A COMPARATIVE STUDY IN THE USE OF PRESENT CONTINUOUS TENSE AND PAST CONTINUOUS TENSE IN ENGLISH AND NEPALI BY THE STUDENTS OF GRADE -8

A Thesis Submitted to the Department of English Language Education, University Campus, Kirtipur

In Partial Fulfillment for the Master's Degree in English Language Education

By

Agni K.C.

Faculty of Education
Tribhuban University
Kirtipur, Kathmandu, Nepal
2007

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Agni K.C** has prepared the dissertation entitled **"A Comparative Study in the Use of Present Continuous Tense and Past Continuous Tense in English and Nepali by the Students of Grade-8"** under my supervision.

I recommend this dissertation for acceptance.

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DEDICATION

This thesis is dedicated to my parents, who devoted their whole life to make me what I am now.

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ABSTRACT

The research entitled "A Comparative Study in the Use of Present Continuous Tense and Past Continuous Tense in English and Nepali by the Students of Grade-8" is an attempt to compare the government-aided and non-governmental schools performance in the use of present continuous Tense and past continuous tense. In order to do so the researcher collected data form 8th graders of Kathmandu District. The sample population consisted of 120 students who were selected by simple random sampling method. Five types of test items were designed to test and compare their performance in present continuous tense and past continuous tense.

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

The research findings in total show that the students were more proficient in present continuous tense than the past continuous tense. On the other hand, the students of non-governmental schools performance were found far better than the performance of the students of the government-aided schools.

The study consists of four chapters, which are given below.

Chapter one deals with the introduction. It consists of the general background of the study, introduction and importance of English language, introduction and importance of Nepali language,

tense and aspect system in English and Nepali language, literature review, objectives of the study, and significance of the study.

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

Chapter three consists of analysis and interpretation of the data. The data are analyzed and interpreted using the statistical tools like tables and percentage.

Chapter four incorporates findings and recommendations of the study. Based on the analysis and interpretation, some significant findings are enlisted. Based on these findings and the experience of the researcher while conducting the research, some recommendations for pedagogical implications and some recommendations for further researches are made. References and appendices follow this chapter.

SYMBOLS

अ	a
आ	
इ	i
ई	
उ	u
ऊ	
ऋ	r
ए	e
ऐ	ai
ओ	o
औ	au
अँ	am
अं	ã
ः	h
क्	k
ख्	kh
ग्	g
घ्	gh
ङ्	
च्	c
छ्	ch
ज्	j
झ	jh

ञ्	n
ट्	t
ठ्	th
ड्	d
ढ्	dh
ण्	n
त्	t
थ्	th
द्	d
ध्	dh
न्	n
प्	p
फ्	ph
ब्	b
भ्	bh
म्	m
य्	y
र्	r
ल्	l
व	w/v
श्	
ष्	s
स्	s
ह्	h

Source: Turner R.L. 1931. A Comparative and Etymological Dictionary
of the Nepali Language

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ABBREVIATIONS

A.D.   : Anno domini

B.S.   : Bikram sambat

Dr.   : Doctor

e.g.   : Exampli gratia/For example

et al.   : And other people

etc.   : Etcetera

Gov.   : Government-aided

Mr.   : Mister

No.   : Number

Non-gov. : Non-government

Per.   : Percent

Que.   : Question

R.   : Right

S.   : Subject

T.U.   : Tribhuban University

U.A.   : Unattempted

V.   : Verb

Viz.   : Namely

W.   : Wrong

CHAPTER ONE
INTRODUCTION

This chapter deals with the general background, introduction and importance of English language, introduction and importance of Nepali Language, introduction to grammar, introduction to tense and aspect system in English and Nepali, literature review, objectives of the study, significance of the study and definition of the specific terms.

1.1   General Background

Language is the chief means of communication. It plays a vital role in learning activities. Language is the only means of conveying facts including complex thoughts, emotions and feelings of everyday life. It is the primary means and one of the unique possessions of human race. Language makes human beings dominant to the rest of other creatures and very different from them. In this case Oxford Advanced Learners' Dictionary (2000:721) defines language as "...the use by humans of a system of sounds and words to communicate."

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

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

While observing the definitions we find that no definition of above give complete, exact, comprehensive and satisfactory meaning of a language. It means one definition touches one sides among many

sides of language and another definition the other. If we combine all the definition than only we can get maximum meaning with in complete meaning.

There are many languages in the world that are used for communication and no one has fixed yet the number of languages spoken in the world. No one can believe the existence of human civilization without language. Language is not only a personal phenomenon but a social phenomenon as well because person, social ethnicity and geographical boundaries affect it. Language is, as far as we know now, species specific to man. Every normal human being acquires one language, his mother tongue, by late childhood.

1.2   English Language: Introduction and Importance

There are many languages that are used in the world now a days. It is also the fact that most of the countries possess their own language. Although, people have their own language to talk or communicate it is not enough for them and they learn many new languages, as they require. Among many languages, it is English that people want to learn more. It is only because English is the most widely used language. It is taken as an international language and most of the books, newspapers, journals, and periodicals in the world are published in this language. Above being a well-recognized international medium of communication. English language has its dominance in the global context.

Among many languages found all over the world, English is a major and fast growing language, which crosses the boundary of geographical and national territory. It is used and found at every nook and corner of the academic world as well as day-to-day life of all

languages. English has the largest vocabulary as many as two million words and most of the technical words are found in this language. In this way, it has become as a common tongue and universal passport to go and visit every part of the world. It is the most prestigious and most mobile vehicle in the field of language. all over the world. Moreover, it can be identified as the common or global language in the world, technically known as lingua franca at the international level. It is regarded as the language of educated, civilized and elite people at the national and international level. Thus, this language is developing the concept of making the world as one country and is going to be of global interest for intellectuals and scholars as well as general people.

English is so widely used language that one of every seven human beings can speak it. Every day it is so rapidly growing that most of the people know it. In Nepal also, it has become the medium of instruction in most of the private institutions. English language teaching, testing and learning activities in Nepal has come a long way now since its inception. It is said that English language was used in Nepal many years ago but in teaching and learning activities can be traced back to the Rana Regime when the Rana Ruler Janga Bahadur Rana started teaching English language for his family only in 1910 B.S. (Shrestha 2062:232) at Durbar High School. Later on it was opened excessively for the ruling class families and slowly became famous among other people also. Then, few years later, it broke out of the confinement of ruling class family and English language teaching and learning activities were started at Durbar High School, in Kathmandu, the place that made English open to all for the first time in Nepal in 1942 B.S.(Shrestha 2062:233). With the time passage,

English became gradually popular among the people of every part of the country. In Nepal English is compulsorily taught from primary level to higher education and many students select, it as major subject. In private institutions, except Nepali subjects, all the textbooks are published in English and use English as a medium of instruction and English is started from the beginning level but it is not the case with all government schools.

In fact, the opening of Tri-Chandra College in 1918 A.D. (Shrestha 2062:234) marks the formal beginning of English in High education. In those days, literature used to be the focus of study. All most all the textbooks were in English and medium of instruction and examination was English. It is still the principal language taught in schools, campuses, and will be, no doubt, taught in the future too. The use of English has spread so widely that virtually speaking, there are no countries in the world where English is not taught either as a compulsory or as an optional subject.

