

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is basically a means of communication through which one can express one's feelings, emotions, desires, ideas etc. It is the language that makes human being different from other animals. Language is an effective means of expression. Language is an indispensable component for communication. Without a common language, there can be no comprehensible speech. We will define language as that which is simultaneously social, permanent and abstract in speech. Language is social, in that it involves a system of words and grammatical rules consisting norms of speaking which make communication among all the member of a given society. Language is permanent in the sense that it can survive ages without essentially changing despite social upheavals. It is abstract in that neither its words nor grammatical rules refer to specific concrete phenomena, but rather to abstract classes of phenomena.

Language-according to de Saussure (1970: 2) "is a system of signs which express ideas, as such, can be compared with writing, with the deaf-mute alphabet, with military signs, etc. Language is simply the most important of these systems. Thus, we can consider the creation of a science which will investigate the life of signs in the life of society".

According to Sapir (1978:8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means

of a system of voluntary produced symbols. These symbols are, in the first instance, auditory and they are produced by the so called organs of speech”.

When we compare these definitions, we find that no one can give exact, comprehensive and wholly satisfactory definition of language. Language is, so far as we know now, species specific to man. Every normal human being has acquired one language, his mother tongue, by late childhood.

## **1.2 Importance of the English Language**

The teaching learning of English language has a great significance for various purposes in Nepal. English has been prescribed in the curriculum from primary to university level. Most of the research works are published in English. Many books, magazines, advertisements, journals, names of commercial goods and medicine are also written in English. English has its dominance over almost all other language. It is a treasure house of knowledge too. It is English language through that non-English communities have imported foreign inventions, ideas, culture, literature, modern technology etc. from resource communities.

In terms of English for specific purpose, it has its own role and field. Business executives need English for international trade. Students who are going to study at a university in USA, Britain need English so that they can communicate effectively, write reports, essays and take part in seminars. It is also important to maintain good channels of communication with other nations. English is a window through which we can peep the whole world. To know the prosperity of one's own nation, we should establish diplomatic

relations with many other nations. Without English language this is impossible. So, English has a great importance in the field of diplomacy too.

### **1.3 Importance of Grammar**

Grammar is one of the most important aspects of any language. Without a sound knowledge of grammar, communication is difficult. Forming grammatically correct sentences is an important part of foreign language teaching. Grammar is the study or science of rules forming words and combining them into sentences. Hornby (2000: 559) defines grammar as “the rules in a language for changing the forms of words and combining them into sentences”. Crystal (1977: 156) defines grammar as “an account of the language possible sentence structures organized to certain general principles”. Thus, grammar is the description, analysis and formalization of language patterns. It is the theory of language description that can be applied to individual language. So, English grammar describes the form, function and meaning.

From the above definitions, it is clear that grammar is a science that contains a set of rules for speaking and writing some particular language correctly and appropriately. Hence, one can not produce even a single correct and appropriate sentence if he/she does not know the rules of that language.

### **1.4 Proficiency Test**

A proficiency test is defined as a measure of how much of a language some one has learned. The proficiency test is designed to measure people's language ability without considering the course they have been taught and in

which situation they learned. Proficiency test in causative verbs is designed to measure whether the students are able to use causative verbs correctly or not. The proficiency test is a way of measuring the language ability of students in anticipation of some tasks that they are expected to perform. It is also an investigation into the learning ability of the learners. Thus, it is concerned with specific skills and abilities rather than general abilities. The proficiency test is concerned simply with measuring a student's control of the language in the light of what he or she will be expected to do with it in the future performance of a particular task.

## **1.5 Causative Verbs**

There are many grammatical categories. Some grammatical categories are easy to learn, and some are difficult to learn because of their nature. The use of causative verb is one of the areas in which the students feel difficulty.

"Causative is a term used in grammatical description to refer to the causal relationship between alternative versions of sentence. For example, the pair of sentences The cat killed the mouse and The mouse died are related, in that the transitive kill can be seen as a 'causative' version of the intransitive die, viz. 'cause to die' (The cat caused the mouse to die)" Crystal ; (2003: 67).

Causative clauses may be illustrated by the following examples.

Liz made Di cry.

Ed. Made Ken hit Bob

Causative clauses (Of English, at least) may be adequately considered ProtoTransCls. In terms of semantic aspect, the causer affects the 'causee' by causing the latter to do something.

Reciprocally, ProtoTransCls are paraphrasable as causative clauses (although there are certain semantic differences between them), since they describe a change of one kind or another. e.g.

Ed killed him

Ed made him die.

John opened the door

John made the door open.

That is, ProtoTransCls may be considered clauses. However, this is not true of other TransCls. TransCls other than ProtoTrans clauses should be distinguished from causative clauses and causatively should not be identified with transitivity."(Encyclopedia of Language and Linguistics, 9<sup>th</sup> volume)

We use the causative when we do not carry out an action ourselves, but are responsible for the action being performed. Causative verbs express the idea of someone causing something to take place. Causative verbs can be similar in meaning to passive verbs.

Examples

My hair was cut. (Passive)

I had my hair cut. (Causative)

Simply speaking, causative verbs are used to indicate when one person causes a second person to do something for him or her by asking or forcing a person. In other words, one person makes a second person do something. Have, get and make are known as causative verbs. They are used to show that someone causes something to happen.

The subject in the second pattern does not perform the action himself/herself. For example:

<b>A</b>	<b>B</b>
I cut my hair.	I had/got my hair cut.
They wrote letters.	They had/got letters written.

