

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language does not exist without grammar as it is a system of language that describes how smaller units are combined to form larger units. Every language has its own grammatical system, which directs the correct form of the language in speech as well as in written form. Grammar is regarded as the backbone of any language. It is also internal structure of sentence. According to Cowan (2008), "Grammar is the set of rules that describes how words and group of words can be arranged to form sentences in a particular language" (p. 3). In this regard, grammar is the body of rules that describe the structure of expressions in the language. This includes the structure of words, phrases, clauses and sentences. Following this, Richards, Platt and Platt (1985) claim, "Grammar is a description of the structure of a language and the way in which linguistics units such as words and phrases are combined to produce sentences in the language"(p.) A text that contains more than one sentence is no longer in the realm of grammar but of discourse. To build up the clear cut concept about grammar, a well-known grammarian, Thornbury (1999) opines that:

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language's sentences are formed. (p. 1)

Therefore, grammar can be understood as the study of the rules and forms which can be possible in a language. It studies the meanings and functions of the utterances. Supporting this idea, next grammarian, Lado (1957) says:

A grammatical pattern is more than any single utterance, since it is the mould forms in which countless utterances can be produced. If grammar means the underlying principles, then no one can handle the language without the knowledge of grammar. (p. 144)

Hence, grammar is the most important part of a language. It is a system of general principles for speaking and writing. Grammar encompasses phonology, morphology, syntax and semantics in general and rules of words and phrases to form sentences in particular. Grammar plays the pivotal role in the language to be well structured. In this light, Aarts (1997) defines that:

Language, either it is in the form of spoken or written, has some specific structure and that is not a hotchpotch of randomly distributed elements. Instead, the linguistics ingredients that language is made up of are arranged in accordance with the set of rules. This set of rules we call the 'grammar' of the language. (p. 3)

Grammar plays a significant role in the use of language either written or spoken through which many utterances can be produced. Noam Chomsky, in his book 'Syntactic structures' (1957) writes:

Any grammar of a language will project the finite and somewhat search accidental corpus of observed utterances to a set (presumably infinite) of grammatical utterances. In this respect, a grammar mirrors the behaviors of the speaker who, on the basis of a finite and accidental experience with language can produce or understand an indefinite number of new utterances. (p. 15)

Therefore,, grammar can be the bases for the production of any grammatical correct utterances which makes the language meaningful. Grammar enables learner to use the language accurately and appropriately in the contexts.

1.1.1 Teaching Grammar

Since from very beginning, teaching grammar has been playing a crucial role in language teaching. Grammar is the central aspect of language, with the knowledge of which well formed and meaningful sentence structures are possible and that will be helpful in communicating ideas, feelings, etc.

Highlighting its importance , Ur (as cited in Thornbury,1999) puts, ”There is no doubt that a knowledge – explicit or implicit-of grammatical rules is essential for mastery of language”(p.14).Teaching grammar can effectively improve English learners’ accuracy in a particular grammatical area. In this regard, Harmer (1991) states:

Grammar should be taught to insure that students are communicatively efficient with the grammar they have at their level. As teachers, we should be prepared to use a variety of techniques to help our students learn and acquire grammar; sometimes it involves teaching grammar rules and sometimes allowing students to discover rules for themselves. (p. 2)

Therefore, grammar teaching plays an important role in the field of ELT. Classroom instruction in grammar actually results in substantial gains in L2 proficiency. Knowledge of implicit or explicit grammatical rules is essential for mastery of language. Grammar teaching affects the ultimate levels of proficiency that students attain as well as the rate at which students progress. It means that teaching grammar helps the learners to use correct form of language. Although grammar is regarded as the backbone of language, there is long standing debate about teaching grammar (Neupane, 2011, p.52).

Grammarians seem to be puzzled about the ways of teaching grammar. Some grammarians emphasizes the form-focused activities that aim to,

-) reflect typical classroom use of language
-) focus on the formation of correct example of language
-) produce language for display
-) call on explicit knowledge
-) elicit a careful speech style
-) reflect controlled performance
-) practice language out of context
-) practice small sample of language
-) do not require authentic communication

While other grammarians emphasize the teaching of task-focused activities that aim to,

-) reflect natural language use
-) call on implicit knowledge
-) elicit vernacular language
-) reflect automatic performance
-) produce language that is not always predictable
-) allow students to select the language they use
-) require communication
-) require the use of improvising, paraphrasing, paraphrasing, repair, and reorganizing. (*Richards & Renandya, 2002, pp. 154-55*)

Teaching grammar with in a language teaching syllabus has been under discussion for many years. During the heyday of the Grammar Translation Method ,grammar was the core of a foreign language course. In those days teaching grammar used to concern about the teaching of grammatical concepts and categories such as parts of speech, tense, mood etc. During the days of Direct Method and Audio Lingual Method grammar was still the core of the subject matter to be taught in the class room. But with the advent of the

Communicative Approach in the 1970s the teaching of grammar became unfashionable in foreign language teaching .

1.1.2 Problems of Teaching Grammar

There are so many challenges faced by students and teachers regarding grammar instruction in L2 contexts. Although grammar is regarded to be area of knowledge, knowledge of grammar does not make any sense if it is not in communication. The emphasis should be given to grammar as a skill rather than grammar as knowledge. A grammar teacher remains in a state of confusion to decide whether he should follow the old prescriptive approach or the descriptive approach, whether he should aim at the achievement of grammatical competence or communicative competence of the learners; whether he should concentrate on the parts of sentences by parsing them or on the utterances of the speakers; whether a teacher should concentrate in his pedagogy on the teaching of rules or the correct use of language. Before initiating a teaching program a teacher must know whether he is going to teach the learners of L1 or L2. In an L1 situation, learners learn their mother tongue intuitively. It is culturally and environmentally inherited by them. The culture or the environment around them becomes their covert teacher that provides them sufficient exposure through which grammatical forms and structures required to use a language correctly and proficiently are naturally transferred to their memory. But when it comes to the learning of a second or foreign language, exposure is very limited and conscious. Even if the L2 learners receive some exposure, it is received not through the native speakers but through those who themselves have learnt the target language as L2. In such a situation, for an effective learning of L2, learning of grammar becomes very necessary. Hence, acquainting the learners of L2 with the correct norms of the target language and providing them practice through creating meaningful situations in the class room becomes necessary. The various problems and challenges faced by a teacher in teaching grammar effectively to the learners of a second language. Today a teacher of English puzzled not because he does not

have enough tools in his inventory but because of the large number of approaches, methods, theories which came into existence as a result of developments and researches which took place in Linguistics and Language Teaching. Therefore, the main challenge before a teacher of grammar is to provide practice to the learner in the use of forms in a wide-range of diverse socio-cultural situations. Only when learning of rules of grammar is extended to their spontaneous and automatic use in different socio-cultural contexts, L2 learners will be said to achieve communicative competence which is the main aim of language teaching.

