

**ERRORS COMMITTED IN THE USE OF VERBS IN  
FREE WRITING**

**A Thesis Submitted to the Department of English Education  
In Partial fulfillment for the Master of Education in English**

**Submitted by**

**Asmita Dahal**

**Faculty of Education,  
Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2018**

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**2018**

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## **DECLARATION**

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

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Date:07/04/2018 **Asmita Dahal**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. AsmitaDahal** has prepared the thesis entitled '**Errors Committed in the Use of Verbs in Free writing**' under my guidance and supervision.

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# **DEDICATION**

Dedicated

To

**My parents and family, who devoted their entire life to uplift me.**

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First of all, I would like to extend deep sense of gratitude to my honorable teacher and thesis supervisor **Dr. Tara DattaBhatta**, Professor of Department of English Education who provided me a lot of insights, guidance and supervised my work from beginning to the end and enabled me to complete the thesis.

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**AsmitaDahal**

2018



## ABSTRACT

The present study entitled '**Errors Committed in the Use of Verbs in Free Writing**' is an attempt to determine and analyze the performance an errors committed in the use of verbs in free writing by students of grade 10. To carry out this research, 40 students (10 from each school) studying in four community schools in Dolakha district were selected randomly. For collecting data, a test consisting of three essays was administered to the students. The students were intended to write some paragraphs on the given topics. In free writing of the students only the use of verbs was analyzed. Accordingly, the findings were derived from their writing. From the data analysis and interpretation, it was found that students commit the highest number of errors in subject verb agreement in their writing. Likewise, the errors were found in omission of Be verb, spelling of verb, unnecessary use of verb, tense, verb form, omission of Have verb and use of verbs in Nepali language like SOV pattern.

This thesis consists of five chapters. First introductory part includes general background, i.e. overview on English Language Education, grammar and error analysis. This chapter also deals with statement of problems, objectives of the study, research questions, significance of study, delimitations of study and operational definitions of key terms. The second chapter consists of review of related theoretical and empirical literature, implications of the study and conceptual framework. Likewise, the third chapter is related with methodology which includes design and method of the study, population, sample and sampling strategy, data collection tools and techniques, study area/ fields, data collection procedure and data analysis and interpretation similarly chapter four consists of analysis and interpretations of results and summary /discussion of findings. Finally, the fifth or last chapter deals with conclusion and recommendations of the study followed by references and appendices.

## TABLE OF CONTAINS

	<b>Page No.</b>
<i>Declaration</i>	I
<i>Recommendation for Acceptance</i>	II
<i>Recommendation for Evaluation</i>	III
<i>Evaluation and Approval</i>	IV
<i>Dedication</i>	V
<i>Acknowledgements</i>	VI
<i>Abstract</i>	VII
<i>Table of contains</i>	VIII
<i>List of tables</i>	X
<i>List of Abbreviations</i>	XI
<b>CHAPTER ONE:INTRODUCTION</b>	<b>1-7</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.2 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	6
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	7
<b>CHAPTER TWO:REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>8-32</b>
2.1 Review of the Theoretical Literature	8
2.1.1 Language Aspects	8
2.1.2 Grammar	9
2.1.3 Verbs	10
2.1.4 Tense and Aspect	15
2.1.5 Writing	16
2.1.6 Mechanics of writing	17
2.1.7 Free writing	19
2.1.8 Errors: An Overview	19
2.2 Review of the Related Empirical literature	<b>27</b>

2.3	Implication of the Review for the Study	<b>30</b>
2.4	Conceptual Framework	<b>32</b>

**CHAPTER THREE:METHODS AND PROCEDURES OF THE  
STUDY**

		<b>33-35</b>
3.1	Design and method of the Study	33
3.2	Population, Sample and Sampling Strategy	34
3.3	Study Area/ Fields	34
3.4	Data Collection Tools and Techniques	35
3.5	Data Collection Procedure	35
3.6	Data Analysis and Interpretation	35

**CHAPTER FOUR:ANALYSIS AND INTERPRETATION OF THE  
RESULTS**

		<b>36-48</b>
4.1	Analysis of Data and Interpretation of the Results	36
4.1.1	Total Performance as a Whole	36
4.1.2	Item wise Analysis of Total Performance	36
4.1.3	School wise Analysis of Total Performance	38
4.2	Analysis of Errors	39
4.2.1	Errors in Three Different Items	39
4.2.2	School wise Analysis and Interpretation of Errors	40
4.2.3	Classification of Errors as a Whole	41
4.2.4	Description of Different Errors Committed by Students	42
4.2.5	Classification of Errors Regarding Different Schools	46
4.3	Summary of Findings	47

**CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**   **49-50**

5.1	Conclusion	49
5.2	Recommendations	49
5.2.1	Policy Level	49
5.2.2	Practice Level	50
5.2.3	Further Research Related	50

**Refereneces**

**Appendices**

## LIST OF TABLES

<b>Table No.</b>	<b>Titles</b>	<b>Page No.</b>
Table 2:	Total Performance in Item No. I	37
Table 3:	Total Performance in Item No. II	37
Table 4:	Total Performance in Item No. III	37
Table 5:	School wise Performance	38
Table 6:	Errors in Three Different Items	39
Table 7:	School wise Analysis and Interpretation of Errors	40
Table 8:	Classification of Errors as a Whole	41

## **LIST OF ABBREVIATIONS**

DEO	:	District Education Office
ELT	:	English Language Teaching
SOV	:	Subject, Object and Verb
SVO	:	Subject, Verb and Object
TPD	:	Teacher Professional Development
CLT	:	Communicative Language Teaching
TBLT	:	Task Base Language Teaching

# CHAPTER ONE

## INTRODUCTION

This study is about "**Errors Committed in the Use of Verbs in Free Writing.**" This chapter consists of general background, statement of problems, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms.

### 1.1 Background of the Study

An error refers to a deviant form of the normal speech or writing of an adult native speaker. Corder (1973) regards errors as breaches of code which cannot be corrected by the learners themselves. The learners make errors in the process of learning the second language. In the same article, Corder was careful to distinguish between errors and mistakes. Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes mistake is able to recognize it as a mistake and correct it if necessary. An error on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.

Error analysis is done for the study and analysis of the errors made by the second and foreign language learners. It is a type of linguistic analysis that focuses on the errors learners make. Unlike contrastive analysis, the comparison made is between the errors a learner makes in producing the target language and the target language form itself. It is similar to the weak version of contrastive analysis in that both start from learner production data; however, in contrastive analysis the comparison is made with the native language, whereas in error analysis it is made with the target language.

The verb is the most important part of the sentence. Richards and Rodgers (1985, p. 305) have defined verb as "A word which occurs as a part of the

predicate of a sentence carries markers of grammatical categories such as tense, aspect, person, number and mood and refers to an action or state". A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Similarly 'Verb' is such class which occurs as a part of the predicate of a sentence, 'It is a word or a group of words that expresses an action, an event or a state. " Hence, an English sentence generally consists of two major parts i.e. subject and predicate. Verb leads the predicate part and which is the obligatory part of a sentence.

'Verb' is a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb.

English is very important to be learned because it is used as an international language. On the other words, it means that language is universally used by almost people around the world. It is used as communication language among people in different country. Therefore, learning English is an essential thing that it must be learned by the language learner in almost all countries in this world.

Language is the most precious gift for human beings, by the help of which we express our ideas, feelings, thoughts and emotions.(Richards and Rodgers 1999, p.196) write "It is the system of human communication which consists of structured arrangement of sounds for their written representation into large unite.g. morphemes, words and sentences".

Language is the chief means of communication. It is species specific and species uniform possession of human beings. The vast knowledge in the fields of human activity is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas, and emotions and so on and so forth. Hornby (1966, p. 721) defines language as “the system of communication in speech and writing that is used by people of a particular country”. Human activities are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. From this point of view, we can clearly say that language is responsible for social change, social mobility and satisfaction. There are many living languages in the world among them; English is considered as the dominant one. It is used as a first language in many western countries like the United States, the United Kingdom, Canada, etc, and in most of the countries, it is used as a second or foreign language. It is used as a lingua-franca in many countries. In Nepal, it is used as a foreign language. As it occupies a significant position of the foreign language in Nepal, it has been facing many challenges due to the linguistic and non-linguistic reasons.

English occupies the status of a second or foreign language in Nepali Education System. However, learning English as a second language is not an easy task. In order to master the English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Language teaching in this country is currently focusing on the teaching and learning of the four skills. However, the standard of English among Nepali learners, who are studying in public schools, is not fully satisfactory despite learning English for several years as a compulsory subject there. They are still seemed to commit errors in all aspects of the language.

