CHAPTER ONE

1.   INTRODUCTION

1.1   General Background

Language is simply a means of human communication. There exist so many languages in the world. All of them are equally important so as to play the role in communication. However, some languages seem to have more dominant role than others on the basis of their use. Among them, English language is the most widely used language in the world.

English is an international language. Due to the spread of modern technology and science, English language has got a global significance. It is the language of mass media, official instructions and of education in many countries. Thus, anyone, who lacks sound knowledge of English language remains far away from the world which is advancing ahead very fast.

1.1.1   English Language Teaching in Nepal

Considering the value of English language, the government of Nepal has introduced it as a compulsory subject from primary level to higher level up to Bachelor degree. Curricula have been designed for each level. Accordingly, English textbooks and syllabuses have been determined. The new teaching methods, techniques and approaches are introduced in accordance with the language items and contents to be taught.

1.1.2   Problems in English Language Teaching

ELT faces so many challenges in Nepal eventhough the curricula and textbooks are revised from time to time, the new teaching approaches are introduced and different kinds of teacher training programmes are conducted. Everybody realizes that the trainings are limited in theory. These are hardly applied in a real classroom. Apart from them, there are various obstacles that

hinder ELT in Nepal. Such as; poor physical condition of institutions, untrained teachers, faulty teaching, lack of English speaking and practising environment, exam oriented teaching, insufficient materials and loose educational supervision, etc. disturb the English language teaching to be run effectively.

1.1.3 Writing

Writing is one of the most important skills in learning a new language. It is a productive skill in the sense that a writer has to structure the words or units in order to make the reader understand the meaning of such texts. It is possible to share ideas and feelings, to persuade and convince people through writing.

School level students also extensively use the written form of English language. They use written language in their day to day learning activites. Regarding the 8th graders, as they are the main focus of this study, participate in writing activities frequently. They appear in their unit and monthly test so do they in final examinations. As far as the examination of 8th grader is concerned, most of the questions have to be answered through writing in English subject. The students have to attempt several questions in controlled writing, guided writing and free writing. The written answer requires proficiency not only in content but also in grammatical constructions including the use of verbs appropriately in a sentence.

1.1.4 English Grammar

Every language of the world has its own grammar. Grammar is a system of rule or a framework that gives the language structure. The formation of words and sentence making is connected with the rules of grammar.

Charles F. Hockett (1970: 137) describes that language system as a whole can be broken down into five principal subsystems, of which three are central and two are peripheral. The three central subsystems are:

1. **The Grammatical System:** A stock of morphemes, and arrangements in which they occur,

2. **The Phonological System:** A stock of phonemes, and the arrangements in which they occur,

3. **The Morphophonemic System:** The code which ties together the grammatical and phonological systems.

The two peripheral subsystems are:

4. **The Semantic System:** Which associates various morphemes, combination of morphemes and arrangements in which morphemes can be put, with things and situations or kinds of things and situations,

5. **The Phonetic System:** The ways in which sequences of phonemes are converted in to sound waves by the articulations of a speaker, and are decoded from the speech signal by hearer.

Thus, grammar, needless to say, is the central subsystem of language. For effective communication, one should be competent in the language he uses. Above all, knowledge of grammar is essential for a competent user of a language. The aim in teaching grammar should be to ensure that students are communicatively efficient with the grammar they have at their level.

As regards English grammar, there are different classes of words to be taught as the building blocks of sentence construction.

1.1.4.1 Word Class

So called 'parts of speech', the classification of words by traditional grammarians was recognized as 'word class' by considering the formal and functional characteristics. 'Longman Dictionary of Applied Linguistics' defines word class as 'a group of words which are similar in function, words are grouped in to word classes according to how they combine with other words, how they change their form.'

The Commonest Word Classes are: Noun, verb, adverb, adjective, pronoun, preposition, conjunction, interjection, determiner, intensifier and classifier. the word classes can be divided in to two groups:

1.   Major Word Class,
2.   Minor Word Class

Major Word Classes: Noun, adjectives, adverbs, and main verbs.

Minor Word Classes: Pronoun, auxiliary verb, preposition, conjunction, interjection, determiner, intensifier and classifier.

1.1.4.2 Verbs

Verb is a word which occurs as a part of the predicate of a sentence, carries markers of grammatical categories such as, tense, aspect, person, number and mood and refers to an action or a state. (Richards et. al., 1985: 305 The Longman dictionary of applied linguistics) 'Oxford advanced learners dictionary of current English' defines verb as a word or a group of words that expresses an action, an event or a state. '

Collins Cobuild English grammar (1990) has defined a verb as a word used with a subject to say what some one or something does or what happens to them e.g. sing, spill, die, etc.

Hence, an English sentence generally consists of two major parts- viz, subject and predicate; verb leads the predicate part of a sentence.

Albert H. Marckwardt (1966: 125) mentions that person, number, tense, mood and voice are the grammatical properties of the verb, and in many languages there is a distinct inflectional form for almost every possible combination of these qualities. In English, as with a good many other parts of speech, the verb has relatively fewer distinctive inflectional forms; person and number are specifically indicated only in the third person singular present

indicative, where there is the same distribution of the (e) (s, z, ∂z) inflection that occurs in the genitive singular and in the plural of the noun: cuts, sings, pushes, etc.

William Francis Mackey (1978: 197- 198) opines that the most difficult words to master in a language are generally the verbs. They have to be learned along with the changes in form and auxiliaries required for person, number, tense and voice. Many of them have irregular forms, which have to be learned for each verb. Moreover a distinction has to be made between features of agreement and phrasal verbs which are separate units in themselves.

Some of the combinations are not the sum of their parts. 'To give up', for example, does not equal the meaning of 'to give' plus the meaning of 'up 'and to 'fall out with' has nothing to do with 'falling', 'out' or 'with'. Some phrasal verbs made up only of known elements are fully as difficult as additional words.

1.1.4.3 Classification of Verbs

Geoffrey, et al (1975: 238 A communicative Grammar of English) classify the verbs into two types:

(a) Auxiliary verbs, and (b) Main verbs.

The classification of verbs (Thomson and Martinet 1986: 105) is mentioned as follows:-

a) Auxiliaries, and b) ordinary verbs

Auxiliary Verb: Auxiliary verb is a special group of verbs which is used in a different way from the main verbs. They are also called helping verbs.

Auxiliaries are further divided into principal auxiliaries and modal auxiliaries.

Principal Auxiliaries:

'Be verb': is, am, are, was, were, been,

'Have verb': has, have, had,

'Do verb': do, does, did, done

Note :-'Be', 'Have' and 'Do' verb sometimes function as ordinary

Verb. e.g :-

Ram has gone to market. (Auxiliary)

Ram has his meal at 10. (ordinary)

He doesn't go there. (Auxiliary)

He does his homework. (ordinary)

She is coming. (Auxiliary)

She is lazy. (independent use)

Modal auxiliaries:

Will, shall, can, could, may, might, must, would, should, to need, to dare, used, had to.

