A STUDY ON THE USE OF VERBS
IN FREE WRITING BY THE STUDENTS OF GRADE 10

A Thesis

Submitted to the Department of English Education,

University Campus, Kirtipur in Partial Fulfilment of

The Master's Degree in English Language Education

(Specialization in English Education)

By

GANGA ADHIKARI

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATED

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Ganga Adhikari

ABSTRACT

This thesis attempts to determine and analyze the performance and errors in the use of verbs in free writing by the students who are studying in grade 10. To accomplish the objectives of he study, the researcher collected data from the 80 students (20 from each school) studying in four government schools of Kathmandu district by using non-random, judgemental sampling procedure. For collecting data, a test consisting of three subjective questions for free writing with the limitation of words and time was administered to the students. The students were intended to write some paragraphs on the given topics. The free writing of the students was analyzed on the basis of the use of verbs. Accordingly, the findings were concluded.

The major findings of he study are: tenth graders were able to use 63.68% verbs correctly in free writing, the students of Tarun Secondary School showed the highest performance and the students of Manohar Secondary School committed the highest number of errors among the selected schools, male students showed a better performance in free writing than female students, the highest number of errors was found in using tenses etc.

This dissertation consists of four chapters. Chapter one introduces the study with general background i.e. overview on English Language Education, Writing, Free writing, Error analysis, Grammar etc. This chapter also deals with the review of the related literature, the objectives and significance of the study.

Chapter two deals with the methodology of the study. It comprises sources of data, population of the study, tools and process for data collection and limitation of the study.

Chapter three deals with the analysis and interpretation of data using different tables, percentage, etc.

Chapter four consists of findings and recommendations.

Eventually, references and appendices are given. The appendix part includes research tool and other information.

LIST OF ABBREVIATIONS

E.L.T.	:	English Language Teaching
i.e.	:	that is
No.	:	Number
S.V.O.	:	Subject, Verb and Object
S.O.V.	:	Subject, Object and Verb
S.N.	:	Serial Number
V.S.	:	Versus
%	:	Percentage

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CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is an asset uniquely possessed by human being. It is a tool of communication and medium of expression. Language is the special gift for human beings. Language is the most highly developed and most frequently used means of communication. Communication, as such involves transmission of information from a sender to a receiver. In the process of communication, one perceives the clear picture of the whole world through language. It is a means, which helps us to think, interpret, perceive and express about the real world. Most of the activities of the world are carried out through the language, e.g. transmitting human civilization, thoughts, literature, political diplomatic activities and human achievement.

Language is the medium of communication by the help of which human beings are being able to interact, share and interchange their ideas, opinions and thoughts to each other. It can be compared with a bridge. As a bridge connects one side of the river with another, and so does the language.

Richards says, "Language is the system of human communication by means of a structured arrangement of sounds or their representations to form larger units e.g. morphemes, words, sentences." (1985: 153)

"Language is not an end in itself, just as little as railway tracks; it is a way of connection between souls, a means of communication…….. Language is the most complete, the richest, the best means of communication; it bridges the physical chasm between individuals….." (Jespersen, 1904:4).Sthapit (2000) maintains the view that language is the

part and parcel of human beings. This means that every kinds of sharing between human being is possible due to language. (As quoted in Shrestha, 1989)

There are a number of languages in the world. Of them, English is one of the most dominant international language in the universe. It has international marketability. Broadly speaking, it is learnt and taught almost all over the world for the purpose of general communication. Thus, it serves as a link language that links between the people of the world.

Sthapit (2000) has maintained the view that Nepalese learners learn English for practical and instrumental purpose, i.e. for international communication across communities. (As quoted in Shrestha, 1989)

1.1.1 English Language Teaching in Nepal

The English language is widely used language in the world. It is developed as a language based on Latin. After the expansion of British empire in most of the countries, it was imposed through the world. It is the language of the world politics, science and technology, medicine, economics, marketing and trade, education and so on. It is being learnt and taught in different parts of the world. It is used in almost all parts of the world.

The sole responsibility of planting the seed of the English language in Nepal can be traced back to late Janga Bahadur Rana who, for the first time, established a school in 1910 B.S., which was termed as Darbar School and then formal teaching learning curriculum was developed.

Teaching English, in Nepal, is more than a century old. However, the situation has not been as expected. The English language teaching situation

is poor mainly due to the unavailability of trained and qualified teachers, teaching materials, lack of motivation on behalf of students and so forth. English is taught and learnt in schools and universities of Nepal as a foreign language. In those days, the use of English was limited to reading books. The students used to use English in order to have the sound knowledge in the area of their studies. With the changes of time, English has been taught and learnt for communication purpose, for higher studies and for international communication. It is the medium of instruction for further education.

1.1.2 Writing

Language, the most unique gift for human beings, has four different but interrelated skills. They are: Listening, Speaking, Reading, and Writing. Among these four skills, writing is one of the most important skills.

Simply, writing can be defined as the act of putting down something, which has been spoken in conventional graphic form but in is clearly much more than the production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences.

Following Widdowson (1978:62), one way of describing writing is to say …. "the use of the visual medium to manifest the graphological and grammatical system of the language" and another "that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper". (As quoted in Khaniya, 2005)

In Bloomfield's opinion (1935:1) "Writing is not language, but merely a way of recording language by means of visible marks". (As quoted in Dahal, 1998) When we write, we use graphic symbols of the language relating to the sounds we speak. It is not a mass of unrelated words or sentences.

It is needless to say that writing is an effective means of communication. Writing is conveying meaning through the graphic symbols that represent a language. It involves the encoding of a message of some kind: that is, we translate our thoughts into language. Writing is a lively means to express our joys, sorrows, experiences, or curiosities.

1.1.3 Free Writing

Free writing is the final stage on the development of the writing skill. Free writing refers to the type of writing in any topic which gives complete freedom of expression. This type of writing is mainly characterized by the students' freedom in selection of vocabulary and structure.

Pincas (1993:110) defines, free writing as "the ability to write freely what has been taught", not "the ability to write anything at all". (As quoted in Dahal, 1998)

Rivers (1968:252) states that the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning. (As quoted in Dahal, 1998)

1.1.4 English Grammar

Learning a second language is not an easy task. It needs a lot of time and efforts to have mastery over all the levels of a language. These levels are phonology, lexicon, grammar and semantics.

