

**A STUDY OF ERRORS COMMITTED BY DARAI
LEARNERS OF ENGLISH IN SUBJECT VERB
AGREEMENT**

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
in Partial Fulfillment for Master's Degree in Education
(Specialization in English Language Education)**

**By
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Madhab Khanal** has prepared this dissertation entitled "A Study of Errors Committed by Darai Learner's of English in Subject-Verb Agreement" under my guidance and supervision.

I recommend this dissertation for acceptance.

Date: April, 2007

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ABSTRACT

This dissertation entitled "A Study of Errors Committed by Darai Learners of English in Subject-Verb Agreement" aims at finding out proficiency and errors of Darai learners of English particularly ninth graders of public schools. This study is beneficial to the related and interested personnel.

For this study, the researcher utilized subjective and objective tools as a test item which was administered to the target group and scored the proficiency and counted the errors as aiming at fulfilling the objectives. After analyzing and interpreting the proficiency and errors, the researcher found that proficiency was not satisfactory in total, students performed better in item 'A', students committed more errors in 'other' verbs rather than 'be', 'have' and 'do' verbs and boys committed more errors than girls and so on.

This research attempt is divided into four chapters. The first chapter entitled 'General Background' contains 'Fundamentals of Errors Analysis', 'Importance of Studying Learner's Errors', 'Objectives of Error Analysis', 'Stages of Error Analysis', 'Subject-Verb Agreement: An Overview', 'The Darai language: An Introduction', 'Review of the related literature', 'Objectives of the Study' and 'significance of the Study'.

The second chapter named 'Methodology' includes the following subheadings, 'Sources of Data, Population of the Study, Sampling Procedure, Tools for Data Collection, Process of Data Collection and Limitation of the Study, which helped to explain the Methodology in brief. The primary data obtained from only sixty students.

The third chapter occupies the core area of the research named 'Analysis and Interpretation of the Data' under which total proficiency

and total errors were analysed and interpreted statistically and descriptively. Both proficiency and errors were vividly interpreted in terms of different variables such as sex, school and items.

The fourth chapter contains 'findings and recommendations' of the study. On the basis of 'Analysis and Interpretation of the data, some findings were listed and some recommendations were suggested in this chapter. Lastly, this chapter is followed by references and appendices.

ABBREVIATIONS

Adj.	Adjective
Adv.	Adverbial
Art.	Article
EG	Error Gravity
ELT	English Language Teaching
et.al	From Latin et alii/etalia [other people or things)
etc	etcetera
ibid	ibidem (in the same book or passage etc)
i.e.	that is to say
L1	First language
L2	Second Language
LAD	Language Acquisition Device
N.	Noun
Ncl	Noun clause
Ncol	Collective Noun
Nfra	Noun Fraction
Nmas	Mass Noun
Nmea	A Noun that measures an other noun
NP	Noun Phrase
-Pl	Singular
+PL	Plural
Pn	Pronoun
Post M	Post Modifier
Pre M	Pre Modifier
S	Subject
SN	Serial Number
V	Verb
V-en	Verb Past Participle
V-ing	Verb-ing form
Vp	Verb Phrase
V-to	Verb to infinitive

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III 'C' Jal Devi Secondary School, Bhadgoun

III'D' Bishow Prakash Higher Secondary School, Manglapur

III 'E' Laxmi Secondary School, Jagatpur

III 'F' Saradpur Secondary School, Saradpur

IV: School-wise Charts of Students' Errors

IV 'A' Barahi Secondary School, Pharakchour

IV 'B' Chandi Devi Rastriya Secondary School, Kumaltari

IV 'C' Jal Devi Secondary School, Bhadgoun

IV 'D' Bishow Prakash Higher Secondary School, Mangalpur

IV 'E' Laxmi Secondary School, Jagatpur

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V: Sample of Students' Answer Sheets

CHAPTER ONE

1. General Background

1.1. Introduction

Language is a means of communication through which we can exchange our feelings, thoughts, experiences, ideas, desires, emotions, etc. It is a gift which helps a man to know the world & to be known to the world. We can not know any social and academic task without, language.

Many languages are spoken in the world. English is one of the most dominant languages of the world. The importance of the English language can not be described in words.

According to Kohil (1978:2) "English is the mother tongue of 250 million people in the world. The countries where English is the native language are United Kingdom, the United State of America, Canada, Australia, nearly 100 million people speak English as second or foreign language."

French (1963:1) says "Anyone who can read English can keep in touch with the whole world without leaving his own home" He further says that "A young person starting a career with the knowledge of English holds a key which will open many doors including easier access to a good job. So English can also be viewed as a way to get a better job or improve social standing or to solve economic problem."

The statements given above prove the position and importance of the English language in the world. The need of the English language in Nepal can be justified in the following paragraphs.

Nepal is a developing country where people want to go to abroad to hold jobs and do further study and hence feel the need of English. Shrivastava (1970:23) says "..... then why we should deliberately refuse to learn a language which gives us a passport to travel all over the world."

The importance of English in Nepal can be noticed through the allocation of budget in its teaching as well. Davis and Kansakar (1971:43) state: "English occupies a large part of the total Nepalese investment in education. Something like 30 percent of the annual budget may well go to English."

These statements justify the importance of the English language in Nepal. It dominates almost all areas, such as trade, mass communication, medicine, science and technology and so on. It is compulsorily taught up to 12th grade and compulsorily and optionally at campuses and universities in Nepal.

1.2. Fundamentals of Error Analysis

Corder (1973) defines an error as breaches of code. An error is deviated from the norm of a language. Second language learners produce many errors which inherently can not be correctable by the performers themselves.

Corder (1973) says, "From the study of his errors we are able to infer his learners knowledge at that point in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms we build up a picture of the features of the language which are causing him learning problems."

Showing the difference between an error and mistake Corder (1974: 123) says "An error occurs at the competence level which results from the imperfect knowledge of the learner, whereas a mistake occurs at the

performance level that exists in speaking or writing of the learner caused by lack of attention, fatigue, mental stress or any other causes.”

Errors are systematic and recur frequently. Corder (1974: 25) further says that “A learner’s errors provide evidence of the system of the language that he/she is using at a particular point in the course of learning. Similarly, they show the level of knowledge he/she possesses.”

Analysing the above statements we can state that error analysis helps in a particular field of a language. Such as teaching, learning etc. Errors are caused due to imperfect knowledge at competence level and occur regularly.

1.3 Importance of Studying Learner’s Errors

Corder (1973) has discussed the practical and theoretical uses of studying second language learners’ errors. He says that the practical uses of studying learners’ errors have two values. To quote Corder, (1973:265) “The most obvious practical use of the analysis of errors is to the teacher. Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been adequately learned or taught and need further attention. They enable him to decide whether he can move on to the next item on syllabus or whether he must devote more time to the item he has been working on” Another importance of studying learners’ errors is “... in terms of border planning and with a new group of learners they provide the information for designing a remedial syllabus or a programme of reteaching.”

Commenting upon the theoretical uses of studying second language learners’ errors, Corder (ibid: 266) says “.... the study of errors is parts of an experiments to confirm or disprove the psycholinguistic theory of

transfer.” In this sense error analysis can be used as a verificational tool to examine the validity of the findings or predictions of contrastive analysis.

Another, theoretical use of the study of those learners’ errors is that it throws light on the nature of the processes involved in learning or acquiring a second language. To quote Corder (Ibid: 267) once again, “The study of learners’ errors is a part of the methodology of the study of language learning.” Furthermore he says that as "collection and analysis of the utterances of an infant is essential in understanding the process of first language acquisition a longitudinal study of errors produced by a second language learner at different times is essential in understanding the process of second language acquisition” (Ibid).

From the above statements, it is justified that we should analyse learners errors.

1.4. Views Towards Learners’ Errors

There are two schools of thoughts as regards the learners’ errors. They are:

- a. Behaviourist view, and
- b. Cognitive view.

Both schools of thought have different attitudes towards errors. We can examine their attitudes towards errors in the light of their theoretical assumptions of language learning. They are described below:

1.4.1 Behaviourist View

Behaviourism was the dominant school of psychology during the fifties and sixties. The best known proponent of this approach is B.F. Skinner. According to him (1957) it is the right kind of response that ensures right kind of association between stimulus and response and

establishes a good habit. He considers language learning as a process of habit formation.

Behaviourists discuss 'habits' and 'errors'. According to them, as referred to by Ellis (1985:20) "The association of a particular response with a particular stimulus constituted a habit." They had characterized habits were observable and automatic. They had denied existence of internal mental processes. In the behaviourist learning theory imitation and reinforcement were taken as the means through which the learner identified the habits of the first or second language

Behaviourists are of the opinion that errors occur as a result of two important reasons. They are given below:

- a. Lack of proper methods of establishing association between stimulus and response.
- b. Mother tongue interference or negative transfer from the learner's first language.