In the above sentences, the sentences, given in column ‘A’ show that the action is done by the subject but the sentences in column ‘B’ show that the action is done by the agent. The subject only causes the action. The sentence “I cut my hair” means that hair was cut by myself. But the sentence “I had my hair cut” means that my hair was cut by someone else. ‘Get’ can also be used in place of ‘have’.

To show both the subject who causes the action and the agent who performs the action, the following patterns should be used.

### **In Active**

- i) Sub + have + complement (usually person) + verb in simple form.

Mary had John wash the car.

I shall have the barber cut my hair.

- ii) Sub + get + complement (usually person) + to-infinitive

I get the barber to cut my hair.

Mary got John to wash the car.

### **In Passive**

- iii) Sub + have/get + complement (usually things) + verb in past participle.

Mary got/had the car washed.

I had/got my hair cut.

'Make' is also a causative verb. The verb 'make' is used if the action is done under the compulsion of the subject. This is also used for automatic mental action which takes place under the given circumstances. 'Get' and 'have' are used to show that the action took place because of the interest of the subject matter but the verb 'make' is used to show that the action is done on the compulsion. 'Make' is always followed by agent and clause in active voice. It is stronger than 'have' or 'get'. It has the following pattern.

- iv) Sub + make + complement (usually person) + verb in simple form.

I bought a suit as told by my father.

My father made me buy a suit.

Although there are other causative verbs in English, here, the researcher presents the proficiency of the students of grade ten in the use of

'have', 'get' and 'make', because only these are prescribed in the syllabus of Grade ten.

## **1.5 Review of the Related Literature**

Several studies have been carried out on proficiency focusing on different grammatical categories. Some of the studies carried out on proficiency related to this study are reviewed as follows:

Shrestha (1995) has compared the proficiency in English grammar between the students of urban and rural schools in Kathmandu district. He found that the students of urban area were more proficient than the students of rural area in grammar.

Parajulee (1997) has compared the proficiency in the use of simple present tense attained by the grade seven students of private and public schools. The result showed that the private school students were better in performance than the public school students. Similarly, the boys were found to be better in performance than the girls.

Adhikari (1997) has made a study to find out the proficiency in the use of question tags by the students of grade nine of urban and rural schools on Bardia district. He found out that the performance of the urban schools students was far better than that of the students of rural areas.

Karki (1998) attempted to find out the proficiency in English sentence transformation of grade ten students between the students of urban and rural schools. He found that in totality the students of urban schools were far better. The girls performed better than the boys.



Adhikari (1999) has made a study of errors committed by the grade nine students in the use of causative verbs. He found that the students committed more errors in 'have' type of causative verbs rather than in the make and 'get'.

Dhawadi (1999) attempted to compare the proficiency on defining relative clauses of the students under public and private schools. The finding has shown that private schools students performed better than government schools.

Adhikari (2005) had done a research in the use of conditionals in English between the students of urban and rural area of class nine. He has found that the students of urban area were better than those of rural area. There was no difference between boys and girls. The finding has shown that the students were less proficient in the use of tenses.

Ammal (2006) has carried out a research study on the proficiency in the use of prepositions by grade ten students. He compared the status of proficiency in terms of schools and sex. His findings showed that students of rural government schools had low proficiency and committed more errors than the students of the urban government schools. On the other hand, the girls' proficiency was poorer than boys.

Neupane (2006) has compared the proficiency of the ninth graders in the use of articles between the students of public and private schools in Tanahun district. The students of private schools were found to be more proficient than government schools. He found that both boys and girls were

equally proficient in public schools where as boys were more proficient than girls in private schools.

Even if some researches have been carried out on the proficiency of different grammatical items, no research has been done on the proficiency in the use of causative verbs. Therefore, this study has been carried out to find out the proficiency of students in the use of causative verbs.

## **1.6 Objectives of the Study**

The study had the following objectives:

1. To find out the proficiency of the tenth graders in the use of causative verbs.
2. To compare the proficiency in the use of causative verbs by the tenth graders in terms of
  - male Vs female
  - rural area Vs urban area
3. To point out some pedagogical implications.

## **1.7 Significance of the Study**

This study will be significant for the students, teachers, textbook writers, syllabus designers and researchers who are interested in grammatical aspect. Similarly, it will also be beneficial for the people involved in the teaching learning activities of secondary level English, especially in Grade 10.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the design of the plans and procedures of the study carried out by the researcher to achieve the desired objectives of the study. In this study the researcher has attempted to find out the proficiency of students in the use of causative verbs. The following methodology was adopted during the research.

#### **2.1 Sources of Data**

In this study, the researcher has used both primary and secondary sources of data to collect the required information for the study.

##### **2.1.1 Primary Sources**

The primary sources of data were collected by administering a test on the causative verbs to the tenth graders of Makwanpur district.

##### **2.1.2 Secondary Sources**

In order to collect the secondary data, the researchers used the text book of grade ten. Apart from this, various English grammar books, research reports, dictionaries, journals and articles related to the topic were consulted.

## **2.2 Population of the Study**

The total population of the study includes two hundred students from four community schools of urban and rural area in Makwanpur district.

## **2.3 Sample Population and Sampling Procedure**

The sample population of the study consisted of two hundred students of grade ten from selected schools of Makwanpur district. Out of two hundred students, one hundred students were from urban area and one hundred from rural area. There were fifty students from each school. From each of the four selected schools, twenty five boys and twenty five girls were selected. The students were selected by using random sampling procedure.