Modal verbs have only one form and do not add -s to the 3rd person singular form. Modal verbs are followed by the infinitive of another verbs without 'to' except 'ought to' and 'used to'.

Note:- 'Need', 'Dare' and 'used' are regarded as semi- modals as they function either as modal auxiliaries or ordinary verbs;

e.g.

We needn't go there. (Modal auxiliary)

He doesn't need to go there. (ordinary)

Ordinary verbs:

Ordinary verbs function as the main verbs which mostly give the meaning of activities. Collins Cobuild (1990) defines that main verbs are all verbs which are not auxiliaries, also called lexical verbs(used as to infinitive / bare infinitive / present participle / past participle).

Ordinary verbs can be classified from different angles into different kinds e.g. transitive / intransitive, finite / non finite, etc.

1.1.4.4 Use of verbs in free writing

Writing is a very complex process requiring various composite skills viz., mental, psychological, theoretical and critical aspect. Writing 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, especially verbs plays the most important role to compose creative writing. Appropriate and sensible use of verbs in different sentences adds a charm and makes the writing flowery and artistic.

1.1.4.5 The Problems in Using Verbs in Free Writing

As far as English language learning is concerned, Nepalese learners of English commit errors while using verbs in free writing. Due to so many reasons, such as mother tongue interference, overgeneralization, lack of good teaching learning environment, lack of rigorous practice and training and other various aspects, the language learners get difficulty in the use of verbs in free writing. Of course, some learners have command over a kind of verbs and

others may have the skills of using other kind of verbs. The modal verbs may be frequently adopted in writing by learners at the same time other may use primary auxiliaries frequently. Likewise, the way of using ordinary verbs may differ from learner to learner. Some learners, may use more lexical verbs than other verbs on the basis of their command over the use of verbs. Apart from this, having the knowledge of verbs with their meanings may not be enough in language learning. The use of verbs in sentence pattern keeping an eye to person, number, mood, aspect, etc makes the writing effective. Eventually, the learners can convey the message or information that they intend to express through their writing.

Regarding the use of verbs, the English language learners face difficulty in various problematic areas. Some of them are as follows:

1) **Subject verb agreement:** In the use of verbs on the basis of subject;
2) **Tense sequence:** In the use of right form of verbs to match with the tense expressed by sentence;
3) **Selection of appropriate verb:** The selection of correct verbs so as to convey meaning sensibly;
4) **Spelling:** In writing the correct spellings of verbs;
5) **Overgeneralization:** Generalizing the rules for using verbs in a sentence construction which may lead to errors.
6) **SVO pattern:** In the use of verbs in the right pattern as subject, verb and object unlike Nepali SOV pattern.
7) **Aspect:** In the use of verbs concerning with the manner in which verbal action is experienced or regarded for e.g.; as completed or in progress.

As there are a great number of public schools with various language learning problems in Nepal, the students lack the availability of language learning and teaching materials. On the other hand, writing practice does not seem to be adopted faithfully by the students. The teachers of those schools ask the students to memorize the meanings of vocabularies including verbs and

ask to recall the meanings without any context in sentences. Therefore, those students who seem to be good at English have the command of only saying the meanings of words rather than using those words in their own writing.

As regards the use of verbs in free writing of lower secondary level students of public schools in Nepal, there seems to have difficulty and weakness to compose even a single paragraph in English mostly in rural areas.

Although the students at this level are intended to express their ideas and experiences in their free writing, they are unable to do this due to the lack of exposure and other reasons. Most of the weaknesses can be found in the use of verbs mostly in subject verb agreement, tense, spelling, verb selection, etc. (mentioned above). Hence, the researcher has focused the study on the use of verbs in free writing in terms of correct use, incorrect use regarding the total occurrence of sentences. Furthermore, the errors in the use of verbs have been analysed in terms of subject verb agreement and other weaknesses.

The reasons why the students have better performance on a particular type of verbs rather than others and why they commit more errors in a particular type of verbs in a particular problematic area than others, etc. is not the main significance of the study. In other words, the reasons of committing errors in one side and getting good achievement in another side is not the main subject matter of this study.

However, the frequency of sentences regarding the appropriate use of verbs was determined and the weaknesses were studied in terms of the degree of frequency regarding the problematic area.

Thus the study was focused to enhance the English teachers to find out the problematic area in using verbs in writing of their students and apply the remedial teaching accordingly.

1.1.5 Error Analysis: An Overview

An error refers to a deviant form of the normal speech or writing of an adult native speaker. Corder (1973) regards errors as 'breaches of code' which cannot be corrected by the learners themselves. The learners make errors of many kinds in the process of learning the second language.

Error analysis is done for the study and analysis of the errors made by the second and foreign language learners. Error analysis may be carried out in order to:

a)   Find out how well someone knows a language,
b)   Find out how a person learns a language, and
c)   Obtain information of common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

The study of errors is a part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning strategies. As far as the sources of errors are concerned, mother tongue interference is the main source of errors. Besides this, other sources are overgeneralization, incomplete application of rules, ignorance of the rule restriction, false concept and etc.

An analyst has to follow a series of steps in error analysis. The successive steps of error analysis are as follows (based on class Lectures - 2003 by Sthapit):

First Step: Collection of data; the data should be as real and as natural as possible.

Second Step: Identification of errors; errors are identified on the basis of the data. Here, the analyst differentiates errors from mistakes. Mistakes are caused due to non-linguistic reasons and are committed at performance level, whereas errors are caused due to linguistic reasons and are committed at

competence level. Errors occur in a systematic fashion and are beyond the learner's ability to correct.

Third Step: Description of errors; the errors are classified or categorized in several groups in terms of different basis, e.g. receptive or expressive errors (on the basis of skill), graphologial, phonological, lexical, syntactic etc. (on the basis of level of language, etc.)

Fourth Step: Explanation of errors; the errors are observed psychologically and causes or sources of errors are sought. The causes may be interlingual or intralingual or may be caused by wrong teaching.

Fifth Step: Evaluation of errors; the error gravity or seriousness of errors is determined.

Sixth Step: Remediation of the serious errors is recommended.

1.2   Review of Related Literature

A few researches have been carried out which are related to the area of this research to some extent. They are as follows:

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 group Vs non-major English. She found that the proficiency of the students was 33.35% as a whole. Likewise, the students of major English were better in the use of phrasal verbs than those who had majored other subjects except English.