Behaviourist learning theory predicts that transfer takes place from the first to the second language, as Lado (1957: 2) mentions, "... individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture – both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the culture as practiced by natives."

The main assumption of language transfer is that whenever L_1 and L_2 patterns are the same, transfer will be positive and whenever they are dissimilar negative transfer is likely to occur in the learning of the target language.

According to them differences between the first and second language create learning difficulty which results in errors. Therefore, these areas are to be focused in designing materials as well as in classroom practice in order to help the learner to overcome the negative transfer of the first language.

1.4.2. Cognitive View

This school of thought that came into existence at the end of the sixties and became dominant against behaviourists learning theory. Noam Chomsky is the principal proponent of this schools of thoughts. He stresses on finding out the universality in language acquisition processes.

According to mentalists, a child has inborn, biological capacity that enables him to learn any language (L_1) he is exposed to. That is inborn and a natural gift to man which is Language Acquisition Device (LAD in short).

As a language is made up of fixed sets of rules, a child knows all the structures of the language by internalizing those rules. On the basis of this view, there is not any role of responses, repetition, analogy, association and reinforcement.

Ellis (1985) has summarized the mentalist view of the first language acquisition in the following points.

- a. Language is a human specific study.
- b. Language exists as an independent faculty in human mind, i.e. although it is part of the learner's total cognitive apparatus, it is separate from the general cognitive mechanisms responsible for intellectual development.

- c. The primary determinant of L₁ acquisition is the child's acquisition device, which is generally endowed and provides the child with a set of principles about grammar.
- d. The 'acquisition device' atrophies with age.
- e. The process of acquisition consists of hypothesis testing by which means the grammar of the learner's mother tongue is related to the principles about grammar.

Thus according to this school of thought as referred to by Seliger (1978: 22) "the learner who is involved in constant hypothesis testing and rejection or confirmation develops hypothesis about the second or target language based on already existing knowledge. This knowledge consists of three types: they are:

- a. "Linguistic universals or abstract grammatical ideas about the nature of language that is true for all languages."
 - b. The set of grammatical rules that the learner has already acquired about his first language, and
 - c. A set of rules which the incipient bilinguals may already have succeeded in forming about the target or second language."
- (ibid)

Hypothesis formation and hypothesis testing play great role of formulating language rules. According to this view, errors are inequitable while learning second language and to decrease the amount of errors. We should provide right kind of exposure rather than strict correction. Errors can also occur due to inadequate knowledge of the target language itself.

After reviewing the two views comparatively, now the question arises as to which of the two views is more plausible. Everybody should appreciate the truth implied in both of these two views and develop a sound attitude towards error – the attitude which is sympathetic and

helpful but not permissive McKeating (1981) suggests to develop such a kind of attitude in the following lines:

“My own view in that knowledge of the difficulties in learning a foreign language and a consideration of the possible causes of errors should lead a teacher to develop an attitude which is sympathetic and helpful but not permissive. Sympathetic and helpful because of students know that, the teacher has such an attitude, they should not be so worried about error avoidance that their fluency is unduly impaired. Non-permissive, because it is an important parts of a teacher’s job to help students to eliminate errors which they do not know they are making (1981: 212).

1.5 Objectives of Error Analysis

Error analysis is conducted for the study and analysis of the ‘errors’ committed by second or foreign language learners. Hence, error analysis is carried out in order to:

- a. find out how well someone knows a language.
- b. find out how a person learns a language.
- c. obtain information on common difficulties in language learning while teaching or in the preparation of teaching materials.

1.6 Stages of Error Analysis

Error analysis is a stepwise procedure or it is carried out in a series of successive steps. These steps are logically dependent upon each other. A series of successive steps of error analysis are as follows:

- Collection of data
- Recognition of errors
- Description of errors
- Explanation of errors

- Evaluation of errors
- Correction or remediation of errors

Brief explanation of each of them are as follows:

1.6.1 Collection of data

It is the first step of error analysis. To analyze any thing at first, we should have reliable data to identify, describe, explain or evaluate errors. Data can be of various types. They can be categorized on the basis of texts, approaches they involve, modes and tools they use.

a. Texts: spoken or written

Error analysis analyses expressive errors. Expressive errors can be found in spoken or written form. Written data is easier than spoken data to analyse.

b. Approaches: Subjective or Objective

To collect data, we can use subjective and objective approaches. A subjective approach includes subjective questions. An objective approach contains objective questions having several alternatives.

c. Modes: Free or Guided

On the basis of mode the data may be free or guided Corder (1974) divides the written works produced by learners into two types: (a) spontaneous production and (b) controlled production. Corder (1974: 126) says, “spontaneous production is “error avoiding” whereas controlled production is “error provoking.”

d. Tools

We can use interview, discussion and speech to elicit spoken errors and composition and questionnaire to elicit written errors.

1.6.2. Identification of Errors

Identification of errors is the second stage of error analysis. We should distinguish errors from lapses, mistakes or slips. Errors have the following features:

- Errors are not recognized by the language learner as deviant forms.
- Errors occur because of lack of competence and they tend to occur time and again, so they are said to be systematic.
- Errors are committed at competence level.
- Errors result from incomplete knowledge of rules of language.

1.6.3 Description of Errors

This is the third stage of error analysis. In this stage of error analysis, errors identified at the second stage are categorized on the basis of their nature and fields. Generally, errors are classified in the following types:

a. Group and individual error

The errors common to all the members of a particular group are called group errors whereas errors committed by individuals are called individual errors.

b. Productive and receptive errors

Errors in speaking and writing are called productive errors and committed while trying to encode the message. Errors in reading and understanding are called receptive errors and committed while trying to decode the utterances

c. Overt and covert errors

Explicit, open and easily detectable errors are called overt errors whereas subtle, hidden and hardly detectable errors are called covert

errors. Covert errors can be detected only in context but overt in an isolation.

d. Local and global errors

Local errors are committed only one point of language element hence can be pinpointed. Global errors refer to the error to inability to make correct use of more than one language element.

e. Inter-lingual and intra-lingual errors

This distinction is made on the basis of presence and absence of mother tongue interference in learning the target language. The Errors which are caused by the interference of L_1 in learning L_2 are called inter-lingual errors where as the errors which are resulted from the interference of L_2 or the target language itself are called intra-lingual errors.

f. Phonological, graphological, lexical/semantic, pragmatic /socio-linguistic/stylistic errors

- i. Phonological errors are resulted from the inability to pronounce correctly.
- ii. Graphological errors are resulted in writing or perceiving letters or alphabets.
- iii. Grammatical errors are resulted from the breaking of grammatical system in morphology and syntax
- iv. Semantic/lexical errors refer to the errors in the understanding or conveying meaning. Semantic/lexical errors refer to the error in understanding on conveying meaning.

- v. Pragmatic/socio-linguistic /stylistic errors are resulted from the inability to make relation between language and context.

Corder (1973) has classified errors into pre-systematic, systematic and post-systematic. These are called the three stages of error. In the pre-systematic period, the errors are quite random. In the second stage the learners errors become regular and master rules but the wrong ones. The third stage is the post systematic stage. In this stage the learner has learned the underlying rules but fails to apply it due to the lack of attention or lapses of memory.

1.6.4 Explanation of errors

This is the fourth stage of error analysis. Corder (1974: 128) says that "description of errors is largely a linguistic activity whereas explanation is the field of psycho-linguistics". In this stage, the errors are classified on the basis of their sources/causes. The sources of errors can be classified as follows:

- Errors due to L₁ interference.
- Errors due to analogical creation.
- Errors due to over-generalization.
- Errors due to hypercorrection.
- Errors due to erroneous input.
- Errors due to inherent difficulty.

* brief explanation of each of them is as follows:

a. Errors due to L₁ interference

According to Richards (1971) "the interference errors are those caused by the influence of the learner's mother tongue on his production of the target language presumably in those areas where the language

clearly differs.” Thus, errors are caused due to L1 interference while learning L₂. For example ‘school’ is pronounced as /isku:l/ instead of /sku:l/ by Nepali learners.

b. Errors due to analogical creation

Errors due to analogical creation are those errors committed due to wrong analogy because all analogical creations are not errors. For example, the expression, ‘*she explained me the meaning’ may be based on the correct sentence ‘she told me the meaning.’

c. Errors due to overgeneralization

Errors due to overgeneralization do not reflect the structure of learners mother tongue but faulty generalization about the rules of L₂. The learner may over-generalize rules and fails to take exceptions into account because his exposure to the language is limited and he has insufficient data from which to derive more complex rules. For example, on the basis of the words ‘quickly’, ‘slowly’, ‘fairly’ the learner may create a rule adjective + ly = adverb’ and thus may produce ‘fastly’.

d. Errors due to hypercorrection

Errors may also be due to hypercorrection which implies that the learner has once mastered the correct form, but because of false analogical creation he/she turns it into erroneous form. It is believed that the complexity of language introduces this type of error. They are called ‘difficulty inherents in the language’. For example, preposition of English cause difficulty in many cases to the learners and even to the native speakers.

e. Errors due to erroneous input

When students learn inadequate rules they form erroneous sentences. For example, when a teacher tells “if the action is in the past

tense, the verb must be in the past tense” as given by MCKeating (1981), it may teach the teacher to form a sentence like, “Last night he wanted to played football but his father said he got to finished homework.”

f. Errors due to inherent difficulty

Some features of the target language are inherently so difficult that they lead the learners towards committing errors no matter what the linguistic background of the learner is. For example, it is generally agreed that English pairs /v/-/f/ and /ð/ and /θ/ are very hard to distinguish not only for Nepali or other language speakers but also for native speakers.