## **1.2 Statement of the Problem**

Second language learning seems to be a difficult process in comparison to the



first language, since the first language is acquired through subconscious process and any conscious effort is not required unlike the second language. Due to various reasons, learning becomes slow and sometimes a failure.

Language acquisition and language learning are frequently used to refer to the process of achieving language skills and aspects. Normally the first language is acquired and the second language is learnt.

English language teaching faces challenges in Nepal despite of frequent changes and amendments in curriculum and textbooks. Besides this, new teaching approaches viz. Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) are introduced as well as different kinds of teacher training programmes are conducted like Teachers' Professional Development Programme(TPD). Now it has been realized that trainings are oriented to theory rather than their implication in the classroom.

As regards to student's achievement in different language skills, writing tends to be a major concern. On the basis of secondary level English Curriculum, developed by curriculum development centre and English Specification grid 2065 allocates 12 marks for free writing and 12 for guided writing. Students of this very level generally commit errors in using verbs in free writing. Due to these reasons like mother tongue interference, overgeneralization, lack of exposure and other many more factors, the language learners get difficulty in the use of verbs in free writing. When the learners are asked to write answers of any free and creative type of question, they commit different sorts of errors in modal verbs or auxiliaries, main verbs or action verbs and mostly they can't use phrasal verbs in appropriate context.Regarding errors committed in the use of verbs,

Shahi (2006) has found the following problems of students in the use of verbs:

- a) Subject verb agreement: wrong selection of verb form to match the subject.
- b) Tense sequence: difficulty in using verbs to express the past, present and future tense.
- c) Selection of appropriate verbs: lack of using contextual verbs to convey appropriate meaning.
- d) Spelling: committing errors in the use of verbs.
- e) Overgeneralization: Generalization of rules for using verbs in a sentence construction which may lead to errors.
- f) SVO pattern: changing SVO pattern of English sentence construction into SOV pattern as in Nepali sentence construction.
- g) Aspect: inappropriate use of verbs regarding its aspect as it is in progress or in completed situation.

I found different problems in using verbs in free writing while teaching in my real classroom so, I conducted this study to find out more problems that the students face in their learning.

## **1.2 Objectives of the Study**

The objectives of the study were as follows;

- a) To find out errors, committed in the use of verbs in free writing by the tenth graders. (Spelling, Subject verb agreement, Tense, Be verb, Have verb, Selection of verb).
- b) To describe the areas of problem where the learners commit errors in using the verbs,
- c) To suggest some pedagogical implications.

## **1.4 Research Questions**

The research questions of this study were as follows;

- a) What are the errors committed by the tenth graders in the use of verb in free writing?
- b) What are the different areas of problem where the learners commit errors in using the verbs in free writing?
- c) What kind of verbs seem to be problematic and non- problematic in students' performance?
- d) What are the errors in spelling and SV agreement in free writing?

### **1.5 Significance of the Study**

Writing is the most fundamental and significant form of language. This study is a primary attempt to study about the errors committed by the tenth grader in the use of verbs in free writing. It mainly points out and determines the nature of difficulty faced by the students in using verbs. To be more specific this study will be significant to teachers and students who are teaching and learning English at secondary level. Mostly they will be much benefited by this study in teaching and learning verbs. It will be really beneficial for the policy makers, teacher educators, and English teachers themselves to be more familiar with the realities in free writing and design the activities to improve the situation accordingly. It will be equally beneficial to infer the expectations of the practitioners so as to support them to improve the quality of writing skill. It will also be equally significant to course designers and textbook writers to minimize the gaps between the suggested ways of teaching as per the use of verbs for improving overall quality of education. It is supposed to be highly beneficial for other researchers in this field and anyone interested in English language skills and language aspect especially verbs in writing. Furthermore, this study will have global significance as well.

### **1.6 Delimitations of the Study**

The delimitations of the study were as follows;

- a) This study was limited to the use of verbs.

- b) The test item consisting only subjective questions for free writing was used.
- c) The study was limited to the student performance and areas of problems that arise in the student expression in the use of verbs in free writing.
- d) This study was confined to four Community schools from Bhimeshwar Municipality in Dolakha district.
- e) The sample population of the study was limited to 40 students of tenth grade.

### **1.7 Operational Definitions of the Key Terms**

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

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

**Community schools:** The school runs by community, funded by government of Nepal.

**Mechanics:** Aspects of writing such as capitalization, spelling and punctuation.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review and conceptual framework are two essential aspects of the research study. This chapter consists of review of the related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework

#### **2.1 Review of the Theoretical Literature**

##### **2.1.1 Language Aspects**

Language is made up of different components or elements which are called language aspects. The language aspects are pronunciation, vocabulary, grammar and functions. So teaching language means teaching these aspects of language to the students. It is said that language structures make up the skeleton and vocabulary provides the vital organs and flesh to the language. The language teacher should have ample knowledge to teach these aspects so that the students will get a mastery over the second/ target language in spoken and written forms. These language aspects are:

##### **a) Pronunciation**

Pronunciation can be defined as the way of producing or uttering a language item. In other words, it is the way a language is spoken. It plays a very crucial role in conveying the meanings to the listeners. It shows our proficiency and identity of the language. There can be variations in meanings if we pronounce the word differently.

##### **b) Vocabulary**

Vocabulary is taken as a list of words. So it refers to the words in the language. We can express our views, emotions, etc. rightly, if we have enough vocabulary. Richards et al (1985) defined vocabulary as "a set of lexemes, including single words, compound words and idioms." Its means

vocabulary does not only indicates to single words but also more than single words.

### **c) Grammar**

Grammar is one of the most important aspects of the language. It plays a key role in conveying a right meaning. Grammar can be defined as the study of the organization of words and phrases into sentences. Ur (2005) says grammar is a set of rules that define how words are combined or changed to form acceptable units of meaning within a language. So grammar is a set of rule which provides the patterns to combine words into phrases and phrases into sentences to express our views, opinions, feeling and so on.

### **d) Function**

Language is used in our communication to perform a particular function. So function refers to the purpose for which we use language. Teaching language means to enable the students to communicate ideas to perform the different functions of language. Language functions are greeting, welcoming, congratulating,apologizing, requesting and so on.

## **2.1.2Grammar**

Every language of the world has its own grammar. The word grammar is derived from the Greek word ‘Grammatike’. Cowan(2010) defines Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. According to Chomsky (1957, p.24) “A grammar can be regarded as a theory of language, it is descriptively adequate to the extent that correctly describes the intrinsic competence of the idealized native speaker.” The formation of words and sentence making is connected with the rules of grammar.Grammar is the backbone of language and without which, no language teaching is possible. Grammar gives the idea to use the language perfectly and/or completely. Therefore, grammar is taken as the heart of language.Similarly, Richards, et al. (1985, p. 125) defines the term

grammar as “A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

From the aforementioned definitions, it is clear that grammar is the rule of language by which linguistic units are combined to form sentences.

### **Word Class**

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

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

- a) Major Word Class,
- b) Minor Word Class

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

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

### **2.1.3 Verbs:**

Verb is 'a word or a group of words that expresses an action, an event or a state, it is a word which occurs as a part of the predicate of a sentence. It carries markers of grammatical categories such as tense, aspect, person, number and mood and refers to an action or a state. Similarly, Martinet(1987)has defined a

verb as a word used with a subject to say what someone or something does or what happens to them e.g. sing, spill, die, etc.

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

A verb is a word that indicates a physical or mental action or a state of being. Typically, a sentence has at least a subject (the actor) and a verb (the action). The verb tells us what the subject of the sentence is doing. The entire action is known as the sentence's predicate, which could be just the verb on its own or a main verb with a helping verb or could include the verb, the object (the entity or thing acted upon) and possibly an adjunct (something that adds information about the action but is not required for understanding). The predicate can include every word in the sentence but for the subject.

### **Classification of Verbs**

The classification of verbs Martinet ( 1987) is mentioned as follows:-

a) Auxiliaries, b) ordinary verbs

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

Auxiliaries are further divided into principal auxiliaries and modal auxiliaries.

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

'Have verb': has, have, and had

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



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

Sitahas gone to market. (Auxiliary verb)

Sitahas her meal at 10. (Ordinary verb)

She doesn't go there. (Auxiliary verb)

He does his homework. (Ordinary verb)

She is coming. (Auxiliary verb)

She is lazy. (Independent use)

**Modal Auxiliaries:** Will, shall, can, could, may, might, must, would, should, to need, to dare, used to, have to.

Modal verbs have only one form and do not add -s to the third person singular form. Modal verbs are followed by the infinitives to another verb without 'to' except 'ought to' and 'used to'.