Grammar is one of the most important aspect of any language. It is the building blocks or skeleton of language. Grammar is the study or science of rules forming words and combining them into sentences. Grammar is an account of the language possible sentence structures, organized according to certain general principles.

Thus, grammar is the description, analysis and formulation of language patterns. It is the description of the structure of a language that allows us to form completely different sentences. Grammar enables learners to use the language accurately and appropriately.

Without a sound knowledge of grammar, communication is very difficult. Conveying grammatical information accurately is an important part of second or foreign language teaching. So, the knowledge of grammatical rules is essential for the mastery of a language.

1.1.4 (i) Word Class

Word class is also called "parts of speech". Richards et.al. (1985) define word class as "a group of words which are similar in function, words are grouped into word classes according to how they combine with other words, how they change their form".

Word class can be divided into two types: (Arts and Arts, 1986)

Major Word Class: noun, verb, adjective, adverb.

Minor Word Class: pronoun, preposition, conjunction, articles, numerals, quantifier.

1.1.4 (ii) Verb

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

A sentence in English generally consists of two major parts as "subject" and "predicate". Verb leads the predicate part. Predicate is the obligatory part of a sentence. A verb is a word used with a subject to say what someone or something does or what happens to them e.g. sing, die etc. Marckward (1966:125) mentions that person, number, tense, mood and voice are the grammatical properties of the verb. Mackey (1978:197-198) opines that the most difficult words to master in a language are generally the verbs. They have to be learned along with the changes in form and auxiliaries required for person, number, tense and voice. (As quoted in Shahi, 2006)

English verbs are classified into lexical verbs and auxiliary verbs. Auxiliaries are further divided into primary and modal auxiliaries. For example:

Lexical	Walk, write , play etc.
Auxiliary	primary: do , have, be
	Modal : can, may, shall, will, could, might, should, would, must, ought to, used to, need, dare

Many English verbs have five forms: the base, the-s form, the past, the - ing participle, and the -ed participle. Examples of these forms and an indication of their functions are given in the table below:

Form	Symbol	Example	Functions
1. base	V	Call Drink Put	i. All the present tense except 3rd person singular: I/You/ We / They call every day. ii. Imperative: call at one ! iii. Subjunctive: He demanded that she call and see him. iv. the bare infinitive; He wants her to call.
2. -S form (3rd person singular present)	V-s	Call Drink Put	3rd person singular present tense : he/ she/ it calls every day.
3. Past	V-ed,	Call Drink Put	Past tense: He called yesterday.
4. -ing participle (present participle)	v-ing	Call Drink Put	i. progressive aspect (be+v+ing) : He is calling in a moment. ii. In-ing participle causes: calling early; I found her at home.
5.-ed participle (past prticiple)	V-ed	Call Drink Put	i. Perceptive aspect (have+v-ed$_1$): He has drunk the water. ii. passive voice (be+v-ed$_2$): He is called Jack iii. in- ed participle clauses: Called early, he had a quick breakfast.

Lexical verbs are classified into two types: regular verbs and irregular verbs.

Regular lexical verbs: regular lexical verbs have the following forms:

V	Base	call	like	try
v-ing	ing participle	calling	liking	trying
v- s	-s form	Calls	likes	tries
v-ed	past -ed participle	called	liked	tried

These are regular lexical verbs in that we can predict the other forms if we know the base of such a verb.

Irregular lexical verbs: irregular lexical verbs have a varying number of distinct forms. For example:

Meet	met	met
come	came	come
speak	spoke	spoken
drink	drank	drunk
know	knew	known etc.

Primary Auxiliaries:

Do

The auxiliary do has the following forms:

	Non-Negative	Uncontracted Negative	Contracted Negative
Present	do	do not	don't
	does	does not	doesn't
Past	did	did not	didn't

Have

Have has the following forms:

	Non-Negative	Uncontracted Negative	Contracted Negative
base	have, 've	have not, 've not	haven't
-s form	has, 's	has not, 's not	hasn't
past	had, 'd	had not, 'd not	hadn't
-ing form	having	not having	
-ed participle	had (only as lexical verb)		

Be

Be has the following forms:

base	Non-Negative Be	Uncontracted Negative	Contracted Negative
Present	1st person singular	Am, 'm	am not, 'm not	aren't, ain't
	3rd person singular	Is, 's	is not, 's not	isn't
	2nd person, 1st and 3rd person plural	was	was not	wasn't
Past	1st and 3rd person singular	was	was not	wasn't
	2nd person, 1st and 3rd person plural	were	Were not	weren't
	-ing form,	being	not being	
	-ed participle	been		

Modal Auxiliaries:

The modal auxiliaries are the following

Non-Negative	Uncontracted Negative	Contracted Negative
can	cannot, can not	Can't
could	could not	couldn't
may	may not	mayn't
Might	might not	mightn't
shall	shall not	shan't
Should	should not	shouldn't
Will, 'll	will not, 'll not	won't
Would, 'd	would not, 'd not	wouldn't
must	must not	mustn't
ought to	ought not to	oughtn't to
used to	used not to	usedn't to, didn't use to
need	need not	needn't
Dare	dare not	daren't

Verb Phrase

A phrase can be identified on the basis of the word class membership of its most important constituent. The verb phrase is characterized by a

relation of subordination holding between the less important elements and the dominant element in the phrase. The dominant member of a verb phrase can not replace the whole phrase without causing serious harm to syntactic structure. Consider:

John has been killed by Bill - John killed by Bill.

It is clear that, although from a semantic period of view killed is the dominant member in the phrase has been killed; it can not replace the entire phrase. Phrases like has been killed are called verb phrases since they are exclusively made up of verbs.

Finite and non-finite verb phrase: (Quirk, R. et, al. 1973)

The verb forms operate in finite and non- finite verb phrases, which are distinguished as follows:

i) Finite verb phrase has tense distinction:

$$\text{He} \quad \begin{array}{c} \text{studies} \\ \text{studied} \end{array} \quad \text{English}$$

ii) Finite verb phrase occurs as the verb element of a clause. There is person and number concord between the subject and the finite verb. Concord is particularly overt with be.

