

CHAPTER-ONE

INTRODUCTION

This research is based on **PROFICIENCY OF TWELVE GRADE STUDENTS IN TRANSFORMATION**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the study

English language is known as a global language in the present day-times as it is spoken throughout the world. It is defined as a Lingua Franca (Gnutzmann, 2000). This has been recognized as a lingua franca. The value that has been ascribed to the English language by millions of people internationally, is mainly due to the importance many attributes to it. Crystal (2003, p. 30) argues that having a universal language is very important to facilitate human interactions and needs worldwide. This idea of worth has been crucial to the spread of English, especially during the second half of the 20th. So, every individual should have knowledge at English language, especially in constructing questions have been become inevitable since this is a part of English grammar which is significant to communicate one another.

The ability to ask and understand questions is crucial to human language, allowing people to communicate efficiently with one another. Because question formation is a fundamental building block of human language, it has received an extensive amount of attention in the literature across all language varieties. It is believed that English should be spoken fluently and comprehensively despite the speaker is nonnative either. So, question formation in English language as well as contributes to have a sound and competent English. wh-questions and yes/no questions are regarded as the part of grammar, meanwhile grammar is one of the language components which must be taught to the students in order that the students learn to construct sentences in English such as wh-questions yes/no questions sentences.

Generally, the questions constructed with use of wh-words are defined as wh-questions. They are used to gain detail information about something. According to Krohn (1970, p.30), wh-question is a question, which needs information as the answer, and it usually has a question word in it. Not only use wh-question to make question but also, we are able to use yes/no question. According to Azar (1989, p. 8), yes/no question is a question that may be answered by Yes or No. From the aforementioned citations, we can say that wh-questions look for long and detail answers whereas yes/no questions are used to answer in a word i.e. yes or no. They are basically answered in short. Thus, teaching wh-questions and yes/no questions are very essential so as to get information. If the teachers ignore to teach it, the students definitely become unable to make questions.

Ellis (1994, p. 716) defines that open question as a question that has been framed without a specific solution in mind; a variety of solutions are conceivable. In the same way Al - Ismaily (2006) said open questions are question which "allow for opinion, speculation, the generation of hypothesis, the putting of an argument." Open question mainly seeks the views and opinion of the respondents. They may have more than one acceptable answer and usually begin with words such as 'why' and 'how' or phrase tell me about. They may not be questions but implicitly ask for response.

Statement of the Problem

The research entitled "Proficiency of Twelve Grade Students in Transformation" aims to examine the level proficiency in transforming question such a wh-question and yes/no question by grade twelve students. This study assists in the evaluation of students regarding questions constitution. As the question is an integral part in communication, the students should have competent knowledge on making questions so as to interact with friends and teachers.

We can find a number of rules or patterns in English grammar; one of them is making question. In day to days communication, it is vitally necessary to have proficiency in question transformation in order to ask questions to get information. As I having teaching English subject for mor than five years I have been experiencing that, students often make unstructured questions. For example, when they transform questions to their teachers or friends, they construct grammatically

erroneous question sentences such as: instead of “What do you mean?” they produce “What you mean?” Likewise, they produce to ensure the one’s statement “are you understand?” instead of “Do you understand?” or in asking someone’s name in spoken form often they use, “Who is your name?” rather than “What is mother name?”. "Who is your name?"

Teaching to produce wh-question and yes/no question in schools is crucial to learners. Having said this, the students are yet not making correct questions. The scenario of Nepal, in having proficiency of question transformation is varied due to the students' exposures form teachers or any sources like movies or dramas etc. Most of the school's students who do have well exposures in regular basis are found to produce better wh and yes/no question. Meanwhile, the students who don't have regular and proper exposures feel uneasy to produce the questions. Therefore, students must be well motivated and guided to from wh-question and yes/no question.

Why most of the students can't differentiate between wh-questions and yes/no questions? Why do some of the students have vocabulary but they are not able to make wh-question and yes/no question? Why do the students feel uneasy to form wh-question and yes/no question? Because of the above reasons, I feel that it is essential to test the students` proficiency on wh-question and yes/no question formation. It aims to explore the ground about this, in order to cease out the problem. Therefore, I have selected this topic to test twelve grade students' proficiency in question transformation.

Objective of the Study

The objectives of this research were as follows:

- i. To examine twelve grade students' proficiency level in transformation such as wh-question and yes/no question.
- ii. To explore the challenges faced by twelve grade students while transforming wh-question and yes/no question.

Research Questions

The questions for this study were:

- i. What is proficiency level of twelve grade students' in transformation such as wh-question and yes/no question?
- ii. What are the challenges faced by twelve grade students while transforming wh-question and yes/no question?

Significance of the Study

The study attempts to figure out the proficiency level of twelve grade students in wh-question and yes/no question transformation. It is believed that the findings of this research will be significant in the field of language teaching and testing. Basically, English language students, teachers, researchers and text book writer are the advantageous group of this study. This study also helps curriculum designers as well as since it results the vivid status of students at question transformation. Moreover, it supports for further study of classroom activities and proper management.

Delimitations of the Study

The research study had the following delimitations:

- a. The study was limited to twelve grade students only.
- b. In this study, there were only sixty students from six schools of Sunsari district.
- c. The study was merely limited to wh-question and yes/no question formation.
- d. This study had conducted a test to obtain the data.
- e. There were six Secondary schools, out of them three community schools and three private schools only.

Operational Definitions of Key Terms

In order to avoid misunderstanding and misinterpretation of the readers in reading this study, the following words are defined as follow:

Proficiency: Proficiency means the high degree of competence or skill or advancement in knowledge or skill.

Implication: the conclusion that can be drawn from something although it is not explicitly stated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study. The purpose of this chapter is to provide a comprehensive review and synthesis of literature related to the present study.

Review of Theoretical Literature

Literature review is fundamental stage to be carried out, it certainly needs strong theoretical and empirical ground to be based on. The review of theoretical literature provides the researcher with a strong knowledge base to find out the area of problem and the need of investigating on it. Similarly, for setting the objectives of the study, appropriate methodology requires to conduct and to accomplish the study and literature review also equally plays a crucial role. In order to provide a strong theoretical base to my study, various topics have been dealt with throughout this study.

Definition of Proficiency

Generally, proficiency refers to the caliber on doing a particular task. Proficiency is able to do something well because of training and practice (Oxford Dictionary, 2005, p. 342). According to Richards. et al. (1999, p. 204), proficiency is defined a person's skill in using a language for a specific purpose. Based on the above statements, the writer concludes that proficiency is the acquisition of knowledge and skill after attending some training. According to Canale (1983) Language proficiency encompasses a language learner's or user's communicative abilities, knowledge system, and skills. One widely accepted definition which states that proficiency refers to 'What someone can do/knows in relation to the application of subjects in the real world' Canale (2001: 183). In reference to the above definition, proficiency can be defined as the ability of someone to do something or to know something which be practically applied in real world.

Proficiency was defined by Carter and Nunan (2001) as the capacity to use a second language for communication. The ability of adopting languages more than mother tongue is referred as proficiency. Proficiency, according to Richards, Platt and Platt (1992), refers to the degree of skills by which one has to utilise a language, such as how well one can read, write, speak, or understand the language. Proficiency can be measured through the use of a proficiency test.

In conclusion, we can say that proficiency is the ability of doing or understanding about something via learning, training, and practice.

The Definition of Question

Question simply denotes the group of words or sentence used to get information from the respondents. Cook (1972, p. 7) defines 'Question sentence is a sentence which is used to get response of the answer'. According to Wilson, (2007, p.14), the art of asking a question is one of the basic skills of good teaching. He believes that knowledge and awareness were an intrinsic part of each learner. Thus, in order to help learners to achieve new levels of understanding and awareness, an educator must access the learner's hidden levels of knowledge and awareness when practising the skills of good teaching. Through the skills of thoughtful questioning, teachers can extract not only factual information, but also aid learners in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, helping students develop their critical thinking skills and generally assisting them in discovering new depths of understanding. Teachers can improve students' proficiency in question transformation by practicing to ask different types of questions.

Types of Questions

Generally, there are three types of Question in English. Yes/no Questions, Tag questions and wh-questions (Frank, 1972:88).

Yes/no Questions

Simply yes/no questions are these types of questions which expect answer in choices such as 'yes' or 'no' as a response. These questions are often used in verbal communication more than written.

Tag questions

These types of questions are turned statement into questions in order to verify the information we think or know is true. For example:

Question: My father drives Mercedes, doesn't he?

Answer: Yes, he does.

Question: The leaders are not working honestly, are they?

Answer: No, they aren't.

Types of Yes/ No Questions

There are three types of yes-no questions: Nordquist (2021) the inverted question and the inversion with an alternative which may require more than a simple yes or no answer. For examples:

- a. Are you heading? (inversion)
- b. Are you studying or reading? (Inversion with an alternative)

When a verb is either a modal, an auxiliary, or with the verb be and occasionally have, the subject and the first verb in the verb phrase are inverted. Yes/no questions are often used in surveys to test people's perceptions in regard to specific ideas or beliefs.

Interrogative-Word Questions

The interrogative words (Wh-Word) is a type of question asking for more detail information. Yes or no answers are not appropriate to response wh-questions.

Wh-question consists of following ways:

Questions	Indicates
What	Object/idea/Action
Which	Choice of alternatives
When	Time
Where	Place
Why	Reason
Who	Person
How	Manner

The Characteristics of Wh-Questions

Wh-Questions have several characteristics as follows (Frank, 1972, p. 91-92):

Using What

‘What’ is applied as the subject of a question. It refers to things. For example:

What made him stressed?

‘What’ is also used as an object. For example: What does she read?

Using Where

The question of ‘where’ is used to ask questions about place. For examples:

Where did you see her?

Where did your mother buy the flower?

Using When

The word 'when' is used in order to inquire the questions about times. For examples:

When do you want to do it?

