

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is common to all and only human beings. It is the most unique gift to human beings. It is the greatest accomplishment of human civilization. It is a means by which we can perform several things- communication, thinking, group solidarity, interlinguistic conflict, nation building, control, creation and so on. We cannot think of any social, academic and artistic activities going on without language. It is perhaps the most significant asset of human life.

The term 'language' has been defined in several ways by various linguists.

According to Sapir (1921), "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p.8). Language is symbolic in that the relations between the sound sequences and their meanings are conventional and have to be learned. Similarly, Chomsky (1957) defines language as "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." (p. 13). Language is around us everywhere, in speech, writing, sign language, or simply in our minds as we dream, remember a conversation or quietly think out a problem.

According to Longman Essential Activator (1999), "Language is a system of words, phrases and grammar that is used by the people who live in a particular country for speaking and writing to each other"(p. 416). That is to say language consists of symbols, i.e. signs which stand for other signs.

The entity that divides humans from animals has been proved through varied researches, to be species-specific. Language as we term it has helped humans to establish civilization and culture and come down through ages to the modern

era of prosperity. It is a vehicle of power, a means by which we control, create and preserve.

In this era of explosion of knowledge every change makes a great difference in every field and highly influences the process of making decisions and policies worldwide. Among many languages, the English language is an instrumental to keep a person up to date. More than half of the world's books and the three quarters of international mails are in English, and it has the largest vocabulary ranging around two and a half million words. Our country's education, too, recognizes English as an important international language and has incorporated it into the curriculum ranging from primary to bachelor's level as a compulsory subject.

1.1.1 The English Language Teaching in Nepal

English is an international language. The history of the English language teaching in Nepal goes back to Rana rule when Jung Bahadur Rana established Durbar High school in 1853 A.D. After the restoration of democracy, many remarkable changes in the English language education appeared. English is now a compulsory subject in the curriculum of schools and colleges from primary to Bachelor's level. If we do not know English, we feel ourselves handicapped. In the context of Nepal, the English language plays a vital role in education, so students' academic success depends, to a great extent, on the mastery of the English language.

To make the English language learning a successful process, teaching approaches, methods and techniques are changed time and again at the international level. To keep pace with international change, Nepal has also introduced communicative approach to language learning and teaching particularly in school level since 1993. The approach mainly focuses on the learner's central role in learning a language and the teacher's role is like that of advisor.

In the early days of its introduction to Nepal as one of the school subject, the English curriculum aimed at providing the students with literary taste in English. Grammar and translation were regarded as the major components of the English language teaching.

Our experience tells us that the English language teaching in Nepal should be more effective than what it is now in making our learners competent enough to use English for different purposes. We have been putting much emphasis on reading and writing skills from the very beginning. Listening and speaking skills are neglected. We know that with the application of new courses especially at school level, certain percentage is allocated to listening and speaking skills as well. Next we are following the same traditional methods like lecture method and grammar translation method even if different sorts of new methods are introduced. So, we have to change the teaching style as well. We have to apply new methods in the language classrooms and help the students to develop all their language skills. The more the exposure the better the language learning takes place. Therefore, the teacher should encourage their students to use the English language in real life situation in stead of lecturing about the language.

However, in the course of regular updating and improvement in education system in Nepal, the English language curriculums have undergone through several up going processes of revision. As a result, teaching English in schools, now, has aimed at enabling the pupils to exchange ideas with people who speak English and exposing them with the vast knowledge and pleasure in English, both in written and spoken form.

1.1.2 English Grammar

Grammar, central term in the English language teaching, covers a wide range of phenomena. People who learn language encounter a number of problems, especially with the grammar of the language which can be complicated and which can appear confusing.

According to Hornby (1996), “Grammar is the rules in a language for changing the form of words and combining them into sentences” (p.517). There are mainly two basic elements in this definition: the rules of grammar; and the study and practice of the rules.

In other words, grammar is the system or rules describing the way in which words change themselves and group together to make sentences. It tells us what happens to words when they become plural, past, negative or different word class. A learner who knows grammar is the one who has mastered the rules of the language in question and can apply them to express himself / herself in what would be considered acceptable language forms. Probably the most common association with the word grammar is the word rule.

Grammar means string of rules which makes the language sweet and standard as well as demanding style. Tense, voice, person, number, etc. are the aspects of grammar.

1.1.3 Modal Verbs

Modals are defined as tenseless auxiliaries that take no subject-verb agreements and no infinitive ‘to’ before the following verb. e.g. can, could, shall, should, must, etc. for instance,

I can go.

She can go.

According to Crystal (1991), “Modal contrasts are primarily expressed by a subclass of auxiliary verbs”(p.158). Modal verbs share a set of morphological and syntactic properties which distinguish them from the other auxiliaries, for instance, they do not have plural, continuous and past forms.

According to Aarts & Aarts (1986), " In English modal auxiliaries are mutually exclusive"(p.36). Consider: * I shall can come.

*He will must do it.

Modals are used for several reasons: to give a proposition, to express a degree of probability, to express one’s attitude and to perform various social functions,

such as expressing politeness or indirectness while making requests, giving advice or granting permission.