## **2.4 Tools for Data Collection**

To collect the data, five different types of test items were prepared on the basis of English curriculum of secondary school level. (see Appendix -I)

## **2.5 Process of Data Collection**

The researcher visited the selected schools of Makwanpur district one by one. He randomly selected fifty students from each selected school with the help of headmaster and English teacher. Before administering the test items, he made clear about the purpose of his research. He administered the test items with necessary instruction.

## **2.6 Limitations of the Study**

The study has the following limitations:

1. The subject area of the study was concerned with the causative verbs based on new curriculum, text book for secondary level and previous SLC papers.
2. The study was limited to the four schools of Makwanpur district two from urban area and two from rural area.
3. The population of the study was limited to the Grade ten students of only four schools. Hundred students from urban area and hundred from rural area.
4. The medium of the test was strictly limited to written only.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data. Firstly, the responses of the students were marked tabulated. The scores of the students were analyzed and interpreted using simple statistical tools of average and percentage.

The analysis and interpretation of the data was carried out under the following headings:

#### **3.1 Analysis and Interpretation of the Total Proficiency**

The total proficiency of the students are analyzed and interpreted under the following headings:

##### **3.1.1 Total Proficiency of the Students**

##### **3.1.2 Comparison of Total Proficiency by Sex and Area**

##### **3.1.3 Comparison of Different Variables with the Total Average**

##### **3.1.4 Comparison of Proficiency of four Different Schools with Total Average**

##### **3.1.5 Comparison of the Students Total Proficiency within the Schools**

**Table 1:**  
**3.1.1 Total Proficiency**

Total Sample	Total Average	Above Average		Below Average	
		No of Students	%	No of Students	%
200	28.42	122	61	78	39

The above table presents that the total average score of the total sample was 28.42. The percentage of students scoring above the average was 61 percent (122 students) and percentage of students scoring below the average was 48.12 percent. This suggests us that the students were not supposed to be proficient in totality.

**Table 2:**  
**3.1.2 Status of Proficiency of Students of Urban and Rural Area and by Sex**

Variable	Sample size	Total average	Above Average		Below Average	
			No of students	per.	No of students	per.
Urban Area	100	27.53	51	51	49	49
Rural Area	100	29.31	71	71	29	29
Boys	100	28.35	59	59	41	41
Girls	100	28.49	63	63	37	37

The above table shows a comparison of status of proficiency of students with respect to corresponding average score of urban and rural area of Makwanpur district. This table also shows total average of the boys and girls.

Seventy one percent of students of rural area were found to be above average against 51 percent of students of urban area. In the same way, 63 percent girls were above the average against 59 percent of boys. This suggests that the students of rural area are more proficient than the

students of urban area. Girls are found to be more proficient than boys in totality.

**Table 3:**

**3.1.3 Comparison of Different Variables with the Total Average**

Variable	Sample Size	Total Average	Above Average		Below Average	
			No of Students	per.	No of students	per.
Urban Area	100	28.42	51	51	49	49
Rural Area	100		71	71	29	29
Boys	100		59	59	41	41
Girls	100		63	63	37	37

This table consists the relative position of the students in terms of urban and rural area and sex with respect to combined total average 28.42. The percentage of this student of rural area scoring above the average was 71 against 51 percent of that of urban area. This suggests that the students of rural area are better than that of urban area by 20 percent. The girls were found to be slightly proficient than the boys.

**Table 4:**

**3.1.4 Comparison of Proficiency of four Different Schools with Total Average**

Variable	Sample Size	Total Average	Above Average		Below Average	
			No of Students	per.	No of Students	per.
Urban Area	100	28.42	51	51	49	49
Boys	50		27	54	23	46
Girls	50		24	48	26	52
Rural Area	100		71	71	29	29
Boys	50		29	58	21	42
Girls	50		42	84	8	16



The above table shows comparison of the proficiency of different four schools with average score i.e. 28.42. This shows that only 51 percent (51 students) out of 100 were above the total average score in urban area. The boys were a little bit more proficient than girls in urban area.

Seventy one percent or 71 students out of 100 from the schools of rural area scored above the average total score. Girls were found to be more proficient in the performance in rural area. To sum up, students of rural area were found better than that of urban area.

**Table 5:**  
**3.1.5 Comparison of the Students Total Proficiency within the Schools**

S.N	Name of the School	Sample Size	Total Average	Above Average		Below Average	
				No of Students	per.	No of Students	per.
1	Shree Bansha Gopal Higher secondary school Hetauda Municipality-6	50	25.64	24	48	26	52
2	Shree Siddhartha Higher secondary school Hetauda Municipality-2	50	29.42	27	54	23	46
3	Shree Buddha secondary school, Padampokhari VDC-4	50	29.54	20	40	30	60
4	Shree Chandika secondary school, gadhi VDC-4	50	29.08	30	60	20	40

This table presents comparison of total proficiency within the selected schools. Shree Buddha Secondary School was found to be the most proficient. Its average score was 29.54 and Shree Bansha Gopal Secondary School was found to be the least proficient.

**Table 6:**  
**3.1.6 Comparison of Proficiency with the Secondary Norm**

Variable	Sample Size	Secondary Norm	Above Average		Below Average	
			No of Students	per.	No of Students	per.
Boys from Urban Area	50	32% (16)	50		0	
Girls from Urban Area	50		50		0	
Boys from Rural Area	50		50		0	
Girls from Rural Area	50		50		0	

The above mentioned table reflects the comparison of students' proficiency with the existing nationally recognized secondary norm of 32 percent. On the basis of this norm, the students who meet the criteria are counted pass and those who do not meet this are counted fail. When compared to this norm all the students secured above the norm. It reveals that the performance of the students was very good in comparison to the secondary norm.