1.4   Nepali Language: Introduction and Importance

The language that we learn first is the only means of identification. We identify ourselves with it or are identified as native speakers by others. It is only the language that we know best. We can learn the other language but we cannot become proficient in those languages. Language, being a chief means of communication, plays vital role in learning activities. It is, therefore, important that language in which learners are proficient be preferred as the medium of instruction, especially in basic education. It is also because we understand and speak our first language best. Obviously then, the optimal choice will be to use the first language as the medium of instruction at schools. It would be better if we start primary education

through the medium of learners' mother tongue and gradually switch to the language of wider communication in later grades.

Nepal is a small country in terms of its areas although it is also very fertile land for languages. Despite its small size, Nepal accommodates an amazing cultural diversity including linguistic plurality. There has been reported varying number of languages in different censuses. Of them, the 2001 census has mentioned their largest number (Viz. 92) while Ethnolongue (2005) offers a list of 126 languages spoken in Nepal. Owing to its small area with multiple languages, it is but natural in Nepal, that speakers of different languages are sometimes settled in the same locality, esp. in urban area, and come into closer contact. As a result, they need a link language to communicate and interact in carrying out socio-economic activities. Most of non-Nepali speakers are found using Nepali as a lingua franca. It means that all most all the people in the Nepal can speak Nepali language and understand it well. That's why it is regarded as the Nations language and only the official language in Nepal. In most of the governmental schools except English subject, Nepali is the only medium of instruction. In Nepal, Nepali is learned from primary level to higher education as compulsory subject. In colleges it is not only studied as compulsory subject but also studied as major subject. This shows that Nepali language is the most important language in Nepal. Without knowing this language no one can do well in his daily life in the context of Nepal and he may be regarded as incomplete person. (Yadava, 2006:5, The Kathmandu Post, August 6)

1.5 Grammar: An Introduction

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

"Grammar is a way of talking about the relationship of words; or more especially grammar is a way of talking about the relationship of word functions. (Webster's Pocket Grammar Speech and Style Dictionary 2000:83).

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

Oxford Advanced Learner's Dictionary (2000:559) defines grammar as "The rules in a language for changing the form of words and joining them into sentences."

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

1.7 Tense and Aspect System in English and Nepali

The tense of a verb is a part of grammar. It is a form that gets invariably involved in whatever we produce, by writing and speaking or by listening and reading. Tense is called '*k l'*
l' in Nepali language. Tense of a verb indicates the time of an action. In Oxford Advanced Learner's Dictionary (2000:1339) tense is

defined as "...any of the forms of a verb that may be used to show the time of an action or state expressed by the verb." From this definition, it is obvious that tense describes the time of the action or state expressed by the verb.

Arts and Arts (1986:74) define 'Tense' as, "an obligatory category in the finite verb phrase." It forms a small part of grammar while Lado (1961:144) says, "Grammar governs the central structure of the utterance." The central structural means the way of arranging the morphemes in the words and the words in the sentences.

Leech and Svartvik (1975:305) define 'tense' and 'aspect' in this way: "By tense we understand the correspondence between the form of the verb and our concept of time (past, present or future). Aspect concerns the manner in which a verbal action is experienced or regarded (for example as complete or in progress.)"

Based on the above definitions, it can be inferred that tense is related to time and the form of verb and the aspect with the manner of verbal action. The notion of tense came with the origin of grammar whereas the aspect was studied with in the tense. In other words tense is a set of verb from that indicates a particular point in time or period of time in the past, present or future, which in other words is called a tense. The following table by Wren and Martin (1989:67) clearly illustrates the English tense and aspect system in detail:

Table 1: The Details of the Tense and Aspect System in English

		Simple	Continuous	Perfect	Perfect Continuous
Present	Active Passive	I love. I am loved.	I am loving. I am being loved.	I have loved. I have been loved.	I have been loving. ---------------------
Past	Active Passive	I loved. I was loved.	I was loving. I was being loved.	I had loved. I had been loved.	I had been loving. ---------------------
Future	Active Passive	I shall love. I shall be loved.	I shall be loving. ----------------	I shall have loved. I shall have been loved.	I shall have been loving. ---------------------

To translate Pandit's (1969: 181) view towards tense in Engish, he defines tense as "The action done described by a verb refers to a particular time as "at a moment or now', 'passed time' or 'coming time'. As its time to be referred, it is called the tense, which can be categorized into three groups:

1. *Bartam n* (Present)   2. *Bh t* (Past)   3. *Bhabisyat* (Future)

Similarly, to translate Dahal et al. (2046: 176) into English, he defines aspect as "an action or event, which happened especially within the territory of tense." It is also known as 'special condition or situation (*Awasthabi e*) in Nepali grammar.' (Pandit 1969: 123)

Likewise, to translate Adhikari (2062) into English, he describes, "Tense is the time-signal category of the verb. As the external world, time is divided into three categories: past, present and future. Thus, tenses can be divided into three categories.........." Moreover, he defines the aspect "...as the nature of distribution of the action of the verb within the territory of tense."

However, modern grammarians claim that there are only two tenses in English language since future actions can be described by other tenses and it does not have its own future form of the verb in English. On the other hand, some modern Nepali grammarians e.g. (Adhikari: 2062) claim that there are only two tenses in the Nepali grammar because the present is the zero point in the meeting of the past and the future. For example:

Bartam n (Present) ← *Bh t (*Past) → *Bhabisyat* (Future)

An example can be taken of a speaker, what he spoke is the past and what is left to speak is future and there is zero moment for the present. Moreover, the present tense, sometimes, covers some position of time of the past and the future. For example, some utterances are given below:

→ He needs books.

Sometimes, the present tense refers to the future time. For example

→ He goes to Surkhet on Saturday. (Said on Wednesday)

Adhikari (2062) describes the four types of aspects in Nepali tense as:

a)   *Ap rna* (Continuous)   b)   *P rna* (Perfect)

c)   *Abhyasta* (Habitual)   d)   *Ag yt* (Unknown)

In this way, the grammatical category 'Tense' has been studied in English and Nepali. In both languages, they have studied as present, past and future in general. Similarly, aspects have been found in both grammars. In English, simple, continuous, perfect and perfect continuous (perfective and non-perfective) with each tense have been

found but different types of aspects have been discussed in Nepali grammar.

1.7 Present Continuous and Past Continuous Tense in English and Nepali

1.7.1 Present Continuous and Past Continuous Tense in English (also called present progressive and past progressive in English by Celce-Murcia and Larsen-Freeman,1999:117)

a. Present Continuous Tense is used:

- For an action going on at the time of speaking; as,

  – She is singing.

- For a temporary action which may not be actually happening at the time of speaking; as,

  – I am reading 'The David Copperfield' (but I am not reading at this moment).

- For an action that is planned or arranged to take place in near future; as,

  – I am going to the cinema tonight.

b. Past Continuous Tense is used:

- To denote an action going on at some time in the past. The time of action may or may not be indicated; as,

  – We were listening to the Radio all.

  – It was getting darker.

  <div align="right">(Wren & Martin 1989:70)</div>

- Past action simultaneous with some other event that is usually stated in the simple past:

  - Karen was washing her hair when the phone rang.

- While Alex was traveling in Europe, he ran into an old friend.

- Repetition or iteration of some ongoing past action:

- Jake was coughing all night long.

- Social distancing (which comes from the past tense and the tentativeness of the progressive aspect):

  - I was hoping you could lend me $10.