I+am you/we/they+ are He / she /it + is

With most lexical verbs, concord is restricted to a contrast between 3rd and non- 3rd person singular present:

$$\begin{array}{c} \text{He reads} \\ \text{They read} \end{array} \quad \text{The paper every morning.}$$

With the modal auxiliaries there is, however, no concord:

I/ you/ he/ we/ they can play the cello.

iii) Finite verb phrase has mood.

iv) The non- finite forms of the verb are the infinitive [(to) call], the- ing participle (calling), and the -ed participle (called).

Non- finite verb phrases consist of one or more such items.

There are some major constructions which affect the verb phrase or in which verb phrase contrasts play an important part.

i) Voice, involving the active- passive relation, as in

A doctor will examine the patients.

– The patients will be examined by a doctor.

ii) Questions requiring subject movement involve the use of an auxiliary as operator:

John will sing- will John sing?
John sang- Did John sing?

iii) Negation makes analogous use of operators as in

John will sing- John won't sing
John sang- John didn't sing .

iv) Emphasis, which is frequently carried by the operator as in :

John will sing!
John DID sing!

v) Imperatives as in go home, John; you go home John; Don't (you) go yet; Lets go home.

1.1.4 (iii) Use of Verbs in Free Writing

Writing is a very complex process requiring various skills viz. mental, psychological, theoretical and critical aspects. Writing free composition on any topic means expressing ideas and opinions about the topic which may differ from person to person. Verb plays the most important role to compose creative writing. Appropriate use of verbs in different sentences make the writing flowery and artistic.

1.1.4 (iv) Problems in Using Verbs in Free Writing

As far as the English language learning is concerned, Nepalese learners of English commit errors while using the verbs in free writing. Due to so many reasons such as mother tongue interference, overgeneralization, lack of good teaching learning environment, lack of rigorous practice and training and other various reasons, the language learners get difficulty in the use of verbs in free writing. Some learners may have command over a kind of verbs and other may have the skills of using other kind of verbs. The modal verbs may be frequently used in writing by one learner at the same time others may use primary auxiliaries frequently. Likewise, the ways of using ordinary verbs may differ from learners to learners. Some learners may use more lexical verbs than other verbs on the basis of their command over the use of the verbs.

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

Subject-Verb Agreement: The use of verbs on the basis of subject.

Tense Sequence: The use of right form of verbs to match with the tense expressed by sentence.

Selection of Appropriate Verb: The selection of correct verbs so as to convey meaning sensibly.

Spelling: In writing the correct spelling of verbs.

Overgeneralization: Generalizing the rules for using verbs in a sentence construction which may lead to errors.

SVO Pattern: In the use of verbs in the right pattern as subject, verb and object.

Aspect: In the use of verbs concerning with the manner in which verbal action is experienced or regarded for e.g. as completed or in progress.

Here, the researcher has focused the study on the use of verbs in free writing in terms of correct use, incorrect use regarding the total occurrence of verbs.

1.5 Error Analysis: An Overview

An error refers to the use of a linguistic item in a way, which a native speaker of the language regards as faulty or incomplete learning. Errors may be in speech or writing of a second or foreign language learner. Errors result from incomplete knowledge. In other words, errors are caused due to linguistic reason i.e. lack of linguistic knowledge.

Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners. Error analysis is carried out so that we can:

    a. find out how well someone knows a language,

    b. identify the causes of learner errors,

c. find out how a person learns a language, i.e. identify strategies which learners use in language learning and

d. obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

The study of error is a part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning strategies. As far as the sources of errors are concerned, mother tongue interference was once considered the sole source of errors. But now it is one of the sources of errors. Other sources of errors are overgeneralization, incomplete application of rules, ignorance of the rule restriction, false concept, etc.

An analyst has to follow a series of steps in error analysis. The successive steps of error analysis are as follows:

(i) Collection of Data

Collection of data is the first stage of error analysis. We must have reliable data to describe and analyze 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

b. Approaches: subjective or objective

c. Modes: free or guided

d. Tools: interview, discussion, speech, composition and questionnaire.

(ii) Identification of Errors

Errors are identified on the basis of the data. Here, the analyst differentiates errors from mistakes. Mistakes are caused due to non-linguistic reasons such as lack of attention, fatigue, carelessness or some other sort of physical defects and are committed at performance level whereas errors are caused due to linguistic reasons i.e. lack of linguistic knowledge and are committed at competence level. Errors occur in a systematic fashion and are beyond the learner's ability to correct them.

(iii) Description and Classification of Errors

At this stage of error analysis, the errors identified at the second stage are categorized and kept under different types. The errors are classified in the following ways:

a. Group and individual errors
b. Productive and receptive errors
c. Overt and covert errors
d. Local and global errors
e. Inter lingual and intra lingual errors
f. Phonological, graphological, grammatical, lexical, pragmatic, stylistic errors
g. Corder's classification
   - Pre-systematic
   - Systematic
   - Post-systematic

(iv) Explanation of Errors

In this stage of error analysis, the errors are classified on the basis of their sources or causes. So, we try to find out different sources of errors at

this stage. The errors on the basis of their sources can be classified as follows:

a. Errors due to L1 interference
b. Errors due to analogical creation
c. Errors due to overgeneralization
d. Errors due to erroneous input
e. Errors due to inherent difficulty

(v) Evaluation of Errors

Evaluation of errors refer to the determination of seriousness of errors. The seriousness of error is also termed as error gravity. Error gravity refers to a measure of the effect that errors made by people speaking a second or foreign language have on communication or on other speakers of language.

(vi) Remediation of Errors

At this stage, the errors are corrected by the teachers or the learners themselves are made to correct the errors.

Although these are the stages of error analysis, while doing my research I haven't followed all these stages continuously. Some of the stages like collection of data, identification of errors are followed in my research.

1.6 Literature Review

Up to now a few researches have been carried out which are related to the area of this research to some extent.