According to Celce-Muria and Larsen Freeman (1999), there are the following uses of modals in the English language.

Modals verbs are used to express the personal perspective or subjectivity of the speaker. Modals are used for several reasons:

- To express a degree of probability
- To express one's attitude
- To perform various social functions

They have discussed modals under the two functions:

- i. an epistemic functions (expressing logical probability)
- ii. deontic function (expressing a use related to social interaction)

The logical probability meaning of modal typically deals with the speakers' making inferences or prediction. There is hierarchy of logical meanings of modals: e.g. (someone is knocking at the door)

- | | |
|--|------|
| That must be Sydney (very certainly, necessarily). | high |
| That will be Sydney (fairly, certainly). | |
| That should be Sydney (probable, probably, likely). | |
| That may be Sydney (perhaps, may be quite possibly). | |
| That might/could be Sydney (possible, possibly) . | low |

Modals are used for different social Function:

- i. Making requests Would you mind helping me?
- ii. Request for permission May I leave the room now?
- iii. Giving advice You must see a doctor.

Historical past modals are considered to be more polite than historical present tense while making request.

When asking for permission, selection of may or can is socially significant. Generally may is considered to be polite than can but in some situations in North America 'can' is considered to be polite.

Giving advice is also one of the most significant uses of social function of modal. In the given example it can be seen clearly.

You must see a doctor (have to /need to)

You should/ ought (to) see a doctor (had better)

You might / could see a doctor.

There are other uses of modals as they have mentioned in the book.

a. Prediction

'Will', 'shall', 'may', 'might', can be used to express predication but 'must' is not used because it was past historically. 'Will' expresses highest degree of probability whereas 'might' and 'could' express the lowest degree of probability. They can express negative predication as well.

Positive		Negative	Low possibility
will	High	might not	
should		may not	
may		shouldn't	
might/could	Low	won't	
		can't	Impossibility

b. Necessity

'Must' and 'have to' are used to express necessity:

You must come on time.

I have to take care of them.

Murphy (1998) has also described the uses of modals in the English language.

They are as follows:

(i) Will

It is used:

- a. For expressing the future events and happenings (tomorrow, next week)
e.g. I think Diana will pass the exam.
- b. For expressing offer or decide to do something
e.g. I'll phone you tomorrow.

(ii) May/Might

For showing possibilities

e.g. He might go to New York.

I may go to the cinema this evening.

(iii) Can/Could

a. For asking people to do things.

e.g. Can/could you open the door, please?

b. To ask for something.

e.g. Can/could I have this postcards, please?

(iv) Should

For giving suggestion.

e.g. You should go and see it. (it's a good film)

(v) Must

For showing it is necessary to do something.

e.g. The windows are very dirty. I must clean them.

(vi) Must not

For expressing prohibition.

e.g. I must be hurry. I mustn't be late.

(vii) Need not

For expressing lack of obligation or no necessity.

e.g. I needn't clean the windows. They are not very dirty.

According to Thomson and Martinet(1986), the modals can be used in the following situations:

(i) 'May' and 'Can' are used for permission in the present or future

A. First person

I/We can is the most usual form:

I can take a day off whenever I want.

I/We may meaning 'I/we have permission to . . .' is possible:

I may leave the office as soon as I have finished.

But this is not a very common construction and it would be much more usual to say:

I can leave/I'm allowed to leave

I/we may/might is little more usual in indirect speech:

'You may leave when you've finished,' he says/said=

He says we may leave/He said we might leave. . .

But in colloquial speech we would use **can/could**:

He says we can leave/He said we could leave.

B. Second person

Here **may** is chiefly used when the speaker is giving permission. You may park here means 'I give you permission to park'. It does not normally mean 'The police etc. allow you to park' or 'You have a right to park'.

Can can be used as an informal alternative to **may** here. But it can also be used to express the idea of having permission. 'You can park here' can mean 'I allow it/The police allow it/You have a right to park here'.

Similarly, 'you can take two books home with you' can mean 'I allow it/The library allows it' and 'You can't eat sandwiches in the library' can mean 'I don't allow it/ The librarian doesn't allow it' or 'It isn't the proper thing to do'.

Could can be used when there is an idea of condition:

'Why don't you ring him?' 'You can/could use my phone.'

Could is also used in indirect speech introduced by a verb in a past tense:

He said I could use his phone.

C. Third Person

May can be used as in B above when the speaker is giving permission:

He may take my car. (I give him permission to take it.)

They may phone the office and reverse the charges. (I give them permission.)

But it is chiefly used in impersonal statements concerning authority and permission:

(ii) Can is used to express possibility

A. General possibility

Subject+**can** can mean 'it is possible', i.e. circumstances permit (this is quite different from the kind of possibility expressed by **may**):

You can ski on the hills. (There is enough snow.)

We can't bathe here on account of the sharks. (It isn't safe.)

Can you get to the top of the mountain in one day? (Is it possible?)

B. 'Can' can also express occasional possibility:

Measles can be quite dangerous. (Sometimes it is possible for them to be quite dangerous/sometimes they are quite dangerous.)