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

e.g.

We needn't go there. (Modal auxiliary)

He doesn't need to go there. (Ordinary verb)

### **Ordinary verbs**

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

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

### **Regular Verbs**

A regular verb is any verb its conjugation follows the typical grammatical inflections of the language to which it belongs. A verb that cannot be conjugated like this is called an irregular verb. All natural languages, to different extents, have a number of irregular verbs. Auxiliary languages usually have a single regular pattern for all verbs (as well as other parts of speech) as a matter of design. Other constructed languages need not show such regularity, especially, if they are designed to look similar to natural ones.

The simplest form of regularity involves a single class of verbs, a single principal part (the root or a conjugated form in a given person, number, tense, aspects, mood, etc.), and a set of unique rules to produce each form in the verb paradigm. More complex regular patterns may have several verb classes (e.g. distinguished by their infinitive ending), more than one principal part (e.g. the infinitive and the first person singular, present tense, indicative mood), and more than one type of rule (e.g. rules that are suffixes and other rules that change the vowel in the root).

The concept of regular and irregular verbs belongs mainly in the context of second language acquisition, where the defining of rules and listing of exceptions is an important part of foreign language learning. The concepts can also be useful in psycholinguistics, where the ways in which the human mind processes irregularities may be of interest. However, most other branches of linguistics do not use these categories; historical/ comparative linguistics is more interested in categories such as strong and weak Martinet (1987).

### **Irregular Verb**

Irregular Verbs are more complex to learn for the learners in contrast to regular verb. Irregular verbs are those verbs that fall outside the standard patterns of

conjugation in the language in which they occur. The idea of an irregular verb is important in second language acquisition, where the verb paradigms of a foreign language are learned systematically, and exceptions listed and carefully noted. In linguistic analysis, the concept of an irregular verb is most likely to be used in psycholinguistics, and in first language acquisition studies, where the aim is to be established how the human brain processes its native language. One debate among 20<sup>th</sup> century linguists involved around the question of whether small children learn all verb forms as separate pieces of vocabulary or whether they deduce forms by the application of rules. Since a child can hear a regular verb for the first time and immediately refuse it incorrectly in a different tense which he or she has never heard, it is clear that the brain does work with rules but irregular verbs must be processed differently.

Perhaps, we may think that “irregular” means something out of the ordinary, and in common parlance it does, but if you look up irregular in the dictionary, we will see that the first definition is a little different. According to Martinet (1987), Irregular verbs describe something that does not adhere to establish rules. Therefore, we can say that irregular verbs live by their own set of rules; they are the mavericks of the English language. Most of the verbs in English language are irregular verbs.

Regarding the use of verbs, the English language learners face difficulty in various problematic areas Shahi (2006). Some of them are as follows:

- a) Subject verb agreement: In the use of verbs on the basis of subject,
- b) Tense sequence: In the use of right form of verbs to match with the tense expressed by sentence,
- c) Selection of appropriate verb: The selection of correct verbs so as to convey meaning sensibly,
- d) Overgeneralization: generalizing the rules for using verbs in a sentence construction which may lead errors.

- e) 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.

### **2.1.4 Tense and Aspect**

Verb forms main verbs and combinations of auxiliary verbs and main verbs indicate both the time of the action expressed by the verb and the speakers view of that action in time, for example, as completed or ongoing, habitual or repeated (Cowan, 2010). Two concepts are used to describe time and action in verbs- tense and aspect. In what follows, we look at each in turn.

#### **Tense**

Tense is verb expresses the time that an action occurs in relation to the moment of speaking. It has three dimensions – Present, past and future. For example

- He helps her. (Present tense)  
He helped her. (Past tense regular verb)  
He went to the game. (Past tense irregular verb)  
He will help her. (Future time)  
He is going to help her. (Future time)

#### **Aspect**

Aspect expresses how the speaker views the action of the verb. For examples, an action that is seen as bounded and completed is perfect in aspect. If the action is seen as incomplete, it is imperfect in aspect; if seen as repeated, it is iterative; if seen as occurring regularly, it is habitual. All of these aspects are represented in the verbs of different language

In English, two aspects are expressed through auxiliary verbs and the form of main verbs: a progressive, or continuous, aspect represents ongoing action, and a perfect aspect represents action that is complete. the progressive aspect is indicated with be + present participle(-ing), and the perfect aspect is indicated with have + past participle(-ed). For example

### **Tense/TimeAspect**

She is running right now.	Present Progressive
She was running an hour ago.	Past Progressive
She will be running in about an hour.	Future Progressive
She will have been working	Future Perfect, Progressive

### **2.1.5 Writing**

Writing is one of the most important skills in learning a new language. It is a productive skill in the sense that a writer has to structure the words or units in order to make the reader understand the meaning of such text. It is possible to share ideas and feelings, to persuade and convince people through writing. It is also a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. According to River (1968), in its simplest form writing can be the act of putting down in conventional graphic form something which has been spoken. This act involves nothing more than correct association of conventional graphic symbols. It is a permanent way of expressing our views which can be recorded for a long time. Rivers (1968,p.245)writing activities can be divided into five stages:

#### **a) Copying**

This is the first stage to develop writing skill. In this stage, the teacher presents a writing item and students copy them to shape and size their letters. At the same time, they learn a particular language structure. This stage is also called transcription.

#### **b) Reproduction**

It is the second stage to develop writing skill. The teacher presents a writing item and he/she asks students to reproduce and compare their writing with the original one.

### **c) Recombination**

It is the third stage to develop writing skill. The teacher presents a writing item and he/she asks students to recombine. Students practice different structures. They substitute with words, phrases, transform sentences, expand into further information, etc.

### **d) Guided writing**

It is the fourth stage to develop writing skill. The teacher gives some given freedom to students in writing. The students are given outlines and based on a particular frame, they have to write on a given item.

### **e) Free writing**

It is the last stage of writing. The students are very free to select words and structures. The students can be original and we observe different writings by different students on the same topic. They become independent in writing but the teacher should pay a great care to their performance.

## **2.1.6 Mechanics of writing**

Writing is a tough activity which includes many skills in order to produce an effective piece of a text. The learner must have the knowledge of mechanical skills, stylistic skills and judgmental skills. Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lowercase letters, rules of capitalization, basic spelling patterns, and rules for word and sentence punctuation.

### **a) Capitalization**

Carter and McCarthy (2008, p. 839) writes "A capital (sometimes called upper case) letter marks the beginning of a sentence". Appropriate capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of quotation and so on are very familiar to us. Furthermore, there are certain rules of capitalization as well. Let us see an example:

It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups, etc.

## **b) Spelling**

The achievement of correct, exact and effective communication through writing is by correct spelling of individual words. Misspelled words make the written script difficult to comprehend and account for the largest member of writing errors. The English spelling system is full of irregularities though there are some rules. Let us see one rule as:

One syllable words ending in a short vowel followed by a single consonant and two syllable words that have the accent on the second syllable, double the final consonant.

e.g. run running

stop stopped

## **c) Punctuation**

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper uses of punctuation marks help the writer organize written language and clarify relation between words, phrases and clauses.

The different punctuation marks are used for different purposes. Carter and McCarthy(2008) as cited in Khatri (2016) writes common punctuation marks:

Some symbols and typographic conventions are as follow:

Comma ( , )

Full stop ( . )

Question Mark ( ? )

Exclamation Mark ( ! )

Colon ( : )

Semi colon ( ; )

Dash ( - )

Asterisk( \* )

Open bracket (

Close bracket )

Square brackets [...]

Chain brackets { ... }

Per cent (%)

### **2.1.7 Free writing**

Cohen(2013) states free writing as one classic writing fluency development procedure. During free writing, participants are instructed not to erase, not to use dictionaries or thesauruses, and to try writing whatever comes to mind regardless of how-fetched it may seem. The goal of free writing is to get as many thoughts down onto paper as quickly as possible. Similarly,Elbow(1973) defined free writing as an activity where one quickly writes without stopping, but does not rush, look back, cross anything out, stop and wonder which word to use. It is a form of composition, in which the writer expresses his/her ideas, information, knowledge, emotions, etc. in well defined parts of its own. In free writing the writer wants to convince to readers on a particular point or topic and tries to persuade the readers.

According to Jacobs ( 1986),free writing can assist students in producing writing quantity and help them to develop their ability to perform under pressure of time. It may also help them to generate and develop topics, improvise on themes, recognize ideas of which they may not have been previously aware and helps them become more familiar and comfortable with the writing process in general

Free writing has been an important part of writing skill which expects student's expression with their opinions on certain topics

### **2.1.8 Errors: An Overview**

Error analysis is a type of linguistic analysis that focuses on the errors committed by the learners. While learning a foreign language, learner,



inevitably commits error. It is an inherent feature of the process of foreign language learning. According to Crystal (2003,p.165), "error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguists". Similarly, Richards et al. (1985, p.121) defines error analysis as the study and analysis of the errors made by the second and foreign language learners.