Shahi (2006) carried out a research on 'A Study on the Use of Verbs in Free Writing by 8th Graders.' He tried to find out the 8th graders performance in free writing in terms of the use of different kinds of verbs and to analyze and describe the errors in using them. He found that

performance of 8th graders in free writing in terms of the use of different kinds of verbs was 46.42% and the highest number of errors was found in omission of 'Be' verb (i.e 23.42%) among the different types of errors.

Regmi (2005) conducted a research entitled 'The Proficiency of B.Ed. Students' in Phrasal Verbs'. The research was conducted at different campuses in Kathmandu valley. The researcher tried to find out the proficiency of the students in the use of phrasal verbs and compare their proficiency in terms of major English group vs non- major English. She found that the proficiency of the students was 33.35% as a whole. Likewise, the students of major English were better than those who had majored other subjects except English.

Shrestha (1989) carried out a research to find out the errors in 'Subject – Verb Agreement Committed by the Nepali Learners of English.' It was found that mostly the students committed errors when the head word is preceded or followed by a word of opposite nature in grammatical number.

Upadhyaya (2002) carried out a research on 'A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level'. He attempted to find out the proficiency level of students of Morang district in the use of phrasal verbs and to compare the proficiency regarding different criteria. He came up with the result that the total achievement was above 50%. Likewise, the students were weaker at sentence making using phrasal verbs rather than matching and filling items with the phrasal verbs.

Adhikari (1999) carried out a research work on 'An Analysis of Errors Committed by the Students of Grade 9 in the Use of English Causative Verbs of Gorkha District'. He found that more errors were found in the use of 'Have' type of causative verb rather than 'Get' and 'Make'. He found

some reasons of committing errors such as poor comprehension power, ignorance of rule, overgeneralization etc.

Nepal (1998) carried out a research on 'A Study of Errors in the Use of English Irregular Verbs by the Students of Grade 7 of Kathmandu District'. He tried to identify and analyze the causes and sources of errors in the use of irregular verbs. He found that the reasons of errors were incomplete knowledge of tense, inappropriate selection of verbs etc.

Dahal (1998) completed his research on 'A Study on Tense and Aspects in Free Writing of the Students of Grade 11 of the selected schools of Kathmandu Valley'. The objective of the study was to analyze the free writing of the grade 11 students' in terms of the use of tense and aspect. He found that 12 percentage of aspect was found to be erroneous. Nearly 50% errors were committed in tense sequence.

Some research works have been carried out regarding the use of different kinds of verbs in free writing. But no research seems to have been done to study the use of verbs as a whole in free writing by the students of grade 10. The present study is different from the past in that the researcher has tried to compare the performance of males and females students also.

1.7 Objectives of the Study

This study has the following objectives:

a. To find out the performance of 10th graders in free writing in terms of the use of different kinds of verbs on the basis of:

    i.   Performance as a whole

    ii.   Item wise performance

iii. School wise performance

iv. Gender wise performance

b. To analyze and describe the errors committed by the students in the use of verbs.

c. To suggest some pedagogical implication.

1.8 Significance of the Study

This study will be useful for those who are involved in the field of language teaching, especially in English language teaching and learning. Mostly, they will be much benefited by this study in teaching and learning verbs. Similarly, curriculum designers, textbook writers and other individuals can take advantage of this study.

1.9 Definition of Specific Terms

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

Tenth Graders: The students who are studying in the tenth grade of government school of Kathmandu district.

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

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

CHAPTER TWO
METHODOLOGY

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary sources of data were the students of grade 10 studying in the different government schools of Kathmandu district.

2.1.2 Secondary Sources of Data

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

2.2 Population of the Study

The total population of this study were the students of grade 10 studying in different government schools in Kathmandu district.

2.3 Sample Population

The sample population was 80 students of the four selected government schools of Kathmandu district. 20 students from each school were selected. Among them, the researcher had selected 10 males and 10 females from each school. The required numbers of students were selected by using random sampling procedure.

2.4 Sampling Procedure

The researcher selected four government schools of Kathmandu district by using non-random, judgemental sampling procedure and the required numbers of students were selected by using random sampling procedure. The names of selected schools are given below:

a. Manohar Secondary School, Samakhusi.
b. Tarun Secondary School, Baipas.

c. Mansing Secondary School, Manamaiju.

d. N. R. Higher Secondary School, Nepaltar.

2.5 Tools for Data Collection

The researcher used a set of test items that consisted of three subjective questions for free writing with the limitation of words and time.

2.6 Process of Data Collection

The researcher, at first, visited the selected schools and talked to the authority and got permission to carry out the research. The researcher explained the purpose and process of the research. Then, the required number of students from grade 10 (20 from each school, 10 males and 10 females) were selected. Then, questions were given to the students and they were asked to write down their answers within one and half hour.

2.7 Limitations of the Study:

This study was limited as follows:

a. This research was limited to four government schools of Kathmandu district.

b. The population of the study was limited to 80 students, 20 from each selected school (10 males and 10 females) studying in the grade 10 of Kathmandu district.

c. Only the students of grade 10 were taken for the study.

d. The subject area was limited to the use of verbs in free writing.

e. The test items were three subjective questions for free writing.

f. The study was limited to the students' performance in the use of verbs in free writing and errors committed by them in the use of verbs.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. It was done by using the statistical tools of percentage, tables etc.

While analyzing the data to find out the performance of the students, the verbs written by them were counted and performance was determined on the basis of the total number of verbs with their correct use.

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

The students' performance was converted into percentage out of total number of verbs written by them. Likewise, the errors were converted into percentage out of the total number of errors committed by the sample population i.e. 80 students (20 from each school).

This chapter consists of the two parts: analysis of performance and analysis of errors.

3.1 Analysis of Performance

It deals with the total performance of the students in the use of verbs. The analysis is further divided into the following sub-heading:

a) Total performance in the use of verbs,

b) Item wise analysis and interpretation,

c) School wise analysis and interpretation,

d) Performance of male students,

e) Performance of female students.