The Straits of Dover can be very rough. (It is possible for the Straits to be rough: this sometimes happens.)

C. Could is used in the past:

He could be very unreasonable. (Sometimes he was unreasonable; this was a possibility.)

Can is used in this ways in the present or past tense only, and chiefly in the affirmative.

(iii) Ought to

Ought to is a modal verb.

The same form can be used for present and future and for the past when preceded by a verb in the past tense or followed by a perfect infinitive:

I ought to write to him today/tomorrow.

I knew I ought to write to him.

She said I ought to write.

I know/knew that I ought to have written.

Ought to takes the full infinitive, and to remind students of this, it is sometimes referred to as **ought to**.

Questions or remarks with **ought to** may be answered by **Should** and vice versa.

You ought to put in central heating. Yes, I suppose I Should.

(iv) Should

Should is also a modal verb.

Like **ought to**, the same form can be used for present and future and for the past when preceded by a verb in the past tense. **Should** could replace **ought to** in the above examples.

Should is followed by the bare infinitive.

Should and **ought to**, used for obligation, normally have the same meaning but **Should** is the more usual form.

In conversation **Should/ought to** can often be used alone, the infinitive being understood but not mentioned:

You Should pain/ought to paint your door. Yes, I know I Should / I know I ought to.

(v) Must

Must is a modal verb. It is used in the present or future.

The past tense is supplied by had to.

Must takes the bare infinitive.

It can express obligation and emphatic advice:

Father: You must get up earlier in the morning. (Obligation)

You must take more exercise. Join a squash club. (Advice)

1.1.4 Importance of Modal Verbs

Modal verb is an important aspect of the English language. Learning about modal verbs and using them correctly is demanding one the parts of second language learners. One cannot be said to have learnt English unless one has achieved the knowledge of proper use of modal verbs because they are very important for communication. According to Longman Essential Activator (1999)"Modals have several meanings so you need to think about the meaning of the sentence as a whole to be sure that your choice of modal expresses exactly what you want to say" (p.921). Similarly, Hornby (1996) also defines modals as "a verb that is used with another verb (not a modal) to express possibility, permission, obligation, etc"(p.749). So the proper selection and gradation should be taken into account with appropriate situational contexts. Since modal verbs are problematic and confusing for second language learners, it may not be a good idea to teach them randomly and all at once.

In a nutshell, it can be said that without teaching modal verbs the English language teaching becomes partial and really handicapped.

1.1.5 Framework of the Study

As the study will be limited within particular modal verbs of English grammar, I carried out my research of modal verbs within the following framework.

	for showing ability
can/could	for taking permission
	for asking people to do something
	for expressing an offer or invitation
	for showing conditions followed by if clauses

	for requesting for permission
may	for showing degree of probabilities
	for granting permission
	for necessity
	for giving advice
	for indicating something morally right or socially correct
	for giving advice
used to	for showing factual report of past habit
must not	for expressing prohibition

1.2 Review of the Related Literature

Different studies regarding grammatical achievement have been carried out in the Department of English Education in Tribhuvan University. Grammar is a broad term and modal verb is an important element of it. So far only a few studies have been carried out on verb achievement.

Nepal (1998) has analyzed “The errors in the use of irregular verbs made by grade seven students of public schools.” The sample consisted of 90 students from six schools of Kathmandu. Descriptively, he has listed down the causes of making errors in the use of irregular verbs, such as incomplete knowledge of irregular verbs, incomplete knowledge of tenses and inappropriate selection of verbs. He found that in comparison to regular verbs students committed more errors in the use of irregular verbs.

Upadhyaya(2002) has studied and analyzed " The phrasal verb achievement of the students of higher secondary level." The purpose of this study was to investigate the students' achievement of phrasal verbs and to compare the

achievement among the four streams, education, arts, science and commerce. It was found that the students from science stream had the highest proficiency with the achievement of the highest percentage whereas arts stream achieved the lowest percentage. Thus, the researcher concluded that their achievement on the use of phrasal verbs was satisfactory.

Regmi (2005) has analyzed "The phrasal verb achievement of the students of Bachelor's level of Education stream." She attempted to compare the proficiency level on phrasal verbs of English majoring and non-English majoring students. It was found that English majoring students had the higher proficiency in comparison to non-English majoring.

Negi (2006) has analyzed "The proficiency of bachelor level students in using modal verbs." The research was carried out among the bachelor level first year students of Kathmandu Valley from three different faculties. The sample of the study was 60 bachelor level first year students. He found that in comparison to girls, boys were weak in using modal verbs. He also found that Indo Aryan native speaker girls were found to be the most proficient of all.

Koirala (2007) has carried out a research on "The achievement of phrasal verbs by grade X students." The sample consisted of 80 students from four schools of Kathmandu district. He found that the phrasal verb achievement of the tenth graders of private school was good in total. He also found that the students of all schools were weak in using the phrasal verbs using them in sentence in comparison to filling in the gaps and multiple choices.

There has been no study on the achievement of the modal verbs of the students of secondary level. Thus, I attempt to carry out the research regarding the achievement of the modal verbs of the student of grade X and compare the level of proficiency between the students of private schools and government aided schools of Chitwan district.