When will we go?

Using Which

The question of 'which' is used for asking choice. For example:

Which novel do you like?

Which countries did he visit?

Using Who

'Who' is used as the subject of a question. It refers to people. "Who" not only used for subject but also can be used for object in informal condition. For example:

Who comes here every day?

Who do you love?

Using Why

It is more than other questions, because it produces the greatest responses. "Why" is used to ask for reasons. It asks the students to analyze and explain the topic.

Furthermore; these questions help the students get more understanding of their topic.

For examples:

Why do you come late?

Why did you do it?

Using How

'How' generally asks about manner or asking about how something happen. For For example:

How does he go to school?

How does he drive?

Types of Wh-questions

W/h questions always form with the interrogative words such as who, whom, whose, what, which, when, where, why and how. They are of four types:

Embedded Wh-questions

An embedded wh-question is question that occurs as a subordinate clause rather than the main clause of the sentence. For example:

- a. I don't know where he lives.
- b. She asked what you wrote.

Wh-information questions

W/h information question is used to give information rather than to answer 'yes' or 'no'. For example:

- a. How did they get to the airport?
- b. Who did they take home?

Repeat please questions

This type of question is usually uttered when the speaker is unable to hear or understand the information. For example:

- a. I did not catch what you said.

- b. I can't understand what you are saying.

Elaborate please questions

Elaborate please questions are asked to get someone to elaborate an answer in detail that has already been given or said. For example:

- a. What does this mean to you?
- b. What would you expect to happen?

In general communication, wh-question and yes/no question are maximum used in classroom teaching by teachers and students. Often conversation starts with such questions and the responses. As we take English as foreign language, the students should speak in errorless, despite the fact that they make erroneous practices on question transformation. Having said this all, some of the students can make excellent communication with decorated form of question transformation. Therefore, this research is concerned with testing the students' level of proficiency in transformation of wh-question and yes/no question.

Review of Related Empirical Literature

The research is a job which crucially demands the knowledge and information of the related field in order to find out smooth and strong targeted findings. Innumerable of researches have been carried out the research based on the language skills, aspects and language function on various levels of learners. Only few researches have made in the field of language testing. Some of the related theses are mentioned as bellow:

Shrestha (2023) carried out research entitled 'Grade Eight Students' Proficiency in Formation of Wh-questions'. The objective of this study was to examine the proficiency in wh-questions formation of eight graders. The researcher collected data from 10 schools i.e. five Government and five private schools where there were 5 boys and 5 girls from each school. The researcher adopted test items as a tool of data collection. There was the use of both primary and secondary source in collecting data. The finding of this study was that proficiency of girls is 79.68

percent and proficiency of boys is only 72 percent which clearly indicates that girls are far better proficient than boys in wh-questions formation in grade eight.

Sharma (2010) had conducted a survey research on 'Writing proficiency of the Students of Higher Secondary School'. This study aimed to find out the writing proficiency on punctuation, subject verb agreement and the preposition in the writing of the twelfth graders. The test items were applied as the tool and techniques of data collection. The researcher used both primary and secondary sources in course of research. The judgmental sampling procedure was used as population sampling. The findings of this study were that the students' writing proficiency was unsatisfactory as only 55% students were able to use preposition correctly and only 57% students made proper use of subject verb agreement.

Similarly, **Dhamala** (2019) carried out a survey research on 'Proficiency of Grade Ten Students on Guided Writing' and the objective was set to observe the proficiency of ten graders on guided writing in terms of content, grammar, organization, selection of vocabulary and punctuation and compare their proficiency on the basis of schools. The researcher designed survey type of research design to accomplish the research task. Total forty students from six different schools of Dhanpaltha rural municipality of Morang district were selected as sampling population by applying judgmental sampling procedure. The test items were used as the tool for data collection. The result of the study was that the proficiency of grade ten students on guided writing was not satisfactory in wholesome. However, it is different from item to item. The participants are supposed to be more proficient in writing paragraph compared with other items such as news writing, letter writing, story writing and similarly in writing narrating events students are less proficient. Nevertheless, private schools' students are seemed to be more proficient whereas Government schools students are less proficient with variation of 1.27 average marks.

Likewise, the researcher **Upadhya** (2001) carried out a research on 'A study on the vocabulary achievement of the students of higher secondary level'. This research was carried out in order to examine the proficiency level on the phrasal verbs of the students of higher secondary level. To fulfill the objective of the study the researcher used questionnaire and interview for data collection. The sample

population was selected by purposive sampling procedure. The research found out that the proficiency is better than the students of other faculty.

In the same way, **Timsina** (2021) carried out a survey research entitled 'Proficiency on Free Writing of Tenth Graders' in which she aimed to explore the proficiency on free writing of tenth graders in term of paragraph writing, essay writing and letter writing. The study was intervened on sixty students of six different schools. The researcher collected the data by both ways quantitatively and qualitatively. The sampling students were selected in purposive sampling procedure. The researcher found out the satisfactory achievement that 72.41 percent of students proficient in essay writing, but students' proficiency in letters writing and paragraph writing is not satisfactory as 66.25 percent of and 60.66 percent of students are proficient respectively.

Similarly, **Shah** (2009) carried out a research on 'Proficiency in Guided Writing'. The objectives of the study were to examine the proficiency of grade 10 students on the guided writing. Sample population was selected from four Government schools. Total 80 students were selected through randomly sampling procedure. The researcher used a set of tests consisting of five questions to collect data from the student. The study found that total proficiency of all students in guided wiring was 50.92 percent. The proficiency on paragraph writing is supposed to be 68.20 percent whereas the proficiency on letter writing is 35.83 percent.

Similarly, **Nisak** (2010) carried out a research on 'The Students' Proficiency in Using W/h Questions and Yes/No Questions at the Second Year Students'. The objective of the study was to explore the proficiency of students on w/h question and yes/no formation. The researcher used the test and questionnaire techniques in the process of data collection. The score of the students' proficiency can be seen that the highest score of students' proficiency in using w/h-questions is 64.2, and the lowest score is 28.5; and the highest score of students' proficiency in using yes/no question is 75, and the lowest score is 33.3.

A research by **Neni** (2002), researcher explored on 'A Study on Ability in Using Question Word by the First Year Students'. In her research, she researched on testing the ability in using question words of the first-year students of SMU N 1

Cirenti. Total 30 % of students selected from 3 classes by using random sampling technique from 120 students. So, total 40 students were the sample population of the research. The researcher found out the unsatisfactory result of the test.

In the same manner, **Guragain** (2008) conducted a survey research on 'Proficiency in Free Writing of Grade Eleven Students of Kathmandu Valley'. The researcher aimed to study the free writing of grade eleventh students and suggest some pedagogical implications. Both the primary secondary sources were used in the study. The sample students were selected in purposive sampling procedure like stream-wise and findings showed that the students of humanities were performed better in free writing. The researcher suggested that teachers had better run regular free writing activities in class. Therefore, the students would improve the writing abilities.

Similarly, **Regmi** (2011) carried out a survey research on 'Writing Proficiency of the students'. The researcher targeted to the study free writing proficiency. Both primary and secondary sources were applied in the study. The sample size of the study comprised of sixty students from three different government schools and private schools. The participants were adopted by purposive sampling procedure. The major tool and technique used in data gathering was the test. The study resulted out that the average proficiency of the students in free writing was 24.11 amidst all three schools' students. In overall, 50% of students were found to be above average proficiency whereas 50% were found below average proficiency, i.e. 24.11.

Likewise, **Eva** (2003), carried out the study entitled 'The Ability in Constructing Yes/No Questions and Information Question'. The objective of the study was to research the ability to constitute yes/no questions and w/h questions. The researcher applied a random sampling procedure and selected 80 students out of 400 from 10 classes. Her research found out that less number of students constructed w/h question in comparison to yes/no question. This research showed that to form yes/no question is easier than to construct w/h question.

In fact, I went through many researches carried out by multiple numbers of researchers. But I did not find any researches brought out in past related to my

research topic under the Department of English Education. The topic I selected will surely fill up the gap that among all educators, learners, text book writers and curriculum designers experienced. Therefore, I am interested to carry out a research work entitled 'Proficiency of Twelve Grade Students in Question Transformation'. So, this research is the first in the department.