Error analysis is carried out in order to:

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

Error analysis was developed as a branch of applied linguistics in the 1960s and it set out to demonstrate that many learner errors were not due to the learner's mother tongue but reflected universal learning strategies. Error analysis thus appeared as an alternative to contrastive analysis. Error, in general, refers to the use of a linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Corder (1973, p. 260) has used the term `error` to refer to those features of the learners` utterances which differ from those of any native speaker. Likewise, following Corder in Allen and Corder (1975, p. 8),Errors may be in the speech or writing of a second or foreign language learner. Linguistic item may be a word, a grammatical item, or a speech act, etc. However, error in a more technical sense is something specific that results from incomplete knowledge and is distinguished from mistake, which is caused by the lack of attention, fatigue, carelessness or some other aspects of performance.

### **Stages of Error Analysis**

Error analysis is the systematic step-wise study and analysis of the errors made

by second or foreign language learners. Error analysis is usually carried out with the aim of finding a pedagogical application for its result. In Abbot et al. (1981, p. 212 -213) words, "Errors analysis involves collecting errors, studying them, classifying them in various ways, and suggesting possible causes". Therefore, error analysis can be seen as a series of successive stages. There are mainly six stages of error analysis. They are as follows:

**a) Collection of Data**

It is the first stage of error analysis. There should be reliable data to identify, describe, classify, explain and evaluate the errors. It means accumulating information. They can be categorized on the basis of texts, approaches they involve models and tools they used

**i. Text: Spoken or Written**

Error analysis is mainly concerned with the study of expressive errors. The expressive errors may be spoken or written. Therefore, the data for error analysis may be spoken or written. Spoken data is elicited through interview, discussion and written data is collected through composition or set of questionnaire.

**ii. Approaches: Subjective or Objective**

While collecting data, we can use subjective and objective approach. A subjective approach includes subjective questions. An objective approach contains objective questions. Usually, the subjective questions are less in numbers and cannot cover the comprehensive areas of languages. Objective test items are more in numbers and can cover different areas of language.

**iii. Modes: Free or Guided**

Allen and corder (1973) distinguish free and guided writing on the basis of mode. The written works produce by learners may be in the form of free writing or guided writing, which are termed as spontaneous production and controlled production (p.126). Free writing contains free composition – a written work by someone on

his own or any given topic and guided writing may contain transaction, paraphrasing, selecting paper word/sentence from the given options. The main distinction between free and guided work is that in former case, the learner has to create his own message and in later case, he has to process the already given message.

#### **iv. Tools**

We can use different tools in particular situation. The error elicited by one tool can also be different from that of using another tool. We can use interview, discussion and speech to elicit spoken error and composition and questionnaire to elicit written errors.

#### **b) Recognition of errors**

At this stage, the errors existing in the collected data are identified. Here, the analyst differentiates errors from mistakes. Mistakes are caused due to non-linguistic reasons and are committed at performance level, whereas errors are caused due to linguistic reasons and are committed at competence level. Errors occur in a systematic fashion and are beyond the learner's ability to correct.

Allen and Corder (1974) distinguish: the mistake and error with the example of native speaker and learner. He further says that the mistake made by a native speaker should be called lapse or slip which is his own term called ill-formed utterances. These ill-formed sentences cannot be called error because the speaker himself can readily correct them. These can be slip of tongue as well as slip of pen. There may be slip of ear, eye etc. (p.127).

#### **c) Description of errors**

Description means what type of something. Therefore, a description of errors is also referred to as classification of errors. At this stage of error analysis, the errors identified at the first stage are categorized and kept under different headings.

According to Richards et al. (1985):

Errors are classified according to the vocabulary (lexical error), pronunciations (phonological error), grammar (syntactic and morphological error), misunderstanding of speakers (receptive error) and production of the wrong communicative effects e.g. through the faculty we use of a speech act or one of the rules of speaking (p. 95).

Generally, errors are classified in to following types

**i. Group and Individual Errors**

The errors common to all the learners of particular group are called group errors and the errors that are not common to all the members of the group are called individual errors.

**ii. Productive and Receptive Errors**

The errors in speaking and writing are productive errors. The errors in understanding or interpreting while listening and reading are called receptive errors.

**iii. Overt and Covert Errors**

This distinction is made on the basis of the clarity of the error. An overt error is quite explicit and open, whereas a covert error is not easily detectable, it is subtle and hidden. The overt error can be detected even in isolation but the covert one can be detected only in context.

**iv. Local and Global Errors**

Local errors can be pinpointed and corrected as well because such errors do not prevent the message from being understood. Local errors do not cause the problems of comprehension. Global error, on the other hand, is an error, which makes a sentence or utterance difficult or impossible to understand or interpret. Global errors hinder communication. They prevent the hearer from comprehending some aspects of the message.

**v. Inter-lingual and Intra-lingual Errors**

This distinction is made on the basis of presence and absence of mother tongue interference in learning the target language. The error

resulted from transfer of rules from the mother tongue is inter-lingual error. The intra-lingual errors are the one, which result from faulty or partial learning of the target language. Intra-lingual errors are caused due to overgeneralization of second language rules.

Moreover, errors can be classified in the following way:

**i. Phonological error:**

Phonological error results from the inability to pronounce correctly.

Phonological error is, thus, an error in pronunciation. For example, the pronunciation of school as /isku:l/.

**ii. graphological error:**

Graphological error refers to the error in writing or perceiving letters or alphabet. For example, writing p as q and b as d or vice versa.

**iii. Orthographical error:**

Orthographical error refers to the error in spelling. For example, to write or spell the word receives as *R-E-C-I-E-V-E*.

**iv. Grammatical error:**

Grammatical error refers to the error where there is breaking of grammatical system. Grammatical error may be morphological or syntactic. The following utterances illustrate grammatical errors.

Who is the taller student in the class? (Morphological error)

Rajkumar has finished reading the novel, isn't she? (Syntactic error)

**v. Semantic error:**

Semantic refers to the study of meaning. Semantic error refers to the error in understanding or conveying meaning. Word-level semantic error is also referred to as lexical error. The following errors illustrate semantic/ lexical errors:

*Skin shoes* in place of *leather shoes*.

I *lent* a book from the library in place of I *borrowed* a book from the library

**d) Explanation of errors**

At this stage of error analysis, the errors are classified on the basis of their sources or causes. Under this heading, the researcher describes the different reasons, which are responsible for committing the errors. The errors on the basis of their sources are as

**i. Overgeneralization**

Over generalization is the incorrect application or negative transfer of previously learned second language material to present second language context. Overgeneralization is the result of the learners strategy of ignoring exceptions in the interests of simplification. These errors reflect the faulty generalization about the rules of second language. For example, *oxes* and *goed* instead of *oxen* and *went*.

**ii. Analogical Creation**

Analogical creation refers to the overgeneralization of the learners rules without considering exceptions because his/her exposure to the language is limited and he has insufficient data from which he can derive more complex rule. The learner produces an erroneous expression analogous to the correct one. For example, the expression 'She explained me the meaning' may be based on the correct sentence she told me the meaning.

**iii. First Language Interference**

Errors due to the presence of mother tongue interference in learning the target language are the first language interference. Such errors are resulted from transfer of rules from the mother tongue

**iv. Hyper Correction**

Hyper correction refers to the wrong way of making correction of

what is already learned correctly. What a learner has learnt correctly is corrected in a wrong way due to later learning, which in turn results into a deviant utterance. The learner commits the error due to the extreme care in language use in the attempt of using it correctly

**v. Inherent Difficulties**

It is also believed that some portions of language are so difficult that not only the learner but also the native speakers find them to master. They are called inherent difficulties in the language.

**e) Evaluation of Errors**

Evaluation of errors refers to the determination of seriousness of error. The seriousness of errors is also regarded as error gravity. The greater the degree of error gravity the more serious the error occurred.

There are different criteria to evaluate the seriousness of errors.

**i. Linguistic Criterion**

Linguistically, inter-lingual errors are considered to be more serious than the intra-lingual ones because intra-lingual errors are comparatively light or less common, but inter-lingual errors are more common and are difficult to wipe out. Grammatical errors are more serious linguistically than lexical errors. It is because grammar is more general and predictable and lexis is more idiosyncratic and fine-grained.