1.3 Objectives of the Study

There were the following objectives of the research.

- a. To find out the achievement of modal verbs of the students of grade ten.
- b. To compare the achievement of modal verbs between the tenth graders of private English schools and government-aided schools.
- c. To list some pedagogical implications.

1.4 Significance of the Study

This study is significant as it will be helpful for the teachers, learners, syllabus designers and all the people who are interested and involved in teaching and learning of the English language, especially at secondary level. This study will also help those who want to carry further researches on modal verbs. It will also be helpful to recognize the strength and weaknesses of the students of both government and private schools in the use of modal verbs which is a part of grammar and the English language teaching.

1.5 Definition of the Terms

The definitions of the terms are as follows

Modal verb

It refers to a verb that is used with another verb (not a modal) to express possibility, permission, obligation, etc. To be very specific modals are tenseless auxiliaries that take no subject verb agreement and no infinitive 'to' before the following verb.

Achievement

The term 'achievement' refers to the attainment of something through learning and effort. According to Hornby (1996) achievement denotes "A thing done successfully especially with effort and skill"(p.10)

Private School

It refers to a school managed by a person or group and supported financially entirely by money paid by the parents of the students attending it, not by the government.

Government-aided School

It refers to a school managed by local people and financially supported by country or government.

CHAPTER – TWO

METHODOLOGY

In this chapter, the methodology used for the study is described. This includes the specifications about the concepts like field, population, data, primary sources of data, secondary sources of data, sampling procedure, process of data collection, tools or instruments and limitations.

2.1 Sources of Data

Source refers to the origin of data in research. There are mainly two sources of data collection. I made use of both primary and secondary sources of data. The study was based on the following sources of information.

2.1.1 Primary Source of Data

The students of grade ten studying in the private and government-aided schools of Chitwan district were the primary sources of data for the study.

2.1.2 Secondary Source of Data

The English textbook of grade nine was the main source of secondary data. The selected modal verbs were taken from the book to prepare the test items.

Besides, various books, journals, research works, articles and related books were also consulted. Some of them were Crystal (1991), Ranjit (1996), Murphy (1998), Yadav (2001), etc.

2.2 Sampling Procedure

Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group.

Among different sampling procedures, I selected the random sampling. It is the method of drawing a sample of a population where each member at the population has an equal and independent chance of being selected.

The sample of the study was eighty students. Two private schools and two government -aided schools were selected by using judgmental sampling which was based upon the purpose and subjective judgment of the researcher. Then, twenty students of grade ten from each school were selected with the help of random sampling. There were altogether eighty students from four different schools of Chitwan district.

2.3 Tools for Data Collection

There are different types of research tools. By using the selected tools, I derived the intended data. I prepared a list of modal verbs (only selected) from the English textbook of grade nine. Thereafter, a set of questions containing four types of test items was designed. The test items were:

- Multiple choices,
- Matching,
- Filling in the gaps and
- Sentences making

Altogether, there were four types of test items carrying sixty marks in total. Multiple choices contained twenty questions, matching contained eight questions, fill in the gaps contained eight questions and sentence making contained eight questions.

2.4 Process of Data Collection

Here, I followed the step-wise procedure for data collection. After preparing the test items, I visited the selected schools. With the co-operation of the school administration and subject teacher, the tests were administered on the following dates.

S. No.	Name of the Schools	Dates of Tests
1	Nepal Adarsha Shiksha Sadan	2065/03/27
2	Daisy English Boarding School	2065/04/02
3	Shree Pravat Secondary School	2065/04/10
4	Shree Khairahani Secondary School	2065/04/14

First of all, I distributed the test papers to the selected students and explained what they were supposed to do verbally. They were in written form as well. All the students were supposed to complete the test within 1.45 hrs. Finally, the written answer sheets were collected for analysis and interpretation.

2.5 Limitations of the Study

The study had the following limitations:

- i. The study was limited to the tenth graders' achievement of modal verbs.
- ii. The test items were limited to the selected modal verbs used in the English textbook of grade nine. These modal verbs were 'can', 'could', 'may', 'would', 'must', 'ought to', 'used to' and 'must not'.
- iii. Only eighty students were selected from four different schools of Chitwan district. Two were private schools and two were government aided schools.
- iv. Only twenty students from each school were selected by using the random sampling procedure.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained by administering the test to the students of four selected schools of the Chitwan district. The answer sheets of the students were collected and their responses were marked. Then, only the correct responses were tabulated. Those tabulated responses were analyzed and interpreted as precisely and accurately as possible using the tools of percentage and level. The analysis and interpretation of the data have been carried out under the following headings.

- i. Analysis of total modal verb achievement of the students.
- ii. Item wise analysis of modal verb achievement.
- iii. School wise analysis of Modal verb achievement.
- iv. Comparison of the modal verb achievement by the students of private and government aided schools.

The students' achievement on the modal verbs was categorized into the five levels on the basis of the percentage of their correct responses.