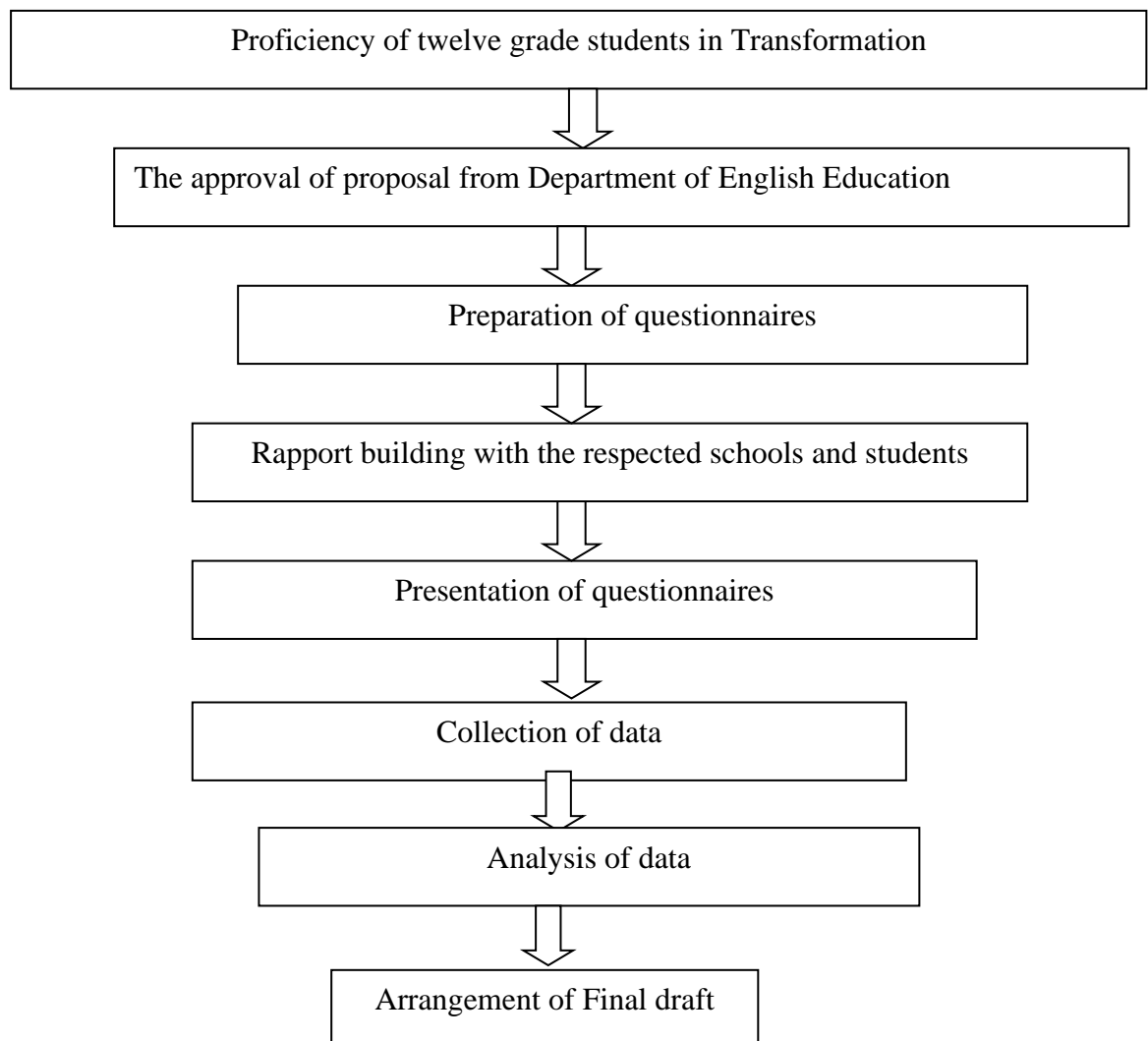
Implications of the Review of Study

We do everything with its importance, it means everything has done with cause. I reviewed some of the previous research works which helped me to explore more ideas of their findings. This review of research works also helped to get some insights about how research to carry out. Many of the things are closely associated with the present study. To choose appropriate tools and techniques for data collection in the study are perceived through the above works. Innumerable of insights have also been received regarding the formulation of objectives, research questions, sampling procedure, adoption of methodology, data analysis and many more.

Therefore, the reviews of the aforementioned research works have great significance and relevance to this study. I retrieved some very important information related to my study. The review gave some guidelines to relate previous findings to the present-day context. Thus, the research works that I reviewed provided me with valuable insights on various aspects to carry out this research.

Conceptual Framework of the Study

The conceptual framework is a representation of the theoretical framework which is used to make conceptual distinction and organize ideas in order to successful accomplishment of research. It describes the way or process to conduct the actual research. The conceptual framework to conduct my research can be diagrammatically shown as:



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

Design of the Study

This is a survey research design. To successful completion of this research work I conducted a test to examine the students' proficiency related to questions transformation.

Sources of Data

I adopted both primary and secondary sources for data collection to this study.

Primary Sources of Data

The students studying in grade 12 (See Appendix – IV-VI) were primary sources of my study. There were sixty students (five girls and five boys from selected schools) from 6 schools (three Government and three private) schools.

Secondary Sources of Data

I consulted with non-academic books, articles, journals and M.Ed. thesis from various writers and researchers like Awasthi (2009), Byrne (1991) Azar (1989), Ellis (1994), Crystal, D (2003), Phyak, P.B.& Sharma, B.K. (2006) Krohn (2016), Shrestha, M. (2023) and online materials as the secondary sources of data to complete my study.

Population and Sample

The population to this research work was total 60 who were studying in grade 12. They were 30 boys from community schools (See Appendix IV) and 30 students from private schools (See Appendix IV) of Sunsari District.

Sampling Procedure

I used simple random sampling procedures to select sample population of the study. I had selected three private and three government/community schools and the data were compared and contrasted.

Tools for Data Collection

In order to achieve the objectives of the study, I conducted test as the major tool of data collection. (See Appendix - I)

Data Collection Procedure

To collect the data, I prepared a set of questions for the test. I went to six schools (three community schools three private schools) and I introduced myself and disclosed the purpose of my visit to them. I built a healthy rapport with school's family (students and teachers). Then, I conducted a test to sample population. I checked and marked students' responses carefully. Finally, the data were analyzed and presented statistically and descriptively.

Data Analysis and Interpretation Procedure

All of the data for this study, I collected through test and analyzed and interpreted both in statistically and descriptively.

Ethical Consideration

During my research, I took consent from the authority to maintain secrecy of the information proficiency in question formation. I am as a researcher, I have not used the data without the permission of informants accept for my research. I assure that I have not manipulated to the respondents meanwhile data collection nor I have made any harms either. I have paid my concentration on accuracy, honesty, truthfulness of the dada in the study. I have provided the enough accreditation to the authors and researchers of books, journals and research works in order to abstain the possibility of plagiarism.

CHAPTER - FOUR

RESULTS AND DISCUSSIONS

This chapter deals with the data analysis and interpretation which is collected from students. After the data collection, the respondents' responses were minutely checked along with given marks to each question. Thereafter, obtained marks of each individual in each question was tabulated. Obtained marks of all students were grouped and calculated to find out percentage and average marks of each category. Finally, proficiency of students in questions transformation was compared and analyzed on the basis of the marks the respondents scored.

Results

On the basis of the rigorous analysis and interpretation of the data, the following results/findings of the study were found out which are presented below:

- i. It was found that students of grade twelve had higher level of knowledge in question transformation because students obtained 38.5 total average marks out of 50 full marks which is 76.3 in percentage.
- ii. In comparison to wh-question, students were found having higher level of proficiency to transform yes/no question using 'Have and Modal' auxiliary verbs as students obtained 92.21 percentage in it.
- iii. In comparison to yes/no question, students were found to have low level of proficiency to transform wh-questions specially in simple past tense using 'did' verb. Students obtained only 67.38 percentage marks in it.
- iv. It indicated that girls were found having more proficiency in comparison to boys in overall question transformation. Girls obtained 78.8 percentage which is 39.33 average marks out of 50 full marks.
- v. It showed that boys were found having low level of proficiency to form question in compare to girls because boys obtained only 73.8 percentage marks which is 36.9 average marks out of 50 full marks.

- vi. Community schools' boys were found more proficient in question transformation in comparison to girls as the boys scored 72.4 percentage.
- vii. Community schools' girls were found a little low proficiency in question transformation in comparison to boys because girls scored only 72 percentage.
- viii. Private schools' boys were appeared to have higher level of knowledge in question transformation because boys scored 74.8 percentage.
- ix. Private schools' girls were appeared to have better proficiency to transform question in compare to boys. Girls scored 85.6 percentage whereas boys scored only 74.4 percentage.
- x. In comparison to among schools and genders, private schools' girls were found most proficient to transform wh-question and yes/no question. They obtained highest percentage among all i.e. 85.6.
- xi. In comparison to among schools and genders, community schools' girls were found to have lowest proficiency to form wh-question and yes/no question as girls of community schools obtained lowest percentage i.e. 72.

Discussions

In this section, collected data are presented in the various tables from table 1 to 11. Researcher categories all questions in four categories. Questions category of simple present questions carried twenty full marks, simple past questions carried seven marks, auxiliary 'Be' verb carried thirteen marks and finally auxiliary 'Have and Modal' verbs carried 10 marks. In course of data calculation, obtained marks of students in each question is calculated individually, school wise and also gender wise. It is also compared students' proficiency level of private schools' students with community schools' students to form question. Community schools and private schools' obtained marks and average marks is presented in percentage and also in figure.

Holistic analysis of Students' Proficiency in Questions Transformation

In this section, twelve grade students' total proficiency in question transformation is presented. At first, obtained marks of both boys and girls from community and private schools were carefully calculated. There were total 30 boys and 30 girls as sample population. Their obtained marks and frequency are presented in the following tables:

Table 1

Holistic Analysis of the students' proficiency in WH Questions and Yes/No Questions

Informants		Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be Verb F.M : 13	Have & Modal F.M : 10	G. Total : 50
30 boys	Total Marks	1200	420	780	600	3000
	Ob. Marks	848	283	614	553	2289
And	Percentage	70.66	67.38	78.72	92.6	76.3
30 girls	Avg. Marks	14.13	4.71	10.23	9.21	38.15

Table 1 shows the holistic analysis of students' proficiency level in question (wh/ yes/no) transformation. It also shows that there were sixty students (30 girls/30

boys) who participated in the test. The result shows that all students obtained 76.3 percentage which is 38.15 average marks out of 50 full marks in total. It also shows that students obtained marks in 92.6 percentage which is 9.2 average marks out of 10 full marks in yes/no question transformation using auxiliary ‘have and Modal’ verbs. Similarly, students obtained second highest marks i.e. 78.72 percentage which is 10.23 average marks out of 13 full marks in question transformation using auxiliary ‘Be’ verbs. Likewise, students obtained 70.66 percentage which is 14.13 average marks out of 20 full marks in wh-question transformation using simple present tense. Finally, students obtained lowest marks i.e. 67.38 percentage which is 4.7 average marks out of 7 full marks in wh-question transformation using simple past tense i.e. ‘did’ verb.