### 3.2 Item wise Analysis of the Status of Proficiency in the Use of Causative Verbs

The proficiency of the students in all the items are analyzed under these headings:

#### 3.2.1 Status of Total Proficiency in Each Item

**Table 7:**  
**Analysis of the Total Proficiency in Item No. 1**

Total sample	Total Average	Above Average		Below Average	
		No of Students	%	No of Students	%
200	6.83	115	57.5	85	42.5

The above table reflects the total proficiency of 200 students of the tenth graders in item no 1. The average score of the students in this item was 6.83. There were 10 questions and each question had three options. They had to tick the best answer. Among 200 students, 57.5 were found above average and 42.5 percent were below average. It shows that majority of the students were above average.

**Table 8:**  
**Analysis of the Total Proficiency in item No. 2**

Total Sample	Total Average	Above Average		Below Average	
		No of students	%	No of students	%
200	6.71	113	56.5	87	43.5

This table shows the picture of the status of the total proficiency of the students in item No 2. There were 10 questions carrying 10 marks in total. The average score in item no 2 was found to be 6.71. Among total

samples, 56.5 percent of students succeeded to obtain above average while 43.5 percent of them were below the average. Since the score above the average is higher than that of below the average.

**Table 9:  
Total Proficiency in Item No. 3**

<b>Total Sample</b>	<b>Total Average</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No of Students</b>	<b>%</b>	<b>No of Students</b>	<b>%</b>
200	5.48	170	80	40	20

Table 9 shows that the total proficiency in item no 3. It contained 10 questions, each carrying 1 mark. The average score of this was found to be 5.48. 80 percent students of the total sample were above the total average. Where as 20 percent were below the average. As most of the students were above the average, the performance of the students was found to be satisfactory.

**Table 10:  
Total Proficiency in Item No 4**

<b>Total Sample</b>	<b>Total Average</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No of Students</b>	<b>%</b>	<b>No of Students</b>	<b>%</b>
200	4.74	109	54.5	91	45.5

The preceding table reflects the total proficiency of students in item no. 4. As shows in the table the average score of this item was 4.74. Out of 200, students, 54.5 percent of them were above the average and the rest 45.5 percent of them remained below the average.

**Table 11:**  
**Total Proficiency in item No: 5**

Total Sample	Total Average	Above Average		Below Average	
		No of Students	%	No of Students	%
200	4.88	118	59	82	41

This table presents the total proficiency of 200 students in item No. 5. The average score of the students in this item was 4.88. There were 10 questions and they had to fill in the blanks with their own words by using 'make'. Among them, 59 percent got above average and 41 percent were below average.

### 3.2.2 Comparison of Different Variables with the Average of Each Item

**Table 12:**  
**Comparison of Different Variables with the Total Average in Item No. 1**

Variable	Sample Size	Total Average	Above Average		Below Average	
			No of students	%	No of students	%
Urban Area	100	6.83	59	59	41	41
Rural Area	100		64	64	36	36
Boys	100		57	57	43	43
Girls	100		66	66	34	34

The above table shows the different variables with total average in items no 1. It also shows the relative position of the students in terms of sex and locality with respect to the total average. Fifty nine percent of students in urban area were above the average in the test item no 1. But in rural area 64 percent of them were above average. In the same way, girls were more proficient in this test item than that of the boys.

**Table 13:**

**Comparison of Different Variables with the Total Average in Item No. 2**

Variable	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Urban area	100	6.71	48	48	52	52
Rural area	100		65	65	35	35
Boys	100		55	55	45	45
Girls	100		58	58	42	42

The above mentioned table shows the comparison between different variables with respect to total average 6.71. The table shows that the students of rural area are better than that of urban area. 65% of students of rural area scored above average where as 48 percent of them were below the average in urban area. In the same way, girls were found more proficient than boys in this item.

**Table 14:**

**Comparison of Different Variables with the Total Average in Item No 3**

Variable	Sample Size	Above Average		Below Average	
		No of Students	%	No of Students	%
Urban area	100	76	76	24	24
Rural area	100	84	84	16	16
Boys	100	78	78	22	22
Girls	100	92	92	8	8

The above table shows the comparison of students proficiency in the test item no 3. It shows that the total average score is 5.48. The percentage of urban area was 70 and the percentage of rural area was 84.78 percent of boys were above the average while 92 of girls were above the average. So, the students of rural area and girls seemed to be more proficient than the students of urban area and boys.

**Table 15:**  
**Comparison of Different Variables with the Total Average Item No 4**

Variable	Sample Size	Above Average		Below Average	
		No of Students	%	No of Students	%
Urban area	100	44	44	56	56
Rural area	100	65	65	35	35
Boys	100	59	59	41	41
Girls	100	50	50	50	50

The above table shows the comparison of proficiency item No. 4 in terms of area and sex. Only 44 percent of students were found above the average of this item in urban area. 65 percent of students were found above the average in rural area. 59 percent of boys and 50 percent of girls were above the average. It shows the students of rural area were better in this item also. Boys were found more proficient than girls by 9 percent.