Percentage of the correct responses	Students' Achievement level on the use of modal verbs
1-20	Poor (P)
21-40	Less satisfactory (LS)
41-60	Satisfactory (S)
61-80	Good (G)
81-100	Excellent (E)

The students with the correct responses from 1% to 20% were categorized as having the poor level of achievement. The second level was the less satisfactory level with the correct responses from 21% to 40%. Similarly, the

students with the correct responses from 41% to 60% were placed in the satisfactory level of achievement. In the same way, the students with the correct responses from 61% to 80% were placed in a good level and lastly in the excellent level of achievement obtained by the students with the correct responses from 81% to 100%.

In this way, the initial letter of each level represents the level of achievement concerned with the tabulated form of the data (i.e. 'E' for excellent 'G' for good, 'S' for satisfactory, 'LS' for less satisfactory, and 'P' for poor).

3.1 Analysis of Total Modal Verb Achievement by the Tenth Graders

Here, the researcher observed and analyzed the total marks obtained by the students of four different schools.

Table No. 1

Analysis of Total Modal Verb Achievement

Name of Schools	Total Full Marks	Total Obtained Marks	Total Obtained Percentage	Level
NASS	1200	1104	92	E
DEBS	1200	1095	91.25	E
SPSS	1200	781	63.91	G
SKSS	1200	514	42.83	S
Total	4800	3494	72.49	

As shown in the table 1, the total achievement of modal verbs by the tenth graders studying in Chitwan was derived in percentage and the students from four different schools obtained 92 percent, 91.25 percent, 63.91 percent and 42.83 percent respectively. The average percentage was calculated using the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

Where, \bar{X} = Average

\sum = Summation

X = Marks in percentage

N = Number

Therefore,

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{289.99}{4} \\ &= 72.49\%\end{aligned}$$

In this way, the average percentage of the students of four different schools was 72.49. Since it was above 70 percent, the achievement of modal verbs by the tenth graders studying in Chitwan can be termed good.

3.2 Item wise Analysis of Modal Verb Achievement

There were four test items in the test taken by the researcher. The given tables 1, 2, 3 and 4 show the students' achievement in the use of given modal verbs in the different items. In these tables, the total obtained marks of the students in each test item are shown and categorized on the basis of their percentage.

3.2.1 Analysis of Modal Verb Achievement in Multiple Choice

Here, the total students' achievement of four schools in multiple choice item has been categorized and analyzed. Multiple choice is an objective type question where there are at least three different choices of answers with only one correct answer. So, students should select the correct one to get mark.

Table No.2
Students' Achievement in Multiple Choice Item

SN	Modal Verbs	Obtained Marks				Total Obtained Marks	%	Level
		NASS	DEBS	SPSS	SKSS			
1.	Can/could	100	95	70	46	311	77.75	G
2.	Would	72	72	54	34	232	72.5	G
3.	May	54	55	44	32	185	77	G
4.	Must	58	56	49	32	195	81	E
5.	Ought to	34	34	20	13	101	63	G
6	Used to	40	40	32	26	138	86.25	E
7.	Must not	18	18	12	09	57	71.25	G
Total		376	370	281	192	1219	77	G

Total Marks =1600

Total Obtained Marks = 1219

Total percentage of Obtained Marks =77

The table no. 2 shows the students' achievement on the use of given modal verbs in the multiple choices item. There were 8 modal verbs and 20 questions in multiple choice . Full marks was 1600 but the total marks obtained by the students was only 1219 and the percentage was 77.

It means students' achievement in the use of given modal verbs in the multiple choice can be termed as good.

3.2.2 Analysis of Modal Verb Achievement in Matching

Matching is also objective type question that has two columns and students should match them correctly to secure mark.

Table No.3
Students' Achievement in Matching

SN	Modal verbs	Obtained Marks				Total Obtained Marks	%	Level
		NASS	DEBS	SPSS	SKSS			
1.	Can/could	37	37	29	22	125	78	G
2.	Would	17	17	14	06	54	67.5	G
3.	May	19	18	15	12	64	80	E
4.	Must	20	20	15	09	64	80	E
5.	Ought to	18	18	09	07	52	65	G
6	Used to	20	20	14	10	64	80	E
7.	Must not	17	19	14	10	60	75	G
Total		148	149	110	76	483	75.5	G

Total Marks = 640

Total Obtained Marks =483

Total percentage of Obtained Marks=75.5

Here, the given table no 3 represents the students' achievement of four schools in matching test item. There were 8 modal verbs and 8 questions in matching. Out of 640 total marks students secured 483 marks and the percentage was 75.5

This shows the students' achievement in the use of given modal verbs in matching was found to be good.

3.2.3 Analysis of Modal Verb Achievement in Fill in the Gaps

The table no.4 given below represents the achievement of modal verbs by the students in fill in the gaps .

Table No.4
Students' Achievement in Fill in the Gaps

SN	Modal Verbs	Obtained Marks				Total Obtained Marks	%	Level
		NASS	DEBS	SPSS	SKSS			
1.	Can/could	72	70	44	30	216	67.5	G
2.	Would	38	36	28	14	116	72.5	G
3.	May	36	36	28	16	116	72.5	G
4.	Must	36	36	28	14	114	71.25	G
5.	Ought to	32	34	22	10	98	61.25	G
6	Used to	40	40	24	22	126	78.75	G
7.	Must not	34	34	20	16	104	65	G
Total		288	286	194	122	890	69.5	G

Total Marks = 1280

Total Obtained Marks =890

Total percentage of Obtained Marks=69.5

Among the four different test items, fill in the gaps covered only 16 marks in the given test. Fill in the gaps are that type of questions where the students should fill the blanks with correct words. Out of 1280 full marks, students secured only 890 marks and the percentage was 69.5.