3.1.1 Total Performance in the Use of Verbs

Table 1: Total Performance as a Whole

Number of students	Number of verbs used	Number of correct verbs	Percentage of correct verbs
80	7747	4934	63.68

The above table shows the summary of the total performance of 80 students. According to the table, total sample population wrote 7747 verbs as a whole in three items. Out of which, 4934 verbs are used correctly. The percentage of the sentences with the correct use of verbs was 63.68.

3.1.2 Item Wise Analysis and Interpretation

In this section, the total performance in three different items has been analyzed.

Table 2: Total Performance in Item No. I

Number of students	Number of verbs used	Number of correct verbs	Percentage of correct verbs
80	3093	2166	70.05

The table indicates the performance of the students in item number I. In total, 3092 verbs were written by the students in free writing in this item. Out of which, 2166 verbs were used correctly. The percentage of the correct use of verbs was 70.05.

Table 3: Total Performance in Item No. II

Number of students	Number of verbs used	Number of correct verbs	Percentage of correct verbs
80	2224	1405	63.17

From the above table, it can be seen that the total sample population wrote 2224 verbs in item number II. Out of which, 1405 verbs were written correctly. It is 63.17% out of the total verbs.

Table 4: Total Performance in Item No. III

Number of students	Number of verbs used	Number of correct verbs	Percentage of correct verbs
80	2431	1363	56.06

Above table shows that the total sample population wrote 2431verbs in item number III. Among them, 1363 i.e. 56.06% verbs were used correctly.

To sum up the performance in there different items, the students wrote the highest number of verbs in item number I and the lowest number of verbs in item number II. The students used 70.05% , 63.17% and 56.06%

correct verbs in item numbers I, II and III respectively. The students had better performance in item number I than others.

3.1.3 School Wise Analysis and Interpretation

Table 5: School Wise Performance

S.N.	Name of Schools	Number of verbs used	Number of correct verbs	Percentage of correct verbs
1	Manohar Secondary School	1833	1012	55.21
2	Tarun Secondary School	2070	1455	70.28
3.	Mansing Secondary School	1855	1230	66.30
4.	N.R. Higher Secondary School	1989	1237	62.19
Total		7747	4934	

The table displays the total performance of 80 students studying in different government schools of Kathmandu district. As far as the school wise performance is concerned, the students of Manohar Secondary School used 1833 verbs in total in free writing. Out of which, they used 1012 verbs correctly i.e. 55.21%. Likewise, the performance of the students in writing correct verbs of Tarun Secondary School, Mansing Secondary School and N.R. Higher Secondary School was 70.28%, 66.30% and 62.19% respectively. The students of Tarun Secondary School showed the highest

performance among the selected schools i.e. 70.28%. On the other hand, the students of Manohar Secondary School showed the lowest performance in writing correct verbs in free writing. They performed only 55.23% verbs which were written correctly. Hence, the students studying in Tarun Secondary School were found better than the students of other selected schools.

3.1.4 Performance of Male Students

Table 6: Male Students' Performance

Number of students	Number of verbs used by male students	Number of correct verbs used by male students	Percentage of correct verbs
40	3892	2531	65.03

The table shows the total performance of male students in free writing in terms of the correct use of verbs. From the table, it can be seen that the total male students (i.e. 40) wrote 3992 verbs in total. Out of which, 2531 i.e. 65.03% were used correctly.

3.1.5 Performance of Female Students

Table 7: Female Students' Performance

Number of students	Number of verbs used by female students	Number of correct verbs used by female students	Percentage of correct verbs
40	3855	2403	62.33

The table given above shows that the total sample population of female students (i.e. 40) used 3855 verbs in total. Among them, 2403 i.e. 62.33% were used correctly.

In conclusion, we can say that male students showed a better performance i.e. 65.03% in free writing in terms of the correct use of the verbs than female counterparts. Female students used 62.33% verbs correctly.

3.2 Analysis of Errors

This section deals with the analysis and interpretation of the errors committed by the students in free writing in the use of verbs. The analysis has been carried out under the following headings:

a) Errors in three different items,

b) School wise analysis and interpretation of errors,

c) Classification of errors regarding different schools,

d) Classification of errors as a whole,

e) Errors committed by male students as a whole,

f) Errors committed by female students as a whole,

g) Description of different kinds of errors.

3.2.1 Errors in Three Different Items

Table 8: Item Wise Error Sheet

Item No.	Total occurrence of errors	Total occurrence of errors in percentage
I	926	32.91
II	817	29.04
III	1070	38.03
Total	2813	

The table indicates the total occurrence of errors in the use of verbs committed by the students in three items. According to the table, the highest number of errors i.e. 38.03% was made by the students in item number III and the lowest number of errors were committed in item number II i.e. 29.04%. Students committed 32.91% errors in item number I (See Appendix -C).

3.2.2 School Wise Analysis and Interpretation of Errors

Table 9: School Wise Analysis of Errors

S.N.	Name of Schools	Total occurrence of errors	Total occurrence of errors in percentage
1.	Manohar Secondary School	821	29.18
2.	Tarun Secondary School	615	21.86
3.	Mansing Secondary School	625	22.21
4.	N.R. Higher Secondary School	752	26.73
	Total	2813	

The above table shows the school wise occurrence of errors. According to the table, the students of Manohar Secondary School committed the highest number of errors in using the verbs i.e. 821 or 29.18% whereas the students of Tarun Secondary School committed the least number of errors i.e. 615 or 21.86%. Likewise, the students of N.R. Higher Secondary Sschool and Mansing School committed 752 or 26.73% and 625 or 22.21% errors respectively in using the verbs in free writing (See Appendix - C) .