1.1.3 Introduction to Plurals

Nouns can be divided into two major grammatical types, count-nouns and non-count nouns. Their grammar differs principally in terms of whether they can express contrast of number. Carter and McCarthy (2006) put, "Count nouns are the largest group of nouns. They denote entities which are treated as units. They refer to objects; people, abstract entities which are seen as easily counted e.g. *leaves, cups, footballer, cousins, results, ideas*" (P.335). Count nouns have both a singular and plural form. The indefinite article a/an can be used with count nouns in the singular. Numerals can also be used in front of count nouns. English number system constitutes a two-term contrast: SINGULAR, which denotes 'one', and PLURAL, which denotes 'more than one'. Each noun phrase is either singular or plural, and its number is determined in general by its head, which is typically a noun. Number can be considered as a property of nouns, and as a basis for their classification.

There are three main number classes of nouns (*Quirk, Greenbaum, Leech & Svartvik, 1985, pp.297-98*).

- a. SINGULAR INVARIABLE NOUNS, including non-count nouns (e.g. music, gold), most proper nouns (e.g.: Thomas, the Thames). We may also consider here abstract adjective heads, e.g.: the mystical.

- b. PLURAL INVARIABLE NOUNS, i.e. nouns occurring only in the plural, e.g.: people, scissors. We may also consider here personal adjective heads, e.g.: the rich
- c. VARIABLE NOUNS, i.e. nouns occurring with either singular or plural number:
 - The dog is....
 - The dogs are....

We distinguish two subclasses: REGULAR, with plurals predictable from the singular (like dog), and IRREGULAR, where the plural is not predictable (e.g.: foot-feet, child-children). In this latter group we find a large number of nouns with foreign plurals, e.g.: criterion-criteria, analysis-analyses.

1.1.3.1 Singular Invariable Nouns

Non-count nouns are singular and invariable, i.e. they have no plural (*Quirk et al.1985,p.298*). Similarly, Carter and McCarthy(2006) states, “Non-count nouns show no contrast in number between singular and plural. They refers to the things as treated indivisible entities, not as separate units”(p.338) . They typically refer to things such as materials and liquids, state of mind, conditions and topics. Some concrete non-count nouns can be reclassified as count nouns with specific meanings, for example butters [kind(s) of butter] and a beer [a glass of beer].

Abstract non-count nouns normally have no plural: music, dirt, homework, etc. But some can be reclassified as count nouns where they refer to an instance of a given abstract phenomenon: injustices, regrets, kindnesses, pleasures, etc.

Many abstract nouns are equally at home in the count and non count categories

Proper nouns are typically singular and invariable: Henry, the Thames, etc.

Some non-count nouns, particularly those denoting natural phenomena, may be spluralized, e.g.:

<i>Walking through the woods</i>	<i>I have serious doubts/grave fears.</i>
<i>Raise someone’s hopes</i>	<i>Let’s play on the sands.\</i>

Some plurals express intensity, great quantity or extent, and have a literary flavor, for example:

the snows of Kilimanjaro

the sands of the desert

Sailing on the great waters

Note the following classes of invariable nouns ending in-s which take a singular verb, except where otherwise mentioned:

- i. News is always singular

Here is the news from the BBC. What's the news today?

- ii. Nouns ending in -ics denoting subjects, sciences, etc are usually invariable and treated as singular. E.g.:

Mathematics is the science of quantities.

Other such nouns include:

acoustics

economics

linguistics

athletics

ethics

phonetics

classics

gymnastics

physics

Some, however, can be singular or plural, in particular when such words can denote both one's knowledge of the subject and the practical application of results:

Politics is said to be the art of the impossible. [The science of government]

His politics are rather conservative. [Political views]

In some cases, there is forms without-s for special uses:

Statistics is a branch of mathematics.

These statistics show that exports are still low.

There is a surprising statistic in your latest report.

A new ethic is needed in the world today.

Has the new coach found a tactic that works?

- iii. Names of certain diseases ending in-s are usually treated as singular (but some speakers also accept plural), e.g.(German) measles, mumps, rickets, shingles:

A: Have you ever had measles?

B: Yes I had {it} when I was a child.

- iv. The names of some games ending in –s have singular concord, e.g.:
billiards (but usually : a billiard table), checkers, draughts, craps, darts(but : a
dartboard), dominoes, fives, ninepins:

1.1.3.2 Plural invariable nouns

a. Summation plurals

Summation plurals denote tools, instruments, and articles of dress consisting of two equal parts which are joined together (*Quirk et al.1985 p.300*).

The most common summation plurals are the followings.

I. Tools and instruments

Bellows, glasses, spectacles, binoculars: scales [a balance]; clippers, forceps, pincers, scissors, shears, tongs, tweezers

II. Articles of dress

Braces, breeches, britches, briefs, flannels, jeans, knickers, pants, pajamas, pyjamas, shorts, slacks, suspenders, tights, trousers, trunks

Number contrast can be achieved by means of a pair of. Thus a pair of trousers refers to one item, but two pairs of trousers refer to two.

That's a nice pair of slacks.

As I'm shortsighted I always carry two pair s of glasses.

Plural pronoun concord is usual even with a singular determiner pair:

I like this pair.

How much are they?

is it ?

Although nouns that are summation plurals require plural concord, they differ from ordinary plural nouns in that they are not generally thought of as denoting plural number. Yet usage varies. For many speakers, it is as follows

Both pairs of scissors

(?) *Both of the scissors*

need sharpening.

(?) *Both scissors*

two pairs of trousers.