**ii. Communicative Criterion**

Error is assessed in terms of degrees communicatively of the learner speech or language. It is the fact that greater degree of communicatively

**iii. Attitudinal Criterion**

This criterion maintains that the matter of seriousness of an error is highly subjective. It depends upon the attitude of the people towards the errors made by language learners. For example, for English people, English spoken by French sounds sexy, by German naughty,

by Italian funny and so on. It is found that use of nativism by foreigners irritates the native speakers. It has also been observed that pragmatic failure is also the factor to cause irritation in the listener and hamper the communication.

**iv. Pedagogical Criterion**

This criterion maintains that those errors which are directly related to the teaching items are more serious than the others. No error is more or less serious inherently. If we are teaching pronunciation then error in that area is certainly more serious than error in the area of reading comprehension.

**f) Remediation**

Learners errors are corrected mainly in two ways: by the teacher and by the learners themselves. This stage is viewed to be the goal of error analysis. At different stages of learning, they commit divergent categories of error which are not viewed bad signs of learning. Correction and remediation are inevitable in language teaching.

**2.2 Review of the Related Empirical literature**

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

Adhikari(1999) has done a research work on "An analysis of errors committed by the students of grade 9 in the use of causative verbs" In which he aimed to identify and analyze errors in the use of English causative verbs committed by the grade 9 students of public schools of Gorkha district. He found that more errors were found in the use of 'Have' type of causative verb rather than 'Get'



and 'Make'. He found some reasons of committing errors such as the lack of active pattern of causative verb interference, poor comprehensive power, ignorance of rule, over generalization and etc.

Upadhyaya(2002) has carried out a research on "A study on achievement of phrasal verbs of the students of higher secondary level". He attempted to find out the proficiency level of students in 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 percent. Likewise the students were weaker at sentence making using phrasal verbs rather than matching and filling items with the phrasal verbs.

Regmi(2005) has conducted a research entitled "The proficiency of B.Ed. students in phrasal verbs". The research was conducted at different campus in Kathmandu valley, the researcher aimed 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 percent as whole. Likewise, the student of major English was better in the use of phrasal verbs than those who had made other subjects except English.

Shahi(2006) has made a research on "A study on the use of verbs in free writing by eighth graders". This research was conducted in five public schools of Dolakha District. The main objective of the study was to find out the errors in tense, verb, agreement, capitalization, article cohesion and coherence. He used a test item consisting of three questions on free composition. He found that the students committed the highest number errors in subject verb agreement and the lowest number of errors in SOV pattern. It showed that capitalization was found to be most problematic for students.

Rijal(2010)carried out a research entitled "Grade Eight Students' Ability in Essay Writing". The main objective of the study was to find out the proficiency level of the students in essay writing. She used a test item containing questions in descriptive essay writing. The study showed that the writing proficiency of the grade eight students was satisfactory. Most of the students' achievement was above average. It was also found that students of private schools were better than that of the government schools and the girls were better than the boys in performance.

Ranabhat(2013) carried out research entitled"Study of Errors in the Use of Irregular Verbs "He aimed to find out the errors committed by eleventh grade students in the use of irregular verbs. The total population of the study consisted of the eleventh grade students of government-aided schools from Lekhnath Municipalities of Kaski district. The total numbers of the schools were two. By using the random sampling, eighty students studying in the eleventh grade were selected where fifty percent were girls and rests of all were boys. He found the overall error committed by the students in the use of irregular verbs on the whole test was 71.25 percent. This showed that the students were to be found very poor in the tested items. It became clear that the total performance level of the students in the use of irregular verbs was not found satisfactory.

Khadka(2014) has done a research on " A study of verbs used in prospectuses" The main objectives of the study were to find out verbs used in prospectus and analyze them in terms of tense and voice. Sheselected20 colleges of Kathmandu, affiliated by HSEB and prospectuses prepared by them were taken to study verbs used in prospectus. Sheused statistical tools such as measures of frequency and percentile to record, analyze and interpret the data. She found the verbs used in prospectuses were most frequently found in present tense form and least frequently found in past tense form, Mostly used tense in message sections of prospectuses were present, future and past respectively.

Present tense was most frequently used in prospectuses. Among present tense also simple present active part occupies the highest occurrences in total. The least occurrences were found in simple past passive, past perfect active and future progressive active form. She was also found Simple present tense was most frequently used in prospectuses. Among simple present tense also active form was frequently used in each and every prospectus.

Husnaini (2016) has done a research on "Error analysis of English written essay of higher EFL learners" The aim of the research is to identify grammatical error and to investigate the most and the least of grammatical error occurred on the students' English written essay. The approach of research is qualitative descriptive with descriptive analysis. The samples were taken from the essays made by 34 students in writing class. The findings resulted is: the most common error occurred was subject-verb agreement error.

Chaudhary (2017) has done a research on "errors committed in pronunciation by Tharu students of English" The aim of the research is to find out the error committed by the Dangaura Tharu speakers. The sample population of the study consisted of 40 students of class eight. He took a test consisting of 70 different types of words to collect primary data. He used the random sampling procedure to sample the population. The findings resulted is: the maximum participants had committed the error in pronouncing the words like 'orchid', 'village' and 'virtue' due to analogical creation. A major reason to commit the error was due to mother tongue influence.

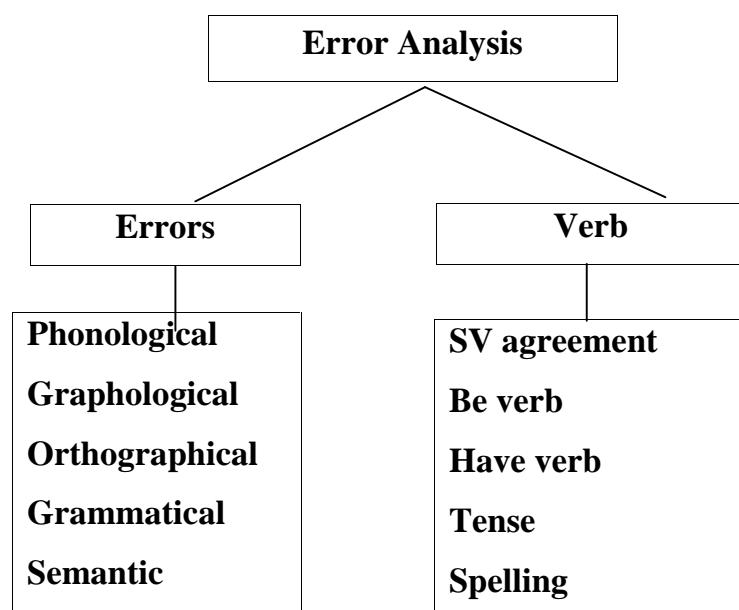
### **2.3 Implication of the Review for the Study**

As it is considered that literature review is the most important task for the researcher. It is in a sense that it is done for what has been already done and what has to be done. The main focus of literature review in research is to examine and evaluate the previous research studies and to find out the relevance of these topics for our own study. This also helps us get the

theoretical and practical knowledge from the previous studies. This research study has been supported by various sources such as books, articles, journals, reports, web-sites etc. These sources pave the direction to go further in the field of new research area by providing sufficient knowledge, ideas, and insights. In addition, these sources bring the clarity focusing on the research problems; improve the methodology and contextualizing the finding with the present situation. Moreover, these sources help for preparing data collection tools, sampling population and sample, and sampling procedure. I have reviewed many books articles and research work to facilitate this research. Particularly, the study by Ranabhat(2013)helped me to develop the necessary research tools. Similarly the work ofKhatri (2016) provided me with an insight to prepare the methodology for my research. Shahi (2006) study widens my knowledge on errors committed in free writing.

## 2.4 Conceptual Framework

Conceptual framework describes the research at a glance. It shows the main things presented in the thesis. This research study is on verbs that are used in student's free writing. As the model of Thompson (1990) the strategies are classified as Auxiliary verbs and Ordinary verbs and their classifications. The conceptual framework of this study is as follow:



## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

The chapter methodology is an important part of any kind of research. This chapter deals with the methodology the research adopted during this study. The following methodology and procedure was adopted to achieve the set of objectives of this study.

#### **3.1 Design and method of the Study**

Since the methodology and research questions of this study correspond with the survey research, this research study was based on survey design. Generally survey research is conducted in a large number of populations in order to find out public opinions on particular situation. It studies large population by selecting samples from given universe and makes generalizations.

According to Nunan(1993) the following eight step procedures are adopted for survey research:

- Step 1: Define objectives,
- Step 2: Identifying target population,
- Step 3: Literature review,
- Step 4: Determine sample,
- Step 5: Identify survey instruments,
- Step 6: Designing survey procedure
- Step 7: Identifying analytical procedure
- Step 8: Determine reporting procedure

Cohen and Manion (1985) as given in Nunan(1992 p. 140): The descriptive method in educational research and may vary in scope from a large governmental investigation to small scale studies carried out by a researcher.