3.2.3 Classification of Errors Regarding Different Schools

Table 10: Manohar Secondary School

S.N.	Subject-verb agreement	Spelling of verb	Unnecessary use of verb	Selection of verb	Omission of verb		Tense	Verb form	Use of verb in Nepali SOV pattern	Superfluous use of verb
					lexical	be				
1	7	2	-	9	-	-	13	2	-	-
2	3	3	5	5	-	-	20	-	-	-
3	-	1	10	7	-	-	21	-	-	-
4	14	3	1	10	-	-	8	1	-	-
5	1	-	-	12	1	-	11	2	-	-
6	2	3	1	5	-	-	12	10	-	-
7	7	2	1	4	-	1	15	2	-	1
8	4	2	-	2	-	-	22	3	-	-
9	4	4	5	5	-	-	18	2	1	1
10	1	3	-	7	-	-	27	1	-	-
11	6	-	6	5	-	1	29	3	-	1
12	3	8	6	3	-	-	25	-	1	-
13	-	3	-	8	-	-	18	-	-	-
14	4	1	8	10	1	-	43	-	1	1
15	2	-	8	3	2	-	36	-	-	-
16	-	1	7	4	-	-	52	-	-	-
17	12	3	4	8	-	-	15	-	-	2
18	3	2	5	5	-	-	14	-	-	-
19	3	3	1	7	-	-	24	-	-	-
20	5	6	3	6	-	-	31	-	-	-
Total	81	49	71	125	4	2	454	26	3	6

The students of Manohar Secondary School committed the highest number of errors while using the verbs to indicate the time of the action (tense) in free writing i.e. 454 or 55.29% whereas the lowest number of errors committed by the students of this school was found in the omission of 'be verbs' i.e. 2 or 0.24%. In the same way, the students of this school committed 15.22% errors in the selection of appropriate verbs, 9.86% in subject-verb agreement, 8.64% in unnecessary use of verbs, 5.96% in spelling of verbs, 0.48% in omission of lexical verbs and 0.36% in use of verbs in Nepali SOV patterns.

Table 11: Tarun Secondary School

S.N.	Subject-verb agreement	Spelling of verb	Unnecessary use of verb	Selection of verb	Omission of verb		Tense	Verb form	Use of verb in Nepali SOV pattern	Superfluous use of verb
					lexical	be				
1	6	-	3	5	-	27	-	-	-	-
2	5	2	2	3	2	19	-	-	-	-
3	3	-	1	4	-	18	1	-	-	-
4	4	1	-	7	1	15	-	-	-	2
5	-	1	1	7	-	6	-	-	-	-
6	7	3	-	3	-	9	1	-	-	-
7	5	-	-	-	-	3	-	-	-	-
8	-	4	1	5	-	12	-	-	-	-
9	2	-	1	-	-	6	-	-	-	-
10	4	1	2	6	-	17	-	-	-	-
11	2	-	-	7	1	24	1	-	-	1
12	2	3	-	2	2	15	-	-	-	-
13	2	-	5	13	1	27	-	-	-	-
14	4	5	5	5	1	16	-	1	-	-
15	3	1	7	6	1	26	-	-	-	-
16	3	2	2	2	-	12	-	-	-	-
17	6	1	3	3	1	15	-	-	-	1
18	3	-	4	6	-	17	-	-	1	2
19	23	-	1	5	-	26	-	-	-	-
20	3	-	4	9	3	31	-	-	-	-
Total	87	24	42	98	13	341	3	1	1	6

The students of Tarun Secondary School committed the highest number of errors in tenses i.e. 55.44% whereas the lowest number of errors committed by the students of this school was found in superfluous use of verbs i.e. 0.16% and use of verbs in Nepali SOV patterns i.e. 0.16%. In the same way, the students of this school committed 15.09% errors in the selection of verbs, 14.14% in subject-verb agreement, 6.82% in unnecessary use of verbs, 3.90% in spelling of verbs, 2.11% in omission of lexical verbs, 0.97% in omission of 'be verbs' and 0.32% in verb forms.

Table 12: Mansing Secondary School

S.N.	Subject-verb agreement	Unnecessary use of verb	Selection of verb	Omission of verb		Tense	Spelling of verb	Verb form
				lexical	be			
1	1	3	3	-	-	19	-	1
2	2	7	9	-	-	24	1	-
3	5	3	4	-	-	9	2	-
4	1	3	8	-	-	9	2	-
5	-	9	10	-	-	24	11	-
6	2	-	-	-	1	5	-	1
7	2	-	4	1	-	9	1	-
8	1	1	2	-	-	8	1	-
9	6	6	9	1	1	22	3	-
10	5	7	4	1	-	16	4	-
11	3	3	6	-	-	12	1	-
12	7	8	6	-	-	22	1	1
13	4	6	6	-	-	43	2	1
14	4	5	3	-	-	23	3	-
15	5	1	7	1	-	20	1	-
16	-	2	-	-	1	11	1	-
17	5	3	4	-	-	22	1	-
18	1	1	4	1	1	21	-	-
19	3	3	2	-	-	4	2	-
20	4	2	7	3	-	6	2	-
Total	60	73	98	8	4	339	39	4

The students of Mansing Secondary School committed the highest number of errors in tenses i.e. 54.24% whereas the lowest number of errors committed by the students of this school was found in verb forms i.e. 0.64% and omission of 'be verbs' i.e. 0.64%. In the same way, the students of this school committed 15.68% errors in the selection of verbs, 11.68% in unnecessary use of verbs, 9.6% in subject-verb agreement, 6.24% in spelling of verbs and 1.28% in omission of lexical verbs.

Table 13: N.R. Higher Secondary School

S.N.	Subject-verb agreement	Spelling of verb	Unnecessary use of verb	Selection of verb	Omission of verb		Tense	Verb form	Superfluous use of verbs
					lexical	be			
1	5	2	1	6	-	-	10	-	-
2	10	1	1	4	1	-	22	-	-
3	4	2	13	9	-	2	24	-	-
4	3	4	4	5	4	-	19	1	-
5	5	7	-	3	1	-	7	-	-
6	4	3	-	1	-	-	15	-	-
7	1	5	1	2	-	1	27	-	-
8	1	-	9	5	-	-	41	-	-
9	7	-	-	7	-	1	31	-	-
10	4	5	4	5	3	-	22	-	-
11	7	-	5	8	-	-	15	1	-
12	3	5	3	5	-	2	3	1	-
13	2	5	2	5	2	-	13	-	-
14	-	1	6	2	-	-	20	-	-
15	3	4	8	1	-	-	32	-	-
16	3	1	5	9	-	3	51	-	-
17	2	1	5	2	3	-	8	1	1
18	2	3	3	2	-	1	27	-	-
19	5	6	1	4	1	-	31	-	-
20	2	4	3	3	-	-	10	-	-
Total	73	59	74	88	15	10	428	4	1

The students of N.R. Higher Secondary School committed the highest number of errors in tenses i.e. 56.9% whereas the lowest number of errors was committed in superfluous use of verbs i.e. 0.13%. In the same way, the students of this school committed 11.70% errors in the selection of verbs, 9.70% in subject-verbs agreement, 7.84% in spelling of verbs, 1.99% in omission of lexical verbs, 1.32% in omission of 'be verbs' and 0.53% in verb forms.

