	7	7	38
		119	112	104	43	115	523
Marks obtained by the boys		60	61	48	30	54	253
Marks obtained by the girls		59	51	56	43	61	270

2. Marks obtained by the individual students of Nepal National Secondary School

S.N	Name of the Students	Test Items					Total
		A	B	C	D	E	
1	Dhurba Acharya	6	5	6	6	7	30
2	Umesh Kharel	5	4	5	5	6	25
3	Tilak Acharya	6	5	3	2	10	26
4	Santosh Koirala	5	5	1	2	10	23
5	Ganesh Acharya	3	6	7	4	9	29
6	Bishow Gurung	4	7	2	2	10	25
7	Hhirdaya Gaha	4	6	6	5	8	29
8	Yaad Thapa	4	5	5	2	10	26
9	Dharma Raj Thapa	4	6	6	2	8	26
10	Bibek Pangali	6	4	5	6	7	28
11	Suraj Acharya	2	4	4	4	4	18
12	Pushpa Koirala	1	5	4	2	5	17
13	Sarita B.K.	5	8	1	2	9	25
14	Bimala Budha	3	7	2	2	10	24
15	Kabita Subedi	4	8	5	1	5	23
16	Menaka	4	6	3	2	6	21
17	Asmita Rijal	3	4	3	2	3	15
18	Tara Kandel	3	4	4	5	5	21
19	Neelam Dhami	2	6	4	1	4	17
20	Bhumishara Bhattarai	2	6	4	2	2	16
		76	111	80	59	138	448
Marks obtained by the boys		47	53	46	36	85	267
Marks obtained by the girls		29	58	34	23	53	197

3. Marks obtained by the individual students of Amar Jyoti Higher Secondary School

S.N	Name of the Students	Test Items					Total
		A	B	C	D	E	
1	Janak Pangali	1	3	1	0	1	6
2	Purna Prasad Acharya	6	8	3	7	8	32
3	Chandra Prakash Lamichhane	6	8	2	4	8	28
4	Madhu Sudan Kafle	7	7	7	8	5	34
5	Om Prakash Chalise	8	8	7	8	9	40
6	Khagendra Gautam	7	9	6	8	9	39
7	Bhuban Khanal	6	7	3	3	6	25
8	Roshan Subedi	5	8	5	8	4	30
9	Keshab Poudel	2	4	1	2	4	13
10	Pradeep Dhakal	5	6	1	4	5	21
11	Tika Gautam	0	3	1	1	1	6
12	Laxmi Giri	2	4	1	1	5	13
13	Durga Gautam	2	3	1	0	4	10
14	Meena Bhandari	6	6	5	3	5	25
15	Sushila Shahi	5	5	3	2	6	21
16	Shanti Chaudhari	5	4	4	5	8	26
17	Devi Dhakal	3	3	1	4	6	17
18	Kalpana Chand	2	2	0	0	1	5
19	Amrita Somai	1	6	2	1	5	15
20	Sita Bista	1	1	0	0	2	4
		80	105	54	69	102	410
	Marks obtained by the boys	53	68	36	52	59	268
	Marks obtained by the girls	27	37	18	17	43	142