The purpose of the survey research is generally to obtain the snap shot of condition, attitudes and events at a single time.

From the definition given above, we can say that survey research is a research type which is carried out by the researcher by finding out population/universe, and sample is selected from that universe. The sample must be the representative of the population. From the samples the researcher makes generalizations to the whole population. Then a research tool is used to collect the data from that sample to take their opinions on any issues or events at a single time. Finally the data collected from the respondents is analyzed and interpreted and result is found out.

The discussion above entails that survey is one of the important research methods used in educational investigation. It is mainly carried out to find out public attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalized to whole group. For this reason, I have chosen this design in this study.

### **3.2 Population, Sample and Sampling Strategy**

The population of the present study was all the students studying in grade ten in community schools in Dolakha district. The sample consisted of 40 students from four schools; ten students from each school. I used random sampling procedure to select schools and students.

### **3.3 Study Area/ Fields**

According to the purpose of the study, this study was carried out in Dolakha district. This means four community schools of Dolakha district were the areas of this study or field and it was concerned with errors in the use of verbs in free writing.

### **3.4 Data Collection Tools and Techniques**

The test item which consists of three subjective questions for free writing was the major tools of data collection. Essay type questions were administered to the students and they were asked to write free writing. In addition to the data collection, the secondary sources of data were collected from related research works and literature.

### **3.5 Data Collection Procedure**

I followed the following procedure to collect the primary data;

- a) At first, I prepared research tools and went to the concerned schools and built rapport with concerned people.
- b) Then I requested the school authority for permission to collect the data for the study.
- c) After that I built the rapport with students and told them purpose of my study. Samples were taken from the students.
- d) I distributed the question paper with the set of questions to them and instructed them in order to administer the exam.
- e) Then I collected the answer sheet from the students and lastly, all the respondents and school authority were given thanks for their kind cooperation.

### **3.6 Data Analysis and Interpretation**

I interpreted and analyzed the data using simple statistical tools as frequency and percentage table. The data were interpreted analytically and descriptively.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

This chapter deals with the analysis and interpretation of the data collected in unit three. The detailed interpretation and analysis of data and summary of findings have been discussed and presented below:

#### **4.1 Analysis of Data and Interpretation of the Results**

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

- a) Total performance as a whole,
- b) Items wise analysis and interpretation of the total performance,
- c) School wise analysis and interpretation of total performance,

##### **4.1.1 Total Performance as a Whole**

**Table 1: Total Performance as a Whole**

Total Sample Population	Number of sentences in grand total	Number of sentences with correct use of verbs in grand total	Percentage of the sentences with correct use of verbs
40	3218	1572	48.85

The above table shows the summary of the total performance of 40 students. According to the table, total sample population wrote 3218 sentences as a whole in the three different essay type questions. Out of which 1572 sentences were written with the use of verbs without errors. The percentage of the sentences with the appropriate use of verbs was 48.85.

##### **4.1.2 Item wise Analysis and Interpretation of Total Performance**

In this section, the total performance in the three different items i.e., describing

an excursion tour, describing Bhimeshwar temple of Dolakha and describing the plan after final exam has been analyzed.

**Table 2: Total Performance in Item No. I**

Total Sample Population	Total number of sentences	Total number of sentences with correct use of verbs	Percentage of the sentences with correct use of verbs
40	1125	506	44.97

The table indicates the total performance of the students in item no. I. In total 1125 sentences were written by the students in their free writing in this item. Out of which 506 sentences were performed with the appropriate use of verbs. The percentage of the sentences with the correct use of verbs is 44.97.

**Table 3: Total Performance in Item No. II**

Total Sample Population	Total number of sentences	Total number of sentences with correct use of verbs	Percentage of the sentences with correct use of verbs
40	1257	678	53.93

From the above table, it can be seen that the total sample population wrote 1257 sentences in item no. II, Out of which 678 sentences were written with the correct use of verbs. It is 53.93 percentages out of the total sentences.

**Table 4: Total Performance in Item No. III**

Total Sample Population	Total number of sentences	Total number of sentences With correct use of verbs	Percentage of the sentences with correct use of verbs
40	836	388	46.41

Above table shows that the total sample population wrote 836 sentences in itemno.III.Among them, 388 i.e. 46.41 percent sentences were written with the correct use of verbs.

To sum up the performance in the three different items the students wrote the highest number of sentences in itemno. II i.e. an essay about Bhimeshwar temple of Dolakha and the lowest number of sentences in itemno. III i.e. Describe your plan after your final exam.

#### 4.1.3 School wise Analysis and Interpretation of Total Performance

**Table 5: School wise Performance**

S.N.	Name of school	Total no. of sentences	Total no. of sentences with correct use of verbs	Percentage of the sentences with the correct use of verbs
1.	PashupatikanyaMandir Secondary School	744	367	49.32
2.	Kalinchwok Secondary School	753	343	45.55
3.	Bhim Secondary School	917	490	53.43
4.	Surke Secondary School	804	372	46.26
	Total	3218	1572	48.85

This table displays the total performance of 40 students (10 from each of the schools) studying in four different community schools of Dolakha district. As far as the school wise performance is concerned, the students of Bhim Secondary School wrote 917 sentences in total in their free writing. Out of which they made no errors in the use of verbs in 490 sentences i.e. 53.43 percent out of total sentences. The students of this school showed the highest performance among the selected schools. On the other hand, the students of Kalinchwok Secondary School showed the lowest performance in writing sentences in terms of using the verbs in their free writing. They performed only

45.55 percent sentences which were written with the appropriate use of verbs. Likewise, the performance of the students in writing error free verbs used sentences of PashupatiKanyaMandir Secondary School and Surke Secondary School was 49.32 and 46.26 respectively. Hence, the students studying in Bhim Secondary School were found better than the students of remaining three schools.

## 4.2 Analysis of Errors

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

- a) Errors in three different items,
- b) School wise analysis and interpretation of errors,
- c) Classification of errors as a whole,
- d) Description of different kinds of errors, and
- e) Classification of errors regarding different schools.

### 4.2.1 Errors in Three Different Items

The errors committed by the students in three different essay type questions i.e. an excursion tour that is recently made by you from your school, about Bhimeshowr temple of Dolakha and plan after your final exam are shown in table below.

**Table 6: Errors in Three Different Items**

<b>Item No.</b>	<b>Total occurrence of errors</b>	<b>Total occurrence of errors in percentage</b>
I	619	37.60
II	579	35.17
III	448	27.23
Total	1646	100.00

The table indicates the total occurrence of errors in the use of verbs committed by the students in the three different items. According to the table, the highest number of errors i.e. 37.60% was made by the students in itemno.I. The least number of errors i.e. 27.23% was committed in item no. III. In item no. II, the students committed 35.17% errors in the use of verbs in their free writing.

#### 4.2.2 School wise Analysis and Interpretation of Errors

**Table 7: School wise Analysis and Interpretation of Errors**

S.N.	Name of school	Total occurrence of errors	Total occurrence of errors in %
1	PashupatiKanyaMandir Secondary School	377	22.90
2	Kalinchwok Secondary School	410	24.91
3	Bhim Secondary School	427	25.95
4	Surke Secondary School	432	26.24
	Total	1646	100

The above table shows the schoolwise occurrence of errors. According to the table, the students of SurkeSecondary School committed the highest number of errors in the use of verbs; i.e. 432 or 26.24% whereas the students of PashupatiKanyaMandir Secondary School committed the least number of errors i.e. 377 or 22.90%. Likewise, the students of Bhim Secondary School and Kalinchwok Secondary School committed 427 or 25.95%, 410 or 24.91% errors respectively in using the verbs in their free writing.

### 4.2.3 Classification of Errors as a Whole

**Table 8: Classification of Errors as a Whole**

S.N.	Type of errors	Total frequency of occurrence	Total frequency of occurrence in %
1.	Omission of 'Be' verb	303	18.41
2.	Subject verb agreement	450	27.34
3.	Spelling of verb	216	13.12
4.	Unnecessary use of verb	196	11.91
5.	Selection of verb	255	15.49
6.	Tense	109	6.62
7.	Verb form	54	3.28
8.	Omission of 'Have' verb	40	2.43
9.	Use of verb in Nepali language like SOV pattern	23	1.40
	Total	1646	100.00

The table shows the classification of errors made by the students in using verbs in their free writing. As the table indicates, the students committed the highest number of errors in subject verb agreement i.e. 450 or 27.34% whereas they committed the lowest number of errors in Use of verb in Nepali language like SOV pattern i.e. 23 or 1.40%. Similarly, the students committed 18.41% errors in omission of be verb, 15.49% in the selection of verb and 13.12% in spelling of verb. Likewise, they committed 11.91% in unnecessary use of verb, 6.62% in tense, 3.28% in verb form and 2.43 in omission of Have verb. The detailed description of the different kinds of errors committed by the selected students is given below with some students' written scripts.