1.6.5 Evaluation of errors

This stage of EA is concerned with the determination of seriousness of errors. Ellis (1985: 52) recognizes the important of evaluation of errors in making principle teaching decisions and stresses that if the purpose of EA is pedagogic rather than meant for research, judgement of errors from the point of view of their seriousness becomes necessary.

The term ‘error gravity refers to the seriousness of errors.’ James (1981) recognizes the need to know the language teachers’ as well as non-teachers’ attitude towards errors. To quote him, “We need to know whether teachers intuitions about error gravity are consistent we also need to know whether teachers’ intuition about EG are in accord with the intuitions that non-teachers have in the real world, particularly native speaker and readers of the language.”

As regards the way of judgement, James (1981) mentions two ways of determining seriousness of errors:

- a. The subjective way
- b. The objective way

He recommends former one because it is easier to conduct.

James (1981) suggests the following four criteria to evaluate seriousness of errors.

- a. Linguistic criterion
- b. Communicative criterion
- c. Attitudinal criterion and
- d. Pedagogic criterion

a. Linguistic Criterion

Linguistically, global errors are considered to be more serious than local errors partly because the former ones are not easily diagnosed and partly because they can be interpreted in more than one way. For example, in the following two sentences, the first one is more serious than the second one:

- * English language speak many people.
- * Why does he likes apples?

b. Communicative Criterion

It considers those errors to be more serious which break the communication. The extent to which the learners' language causes impairment of intelligibility for participants determine the seriousness of errors. The greater the impairment, the more serious the error is.

In Oslsson's finding (1972, as referred to by James, 1981) syntactically deviant forms impair intelligibility less than semantically deviant ones.

c. Attitudinal Criterion

Johansson, in his 'studies' on error gravity' (1987) looked at different specific features of Swedish accented English. He found that

some sound distributions were less irritating whereas some others were extremely irritating to the native speakers. In his finding misdistribution of the 'clear' and 'dark' allophones of /l/ did not irritate much, but the substitution of velar fricative [R] for the frictionless (English) continuant [r] irritates the native speakers. Similarly, impoliteness may also create irritation, and 'pragmatic failure' is also one of the severe factors to cause irritation among the native speakers (Thomas 1983, as referred to by James).

d. Pedagogic criterion

It mentions that those errors are serious which are related to the language teaching items. No error is more or less serious inherently. If the aim of ELT is to teach pronunciation then errors in this area are certainly considered more serious than in the area of reading comprehension or so.

1.6.6 Remediation of Errors

It is the last but not the least stage of error analysis. The teacher tries to take remedial measures to overcome errors. There are two views regarding the technique of remediation of errors. One view suggests that immediate correction should be used as the most reliable technique to treat errors. If errors are not corrected immediately, learners become habituated and as the time passes, correction cannot be done. So errors, should be corrected as soon as possible. The other view suggests that learners' errors should not be corrected. If they are corrected, it may hamper their ability to learn language naturally. So we should let them learn the second language naturally as their mother tongue. If errors occur in learners sentences, a teacher should repeat the teaching items by providing correct models. It may be enough for the learners to derive a correct rule by modifying the previous hypothesis.

Ideally, remedial teaching is not pre-planned but is done incidentally, as soon as the need for it is apparent, in the form of frequent revision of problematic areas. This can be done in the early stages of a course, when problematic areas are likely to be few and fairly clearly defined. However, as time goes by and there are more and more things to remember, it becomes impossible to revise everything frequently enough for everyone and more and more mistakes begin to creep in.

Anyway, errors should be corrected without making the learners aware of them. But focus should be given to the correct version of language which is given to them.

1.7. Subject-Verb Agreement: An Overview

In any language of the world, we can observe a certain structure. In many languages we can have two parts: noun and verb. So the subjects of a sentence must concord with the verb of that particular sentence and likewise the verb of a sentence must concord with the subjects of that particular sentence. Such type of one to one relationship between subject and verb is called subject-verb agreement. According to Celce Murcia and Larsen Freeman (1983) “Research works done on L₂ morpheme acquisition (Dulay and Burts (1974), Bailey et al. (1974), Larsen-Freeman (1975) have shown that the third person singular present tense form causes persistent problems for learners even at the more advanced stages of proficiency.” So far a few studies have been done on other groups and levels in subject-verb agreement but no studies have been done about the targeted group, hence this study. Brief explanation of the terms related to the topic are as follows:

Copula:

Copula is a verb that links a subject to a complement. It is an independent grammatical item. It is meaningful. The main Copula is ‘BE’ (is, am, are, was, were and be itself).

Determiners:

A determiner is a word which is used with a noun or noun phrase and helps to limit the meaning to some extent. Articles, demonstrative, possessive and quantifiers including numerals are determiners.

Pre-modifiers and post-modifiers:

Modifiers that come before and after the head word in a noun phrase. The modifiers which come before the head word are called pre-modifiers and after the head word are called post-modifiers.

Other Verbs

The verbs except 'be', 'have' and 'do' are called 'other verbs'. It includes models and main verbs. Such as: work, eat, could, would and so on.

A Set of grammatical rules on subject-verb agreement.

1. $S_{\pm pl} \quad V_{\pm pl}$ (respectively).

Where,

S – NP

NP – (Pre-M) N (Post-M)

Pre-M-(Det) Adj

Det – Art

- Demonstratives
- Possessives
- Numeral

2. When a 'noun' or 'one' is preceded, by the determiners 'each, every, neither, either', it takes singular verb (V-pl).

3. $S_{unit} - V_{-PL}$

4. $SN - CL \quad V_{-PL}$

5. S verbal V_{-PL} where verbal – gerund
–infinitive
6. S wh V_{-PL} ---- $NP_{\pm PL}$ or $NP_{\pm PL}$?
7. When subject is the name of the nation representing a term of player or a collective noun, it takes a singular verb.
8. Many a N V_{-PL}
9. It all N $-PI$
- 10.
- a. N Col /mea of N $+PL$ V_{-PI}
- b. N fra of N mas/coL V_{-PI}
- c. N fra of N $+PI$ V_{+PI}
11. S Adj. V_{+PI}
- * 12. Neither of (the) N $+PI$ V_{-PI}
- Either
13. A number of N $+PL$ V_{+PL}
14. The number of N $+PI$. V_{-PL}
- 15.
- a. A/the majority (of N $+PL$) V_{+PI}
- b. The majority of N col V_{-PI}
- 16.
- a. Quantifier of N mas V_{+PI}
- b. Quantifier [(of) the] N $+NP$. V_{+PI}
- c. Quantifier [(of) the]) N $+Col$ V_{+PI}

17. In ‘or’ ‘either or’ and ‘neither ... nor’ constructions the proximity rule is applicable with the following exceptions.

Exceptions

a. In ‘or ... statements’ when 1st NP is plural and 2nd NP singular, the verb singular and Plural, both may be equally acceptable

* b. The proximity rule in the case of ‘either or’ is weak when 1st NP is plural and 2nd NP singular.

* c. In ‘neither nor’ constructions the verb is plural when 1st NP is plural and second NP singular.

18. Pseudo – Subject or dummy ‘there’ . when a sentence begins with there, the verb agrees with proximate NP i.e. proximity rule is applicable.

* Exception :

When 1st NP is singular and 2nd NP plural, it takes a plural verb.

19. One of N_{+PL} (wh-that) takes V_{-Pl} .

* Exception

One of Pn (wh – that) takes V_{+Pl}

* Note: The rules with asterick mark is relatively weaker since the percentage of native speakers thinking the correct is less than 70.