Upadhyaya (2002) has carried out a research on 'A study on achievement of phrasal verbs of the students of higher secondary level'. He attempted to find out the proficiency level of students of Morang district 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 using phrasal verbs rather than matching and filling items with the phrasal verbs.

Adhikari (1999) has done 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 analyse errors in the use of English causative verbs committed by the grade 9 students of public schools of Gorkha district. He found that more errors were found in the use of 'Have' type of causative verb rather than 'Get' and 'Make'. He found some reasons of committing errors such as the lack of active pattern of causative verb interference, poor comprehension power, ignorance of rule, overgeneralization and etc.

Nepal (1998) has carried out a research on 'A study of errors in the use of English irregular verbs made by the grade 7 students of Kathmandu'. He wanted to identify and analyse 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.

Dahal (1998) has completed his research on 'A study on Tenses and Aspects in free writing of the 11th graders of the selected schools of Kathmandu valley.' The objective of the study was to analyse the free writing of the 11th graders in terms of the use of tense and aspect. He found that 12 percentage of aspect was found to be erroneous. Nearly 50% errors were committed in tense sequence.

Various research works have been carried out regarding the use of different kinds of verbs, but no research seems to have been done to study the use of verbs as a whole in free writing of students. Hence, the researcher felt a need to study how far the students of grade 8 in public schools are able to use

the different kinds of verbs appropriately in their free writing and in which problematic area they feel difficulty in using the verbs.

1.3   Objectives of the Study

This study has the following objectives:

i)   To determine the 8th graders' performance in free writing in terms of the use of different kinds of verbs on the basis of following variables:

- – Performance as a whole
- – Item wise performance
- – School wise performance

ii)   To analyse and describe the errors in using the verbs,

iii)   To suggest some pedagogical implications.

1.4   Significance of the Study

This study will be significant to the teachers and students who are teaching and learning English at lower secondary level. Mostly, they will be much benefited by this study in teaching and learning verbs. Similarly curriculum designers, textbook writers and other individuals involved in the study of verb can equally take advantage of this study. Furthermore, this study will have global significance as well.

1.5   Definition of Specific Terms

Performance: The ability of students for writing sentences with the appropriate use of verbs in their free writing.

Eighth Graders: The students who are studying in the eight grade of public school.

Error Free Verbs Used Sentence: The sentence which is written with the appropriate use of verb.

Free Writing: A type of writing in any topics which gives complete freedom of expression.

Nepali Language like SOV Pattern: An erroneous English pattern made by the learners in which the sequence of sentence is similar to SOV (subject plus object plus verb) pattern of Nepali language.

CHAPTER TWO

2. METHODOLOGY

2.1 Sources of Data

In order to carry out this research, the researcher has used both primary and secondary sources of data.

The primary sources of data for the study were the students of grade 8 of public schools of Dolakha district.

Likewise the secondary sources of data were different books, previous theses, journals, articles and other reading materials related to the topic.

2.2 Population of the Study

The population of the study consists of the students studying in grade 8.

2.3 Sample Population and Sampling Procedure of the Study

The study was limited to the eighth graders of the five purposively selected public schools in Dolakha district as listed below:

i)   Shankheshwar Lower Secondary School, Gobardhantar

ii)   Siddheshwar Lower Secondary School, Malu

iii)   Janajagriti Lower Secondary School, Sahare

iv)   Golmeshwar Higher Secondary School, Malu

v)   Mahendra Secondary School, Chyama

The sample population of the study consists of one hundred students studying in the above mentioned level. 20 students from each school were randomly selected.

2.4   Tools for Data Collection

The researcher used a set of test items that consisted of three subjective questions for free writing with the limitation of words (in about 120 words for each). A simple pilot test was conducted to determine the effectiveness of the test items. Ten students from Golmeshwar Higher Secondary were selected for this purpose. The result was satisfactory as the students wrote more or less in each topics as targeted (see the result of pilot testing, Appendix B).

2.5   Process of Data Collection

Having prepared the required copies of the test items the researcher visited the selected schools. The required number of students was selected randomly using lottery. Then the students were asked to write down their answers within one and half hour after giving them the question papers.

2.6   Limitation of the Study

The study was limited as follows:

i)   The subject area was limited to the use of verbs.
ii)   The test items were subjective questions for free writing.
iii)   The study was limited to the students' performance in the use of verbs and errors committed by them in the use of verbs.
iv)   The population of the study was limited to 100 students, 20 from each public school, studying in the 8th grade in Dolakha district.
v)   The field area was confined to 5 public schools of Malu Resource Centre of Dolakha, DEO.

CHAPTER THREE

3.   ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data. In order to carry out the very task, the analysis and interpretation has been done using the statistical tools of percentage, tables, etc.

While analysing the data to find out the performance of the students, the sentences written by them were counted and performance was determined on the basis of the total number of sentences with the appropriate use of verbs. The total number of sentences with the correct use of verb was converted into percent.

Likewise, in order to determine the errors, the frequency of incorrect use of verbs was counted and categorized them in to different kinds of errors using percentage.

The students performance was converted into percent out of total number of sentences written by them. Likewise the errors were converted in to percentage out of the total number of errors committed by the sample population (20 from each school).

This chapter consists of the following two parts: analysis of performance on the basis of the frequency of sentences that consists the appropriate use of verbs, and analysis of errors.

3.1   Analysis of Performance

This part of the chapter deals with the total performance of the students in the use of verbs. The analysis is further divided into the following subheadings.

a)   Total performance as a whole,

b)   Itemwise analysis and interpretation of the total performance,

c)   Schoolwise analysis and interpretation of total performance,

3.1.1   Total Performance as a Whole (Appendix D)

Table 1: Total Performance as a Whole

Total Sample Population	Number of sentences in grand total	Number of sentences with correct use of verbs in grand total	Percentage of the sentences with correct use of verbs
100	5119	2365	46.20

The above table shows the summary of the total performance of 100 students. According to the table, total sample population wrote 5119 sentences as a whole in the three items. Out of which 2365 sentences were written with the use of verbs without errors in the verbs. The percent of the sentences with the appropriate use of verbs was 46.20.

3.1.2   Itemwise Analysis and Interpretation of Total Performance

In this section, the total performance in the three different items; describing school, describing village and describing English teacher has been analysed. All the tables in this section are based on Appendix D (1-5).

Table 2: Total Performance in Item No. I

Total Sample Population	Total number of sentences	Total number of sentences with correct use of verbs	Percentage of the sentences with correct use of verbs
100	1528	714	46.72

The table indicates the total performance of the students in item no. I. In total 1528 sentences were written by the students in their free writing in this item. Out of which 714 sentences were performed with the appropriate use of verbs. The percentage of the sentences with the correct use of verbs is 46.72.