#### 4.2.4 Description of Different Kinds of Errors Committed by Students

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

\* Bhimeshwar temple situated in north side of Dolakha.

For: Bhimeshwar temple is situated in north side of Dolakha.

\* There big playground.

For: There is big playground.

\* Bhimeshwar temple most religious and famous temple.

For: Bhimeshwar temple is the most religious and famous temple.

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

e.g.:

\*We visit college, hospital, airport e.t.c in jiri. (past context)

For: we visited college, hospital, airport etc in jiri.

\* Then I will joined computer class.

For: Then I will join computer class.

\* Most of our people not educated.

For: Most of the people are not educated.

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

e.g.:

- \* Bhimeshwar temple is loked in Dolakha.

For: Bhimeshwar temple is located in Dolakha.

- \* I many pland after final exam.

For: I have many plans after final exam.

- \* We mate report of the tour.

For: We made report of the tour.

- \* I like to lornd computer.

For: I like to learn computer.

- \* We eate food.

For: We ate food.

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

e.g.:

- \* Last week is went a school.

For: Last week we went to school.

- \* That is school name is Kalinchwok secondary school.



For: The school name is kalinchwok secondary school.

\* Bhimeshwar temple is are of the famous temple.

For: Bhimeshwar temple is the famous temple.

\* It's is my plan after see exam.

For: It's my plan after SEE exam.

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

e.g.:

\* It have very beautiful place.

For: It has many beautiful places.

\* I will get my certificate and going to Kathmandu.

For: I will get my certificate and will go to Kathmandu.

\* There arechampuja Park.

For: There is champuja park.

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

\* We spends the night at lodge.

For: We spent the night at lodge.

\* We get knowledge from the tour. (Past context)

For: We got knowledge from the tour.

\* We see forest, lake, hill, mountain etc.(past context)

For: We saw forest, lake, hill, mountain etc.

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

e.g.:

\* I am study in Shree pasupatikanyamandir Secondary School.

For: I am studying in Shree PasupatiKanyaMandir Secondary School.

\* I am go to Kathmandu.

For: I am going to Kathmandu.

\*Last week class 10 students are going an excursion tour in jiri.

For: Last week class 10 students went an excursion tour to jiri.

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

\* I many pland after final exam.

For: I have many plans after final exam.

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

e.g.:

- \* It is in 1566 built

For: It was built in 1566 AD.

- \* I am computer learn after final exam.

For: I will learn computer after final exam.

#### **4.2.5 Classification of Errors Regarding Different Schools**

##### **a) PashupatiKanyaMandir Secondary School**

The students of PasupatiKanyaMandir Secondary School committed the highest number of errors in subject verb agreement i.e. 28.38% out of the total errors of this school whereas the lowest number of errors committed by the students of this school was found in the use of verb in Nepali language like SOV pattern i.e. 1.06%. In the same way, the students of this school committed 18.30% errors in selection of verb, 13.79% in omission of be verb, 11.94% in spelling of verb, 11.41% in unnecessary use of verb, 7.96% in tense, 3.98% in verb form and 3.18% in omission of have verb.

##### **b) Kalinchwok Secondary School**

The students of Kalinchwok Secondary School committed the highest number of errors in subject verb agreement, i.e. 35.37% out of the total errors committed by the students of this school. On the other hand the lowest number of errors made by the students was found in the omission of 'Have' verb, i.e. 1.46%. In the same way, the students of this school committed 14.88 % errors in omission of be verb, 13.66% in spelling of verb, 12.44% errors in selection

of verb,10.73% in unnecessary use of verb, 7.56% in tense, 1.95% errors in both verb form and use of verb in Nepali language like SOV pattern.

#### **c) Bhim Secondary School**

The students of Bhim Secondary School committed the highest number of errors in subject verb agreement, i.e. 26.70% out of the total errors committed by the students of this school. On the other hand the lowest number of errors made by the students was found in the use of verb in Nepali language like SOV pattern, i.e. 0.47%. In the same way, the students of this school committed 21.31 % errors in omission of be verb, 17.56% in spelling of verb,14.99% errors in selection of verb,7.73% errors in unnecessary use of verb, 7.03% in tense, 2.34% errors in omission of have verb and 1.87% errors in verb form.

#### **d) Surke Secondary School**

The students of Surke Secondary School committed the highest number of errors in omission of 'Be' verb i.e. 22.92% out of the total errors of this school whereas they committed the least number of errors in the use of verb in Nepali language like SOV pattern i.e. 2.08%. In the same way, the errors committed by the students of this school committed 19.44% errors in subject verb agreement, 17.59% in unnecessary use of verb,16.44% in selection of verb,9.26% spelling of verb,5.32% errors in verb form,4.17% errors in tense and 2.78% errors in omission of have verb.

### **4.3 Summary of Findings**

On the basis of analysis, presentation and interpretation of the data obtained, the following findings have been drawn:

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

a) The tenth graders could be able to write 3218 sentences in their free writing.

Among them, only 1572 sentences (i.e. 48.85%) were written with the appropriate use of verbs. In other words, their performance in free writing has been found to be 48.85%

- b) The students were better at describing Bhimeshwar temple of Dolakharather than an excursion tour and describing the plan after final exam, in the sense that 44.97 percent sentences with the appropriate use of verbs were performed in item No 1, i.e. an excursion tour, 53.93 percent in item No.2 i.e. describing Bhimeshwar temple of Dolakha and 46.41 percent in item No.3 i.e. describing the plan after final exam.
- c) The students of Bhim Secondary School showed the highest performance among the selected schools. They wrote 53.43 percent sentences with the appropriate use of verbs in their free writing.

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

- a) The highest number of errors was found in subject verb agreement (i.e. 27.34%) among the different types of errors. Likewise, the errors were found in omission of be verb, spelling of verb, unnecessary use of verb, selection of verb, tense, verb form, omission of 'Have' verb, use of verbs in Nepali lg. like SOV pattern and ordering of verb phrase.
- b) The more frequent errors were found in SV agreement, omission of be verb and selection of verb respectively. whereas the less frequent errors were found in the use of verb in Nepali language like SOV pattern, omission of 'Have' verb and verb from respectively.
- c) The students committed the highest number of errors in item no.I i.e. describing an excursion tour. They committed 37.60 % errors (out of the total number of errors) in this item.
- d) The students of Surke Secondary School committed the highest number of errors (i.e. 26.24% out of the total errors) among the selected schools.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

The present study entitled "**Errors Committed in the Use of Verb in Free Writing**" aims to find out the errors in the use of verb.

To achieve this goal I selected forty students from different four community schools from Dolakha district through random sampling procedure as the sample. A set of essay type questions was the tool for the data collection. As for the major findings of the study, the total errors committed by the students were 1646. The students committed the highest number of errors in subject verb agreement i.e. 450 or 27.34% whereas they committed the lowest number of errors in use of verb in Nepali language like SOV pattern i.e. 23 or 1.40%. Similarly, the students committed 303 or 18.41% errors in omission of be verb, 255 or 15.49% in the selection of verb and 216 or 13.12% in spelling of verb. Likewise, they committed 196 or 11.91% in unnecessary use of verb, 109 or 6.62% in tense, 54 or 3.28% in verb form and 40 or 2.43 in omission of Have verb. In this study, the students mostly committed errors in subject verb agreement and the students committed lowest number of errors in use of verb in Nepali language like SOV pattern.

#### **5.2 Recommendations**

On the basis of the above conclusions, the following recommendations have been suggested for different levels, i.e. policy level, practice level and for further research related.

##### **5.2.1 Policy Level**

Every research play vital role for its related field. Likewise those who are in the field of mass media and teaching specially grammar may take benefit from it.