I want (?) *two trousers. Informal*
a pair of trousers.
one trouser.
(?) *a scissors. Informal*

Many of the summation plurals can take the indefinite article, especially with pre-modification: (a) new clippers, (a) garden shears, (an) old-fashioned curling tongs. Forms are commonly singular when used attributively: a spectacle case, a suspender belt, a trouser leg, a pajama/pyjama top

b. Pluralia tantum ending in-s

Some 'pluralia tantum' (i.e. nouns that, in a given sense, occur only in the plural) end in-s, whereas others have no plural marking e.g.: *people*

They have plural concord, e.g.:

These damages have not yet been paid, have they? [damages=compensation in money imposed by law for causing loss or injury]

In many cases, pluralia tantum ending in-s also have singular forms, which however can be dissociated in meaning from the plural, e.g.:

That damage was repaired long ago [damage= 'loss, harm']

Other examples of pluralia tantum:

accommodations : living accommodations

amends: make every/all possible amends for something

annals [a historical record]

Common nouns are either count (or countable) or non-count (or uncountable or mass). Count nouns have both a singular and a plural and they can be introduced by determiners that accompany distinctions in number. For example:

<i>a</i>	<i>two</i>
<i>one</i>	<i>several</i>
<i>every picture</i>	<i>few picture</i>
<i>either</i>	<i>many</i>
<i>this</i>	<i>these</i>

Non-count nouns indicate entities that are viewed as uncountable. They are singular in form and are treated as singular for subject verb agreement (P 98).

They are introduced by a set of determiners. For example:

<i>the</i>		<i>my</i>
<i>this</i>		<i>whose</i>
<i>some</i>	<i>information</i>	<i>which</i> <i>sugar</i>
<i>any</i>		<i>what</i>
<i>no</i>		<i>whatever</i>

The count/ non- count distinction correlates to some extent with the distinction between concrete and abstract nouns. Concrete nouns are used to refer to entities that are typically perceptible and tangible whereas abstract nouns refer to those that are not perceptible and tangible, such as qualities, states of mind and events, morality, happiness, beliefs disgust, and pursuit. When concrete nouns are non-count, the entities they refer to are viewed as an undifferentiated mass: *furniture, bread, cheese, coffee, whisky*.

We can often achieve count ability with non-count nouns (particularly concrete nouns) through partitive expressions. There are general partitive expressions such as a piece of /pieces of and a bit of/bits of :

	<i>bread</i>
	<i>sugar</i>
<i>a piece of</i>	<i>cheese</i>
<i>a bit of</i>	<i>information</i>
<i>some pieces of</i>	<i>advice</i>
<i>two pieces of</i>	<i>evidence</i>
	<i>news</i>

These are also partitive expressions that tend to go only with certain non-count nouns:

two slices of bread/cheese/cake/meat

a lump of sugar/coal

a bar of chocolate/ soap/gold

a glass of water/soda/whisky

three cups of coffee/tea

we can also use measurements two pounds of sugar/ coffee/tea

a ton of coal

a liter of brandy

c. Regular plurals

Count nouns make a distinction between singular and plural. Singular denotes one, and plural more than one: for example,

Cat - cats

Book -books

House- houses

According to Greenbaum (1996), these are some spelling rules that affect the addition of the regular-s inflection.

1. If the singular ends in a sibilant that is not followed by-e, add-es:

pass/passes, buzz/buzzes, bush/bushes, church/churches, box/boxes.

A few nouns ending in-s have a variant in which the consonant is doubled before the inflection.

bus/buses or busses

bias/biases or biasses

focus/focuses or focusses

gas/gases of gasses

If a sibilant is followed by e, only-s is added :

Cage/cages, disease/diseases, grudge/grudges

2. If the singular ends in a consonant plus y, change the y to I and then add-es:

Spy/spies

Curry/curries

Worry/worries

Proper nouns are exceptions the Kennedys, Bloody Marys If a vowel precedes the final y, the plural is regular: toy/toys, ply/plays.

3. For some nouns ending in- o, add-es. Here are common examples:

echo/echoes, hero/heros, photo/photos, tomato/tomatoes, veto/vetos.

In some insistence there is variation between-os and oes, for example:

Cargo/cargos or cargoes

Motto /mottos or mottoes

Volcano/volcanos or volcanoes

The regular –s plural inflection is pronounced as /Iz/,/Z/ or /s/ depending on the final sound of the singular.

1. /Iz/ if the singular ends in a sibilant :

/s/ bus /buses , box/ boxes

/z/ buzz / buzzes

/s/ bush / bushes

/+s/ church / churches

/3/ barrage / barrages

/d3/ grudge of grudges

2. /z/ if the singular ends in a vowel or a voiced consonant other than a sibilant

: *ray/rays, study/studies, key/keys, attitude /attitudes , dog/dogs ,burn/burns.*

3. /s/ if the singular ends in a voiceless consonant other a sibilant: *cat /cats ,*

cake/cakes , tramp/tramps

d. Irregular Plurals

1.Voicing of final consonant

Some nouns ending in –f or –fe form their plurals by changing the ending to –ves. They include:

Calf/ calves

life/lives

Half/ halves

knife/knives

Leaf/leaves

thief/ thieves

Self/selves

loaf/loaves

Other have regular plurals as well:

. *dwarf/ dwarves or dwarfs*

. *hoof/ hooves or hoofs*

. *handkerchief/ handkerchieves or handkerchiefs*

. *scarf / scarves or scarfs*

2. Mutations

In a few nouns, the plural is formed by mutation (a change in the vowel):

Man/men *woman/women*

Foot/feet *goose/geese*

Mouse/mice *tooth/teeth*

Children, the plural of child combines a vowel change and the irregular ending -en (a survival of an old English plural inflection). A similar combination appears in brethren , a specialized plural of brother . The older plural ending is found without vowel change in ox/oxen. In American English , these are also valid plurals of *ox*: *regular oxes and the unchanged form ox*.

3. Zero plurals

Count nouns that have the same form for singular and plural are said to be zero plural (Greenbaum ,1996,p.102). These include the names of some animals , particularly *cod* , *deer* , *sheep* nouns denoting quantity when they are pre-modified by a numeral or other quantifier and particularly when they are attached to a noun head two *hundred* (people), three *dozen* (plants) , several *thousand* (dollars). The measure nouns *foot* (length unit), *pound* (weight unit or British currency), and *stone* (British weight unit) optionally take zero plurals. *six foot two twenty pound, fifteen stone* .