Table 3: Total Performance in Item No. II

Total Sample Population	Total number of sentences	Total number of sentences with correct use of verbs	Percentage of the sentences with correct use of verbs
100	1661	759	45.69

From the above table, it can be seen that the total sample population wrote 1661 sentences in item no. 2 out of which 759 sentences were performed with the correct use of verbs. It is 45.69% out of the total sentences.

Table 4: Total Performance in Item No. III

Total Sample Population	Total number of sentences	Total number of sentences With correct use of verbs	Percentage of the sentences with correct use of verbs
100	1930	892	46.21

Above table shows that the total sample population wrote 1930 sentences in item no. 3. Among them, 892 i.e. 46.21% sentences were written with the correct use of verbs.

To sum up the performance in the three different items, the students wrote the highest number of sentences in item no. III and the lowest number of sentences in item no. I. On the other hand, the performance of the students in writing error free verbs used sentences in different items is quite different. To be specific, the students performed 46.72% error free verbs used sentences in item no. 1. The students had better performance in this item than others.

3.1.3 Schoolwise Analysis and Interpretation of Total Performance

Table 5: Schoolwise Performance (Appendix D: 1-5)

S.N.	Name of school	Total no. of sentences	Total no. of sentences with correct use of verbs	Percentage of the sentences with the correct use of verbs
1.	Shankeshwar Lower Secondary School	909	553	60.83
2.	Siddheshwar Lower Secondary School	864	454	52.54
3.	Janajagriti Lower Secondary School	1077	484	44.93
4.	Golmeshwar Higher Secondary School	1102	456	41.37
5.	Mahendra Secondary School	1167	418	35.81
	Total	5119	2365	46.20

The table displays the total performance of 100 students (20 from each of the schools) studying in five different government aided public schools of Dolakha district. As far as the schoolwise performance is concerned, the students of Shankeshwar Lower Secondary School wrote 909 sentences in total in their free writing. Out of which they made no errors in the use of verbs in 553 sentences i.e. 60.83% out of total sentences. The students of this school showed the highest performance among the selected schools. On the other hand, the students of Mahendra Secondary School showed the lowest performance in writing sentences in terms of using the verbs in their free writing. They performed only 35.8% sentences which were written with the appropriate use of verbs. Likewise, the performance of the students in writing error free verbs used sentences of Siddheshwar Lower Secondary School, Janajagriti Lower Secondary School and Golmeshwar Higher Secondary School was 52.54%, 44.93% and 41.37 respectively.

Hence, the students studying in Shankheshwar Lower Secondary School were found better than the students of other four schools.

3.2 Analysis of Errors

This part deals with the analysis and interpretation of the errors committed in the use of verbs. The analysis has been carried out under the following headings:

a)   Errors in three different items,

b)   Schoolwise analysis and interpretation of errors,

c)   Classification of errors as a whole,

d)   Description of different kinds of errors, and

e)   Classification of errors regarding different schools.

3.2.1 Errors in Three Different Items (Appendix E_1)

Table 6: Errors in Three Different Items

Item No.	Total occurrence of errors	Total occurrence of errors in percentage
I	870	30.78
II	940	33.26
III	1016	35.96
Total	2826	100.00

The table indicates the total occurrence of errors in the use of verbs committed by the students in the three items. According to the table, the highest number of errors i.e. 35.96% was made by the students in item no. 3. The least number of errors i.e. 30.78% was committed in item no. 1. In item no. 2, the students committed 33.26% errors in the use of verbs in their free writing.

3.2.2 Schoolwise Analysis and Interpretation of Errors (Appendix E$_1$)

Table 7: Schoolwise Analysis and Interpretation of Errors

S.N.	Name of school	Total occurrence of errors	Total occurrence of errors in %
1.	Mahendra Secondary School	778	27.53
2.	Golmeshwar Higher Secondary School	666	23.56
3.	Janajagriti Lower Secondary School	614	21.73
4.	Siddheshwar Lower Secondary School	414	14.65
5.	Shankheshwar Lower Secondary School	354	12.53
	Total	2826	100.00

The above table shows the schoolwise occurrence of errors. According to the table, the students of Mahendra Secondary School committed the highest number of errors in the use of verbs; i.e. 778 or 27.53% whereas the students of Shankheshwar Lower Secondary School committed the least number of errors i.e. 354 or 12.53%. Likewise, the students of Golmeshwar Higher Secondary School, Janajagriti Lower Secondary School, and Siddheshwar Lower Secondary School committed 23.56%, 21.73% and 14.65% errors respectively in using the verbs in their free writing.

3.2.3 Classification of Errors as a Whole (Appendix E$_2$)

Table 8: Classification of Errors as a Whole

S.N.	Type of errors	Total frequency of occurrence	Total frequency of occurrence in %
1.	Omission of 'Be' verb	662	23.42
2.	Subject verb agreement	649	22.96
3.	Spelling of verb	624	22.08
4.	Unnecessary use of verb	205	7.25
5.	Selection of verb	201	7.11
6.	Omission of lexical verb	170	6.01
7.	Tense	149	5.27
8.	Verb form	103	3.64
9.	Omission of 'Have' verb	32	1.13
10.	Use of verb in Nepali language like SOV pattern	20	0.75
11.	Ordering of verb phrase	11	0.38
	Total	2826	100.00

The table shows the classification of errors made by the students in using verbs in their free writing. As the table indicates, the students committed the highest number of errors in omission of 'Be' verb i.e. 662 or 23.42% whereas they committed the lowest number of errors in the 'ordering of verb phrase' i.e. 11 or 0.38%. Similarly, the students committed 22.96% errors in subject verb agreement, 22.08% in spelling of verb, 7.25% in unnecessary use of verb, 7.11% in the selection of verb and 6.01% in the omission of lexical verb. Likewise, they committed 5.27% errors in tense, 3.64% in 'verb form', 1.13% in the omission of 'Have' verb and 0.75% in the use of verb in Nepali language like SOV pattern.

The detailed description of the different kinds of errors committed by the selected students are given below with some students' written scripts.

3.2.4 Description of the Different Kinds of Errors Committed by the Students

a) **Omission of 'Be' Verb:** In this kind of error, the students omitted the use of 'Be' verb (either auxiliary 'be' or other 'be') whereas the context required the proper use of 'be' verb. e.g.:

∗ My school very beautiful.

For: My school is very beautiful.

∗ My village also situated in hilly region.

For: My village is also situated in hilly region.

∗ The population of my village 300.

For: The population of my village is 300.

∗ The school made of stone.

For: The school is made of stone.

*   All teachers kind and helpful.