Total Frequency of Boys and Girls from both Private and Community Schools in Both Wh-questions and Yes/No questions

In this section, total frequency of boys and girls from both private and community schools in wh-questions and yes/no is presented in the given table:

Table 2

Total Frequency of Boys and Girls from both Private and community Schools

Informants		Simple Present F.M:20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	G. Total : 50
30 boys	Total Marks	600	210	390	300	1500
	Ob. Marks	395	134	301	277	1107
	Percentage	65.83	63.80	77.18	92.34	73.8
30 girls		13.16	4.46	10.03	9.23	36.9
		453	149	313	267	1182
	Percentage	75.5	70.95	80.26	89	78.8
	Avg. Marks	15.1	4.94	10.44	8.9	39.33

Table 2 shows the proficiency of both girls and boys from private schools and community schools in question transformation. It shows that girls are more proficient to questions than the boys because girls obtained 78.8 percentage and boys obtained only 73.8 percentage.

The Table 2 shows that boys secured higher marks i.e. 92.34 percent in yes/no question transformation using ‘have and modal’ auxiliary verbs and girls obtained only 89 percentage. It indicates that girls secured higher marks i.e. 80.6 percentage in question transformation using auxiliary ‘Be’ verbs but boys secured only 77.18 percentage. Similarly, girls obtained secured highest marks i.e. 70.93 percentage in wh-question transformation in simple past tense and boys and boy secured only 63.80 percentage. Likewise, girls secured 75.5 percentage in question transformation in simple present tense and girls secured only 65.83 percentage.

In conclusion, it was found that girls were found to have good proficiency in questions (yes/no/wh) transformation in comparison to boys. Overall proficiency of girls is quite better than proficiency of boys in questions transformation. This result seems that girls are paying better attention and being laborious in learning activities of ELT class room.

Gender Wise Proficiency of students in Questions Transformation

In this section, proficiency of both boys and girls in Wh-questions and Yes/No question is calculated. Marks of each school is tabulated and frequency is calculated between girls and boys in each item of question.

Boys' Proficiency in Transformation of Wh-Questions and Yes/No Questions

In this section boys’ proficiency in community schools and private schools’ girls’ proficiency is displayed. Table 3 (A) presents the proficiency of boys wh-questions and yes/no questions transformation and table no 3 (B) shows proficiency in questions transformation i.e. wh-question and yes/no question of private schools. At last, comparative data is presented in a descriptive form.

Table 3 (A)

Community schools' boys Proficiency in questions transformations

Informants		Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	G. Total : 50
	Total	300	105	195	150	750
	Marks					
Community schools	Ob. Marks	192	62	155	137	546
	Percentage	64	59.04	79.49	91.33	72.8
15 boys	Avg. Marks	12.8	4	10.34	9.27	36.4

Table 3 (A) shows that community schools' boys' proficiency in question (wh-/yes/no) transformation. The table also shows that the boys secured 72.8 percentage which is 36.4 total average marks out of 50 full marks in overall question (wh-/yes/no/) transformation. Boy students of community schools obtained highest marks i.e. 91.33 percentage which is 9.27 average marks out of 10 full marks in making yes/no questions using 'have and modal' auxiliary verbs. Boy students of community schools obtained lowest marks i.e. 59.04 percentage in making wh-questions in simple past tense which is 4 average marks out of 7 full marks.

In conclusion, community schools' students have higher level of proficiency in question (wh-/yes/no) transformation. In general, students are found to have better proficiency in yes/no question transformation. However, students are comparatively less proficient to transform wh-question than yes/no question transformation. Therefore, this study suggests that an English teachers should give clear instructions to the students about wh-question transformation for better learning achievement.

Table 3 (B)

Private schools' boys Proficiency in questions transformations

Informants		Simple Present F.M :20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	G. Total : 50
	Total Marks	300	105	195	150	750
Private schools 15 boys	Ob. Marks	203	72	146	140	561
	Percentage	67.67	68.58	74.89	93.34	74.8
	Avg. Marks	13.54	4.2	9.74	9.34	37.4

Table 3 (B) indicates Private schools boys' proficiency in question transformation. The table 3 also indicates that students obtained marks i.e. 74.8 percentage which is 37.4 average marks out of 50 full marks. Boys from private schools obtained highest marks i.e. 93.34 percentage in yes/no questions transformation using 'have and modal' auxiliary verbs. This table also shows that boys' lowest obtained marks i.e. 67.67 percentage in making wh-questions in simple present tense.

In conclusion, private school's boys are found having good knowledge in questions (wh-/yes/no) transformation. However, students have better proficiency yes/no question, they should do hard work in wh-question transformation.

In comparison to boys of both community schools and private schools', the boys from private schools obtained higher marks i.e. 74.8 percentage which 37.4 average marks out of 50 full marks whereas community schools' boys obtained only 73.07 percentage which is 36.53 average marks out of 50 full marks. As per the Table 3 (B) indicated, we can conclude that the private schools' boys are more proficient than the boys of community schools in question transformation.

Girls' Proficiency in Transformation of Wh-Questions and Yes/No Questions

In this section, girls' proficiency in questions transformation in community schools and private schools is presented. First table 4 (A) indicates proficiency of

boys from community schools and table 4 (B) indicates proficiency of boys from private schools in questions formation. At last, comparative data between private and community schools is presented in a descriptive form.

Table 4 (A)

Community Schools' Girls Proficiency in Wh-Questions and Yes/No Questions

Informants		Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	G. Total : 50
	Total	300	105	195	150	750
	Marks					
Community Schools 15 girls	Ob. Marks	198	66	149	127	540
	Percentage	66	62.85	76.42	84.67	72
	Avg. Marks	13.2	4.4	9.94	8.47	36

Table 4 (B) indicates that community schools' girls obtained marks in question (wh-/yes/no) transformation. This table 4 also shows that girls obtained 72 percentage which is 36 total average marks out of 50 full marks. Girls from community schools obtained highest percentage i.e. 84.67 in yes/no question transformation using 'Have and Modal' auxiliary verbs and students scored lowest percentage i.e. 62.85 in wh-question transformation using simple past tense.

In a nutshell, community schools' boys are found to have good competence in questions transformation i.e. Wh-questions and Ye/No questions. However, this table suggests that English teachers should provide motivation and sufficient level of practice environment in order to uplift their proficiency in question transformation.

Table 4 (B)

Private Schools' Girls Proficiency in Wh-Questions and Yes/No Questions

Informants	Simple Present F.M :20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	G. Total : 50
Total Marks	300	105	195	150	750
15 girls					
Ob. Marks	255	83	164	140	642
Percentage	85	79.05	84.11	93.34	85
Avg. Marks	17	5.54	10.93	9.34	42.6

Table 4 (B) shows the obtained marks of private schools' girls in question (wh-/yes/no) formation. The table B also indicates that girls of private schools scored 85 percentage which is 42.6 total average marks out of 50 full marks. As per this data, the girls of private school obtained highest marks i.e. 94.67 percentage in yes/no question formation. Girls obtained lowest marks i.e. only 79.05 percentage in making w/h questions.

In conclusion, private schools' girls' proficiency in question formation is found to have far better than the proficiency of girls from Government schools.

School Wise Proficiency of Students in Question Transformation

In this section, school wise both girls' and boys' proficiency is presented and interpreted.

Community Schools' Proficiency in Question Transformation

In this section, proficiency of girls and boys in question transformation from community schools is tabulated and compared frequency between both genders.

Community School (CS) 1' Boys and Girls Proficiency in Question Transformation

In this section, proficiency of boys and girls from community School (CS) 1 in question transformation i.e. Wh-questions and yes/no questions is presented as below:

Table 5

CS 1 Proficiency in Question Transformation

Gender	Simple Present F.M :20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have& Modal F.M:10	Total : 50	Avg. Marks	%
Boys	55	19	52	44	168	33.6	67.2
Girls	55	18	35	32	140	28	56
Total	110	37	87	76	308	-	-
Marks							
Avg. Mark	11	3.7	8.7	7.6	61.6	-	-
Percentage	55	52.85	66.93	76	30.8	-	-

Table 5 shows proficiency level of Community School (CS)1 in question (wh-/yes/no) transformation. It also shows that both girls and boys of GS 1 scored 61.6 percentage which is 30.8 total average marks out of 50 full marks in question transformation.

Boys of CS1 obtained 67.2 percentage which is 33.6 total average marks out of 50 full marks in question transformation. Girls obtained only 57 percentage which is 28 total average marks out of 50 marks.

Both girls and boys of CS1 scored highest marks i.e. 76 percentage which is 7.6 average marks out of 10 full marks in yes/no question transformation. Both girls and boys scored lowest marks 52.85 percentage which is 3.7 average marks out of 7 full marks in wh-question transformation using simple past verb i.e. 'did'.

In conclusion, in community school 1, boys are more proficient than girls in questions transformation. It shows that the boys are laborious and active in ELT classroom.

Community School (CS) 2' Boys and Girls Proficiency in Question Transformation

In this section, proficiency of boys and girls from community School (CS) 2 in question transformation i.e. Wh-questions and yes/no questions is presented as below:

Table 6

CS 2 Proficiency in Question Transformation

Gender	Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	Total : 50	Avg. Marks	%
Boys	95	30	57	50	232	46.4	92.8
Girls	92	33	61	48	234	46.8	93.6
Total	187	63	118	98	466	-	-
Marks							
Avg.	18.7	6.3	11.8	9.8	46.6	-	-
Marks							
Percentage	93.5	90	90.76	98	93.2	-	-

Table 6 indicates the proficiency of community school (CS) 2 in question transformation. The table 6 also indicates that students of CS 2 scored 93.2 percentage which is 46.6 total average marks out of 50 full marks. Both girls and boys obtained highest marks i.e. 98 percentage in yes/no question using 'have and modal' auxiliary verbs which is 9.8 average marks out of 10 full marks. students obtained the lowest marks i.e. 90 percentage which is 4.5 average marks out of 7 full marks using simple past tense.

In comparison to boys' and girls' proficiency from CS 2, girls obtained 93.6 percentage which is 46.8 average marks out of 50 full marks but boy obtained 92.8 percentage which means 46.4 average marks out of 50 full marks.