From the study, it was found that students' achievement in the use of given modals in fill in the gaps remained good.

3.2.4 Analysis of Modal Verb Achievement in Sentence Making

Table no. 5 shows the total achievement of the students in sentence making test items.

Table No.5
Students' Achievement in Sentence Making

SN	Modal Verbs	Obtained Marks				Total Obtained Marks	%	Level
		NASS	DEBS	SPSS	SKSS			
1.	Can/could	74	74	42	30	220	68.75	G
2.	Would	38	38	24	16	116	72.5	G
3.	May	36	40	36	14	126	78.75	G
4.	Must	38	36	24	16	114	71.25	G
5.	Ought to	30	28	18	10	86	53.75	S
6	Used to	40	38	30	24	132	82.5	E
7.	Must not	36	36	22	14	108	67.5	G
Total		292	290	196	124	902	70.5	G

Total Marks = 1280

Total Obtained Marks =902

Total percentage of Obtained Marks=70.5

Students' ability to use different modal verbs in their own sentence were observed and checked in this test item. They obtained 902 marks out of 1280 total full marks. Here the percent was 70.

From the analysis of the obtained marks the students' achievement on the use of given modals in the sentence making can be termed as good.

In conclusion, it was found that the total students' achievement in the use of given modals in all the test items was good. However, from the percentage of obtained marks, students' achievement was better in multiple choice and matching than in the other test items.

3.3 School wise Analysis of Modal Verb Achievement

There were altogether four different schools; two private and two government-aided. Tables 6, 7, 8 and 9 show the students' modal verb achievement in different test items (i.e. multiple choices, matching, fill in the blanks and sentence making) on the basis of marks.

3.3.1 Analysis of Modal Verb Achievement by the Students of NASS

The achievement of the students of Nepal Adarsha Shiksha Sadan in different test items was observed and analyzed in the following table.

Table No. 6

Achievement of Modal Verbs by the Students of NASS (Private)

Modal Verbs	Multiple choice		Matching		Fill the gaps		Sentence making		Total Marks	Total Obtained Marks	%	Level
	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks				
Can/could	100	100	40	37	80	72	80	74	300	283	94.33	E
Would	80	72	20	17	40	38	40	38	180	165	91.66	E
May	60	54	20	19	40	36	40	36	160	145	90.6	E
Must	60	58	20	20	40	36	40	38	160	152	95	E
Ought to	40	34	20	18	40	32	40	30	140	114	81.42	E
Used to	40	40	20	20	40	40	40	40	140	140	100	E
Must not	20	18	20	17	40	34	40	36	120	105	87.5	E
Total	400	376	160	148	320	288	320	292	1200	1104	92	E

Sample Size- 20

Total Marks -1200

Total Obtained Marks -1104

Total Percentage of Obtained Marks-92%

As shown in table 6, the achievement of modal verbs by the students of private school was found different in different test items. Out of 8 modal verbs, only

one modal verb i.e. 'ought to' was in good level in fill in the gaps and sentence making. Out of 1200 total full marks, students secured 1104 marks and the percentage was 92. The achievement of modal verbs by the students of this school was found much better than that of other schools.

Thus, the achievement level of the students of this private school in the use of the given modal verbs was excellent.

3.3.2 Analysis of Modal Verb Achievement by the Student of DEBS

Here, the modal verb achievement by the students of Daisy English Boarding School was analyzed and described below.

Table No. 7

Achievement of Modal Verbs by the Students of DEBS(Private)

Modal Verbs	Multiple choice		Matching		Fill the gaps		Sentence making		Total Marks	Total obtained Marks	%	Level
	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks				
Can/could	100	95	40	37	80	70	80	74	300	276	92	E
Would	80	72	20	17	40	36	40	38	180	163	90.5	E
May	60	55	20	18	40	36	40	40	160	149	93	E
Must	60	56	20	20	40	36	40	36	160	148	92.5	E
Ought to	40	34	20	18	40	34	40	28	140	114	81.5	E
Used to	40	40	20	20	40	40	40	38	140	138	98.5	E
Must not	20	18	20	19	40	34	40	36	120	107	89	E
Total	400	370	160	149	320	286	320	290	1200	1095	91.25	E

Sample Size- 20

Total Marks -1200

Total Obtained Marks -1095

Total Percentage of Obtained Marks-91.25%

The table 7 shows the marks obtained by the students of Daisy English Boarding School (private school) in different test items. Out of 8 modal verbs, students' achievement in the use of all the modal verbs was found in excellent level except 'ought to', only in sentence making.

It means students level of achievement in the use of 'ought to' was in good level in sentence making. Out of 1200 total full marks, students secured 1095 marks and the percentage of the marks obtained was 91.25.