(Adopted from Shrestha, J.K., 1989)

1.8 The Darai Language: An Introduction

Nepal is a land of geographical, cultural and ethnic diversity where people speak varieties of languages and dialects. In a paper entitled “Multilingualism and the language situation in Nepal” Kansakar (1995) observes that at least sixty different ethnic communities or castes and a distribution of over seventy languages are spoken within the countries present day political boundaries." Furthermore, “The ethnologue on the

language of the world” edited by Barbara Grimes (1991) estimates a total of about hundred languages spoken mainly in Nepal. No doubt, "Darai language is one of the unique languages amid such multiplicity of languages spoken mainly in the low lying valleys in western hill area of Tanahun district and the flat plains of Chitwan district. It is generally claimed that these two districts are the core areas where the Darai language is spoken. Genetically, the Darai language classified under Indo-Aryan language family. The language is referred to as ‘Darai’. It is called ‘Darai kura’ by the Darai themselves and the speakers of other neighbouring languages as well. This is the language that Grierson (1909) calls “Darhis, Dadhis and Dahi” and Hodgson (1974) calls “Dadhi”.

In the ‘Tribal Ethnography of Nepal’ (1994) by Rajesh Gautam and Ashok Magar, they present the assumption that the word ‘Darai is originated from ‘Dard’ which is a tribe mentioned in the Mahabharata Manu Smriti and Haribangsha Purana.

The language spoken in the Chitwan district is heavily influenced by Nepali and to a lesser extent in the Tanahun district. Not having its own script, the language is written in the Devanagari script. Because of this fact the language is easily influenced by the Nepali language. Besides, there are many similarities to be found in the structure of Nepali and the verb forms of Darai. At the same time the active social interaction with other speech communities has largely affected the language. Most of the loan words from Nepali are commonly used, whereas loans from other languages are not significant.

Darai (1998) says that like other Indo-Aryan languages such as Nepali and Maithili, the Darai language has followed the same syntactic devices. The basic Darai sentence can be broken down into two constitutes as in:

Kamal Hosit
 /kamal /hosit/
 'kamal laughs'
 Use manus hosit
 /use m nus hosit/
 'the man laughs'
 onen hoshtaat matra
 /onen host t matra/
 'They just laugh'

the structure of the sentence can be abbreviated as:

Sentence : Noun phrase + Verb phrase

(Pratt and Tranggott: 1980: 132)

or more shortly

S – NP + VP

The arrow stands for the relation 'consists of/has the structure of/has as its constituents. Therefore, the rule reads: "A sentence consists of a noun phrase followed by a verb phrase. The same rule can be displayed in a "tree structure" such as:

In the language, many other structures differ according to the word order as subject (S), object (O) and Verb (V) for example,

Bhaatu (S)	mod (O)	Khaaitaat (V)
/b ^h tu	mod	khait t/
'brother-in-law	liquor	drinks'
'Brother-in-law	drinks	cornbeer'

While transforming the above sentence into interrogation and negation, the order of the words should be shifted as in the following examples:

Bhaatu kyaa Khaila?

Brother-in-law what eats?

"What does brother-in-law eat/drink?"

Bhaatui mod naakhaai

'Brother-in-law does not drink liquor'

'Mod naakhaat kyaa Bhaatu?'

'Corn beer not eats brother-in-law?'

'Does brother-in-law drink cornbeer?'

In the above examples the morpheme /nã/ is commonly used as a determiner of negative formation in Darai. In the formation of negative, the morpheme /nã/ is only a single determiner in the language. The word 'kyaa' /kyã/ is often used to ask question but the word only with a main verb can form questions without auxiliary (Darai 1998).

The Population Distribution of Darai Castes on the Basis of the Statistics Compiled in 2001 Census Report is as follows:

Table 1: District-wise Population of Darai

S.N.	District	Population
1	Taplejung	6
2	Panchathar	1
3	Ilam	11
4	Jhapa	1
5	Morang	7
6	Sunsari	9
7	Dhankuta	1

8	Terhathum	-
9	Sankhuwasabha	5
10	Bhojpur	1
11	Solukhumbu	-
12	Okhaldhunga	-
13	Khotang	2
14	Udayapur	4
15	Saptari	3
16	Siraha	8
17	Dhanusha	49
18	Mahottari	5
19	Sarlahi	11
20	Sindhuli	5
21	Ramechhap	1
22	Dolakha	-
23	Sindhupalchok	6
24	Kavrepalchok	-
25	Lalitpur	9
26	Bhaktapur	1
27	Kathmandu	90
28	Nuwakot	-
29	Rasuwa	-
30	Dhading	823
31	makwanpur	16
32	Rautahat	2
33	Bara	61
34	parsa	9
35	Chitwan	7217
36	Gorkha	636
37	lamjung	34

38	Tanahun	3747
39	Syangja	-
40	Kaski	18
41	Manang	1
42	Mustang	3
43	Myagdi	-
44	Parbat	3
45	Baglung	10
46	Gulmi	-
47	Nawalparasi	1762
48	Rupandehi	67
49	Kapilvastu	-
50	Arghakhanchi	-
51	Palpa	108
52	Pyauthan	1
53	Rolpa	-
54	Rukum	-
55	Salyan	-
56	Dang	7
57	Banke	1
58	Bardiya	82
59	Surkhet	6
60	Dailekh	1
61	Jajarkot	-
62	Dolpa	-
63	Jumla	-
64	Kalikot	-
65	Mugu	-
66	Humla	-
67	Bajura	-

68	Bajhang	1
69	Achham	-
70	Doti	1
71	Kailali	4
72	Kanchanpur	2
73	Dadeldhura	-
74	Baitadi	-
75	darchula	-
Total		14859

Source: Central Bureau of Statistics, 2003. Population Census (2001), Kathmandu, National Planning Commission Secretariat.

The population of Darai is scattered so many districts of Nepal. They are backwarded themselves because of lack of consciousness and domination of other communities. Nowadays, they want to have nuclear family. They celebrate Dashain, Tihar, Fagu, Teej and other festivals like Hindus. Most of them are depend upon agriculture. They have cooperative attitude to one another.

1.9. Review of the Related Literature

The existence of error in the process of second or foreign language learning is universally accepted. So many studies have been carried out to study the errors of second language learners. There are mainly two approaches to error analysis, the contrastive and non-contrastive. Both of these approaches are equally important for error analysis. A number of researches related to errors have been carried out outsides and inside Nepal. Some of them are as follows:

Lado (1957) is the pioneer of contrastive approach. He declares that the difference or dissimilarity between a first and target language is the main cause of difficulty. Therefore, the most important contribution of the contrastive analysis is that the mother tongue interference is the sole source of error.

Corder (1973), on the other hand, says that difficulty is a psycholinguistic matter. Therefore, any feature of the target language which differs from that of the mother tongue, is not necessarily difficult to learn.

Richards et al. (1985) express that contrastive analysis was more successful in phonology than in other areas of language and declined in the 1970s as mother tongue interference was replaced by other explanations of learning difficulties. In recent years, contrastive analysis has been applied to other areas of language such as discourse system. This is called contrastive discourse system.

When contrastive approach alone was inadequate to describe the different sources of errors, the non-contrastive approach came into existence. It considered the errors in terms of overgeneralization, false concept hypothesized, incomplete application of rules, hypercorrection etc. This approach was found effective not only at phonological level but also at other levels of language like grammatical, lexical, orthographic etc. (See Richards 1974: 174-178).

Corder (1973) says that the study of error is a part of the investigation of the process of language learning. It provides us a picture of the linguistic development of a learner and may give us indications of the learning strategies. Errors are unavoidable and very essential parts of learning. Errors do occur in the process of second language learning.

Khadka (2001) conducted a research on 'grammatical errors committed by Jirel learners' and found many similarities and differences between English and Jirel languages in 'reported speech' and 'relative clause'. She had also found that so many errors were committed by Jirel learners in transforming 'relative clause' and 'reported speech.'

Adhikari (1999) carried out a research to investigate errors committed by students of grade nine in the use of causative verbs and found that the students committed more errors in 'have' types rather than in the 'make' and 'get' types.

He also found that the students frequently committed errors in the use of causative verbs due to the following causes:

- Lack of practice.
- Active pattern of the causative verb interference
- Poor comprehension power
- Ignorance of rule restriction
- False concept hypothesized
- Negative effect of grammar translation and so on.

Karki (2002) did a research for the evaluation of grammatical errors and found frequency of errors and judgement of errors.

Tharu (2001) carried out a research to investigate similarities and differences in subject-verb agreement in English and Tharu languages and found that the Tharu verbs are marked for formal and informal forms which is not found in English verbs, both English and Tharu verbs agree with the subject in a clause or sentence, both English and Tharu verbs don't agree with the categories of gender.

Pant (2004) carried out a research on the effectiveness of discovery technique in teaching subject-verb agreement in grade nine (A practical study) and found that in verb-wise comparison group 'A' was found to be better than group 'B'; in subjectwise comparison group, 'A' had a better result than group 'B'.