For: All teachers are kind and helpful.

b)   **Subject Verb Agreement:** The students committed errors in subject verb agreement in the sense that they used either plural verb for singular subject or singular verb for plural subject. In other words, the students used the verbs which did not agree with the subjects.

e.g.:

*   He love all the students.

For: He loves all the students.

*   My school start at 10 O' clock.

For: My school starts at 10 O' clock.

*   He come from …………..

For: He comes from ………..

*   All is Hindu.

For: All are Hindus.

*   The population are 3500.

For: The population is 3500.

c)   **Spelling of Verb:** The students made errors in the spelling of verbs in the sense that they used wrong spellings of verbs.

e.g.:

* We understaind him.

For: We understand him.

* He has competed B.Ed.

For: He has completed B.Ed.

* It is lockted in Goardhantar.

For: It is located in Govardhantar.

* He encorages us.

For: He encourages us.

d) **Unnecessary Use of Verbs:** Here, errors were committed by the students using the verbs unnecessarily. In other words, the verbs were used in which the context required no verbs.

e.g.:

* I like my village is very much.

For: I like my village very much.

* There are all students are very good.

For: All students are very good there.

* Students are go to school.

For: Students go to school.

* People are go to India.

For: People go to India.

*   There are seventy houses has in my village.

For: There are seventy houses in my village.

e)   **Selection of Verb:** Some errors were made in the selection of verbs. Here, the verbs were used inappropriately in which the context required another kind of verb.

e.g.:

*   He is located in Dolakha.

For: He lives in Dolakha.

*   My school is a big ground.

For: My school has a big ground.

*   He has 5 feet tall.

For: He is 5 feet tall.

*   People are different life.

For: People have different life.

*   All students are clear hand writing.

For: All students have clear hand writing.

f)   **Omission of Lexical Verb:** Some errors were committed by the students in the omission of lexical verbs. To be specific, the context required a kind of lexical verb but the students did not use any kind of such verbs. e.g.:

* It will always in my heart.

For: It will always remain in my heart.

* He doesn't indisciplined students.

For: He doesn't like the indiscipline of students.

g) **Tense:** Some of the errors were made by the students while using the verbs to indicate the time of the action (tense) in the sentence. Here, most of the errors were committed by using past form of the verb in which the context required non-past. e.g.:

* He always said that ……….

For: He always says that ……....

* We played in their shade …………. (habitual)

For: We play in their shade …………..

* It was beautiful. (non-past context)

For: It is beautiful.

* My village was very beautiful.

For: My village is very beautiful.

* He was B.Ed.

For: He is B.Ed.

h) **Verb Form:** Here, verb form refers to the different forms of verb; e.g.: -ing, -ed, -en, etc., which are used for progressive or perfective aspect or passive voice in the sentence (but, verb form does not mean to match with tense here). In this kind, the students mostly did not use the forms

of verb in which the context required the forms for perfective or progressive aspect or passive voice; e.g.:

∗ The school is surround by forest.

For: The school is surrounded by forest.

∗ I am study in class ………..

For: I am studying in class ………..

∗ He is teach …………… (prog. context)

For: He is teaching ………..

i) **Omission of 'Have' Verb:** Some of the errors were committed by the students in the omission of 'Have' verb. The context needed the use of 'Have' verb (either auxiliary have or other 'have') but the students omitted the use of this kind of verb. e.g.:

∗ The teacher beautiful wife and children.

For: The teacher has beautiful wife and children.

j) **Use of Verb in Nepali Lg. like SOV Pattern:** The students committed some of the errors using the verbs in the pattern like Nepali language i.e. similar to SOV (subject plus object plus verb) pattern. e.g.:

∗ He regular school come.

For: He comes to school regularly.

∗ He is daily homework check.

For: He checks homework daily.

∗ He student's problem solve.

For: He solves the student's problem.

∗   It is in 2017 made.

For: It was made in 2017.

k)   **Ordering of Verb Phrase:** Some errors were committed in the ordering of verb phrase. The students used inappropriate ordering of verb phrase. e.g.:

∗   He likes doesn't alcohol.

For: He doesn't like alcohol.

∗   It built was 2009.

For: It was built in 2009.

3.2.5 Classification of Errors Regarding Different Schools (Appendix E₂)

a)   **Mahendra Secondary School**

The students of Mahendra Secondary School committed the highest number of errors in the omission of be verb, i.e. 23.13% out of the total errors of this school whereas the lowest number of errors committed by the students of this school was found in the omission of 'Have' verb i.e. 0.95%. In the same way, the students of this school committed 21.97% errors in subject verb agreement, 17.99% in spelling of verb, 10.28% in tense, 8.86% in unnecessary use of verb, 7.71% in selection of verb, 5.91% in omission of lexical verb, 2.18% in the use of verb in Nepali language like SOV pattern and 1.02% in verb form.

b)   **Golmeshwar Higher Secondary School**

The students of Golmeshwar Higher Secondary School committed the highest number of errors in omission of 'Be' verb, i.e. 26.42% out of the total errors committed by the students of this school. On the other hand the lowest number of errors made by the students was found in the ordering of verb phrase

i.e. 0.64%. Likewise, the errors committed by the sample population of this school in spelling of verb, subject verb agreement, selection of verb, omission of lexical verb, unnecessary use of verb, tense, verb form and omission of 'Have' verb are 23.42%, 22.07%, 8.40%, 7.35%, 6.15%, 2.40%, 2.10% and 1.05% respectively.

c)   Janajagriti Lower Secondary School

The students of Janajagriti Lower Secondary School committed the highest number of errors in spelling of verb i.e. 24.59% out of the total errors whereas the lowest number of errors was found in the ordering of verb phrase i.e. 1.14%. Similarly, other errors committed by the students of this school in subject verb agreement, omission of 'Be' verb, unnecessary use of verb, verb form, selection of verb, omission of lexical verb, tense and omission of 'Have' verb are 22.31%, 20.68%, 9.28%, 7.65%, 5.86%, 5.53%, 1.62% and 1.34% respectively.

d)   Siddheshwar Lower Secondary School

The students of Siddheshwar Lower Secondary School committed the highest number of errors in omission of 'Be' verb i.e. 23.67% out of the total errors of this school whereas they committed the least number of errors in the use of verb in Nepali language like SOV pattern i.e. 0.77%. In the same way, the errors committed by the students of this school in SV agreement, spelling of verb, tense, selection of verb, omission of lexical verb, verb form, unnecessary use of verb and omission of 'Have' verb are 23.42%, 20.04%, 9.90%, 6.28%, 5.07%, 4.34%, 4.10% and 2.41% respectively.

e)   Shankheshwar Lower Secondary School

The highest number of errors committed by the students of Shankheshwar Lower Secondary School was found in SV agreement i.e.27.44% in the same way, the lowest number of errors was found in tense i.e.