<div align="right">(Murcia & Freeman 1999:117,118)</div>

1.7.2 Present Continuous and Past Continuous Tense in Nepali

a) *Ap rna Bartam n K l* (Present Continuous Tense)

That aspect of the verb, which shows incomplete state of the action happening at the time of speaking, is called '*Ap rna Bartam n K l.*'

Ap rna Bartam n K l (Present Continuous tense) is indicated by adding suffixes (*prattyeye* in Nepali) *'Tai/dai'* to the root of the verbs (*'dh tu'* in Nepali e.g. *khel, gar, bhan* etc). '*Chu, chas, ch, chan*' etc are used to function as helping verbs (*sah ek kriya* in Nepali) in this tense.

E.g.:   Nepali: *Ma Kheldai chu* /

        English: I am playing.

        Nepali: *Uni / Tini kheldai chin/chan* /

        English: She is playing

b) *Ap rna Bh t Kal* (Past Continuous Tense)

That aspect of the verb, which shows incomplete state of the action happening before or in the past, is called (*Ap rna Bh t*).

To indicate "*Ap rna Bh t*" aspect in Nepali, suffixes (*prattyeye* in Nepali) *'tai/dai* are added to the root of the verbs e.g. *khel, gar, bhan* etc. *Thie, thiyau, thiyo* etc are used to function as helping verbs (*sah ek kriya* in Nepali) in this tense.

E.g.:   Nepali: *Ma kheldai thie /*

         English: I was playing.

         Nepali: *U kheldai thiyo /*

         English: He was playing.

<div align="right">(Baral and Atom 2061:84, 85)</div>

1.8 Contrastive Analysis: An Overview

Contrastive analysis is a branch of linguistics, which compares two languages to find out their similarities and differences and then to predict the areas of difficulty in learning. Comparing languages and determining the formal similarities and differences between languages is something that has been central in linguistic studies in the past notably in the 19th century under the title of comparative philology. However, the aims and methods of comparative philology differ considerably from those of contrastive analysis. In comparative philology, languages are compared in order to trace their phylogenetic relationships. The comparativist may attempt to construct the putative (i.e. generally considered to be reputed) parent language from which kindred languages are thought to have descended .Therefore the objective of comparative philology was to establish historical or genetic connections between languages on the basis of their manifest similarities. Thus, the tradition of comparison and contrast appears to have established and developed long ago.

a.   Contrastive analysis is defined as a scientific study of similarities and differences between languages. In other words, contrastive analysis is the comparative study of the linguistic systems of two or more languages to find out

similarities and differences. However, usually, two languages are compared, one being the native language and the other being the target language of the students in consideration. Comparison can be made at various linguistic levels, for example at phonological or the grammatical level. However, more specifically, contrastive analysis is looked upon as the field to carry out systemic study of similarities and differences of some of the characteristic sounds in two or more languages. It is because contrastive analysis seems to be more successful in phonology than in other areas of language. Contrastive analysis was developed and practiced in the late 1940s and 50s as an application of structural linguistics to language teaching.

Robert Lado made the concept more direct, clear and explicit. In 1957, his classical work entitled,'Linguistics across Culture' was published. In this book, he has made the following proposition as the assumptions of contrastive analysis:

1. 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 receptively when attempting to grasp and understand the language.

2. In the comparison between the native and foreign language lies the key to ease or difficulty in foreign language learning

3. The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them.

1.9 Literature Review

Very few comparative research studies are found on 'Tense and Aspect' system of English and Nepali language like Simple Present and Simple Past Tense, Present Perfect and Past Perfect Tense in the Department of English Language Education T.U. Although some research works have been produced in the different aspects of grammar, but not a single study was found on "A Comparative Study in the Use of Present Continuous Tense and Past Continuous Tense in English and Nepali by the Students of Grade-8." Till date the available literature of present study are as follows:

Bhusal (1998) has carried out a research entitled "A Study on Proficiency in the Use of Present Perfect and Past Perfect Tenses by Nine Graders. The main objective of the study was to find out the proficiency of the (boys and girls) students in the use of Present Perfect and Past Perfect Tenses. The study shows that the boys were far better than the girls in using and understanding Present Perfect and Past Perfect Tense.

Parajuli (1997) has carried out a research entitled "A Comparative Study on the Proficiency in the Use of the Simple Present Tense Attained by the Students of Grade VII." The main objectives of the study was to find out and compare the status of proficiency in the use of Simple Present Tense by the students of grade VII studying in the private and public schools. His study shows

that the students of private schools were better than the students of public schools in the use of Simple Present Tense.

Paneru (2000) has carried out a research entitled "A Comparative Study of the Present Perfect Tense and the Simple Past Tense in English and Nepali." The main purpose of the study was to compare between Present Perfect and Simple Past Tense in English and Nepali. His study shows that Simple Past Tense was easier than Present Perfect Tense in English for Nepalese students.

Shah (2004) has carried out a research entitled "A Comparative Study on the Simple Present Tense and the Simple Past Tense of English and Maithili." The main purpose of the study was to compare between Simple Present and Simple Past Tense in English and Maithili. His study shows that English tense system differs from Maithili one in various aspects. However, there are similarities as well.

1.9 Objectives of the Study

The objectives of the present study were as follows:

a) To compare the performance of the students of government-aided and non-governmental schools in present continuous tense and past continuous tense in English and Nepali languages.

b) To determine the area and nature of difficulty faced by Nepali learners in using Present Continuous and Past Continuous Tense in English.

c) To point out the pedagogical implications of the findings of the study.

1.10 Significance of the Study

a)   This study is helpful to the teachers to investigate and identify the causes of students' errors in the use of present continuous tense and past continuous tense while doing composition or writing.

b)   The study is significant for the students as it can provide remedial instruction to them. Then they will identify their errors and improve their skills in the related field.

c)   The study is significant to determine the area and nature of difficulty faced by the Nepali learners of English in using Present Continuous and Past Continuous Tense in English.

d)   The study is significant for the researchers, linguists, course designers and textbook writers as a reference material that are related to it and want to learn further about it.

e)   The findings of the study are useful to solve the problem that take place in teaching and learning activities related to it. Therefore, it will have pragmatic value.

f)   Not any research has been carried out on this topic in the Department of English Language Education T.U. Therefore, this research will be valuable for the Department of English Language Education.

1.11 Definition of the Terms

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

Non-governmental Schools: Those schools, which are not getting financial support from the government.

Tense: Tense refers to the correspondence between the form of the verb and our concept of time (past, present or future).

Aspect: Aspect means the manner in which a verbal action is experienced or regarded.

CHAPTER TWO

METHODOLOGY

In this research work, the researcher was keenly interested to find out the differences between the Present Continuous and Past Continuous Tense in English and Nepali and its impact on teaching English. For this purpose, the researcher adopted the following methodology during the present study:

2.1. Sources of Data:

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

2.1.1 Primary Sources

Grade eight students from government-aided as well as non-governmental schools were selected as primary sources.

2.1.2 Secondary Sources

Grade eight text Books (Both English and Nepali), reference materials, grammar books (English and Nepali), newspapers, and theses were the secondary sources of data collection.

2.2 Population of the Study

The total population of the study consisted of the grade eight students of government aided and non-governmental schools.

2.3 Sampling Procedure

One hundred twenty students studying in eighth grade were randomly selected for the sample. The sample of one hundred and twenty students was made up of twenty students each of the government-aided and non-governmental schools from Kathmandu district. Three schools each from government-aided and non-governmental schools were selected for data collection.

2.4 Research Tools for Data Collection

Five different sets of test items (Appendix-II) were used to elicit responses in the present continuous tense and past continuous tense from the students.

The test items were constructed based on the objectives laid out in the English curriculum prescribed for the Lower Secondary Level, English and Nepali textbooks prescribed for their level as well as from the English and Nepali grammar books.