Sah (2000) carried out a research to investigate subject-verb agreement in Maithili and the English language and found that the subject-verb agreement system between Maithili and English are almost

different except with the gender only in the present tense and he had also found that the committed errors were caused due to the several reasons. The reasons were overgeneralization, mother tongue interference, hypercorrection and inability to use proper inflections of Maithili-verb agreement.

No research as yet has been done in this area to see what problems and difficulties the Darai students face in learning English. The researcher, therefore, got interested, to find out errors in subject-verb agreement committed by ninth graders.

1.10 Objectives of the Study

The main objectives of the study were:

- a. to find out the proficiency of the students in subject –verb agreement on the basis of the following variables
 - itemwise comparison
 - genderwise comparison
 - schoolwise comparison
- b. to find out the errors on subject-verb agreement on the basis of the following variables
 - verbwise comparison
 - genderwise comparison
 - schoolwise comparison
- c. to suggest some pedagogical implications on the basis of the finding of the study.

1.11 Significance of the Study

The findings of the study will be beneficial to the subject experts, target group, the persons who are related to the target group and others who are keenly interested in grammar section of a language.

CHAPTER TWO

2. Methodology

The researcher adopted the following methodology to accomplish the present study.

2.1. Sources of Data

To accomplish the present study, the researcher used and consulted the following sources of data.

2.1.1. Primary Sources

The researcher administered a test which include subjective and objective types of questions to the sampled group and collected all the answer sheets. Those participated students were the primary sources of data for this study.

2.1.2. Secondary Sources

The researcher consulted various articles, journals, theses and books related to the topic which helped him to forward the research task. Such as Darai (1998), Adhikari (1999), Sah (2000), Khadka (2001) and so on.

2.2. Population of the Study

The students who were studying in grade nine were the population of the study.

2.3. Sampling Procedure

Three public schools of Tanahun district and three public schools of Chitwan district were sampled through random sampling procedure. Ten Darai students were selected randomly in each schools and tested in one setting in their schools separately. There were 60 students altogether.

2.4. Tools for Data Collection

The main tool for the collection of data was the test item which included subjective and objective questions. It was specific to subject-verb agreement structure. There were three items totaling 40 questions allocating 40 marks in objective tools and there were two items allocating 10 marks in subjective tools (See appendix-II).

2.5. Process of Data Collection

The researcher collected the data form the primary source by administering a test which was written. For this he adopted the following steps.

At first, the investigator visited the concerned schools and convinced the authroity and English teachers to get permission to carry out the research and then he collected the target group to a separate room and explained the purpose of the exam and gave the tools. The test times was one and a half hours.

Then, he collected all answer sheets, checked and assigned scores to them.

2.6. Limitation of the Study

The study was limited in the following ways:

- a. The researcher did not extend beyond subject-verb agreement.
- b. It was the study of formal setting.
- c. The primary data was only 60 students.
- d. It was not done below and above ninth graders.
- e. The study was not extended more than six public schools. It was limited only Darai students.

CHAPTER THREE

3. Analysis and Interpretation

According to the objectives of the study, the responses of students were marked systematically and the errors in the subject-verb agreement committed by the students were tabulated. With a view to making the study more objective, the analysis and interpretation has been done by using the statistical tools of 'average' and 'percentage'.

Hence, this chapter consist of the following two parts:

3.1. Analysis of Proficiency

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

3.1.1. Analysis and Interpretation of Total Proficiency

Table 2: Total Proficiency in Objective Questions

Total sample	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
60	19.28	28	46.66	32	53.33

Table 2 is a kind of summary of the total proficiency of 60 students in the given objective questions. The total average of the sixty students was 1928. Only 46.66 percent of the students were above the average whereas 53.33 percent were below it.

It suggests that in totality, the achievement was poor in given objective questions.

Table 3: Total Proficiency in Free Writing

Total sample	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
60	3.21	23	38.33	37	61.66

The table above displays the students' proficiency in free writing in which students were asked to write essays on 'importance of education' and 'the game you like the most. The students were given two questions carrying 10 marks. The table presents the average score obtained by the total sample in free writing i.e. 3.21. The students' scoring above the average were 38.33 percent, where the majority of the students in total were found unable to show better performance.

3.1.2 Item-Wise Analysis and Interpretation of Total Proficiency

Table 4: Total Proficiency in Item No. A

Total sample	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
60	9.81	33	55	27	45

The table above shows the total proficiency of the sample of 60 students in 'Filling up' items; choosing the correct verbs given in the brackets. There were 20 questions in item number 'A' carrying 20 marks. The average of 60 students was 9.81. 55 percent of the students scored above the average and below it were 45 percent. Hence, the total proficiency in item number 'A' was found satisfactory.

Table 5: Total Proficiency in Item No. B

Total sample	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
60	5.71	27	45	33	55

The table above shows the total proficiency of the sample of 60 students in item 'B'. There were 10 matching questions in item number 'B' carrying 10 marks. The average score was 5.71. Out of the total sample, 45 percent were found above the average in matching item. Hence, the proficiency in total was not satisfactory.

Table 6: Total Proficiency in Item No. C

Total sample	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
60	3.75	29	48.33	31	51.66

The table above shows the total proficiency of the sample of 60 students in item 'C'. There were 10 multiple choice questions in item number 'C' carrying 10 marks. The average score was 3.75. Out of the total sample, 48.33 percent were found above the average in item 'C'. Hence, the proficiency in total was not satisfactory.

3.1.3 Analysis and Interpretation of Total Proficiency in Terms of Sex

Table 7: Comparison of Different Variables with Total Average in Objective Questions

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	36	19.28	16	44.44	20	55.55
Girls	24		13	54.16	11	45.83

Table 7 shows a sample size of different variables and the total average of all of them, i.e. 19.28. It further shows that 44.44 percent of boys and 54.16 percent of girls were above the average and 55.55 percent and 45.83 percent were below the average, respectively. Thus, in general the proficiency of girls was found better than those of boys as regards the achievement in the subject-verb agreement given to them.

Table 8: Comparison of Different Variables with Total Average in Free Writing

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	36	3.21	14	38.88	22	61.11
Girls	24		9	37.5	15	62.5

Table 8 shows a sample size of different variables and the total average of all of them, i.e. 3.21 in free writing. It further shows that 38.88 percent of boys and only 37.5 percent of girls were above the average and 61.11 percent and 62.5 percent were below the average, respectively. Thus, in general the proficiency of boys was found better than those of girls as regards to the achievement in free writing.

3.1.4. School-Wise Analysis and Interpretation of Total Proficiency

Table 9: Total Proficiency of Six Different Schools in Objective Questions

S.N.	Name of school	Item A	Item B	Item C	Total	Percentage
1	Barahi Secondary School	100	54	43	197	17.02
2	Chandi Devi Rastriya Secondary School	79	53	29	161	13.91
3	Jal Devi Secondary School	103	70	36	209	18.06
4	Bishow Prakash H. Secondary School	96	45	42	183	15.81
5	Laxmi Secondary School	110	62	39	211	18.23
6	Saradpur Secondary School	101	59	36	196	16.94
Total		589	343	225	1157	100.00

The table above shows the total proficiency of the students in three different items of the six different schools. The total proficiency of the students of Laxmi Secondary School was 18.23 percent which was the highest whereas the lowest proficiency was the students of Chandi Devi Rastriya Secondary School i.e. 13.91 followed by Barahi Secondary School, Jal Devi Secondary School, Bishow Prakash Higher Secondary School, Saradpur Secondary School (17.02 percent, 18.06 percent, 15.81 percent and 16.94 percent), respectively. Thus, the students of Laxmi Secondary School were found better than the students of other five schools.

Table 10: Total Proficiency of Six Different Schools in Free Writing

S.N.	Name of schools	Free writing	Percentage
1	Barahi Secondary School	41	21.24
2	Chandi Devi Rastriya Secondary School	28	14.50
3	Jal Devi Secondary School	38	19.68
4	Bishow Prakash H. Secondary School	22	11.39
5	Laxmi Secondary School	36	18.65
6	Saradpur Secondary School	28	14.50
Total		193	100.00

Table 10 shows the total proficiency in free writing of six different schools. The highest proficiency the students of Barahi Secondary was 21.24 percent the lowest proficiency was of Bishow Prakash Higher Secondary School, i.e. 11.39 percent followed by Chandi Devi Rastriya Secondary School, Jal Devi Secondary School, Laxmi Secondary School, Saradpur Secondary School (14.50 percent, 19.68 percent, 18.65 percent and 14.50 percent), respectively. Thus, the students of Barahi Secondary School were found better than the students of other five schools.

3.2. Analysis of Errors

In this part, the analysis and interpretation of the data has been carried out under the following headings:

- a. Verb-wise analysis and interpretation of total errors.
- b. Analysis and interpretation of total errors in terms of sex.
- c. School-wise analysis and interpretation of total errors.