4. Foreign Plurals

Some nouns borrowed from other languages (in particular from Latin and Greek) may retain their foreign plurals but generally only in technical usage (Greenbaum, 1996, p. 102). In non-technical usage , the regular plural is normal in some of the instances listed below:

(a) nouns in -us, with plural in -i:

alumnus/alumni bacillus locus nucleus

(b) nouns in -a, with plural in -a:

corpus/corpora genus/genera

(c) nouns in -a, with plural in -ae:

alga/algae antenna formula vertebra

(d) nouns in -um, with plural in -a:

addendum/addenda bacterium curriculum erratum ovum

(e) nouns in -ex or -ix, with plural in -ices:

appendix/appendices codex index matrix

(f) nouns in -is, with plural in -es:

analysis/ analyses axis basis crisis diagnosis ellipsis hypothesis

oasis parenthesis synopsis thesis

(g) nouns in -on, with plural in -a :

automaton/automata criteriaon phenomenon

(h) Nouns in -eau, with plural in -eaux:

bureau/bureaux

5. Uninflected plurals, without singulars

cattle livestock people (as plural of person)

police poultry vermin

6. Binary plurals

Some nouns with plural inflection refer to instruments or articles of clothing that consist of two parts that are joined together. For example :

binoculars clippers glasses scissors spectacles

briefs jeans pants shorts trousers

7. Inflected plurals, without singulars

Some nouns have the regular plural inflection but do not have a corresponding singular, at least in the relevant sense. For example:

arms ('weapons')

clothes ('garments')

customs ('tax')

8. Collective nouns

Singular collective nouns refer to a group of people or animals or to institutions. They may be treated as either singular or plural. They are treated as plural (more commonly in British English than in American English) when the focus is on the group as individuals rather than as a single entity. They may then take a plural verb, and plural pronouns may be co-referential with them (Greenbaum, 1996, p.103).

Here are some common examples of collective nouns:

<i>administration</i>	<i>enemy</i>	<i>majority</i>
<i>army</i>	<i>family</i>	<i>minority</i>
<i>audience</i>	<i>firm</i>	<i>mob</i>
<i>class</i>	<i>gang</i>	<i>nation</i>
<i>committee</i>	<i>government</i>	<i>public</i>
<i>company</i>	<i>group</i>	<i>swarm</i>
<i>crew</i>	<i>herd</i>	<i>team</i>
<i>crowd</i>	<i>jury</i>	

9. Plurals of compounds

Compounds generally follow the regular rule by adding the regular inflection to their last element:

gunfight/gunfights

pop group/pop groups

two-year-old/two-year-olds

gin-and-tonic/gin-and-tonics

Compounds ending in an adverb also generally follow the regular rule:

close-up/close-ups

take-over/take-overs

stand-in/stand-ins

Though having the plural inflection at the end, these two break the spelling rule by retaining y before the inflection:

lay-by/lay-bys

stand-by/stand-bys

The following two compounds are exceptional in taking the inflection on the first element :

Passer-by/passers-by

Listener-in/listeners-in

A few compounds ending in –ful usually take the plural inflection on the last element, but have a less common plural with the inflection on the first element:

mouthful/mouthfuls or mouthsful

spoonful/spoonfuls or spoonsful

Compounds ending in –in-law allow the plural either on the first element or (informally) on the last element:

Sister-in-law/sisters-in-law or sister-in-laws

Some compounds consisting of a noun plus a post modifying adjective also allow both alternatives:

Court martial/ courts martial or court martials

Attorney general/attorneys general or attorney generals

Poet laureate/poets laureate or poet laureates

Other compounds with a post modifying adjective or prepositional phrase have the plural inflection only on the first part:

heir apparent/heirs apparent

notary public/notaries public

commander-in-chief/ commanders-in-chief

right-of-way/rights-of-way

Non- standard plurals

Greenbaum(1996) puts, “Standard dialects may differ from standard dialects in the plurals of nouns”(p.104). Among the differences found in various non-standard dialects, they are:

1. Zero plurals

After numerals or quantifiers, count nouns may have a zero plurals (the same form as in the singular):

Thirty year, many mile

2. Regular plurals

Nouns that have irregular plurals in standard dialects may take regular plurals:

Mouses, louses, sheeps, swines, deers

3. Double plurals

Nouns that have irregular plurals in standard dialects may have an added regular plural:

Mens, childrens, mices

Some regular plurals in standard dialects may take a second regular plural :

bellowses, beasteses (with an intrusive/I/)

4. Mutation plurals

Like standard mice is non-standard mutation plural *kye* ('cows'), a survival of an older plural. Double plurals of the same word are also found: *kyes* and (with older-en plural ending) *kine*.

5. Plurals in-(e)n

The older plural ending in-(e)n found in standard oxen is also found in non-standard -en, *eyen* ('eyes'); *shoon, shoen* ('shoes'); *flen* ('fleas'); *housen* ('houses').

6. Plurals in-(e)r

The older plural ending in -(e) r found in the standard double plural *children* is found in non-standard regularly formed *children*.

1.1.4 Role of Plurals in ELT

We learn English through meta language system. In this system, there is a significant role of different discrete items such as tense, aspects, voice, singular, plural, conjunction interjection, etc. Without knowledge of these systems, we can't learn language as well. In this connection, plurals play a vital role to enhance the communication system of the learners. People make so many errors in singular and plural numbers. They use wrong forms of plurals. Instead of singular form, plural forms are also used.

If, there is a slight change in number system, it breaks whole communication systems. There are different types of plural system in English: regular, irregular and zero. Most of people only use regular number systems and they form many more errors. In total, role of plurals can be listed in the following points.

- ⇒ To enhance communicative competence.
- ⇒ To develop fluency in language system.
- ⇒ To develop learner's accuracy .
- ⇒ To develop writing proficiency.
- ⇒ To improve pronunciation.
- ⇒ To identify different discrete items.

1.2 Review of Related Literature

Grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see two most basic principles of grammar, the arrangement of items (syntax) and the structure of items. Grammar is also concerned with acceptable and unacceptable forms and the distinctions of meaning these forms create. In this light, many studies have been carried out on proficiency focusing on different grammatical categories. Some of the studies carried out on proficiency related to this study are reviewed as follows:

Karki (2000) studied The Proficiency in the Use of Subject Verb Agreement between class 11 and PCL 1st year student in education stream. His objectives

was to find out the proficiency in the use of subject verb agreement of at four campus and schools and total students were eighty in equal ratio. His result showed that in totality the students of PCL First Year were found more proficient than the students of class 11 in almost all the items. In sex wise comparison, both the boys and girls of PCL first year were more proficient than that of the boys and girls of class 11.