In conclusion, we can say that girl students of CS 2 are found comparatively a little more proficient than the boys in questions transformation.

Community School (CS) 3' Boys and Girls Proficiency in Question Transformation

In this section, proficiency of boys and girls from Community School (CS) 3 in question transformation i.e. Wh-questions and yes/no questions is presented as below:

Table 7

GS 3 Proficiency in Question Transformation

Gender	Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	Total : 50	Avg. Marks	%
Boys	41	14	46	45	146	29.2	58.4
Girls	51	15	52	47	166	33.2	66.4
Total	92	29	98	92	312	-	-
Marks							
Avg. Marks	9.2	2.9	9.8	9.2	31.2	-	-
Percentage	46	41.43	75.38	92	62.5	-	-

Table 7 indicates the total proficiency of Community school (CS) 3 in question (wh-/yes/no) transformation. Table also indicates that students of CS 3 scored 62.5 percentage which is 31.2 total average marks out of 50 full marks. The students obtained highest marks in constructing yes/no question using 'have and modal' auxiliary verbs i.e. 92 percentage which is 9.2 average marks out of 10 full marks. Students obtained lowest marks i.e. 41.43 percentage which is 2.9 average marks out of 7 full marks in constructing wh-question using simple past tense.

The table shows that average marks of boys is 29.2 out of 50 full marks which is 58.4 percentage. It shows that average marks of girls is 33.2 out of the same which is 66.4 percentage.

In conclusion, boys studying in Community school (CS)3 are found having higher level of proficiency in question transformation than the girls of the same school.

Private Schools (PrS) Proficiency in Question Transformation

In this section, proficiency of girls and boys in question transformation from private schools is tabulated and compared frequency between both genders.

Private School (PrS) 1' Boys and Girls Proficiency in Question Transformation

In this section, proficiency of boys and girls from Private School (PrS) 1 in question transformation i.e. wh-question and yes/no question is presented as below:

Table 8

PrS 1 Proficiency in Question Transformation

Gender	Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	Total : 50	Avg. Marks	%
Boys	43	18	44	45	150	30	60
Girls	80	30	50	44	204	40.8	81.6
Total	123	48	94	89	354	-	-
Marks							
Avg. Marks	12.3	4.8	9.4	8.9	35.4	-	-
Percentage	61.5	68.58	72.31	89	70.8	-	-

Table 8 indicates the proficiency of private school (PrS)1 in question (wh-Yes/no) transformation. It also indicates that students of private school (PrS) 1 scored 70 percentage which is 35.5 total average marks out of 50 full marks. Both girls and boys scored highest marks i.e. 89 percentage which is 8.9 average marks out of 10 full marks in yes/no question using 'have and modal' auxiliary verbs. Students scored the lowest marks i.e. only 61.5 percentage in simple present tense which is 12.5 average marks out of 20 full marks.

Girls obtained 81.6 percentage which is 40.8 average marks out of 50 full marks. The boys obtained is only 60 percentage which is 30 average marks in question transformation.

In conclusion, girls from Private School (PrS) 1 are found to have better proficiency than the proficiency of boys. Teachers should give an extra attention and motivation towards boys so as to grow their proficiency in question transformation.

Private School (PrS) 2' Boys and Girls Proficiency in Question Transformation

In this section, proficiency of boys and girls from Private School (PrS) 2 in question transformation i.e. Wh-questions and yes/no questions is presented as below:

Table 9

PrS 2 Proficiency in Question Transformation

Gender	Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	Total : 50	Avg. Marks	%
Boys	82	31	50	49	212	42.4	84.8
Girls	85	33	55	49	222	44.4	88.8
Total Marks	167	64	105	98	434	-	-
Avg. Marks	16.7	6.4	10.5	9.8	43.4	-	-
Percentage	83.5	91.43	80.77	98	86.8	-	-

Table 9 shows the proficiency of Private School (PrS) 2 in question (wh-yes/no) transformation. It also indicates that students of private school (PrS) 2 scored 43.4 total average marks out of 50 full marks which is 86.8 percentage. The students obtained highest marks i.e. 98 percentage in yes/no question transformation using 'have and modal' auxiliary verbs. Students obtained lowest marks i.e. 80.77 percentage in question transformation using auxiliary 'Be'.

The table also shows the average marks of girls is 44.4 out of 50 full marks which is 88.8 in percentage and the average marks of boys is 42.2 marks which is 84.8 percentage in total.

In a nutshell, girls' proficiency is better than the proficiency of boys as girls obtained higher marks in each item. However, the boys' score is not too bad but boys are supposed to be less active in class and careless in study.

Private School (PrS) 3' Boys and Girls Proficiency in Question Transformation

In this section, proficiency of boys and girls from Private School (PrS) 3 in question transformation i.e. Wh-questions and yes/no questions is presented as below:

Table 10

PrS 3 Proficiency in Question Transformation

Gender	Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	Total : 50	Avg. Marks	%
Boys	78	23	52	46	199	39.6	79.2
Girls	90	20	59	49	218	43.6	87.2
Total	168	43	111	95	417	-	-
Marks							
Avg. Marks	16.8	4.3	11.1	9.5	41.7	-	-
Percentage	84	61.43	85.39	95	83.4	-	-

This Table 10 indicates the proficiency of private school (PrS) 3 in question transformation. It also indicates that students of private school (PrS) 3 obtained 41.7 total average marks out of 50 full marks which is 83.3 in total percentage. The students secured the highest marks i.e.95 percentage in yes/no question transformation using 'have and modal' auxiliary verbs. The students obtained lowest marks i.e 61.43 percentage in transforming question using simple past tense.

In conclusion, the data shows that in overall girls scored higher marks than boys. It means that the girls are found to have better knowledge in question transformation than boys. It seems that teachers should activate and motivate the boy students in class room activity in order to improve boys' proficiency.

Community School Students VS Private Schools Proficiency in Question Transformation

In this section proficiency of both boys and girls from both community school and Private schools' boys and girls in questions transformation is compared and calculated frequency presented as below.

In this section proficiency of both boys and girls from both Community and Private schools' boys and girls in questions transformation is compared and calculated frequency presented as below.

Table 11

Community Schools VS Private Schools students' Proficiency in Question Transformation

School	Gender	Total Marks	Total Ob. Marks	Average Marks	Percentage
Government	Boys	750	546	36.4	72.8
School	Girls	750	540	36	72
Private	Boys	750	561	37.4	74.8
School	Girls	750	642	42.8	85.6

Table 11 shows the proficiency of both girls and boys of private and community schools in question (wh-/yes/no) transformation. It also shows that Private schools' girls obtained highest average marks i.e. 42.8 out of 50 full marks which is 85.6 in percentage and community schools' girls obtained lowest average marks i.e. 36 which is 72 percentage. Private schools' boys scored better percentage

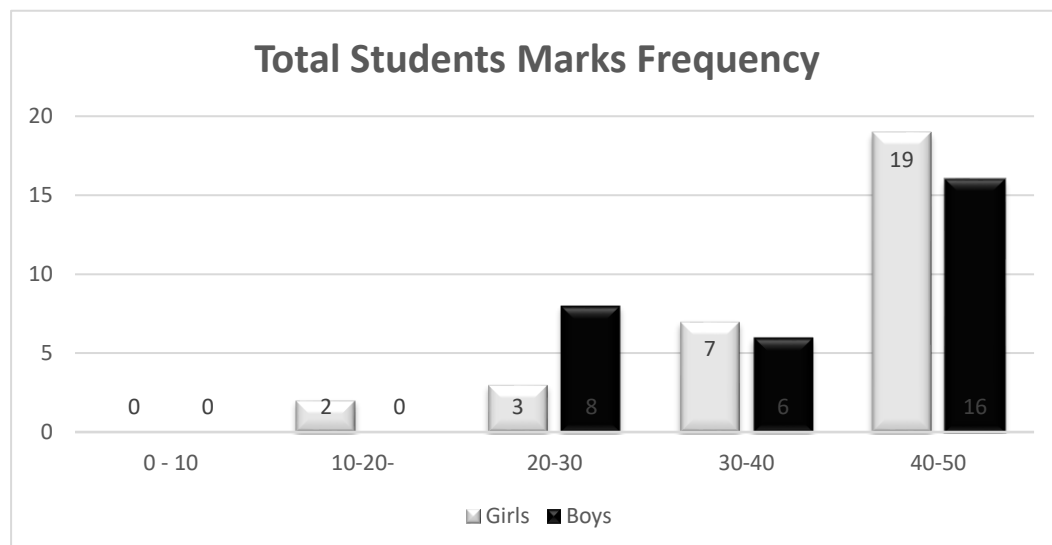
than the percentage of boys of community and girls of community schools in question transformation. Private schools' girls are on top of the table with 85.6 percentage. Similarly, private schools' boys are in second position with 74.8 percentage and community schools' boys and girls are in third and fourth position respectively securing 72.8 and 72 percentage.

In conclusion, this table vividly shows that the girls and boys of private schools are found to have very proficient in question transformation i.e. wh-questions and yes/no questions transformation than the girls and boys of community schools. The teachers from community schools should give emphasis in ELT activities.

Community Schools and Private Schools Total Frequency in Questions Transformation

Community Schools and Private Schools Total Frequency in Questions Transformation is presented in the following bar graph:

Figure 1



This figure 1 indicates total frequency of marks that both girls and boys obtained from both community and private schools. There were 60 sample population on this study and out of 60 students, 30 students were girls and 30 students were boys. Four items of questions were prepared to all the students. Under four categories, there were 50 questions to form wh-questions and yes/no questions. It was 50 full marks for each boy and girl.