3.2.1. Verb-Wise Analysis and Interpretation of Total Errors

Table 11: Distribution of Errors in Objective Questions

S.N.	Types of errors	No. of errors	Percentage
1	Errors in be verbs	313	25.18
2	Errors in have verbs	140	11.26
3	Errors in do verbs	219	17.61
4	Errors in other verbs	546	43.92
5	Unattempted items	25	2.01
Total		1243	100.00

The above table records the different types of errors in the given subject-verb agreement. The table indicates that the students committed the highest number of errors 43.92 percent in the selection of appropriate verbs except 'be', 'have' and 'do' types. The other types of errors i.e. 25.18 percent were committed in the selection of appropriate 'be' verbs in the given test. The total informants committed 17.61 percent errors in the use of do verbs. In the same way, the least number of errors were committed in using 'have' verbs i.e. 11.26 percent. At last, 2.01 percent questions were left unattempted.

Table 12: Distribution of Errors in Free Writing

S.N.	Types of errors	No. of errors	Percentage
1	Errors in be verbs	340	30.71
2	Errors in have verbs	186	16.80
3	Errors in do verbs	191	17.25
4	Errors in other verbs	390	35.23
Total		1107	100.00

Table 12 shows distribution of errors in free writing. It records 35.23 percent errors committed in the use of the other verbs. The least number of errors i.e. 16.80 percent were committed in the use of 'have' verbs. Likewise, 30.71 percent errors were committed in the use of be verbs and 17.25 percent in the 'do' verbs.

a. Error in 'be' Verbs

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

Table 13: Errors in 'be' Verbs

S.N.	Items	Examples	Frequency	Percentage
1	Item A	*The students who are studying in grade eight <u>were</u> good. (is, are, were) * He <u>is</u> in hospital yesterday (is, was, were)	151	48.24
2	Item B	He → is going to rain. *He is going to rain. The committee → are trying to utilize new trick in their games. *The committee are trying to utilize new trick in their games	54	17.25
3	Item C	*There was no doubt that it will grow There is no doubt that it will grow	108	34.50
Total			313	100

The table 13 shows that the highest number of errors in 'be' verbs was committed in item number 'A'. They frequently used 's' whether the subject is plural or singular. In item number 'B' students were asked to match the subject and the complement part appropriately. In this item also, they used singular subject to plural verb and plural verb to singular subject. In item number 'C' also students were not able to make the subject verb agreement appropriately. Hence, they committed 48.24 percent errors in item A, 17.25 percent in item 'B' and 34.50 percent in item 'C'.

Table 14: Errors in be Verbs in Free writing

S.N.	Items	Exmaples	Frequency	Percentage
1	Item 'A'	* My life is English is very hard. *Some Nepali people are worked very hard	149	43.82
2	Item 'B'	* I am play a football. * All game are funny	191	56.17
Total			340	100.00

In free writing also respondents committed errors in selecting correct verb to a particular subject. They were not able to write, singular verb to singular subject and plural verb to plural subject. There were also two items in free writing, items 'A' and 'B'. The students committed 43.82% errors in items 'A' and 56.17 percent errors in item 'B'.

The students were found having only the partial knowledge about 'be' verb and its different forms. Most of them generally used 'is' or 'are' irrespective of whether the sentence is in the past or the present tense.

For example, *He is in hospital yesterday. The students committed such types of errors.

b. Errors in 'have' verbs

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

Table 15: Errors in 'have' Verbs

S.N.	Items	Examples	Frequency	Percentage
1	Item 'A'	* Ram was bored because he has nothing to do. (has, have had)	44	31.42
2	Item 'B'	* They → has to complete his research work till tomorrow. *They has to complete his research work till tomorrow. He have organized a concert *He →have organized concert	96	68.57
Total			140	100.00

Table 15 given above presents a clear picture that, 140 out of 1243 errors were committed in 'have' types of verbs. The students were found the least number of errors in item number 'A'. They committed 31.42 percent errors in item 'A' and 68.57 percent errors in item 'B'. They frequently committed the following types of errors.

- a. *It have certain that it will grow (is, has, have)
- b. *We has decided to conduct meeting next Sunday.

Table 16: Errors in 'have' verbs in free writing

S.N.	Items	Examples	Frequency	Percentage
1	Item 'A'	*If we have educated we will be honest. *All students life has not for only student.	97	52.15
2	Item 'B'	*I think any people has do their work. *We has interest to play football.	89	47.84
Total			186	100.00

Table 16 presents clear idea of errors in 'have' verbs in free writing. Most of the students used 'have' verb in a wrong way. In examples also it has been shown. 186 errors were committed in 'have' verbs out of 1107 errors. In these two items also 52.15 percent errors were committed in item 'A' and 47.84 percent errors in item 'B'.

c. Errors in 'do' verbs.

The students were requested to fill up 'do' verbs in item 'A'. Match the subjects with 'do' verb correctly in item B and tick the grammatically correct 'do' verb agreement in item 'C'. But they couldn't do so nicely and committed so many errors as shown in the table given below:

Table 17: Errors in 'do' Verbs

S.N.	Items	Examples	Frequency	Percentage
1	Item 'A'	* Mira and Amrita <u>does</u> their homework. (do, does, is doing) * The writer used to read but now he <u>don't</u> read (doesn't, don't, didn't)	81	36.98
2	Item 'B'	*Ram and Hari does commitment to provide good service. *They does commitment to provide good service.	55	25.11
3	Item 'C'	*Ram does not done his homework instead of Ram doesn't do his homework. *A driving license was not necessarily show that you can drive well instead of A driving license does not necessarily show that you can drive well.	83	37.89
Total			219	100.00

The table 17 displays a clear picture that 219 out of 1243 errors were committed in 'do' verbs totaling items 'A' , 'B" and 'C'. The students were found committing the highest number of errors in item 'C'. Likewise, they committed the least number of errors in item 'B'. Only 25.11 percent errors were found in this item. 36.98 percent errors were

found in item 'A' They frequently committed the following types of errors.

- a. *Mira and Amrita does their homeworks
instead of
Mira and Amrita do their homework.
- b. *They does commitment to provide good service
in place of
They do commitment to provide good service.
- c. * Ram does not done his homework
in place of
Ram does not do his homework.

It seems that students are unfamiliar to use do verb correctly in a appropriate context.

Table 18: Errors in 'do' verbs in free writing

S.N.	Items	Examples	Frequency	Percentage
1	Item 'A'	*A educated man do anything in his life *A students does commitment to provide good service.	98	51.30
2	Item 'B'	*Football players does commitment to provide good service. *I think any people has do their work	93	48.69
Total			191	100.00

The table 18 points out, that student did a lot of errors while they were supposed to write essays. Out of 1107 errors, students made 191 errors in 'do' verbs. Out of 191 errors, they committed 51.30 percent errors in item 'A' and 48.69 errors in item 'B'. It can be proved observing the following examples.

- a. * A educated man do anything in his life.

b. * I think any people has do their work.,

We can suggest our public institutions to teach English intensively.

d. Errors in 'Other' Verbs

The students were requested to concord subjects and verbs in items 'A', 'B' and 'C'. In this portion, they did so many errors. They couldn't make grammatically correct statements using the given clues. It can be shown in the following table.

Table 19: Errors in 'Other' Verbs

S.N.	Items	Examples	Frequency	Percentage
1	Item 'A'	*Try to remember the story and <u>tells</u> it to your friend (tells, told, tell) * I'm sure that Hari <u>could</u> easily pass the exam. (will, shall, could)	318	58.24
2	Item 'B'	The committee→ involve in science experiments. *The committee involve in science experiments. * It will play football tomorrow.	49	8.97
3.	Item 'C'	* I regrets to inform you that the trust did not select you for the Shah fellowship this year. * A man who were climbing a mountain in a mountaineer.	179	32.78
Total			546	100.00

The table 19 presents errors in other verbs in items 'A', 'B' and 'C'. The students were found committing the least number of errors in item number 'B'. They committed only 8.9 percent errors in item 'B' against the highest number or 58.24 percent errors in item 'A'. Like this, students

committed 32.7 percent errors in item 'C'. They frequently committed the following types of errors.

a. * Try to remember the story and tells it to your friend
in place of

Try to remember the story and tell it to your friend.

b. *It will play football tomorrow.

Instead of

He/she/they will play football tomorrow

c. * A man who were climbing a mountain is a mountaineer

Instead of

A man who climbs a mountain is a mountaineer.