2.5 Statement of the Allotment of Marks

Each of total fifty (50) test items was assigned one (1) mark, thereby leading the total full marks up to 50. The table given below shows the division of marks for each item.

Table 2: Allotment of Marks

Item Number	Marks for Each Test Items	Total Number of Test Items	Total Marks
1	1	10	10
2	1	10	10
3	1	10	10
4	1	10	10
5	1	10	10
Total	Total Test Items and Marks	50	50

2.6   Data Collection Procedures

After preparing the test items, the researcher visited six schools (Appendix-I)   in Kathmandu district to get the name list and the location of the schools. After getting the locations and names of the schools, the researcher selected the required number of schools by using simple random sampling procedure. After that, the researcher personally visited the selected schools, made contact with the

concerned authority and explained his purpose to the school authorities. Then the researcher requested to the concerned headmaster and subject teacher for the permission to conduct the research work there. After getting permission, the researcher visited the required classroom for data collection where the   students are available and sampled them using simple random sampling procedure.

With the kind help of the concerned headmasters and English teachers, students were gathered for conducting the test. Before the administration of the test, test rubric was dealt with examples. The researcher then distributed the test papers containing test items where students had to tick the correct answer, fill in the blanks, tick or cross the statements, and translate the sentences from English into Nepali and Nepali into English. One hour was given to the students to complete the test. The students were required to write their answers on the test papers.

The test was administered in each of the six schools among twenty students who were going to take the final exam immediately after a month.

2.7 Tabulation of the Data

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

2.8 Limitations of the Study

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The study was confined to the following limitations:

1. The area of the subject was limited to the present continuous tense and the past continuous tense in English and Nepali language based on new curriculum and text-book for Lower Secondary Level.

2. The present research study was limited to the six schools, both governmental and non-governmental, of Kathmandu district.

3. The population of the study was limited to the grade eight students and the number of students was 20 from each of the schools.

4. The medium of the test was strictly limited to the written variety only.

5. Sex, caste, racial, Social and cultural background etc, were not given priority.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

In this chapter, the scores obtained by students were analyzed employing a simple statistical tool of percentage. This analysis leads to the interpretation of the students' ability in the use of present continuous tense and past continuous tense in English.

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

3.1. Item-wise Comparison in Total

3.2. Item-wise Comparison Based on Schooling System.

3.3. Comparison Based on Tense

3.1. Item–wise Comparison in Total

3.1.1 Comparison Based on 'Multiple Choice' Items

Comparison of the status of the performance between the present continuous tense and past continuous tense in multiple-choice items can be tabled as below:

Table 3: Performance of the Students in 'Multiple Choice' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	546	91	51	8.5	3	0.5	600
The Past Continuous Tense	510	85	85	14.16	5	0.83	600

The above table shows that 91 percent, 8.5 percent and 0.5 percent of the total statements were found right, wrong and unattempted in the present continuous tense whereas 85 percent, 14.16 percent and 0.83 percent of the total statements were found right, wrong and unattempted respectively in the past continuous tense in

the multiple choice item. This table clearly presents that students' knowledge in the present continuous tense was better than the past continuous tense. The mistakes committed by the students were found 8.5 percent and 14.16 percent in the present continuous tense and past continuous tense respectively. It was found that 5.66 percent more mistakes were committed in the past continuous tense than present continuous tense. Moreover 0.5 percent in present continuous tense and 0.83 percent in past continuous tense was not attempted by the students. The difference of unattempt statements between these two tenses was 0.33 percent and in conclusion present continuous tense was more attempted than the past continuous tense.

3.1.2 Comparison Based on 'Fill in the Blanks' Items

Comparison of the status of the performance between the present continuous tense and past continuous tense in fill in the blanks item can be tabulated as below:

Table 4: Performance of the Students in 'Fill in the Blanks' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No	Per.	
The Present Continuous Tense	429	71.5	15	25.66	17	2.83	600
The Past Continuous Tense	405	67.5	173	28.83	22	3.66	600

The table given above shows that 71.5 percent, 25.66 percent and 2.83 percent of the total statements were found correct, incorrect and unattempted in the present continuous tense whereas 67.5 percent, 28.83 percent and 3.66 percent of the total statements were found correct, incorrect and unattempt in past continuous tense in fill in the blanks item. The table explicitly shows that the knowledge of the students in present continuous tense was better than the past

continuous tense. The mistakes committed by the students were 25.66 and 28.83 percent in the present continuous tense and past continuous tense respectively. It was found that 3.2 percent more mistakes were committed in the past continuous tense than present continuous tense. Moreover, the students did not attempt 2.83 percent in present continuous tense and 3.66 percent in past continuous tense. The difference of unattempted statements in there two tenses namely present continuous and past continuous was 0.83 percent. In this item also past continuous tense was found more difficult than present continuous tense.

Mistakes were found in S -V agreement, spelling along with tense /aspect. (Appendix-IV)

3.1.3 Comparison Based on 'True or False' Items

Comparison of the status of the performance between the present continuous tense and past continuous tense in 'true or false item' can be shown as below:

Table 5: Performance of the Students in 'True or False' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No	Per.	
The Present Continuous Tense	456	76	139	23.16	5	0.83	600
The Past Continuous Tense	433	72.16	153	25.5	14	2.33	600

It is explicitly presented in the above table that 76 percent, 23.16 percent and 0.83 percent of the total statements in the present continuous tense were right, wrong and unattempted whereas 72.16 percent, 25.5 percent and 2.33 percent of the total statements in the past continuous tense were right, wrong and unattempted in the true or false items in total. In this table, also the knowledge of the students in

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present continuous tense was found better than past continuous tense. The mistakes committed by the students were 23.16 percent and 25.5 percent in present continuous tense and past continuous tense respectively. It was found that 2.34 percent more mistakes were committed by the students in the past continuous than the present continuous tense. The students could not attempt 0.83 percent statements in present continuous and 2.33 percent in past continuous tense. To sum up, the present continuous tense was well acquired by the students and the past continuous tense was found more difficult than the present continuous tense in English for the students of grade eight.

Mistakes were also found in this item and they were caused due to guessing and poor knowledge.

3.1.4 Comparison based on Translation Items (English Sentences into Nepali Sentences)

Comparison of the level of the performance between the present continuous tense and past continuous tense in 'translation item' (English sentences into Nepali sentences) can be presented as below:

Table 6: Performance of the Students in 'Translation' Items

Sample Statement	R		W		U.A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	337	56.16	238	39.66	25	4.16	600
The Past Continuous Tense	274	45.66	300	50	26	4.33	600

The table given above exhibits that 56.16 percent, 39.66 percent and 4.16 percent of the total statements were found right, wrong and unattempted in the present continuous tense whereas 45.66 percent, 50 percent and 4.33 percent of the total statements in past continuous

tense respectively in the translation items. The above table shows that present continuous tense had better result as 10.5 percent than the past continuous tense. The mistakes committed by the students were 39.66 percent and 50 percent in both present continuous and past continuous tenses. It was found that 10.34 percent more mistakes were committed in the past continuous tense than present continuous tense. Moreover, the students did not attempt 4.16 percent in present continuous tense and 4.33 percent in past continuous tense. The difference of unattempted statements in present continuous tense and past continuous tense in translation item was 0.17 percent. In this case, i.e., translating English sentences into Nepali, also the present continuous tense was more attempted by the students than the past continuous tense.