Basnet (2001) analyzed The Proficiency in the Use of Determiners of Grade Nine Students of Dhankuta and Kathmandu districts, comparing different variables in terms of sex and religion. His objective was to find out the proficiency in the use of determiners of grade nine of ninety six students from six schools. He reached in the conclusion that the overall performance in the use of determiners was poor. The students of Dhankuta districts were more proficient than the students of Kathmandu district and the proficiency of the girls were better than the boys in total.

Saud (2004) studied The Proficiency of the B.Ed. 2nd Year Students in the Use of Adjective and Adverbs. His objective was to find out the proficiency of the B.Ed. 2nd year students in the use of adjective and verbs. The sampling was taken from eight campuses' eighty students. His finding showed that the overall proficiency of B.Ed. second year students in the use of adjectives and adverbs was found to be satisfactory. He also found that the students showed better performance in adjectives in comparison to adverbs. In sex wise comparison both the boys and girls performed better in adjectives than in adverbs. Girls showed better performance both in adjectives and adverbs.

KC (2005) Studied The Proficiency of Grade 10 Students in the Use of Adverbs. Her objective was to find the proficiency of grade 10 students in the use of adverbs. She compared the status of proficiency in terms of sex wise, school wise, item wise in Rupandehi district. Her finding showed that the overall proficiency of the students in the use of adverbs was found to be satisfactory, boys displayed slidely better performance than the girls and private schools were found for better than government schools.

Aryal (2006) studied The Proficiency of Grade Eight Students in the Use of Prepositions. The objective of his study was to find out the proficiency of grade eight students in the use of prepositions. Six schools (three in urban area and three schools from rural area) were selected. One hundred twenty students were selected in equal ratio. His findings showed that the proficiency of the students of urban were far better than that of rural areas. He also found that the students of private school displayed better performance than the community school.

Khatriwada (2007) analyzed The Proficiency of Grade Ten Students in Using Causative. His objective was to find out the proficiency of grade 10 students in using causative verbs comparing different variables in terms of schools, items and linguistic background in Kathmandu district. He reached in the conclusion that the overall performance in the use of causative verbs was found to be quite satisfactory. The students of private schools were found far better than that of government school in using causative verbs. He also added that the proficiency of the students in using causative verbs of Nepali native speakers was found for better than Newari native speakers.

Gautam (2008) studied The Proficiency of Grade Twelve Students in the Use of Adjectives. His objectives was to find out the proficiency of grade 12 students in the use of adjectives in Makawanpur District comparing of proficiency in terms of items school and sex. Eighty students from four schools were randomly selected for the study. His result showed that the overall proficiency of students in the use of adjectives was found to be satisfactory. In this study he found that private schools were found far better than the public schools and boys performed better than girls.

Although some researchers have been carried out on the proficiency of the some grammatical items but no research has been done on the proficiency in the use of plural. So, this is one of the new area in English grammar. So, the researcher attempts to find out the proficiency in the use of plural by grade 8 students and compare the status of proficiency in terms of items school and sex.

1.3. Objectives of the Study

The objectives of this study are as follows:

- a) To find out the proficiency in the use of Plurals by grade eight students.
- b) To determine the proficiency in terms of the following variables:
 -) Item-wise comparison
 -) Area wise comparison
 -) School-wise comparison
 -) Sex wise comparison
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant to all those who are interested in language teaching and learning in general and more particularly to the teachers and students who are involved in teaching and learning the English language communicatively. This research will be importantly significant for the effective teaching and particularly for teaching degree of adjectives. Moreover, it will be significant to language teaching practitioners, subject experts, curriculum designers and textbook writers on ELT.

CHAPTER-TWO

METHODOLOGY

The researcher in this present study adopted the following methodology.

2.1 Sources of Data

Both primary and secondary sources of data were used to collect the information for this study.

2.1.1 Primary Sources of Data

This research work was highly based on the primary sources of data. The students of grade eight from Palpa district were the primary sources for this study. A set of test items on the use of plurals were administered and the result obtained from the test was the primary sources of data.

2.1.2 Secondary Sources of Data

For this study, the researcher used secondary data from English text book of grade eight. For this purpose, the researcher consulted the related books; *Carter and Mc Carthy (2010)*, *Celce-Murcia and Larsen-Freeman (1999)*, *Cowan (2008)*, *Quirk, Greenbaum, Leech and Svartvik (2010)*, etc. Apart from these, other sources like reports, articles, journals, internet, research studies related to the topic were used as secondary sources of data.

2.2 Population of the Study and Sample Population

The total populations of this study were all the grade eight students from Palpa district. However, the researcher collected the data from the grade eight students of 6 schools in Palpa as study population. (The names of schools and students are given in Appendix-III).

2.3 Sampling Procedure

The sample population of the study consisted of 120 students. Six different schools (3 Public and 3 Private) were selected purposively. From each of them, equal number of girls and boys were selected on the basis of random sampling procedure.

2.4 Tools for Data Collection

A set of test items on the use of plurals were prepared on the basis of grade eight "Text-Book *Our English and Grammar Book*" to collect the data for this study. The test items were different items such as provide appropriate plural; make sentences using the following plural in your own sentences, choose the correct word, tick the best option of the following, etc.

2.5 Pilot Test

In order to carry out this work, the researcher first prepared a set of test items. Then, he conducted a pilot test on a small group of students in order to determine the time duration and test the appropriateness of the test items. The researcher randomly selected 10 students who were not included in the final study. Then he administered the test without facing any problems.

2.6 Process of Data Collection

After conducting the pilot test, the researcher went to the purposively selected schools. He contacted the principals of the schools with the letter from the Department of English Education and asked for their permission to carry out the study. After getting permission, he went to the classroom with the English teachers of those schools. Then he introduced himself and explained his purpose to the students. After that he selected the required number of students in equal sex ratio on the basis of simple random sampling procedure. Then, the selected students were taken to another separate room for the test. Then, he instructed them very carefully about the time limitation and the activities they were supposed to do. Then, he administered the test with proper guidance.

The time duration of the test was 1 hour. All the students finished the test within the allotted time. After that, the researcher collected the answer sheets of the students and thank them for their co-operation. He checked the answer sheets very carefully and tabulated the marks for analysis. The tabulated data were analyzed, interpreted and compared for the accurate result.