4. Marks obtained by the individual students of Shiva Secondary School

12.5	Name of the Students	Test Items					Total
		A	B	C	D	E	
1	Lalu Ram Chaudhary	1	4	2	1	10	18
2	Chandra Prakash Sharma	5	7	4	3	8	27
3	Purna Bahadur Budha	5	6	5	4	8	28
4	Dan Bahadur Khatri	1	6	4	3	7	21
5	Gyanendra Bhandari	2	2	2	1	9	16
6	Krishna Ram Raskoti	4	3	1	4	8	20
7	Prakash Mahatara	4	4	5	3	6	22
8	Bhakta Thapa	2	2	1	1	9	15
9	Deepak Bom	5	7	7	5	10	34
10	Tek Bahadur Shahi	7	5	4	4	8	28
11	Devi Kumari Oli	0	2	2	0	8	12
12	Padma Rawat	1	1	3	1	6	12
13	Dila Neupane	0	2	2	1	6	11
14	Parbati Kumari Bhandari	3	1	1	2	9	16
15	Shanti Chaudhari	0	2	1	1	4	8
16	Mina Chaudhari	1	1	3	1	4	10
17	Dhana B.C.	0	2	0	0	8	10
18	Nirmala Rana	1	1	3	1	4	10
19	Radha Baudel	0	0	1	1	7	9
20	Pattu Kumari Thapa	0	1	1	0	8	10
		42	59	52	37	147	337
	Marks obtained by the boys	36	46	35	29	83	229
	Marks obtained by the girls	6	13	17	8	64	108

5. Marks obtained by the individual students of Krishna Sanskrit and General
Higher Secondary School

S.N	Name of the Students	Test Items					Total
		A	B	C	D	E	
1	Shiva Kandel	2	2	0	0	5	9
2	Roshan Lamichhane	6	6	4	3	5	24
3	Upendra Acharya	2	3	4	1	5	15
4	Yam Bahadur Rawat	2	6	3	1	6	18
5	Deependra Karki	0	2	1	0	2	6
6	Abishek Sinjali	6	7	6	5	8	32
7	Naresh Shahi	1	6	2	0	0	9
8	Ujjwal Rawat	3	6	6	3	7	25
9	Madhu Sudan Pun	4	6	4	3	5	22
10	Dil Bahadur Aidi	4	4	3	3	6	20
11	Tulshi Bhushal	0	8	0	1	1	10
12	Kamala Sapkota	4	1	1	2	4	12
13	Krishna Bhandari	2	1	0	0	6	9
14	Bishnu Subedi	1	1	0	0	7	9
15	Ambika Acharya	1	7	5	4	5	22
16	Dusanta Bartaula	4	4	4	2	8	22
17	Shreedevi Acharya	0	5	2	2	7	16
18	Bhasha Poudel	2	8	3	1	4	18
19	Bhagawoti Basnet	2	4	1	3	6	17
20	Jwala Rawat	3	5	1	3	5	17
		49	92	50	37	103	331
	Marks obtained by the boys	30	48	33	19	50	180
	Marks obtained by the girls	19	44	17	18	53	151

6. Marks obtained by the individual students of Bhairab Secondary School

S.N.	Name of the Students	Test Items					Total
		A	B	C	D	E	
1	Himal Chapai	1	0	0	0	1	2
2	Bimal Birahi Magar	0	2	0	0	1	3
3	Sushil Khattri	2	3	1	2	3	11
4	Tej Bahadur Oli	0	2	0	0	3	5
5	Gyan Bahadur Rautel	6	8	4	4	6	27
6	Dil Bahadur Raji	1	2	0	0	0	3
7	Harka Narayan Yogi	9	8	3	2	6	28
8	Sanat Basel	2	2	1	1	2	8
9	Santosh Basel	3	3	2	1	3	12
10	Jagat Bahadur Budha	0	2	0	0	3	5
11	Sumitra Chapai	5	0	3	3	9	20
12	Sila Gautam	6	5	0	2	5	18
13	Man Devi Rokaya	4	2	6	3	4	19
14	Jamlima Raji	4	2	4	2	3	15
15	Durga Neupane	9	5	2	4	5	25
16	Shrijana Shahi	2	4	5	2	6	19
17	Pratima Oli	9	6	2	2	6	25
18	Yamuna Poudel	5	2	0	2	6	15
19	Laxmi Khattri	7	2	6	3	3	21
20	Parbati Rokaya	9	2	0	1	7	19
		84	62	39	34	82	301
	Marks obtained by the boys	24	32	11	10	28	105
	Marks obtained by the girls	60	30	28	24	54	196