The students committed mistakes in spelling, S–V agreement, sentences formation along with tense / aspect. (Appendix-IV)

3.1.5 Comparison Based on Translation Items (Nepali Sentences into English Sentences)

Comparison of the status of the performance between the present continuous tense and past continuous tense in 'translation item' (Nepali sentences into English sentences) can be tabled as below:

Table 7: Performance of the Students in 'Translation' Items

Sample Statement	R		W		U.A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	320	53.33	238	39.66	42	7	600
The Past Continuous Tense	308	51.33	276	46	16	2.66	600

The table given above clearly illustrates that 53.33 percent, 39.66 percent and 7 percent of the total statements were found right,

wrong and unattempted in the present continuous tense whereas 51.33 percent, 46 percent and 2.66 percent of the total statements in the past continuous tense were found right, wrong and unattempted in the translation items. The above table shows that present continuous tense has 2 percent better result than the past continuous tense. The mistakes committed by the students were 39.66 percent and 46 percent in present continuous tense and past continuous tense respectively. It was found that 6.34 percent more mistakes were committed in the past continuous tense than present continuous tense. Moreover, unattempted statements in present continuous tense and past continuous tense were 7 percent and 2.66 percent respectively. In this item (translating Nepali sentences into English) the statements of the past continuous tense were more attempted than the statements of the present continuous tense by the students of eighth graders i.e. the difference was 4.34 percent.

Mistakes were found committed in the spelling, S-V agreement, sentences formation along with tense/aspect. (Appendix-IV)

3.2 Item wise Comparison Based on Schooling Systems

3.2.1 Comparison Based on 'Multiple-Choice' Items

Comparison of the status of the performance between the present continuous tense and the past continuous tense in multiple-choice items by schooling systems can be tabled as below:

Table 8: Performance of the Students of Government-aided Schools in 'Multiple Choice' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	255	85	42	14	3	1	300
The Past Continuous Tense	240	80	57	19	3	1	300

Table 9:Performance of the Students of Non-governmental Schools in 'Multiple Choice' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	291	97	9	3	-	-	300
The Past Continuous Tense	270	90	28	9.33	2	0.66	300

There are two tables given above, namely table:8 and table:9, which illustrate the performance of the students of government-aided and non-governmental schools in present continuous tense and past continuous tense respectively in multiple choice items.

For present continuous tense, table:8 exhibits that 85 percent, 14 percent and 1 percent of the total statements were found right, wrong and unattempted whereas in table:9 , 97 percent and 3 percent of the total statements were found right and wrong respectively but not any unattempted statements were found.

While comparing table 8 and table:9, regarding the achievement of present continuous tense of government-aided and non-governmental schools' students, the difference was 12 percent, in other words, the students of non-governmental schools' achievement was 12 percent more than the achievement of the students of government-aided schools.

Regarding the mistakes committed by the students of both government-aided and non-governmental schools in multiple-choice items in present continuous tense, it was found that the students of government-aided schools committed 11 percent more mistakes.

In case of unattempted statements, only 1 percent of the total statements were found unattempted by the students of government-

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aided schools but not any unattempted statements were found in non-governmental schools' students.

For past continuous tense, table:8 shows that 80 percent, 19 percent and 1 percent of the total statements were found right, wrong and unattempted. Whereas in table 9, 90 percent, 9.33 percent and 0.66 percent of the total statements were found right, wrong and unattempted respectively. The tables given above show that the students of non-governmental schools have 10 percent had better result that the students of government-aided schools.

The mistakes committed by the students of government-aided schools were 19 percent and 9.33 percent in past continuous tense. It was found that the students of government-aided schools committed 9.67 percent more mistakes.

In case of unattempted statements, only 1 percent and 0.66 percent of the total statements were unattempted by the students of government-aided and non-governmental schools respectively and the difference between them was 0.34 percent.

In conclusion, the students of non-governmental schools attempted more statements of multiple-choice items and had better result than the students of government-aided schools in both present continuous and past continuous tense.

3.2.2 Comparison Based on 'Fill in the Blanks' Items

Comparison of the statements of the status of the performance between the present continuous tense and past continuous tense in 'fill in the blanks items' by schooling system can be tabled as below:

Table 10: Performance of the Students of Government -aided Schools' in 'Fill in the Blanks' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	176	58.66	107	35.66	17	5.66	300
The Past Continuous Tense	163	54.33	118	39.33	19	6.33	300

Table 11: Performance of the Students of Non-governmental Schools in 'Fill in the Blanks' Items

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	253	84.33	47	15.66	-	-	300
The Past Continuous Tense	242	80.66	55	18.33	3	1	300

The two tables, table: 10 and Table: 11, given above represent the performance of the students of government-aided and non-governmental schools in present continuous tense and past continuous tense respectively in 'fill in the blanks' items.

For present continuous tense, table:10 shows that 58.66 percent, 35.66 percent and 5.66 percent of the total statements were found right, wrong and unattempted whereas in table:11, 84.33 percent and 15.66 percent of the total statements were found right and, wrong but not any statements were unattempted by the students of non-governmental schools.

While comparing table: 10 and table: 11, it is found that the students non-governmental schools were far better than the students of government-aided school in the achievement of present continuous tense. The achievement of non-governmental schools' students was

25.67 percent more than the students of government-aided schools in present continuous tense.

It is found that the students of government-aided schools committed 20 percent more mistakes than the students of non-governmental schools . Moreover, 5.66 percent unattempted statements were found in government-aided schools' students but not any unattempted statements were found in the performance of the students of non-governmental schools.

For past continuous tense table:10 shows that 54.33 percent, 39.33 percent and 6.33 percent of the total statements were found right, wrong and unattempted whereas in table:11, 80.66 percent, 18.33 percent and 1 percent of the total statements were found correct, incorrect and unattempted respectively.

The tables given above show that the achievement of the students of non-governmental schools was 26.33 percent more than the students of government-aided schools in past continuous tense.

The mistakes committed by the students of government-aided and non-governmental schools were 39.33 percent and 18.33 percent respectively in past continuous tense. It was found that 21 percent more mistakes were committed by the students of government-aided schools.

In case of unattempted statements, it was found that 19 percent and 1 percent of the total statements were unattempted by the students of government-aided and non-governmental schools respectively. The difference between them was 18 percent i.e. 18 percent more mistakes were committed by the students of government schools.

In conclusion, performance of the students of government-aided schools was not better in comparison to the students non-governmental schools. It means non-governmental schools' students

had better result in the performance of present continuous and past continuous tense in 'fill in the blanks items.'

3.2.3. Comparison Based on 'True or False' Items

Comparison of the status of the performance between the present continuous tense and past continuous tense in 'fill in the blanks' items by schooling system can be tabled as below:

Table 12: Performance of the Students of Government-aided Schools in 'True or False Items'.

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	183	61	112	37.33	5	1.66	300
The Past Continuous Tense	165	55	121	40.33	14	4.66	300

Table 13: Performance of the Students of Non-governmental Schools in 'True or False Items'.

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	273	91	27	9	-	-	300
The Past Continuous Tense	268	89.33	32	10.66	-	-	300

Table: 12 and Table: 13 given above illustrate the performance of the students of government-aided and non-governmental schools in present continuous and past continuous tense in 'true or false' items.

For present continuous tense, table:12 shows that 61 percent, 37.33 percent and 1.66 percent of the total statements were found right, wrong and unattempted whereas in table:13 , 91 percent and 9 percent of the total statements were found right and wrong but not any unattempted statements were found in this case.