0.56%. In the same way, the errors committed by the students of this school in spelling of verbs, omission of 'Be' verb, selection of verb, unnecessary use of verb, omission of lexical verb and verb form are 26.55%, 22.88%, 6.49%, 5.93%, 5.64% and 4.51% respectively.

Thus, the school wise classification mentioned above shows that the students of three different schools Mahendra Secondary School, Golmeshwar Higher Secondary School and Siddheshwar Lower Secondary School committed the highest number of errors in the same type of errors i.e. omission of 'Be' verb. On the other hand the students of Janajagrati Lower Secondary School and Shankheshwar Lower Secondary School committed the highest number of errors in two different classes: subject verb agreement and spelling of verb respectively. Likewise, the lowest numbers of errors committed by the student's of five different schools were found in different classes. Any way, the lower number of errors committed by the students of these schools seemed more or less similar in similar classes of errors such as omission of 'Have' verb, ordering of verb phrase, use of verb in Nepali lg. like SOV pattern, tense, etc.

CHAPTER FOUR

4.   FINDINGS AND RECOMMENDATIONS

4.1   Findings

The major findings of this research are as follows:-

1.   The findings regarding the performance of the students in using the verbs in their free writing are as follows:

a)   The eighth graders could be able to write 5119 sentences in their free writing. Among them, only 2365 sentences (i.e. 46.20%) were written with the appropriate use of verbs. In other words, their performance in free writing has been found to be 46.20%

b)   The students were better at describing institution (school) rather than place (village) and person (English teacher) in the sense that 46.72 percent sentences with the appropriate use of verbs were performed in item No 1, i.e. describing school, 45.69 percent in item No.2 i.e. describing village and 46.21 percent in item No.3 i.e. describing English teacher.

c)   The students of Shankeshwar Lower Secondary School showed the highest performance among the selected schools. They wrote 60.38 percent sentences with the appropriate use of verbs in their free writing.

2.   The findings regarding the errors in the use of verbs in free writing are as follows:

a)   The highest number of errors was found in omission of 'Be' verb (i.e. 23.42%) among the different types of errors. Likewise, the errors were found in subject verb agreement, spelling of verb, unnecessary use of verb, selection of verb, omission of lexical verb, tense, verb form, omission of 'Have' verb, use of verbs in Nepali lg. like SOV pattern and ordering of verb phrase.

b) The more frequent errors were found in omission of 'Be' verb, SV agreement and spelling of verbs whereas the less frequent errors were found in the omission of 'Have' verb, use of verb in Nepali lg. like SOV pattern, ordering of verb phrase, etc.

c) The students committed the highest number of errors in item no. 3 (describing English teacher). They committed 35.96% errors (out of the total number of errors) in this item.

d) The students of Mahendra Secondary School committed the highest number of errors (i.e. 27.53% out of the total errors) among the selected schools.

4.2 Recommendations

On the basis of the findings of the research work, some recommendations are suggested as follows:

a) Free writing should be encouraged with the use of different kinds of verbs in meaningful context.

b) While teaching the basic structures of English, 'Be' verb should be presented clearly. Linking 'be' and auxiliary be should be clearly differentiated by the teacher.

c) English language teacher should make the students understand the difference between English SVO (subject verb and object) and Nepali SOV (subject object and verb) pattern and the use of verb in these patterns.

d) Teaching vocabulary including verbs should be conducted in reliable context rather than teaching in isolation.

e) Rigorous writing practice should be conducted in classroom along with the co-curricular activities, e.g. spelling contest, vocabulary game etc. so as to avoid errors and weakness of spelling, subject verb agreement and others.

f) The special attention should be paid to the students for teaching different forms of verb, tense sequence and ordering of verb in sentence pattern.

g) Erroneous performance of the students should be corrected by the concerned teachers and remedial teaching should be conducted from time to time.

h) Different kinds of contextual exercise should be added in the text book of lower secondary level to give special focus to the practice of different kinds of verbs.

This research work, as it was confined to its objectives, sample population and other limitations, may not be completely able to deal with the area determined by the topic. However, the major focus of the study was to determine the 8th graders' performance in free writing in terms of the use of different kinds of verbs and to analyse the errors committed by the students in the use of verbs. To some extent, the findings were drawn to answer the questions raised by the objectives. The researcher cannot claim that the present study is perfectly conclusive in itself for the topic. More research works are needed to be carried out in this area regarding the study about different aspects that affect the use of verbs in free writing and other problems faced by the students in the use of verbs in their writing.

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APPENDICES

APPENDIX A

Test items addressed to the students of grade 8.

Name: Time: 1.30 hrs.
School: Date:

Write essay on the following titles in about 120 words for each.

1.   My School

2.   My Village

3.   My English Teacher

APPENDIX B

The Result of the Pilot Testing

Students	Item I			Item II			Item III			Total No. of C. Ss.	Total No. of inc. Ss.	No. of sentences in grand total
	No. of C.Ss.	No. of inc.Ss.	Total No. of Ss.	No. of C.Ss.	No. of inc.Ss.	Total No. of Ss.	No. of C.Ss.	No. of inc.Ss.	Total No. of Ss.			
1	12	2	14	8	5	13	7	11	18	27	18	45
2	15	7	22	12	7	19	11	10	21	38	24	62
3	12	11	23	13	4	17	12	14	26	37	29	66
4	10	13	23	8	7	15	7	12	19	25	325	57
5	14	5	19	13	5	18	10	10	20	37	20	57
6	6	10	16	3	7	20	3	14	17	12	41	53
7	5	18	23	6	14	20	3	13	16	14	45	59
8	1	13	14	2	20	22	1	23	24	4	56	60
9	12	2	14	13	5	18	14	3	17	39	10	49
10	8	10	18	10	12	22	12	14	26	30	36	66
Total	95	91	186	88	96	184	80	124	204	263	311	574
In%	51.1	48.9	32.4	47.8	52.2	32.1	39.3	60.7	35.5	45.9	54.2	100.00

No   :   Number
C.Ss.   :   Correct sentences (in terms of the appropriate use of verb)
Inc.Ss :   Incorrect sentences (in terms of the incorrect use of verb)