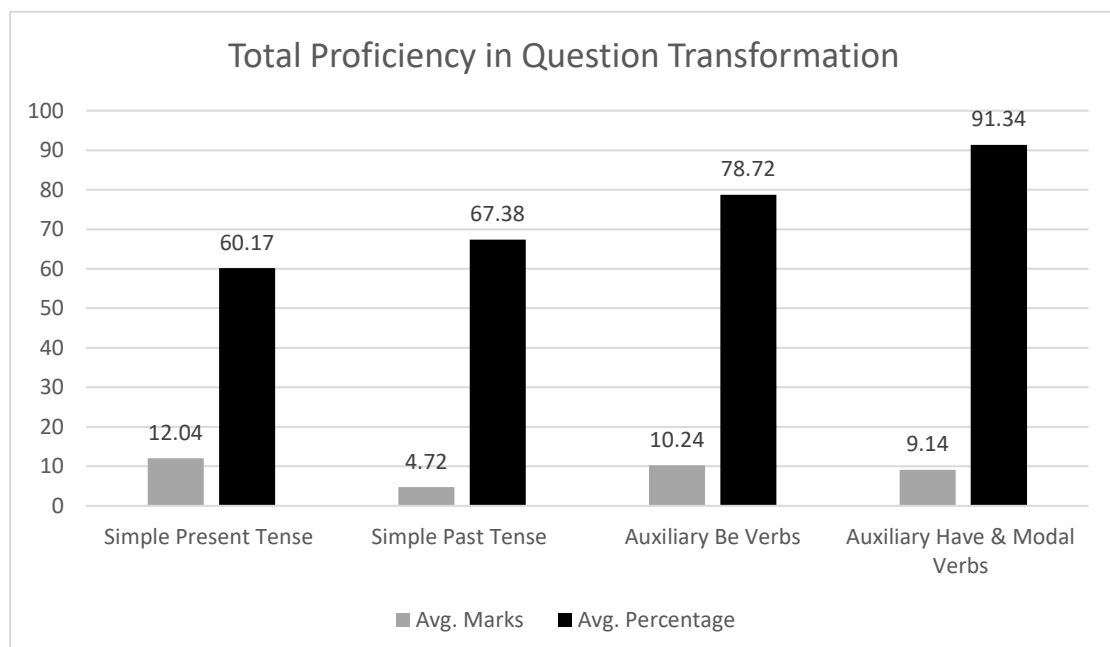
This figure clearly shows that no students got below than 10 marks but only 2 girls obtained marks between 10-20 out of 50 full marks. Similarly, three girls and eight boys scored marks between 29-30, seven girls and 6 girls scored marks between 30-40 and nineteen girls and sixteen boys scored marks between 40-50 out of 50 full marks.

In conclusion, we can say that both boys and girls from community schools and private schools of Sunsari District are found to have a high level of competitive proficiency in questions transformation.

Proficiency of Grade Twelves Students in Question Transformation

There were all together 60 students participated, 30 students were from three community schools and 30 students were from three private schools of Sunsari District. To all students were asked same set of questions and there were four items to construct wh-questions and yes/no questions based on tense and auxiliary verbs. The items wise proficiency of both boys and girls from all schools is presented in the following graph:

Figure 2



This figure 2 shows the total frequency of twelve grade students in question (wh-yes/no) transformation. It also shows that both boys and girls scored 60.17

percentage which is 12.04 average marks in simple present tense and 67.38 percentage and 4.72 average marks in simple past tense and 78.72 percentage and 10.24 average marks in auxiliary 'Be' verbs and 91.34 percentage and 9.14 average marks in auxiliary 'have & modal' verbs.

Students obtained highest percentage in auxiliary Have & Modal Verbs category i.e. 91.34 and they obtained lowest percentage in simple present tense which is only 60.17.

In conclusion, all students from both Community and Private schools are found proficient in questions transformation. However, students are seemed to have little ambiguities in constructing questions in simple present and simple past tense.

Girls and Boys Performance in Questions Transformation

There were all together sixty students. Out of 30 girls, 15 girls were from three Community schools and 15 girls were from three Private schools. Similarly, there were 30 boys, 15 boys were from three community schools and 15 boys were from three private schools of Sunsari District. The items wise proficiency of boys and girls from all schools is presented in the following graph:

Figure 3

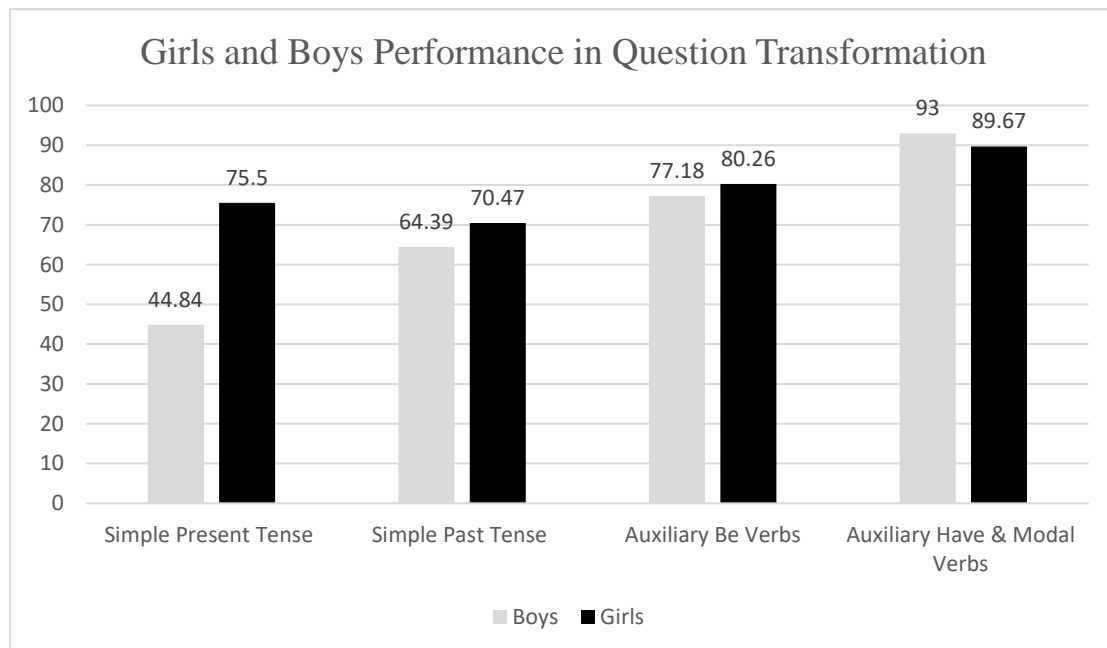


Figure 3 shows the items wise proficiency of boys and girls from all schools in question transformation. It also shows that proficiency of girls is higher i.e. 75.5 percentage than proficiency of boys i.e. only 44.84 percentage in item of simple present tense. In test item of simple past tense and in simple past tense category girls obtained 70.47 percentage and boys got only 64.39 percentage, in auxiliary Be verbs category girls obtained 80.26 percentage and boy obtained only 77.18 percentage but in auxiliary Have & Modal boys 93 percentage and girls obtained 89.67 percentage.

In conclusion, we can say that girls are more proficient than boys in overall proficiency of questions transformation. With this quantitative data, it indicates that girls are more laborious and paying attentions towards study than boys.

Community Schools VS Private Schools Performance in Question Transformation

Figure 4

There were six schools in which three schools were community and three schools were private. Ten students were selected from each school and there were all together 60 students in total. Here it is presented the proficiency of both community and Private schools' boys and girls in graph:

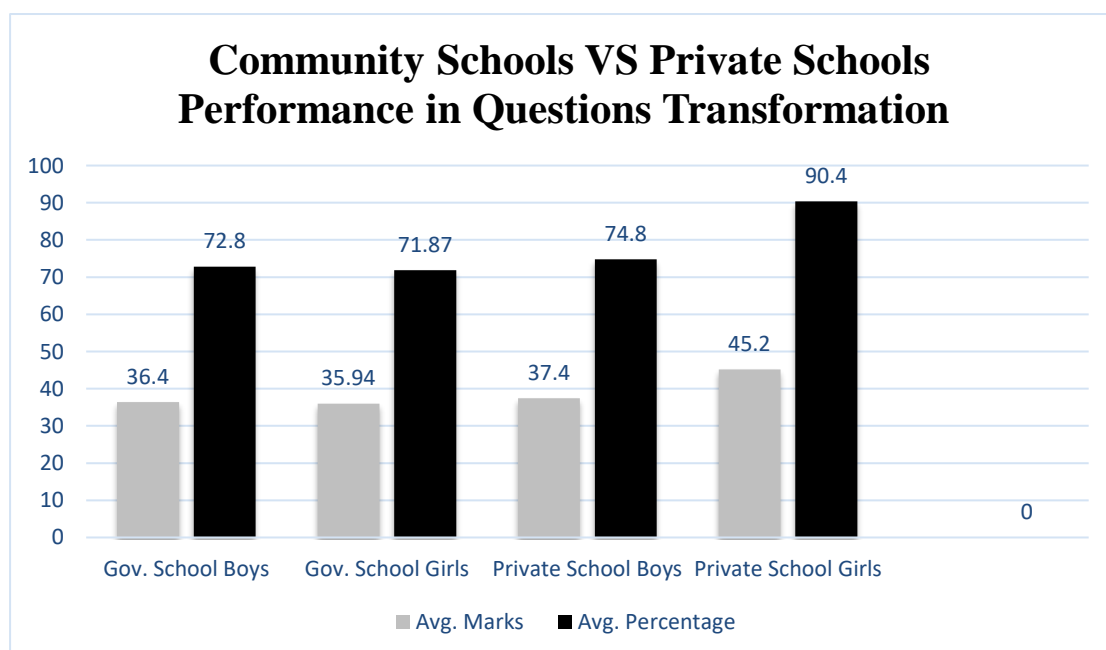


Figure 4 shows proficiency of both Community and Private schools' boys and

girls in question transformation. Figure 4 also shows that Private schools' girls obtained highest average marks i.e. 45.2 out of 50 full marks which is 90.4 in percentage and girls from community school obtained the lowest average marks i.e. 35.94 out of 50 full marks which is 71.87 in percentage. The graph shows that boys of Private schools secured higher average marks i.e. 37.4 which is 74.8 percentage than the marks of community schools' boys in question transformation of Twelve Grade.