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The comparison of table: 12 and table: 13 show that the achievement of the students of non-governmental schools was 30 percent greater than the performance of the students of government-aided schools. This clarifies the better achievement of the students of non-governmental schools and the poor condition of the government-aided schools' students.

The mistakes committed by the students of government-aided and non-governmental schools were 37.33 percent and 9 percent of the total statements of present continuous tense respectively and the difference between them was 28.33 percent. It means the students of government-aided schools committed more mistakes.

Regarding unattempted statements, it was found that 1.66 percent of the total statements were unattempted by the students of government-aided schools in 'true or false', items but not any unattempted statements were found in the performance of the students of non-governmental schools.

For past continuous tense, table: 12 illustrates that 55 percent, 40.33 percent and 4.66 percent of the total statements were found right, wrong and unattempted .Whereas in table:13 , 89.33 percent and 10.66 percent of the total statements were found right and wrong but the students of non-governmental schools, as illustrated in table 13, attempted all statements.

The tables given above show that the achievement of the students of non-governmental schools was 34.33 percent more than the students of government-aided schools in past continuous tense in 'true of false' items.

The mistakes committed by the students of government-aided and non-governmental schools were 40.33 percent and 10.66 percent in past continuous tense respectively and the difference between them

was 29.67 percent. It means the students of government-aided schools committed 26.67 percent more mistakes than the students of non-governmental schools.

Regarding unattempted statements of 'true of false' items in past continuous tense, it was found that 4.66 percent of the total statements were unattempted by the students of government-aided schools but the students of non-governmental schools attempted all statements. It means not any unattempted statements in past continuous tense were found by the students of non-governmental schools.

In conclusion, the comparison made above clearly elucidates that the achievement of the students of non-governmental schools in true of false item was better than the achievement of the students of government-aided schools.

3.2.4. Comparison Based on 'Translation Items' (English Sentences into Nepali Sentences)

Comparison of the status of the performance between the present continuous tense and past continuous tense in translation items (English sentences into Nepali sentences) by schooling system can be tabled as below:

Table 14: Performance of the Students of Government-aided Schools in 'Translation Items.'

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	159	53	123	41	18	6	300
The Past Continuous Tense	111	37	174	58	15	5	300

Table 15: Performance of the Students of Non-governmental Schools in Translation items.'

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	178	59.33	115	38.33	7	2.33	300
The Past Continuous Tense	163	54.33	126	42	11	3.66	300

Table 14 and table 15 given above illustrates the performance of the students of government-aided schools in present continuous tense and past continuous tense in translation items (English sentences into Nepali sentences).

For present continuous tense, table 14 exhibits that 53 percent, 41 percent and 6 percent of the total statements were found right, wrong and unattempted whereas in table 15 , 59.33 percent, 38.33 percent and 2.33 percent of the total statements were found right, wrong and unattempted respectively.

The tables given above show that the difference between the students of government-aided and non-governmental schools in their achievement was 6.33 percent, i.e. the students of non-governmental schools achievement was 6.33 percent more than the students of government-aided schools.

The mistakes committed by the students of government-aided and non-governmental schools in present continuous tense were 41 percent and 38.33 percent respectively and the difference between them was 2.67 percent. This shows that government-aided schools' students committed 2.67 percent more mistakes than non-governmental students of schools.

Regarding unattempted statements, it was found that 6 percent and 7 percent of the total statements were unattempted by both

government-aided and non-governmental schools students. In this regard, it was clear that the students of government-aided schools attempted 1 percent more statements than the students of non-governmental schools in present continuous tense.

For past continuous tense, table:14 illustrates that 37 percent, 58 percent and 5 percent of the total statements were found right, wrong and unattempted by the students of government-aided schools whereas, table:15 shows that 54.33 percent, 42 percent and 3.66 percent of the total statements were right, wrong and unattempted respectively by the students of non-governmental schools.

It was found that the achievement of the students of non-governmental schools was 17.33 percent more than the achievement of the students of government-aided schools. This shows that the students of non-governmental schools performed better than the students of government-aided schools.

The mistakes committed by the students of government-aided and non-governmental schools in past continuous tense were 58 percent and 42 percent in translation items (English sentences into Nepali sentences) respectively and the difference between them was 16 percent. This shows that 16 percent more mistakes were committed by the students of government-aided schools in this item, and their poor condition in the performance.

5 percent and 11 percent statements were unattempted in translation items in past continuous tense by the students of government-aided and non-governmental schools respectively. In addition, the difference between them was 6 percent. This shows that the students of government-aided schools attempted more statements than the students of non-governmental schools.

In conclusion, the students of non-governmental schools performed better than the students of government-aided schools in both present continuous tense and past continuous tense of translation items. Although there were mistakes made by the students of both government-aided and non-governmental schools in spelling, S-V agreement, sentence formations etc. (Appendix-IV)

3.2.5 Comparison Based on Translation Items (Nepali Sentences into English Sentences)

Comparison of the status of the performance between the present continuous tense and past continuous tense in translation items (Nepali sentences into English sentences) by schooling system can be tabled as below:

Table 16: Performance of the Students of Government-aided Schools in Translation Items

Sample Statement	R		W		U.A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	123	41	145	48.33	32	10.66	300
The Past Continuous Tense	115	38.33	169	56.33	16	5.33	300

Table 17: Performance of the Students of Non-governmental Schools in Translation Items

Sample Statement	R		W		U.A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	197	65.66	93	31	10	3.33	300
The Past Continuous Tense	193	64.33	107	35.66	-	-	300

Table: 16 and table: 17 given above illustrate the performance of the students of government-aided and non-governmental schools in present continuous and past continuous tense in translation items (Nepali sentences into English sentences).

For present continuous tense, table: 16 shows that 41 percent, 48.33 percent and 10.66 percent of the total statements were found correct, incorrect and unattempted by the students of government-aided schools. Whereas table 17 shows that 64.33 percent, 35.66 percent of the total statements were found correct and incorrect respectively by the students of non-governmental schools but not any statements were unattempted by them.

The comparison made between table: 16 and table: 17 show that the difference between the students of government-aided and non-governmental schools in their achievement in present continuous tense was 24.66 percent.

This clearly shows the better achievement of the students of non-governmental schools in present continuous tense in translation items (Nepali sentences into English sentences).

The mistakes committed by the students of government-aided and non-governmental schools in the performance of present continuous tense in translation items were 48.33 percent and 31 percent respectively. The comparison made between these two schooling systems clearly shows that the students of government-aided schools made 17.33 percent more mistakes than the students of non-governmental schools. This result also focuses on the non-government schools for their better performance and government-aided schools' students for their poor performance in this item.

It was also found that 10.66 percent and 3.33 percent of the total statements were unattempted by the students of government-aided and

non-governmental schools in present continuous tense respectively and the difference between them was 7.33 percent. This shows that the students of non-governmental schools attained 7.33 percent more statements than the students of government-aided schools in present continuous tense of translation items (Nepali sentences into English sentences).

For past continuous tense , table :16 shows that 38.33 percent, 56.33 percent and 5.33 percent of the total statements were found correct, incorrect and unattempted respectively by the students of government-aided schools in translation items (Nepali sentences into English sentences). Whereas table:17 illustrates that 64.33 percent and 35.66 percent of the total statements were found correct and incorrect respectively but not any unattempted statements were found in the performance of the students of non-governmental schools in this item.

It is found that the students of non-governmental schools had better result as 26 percent in past continuous tense than the students of government-aided schools.