Policy level recommendations are as follows:

- a. Curriculum designer can plan about writing grammar.
- b. Teacher can make the plan to teach verbs in free writing.
- c. In the field of teaching learning people may get the ideas about teaching verb

### **5.2.2 Practice Level**

Following are the recommendations for the practice level:

- a) Free writing should be encouraged with the use of different kinds of verbs in meaningful context.
- b) While teaching the basic structures of English, 'Be' verb should be presented clearly.
- c) English language teacher should make the students understand the difference between English SVO (subject verb and object) and Nepali SOV (subject object and verb) pattern and the use of verb in these patterns.
- d) Teaching vocabulary including verbs should be conducted in reliable context rather than teaching in isolation.
- e) Rigorous writing practice should be conducted in classroom along with the co-curricular activities, e.g. spelling contest, vocabulary game etc. so as to avoid errors and weakness of spelling, subject verb agreement and others.
- f) The special attention should be paid to the students for teaching different forms of verb, tense sequence and ordering of verb in sentence pattern.
- g) Erroneous performance of the students should be corrected by the concerned teachers and remedial teaching should be conducted from time to time.

### **5.2.3 Further Research Related**

- a) This study can be the source with some importance as secondary source for other researches.

b) This study is limited to forty students of class ten from different community schools of Dolakha district. Thus, it can't be claimed that the findings of this study are applicable to all places, levels and environments students. So, researches in this field of errors in the use of verbs can be conducted at different levels, i.e. primary, lower secondary or higher level.



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## **Appendixes**

### **Appendix I**

Questions addressed to the students of grade ten

Name:

Roll No:

Date:

School:

I) write about "an excursion tour that was recently made by you from your school."

II) Write an essay about "Bhimeshwar Temple of Dolakha."

III) Describe "your plan after your final exam."

## Appendix II

Errors committed in different items of verb by the students from selected school

S.N	Type of errors	PKM SS	Kal SS	Bhim SS	Surke SS	PKM SS (%)	Kal SS (%)	Bhim SS (%)	Surke SS (%)
1.	Omission of 'Be' verb	52	61	91	99	13.79	14.88	21.31	22.92
2.	Subject verb agreement	107	145	114	84	28.38	35.37	26.70	19.44
3.	Spelling of verb	45	56	75	40	11.94	13.66	17.56	9.26
4.	Unnecessary use of verb	43	44	33	76	11.41	10.73	7.73	17.59
5.	Selection of verb	69	51	64	71	18.30	12.44	14.99	16.44
6	Tense	30	31	30	18	7.96	7.56	7.03	4.17
7	Verb form	15	8	8	23	3.98	1.95	1.87	5.32
8	Omission of 'Have' verb	12	6	10	12	3.18	1.46	2.34	2.78
9	Use of verb in SOV.	4	8	2	9	1.06	1.95	0.47	2.08
	Total	377	410	427	432	100	100	100	100

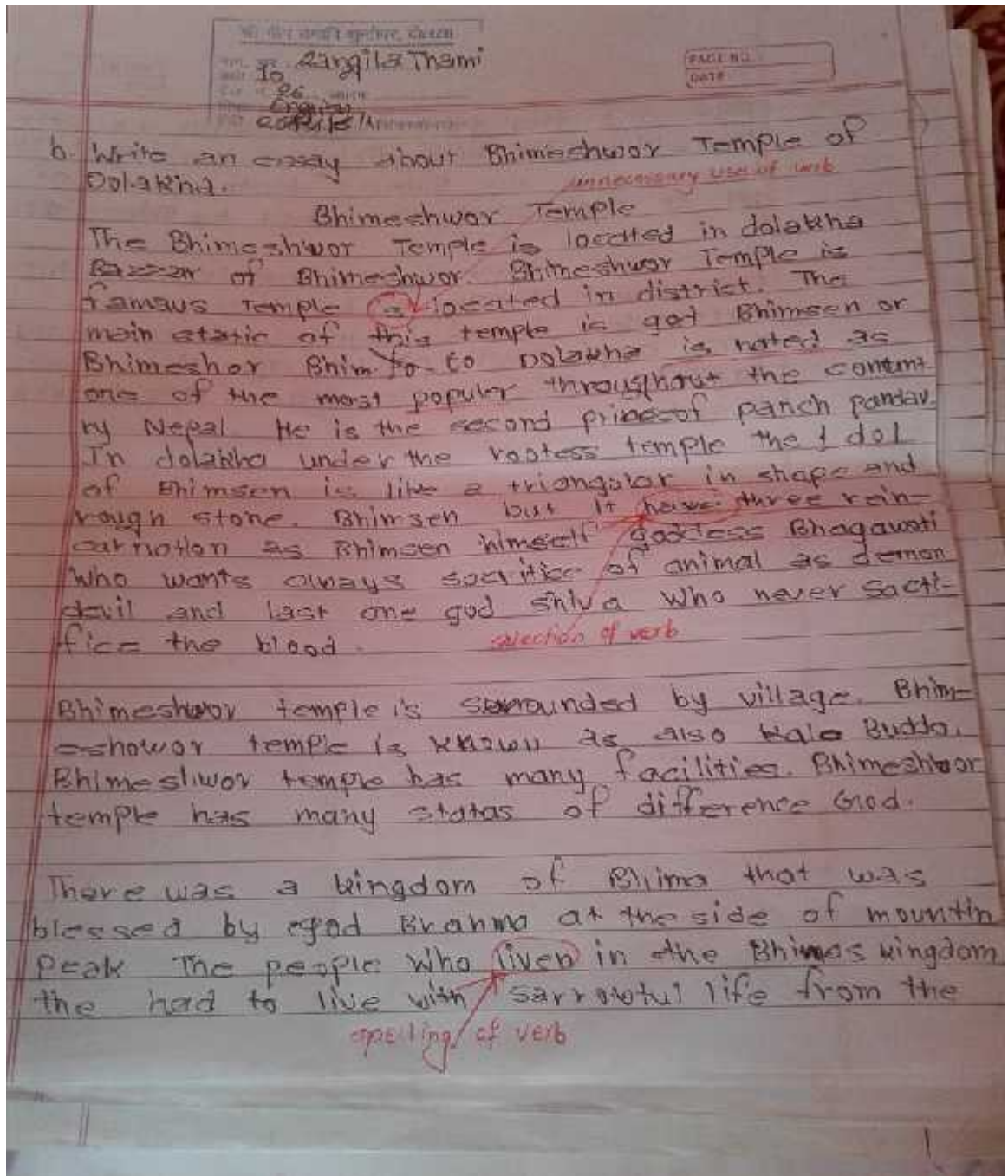
**PKM SS: PasupatikanyaMandir Secondary School**

**Kal. SS: Kalinchowk Secondary School**

**SS: Secondary School**

### Appendix III

#### Sample Answer Sheet (Student of Bhim Secondary School)



## Appendix IV

### Sample Answer Sheet (Student of Kalinchwok Secondary School)

1. Write about an excursion tour that was recently made by you from your school.

At last week, our school and all of our ten class students are going an excursion tour in Jiri. Jiri is very beautiful place. It is called all Nepal SuperLand. It is very natural heavy beautiful places. This place is situated in Dolakha District.

~~omission~~ Jiri is situated in Dolakha District ~~with~~ south place. Jiri is very important place. It has natural beauty. It has many facilities like hospital, collage and city port. We go there their collage and visit there students ~~and~~ class and there experience that there are many intelligent students. then we visit this collage. we go there hospital. it has more facilities when we visit hospital. we go to airport and we eat some foods and we come charikot and we go our house. we have got a many education in there. we go out of tour because we got our mind cool and happy.

We enjoy this tour and got a lot of education. I suggest all of other school they also goes to excursion tour because students is happy and got a lot of education. education is this thing it is not down it goes to up and education have give a student's student's life is simple and happy. ~~that~~ that we go excursion tour our school. we go excursion tour we enjoy them and give lot of education.

The end.

Use present tense in past context  
→ 12

## Appendix V

### Sample Answer Sheet (Student of Pasupati Kanya Mandir Secondary School)

③ Describe your plan after your final exam.

> Each one of us is born with some purpose and ambition. Little or big. There is something that all of us want to achieve and accomplish. In my case, I don't want power. My life is going under down with memories.

> My name is Asha K. Shah. I read in a school Pasupati Kanya Mandir Sec. School in Charkot, Dolcha. I'm first girl in class. I read in class 10. This term I give school education examination. I have many hobbies and ambition.

> First of all I want ~~get~~ (95%) in this term exam. Then ~~go~~ to Kathmandu for a week to visit. Then I will go Chitwan and also visit there. Then I will go my best place Bantaha to meet my grandparents. Then I will return to Chitwan. Then I will join computer class, dance class, music class and gymnastics. After three months I will return to my material school when my school life is spend with my friends. Then I will take my certificate and going to Kathmandu's New Baneshwor to read in Xavier International college to my big and big aim's success. It's is my plan at see exam.

Verb form

Unnecessary use

selection of verb



## Appendix VI

### Sample Answer Sheet (Student of Surke Secondary School)