2.7 Limitations of the Study

This study had the following limitations:

- a. The subject area were limited to written form mainly based on the text book of grade eight "Our English Book and Grammar Book."
- b. Test items included only the use of plurals.
- c. The sample population of this study were only 120 students of grade eight.
- d. The students were selected only from 6 schools (3 Public and 3 Private, 3 Urban and 3 Remote) of Palpa district.
- e. Equal number of boys and girls were involved in this study.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Before designing the test items, the researcher listed out the plural nouns used in grade eight “English Book and Grammar Book”. The schools of urban area and remote area, and private sector and public sector were included in this study. To fulfill the objectives of the study, the researcher marked the responses of the students very carefully and tabulated scores, then analysis and interpretation were carried out. The analysis and interpretation of the data were done under the following headings:

3.1 Analysis of the Overall Proficiency in the Use of Plurals

Analysis of the overall proficiency in use of plurals had been carried out in the following two tables. In the first table there is total proficiency in obtained average marks and percentage of one hundred twenty students and in the second table there is comparison of different variables.

Table 1: Total Proficiency of the Students in the use of plurals

Total Sample	F. M.	Obtained Average Marks	Percentage
120	50	25.77	53.54

The above table shows the total proficiency of 120 sampled students in the use of plurals. There were 6 questions in the use of on the test carrying 50 marks. The students secured 25.77 marks (i.e. 53.54%) out of the total marks. Since they secured more than 50% marks, their overall proficiency in the use of plurals could be considered satisfactory.

Table 2: Comparison of Different Variables in the Use of plurals

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	60	50	17.72	35.44
Private	60	50	35.83	71.66
Boys	60	50	34.81	69.62
Girls	60	50	26.16	52.33
Remote	60	50	20.15	40.30
Urban	60	50	25.60	51.20

The above table compares the school wise, sex wise and area wise proficiency of the students. The sample size of each variable was 60. Out of total marks, the students of public schools obtained 35.44% marks, whereas the students of private schools obtained 71.66% marks. Hence, the students in private schools were found better than those in the public schools. Similarly, out of the total marks, the boys obtained 65.62% marks whereas the girls obtained 52.33% marks. It also suggests that students from remote schools secured 40.30% whereas the schools from urban area obtained 51.20% marks.

3.2 Item wise Analysis of the Overall Proficiency

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

Analysis of the Overall Proficiency in Item No. 1: Change the following words into plurals.

Table 3: Overall Proficiency in Item No. 1

Total Sample	F. M.	Obtained Average Marks	Percentage
120	10	5.98	59.80

The above table shows the total proficiency of 120 sampled students in item No. 1. There were 10 questions carrying 10 marks to which the students had to provide suitable plural forms. Out of the total marks, the students secured 5.98

marks i.e. 59.80% of the marks in the test. Hence the students' performance in item No. 1 was satisfactory.

Table 4: Comparison of Different Variables in Item No. 1

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	60	10	3.83	38.33
Private	60	10	8.32	83.20
Boys	60	10	6.19	61.88
Girls	60	10	5.97	59.69
Remote	60	10	5.98	59.80
Urban	60	10	6.20	62.70

The above table shows the school wise, area wise and sex wise comparison of the proficiency in item No. 1. The sample size of each of the variables was 60. The students of Public Schools secured 38.33%. Therefore, the private schools displayed better performance in item No. 1 than the public schools but both of them secured below than 50% marks. Similarly urban area's students performed better than remote area's.

Likewise, the marks obtained by the boys were 61.88% whereas the girls obtained 59.69% marks. The boys' mark was better than girls' so, their performance in item No. 1 was satisfactory because both of them secured more than 50% marks.

Analysis of the Overall Proficiency in Item No. 2: Use the correct form of plurals.

Table 5: Overall Proficiency in Item No. 2

Total Sample	F. M.	Obtained Average Marks	Percentage
120	10	3.07	30.73

The above table shows the proficiency of the students in item No. 2. In this item, the students were given 10 questions carrying 10 marks. Out of total

marks, the students secured 3.07 marks i.e. 30.73% of the marks in the test. Hence, the students' performance in item No. 2 was found poor.

Table 6: Comparison of Different Variable in Item No. 2

Variable	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	60	10	0.90	8.96
Private	60	10	5.25	52.50
Boys	60	10	0.43	4.27
Girls	60	10	0.47	4.69
Remote	60	10	0.50	5.70
Urban	60	10	2.20	22.20

The above table shows the school wise and sex wise comparison of the proficiency in item No. 2. The sample size of each of the variables was 10. The students of public schools secured 8.96% marks whereas the students of private schools secured 52.50%. Therefore, the private schools displayed better performance in item No. 2 than the public schools. Similarly, the marks obtained by the boys and girls were 4.27%. Girls performed as much as boys in item No. 2. Likewise, the students from remote area obtained only 5.70% whereas the students from urban area obtained 22.20%.

Analysis of the Overall Proficiency in Item No. 3: Put singular in column 'A' and plurals in column 'B'

Table 7: Overall Proficiency in Item No. 3

Total Sample	F. M.	Obtained Average Marks	Percentage
120	10	3.77	37.76

The above table shows the proficiency of the students in item No. 3. In this item, the students were given 10 questions carrying 1 mark in each. Out of the total marks, the students secured 3.77 marks, i.e. 37.76% of the marks in the

test. Since they secured below 50% marks, their performance in this test was poor.

Table 8: Comparison of Different Variables in Item No. 3

Variable s	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	60	10	3.09	61.80
Private	60	10	4.46	89.20
Boys	60	10	1.32	26.40
Girls	60	10	1.77	35.40
Remote	60	10	1.80	40.01
Urban	60	10	3.10	62.40

The above table compares the students' school wise and sex wise performance in item No. 3. The table shows that the students of public schools secured 61.80% marks out of the total marks whereas the students of private schools obtained 89.20% marks. It suggests the private schools performed far better than the public schools in this item. Similarly, the boys obtained 26.40% marks whereas girls obtained 35.40% marks out of the total marks. Therefore, it is clear that the girls performed better than the boys in this item. In the same way, the students from remote area obtained 40.01% whereas the students from urban area performed 62.40%.

Analysis of the Overall Proficiency in Item No. 4: Use the following plurals words in your own sentences

Table 9: Overall Proficiency in Item No. 4

Total Sample	F. M.	Obtained Average Marks	Percentage
120	5	3.22	64.40

The above table shows the 120 sampled students' performance in item No. 4. There were 5 questions carrying 5 marks. Out of the total marks, the students secured 3.22 marks i.e. 64.40% of the marks in the test. Since they secured

more than 50% marks, their overall proficiency in this item was found satisfactory.