The mistakes committed by the students of government-aided and non-governmental schools were 56.33 percent and 35.66 percent in past continuous tense respectively. Nearly 20 percent more mistakes were committed by the students of government-aided schools in past continuous tense than the students of non-government schools.

In this item, the students of government-aided schools unattempted 5.33 percent of the total statements in past continuous tense but not any unattempted statements were found in non-governmental schools' students.

To conclude, both present continuous tense and past continuous tense were better acquired by the students of non-governmental

schools than the students of government-aided schools. Although a lot of mistakes were made by both government-aided and non-governmental schools in spelling, S-V agreement and sentences formations etc. (Appendix-IV)

3.3 Comparison Based on Tense

Comparison of the status of the performance between the present continuous tense and the past continuous tense in total can be tabled as below:

Table 18: Comparison of the Status of the Performance between the Present Continuous Tense and the Past Continuous Tense in Total

Sample Statement	R		W		U. A.		Total
	No.	Per.	No.	Per.	No.	Per.	
The Present Continuous Tense	2088	69.6	820	27.33	92	3.06	3000
The Past Continuous Tense	1930	64.33	987	32.9	83	2.76	3000

The table given above shows that 69.6 percent, 27.33 percent and 3.06 percent of the total statements were found right, wrong and unattempted in the present continuous tense whereas 64.33 percent, 32.9 percent and 2.76 percent of the total statements in the past continuous tense respectively. The table shows the present continuous tense had better result as 5.27 percent more than the past continuous tense. The mistakes committed by the students were found 27.33 percent and 32.9 percent in the present continuous tense and past continuous tense respectively. It was found that 5.57 percent more mistakes were committed by the students in the past continuous tense than present continuous tense.

Regarding unattempted statements, 3.06 percent in present continuous tense and 2.76 percent in past continuous tense were

unattempted by the students. This shows that the statements in past continuous tense were more attempted by the students although better achievement was found in present continuous tense.

3.4 Discussion

From the analysis and interpretation of the data, it was found that the Nepali and English tenses are, to some extant, similar but not identical because of its own distinctive features, rules, norms, and values. The present continuous tense was found better answered than the past continuous tense both in English and in Nepali. The reason behind poor performance of the students' performance in past continuous tense might be insufficient teaching, providing less examples while teaching, giving less focuses to this tense etc. The most frequent areas of the mistakes were: incomplete learning, over-generalization, and insufficient knowledge in written Nepali language, lack of English vocabulary and problems in sentence formation both in English and Nepali. Mistakes due to pen slip, false concept hypothesized and haste were also noticed. (Appendix-IV)

From the analysis and interpretation of the data, it was also found that the students of non-governmental schools performed better and achieved better result than the students of government-aided schools achieve.

The probable reason for the government-aided schools' students to perform poorer than the students of non-governmental schools might be the commitment of more errors such as subject verb agreement, superfluous use of auxiliary verb, wrong use of the tense (Appendix: IV). It could be due to faulty teaching. The students of government-aided schools are deprived of adequate language exposure, which is so much maintained in the non-governmental schools. In most of the non-governmental schools, except Nepali

subject, all other subjects are taught in English language but government-aided schools provide just 45 minutes for teaching English subject i.e., only one subject is taught in English language and most of the schools follow grammar translation method. This is also due to the economic insufficiency, which causes the lack of teaching materials and poor management in government-aided schools. But the non-governmental schools are well equipped with materials, good management and economically well so, they possess better result.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

4.1. Findings

The present study was targeted to identify, compare, analyze and interpret the use of present continuous tense and past continuous tense and errors in the use of proper tense in proper context of eighth graders of both government-aided and non-governmental schools of Katmandu district.

As we know, there are two kinds of schooling system, government-aided and non-governmental schools, in Nepal at present. Generally, it is said that the students of non-governmental schools are better in performance and achievement than the students of government-aided schools. This view requires testing and hence the researcher selected present continuous tense and past continuous tense to test the performance and achievement of both, government-aided and non-governmental schools' students in the use of present continuous and past continuous tense in English and Nepali respectively. Moreover, tense and aspect system is taken as an area in which many students are found to be confronted with much difficulty.

The findings derived from the study are as follows:

1. The total achievement of the students as a whole in the use of present continuous tense and the past continuous tense was 69.6 percent and 64.33 percent. It showed that the present continuous tense was better achieved and easier than the past continuous tense.

2. On comparison by schooling system, the students of non-government-aided schools were found better than the students of the government-aided schools in the use of present

continuous tense and the past continuous tense in each of the items.

3. The study shows that the students faced difficulty in translation items than other items and committed more mistakes in this item.

4. Overgeneralization, pen slip, haste, guessing and lack of proper learning were the causes to increase the number of mistakes committed by the students.

5. The study shows that students had vocabulary problem, incompetent on understanding the sense of the words or statement and poor background of the students were clearly reflected.

6. Incomplete knowledge of sentence formation in the written Nepali language was performed.

4.2. Recommendations

Based on the findings of the present study, the following recommendations have been made for enhancing and upgrading the ELT simulation and the teaching learning process of English in present continuous tense and past continuous tense for Nepalese students of the government-aided and non-governmental schools:

1. The teacher should pay more attention on the area to which the students face difficulty in learning and provide extra written work, which will help them to learn properly.

2. The teacher should identify the area where the students are doing mistakes and provide feedback

3. Tutorial class should be managed to the students who are poor in the classroom. This will reduce the number of students

and poor students get priority to learn. In addition, the teacher can provide enough feedback to them.

4. The language teacher should better follow the communicative approach to language teaching and should be trained as well.

5. The students of non-governmental schools get longer hours of English language exposure, which is the only result of their better performance. Therefore, it would be better if the government-aided schools provide their students more hours of exposure in English Language.

6. The students of government-aided schools are deprived of getting chance to read extra English books on short stories, comics, plays and dramas apart from English text books but the students of non-governmental schools get sufficient materials or extra books for reading which leads them to acquire better and understand better. Such as a kind of facility of reading for enjoyment and pleasure should be added in the government-aided schools. For this reason, the school library should be developed in government-aided schools.

7. The availability of visual aids is very important in both government-aided and non-governmental schools. The non-governmental schools are well equipped with visual aids but the government-aided schools are either not equipped or not used properly although available. Therefore, in government-aided schools, the supply and the use of visual aids should be properly maintained.

8. More attention should be paid to past continuous tense than present continuous tense.

9. The materials in the textbook for teaching these tenses should be added and made clear and useful.

10. Tense should be taught by relating time or situation/context with the forms of the verbs with appropriate structures and situation.

11. The linguistic background of the students should be known and maintained well.

12. Nepali tense system should be used to help and assist the English tense system.

Finally, similar research works should be carried out regarding the differences as well as similarities between English and Nepali tense and aspect system. The impact of the differences between these two should be compared and examined. This can be done with a variance in method and approach to research.

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APPENDIX I

List of the schools where the researcher conducted his research work.

1. Adinath Madhyamik Vidyalaya
2. Kirtipur Madhyamik Vidyalaya
3. Baishnavi Madhyamik Vidyalaya
4. Creative Academy
5. Panga Secondary Boarding School
6. Hill Town Internatonal Boarding School

APPENDIX II
Test Items

School's Name: Full Marks: 50

Student's Name: Time: 1hrs.

District:

Attempt all the questions.