Thus, the school wise classification mentioned above shows that the students of four different schools committed the highest number of errors in the same type of error i.e. in tenses. On the other hand, the lowest numbers of errors committed by the students of four different schools were found in different classes. The students of Manohar Secondary School committed the

lowest number of errors in the omission of 'be verbs' i.e. 0.24%. In the same way, the students of Tarun Secondary School, Mansing Secondary School and N.R. Higher Secondary School committed the lowest number of errors in superfluous use of verbs i.e. 0.16% and the use of verbs in Nepali SOV patterns i.e. 0.16% verb forms i.e. 0.64% and omission of 'be verbs' i.e. 0.64% and superfluous use of verbs i.e. 0.13% respectively (See Appendix - D).

3.2.4 Classification of Errors as a Whole

Table 14: Classification of Errors

S.N.	Type of errors	Total frequency of occurrence	Total frequency of occurrence in percentage
1	Tense	1562	55.52
2	Selection of verb	409	14.53
3	Subject- verb agreement	301	10.70
4	Unnecessary use of verb	260	9.24
5	Spelling of verb	171	6.07
6	Omission of lexical verb	40	1.42
7	Verb form	36	1.27
8	Omission of 'be verb'	22	0.78
9	Superfluous use of verbs	8	0.28
10	Use of verb in Nepali SOV pattern	4	0.14
	Total	2813	

The table shows the classification of errors made by the students in using verbs in free writing. As the table indicates, the students committed the highest number of errors in tenses i.e. 1562 or 55.52% whereas they committed the lowest number of errors in the use of verbs in Nepali SOV patterns i.e. 4 or 0.14%. Similarly, the students committed 14.53% errors in the selection of verbs, 10.70% in subject-verb agreement, 9.24% in unnecessary use of verbs, 6.07% in the spelling of verbs, 1.42% in omission

of lexical verbs, 1.27% in verb forms, 0.78 in omission of 'be verbs' and 0.28% in superfluous use of verbs. (See Appendix -D).

3.2.5 Errors Committed by Male Students as a Whole

Table 15: Errors Committed by Male Students

Number of students	Number of verbs used by male students	Number of incorrect verbs used by male students	Percentage of the incorrect verbs
40	3892	1361	34.96

The table shows the total number of errors committed by male students as a whole in the use of verbs in free writing. From the above table, it can be seen that the total sample population of boys (i.e. 40) wrote 3892 verbs in total. Out of which, 1361 i.e. 34.96% were incorrect.

3.2.6 Errors Committed by Female Students as a Whole

Table 16: Errors Committed by Female Students

Number of students	Number of verbs used by female students	Number of incorrect verbs used by female students	Percentage of the incorrect verbs
40	3855	1452	37.66

Above table shows that the female students (i.e. 40) used 3855 verbs in total. Among them, 1452 i.e. 37.66% were used incorrectly.

In conclusion, we can say that male students made less number of errors i.e. 34.96% than compared to their counterparts. Female students committed 37.66% errors while using verbs in free writing.

3.2.7 Description of Different Kinds of Errors Committed by the Students

a. Subject-Verb Agreement

The students used either plural verbs for singular subjects or vice-versa. In other words, the students used the verbs which did not agree with the subjects. For example:

My school start at 10 o'clock.

For: My school starts at 10 o'clock.

My mum call me.

For: My mum calls me.

Journalists is popular.

For: Journalists are popular.

I returns to my home.

For: I return to my home.

b. Spelling of the Verbs

The students made errors in spelling of the verbs in the sense that they used wrong spelling of verbs. For example:

After 4 p.m., I return back to my home and was my face.

For: After 4 p.m., I return back to my home and wash my face.

I weak up at 5 p.m.

For: I wake up at 5 p.m.

I retern back home at 8 o'clock.

For: I return back home at 8 o'clock.

c. Unnecessary use of Verbs

Here, errors were committed by the students using the verbs unnecessarily. In other words, the verbs were used in which the context required no verbs. For example:

We are go to school.

For: We go to school.

I change my dress and take eat something.

For: I change my dress and eat something.

I am study in class 10.

For: I study in class 10.

I was wear my school uniform and go to school.

For: I wear my school uniform and go to my school.

d. Selection of Verbs:

Some errors were made in the selection of verbs. Here, the verbs were used inappropriately in which the context required another kind of verb. For example:

I prepare my bed.

For: I arrange my bed.

My school leaves at 4 p.m.

For: My school ends at 4 p.m.

At 8 o'clock I look T.V.

For: At 8 o'clock I watch T.V.

e. Omission of Lexical Verbs:

Some errors were committed by the students in the omission of lexical verbs. The students did not use any kind of such verbs where they were required. For example:

I also to do something.

For: I also want to do something.

I back to my home.

For: I return back to my home.

The people who don't our country………………..

For: The people who don't like our country…………….

f. Tenses:

Some of the errors were made by the students while using the verbs to indicate the time of the action (tense) in the sentence. For example:

My mother prepared dinner.

For: My mother prepares dinner.

At 10 o'clock, I went to bed.

For: At 10 o'clock, I go to bed.

When we know that he get cancer……………..

For: When we knew that he got cancer……………..

At first, I pass S.L.C. in first division.

For: At first, I will pass S.L.C. in first division.

I apply for scholarship.

For: I will apply for scholarship.

g. Verb Forms

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

The school is surround by forest.

For: The school is surrounded by forest.

I am study in class 10.

For: I am studying in class 10.

h. Use of Verb in Nepali SOV Patterns

The students committed some of the errors using the wrong word order of the verbs in the patterns like Nepali SOV. For example:

I famous doctor will be.

For: I will be famous doctor.