Table 10: Comparison of Different Variables in Item No. 4

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	60	5	2.18	43.60
Private	60	5	4.27	85.40
Boys	60	5	1.27	25.40
Girls	60	5	0.91	18.20
Remote	60	5	1.30	26.50
Urban	60	5	4.30	87.10

The above table shows the comparison of the students' performance in terms of area, school and sex. Out of the total marks, students of the public schools obtained 43.60% marks whereas the students of private schools obtained 85.40% marks. It suggests that the private schools performed far better than the public schools in this item. Similarly, boys obtained 25.40% marks whereas girls obtained 18.20% marks. Therefore, it is clear that the boys performed better than the girls in this item. In the same way, the students from remote area obtained 26.50% whereas the students from urban area obtained 87.10%.

Analysis of the Overall Proficiency in Item No. 5: Fill in the blanks items.

Table 11: Overall Proficiency in Item No. 5

Total Sample	F. M.	Obtained Average Marks	Percentage
120	5	3.04	60.81

The above table shows the total proficiency of 120 sampled students in item No. 5. In this item the students were given 5 questions carrying 5 marks. Out of the total marks, the students secured 3.04 marks i.e. 60.81% of the marks in the test. Since, they secured more than 50% marks. Their overall proficiency in this item was found satisfactory

Table 12: Comparison of Different Variables in Item No. 5

Variables	Simple Size	F. M.	Obtained Average Marks	Percentage
Public	60	5	2.44	48.80
Private	60	5	3.65	73
Boys	60	5	1.15	23
Girls	60	5	1.29	25.80
Remote	60	5	1.20	25.10
Urban	60	5	2.50	50.01

The above table shows the comparison of the students' performance in terms of area, school and sex. Out of the total marks, the students of public schools obtained 48.80% marks whereas the students of private schools obtained 73% marks. It suggests that the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 23% marks whereas girls obtained 25.80% marks of the total marks. Therefore, it is clear that the girls performed better than the boys in this item. It also suggests that the students from urban area obtained 50.01% whereas the students from remote area got only 25.01%.

Analysis of the Overall Proficiency in Item No. 6: Writing rules.

Table 13: Overall Proficiency in Item No. 6

Total Sample	F. M.	Obtained Average Marks	Percentage
120	10	2.27	45.40

The above table shows the total proficiency of 120 sampled students in item No.6. The students were asked to fill in the blank from the box, carrying 10 marks. Out of the total marks, the students secured 2.27 marks, i.e. 45.40% of the marks in the test. Hence, the students' performance in item No. 6 was not found satisfactory.

Table 14: Comparison of Different Variables in Item No. 6

Variable	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	60	10	1.94	38.80
Private	60	10	2.60	52
Boys	60	10	0.90	18
Girls	60	10	1.04	20.80
Remote	60	10	1.02	18.20
Urban	60	10	2.70	55.05

The above table compares the students' performance in item No. 6 in terms of area, school and sex. The table shows that the students of public schools obtained 38.80% marks whereas the students of private schools obtained 52% marks out of the total marks. Hence, it can be concluded that the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 18% marks whereas the girls obtained 20.80% marks out of the total marks. Thus, it is clear that the girls performed slightly better than the boys in item No. 6. It also suggests that the students from remote area obtained 18.20% whereas the students from urban area got 55.05%. Therefore, students from urban area did better than that of remote area.

3.3 Comparison of the Overall Proficiency of Different Sexes both within and between the Public and Private, Remote and Urban Schools

The comparison of the overall proficiency of different sexes both within and between the public and private schools have been carried out under the following table. It is done under the two variables boys and girls of public and private schools.

Table 15: Comparison of Different Sexes both Within and Between the Public and Private Schools

Variables		Sample Size	F. M.	Obtained Average Marks	Percentage
Public	Boys	30	50	17.14	34.29
	Girls	30	50	18.27	36.54
Private	Boys	30	50	37.64	75.29
	Girls	30	50	34.06	68.12

The above table shows various facts. It basically compares the proficiency of the boys and girls within and between public and private schools. The sex ratio was equal i.e. 30 in each school.

In public schools, the boys obtained 34.29% marks and the girls obtained 36.54% marks. Thus, the proficiency of both the girls and boys in public schools was not satisfactory because they could not cross 50% marks.

However, while comparing the proficiency of the boys and girls in public schools, the girls were found better than the boys.

In private schools, the boys obtained 75.29% marks and the girls obtained 68.12% marks. Hence, the proficiency of both the boys and the girls was found satisfactory since both obtained above 50% marks. So, the boys were better than the girls.

Area wise comparison of total proficiency has been carried out in the following table:

Table 16: Comparison of different Sexes between remote and urban Schools.

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage	
Remote	Boys	30	50	20.10	42.30
	Girls	30	50	21.14	44.50
Urban	Boys	30	50	41.54	83.10
	Girls	30	50	40.06	80.12

It shows that the boys from remote area obtained 42.30% whereas girls obtained 44.50%. So this data tell that girls were better than that a boys. On the other hand, the boys from urban area obtained 83.10% whereas girls achieved only 80.12%. Therefore boys from urban area were better than that of girls.

3.4 School wise Comparison of the Total Proficiency

School wise comparison of the total proficiency has been carried out in the following table.

Table 17: Comparison of Proficiency between BEBS, DBSS, THSS, MVSS, BNHSS and PCA

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
BEBS	20	50	40.35	81.70
DBSS	20	50	15.06	30.12
THSS	20	50	32.16	64.33
MVSS	20	50	39.54	79.08
BNHSS	20	50	14.06	28.20
PCA	20	50	40.50	82.10

The above table shows the status as well as the comparison of proficiency in the use of plurals of the students in BEBS, DBSS, THSS, MVSS, BNHSS and PCA. The full marks of the test was 50 and the sample size of each of the six schools was 20.

Out of the total marks, the students of BEBS obtained 81.70% marks in the test. Since the marks secured by them was over 50%, their status of proficiency in their group was not found satisfactory. Out of the total marks, the students of DBSS obtained 30.12% marks in the test. Since the marks secured by them was below 40%, their status of proficiency in their group was found poor. Similarly, the students of THSS obtained 64.33% of the marks in the test. Since their marks was above 60%, their status of proficiency in their own group could be considered satisfactory. Likewise, the students of MVSS obtained 39.54 marks i.e. 79.08% of the marks in the test. Since their marks was above 70%, their status of proficiency in their group could be considered excellent. In the same way the students of BNHSS obtained 28.20% whereas the students from PCA secured 82.10%.