Therefore, the students' achievement in the use of the given modal verb was also found in excellent level.

3.3.3 Analysis of Modal Verb Achievement by the Students of SPSS

The total modal verb achievement by the students of Shree Pravat Secondary School was observed and analyzed in the following table.

Table No. 8

Achievement of Modal Verbs by the Students of SPSS(Govt.aided)

Modal Verbs	Multiple choice		Matching		Fill the gaps		Sentence making		Total Marks	Total Obtained Marks	%	Level
	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks				
Can/could	100	70	40	29	80	44	80	42	300	185	62	G
Would	80	54	20	14	40	28	40	24	180	120	67	G
May	60	44	20	15	40	28	40	36	160	123	79	G
Must	60	49	20	15	40	28	40	24	160	116	72.5	G
Ought to	40	20	20	09	40	22	40	18	140	69	49	S
Used to	40	32	20	14	40	24	40	30	140	100	72	G
Must not	20	12	20	14	40	20	40	22	120	68	57	S
Total	400	281	160	110	320	194	320	196	1200	781	63.91	G

Sample Size- 20

Total Marks -1200

Total obtained mark -781

Total Percentage of obtained marks- 63.91%

Table 8 represents the achievement of modal verbs by the students of Shree Pravat Secondary School (government aided) in different test items. Out of 8, students' achievement in the use of 'must' was found in excellent level in multiple choice. Students achievement in most of the modal verbs was found in good level. Their achievement in only one modal verb i.e. 'ought to' was found in less satisfactory level in both matching and sentence making.

The total full mark was 1200, out of which the students secured 781 and the percentage was 63.91. It can be seen that the students' achievement of this school was good.

3.3.4 Analysis of Modal Verb Achievement by the Students of SKSS

Here, the researcher has analyzed the modal verb achievement by the students of Shree Khairahani Secondary School.

Table No. 9
Achievement of Modal Verbs by the Students of SKSS (Govt. aided)

Modal Verbs	Multiple choice		Matching		Fill the gaps		Sentence making		Total Marks	Total Obtained Marks	%	Level
	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks	Total Marks	Obtained Marks				
Can/could	100	46	40	22	80	30	80	30	300	128	43	S
Would	80	34	20	06	40	14	40	16	180	70	39	LS
May	60	32	20	12	40	16	40	14	160	74	46.5	S
Must	60	32	20	09	40	14	40	16	160	71	44.5	S
Ought to	40	13	20	07	40	10	40	10	140	40	28.5	LS
Used to	40	26	20	10	40	22	40	24	140	82	58.5	S
Must not	20	09	20	10	40	16	40	14	120	49	41	S
Total	400	192	160	76	320	122	320	124	1200	514	42.83	S

Sample Size- 20

Total Marks -1200

Total Obtained Marks -514

Total Percentage of Obtained Marks- 42.83%

In table 9, it can be seen that students' achievement was neither in excellent nor in poor level. Their achievement in only one modal verb (i.e. used to) was found in good level. Out of 1200 full marks, the students of this school secured only 514 marks and the percentage of the marks obtained was 42.83. Therefore, the students' achievement in the use of given modal verbs of this school was just satisfactory.

From the above study, it is found that the students' achievement in the given modals was found to be different in four different schools. Among the four schools, the students' achievement of Shree Khairahani Secondary School in the use of given modals was lower than that of others. It maintained just satisfactory level whereas the students of both private schools secured the excellent level.

3.4 Comparison of Modal Verb Achievement by the students of Private and Government Aided Schools

Here, the holistic comparison of four different schools has been done as precisely and accurately as possible. Table 10 presents the comparison of the modal verbs achievement by the students of four different schools, two private and two government aided. Nepal Adarsha Shiksha Sadan and Daisy English boarding School were private schools whereas Shree Pravat Secondary School and Shree Khairahani Secondary School were government aided Schools.

Table No. 10**Comparison of Modal Verb Achievement**

Test Items	Nepal Adarsha Shiksha Sadan			Daisy English Boarding School			Shree Pravat Sec School			Shree Khairahani Sec School		
	Full Marks in Total	Obtained Marks	%	Full Marks in Total	Obtained Marks	%	Full Marks in Total	Obtained Marks	%	Full Marks in Total	Obtained Marks	%
Multiple Choice	400	376	94	400	370	92.5	400	281	70.25	400	192	48
Matching	160	148	92.5	160	149	93.12	160	110	68.75	160	76	47.5
Fill in the gaps	320	288	90	320	286	89.37	320	194	60.62	320	122	38.12
Sentence making	320	292	91.25	320	290	90.62	320	196	61.25	320	124	38.75
Total	1200	1104	92	1200	1095	91.25	1200	781	63.91	1200	514	42.83

Total Test Items: 4

Total No. of Schools: 4

Highest percentage: 92

Lowest percentage: 42.83

As it can be seen, the percentage of achievement in multiple choice items was found higher than in other items. In Nepal Adarsha Shiksha Sadan, it was 94 percent in Daisy English Boarding School, it was 92.5 percent, in Shree Pravat Secondary School, it was 70.25 percent and in Shree Khairahani Secondary School, it was only 48 percent. Among the four Schools, both the Private Schools secured the higher percentage than the government aided schools.