**Table 16:**  
**Comparison of Different Variables with the Total Average in Item No. 5**

Variable	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Urban area	100	4.88	51	51	49	49
Rural area	100		67	67	33	33
Boys	100		59	59	41	41
Girls	100		59	59	41	41

Table 16 consists the different variables with total average in item No. 5. It shows the proficiency of students in terms of sex and locality with respect to the total average. 51 percent of students of urban area were found above average in the test item 5. Sixty Seven percent of students of rural area were found above average. Regarding the boys and girls, both the groups were above the average and the percent was also equal.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

After analyzing and interpreting the data, the findings are summarized and some pedagogical implications and recommendations are mentioned.

#### **4.1 Findings**

The findings of the study obtained from the analysis and interpretation of the data are as follows:-

1. Sixty one percent (122 students) are found to be above the average and 35 percent (78 students) are below the average. Therefore, majority of students are good in performance in the use of causative verbs.
2. The students of rural area of Makwanpur district are found to be more proficient than the students of urban area. It is so because 27.53 percent (51 students) of urban area are found above the average score but 29.31 percent (71 students) are found above the average in rural area.
3. The proficiency of boys and girls in the use of causative verb is not different when compared to the total average score. 28.35 percent (59 boys) are found to be above the average in total score whereas 28.49 percent (63 girls) are found above the average in total score. There is not significant difference between the boys and girls proficiency.



4. Test item No. 4 is found to be the most difficult to the students as the average score of students in this is 4.74. It is so because they are required to rewrite the sentences by using 'have' and 'get'.
5. Test item No. 5 is found to be the second difficult test item as the average score of students in it is 4.88 and just 59 percent of them are above the average score.
6. Test item No. 1 and 2 are found to be the easiest ones as their average score is 6.83.
7. In school wise comparison:
  - i) The students of Shree Buddha Secondary School (urban area) are found to be the most proficient in of four schools. It is so because their average score is 29.54 out of 50.
  - ii) The students of Shree Bansha Gopal Higher Secondary School are found to be the least proficient in the use of causative verbs. It is so because their average score is 25.64 out of 50.
8. In sex - wise Comparison
  - i) Girls are found slightly more proficient than those of boys.

## **4.2 Recommendations and Pedagogical Implications**

On the basis of the findings of the research, the following recommendations have been made for pedagogical implications in the use of causative verbs.

1. The students studying at grade ten in urban area should have the adequate exposure, interactions and elicitation for the correct use of the causative verbs as well as in rural area.
2. The students should be provided with many situations with the causative verbs 'make', 'get' and 'have' and asked them to solve.
3. Causative verbs should be taught creating meaningful situation. The teaching activities should be practical, use-based and inductive with sufficient materials and appropriate examples.
4. Refresher trainings should be conducted for teacher to update new approaches, methods and techniques.
5. The students should be provided with adequate work books, practice books, grammar books etc. for practice.
6. There should be interaction between teachers and students.

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**Appendix - I**  
**Questionnaire**

This questionnaire has been prepared to draw detail information for the research work entitled: “A Study on the use of Causative Verbs: Proficiency Study” which is being carried out under the guidance of lecturer Mr. Uma Nath Sharma, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you all cooperate with him in giving authentic and reliable information that will be invaluable contribution to accomplish this research work.

Researcher  
**Sharoj Lamichhane**  
T.U., Kirtipur, Kathmandu

Name:

Class:

Roll No:

School:

Sex: Male  Female

District:

**Name:**  
**Sex:**  
**School:**

**F.M: 50**  
**P.M: 16**  
**Time: 1hrs**

**Class: 10**

A. Choose the right answer: 10

- a. The doctor got the patients \_\_\_\_\_ rest. (take, to take, taken)
- b. She had a saree \_\_\_\_\_ (buy, to buy, bought)
- c. Rajani got her clothes \_\_\_\_\_ (wash, washed, to wash)
- d. Kalpana \_\_\_\_\_ me eat meat. (got, made, have)
- e. Suman has his brother \_\_\_\_\_ his shoes. (to shine, shine, shone)
- f. The master made me \_\_\_\_\_ the room. (sweep, swept, to sweep)
- g. Kumari got Mohan \_\_\_\_\_ a letter. (write, to write, to written)
- h. The teacher always has me \_\_\_\_\_ my homework. (do, to do, done)
- i. I \_\_\_\_\_ Samjhana to dance at the picnic. (had, got, made)
- j. My father makes me \_\_\_\_\_ hard. (work, to work, worked)

B. Underline the correct form of verbs in brackets for each of the following sentences. 10

- a. Shrijana made her sister (wash/ washed) the pots.
- b. He got his books (publish/ published) by a publisher.
- c. I have a shirt (buy/ bought) by my father.
- d. The teacher made the students (frighten/ frightened) in the classroom.
- e. Urmila had her brother (polish/ polished) her shoes.
- f. I have to have a tooth (fill/ filled).
- g. He got his tailor (to lengthen/ lengthened) the trousers.
- h. We made the gardener (cut/ to cut) out the grass.
- i. Ravi has his son (bought/ buy) a pen.
- j. Amrit got me (prepare/ to prepare) questions for the exam.

C. Complete the following sentences which follow each of the situation: 10

- a. The commander ordered the soldiers to clean their arms.

The commander got \_\_\_\_\_.

b. I asked the painter to paint the windows.

I made \_\_\_\_\_

c. They did not want to visit the relatives. His father told him he had to visit them

His father had \_\_\_\_\_

d. The teacher always has us pronounce the words.

The teacher always makes \_\_\_\_\_

e. I got the watch maker to clean my watch.

I had \_\_\_\_\_

f. My uncle had Mr. Lama fix his watch.

My uncle got \_\_\_\_\_

g. Hira is having his workmen built a new house.

Hira is making \_\_\_\_\_

h. The girls felt shy when he shouted at her.