1.   Tick the correct answer.

Example: Prem .... doing his homework now.

i)   is   ii) was

a)   Laxmi .... noodles last night.

i)   is eating   ii) was eating

b)   Shyam .... the blackboard now.

   i) is cleaning   ii) cleaned

c)   Teachers and students .... hard yesterday.

   i) are working   ii) were working

d)   Mr. Tamang .... today.

   i) is coming   ii) was coming

e)   It .... now.

   i) rains   ii) is raining

f)   Daedalus .... the wings.

   i) making   ii) was making

g)   Chankhay .... the train.

   i) drive   ii) was driving

h)   They .... very fast right now.

   i) breathing   ii) are breathing

i)   The doctor .... the patients.

   i) is help   ii) was helping

j)   I .... English so that I can learn English

   books.

   i) am learning   ii) learning

2.   Fill in the blanks with the correct form of verb (only Present Continuous and Past Continuous Tense).

Example: She was washing her hands when the telephone rang. (wash)

a)   Wild buffaloes .... nowadays. (increase)

b)   He .... the heavy load last Sunday. (carry)

c)   I .... a film about interesting places of Nepal next month. (make)

d)   They .... for me yesterday. (wait)

e)   We .... to Surkhet tomorrow. (go)

f)   Shambhu .... in the field when I saw him. (run)

g)   Krishna .... a letter now. (write)

h)   They .... in the road yesterday. (work)

i)   Jeevan lost his key. He .... it now (search)

j)   Kamala .... last night. (weeping)

3.   Tick (ð) before the correct statement and cross (X) before the incorrect statements.

Example: When I saw him, he played chess. [X]

a)   Daedalus was make the wings. [   ]

b)   Wild buffalos are increasing nowadays. [   ]

c)   They are playing yesterday. [   ]

d)   Chankhay was driving the train. [   ]

e)   Shyam Chandhary is telling the children about Australia. [   ]

f)   I am writing a story last night. [   ]

g)   Krishna is reading about Icarus. [   ]

h)   I learning English so that I can learn English books. [   ]

i)   Ramesh and Hari are swimming. [   ]

j)   Sabita was fighting with her sister yesterday. [   ]

4. **Translate the following sentences into Nepali.**

   Example : They are playing football.

   ⇒ उनीहरु फुटबल खेल्दैछन् ।

a) Ram was sitting on the chair.

⇒ ....

b) Sushila is speaking in the classroom.

⇒ ....

c) Shambhu and Chankhay were learning English language.

⇒ ....

d) They are wearing hats.

⇒ ....

e) Chankhay was driving the train.

⇒ ....

f) Is Shyam cleaning the room?

⇒ ....

g) We were helping them.

⇒ ....

h) I am going to Biratnagar.

⇒ ....

i) Bina and Mina were reading hard yesterday.

⇒ ....

j) He is drawing a picture.

⇒ ....

5. **Translate the following Nepali sentences into English.**

   Example: म भात खादै थिए ।

   ⇒ I was eating rice.

a) म फूटबल खेल्दै थिए ।

⇒ ....

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b)   हामीहरु जमिन खन्दै छौं ।

⇒   ....

c)   हिजो सरस्वती हास्दै थिइन् ।

⇒   ....

d)   उमा बाटोमा हिड्दै थिइन् ।

⇒   ....

e)   गणेशले कोठा सफा गर्दै छ ।

⇒   ....

f)   के चंखे उफ्रदै छ ?

⇒   ....

g   उनीहरु बजार जादै थिए ।

⇒   ....

h)   सीता गृहकार्य गर्दै छिन् ।

⇒   ....

i)   हामी पढ्दै थियौं ।

⇒   ....

j)   मैले कथा लेख्दै छु ।

⇒   ....

APPENDIX III

1.a. Result t of Present Continuous Tense in 'Multiple Choice' Items

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
b	47	58	12	2	1	-
d	49	57	11	3	-	-
e	50	59	9	1	1	-
h	54	59	6	1	-	-
j	55	58	4	2	1	-
Total	255	291	42	9	3	-

b. Result of Past Continuous Tense in 'Multiple Choice' Items

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
a	48	52	12	8	-	-
c	39	58	21	1	-	1
f	55	56	4	4	1	-
g	49	55	10	5	1	-
i	49	49	10	10	1	1
Total	240	270	57	28	3	2

2. a. Result of Present Continuous Tense in 'Fill in the Blanks' Items

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
a	28	49	27	11	5	-
c	37	56	20	4	3	-
e	43	52	15	8	2	-
g	29	41	29	19	2	-
i	39	55	16	5	5	-
Total	176	253	107	47	17	-

b. Result of Past Continuous Tense in 'Fill in the Blanks' Item

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
b	33	49	25	10	2	1
d	35	52	22	7	2	1
f	28	43	25	16	7	1
h	33	50	24	10	3	-
j	34	48	22	12	4	-
Total	163	242	118	55	19	3

3. a. Result of Present Continuous Tense in 'True or False' Items

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
b	44	56	15	4	1	-
e	35	53	24	7	1	-
g	34	55	25	5	1	-
h	27	58	32	2	1	-
i	43	51	16	9	1	-
Total	183	273	112	27	5	-

b. Result of Past Continuous Tense in 'True or False' Items

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
a	29	55	26	5	5	-
c	30	51	28	9	2	-
d	41	53	15	7	4	-
f	38	54	20	6	2	-
j	27	55	32	5	1	-
Total	165	268	121	32	14	-

4. a. Result of Present Continuous Tense in 'Translation' Items
(English Sentences into Nepali Sentences)

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
b	31	27	24	33	5	-
d	32	32	25	26	3	2
f	21	26	38	33	1	1
h	41	51	16	8	3	1
j	34	42	20	15	6	3
Total	159	178	123	115	18	7

b. Result of Past Continuous Tense in 'Translation' Items
(English Sentences into Nepali Sentences)

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
a	28	44	30	15	2	1
c	21	29	36	28	3	3
e	29	31	31	24	-	5
g	12	34	44	25	4	1
i	21	25	33	34	6	1
Total	111	163	174	126	15	11

5. a. Result of Present Continuous Tense in 'Translation' Items

(Nepali Sentences into English Sentences)

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
b	28	31	21	24	11	5
e	24	47	32	12	4	1
f	16	34	37	23	7	3
h	31	43	25	16	4	1
j	25	42	29	18	6	-
Total	123	197	145	93	32	10

b. Result of Past Continuous Tense in 'Translation' Items

(Nepali Sentences into English Sentences)

Que. No.	R		W		U. A.	
	Gov.	Non-gov.	Gov.	Non-gov.	Gov.	Non-gov.
a	23	44	37	16	-	-
c	24	49	32	11	4	-
d	30	31	26	29	4	-
g	17	27	39	33	4	-
i	21	42	35	18	4	-
Total	115	193	169	107	16	-

APPENDIX IV

List of Errors Committed by the Students.

a) Subject and helping verb mismatching
- They was waiting for me.

b) Unnecessary use of an article.
- I a was playing football.

c) Missing of helping verb.
- Sita doing her homework.

d) Spelling mistake
- Wild buffalos are increaseing   now a days.

e) Mistake done by overgeneralization.
- What Chankhay jumping ? instead of Is Chankhay jumping?

f) Wrong word selection
- Sita is working her homework.

g) Mistake caused by haste.
- We era reading.

h) Poor knowledge of SVO sentence structure.
- Yestreday was laughing Saraswoti.

i) Wrong use of preposition
- Uma was walking in the road.

j) Omission of preposition.
- They were going bazaar.

k) Helping verb and time adverbial mismatching.
- Jeevan lost his key. He was searching it now.