He daily homework checks.

For: He checks homework daily.

i. Omission of 'Be Verbs'

In this kind of error, the students did not use 'be verbs' whereas the context required the proper use of 'be verbs'. For example:

I interested in practical subjects.

For: I am interested in practical subjects.

The ambulance going to hospital.

For: The ambulance was going to hospital.

j. Superfluous Use of Verbs

The students committed errors by using the same verb two times in which the context required only one verb. For example:

When the school time finishes, I go go to my home and change my dress.

For: When the school time finishes, I go to my home and change my dress.

He is is like a monkey.

For: He is like a monkey.

After finishing exercise, I go go to my room.

For: After finishing exercise, I go to my room.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of this research are as follows:

4.1.1 The Findings Regarding the Performance of the Students in Using the Verbs in their Free Writing:

a. The tenth graders used 7747 verbs in free writing. Among them, only 4934 verbs (i.e. 63.68%) were used correctly. In other words, their performance in the use of verbs in free writing has been found to be 63.68%.

b. The students performed better in item number I and II than item number III i.e. 70.05%, 63.17% and 56.06% verbs were used correctly in those items respectively.

c. The students of Tarun Secondary School showed the highest performance among the selected schools. They used 70.28% verbs correctly.

d. Male students used 3892 verbs in free writing in total. Out of them, 2531 verbs (i.e. 65.03%) were used correctly.

e. Female students wrote 3855 verbs in total. Among them, 2403 (i.e. 62.33%) verbs were used correctly.

f. Male students showed a better performance i.e. 65.03% in free writing in terms of the correct use of verbs than their counterparts. Female students used 62.23% verbs correctly.

4.1.2 The Findings Regarding the Errors in the Use of Verbs in Free Writing:

a. The highest number of errors was found in using tenses (i.e. 55.22%) among the different types of errors. Likewise, the errors were also found in the selection of appropriate verbs, subject- verb agreement, unnecessary use of verbs, spelling of verbs, omission of lexical verbs, omission of 'be verbs', superfluous use of verbs and use of verbs in Nepali like SOV patterns.

b. The most frequent errors were found in tenses, selection of appropriate verbs, subject- verb agreement, unnecessary use of verbs and spelling of verbs whereas less frequent errors were found in omission of lexical verbs, verb forms, omission of 'be verbs', superfluous use of verbs and use of verbs in Nepali like SOV patterns.

c. The students committed the highest number of errors in item number III. They committed 38.03% errors (out of the total number of errors) in this item.

d. The students of Manohar Secondary School committed the highest number of errors i.e.29.18% out of the total number of errors.

e. Male students made less number of errors while using verbs in free writing i.e. 34.96% compared to their counterparts. Female students committed 37.66% errors.

4.2 Recommendations

On the basis of the findings of this research, the flowing recommendations have been made.

a. English language teachers should make the students clear about the three tenses i.e. present, past, and future. They should give them clear idea to use tenses contextually.

b. The special attention should be paid to the students for teaching different forms of verbs, tense sequences etc.

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

d. English language teachers should make the students understand the difference between English SVO and Nepali SOV pattern and the use of verbs in these patterns.

e. Different kinds of contextual exercises should be added in the English textbook of Secondary level to give special focus to the practice of different kinds of verbs.

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

g. Teaching vocabulary including verbs should be conducted in reliable contexts rather than teaching in isolation.

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

This research work, as it was confined to its objectives, sample population and other limitations, may not be completely able to deal with the area determined by the topic. However, the major focus of the study was to determine the 10th graders' performance in free writing in terms of the use of different kinds of verbs and to analyze the errors committed by the students in the use of verbs. To some extent, the findings are drawn to answer the questions raised by the objectives. The researcher can not claim that the present study is perfectly conclusive in itself. More research works are needed to be carried out in this area regarding on different aspects that affect the use of verbs in free writing.

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APPENDIX A

Test items addressed to the students of grade 10.

Name: **School:**

Class: **Time: 1:30hrs**

1. Write an essay about "My Daily Life".

2. Write an essay about "My Aim in Life".

3. Write an essay about an "Unforgettable Moment in your Life".

APPENDIX B

List of Schools Chosen for the Study

a. Manohar Secondary School, Samakhusi.

b. Tarun Secondary School, Baipas.

c. Mansing Secondary School, Manamaiju.

d. N.R. Higher Secondary School, Nepaltar.

APPENDIX - C

Item Wise Error Sheet

Frequency of Errors						
S.N.	Name of Schools	Item No. I	Item No. II	Item III	Total	In%
1.	Manohar Secondary School	291	234	296	821	29.18
2.	Tarun Secondary School	202	169	244	615	21.86
3.	Mansing Secondary School	184	169	272	625	22.21
4.	N.R. Higher Secondary School	149	245	258	752	26.73
	Total	926	817	1070	2813	
	In %	32.91	29.04	38.03		

APPENDIX -D

Error classification sheet

S.N.	Name of Schools / Error Type	Mnohar Secondary School		Tarun Secondary School		Mansing Secondary School		N.R. Higher Secondary School	
		Frequency of errors	In%	Frequency of errors	In%	Frequency of errors	In%	Frequency of errors	In%
1	Subject-verb agreement	81	9.86	87	14.14	60	9.6	73	9.70
2.	Spelling of verb	49	5.96	24	3.90	39	6.24	59	7.84
3.	Unnecessary use of verb	71	8.64	42	6.82	73	11.68	74	9.84
4.	Selection of verb	125	15.22	98	15.9	98	15.68	88	11.70
5.	Omission of lexical verb	4	0.48	13	2.11	8	1.28	15	1.99
6.	Tense	454	55.29	341	55.44	339	54.24	428	56.9
7.	Verb form	26	3.16	2	0.32	4	0.64	4	0.53
8.	Use of verb in Nepali SOV pattern	3	0.36	1	0.16	-	-	-	-
9	Superfluous use of verbs	6	0.73	1	0.16	-	-	1	0.13
10	Omission of be verb	2	0.24	6	0.97	4	0.64	10	1.32
	Total	821		615		625		752	

Frequency of Errors

APPENDIX E

Sample Answer Sheet