He got \_\_\_\_\_

i. The thief did not want to tell the truth. The police pressed him to .

The police had \_\_\_\_\_

j. I was very happy to see the film.

The film made \_\_\_\_\_

D. Rewrite the following sentence twice. One using 'have' and other using 'get'. 2×5=10

For example:

My mother washes my clothes for me.

I have my mother wash my clothes.



I get my mother to wash my clothes.

1. The artist painted a picture for me.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
2. The doctor tested my eyes for me.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
3. The gardener cut out the grass for us.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
4. My mother prepared meal for me.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
5. Sangita brought books for us.  
a) \_\_\_\_\_  
b) \_\_\_\_\_

E. Rewrite each of the following sentences using the causative verb 'make' as in the example given. 10

Ex: Hari cried when he heard the music.

The music made Hari cry.

a. She feels sad when she hears that song.

\_\_\_\_\_

b. The boy did not want to study hard. The teacher persuaded him to.

---

c. The students took the class when the headmaster forced them.

---

d. They felt angry when the girls teased them.

---

e. The villagers built the bridge as instructed by the government.

---

f. I wanted to go to bed but my father told me that I had to stay.

---

g. Sangita danced as told by her friends.

---

h. My sister doesnot like to eat green vegetables. I ask her she has to.

---

i. She started to laugh when I told the news.

---

j. I didnt like film. I told her to turn off T.V.

---

## Appendix - II

### Status of Proficiency with Respect to Corresponding Average Score by the Area and Sex

Test Items	Variable	Sample Size	Total Average	Above Average		Below Average	
				No of Students	per.	No of Students	per.
1	Urban area	100	6.7	58	58	42	42
	Rural area	100	6.9	61	61	39	39
	Boys	100	6.69	54	54	56	56
	Girls	100	7.01	65	65	35	35
2	Urban area	100	6.55	58	58	42	42
	Rural area	100	7.03	61	61	39	39
	Boys	100	6.69	54	54	56	56
	Girls	100	6.73	65	65	35	35
3	Urban area	100	5.31	76	76	33	33
	Rural area	100	5.65	51	51	49	49
	Boys	100	5.48	79	79	21	21
	Girls	100	5.48	83	83	17	17
4	Urban area	100	4.62	43	43	57	57
	Rural area	100	5.03	68	68	32	32
	Boys	100	4.79	58	58	42	42
	Girls	100	4.86	53	53	47	47
5	Urban area	100	4.54	48	48	52	52
	Rural area	100	4.82	67	67	33	33
	Boys	100	4.8	56	56	44	44
	Girls	100	4.56	59	59	41	41

## **Appendix - III**

### **Names of Visited Schools for Data Collection**

1. Shree Buddha Secondary School, Padampokhari VDC-4.
2. Shree Chandika Secondary School, Gadhi VDC.
3. Shree Bansha Gopal Higher Secondary School, Hetauda Municipality-6.
4. Shree Siddharth Higher Secondary School, Hetauda Municipality-2

## Appendix - IV

### a. Total Scores of the Students of Community Schools of Makawanpur District

#### 1. Shree Buddha Secondary School, Padampokhari VDC-4 pantale (Boys)

S.N.	Name	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	Amrit Khanal	8	8	6	5	6	33
2	Chakra Bd.Bal	7	7	8	6	5	33
3	Dipesh Lama	7	6	8	7	7	35
4	Kebal Neupane	9	8	5	6	4	32
5	Bijay Ghalan	6	8	6	8	5	33
6	Ishwor Mudhavari	9	8	5	5	6	33
7	Kumar Dulal	8	8	7	7	5	35
8	Pema Lama	7	8	8	7	6	36
9	Raju Lama	7	8	7	6	4	32
10	Ram Bd.Moktan	6	7	6	5	5	29
11	Sanjib Ghalan	8	9	3	4	7	31
12	SandipLama	5	8	5	4	6	28
13	Bhuban Thing	6	7	5	5	4	27
14	Pratap Lama	5	8	6	5	4	28
15	Bharat Pakhrin	8	7	7	6	6	34
16	Hari Pudhasaini	6	7	6	5	5	29
17	Rajendra Ghalan	9	7	6	6	4	32
18	Shyam Pakhrin	6	7	5	4	7	29
19	Thakur Ghalan	8	6	5	5	6	30
20	Binaya Lama	5	6	4	5	5	25
21	Kabindra Parajuli	6	7	6	7	5	31
22	Tulraj Syangtan	8	7	5	4	4	28
23	Krishna Neupane	5	6	5	5	3	24
24	Maheswor Thapa	6	7	7	6	5	31
25	Rohan Ghalan	8	5	5	4	4	24
		174	181	146	137	127	765

## 2. Shree Buddha Secondary School Padampokhari, Pantale (Girls)

S.N	Name	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	Bijeta Khanal	7	7	6	4	5	29
2	Anju Nepal	8	7	5	4	6	30
3	Januka Dangal	9	8	8	7	6	38
4	Sunita Waiba	6	7	5	5	4	27
5	sharmila Lama	8	8	6	6	5	33
6	Laxmi Lamichhane	7	6	6	4	6	29
7	Dipa Lama	5	6	6	5	4	26
8	Puspanjali Thing	8	7	7	6	5	33
9	KrishnaThing	6	8	4	4	5	27
10	Swarswoti KrishnaThing	5	6	5	5	4	25
11	Kabita Tiwari	8	9	7	5	6	35
12	Basanti Thapa	6	7	7	5	4	29
13	Nirmala Thapa	4	5	4	3	3	24
14	Laxmi Adhikari	6	7	5	4	5	27
15	Robin Thing	5	6	5	4	5	25
16	Sanjita Bal	8	7	6	5	4	29
17	Lata Lama	6	6	5	6	5	28
18	Indrenimaya Bal	8	9	4	3	5	29
19	Rita Ghalan	5	6	5	4	3	23
20	Salina Ghale	9	8	6	5	6	34
21	Sarina Gurung	7	6	5	4	3	25
22	Shirjana Lama	8	7	4	4	5	28
23	Manju Ghalan	8	7	5	4	5	29
24	Sarita Rai	6	7	5	6	4	28
25	Radhika Gole	7	8	6	4	6	31
		175	165	137	116	119	712