In nutshell, both girls and boys from private schools are found to be more proficient and competent than community schools' boys and girls in Question Transformation i.e. Wh-questions and Yes/no Question of Twelve Graders of Sunsari District. It suggested that community school teachers should give extra attention to activate and motivate students to take part in ELT activities.

CHAPTER - FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

Summary

This research study was carried out to explore proficiency of 'Twelves Grade Students in Transformation'. I collected data conducting test among sample students and there was a set of test questions prepared and asked to develop Yes/No and Wh-Questions. Based on the responses of students, researcher analyzed and interpreted data and developed a summary of the study which is as follow:

The results of the study show that proficiency of grade twelve students in question formation is appreciating because students have performed better in each item enthusiastically. Students have outstanding performance in yes/no question transformation using 'have and modal' verbs but students seem to have a knowledge gap in transformation of wh-question as many of the students made wrong attempts during the test to from wh-question.

Similarly, after analysis and interpretation the proficiency of grade twelve students based on gender, it results that girls are found to be very good in constructing questions whereas boys are not found as proficient as girls. As girls have obtained higher scores in test. It shows that girls are more laborious than boys.

Likewise, schools-wise proficiency of twelve grade students resulted that students of private schools have sound knowledge in question (wh-/yes/no) transformation as students of private schools have obtained higher scores in test than the students of community schools. So, it is interpreted that the private schools' students have been growing through good English environment, more facilities of books and libraries and well exposures of teachers and other resources whereas students of all community schools have rarely been to these excesses.

Conclusion

Questions formation is one of the ways of influential communication. To make standard and beautiful exchange of ideas and thoughts with audience or readers, questions make great impact.

Researcher found out a lot of factors to make a difference in proficiency of students in developing questions. It is concluded as follows:

- Students are not fully proficient in question transformation basically students of community schools could not perform better in wh-question transformation.
- Students sometimes depend only with teachers and friends. They do not explore basic ideas about the use of yes/no questions and wh-questions. Therefore, students should be taught not only grammar rules rather they should be given plenty of times to practice individually or pair or group.
- It is said that language is matter of habit formation. So, students should be provided sufficient facilities required by learners such as good teachers, exposures, grammar books and English environment. This seems the reason to be better proficiency in private school than community schools' students.
- Limitation of English grammar book sometimes influence the students in mastering grammar. So, ELT teachers should expose students on practicing grammar.
- Students are suspected to be uninstructed and unfamiliar about questions transformation mainly past tense category in some community schools. So, there needs to be trained and competent English teacher

Implication

The implication of the findings in strategy level, implication level and further researches have been suggested as follow:

Policy Level

On the basis of the summary and conclusion of the study, the following implications in policy level can be made to cease out the lapses of students in questions transformation. They are as follow:

- Policy marker and curriculum designers should have a sense of students' needs and interests.
- Text book writers should prepare books with plenty of examples and practice sets.
- Students oriented and explicit questions should be included in text book.
- The novice teachers should be trained.
- CDC should make easy access to get teacher guides even in online.

Practice Level

Text books and curriculums are designed only in theoretical aspects, it's not been practical to address the needs and interests of learners. The students are compelled to take part in learning activities unwillingly despite of their enthusiasm. The learning materials and references are not easily available and teaching activities have been doing not in learner centered methods. If aforementioned things are insured mainly in some community schools, it surely grows proficiency of students in both Community and Private schools.

- The teachers should create good learning environment adopting new pedagogy and strategy mainly while teaching questions transformation.
- English teachers should provide plenty of exercises so as grow the proficiency in questions transformation.
- The students should be regular in class basically from community schools and should also be attentive in ELT classes.

- The students are necessary to be more researchful about questions transformation. They are only depended up teachers limited exercises of text books.
- The teachers should be given TPD and motivational trainings which helps to make classroom interesting and interactive.
- The students should revise and practice in exercises at home too enthusiastically.

Further Research

On the basis of summary and conclusion of the study multiples numbers of recommendations can be made for further researches which complement the research undertaken in this field. The following recommendations can be made for further research:

- a) The role of good text books to develop students' proficiency in questions transformation.
- b) The role of teachers to develop students' proficiency in questions transformation.
- c) The role of EMI (English as Medium of Instruction) to grow proficiency in questions transformation.

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Dear informants,

This is a questionnaire as a part of my research study entitled "PROFICIENCY OF TWELVE GRADE STUDENTS IN TRANSFORMATION" under the supervision of Mr. Kamal Raj Dahal for the partial fulfillment of Master's Degree in English Education at Tribhuvan University. I would really be thankful to you if you could cooperatively fill the questionnaire in with true information. All the information collected will be used confidentially only for present research. Please, feel free to put your true responses required by the questions.

Thank you

Researcher

Appendix I

Test questions for the students

Name:

Class:

College name:

District:

Municipality:

Gender:

A. Change the following sentences as directed into the brackets.

1. Romeo loves Juliet. (Change into **who** question)

Who.....?

2. She jumped into the pond yesterday. (Change into **Who** question)

Who

3. The tall and white men speak fluent Nepalese language. (Into **Who** question)

Who..... ?

4. Evanshi goes to gym early in the morning. (Change into **Where** question)

Where

5. King Prithvi Narayan Shah was born in Gorkha. (Into **Where** question)

Where

6. The students buy the gifts form supermarket. (Into **Where** question)

Where

7. My mother made delicious bread yesterday for friend. (Into **Which** question)

Which.....?

8. Her uncle sings an English song. (Change into **which** question)

Which

9. They play a wonderful football tournament. (Change into **which** question)

Which

10. Ramila goes to gym on foot every morning. (Change into **How** question)

How

11. They look like Chinese on this attire. (Change into **How** question)

How.....?

12. The dog runs like an injured manner. (Change into **How** question)

How.....?

13. The boys plan for educational tour in winter. (Change into **When** question)

When.....?

14. He went to Germany in 2020. (Change into **When** question)

When

15. Anny gets up early in the morning. (Change into **When** question)

When.....?

16. A mother gives beautiful advices to her children. (Into **What** question)

What.....?

17. She wanted to buy the Mercedes. (Change into **What** question)

What.....?

18. They prepare an awesome postcard in the class. (Into **What** question)

What.....?

19. He takes IELTS classes because he wants to go abroad. (Into **Why** question)

Why.....?

20. They cry for an hour in order to get excuse from their mistake. (Into **Why** question)

Why.....?

21. The farmer worked very hard to harvest large amounts of crops. (Change into **Why** question)

Why.....?

22. The man speaking in loud voice is Anurodh. (Change into **Who** question)

Who.....?

23. My friend Anita her previous house was in Panchthar. (Into **Whose** question)

Whose.....?

24. He prefers to facilitate to the learners. (Change into **Whom** question)

Whom.....?

25. They question to the department head about their problem. (Change into **Whom** question)

Whom.....?

26. The rich man gave a coin to old beggar. (Change into **Whom** question)

Whom.....?

27. They are going to take part in the foot festival. (Into **Where** question)

Where.....?

28. They are the white people from England. (Change into **Who** question)

Who.....?

29. She is from Dhankuta. (Change into **Where** question)

Where

30. John is drawing a map of greater Nepal. (Change into **What** question)

What

B. Reproduce the given sentences into Yes/No questions: (1 x 20 = 20)

1. My father is a bank manager.
Is _____?
2. They are planting the seeds now.
Are _____?
3. Enosh was composing a poem last Saturday at park.
Was _____?
4. The children were playing hide and seek Yesterday in school.
Were _____?
5. She mends her scooter at garage.
Does _____?
6. They always do their home assignments on time.
Do _____?
7. The dog barked half an hour for the strangers.
Did _____?
8. He has been to London twice.
Has _____?
9. The players have submitted a letter of approval to office.
Have _____?
10. He had joined the club for three years.
Had _____?
11. A man can drink 3.7 liters per day.
Can _____?
12. It will rain today.
Will _____?
13. They could bring a book in class.
Could _____?
14. An English teacher would tell the fairy tale.
Would _____?
15. My father may come home at this Dashain.
May _____?
16. It might be possible for thunderstorm.
Might _____?

17. Student should study well to get good result.

Should _____ ?

18. She is reading the Ramayan.

Is _____ ?

19. Namrata writes her diary every day.

Does _____ ?

20. The Bull was written by Bhim Nidhi Tiwari.

Was _____ ?