APPENDIX C

List of schools chosen for the study

1. Shankheshwar Lower Secondary School, Gobardhantar.

2. Siddheshwar Lower Secondary School, Malu.

3. Janajagriti Lower Secondary School, Sahare.

4. Golmeshwar Higher Secondary School, Malu.

5. Mahendra Secondary School, Chyama.

APPENDIX D

Performances of Students in Free Writing

APPENDIX D$_1$

Shankheshwar Lower Secondary School

Students	Frequency of correct and erroneous sentences in terms of the use of verbs									Total Correct Ss.	Total Erroneous Ss.	Grand total
	Item I			Item II			Item III					
	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.			
1	12	1	13	10	3	13	14	9	23	36	13	49
2	5	6	11	9	5	14	10	9	19	24	20	44
3	11	3	14	10	2	12	13	8	21	34	13	47
4	9	3	12	7	6	13	10	11	21	26	20	46
5	5	7	12	9	4	13	11	4	15	25	15	40
6	11	2	13	9	5	14	13	5	18	33	12	45
7	8	5	13	4	10	14	13	4	17	25	19	44
8	13	4	17	13	2	15	9	5	14	35	11	46
9	8	9	17	7	8	15	8	10	18	23	27	50
10	4	11	15	7	8	15	7	10	17	18	29	47
11	12	1	13	10	5	15	8	9	17	30	15	45
12	3	8	11	12	1	13	10	6	16	25	15	40
13	4	10	14	9	8	17	6	11	17	19	29	48
14	3	10	13	8	6	14	10	7	17	21	23	44
15	5	7	12	16	9	25	12	6	18	33	22	55
16	13	5	18	10	7	17	13	6	19	36	18	54
17	5	5	10	8	6	14	12	4	16	25	15	40
18	5	5	10	9	5	14	13	3	16	27	13	40
19	7	5	12	7	5	12	9	7	16	23	17	40
20	10	2	12	8	6	14	17	2	19	35	10	45
Total	153	109	262	182	111	293	218	136	354	553	356	909

Siddheshwar Lower Secondary School

Students	Item I			Item II			Item III			Total Correct Ss.	Total Erroneous Ss.	Grand total
	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.			
1	10	3	13	10	7	17	10	14	24	30	24	54
2	14	7	21	25	4	29	11	6	17	50	17	67
3	4	7	11	5	5	10	6	13	19	15	25	40
4	13	1	14	10	2	12	16	9	25	39	12	51
5	10	1	11	8	1	9	12	7	19	30	9	39
6	14	-	14	12	3	15	8	3	11	34	6	40
7	17	1	18	2	12	14	11	5	16	30	18	48
8	6	6	12	5	8	13	7	10	17	18	24	42
9	5	5	10	6	6	12	6	6	12	17	17	34
10	5	6	11	5	6	11	7	7	14	17	19	36
11	7	8	15	4	5	9	6	7	13	17	20	37
12	3	7	10	1	7	8	4	5	9	8	19	27
13	5	8	13	4	6	10	3	7	10	12	21	33
14	4	7	11	7	8	15	8	8	16	19	23	42
15	3	11	14	5	5	10	6	6	12	14	22	36
16	5	7	12	6	8	14	8	8	16	19	23	42
17	3	12	15	7	8	15	8	9	17	18	29	47
18	4	8	12	7	8	15	7	7	14	18	23	41
19	5	9	14	8	8	16	8	10	18	21	27	48
20	7	9	16	11	11	22	10	12	22	28	32	60
Total	144	123	267	148	128	276	162	159	321	454	410	864

Table caption: Frequency of correct and erroneous sentences in terms of the use of verbs

APPENDIX D₃

Janajagriti Lower Secondary School

Students	Item I			Item II			Item III			Total Correct Ss.	Total Erroneous Ss.	Grand Total
	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.			
1	5	12	17	4	9	13	9	12	21	18	33	51
2	7	8	15	11	8	19	5	15	20	23	31	54
3	6	11	17	9	7	16	8	13	21	23	31	54
4	5	13	18	5	10	15	5	16	21	15	39	54
5	5	11	16	5	8	13	9	8	17	19	27	46
6	14	6	20	6	12	18	6	9	15	26	27	53
7	7	6	13	10	10	20	18	11	29	35	27	62
8	6	9	15	10	7	17	7	8	15	23	24	47
9	9	8	17	9	13	22	15	12	27	33	33	66
10	5	9	14	5	14	19	19	7	26	29	30	59
11	5	11	16	7	15	22	15	5	20	27	31	58
12	9	7	16	9	16	25	12	10	22	30	33	63
13	9	9	18	6	8	14	12	8	20	27	25	52
14	13	7	20	4	8	12	10	8	18	27	23	50
15	12	6	18	4	11	15	8	8	16	24	25	49
16	5	10	15	9	11	20	10	10	20	24	31	55
17	6	12	18	8	15	23	7	8	15	21	35	56
18	6	7	13	2	13	15	6	8	14	14	28	42
19	10	9	19	7	12	19	10	12	22	27	33	60
20	7	7	14	3	12	15	9	8	17	19	27	46
Total	151	178	329	133	219	352	200	196	396	484	593	1077

Frequency of correct and erroneous sentences in terms of the use of verbs

APPENDIX D$_4$

Golmeshwar Higher Secondary School

Students	Frequency of correct and erroneous sentences in terms of the use of verbs									Total Correct Ss.	Total Erroneous Ss.	Grand Total
	Item I			Item II			Item III					
	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.			
1	7	12	19	11	12	23	12	18	30	30	42	72
2	14	4	18	12	4	16	8	13	21	34	21	55
3	3	13	16	3	10	13	-	19	19	6	42	48
4	9	11	20	12	11	23	12	12	24	33	34	67
5	12	8	20	8	7	15	9	5	14	29	20	49
6	6	9	15	2	11	13	7	12	19	15	32	47
7	8	8	16	5	10	15	8	9	17	21	27	48
8	4	12	16	3	19	22	4	16	20	11	47	58
9	12	7	19	12	15	27	13	13	26	37	35	72
10	11	6	17	4	12	16	10	10	20	25	28	53
11	4	8	12	7	12	19	9	11	20	20	31	51
12	11	6	17	8	6	14	10	11	21	29	23	52
13	7	7	14	7	10	17	12	15	27	26	32	58
14	7	10	17	7	9	16	9	10	19	23	29	52
15	10	12	22	10	10	20	7	18	25	27	40	67
16	4	12	16	2	13	15	7	10	17	13	35	48
17	3	12	15	8	8	16	7	13	20	18	33	51
18	8	14	22	6	13	19	10	10	20	24	37	61
19	4	13	17	9	10	19	7	10	17	20	33	53
20	5	5	10	6	10	16	4	10	14	15	25	40
Total	149	189	338	142	212	354	165	245	410	456	646	1102