3.5 Area wise Comparison of the Total Proficiency

Area wise comparison total proficiency has been carried out in the following table:

Table 18: Comparison of proficiency between Remote and Urban Schools

Variables		Sample Size	F. M.	Obtained Average Marks	Percentage
Public	DBSS	20	50	31.16	60.32
	THSS	20	50	25.10	50.20
	BNHSS	20	50	23.20	46.40
Private	BEBS	20	50	42.10	84.20
	MVSS	20	50	37.07	74.14
	PCA	20	50	40.05	80.10

This table shows that the students from DBSS obtained 60.32%. THSS performed 50.10% marks. Similarly BNHSS obtained 46.40% score. On the other hand, the students from BEBS obtained 84.20%, MVSS obtained 74.14% and PCA achieved 80.10%. In total, urban school irrespective of private or public performed better than remote ones.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this study was to find out the proficiency and compare the proficiency of the students in the use of plurals between public and private schools of Palpa district.

For this purpose, the researcher had prepared a set of test item consisting of 6 different types of tests. Then the test was administered to 120 students of Palpa district. 20 students (10 boys and 10 girls) of grade eight were randomly selected from each of four schools (3 public and 3 private schools).

After collecting data, the analysis and interpretation of data were made by using simple statistical tools of average and percentage. First, the data were analyzed and interpreted in terms of proficiency i.e. item wise proficiency, then, comparison of different variables with the overall proficiency of the students in terms of sex, area and school. Similarly school wise comparison in proficiency was also made to find out the accurate result.

From the analysis and interpretation of the data, the findings are as follows:

4.1 Findings

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

The Overall proficiency of the students in the use of plurals

1. The overall proficiency of the students in the use of plurals was found to be satisfactory. In total they secured 55.79% of the marks which was above 50% marks.
2. Private schools were found far better than the public schools. Since the students of private school counterparts obtained 66.94% of the marks against their public schools who obtained 33.06% marks.

3. Boys displayed better performance than the girls. Girls obtained 48.85% marks whereas the boys obtained 51.15 % marks.
4. Students of urban area were better than that of students from remote area.

Item wise analysis of the Overall proficiency

1. Performance of the students was found better in item no. 1, 3, 4, 5 since they crossed 50% marks in these items. But their performance was found to be poor in item no. 2, 6 since they could not cross 50% marks in these items.
2. While comparing each item:
 - a. In item no. 1 (Change the following words into plurals), the students secured 60.78% of the marks in the test. Since they secured above 60% of the marks, their performance in this item was found satisfactory.
 - b. In item no. 2 (Using the correct forms of plurals), the students secured 30.73% of the marks in the test. Hence, their performance in this item was found poor. Therefore, this item was found to be the most difficult one.
 - c. In item no. 3 (Match item), students secured 75.52% of the marks in the test. Since they secured above 70% marks, their performance in this item was found highly satisfactory. So, this item was the easiest one.
 - d. In item no. 4 (Using plurals in their own sentences), the students secured 64.48% of the marks in the test. So, their performance in this item was found satisfactory because they crossed 60% marks.
 - e. In item no. 5 (Fill in the blanks), students secured 60.83% of the marks in the test. So, their performance in this item was found satisfactory because they crossed 60% marks.
 - f. In item no. 6 (writing rules), students secured 45.42% of the marks in the test. Hence, their performance in this item was not found satisfactory because they secured below 50% marks.

3. While comparing the total proficiency between DBSS, THSS, BNHSS, BEBS, MVSS and PCA.
 - a. The students of MVSS were found more proficient than the student of others, since the students of it secured 79.08 % of marks in the test.
 - b. The students of BEBS (private school) were found the most proficient since they secured 81.12 % of the marks in the test.
4. While comparing the Overall proficiency of different sexes both within and between the public and private schools:
 - a. While comparing the proficiency of the boys between public and private schools, the boys of private schools (75.29%) performed far better than the boys (34.29%) of the public schools whereas girls of private schools (68.12%) performed far better than the girls (36.54%) of public schools.
5. Comparing overall proficiency of urban and remote schools.
 - a. The students of urban school obtained better performance than that of remote area.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations have been made:

1. Maximum exercises in the use of plurals should be provided to the students in the classroom while teaching.
2. Students should be motivated towards learning by using effective teaching materials such as charts, flash cards, drawings, etc. in the classroom as far as possible.
3. Students should be provided with sufficient workbooks, practice books and other reference materials in the libraries, especially to the students of THSS and BNHS to use of plurals.
4. A separate grammar book based on communicative skills should be prescribed for this level. The book should be based on the use of grammar rather usage.

5. Teaching should be “student centered” and the texts should be “activity based”.
6. Reviews of the examination are indispensable for the examinees. So, time in language class should be provided for review of the examination.
7. Unit test and monthly test are important for the evaluation of the students. So, this should be evaluated properly.

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APPENDIX-IV

Test Item

Name of the student:

Name of the school:

Roll No.

Sex:

Time: 1 hr.

Class: 8

F.M. 50

Please, read the instructions carefully and answer the questions.

1. Change the following words into plurals:

10

textbook _____

activity _____

illustration _____

exercise _____

dialogue _____

copy _____

buffalo _____

cry _____

baby _____

child _____

2. Choose the correct form of plurals from the box given below:

10

1. Many (countrys/countries) are independent.
2. Your (foots/feet) are dirty.
3. Can you tell me the meaning of these (vocabularys/vocabularies)?
4. Do you have any (buffaloes/buffalos) in your house?
5. Have you ever seen (deer/deers)?
6. I saw two (horsemans/horsemen) on the way to school.
7. (Ballons/baollones) are very light object.
8. There are not many multi-national (companies/companys) in our country.
9. There are many spelling (errores/errors) in writing.
10. My parents has four (childs/children).

3. Put the singular forms in column 'A' and plurals in column 'B': 10

'A'	'B'

Feet, data, People, criteria, Deer, Children, Woman, St. Helens, News,
Economics,

4. Make 5 sentences using following words: 5

Copies, babies, dialogues, pilgrims, women,

5. Fill the gaps in the following story from the words given below:

Once upon time, there were two in the jungle. They were very cleaver. They used to go to the villages for One day when they entered the village, the tried to chase them but they climed up to the and shaked

Villagers, Crops, Monkeys, Branches, Trees

6. Give any 5 rules that help you make plurals nouns: 10

- 1)
.....
- 2)
.....
- 3)
.....
- 4)
.....
- 5)
.....

Thank you for your help.