Table 20: Errors in 'Other' verbs in Free writing

S.N.	Items	Examples	Frequency	Percentage
1	Item 'A'	*Education teached how to read and write *If we have education, we works easily	188	48.20
2	Item 'B'	*I like play football *It help to running and make us healthy.	202	51.79
Total			390	100.00

Table 20 shows errors in other verbs in free writing. It is clearly shown that out of 1107 errors 390 errors were committed in this portion. Among 390 errors, 188 or 48.20 percent errors were committed in item 'A' and 202 or 51.79 percent errors were committed in item 'B". It can be justified by the examples.

a. * Education taught how to read and write

Instead of

Education teaches us how to read and write.

b. *I like play football

Instead of

I like to play football.

or

I like playing football

e. Unattempted Items

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

Table 21: Distribution of Unattempted Items

S.N.	Items	No. of unattempted items	Percentage
1	Item 'A'	16	64
2	Item 'B'	4	16
3	Item 'C'	5	20
	Total	25	100.00

The table above shows that 64 percent or the highest number of questions were left unattempted in item number 'A' against 16 percent or the lowest number of unattmepted questions in item number 'B' and 20 percent were left in item number 'C' The highest number of questions were left unattempted in item number 'A' as a result of which the percentage of unattempted items is seen the highest also.

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

Table 22: Comparison of Total Errors with Different Variables

Variables	Sample size	No. of errors	Percentage
Boys	36	734	59.05
Girls	24	509	40.94
Total	60	1243	100.0

The table 22 shows that 40.94 percent errors were committed by the girls against the 59.05 percent errors of the boys. Hence, the tendency in committing more errors was found in boys in comparison with girls.

Table 23: Comparison of Total Errors with Different Variables in Free Writing

Variables	Sample size	No. of Errors	Percentage
Boys	36	752	67.93
Girls	24	355	32.06
Total	60	1107	100.0

Table 23 displays the comparison of errors with different variables. In free writing boys committed 67.93 percent errors against the 32.06 percent errors of the girls. It also displays that boys wrote more sentences than girls and committed more errors.

3.2.3 School-wise Analysis and Interpretation of Errors

Table 24: Total Errors of Six Different Schools in Objective questions

S.N.	Name of the School	Item A	Item B	Item C	Total	Percentage
1	Barahi Secondary School	100	46	57	203	16.33
2	Chandi Devi Rastriya Secondary School	121	47	71	239	19.22
3	Jal Devi Secondary School	97	30	64	191	15.36
4	Bishow Prakash Higher Secondary School	104	55	58	217	17.45
5	Laxmi Secondary School	90	38	61	189	15.20
6	Saradpur Secondary School	99	41	64	204	16.41
Total		611	257	375	1243	100.00

Table 24 displays the total errors in three different items committed by the students of six different government schools. The table indicates that 19.22 percent or the highest number of errors were committed by the students of Chandi Devi Rastriya Secondary school against 15.20% or the lowest number of errors by the students of Laxmi Secondary school. The students of Barahi Secondary School, Jal Devi Secondary School, Bishwo Prakash Higher Secondary School, Saradpur Secondary School committed 16.33 percent, 15.3 percent, 17.4 percent and 16.4 percent errors, respectively. Hence, the students of Chandi Devi Rastriya Secondary School were found to commit more errors in comparison with other five schools.

Table 25: Total Errors of Six Different Schools in Free Writing

S.N.	Name of the School	Item A	Item B	Total	Percentage
1	Barahi Secondary School	62	77	139	12.55
2	Chandi Devi Rastriya Secondary School	108	101	209	18.87
3	Jal Devi Secondary School	70	93	163	14.72
4	Bishow Prakash Higher Secondary School	63	102	165	14.90
5	Laxmi Secondary School	133	150	283	25.56
6	Saradpur Secondary School	93	55	148	13.36
Total		529	578	1107	100.00

Table 25 presents the total errors in free writing committed by the students of six different government schools. The table indicates that 25.56 percent or the highest number of errors were committed by the students of Laxmi Secondary School against 12.55 percent or the lowest number of errors by the Barahi Secondary School. The students of Chandi Devi Rastriya Secondary School, Jal Devi Secondary School, Bishow Prakash Higher Secondary School, Saradpur Secondary School committed 18.87 percent, 14.72 percent, 14.90 percent and 13.36 percent, respectively. Hence, the students of Barahi Secondary School committed less errors in comparison with other five schools.

CHAPTER FOUR

4. Findings and Recommendations

4.1. Findings

From the analysis and interpretation of the data, findings of the present study were summarized as follows:

1. Students performed the best in item number 'A' and performed the worst in item number 'B' in objective tools.
2. In totality, the proficiency of boys was better than that of girls in free writing but the proficiency of girls was better than that of boys in objective questions.
3. While comparing school-wise performance, the students of Laxmi Secondary school performed the best and the students of Chandi Devi Rastriya Secondary School performed the worst in objective questions.
4. In free writing, the students of Barahi Secondary School performed the best and the students of Bishow Prakash Higher Secondary school performed the worst.
5. The students committed more errors in other verbs. Such as:
 - * If we have education, we works easily
 - * The committee involve in science experiments
6. The girls committed more errors in comparison with boys in objective tools whereas the boys committed more errors in comparison with girls in free writing.

4.2. Recommendations

On the basis of the findings of the research the following recommendations have been made:

- a. Give more emphasis on 'other' verbs rather than 'be', 'have' and 'do' verbs.
- b. Intensive teaching is needed to boys rather than girls in objective tools.
- c. Girls must be taught intensively to write essays.

Finally, similar research works should be carried out in articles, prepositions, relative clause and others in which Darai learners of English are likely to commit errors in their performance.

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Appendix I

Name of the Schools

- Barahai Secondary School, Pharakchour, Vays Municipality, Tanahun
- Chandi Devi Rastriya Secondary School, Kumaltari, Vays Municipality, Tanahun
- Jal Devi Secondary School, Bhadgoun, Vays Municipality, Tanahun
- Bishow Prakash Higher Secondary School, Mangalpur, Chitwan
- Laxmi Secondary School, Jagatpur, Chitwan
- Saradpur Secondary School, Saradpur, Chitwan.

Appendix II

Questionnaire Addressed to the Students

School Name:

Name:

Roll No.

Time: 1.30

Group 'A'

a. Fill up a suitable verb from the brackets. 20

- i. The students who are studying in grade eight good. (is, are, were)
- ii. Mira and Amrita.... their homeworks (do, does, is doing)
- iii. Her office..... in Tripureshwor. (were, did , was)
- iv. Ram was bored because he.... nothing to do. (has, have, had)
- v. The injury happened he ... of his bicycle. (Fall, fell, fallen)
- vi. We going in hospital yesterday. (is, was, were)
- vii. He..... in hospital yesterday (is, was, were)
- viii. Luitel..... him for his performance (praises, praise, praised)
- ix. Try to remember the story and it to your friend. (tells, tell, told)
- x. If I were you, I..... fly like a bird. (would, will, shall)
- xi. They to their friend's place in their cars. (goes, gone, go)
- xii. Shyam and Sita one another (loves, love, lobed)
- xiii. Why does the man ashamed? (feel, feels, felt)
- xiv. Photography is not there (allows, allow, allowed)
- xv. The writer used to read but now he read. (doesn't, don't, didn't)
- xvi. I like to see the house where he was born. (should, would, could)
- xvii. Smoking is here (prohibit, prohibits, prohibited)

xviii. While Rita. to the radio, the doorbell rang. (were listening, was listening, , has listening)

xix. It..... certain that it will grow. (has, have, is)

xx. I'm sure that Hari... easily pass the exam. (will, shall, could)

b. Match the following writing the correct roman letters in the boxes.

i) I are trying to utilize new tric in their games

ii) We has to complete his research work till tomorrow.

iii) He involve in science experiments

iv) It does commitment to provide good service.

v) They are close friends.

vi) Ram and Hari has decided to conduct meeting next Sunday

vii) Student is going to train

viii) The office am a student.

ix) The committee have organized a concert.

x) Football players will play football tomorrow.

C. Tick the correct Statement

a.

i. He goes to his friend's place in his car.

ii. He have gone to his friend's place in his car.

iii. He had gone to his friend's place tomorrow.

iv. He will go to his friend's place yesterday.

b.

i. Mr. Yadav were not selected for the fellowship because other competitors were better than him.

ii. Mr. Yadav was not selected for the fellowship because other competitors were better than him.

iii. Mr. Yadav will not selected for te fellowship because other competitors were better than him.

iv. Mr. Yadav is not selected for the fellowship because other competitors were better than him.

c.

i. Ram does not does him homework.

ii. Ram does not do his homework.

iii. Ram does not done his homework.

iv. Ram doesn't did his homework.

d.

i. A driving license has not necessarily show that you can drive well

ii. A driving license was not necessarily show that you can drive well.

iii. A driving license were not necessarily show that you can drive well.

iv. A driving license doesn't necessarily show that you can drive well.

e.

i. Ryan did rushed to a hospital by helicopter.

ii. Ryan were rushed to a hospital by helicopter.

iii. Ryan have rushed to a hospital by helicopter.

iv. Ryan was rushed to a hospital by helicopter.

f.

i. I regret to inform you that he trust did not select you for the Shah fellowship this year.

ii. I regrets to inform you that the trust did not select you for the Shah fellowship this year

iii. I has regretted to inform you that the trust did not select you for the Shah fellowship this year.

iv. I have been regretted to inform you that the trust did not select you for the Shah fellowship this year.

g.