Mahendra Secondary School

Frequency of correct and erroneous sentences in terms of the use of verbs											Grand Total
Students	Item I			Item II			Item III			Total Correct Ss.	Total Erroneous Ss.	
	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.	Correct Ss.	Erroneous Ss.	Total Ss.			
1	6	8	14	7	10	17	7	13	20	20	31	51
2	4	11	15	2	14	16	3	20	23	9	45	54
3	7	10	17	8	8	16	8	16	24	23	34	57
4	11	10	21	10	10	20	12	18	30	33	38	71
5	7	10	17	6	15	21	12	19	31	25	44	69
6	4	12	16	12	15	27	8	18	26	24	45	69
7	4	8	12	7	8	15	10	10	20	21	26	47
8	7	11	18	7	8	15	8	13	21	22	32	54
9	7	9	16	9	10	19	11	15	26	27	34	61
10	7	10	17	9	8	17	7	8	15	23	26	49
11	2	17	19	6	14	20	4	23	27	12	54	66
12	2	13	15	8	8	16	3	11	14	13	32	45
13	1	13	14	3	14	17	3	13	16	7	40	47
14	5	8	13	7	8	15	5	13	18	17	29	46
15	6	8	14	10	14	24	6	19	25	22	41	63
16	5	15	20	4	15	19	6	20	26	15	50	65
17	9	13	22	10	15	25	10	13	23	29	41	70
18	9	8	17	10	11	21	10	11	21	29	30	59
19	9	10	19	10	15	25	11	15	26	30	40	70
20	5	11	16	9	12	21	3	14	17	17	37	54
Total	117	215	332	154	232	386	147	302	449	418	749	1167

Itemwise Error Sheet

		Frequency of Errors				In %
S.N.	Name of Schools	Item No. 1	Item No. 2	Item No. 3	Total	
1.	Mahendra S.S.	228	244	306	778	27.53
2.	Golmeshwar H.S.S.	199	222	245	666	23.56
3.	Janajagriti L.S.S.	196	231	187	614	21.73
4.	Siddheshwar L.S.S.	137	123	154	414	14.65
5.	Shankheshwar L.S.S.	110	120	124	354	12.53
	Total	870	940	1016	2826	100.00
	In %	30.78	33.26	35.96	100.00	

Error Classification Sheet

S.N.	Name of School / Error Type	Mahendra S.S. Frequency of errors	Mahendra S.S. In %	Golmeshwar H.S.S. Frequency of errors	Golmeshwar H.S.S. In %	Janajagriti L.S.S. Frequency of errors	Janajagriti L.S.S. In %	Siddheshwar L.S.S. Frequency of errors	Siddheshwar L.S.S. In %	Shankeshwar L.S.S. Frequency of errors	Shankeshwar L.S.S. In %	Total
					Frequency of Errors								
1.	Omission of 'Be' verb	180	23.13	176	26.42	127	20.68	98	23.67	81	22.88	662
2.	SV agreement	171	21.97	147	22.07	137	22.31	97	23.42	97	27.44	649
3.	Spelling of verb	140	17.99	156	23.42	151	24.59	83	20.04	94	26.55	624
4.	Unnecessary use of verb	69	8.86	41	6.15	57	9.28	17	4.10	21	5.93	205
5.	Selection of verb	60	7.71	56	8.40	36	5.86	26	6.28	23	6.49	201
6.	Omission of lexical verb	46	5.91	49	7.35	34	5.53	21	5.07	20	5.64	170
7.	Tense	80	10.28	16	2.40	10	1.62	41	9.90	2	0.56	149
8.	Verb form	8	1.02	14	2.10	47	7.65	18	4.34	16	4.51	103
9.	Omission of 'Have' verb	7	0.95	7	1.05	8	1.34	10	2.41	-	-	32
10.	Use of verb in Nepali lg. like SOV pattern	17	2.18	-	-	-	-	3	0.77	-	-	20
11.	Ordering of verb phrase	-	-	4	0.64	7	1.14	-	-	-	-	11
	Total	778		666		614		414		354		2826

Sample Answer Sheet
(Student of Mahendra Secondary School)

Name — Saraswoti Phuyal Sharma
School — Shree Mahendra Secondary school   Total ss. 16
Class — Eight   Correct ss. 4
                                                              Erroneous ss - 12
          My school   no of Error - 12

The name of my school name is shree mahendra
secondary school. It is locked in Dolkha district in
ganakpur zone. It was in 2017 It was established 2017

There are three building and 14   made
of many many furniture. they are two play ground,
two, taps, toilets, saraswoti tample, and knew made,
of school, near the n enough jungle and near the many-
many feilds. so that school, made of stolen and cement
the and so class room; 25 wind window. very very
furniture and near the big big of forest. so many
kinds of animal. ther. sparrow, tiger, and cow
tiger cat. near the jungle and near the beautiful
gardan.

                                                                        here
          There are 12 teacher and about 500 students here
The headmaster our shree mahendra school reading
a many many things. The headmaste name is Tika Ram
phuyal and All teacher are qualised and healthful
teacher are many extra activities and man very-
very play games and students are discpline. they
are all students are healtful and no near the
libary, serience and sports meterials games and
so any sien science sports; teacher and students
are of — —,   HM.

te discpline and qualisied.
I like to most my school students
my school is very beautisul and develoment. I
hope best -

Total ss- 27
Correct ss- 12
Erroneous ss- 15
Total No of Errors- 16

My village

My village name, is chyama Dolkhu district
in Jankipur zone. It lies in steep and near the bottion
in khamti khola and population are 3500 people.

It is a developing village. There is electicity,
telephone, near the health post, post office, and near
the small market, and so many co-operative bank,
more education, no pich road, rab and people are
field very; very jungle..etc

Here is many people are farmer the field
they most work hard and children are go to the
school and Reading books, many many things of
points, near the big forest; and many kinds of anima
are eating meat and grass, and people are going to
forgen country in money, near the garden, and
villagers are quelified. people are very very work
hurd; nearth the diery small diery and people are
carrying the heavy load and most people are healt
ful and co-operative.

My village is beautiful and peaceful. there is no
pollution and no clean the water and

MY

My English Teacher

My english teacher's name is pawan khuduk.
He lives in chyama Dolkha district in Janakipur zone
and He is 26 years old is my teacher. and he was
midiuum middiem sigh and He was reading a B·A/B·Ed.
so, very many, many im importants things and co·qualised
My english teacher speaks and teaches in
english well. we all unlerstand him. & english perod in
very interesting. and importance pointes are the ceurful
do the poients. the teacher are so very healthful and
many, many kinds of importance & knowledge. He was
class six, seven, eight, & nine, and ten class & regular
do the reading english book. Pawan khudak is a
fair teacher, and students are active and all the
students are creative and healthful. He do many kind
of active. He gives all students are homework.
students problems so that   and so many very
importance things and very knowledge mind all the stude
nts are clear handwriting.
                        All students respect and like so, He was
students are populer and creative and so that teachir
and students are healthful. english subject is
very, very interesting class all the students

students are very english period os interesting
do the reading and all the students e extra
games my teacher good and more educated
in my class I hope