**3. Shree Chandika Secondary School Gadhi VDC-4, Shikharkateri  
(Boys)**

<b>S.N</b>	<b>Name</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>	<b>Item 4</b>	<b>Item 5</b>	<b>Total</b>
1	Bibek Dhughana	9	8	6	5	5	33
2	Khemraj Dahal	8	7	7	6	4	32
3	Suman Karki	5	6	6	5	4	26
4	Govinda Uperti	5	7	3	4	5	24
5	Amir Sapkota	7	4	4	6	5	26
6	Bikash Bartaula	8	9	5	5	6	33
7	Krishna Adhikari	8	9	6	6	5	34
8	Santosh Dhakal	6	7	4	5	3	25
9	Kamal Koirala	9	8	7	6	5	35
10	Dipendra Dulal	7	7	6	5	6	31
11	Ajay Sapkota	5	4	4	3	4	20
12	Nishan Subedi	4	5	6	5	5	25
13	Dinesh Praja	8	9	7	4	6	34
14	Binod Sapkota	8	6	5	4	5	28
15	Ram Sapkota	6	7	6	3	4	26
16	Bidur Rai	5	5	4	4	5	23
17	Bishnu Timalisina	8	6	5	3	5	27
18	Narayan Gautam	4	5	3	3	2	17
19	Sandip Sapkota	5	7	3	2	3	20
20	Rajan Nepal	6	7	6	5	4	30
21	Shiva Dhugana	5	6		6	5	28
22	Ram Humagain	5	6	6	7	5	29
23	Prem Chaulagain	7	8	6	5	4	30
24	Netra Dhahal	7	6	5	5	6	29
25	Bikash Pudasaini	7	6	3	3	3	22
		162	165	129	116	114	686

**4. Shree Chandika Secondary School, Ghadi VDC-4 Shikharkatari  
(Girls)**

<b>S.N</b>	<b>Name</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>	<b>Item 4</b>	<b>Item 5</b>	<b>Total</b>
1	Sarita Timalsina	7	8	7	6	5	33
2	Debaki Adhikari	8	9	7	5	4	33
3	Asmita Sapkota	8	9	5	7	6	35
4	Nira Lama	8	6	5	5	6	30
5	Sunita Pariyar	9	9	7	6	5	36
6	Yamuna Thapa	7	6	7	4	4	28
7	Jyotimaya Thing	9	8	6	6	5	34
8	Sabita Dahal	8	6	6	7	6	33
9	Apsara Dhital	8	7	5	5	6	33
10	Sabitri Bhatta	7	10	5	3	5	30
11	Radhika Gautam	5	7	6	6	4	28
12	Binda Ghalan	7	6	7	5	6	31
13	Rukmani Ghorsaini	9	8	9	7	5	38
14	Rabina Dahal	8	6	5	4	3	26
15	Sharmila Thapa	9	7	6	6	5	33
16	Ranjana Nepal	5	6	5	5	3	24
17	Apsara Sapkota	6	7	6	5	4	28
18	Anjana Dahal	7	5	8	6	5	31
19	Sunita Sapkota	8	6	7	5	6	32
20	Sarita Dahal	7	7	6	6	5	31
21	Anita Dahal	5	4	6	6	5	26
22	Urmila Ghalan	8	7	5	4	5	29
23	Mandira Humagain	7	5	6	5	6	29
24	Pabitra Chalise	7	7	6	5	7	32
25	Anita Bista	8	8	5	5	6	32
		185	174	153	134	122	768



**5. Shree Bansha Gopal Higher Secondary School Hetauda  
Municipality– 6 (Boys)**

<b>S.N.</b>	<b>Name</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>	<b>Item 4</b>	<b>Item 5</b>	<b>Total</b>
1	Dipesh Chaulajain	8	8	5	3	4	28
2	Rabin Shrestha	6	6	5	5	4	26
3	Nabin Gautam	7	6	4	5	3	25
4	Umesh Gautam	5	5	3	4	3	20
5	Dwarika Shrestha	7	6	6	5	4	28
6	Pradip Manandar	8	7	5	5	6	31
7	Raju Dahal	6	5	4	4	3	22
8	Bidur Sapkota	5	4	5	3	4	21
9	Pramod Rai	7	6	6	6	5	30
10	Mohan Shrestha	7	6	2	3	4	22
11	Rajib Sapkota	8	7	6	5	5	30
12	Kamal Thapa	4	5	3	2	3	17
13	Anita Dulal	8	6	5	4	5	28
14	Anjan Sanjel	7	8	6	6	4	31
15	Sanubhai Thapa	7	6	5	3	4	25
16	Nabaraj Koirala	4	5	3	2	2	16
17	Dipa Adhikari	7	8	5	4	6	30
18	Bipin Gautam	8	5	2	3	2	20
19	Sandip Sapkota	6	8	5	4	4	27
20	Tanka Neupane	4	5	4	3	5	21
21	Sandesh Neupane	7	6	5	4	5	27
22	Uendra Koirala	8	6	4	3	5	26
23	Pralaya Rai	5	4	3	4	4	20
24	Jivan Pandey	8	7	6	3	5	29
25	Bibek Manandhar	6	7	5	4	3	25
		162	152	112	97	101	624