Appendix II

Data collected from Community Schools

1. Students' Responses from CS 1

SN	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Kritika Ghimire	F	5	4	3	3	15
2	Sujata Khadka	F	15	4	9	8	37
3	Kopila Timsina	F	11	4	7	7	29
4	Delina Thapa	F	12	3	8	8	31
5	Ashmita Chaudhary	F	12	3	8	6	29
6	Pushpa Khadka	M	16	7	11	8	42
7	Sejal Marar	M	8	1	12	10	31
8	Bishes Limbu	M	5	2	9	10	26
9	Pukar Basnet	M	7	2	9	4	22
10	Bikky Chaudhary	M	19	7	11	10	47

2. Students' Responses from CS 2

S	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Samriddhi Niraula	F	17	7	13	9	46
2	Aashma Khadka	F	19	6	12	9	46
3	Ashmita Basnet	F	19	7	12	10	48
4	Tina Ghale	F	19	6	12	10	47
5	Dikchhya Dahal	F	18	7	12	10	47
6	Rishv Jaiswal	M	19	6	12	10	46
7	Samir Kharel	M	20	6	12	10	48
8	Bigyan Parajuli	M	19	7	12	10	48
9	Kushal Ja. Kattel	M	18	5	10	10	43
10	Samir Adhikari	M	20	6	11	10	47

3. Students' Responses from CS 3

SN	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Puja Sangraula	F	11	2	10	9	32
2	Pragya Pokharel	F	11	1	12	10	34
3	Salina Basnet	F	16	6	13	10	45
4	Stuti Ghimire	F	2	2	7	8	19
5	Dikshya Chaulagain	F	11	4	11	10	36
6	Manish Dahal	M	13	5	8	10	36
7	Pritam Chaudhary	M	10	2	11	7	30
8	Srijal Acharya	M	6	2	7	8	23
9	Himal Rijal	M	9	3	13	10	35
10	Teknath Chapagain	M	3	2	7	10	22

Appendix III

Data Collected from Private Schools

1. Students' Responses from PrS 1

	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	To tal :50
1	Bandhana Rai	F	20	4	12	9	45
2	Prasana Basnet	F	20	5	13	10	48
3	Drishtika Giri	F	16	4	13	10	43
4	Sakhina Dahal	F	16	4	11	9	40
5	Susma Rai	F	18	3	10	9	40
6	A-one Chaudhary	M	20	5	13	10	48
7	Dipen Dhakal	M	16	5	12	8	41
8	Apex Majhi	M	16	6	9	10	41
9	Shrizan Khanal	M	15	2	12	8	37
10	Kishor Sharma	M	11	5	6	10	32

2. Students' Responses from PrS 2

	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total :50
1	Kristina Ghimire	F	19	7	12	10	48
2	Samikshya Dahal A	F	18	7	11	10	46
3	Samikshya Dahal B	F	19	7	12	10	48
4	Abisha Biswakarma	F	15	7	11	10	43
5	Anjalini Shahi	F	14	5	9	9	37
6	Prabin Biswakarma	M	18	6	11	10	45
7	Sachin Humagain	M	17	7	11	10	45
8	Subam Bista	M	19	6	12	10	47
9	Roshan Bhujel	M	17	7	6	10	42
10	Kopil Magar	M	11	5	8	9	33

3. Students' Responses from PrS 3

	Name of students	Gen der	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Swostika Gautam	F	15	6	10	9	40
2	Sumnima Limbu	F	14	5	11	8	38
3	Sabnam Khatun	F	18	6	8	8	40
4	Swastika Sahu	F	13	6	9	9	37
5	Neharika Rai	F	20	7	12	10	49
6	Niraj Rana Magar	M	8	5	11	8	32
7	Uskal Rai	M	5	1	7	9	22
8	Shiva Kumar Shahu	M	19	7	9	10	45
9	Pramod Baruwal	M	5	2	8	10	25
10	Roman Kumal	M	6	3	9	8	26

Appendix IV

Data collected from Community Schools

1. Total Obtained Marks of Boys from all Community Schools

SN	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Rishv Jaiswal	M	19	5	12	10	46
2	Samir Adhikari	M	20	6	12	10	47
3	Bigyan Parajuli	M	20	6	12	10	48
4	Kushal Ja. Kattel	M	18	5	10	10	43
5	Samir Kharel	M	20	6	12	10	48
6	Manish Dahal	M	13	5	8	10	36
7	Pritam Chaudhary	M	10	2	11	7	30
8	Srijal Acharya	M	6	2	7	8	23
9	Himal Rijal	M	9	3	13	10	35
10	Teknath Chapagain	M	3	2	7	10	22
11	Pushpa Khadka	M	16	7	11	8	42
12	Sejal Marar	M	8	1	12	10	31
13	Bishes Limbu	M	5	2	9	10	26
14	Pukar Basnet	M	7	2	9	4	22
15	Bikky Chaudhary	M	19	7	11	10	47
	Total	All	192	62	155	137	546

2. Total Obtained Marks Girls from all Community Schools

S. N	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Puja Sangraula	F	11	2	10	9	32
2	Pragya Pokharel	F	11	1	12	10	34
3	Salina Basnet	F	16	6	13	10	45
4	Stuti Ghimire	F	2	2	7	8	19
5	Dikshya Chaulagain	F	11	4	11	10	36
6	Samriddhi Niraula	F	17	7	13	9	46
7	Aashma Khadka	F	19	6	12	9	46
8	Ashmita Basnet	F	19	7	12	10	48
9	Tina Ghale	F	19	6	12	10	47
10	Dikchhya Dahal	F	18	7	12	10	47
11	Kritika Ghimire	F	5	4	3	3	14
12	Sujata Khadka	F	15	4	9	8	37
13	Kopila Timsina	F	11	4	7	7	29
14	Delina Thapa	F	12	3	8	8	31
15	Ashmita Chaudhary	F	12	3	8	6	29
	Total	All	198	66	149	127	540

Appendix V

Data collected from Private Schools

1. Total Obtained Marks of Boys from all Private Schools

SN	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total : 50
1	Niraj Rana Magar	M	8	5	11	8	32
2	Uskal Rai	M	5	1	7	9	22
3	Shiva Kumar Shahu	M	19	7	9	10	45
4	Pramod Baruwal	M	5	2	8	10	25
5	Roman Kumal	M	6	3	9	8	26
6	Prabin Biswakarma	M	18	6	11	10	45
7	Sachin Humagain	M	17	7	11	10	45
8	Subam Bista	M	19	6	12	10	47
9	Roshan Bhujel	M	17	7	8	10	42
10	Kopil Magar	M	11	5	8	9	33
11	A-one Chaudhary	M	20	5	13	10	48
12	Dipen Dhakal	M	16	5	12	8	41
13	Apex Majhi	M	16	6	9	10	41
14	Shrizan Khanal	M	15	2	12	8	37
15	Kishor Sharma	M	11	5	6	10	32
	Total	All	203	72	146	140	561

2. Total Obtained Marks of Girls from all Private Schools

S N	Name of students	Gender	Simple Present F.M : 20	Simple Past F.M : 7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	Total :
1	Swostika Gautam	F	15	6	10	9	40
2	Sumnima Limbu	F	14	5	11	8	38
3	Sabnam Khatun	F	18	6	8	8	40
4	Swastika Sahu	F	13	6	9	9	37
5	Neharika Rai	F	20	7	12	10	49
6	Kristina Ghimire	F	19	7	12	10	48
7	Samikshya Dahal(A)	F	18	7	11	10	46
8	Samikshya Dahal(B)	F	19	7	12	10	48
9	Abisha B.K	F	15	7	11	10	43
10	Anjalini Shahi	F	14	5	9	9	37
11	Bandhana Rai	F	20	4	12	9	45
12	Prasana Basnet	F	20	5	13	10	48
13	Drishtika Giri	F	16	4	13	10	43
14	Sakhina Dahal	F	16	4	11	9	40
15	Susma Rai	F	18	3	10	9	40
	Total	All	255	83	164	140	642

Appendix VI

Data collected from Private Schools

Total Obtained Marks of boys and girls from all Community Schools

1. Community schools' boys total scores

Informants		Simple Present	Simple Past	Auxiliary Be verb	Have & Modal	Total :50
		F.M:20	F.M : 7	F.M : 13	F.M :10	
	Total Marks	300	105	195	150	750
Government schools	Ob. Marks	192	62	155	137	546
	Percentage	64	59.04	79.49	91.33	72.8
15 boys	Avg. Marks	12.8	4	10.34	9.27	36.4

2. Community Schools' Girls Scores

Informants		Simple Present	Simple Past	Auxiliary Be verb	Have & Modal	G.Total : 50
		F.M:20	F.M :7	F.M : 13	F.M :10	
	Total Marks	300	105	195	150	750
15 girls	Ob. Marks	198	66	149	127	540
	Percentage	66	62.85	76.42	84.67	72
	Avg. Marks	13.2	4.4	9.94	8.47	36

Appendix VII

Total Obtained Marks of Boys and Girls from all Private Schools

1. Boys' Total Scores from Private schools

Informants		Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M :10	G.Total : 50
	Total Marks	300	105	195	150	750
Private schools	Ob. Marks	203	72	146	140	561
	Percentage	67.67	68.58	74.89	93.34	74.8
15 boys	Avg. Marks	13.54	4.2	9.74	9.34	37.4

2. Girls' Total Scores from Private Schools

Informants		Simple Present F.M:20	Simple Past F.M :7	Auxiliary Be verb F.M : 13	Have & Modal F.M:10	G.Total : 50
	Total Marks	300	105	195	150	750
15 girls	Ob. Marks	255	83	164	140	642
	Percentage	85	79.05	84.11	93.34	85.6
	Avg. Marks	17	5.54	10.93	9.34	42.8

Appendix VIII

Total Scores of Boys and Girls from both Private and Community Schools

Girls and Boys Total Scores from both Private and Community Schools

Informants	Simple Present	Simple Past	Auxiliary Be verb	Have & Modal	G. Total : 50	
	F.M:20	F.M : 7	F.M : 13	F.M :10		
	Total Marks	600	210	390	300	1500
30 boys	Ob. Marks	395	134	301	277	1107
	Percentage	65.83	63.80	77.18	92.34	73.8
	Avg. Marks	13.16	4.46	10.03	9.23	36.9
	Ob. Marks	453	149	313	267	1182
30 girls	Percentage	75.5	70.95	80.26	89	78.8
	Avg. Marks	15.1	4.94	10.44	8.9	39.33

Appendix IX

Total Scores from both Private and Community Schools

Holistic/total Marks Obtained by all Students from both Private and Community Schools in WH Questions and Yes/No Questions

Informants		Simple Present	Simple Past	Auxiliary Be Verb	Have & Modal	G. Total : 50
		F.M : 20	F.M : 7	F.M : 13	F.M : 10	
30 boys	Total Marks	1200	420	780	600	3000
	Ob. Marks	848	283	614	553	2289
And	Percentage	70.66	67.38	78.72	92.16	76.3
30 girls	Avg. Marks	14.13	4.71	10.23	9.21	38.5