- i. Does read the newspaper.
- ii. Do read the newspaper
- iii. Read the newspaper.
- iv. Does not read the newspaper.

h.

- i. There are not doubt that it will grow.
- ii. There were no doubt that it will grow.
- iii. There was no doubt that it will grow.
- iv. There is no doubt that it will grow.

i.

- i. A man who is climbing a mountain is a mountaineer.
- ii. A man who was climbing a mountain is a mountaineer.
- iii. A man who were climbing a mountain is a mountaineer.
- iv. A man who climbs a mountain is a mountaineer.

j.

- i. She do not made her tailor lengthened her trousers.
- ii. She does not made her tailor lengthened her trousers.
- iii. She did not made her tailor lengthened her trousers.
- iv. She made her tailor lengthened her rousers.

Group 'B'

- A. Write an essay on importance of education.
- B. Write an essay on a game you like the most.

**Appendix III'A' : Total Proficiency of Barahi Secondary School,
Pharakchour, Vays Municipality, Tanahun**

S.N.	Sex	Item A	Item B	Item C	Total	Writing
1	M	11	5	5	21	4
2	M	8	4	4	16	2
3	M	8	6	6	20	6
4	F	11	8	2	21	2
5	M	15	7	7	29	8
6	M	8	4	6	18	6
7	M	12	5	5	22	2
8	M	8	6	3	17	5
9	M	10	4	3	17	4
10	F	9	5	2	16	2
Total		100	54	43	197	41

**Appendix III 'B': Total Proficiency of Chandi Devi Secondary
School, Kumaltari, Vays Municipality, Tanahun.**

S.N.	Sex	Item A	Item B	Item C	Total	Writing
1	F	10	4	2	16	2
2	F	4	1	2	7	6
3	M	8	6	4	18	2
4	M	11	4	4	19	5
5	M	8	4	2	14	2
6	M	8	8	6	22	3
7	M	8	6	3	17	2
8	M	4	5	3	12	2
9	M	11	5	2	18	3
10	M	7	10	1	18	1
Total		79	53	29	161	28

**Appendix III 'C' : Total Proficiency Jal Devi secondary school,
Vhadgoun Vays Municipality, Tanahun**

S.N.	Sex	Item A	Item B	Item C	Total	Writing
1	F	10	10	3	23	5
2	F	12	6	3	21	6
3	F	5	4	3	12	4
4	F	12	10	3	25	4
5	F	7	8	3	18	2
6	M	12	4	5	21	3
7	M	8	4	1	13	3
8	M	11	10	2	23	2
9	F	12	10	5	27	5
10	M	14	4	8	26	4
Total		103	70	36	209	38

**Appendix III 'D':Total Proficiency of Bishow Prakash Higher
Secondary, School, Mangalpur, Chitwan**

S.N.	Sex	Item A	Item B	Item C	Total	Writing
1	M	7	6	6	19	2
2	F	10	4	3	17	2
3	F	8	5	3	16	3
4	F	9	4	7	20	2
5	M	13	8	5	26	2
6	M	10	4	4	18	2
7	M	11	3	3	17	2
8	F	11	3	2	16	3
9	F	6	4	4	14	2
10	F	11	4	5	20	2
Total		96	45	42	183	22

**Appendix III 'E': Total Proficiency of Laxmi Secondary School,
Jagatpur, Chitwan**

S.N.	Sex	Item A	Item B	Item C	Total	Writing
1	F	13	8	5	26	2
2	M	13	7	5	25	4
3	F	12	8	4	24	2
4	M	12	5	5	22	6
5	M	9	4	2	15	4
6	M	9	5	5	19	2
7	F	11	5	4	20	2
8	M	9	5	3	17	4
9	M	10	7	4	21	6
10	F	12	8	2	22	4
Total		110	62	39	211	36

**Appendix III 'F': Total Proficiency of Sharadpur Secondary School,
Saradpur, Chitwan**

S.N.	Sex	Item A	Item B	Item C	Total	Writing
1	F	9	6	2	17	4
2	F	8	3	3	14	2
3	F	8	5	3	16	2
4	F	12	6	5	23	4
5	M	13	8	3	24	2
6	M	11	5	3	19	3
7	M	13	5	1	19	2
8	M	7	6	7	20	2
9	M	11	8	4	23	4
10	M	9	7	5	21	3
Total		101	59	36	196	28

Appendix IV 'A'

Total Errors of Barahi Secondary School Pharak Chour Tanahun

S.N.	SEX	Item A	Item B	Item C	Total	Free Writing		
						A	B	Total
1	M	9	5	5	19	1	4	5
2	M	12	6	6	24	9	10	19
3	M	12	4	4	20	7	7	14
4	F	9	2	8	19	3	5	8
5	M	5	3	3	11	9	9	18
6	M	12	6	4	22	9	14	23
7	M	8	5	5	18	7	5	12
8	M	12	4	7	23	11	17	28
9	M	10	6	7	23	4	5	9
10	F	11	5	8	24	2	1	3
Total		100	46	57	203	62	77	139

Appendix IV 'B'

Total Errors of Chandi Devi Rastriya Secondary School Kumaltari, Tanahun

S.N.	Sex	Item A	Item B	Item C	Total	Free Writing		
						A	B	Total
1	F	10	6	8	24	7	10	17
2	F	16	9	8	33	19	11	30
3	M	12	4	6	22	23	17	40
4	M	9	6	6	21	5	6	11
5	M	12	6	8	26	15	6	21
6	M	12	2	4	18	2	11	13
7	M	12	4	7	23	5	9	14
8	M	16	5	7	28	1	8	9
9	M	9	5	8	22	9	11	20
10	M	13	-	9	22	22	12	34
Total		121	47	71	239	108	101	209

Appendix IV 'C'

Total Errors of Jal Devi Secondary School, Bhadgoun, Tanahun

S.N.	Sex	Item A	Item B	Item C	Total	Free Writing		
						A	B	Total
1	F	10	-	7	17	8	7	15
2	F	8	4	7	19	12	16	28
3	F	15	6	7	28	8	6	14
4	F	8	-	7	15	6	4	10
5	F	13	2	7	22	5	5	10
6	M	8	6	5	19	3	11	14
7	M	12	6	9	27	8	13	21
8	M	9	-	8	17	3	6	9
9	F	8	-	5	13	6	12	18
10	M	6	6	2	14	11	13	24
Total		97	30	64	191	70	93	163

Appendix IV 'D'

Total Errors of Bishow Prakash Higher Secondary School, Mangalpur, Chitwan

S.N.	Sex	Item A	Item B	Item C	Total	Free Writing		
						A	B	Total
1	M	13	4	4	21	6	9	15
2	F	10	6	7	23	5	9	14
3	F	12	5	7	24	8	18	26
4	F	11	6	3	20	3	8	11
5	M	7	2	5	14	7	7	14
6	M	10	6	6	22	7	16	23
7	M	9	7	7	23	10	13	23
8	F	9	7	8	24	5	3	8
9	F	14	6	6	26	5	12	17
10	F	9	6	5	20	7	7	14
Total		104	55	58	217	63	102	165

Appendix IV 'E'

Total Errors of Laxmi Secondary Schools Jagatpur, Chitwan

S.N.	Sex	Item A	Item B	Item C	Total	Free Writing		
						A	B	Total
1	F	7	2	5	14	7	12	19
2	M	7	3	5	15	12	22	34
3	F	8	2	6	16	3	16	19
4	M	8	5	5	18	15	6	21
5	M	11	6	8	25	25	19	44
6	M	11	5	5	21	36	20	56
7	F	9	5	6	20	2	7	9
8	M	11	5	7	23	20	25	45
9	M	10	3	6	19	7	16	23
10	F	8	2	8	18	6	7	13
Total		90	38	61	189	133	150	283

Appendix IV 'F'

Total Errors of Saradpur Secondary School Saradpur, Chitwam

S.N.	Sex	Item A	Item B	Item C	Total	Free Writing		
						A	B	Total
1	F	11	4	8	23	11	6	17
2	F	12	7	7	26	13		13
3	F	12	5	7	24	7	4	11
4	F	8	4	5	17	7	4	11
5	M	7	2	7	16	7	4	11
6	M	9	5	7	21	8	14	22
7	M	7	5	9	21	13		13
8	M	13	4	3	20	11		11
9	M	9	2	6	17	5	8	13
10	M	11	3	5	19	11	15	26
Total		99	41	64	204	93	55	148