**6. Shree Bansha Gopal Higher Secondary School, Hetauda  
Municipality (Girls)**

<b>S.N</b>	<b>Name</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>	<b>Item 4</b>	<b>Item 5</b>	<b>Total</b>
1	Ajita Kandel	6	6	5	4	5	26
2	Binita Sigdel	6	6	4	4	2	22
3	Sarita Subedi	6	7	5	4	3	25
4	Sima Sapkota	7	8	6	4	5	30
5	Sapana Rai	8	8	5	5	3	29
6	Indu Dulal	4	5	4	2	4	19
7	Ajita Bastola	6	5	5	3	5	24
8	Kalpana Devkota	6	7	6	5	5	29
9	Urmila Neupane	7	6	5	3	2	23
10	Durga Chalise	4	6	5	4	5	24
11	Nima Ojha	8	8	4	4	4	28
12	Namuna Rai	7	6	3	4	3	23
13	Asma Lama	8	9	5	5	4	31
14	Bina Chaulagain	6	6	5	4	5	26
15	Sabina Manandar	7	6	3	4	3	23
16	Paru Maharjan	8	8	5	5	4	30
17	Apsara Devkota	8	6	4	3	5	26
18	Sita Khatri	6	7	3	4	3	24
19	Anita Chaulagain	5	6	5	3	4	23
20	Muna Thapa	6	6	6	5	4	27
21	Anamika Sharma	8	8	5	4	4	29
22	Laxmi Subedi	7	8	6	5	3	29
23	Sarmila Thapa	7	6	4	4	4	25
24	Sita Rumba	8	8	6	5	5	32
25	Sarita Ghimire	8	6	5	6	6	31
		167	168	120	103	100	658

**7. Shree Siddhrath Higher Secondary School, Hetauda Municipality  
(Boys)**

<b>S.N</b>	<b>Name</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>	<b>Item 4</b>	<b>Item 5</b>	<b>Total</b>
1	Mahesh Sapkota	6	6	4	5	6	27
2	Raju shrestha	5	5	8	4	5	27
3	Manjil Manandhar	5	4	8	6	7	27
4	Kumar Rai	8	8	5	5	7	33
5	Bijay Titung	6	8	6	4	3	27
6	Sanjay Ghalan	8	8	4	7	5	32
7	Sunil Pyakurel	7	9	8	5	6	35
8	Shankar Subedi	4	9	7	4	5	29
9	Bishal Khanal	7	8	6	6	5	32
10	Umesh Dulal	8	7	8	5	4	32
11	Kapil Dhakal	5	5	7	4	5	26
12	Prashanta Sharma	5	4	5	6	5	25
13	Suman Parajuli	7	6	5	3	4	25
14	Ishwor Adhikari	6	7	7	4	5	29
15	Sudip Shrestha	7	5	6	5	6	29
16	Sushil Chaulagain	4	5	7	4	5	25
17	Amit shrestha	8	6	7	4	5	30
18	Dinesh Dulal	7	8	6	4	4	29
19	Shrijan Dulal	6	7	6	5	4	28
20	Som Lama	9	6	7	6	5	33
21	Sagar Khatiwada	5	4	6	5	7	27
22	Rajesh Bhattra	6	7	5	7	6	31
23	Damodar Nepal	8	9	5	5	6	33
24	Sahil Lopchan	5	6	6	7	4	28
25	Manish Humagai	7	7	6	8	7	32
		167	171	161	129	138	766

**8. Shree Siddharth Higher Secondary School, Hetauda Municipality  
(Girls)**

S.N	Name	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	Sujita Neupane	7	6	3	4	5	25
2	Laxmi Lamsal	7	6	5	6	4	28
3	Bhawani Paudel	8	7	6	5	3	29
4	Rakshya Aryal	7	8	5	4	6	30
5	Manju Moktan	5	7	8	5	3	28
6	Uma Sapkota	8	8	6	5	5	32
7	Rajani Neupane	7	8	6	4	5	30
8	Sita Gurung	5	4	3	4	5	21
9	Kalpna Bhattarai	8	7	6	4	5	30
10	Ramita Manandar	7	6	4	4	3	24
11	Anupa Chanlagain	7	6	5	4	5	27
12	Anshu Shrestha	8	8	7	6	4	33
13	Susma Shrestha	9	8	6	5	6	34
14	Radhika Lama	8	8	7	6	7	36
15	Mina B.K.	5	5	4	4	3	21
16	Sabitri Mishra	8	8	7	6	5	34
17	Anjala Pandey	6	7	7	5	3	28
18	Rita Dhungana	6	6	5	4	7	28
19	Pratima Chaulagain	7	7	5	4	5	28
20	Sima Ghimire	6	6	5	5	4	26
21	Kamala Das	7	6	8	6	4	31
22	Astha Rai	8	6	5	5	5	29
23	Suiochana Thapa	6	8	5	5	3	27
24	Kalyani Bajracharya	8	7	6	3	5	29
25	Mamata Dangel	6	5	4	3	5	23
		174	166	138	116	115	711