In matching too, both private schools secured higher percentages than the government aided schools. In this item, Nepal Adarsha Shiksha Sadan and Daisy English boarding School secured 92.25 and 93.12 percentage respectively. On the other hand Shree Pravat Secondary School secured only 68.75 percentage and Shree Khairahani Secondary School secured only 47.5 percentage.

The achievement of the students in fill in the gaps also had the higher percentage of private schools than the government aided schools. Here, Nepal Adarsha Shiksha Sadan secured 90 percent and Daisy English Boarding School secured 89.37 percent. On the contrary, Shree Pravati Secondary School and Shree Khairahani Secondary School secured only 60.62 and 38.12 percent respectively.

The students' achievement in Sentence making as well, private schools excelled government aided schools. Nepal Adarsha Shiksha Sadan and Daisy English Boarding School secured 91.25 and 90.62 percentages respectively whereas Shree Pravati Secondary School and Shree Khairahani Secondary school secured only 61.25 and 38.75 percentages respectively. Thus, in total, private schools had higher percentages of marks in comparison to government-aided schools.

The above study found that the students of both private and government aided schools found it easy to use modal verbs in multiple choice than in other items. In all the test items, the students of the private schools were better than those of the government aided schools. The students of private schools secured above 50 percent marks in all the items whereas the students of government aided schools obtained below 50 percent. Therefore, comparatively, the students' achievement of the government aided schools was found weaker than the students of the private schools.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The research was carried out to find out the achievement level on the use of modal verbs by the tenth graders studying in the Chitwan district and to compare the achievement by the students of private and government aided schools. The researcher designed a test comprising four items i.e. multiple choice, matching, fill in the gaps and sentence making and selected only eight modal verbs from the English textbook of grade nine. The test was administered on 80 students selected from four different schools, two private and two government aided. Twenty students were selected from each school. The students were required to use the same modal verbs in all test items. Their achievement level was categorized in five levels according to the percentage of their correct responses to accomplish the objectives.

4.1 Findings

The findings of the study are as follows:

- i) Modal Verb achievement of the tenth graders studying in Chitwan was found to be good with the percentage of 72.49.
- ii) In all test items, students of private schools were found to be excellent in total as the percentage of both private schools was above 80.
- iii) Achievement of the students of government-aided schools in the use of modal verbs was good as the percentages of both government-aided schools were below 50.
- iv) Most students of all the schools were found weaker in using the modal verb 'ought to' in filling in the gap and sentence making too.
- v) The students of all schools obtained the highest percentage of marks in multiple choices and obtained lowest percentage of marks in fill in the gaps.

4.2 Recommendations

I would like to make the following recommendations:

- i) Modal verbs are known as the mini auxiliaries and used mostly in day to day communication. Students should be provided with sufficient practice in the use of modal verbs to raise their level of achievement. So that the students can learn English well in further studies too.
- ii) Modal verb achievement of the tenth graders of private schools found in this study was excellent. However, the students were comparatively weaker while using modal verb 'ought to' especially in fill in the blanks and sentences making. Therefore, they need adequate practice in all the test items.
- iii) This study found that the students' achievement of government-aided schools was less satisfactory than it should be. Rigorous practice should be given in the use of modal verbs especially for government aided schools.
- iv) The study showed that the students' achievement on the use of given modal verbs was comparatively weaker in sentence making than in other items. This means they do not have adequate practice in using modal verbs while making free sentence. The students of government aided schools need more practice in sentence making. Teacher should consider this fact.

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TEST ITEMS

Name of the student:

Date:

Name of the school:

Time:

Class:

F.M.:

P.M.

Q. No. 1. Tick the best answer.

20 X 1 =20

1..... I read your book?

a. can b. should c. will

2.I will help you how much I

a. must b. can c. dare

3. He..... jump very high.

a. must b. can c. shall

4. If he worked hard, he..... pass the exam.

a. could b. may c. must

5. They play badminton.

a. must b. could c. mustn't

6. They go for jogging every morning.

a. may b. can't c. would

7you mind telling me your name?

a. should b. shall c. would

8. If he were a bird, he..... fly in the sky.

a. can b. would c. mustn't

9. You like tea or coffee?

a. can b. shall c. would

10. Students..... Wear a uniform.

a. must b. might c. can

11. You get a passport to visit abroad.

a. will b. shall c. must

12.I meet her otherwise she will be angry.

- a. will b. must c. shall
- 13..... I come in, Sir?
- a. might b. may c. must
14. It rain tomorrow.
- a. may b. must c. used to
15. She Pass the exam or she may not.
- a. may b. will c. shall
16. We help the poor people.
- a. need b. ought to c. must
17. You buy a suit.
- a. ought to b. can c. will
18. She play a lot in her childhood.
- a . can b. should c. used to
19. He..... smoke cigarettes.But not now.
- a. used to b. should c. can't
20. We Smoke in the theater.
- a. must b. mustn't c. should

Q. No. 2. Match the following sentences with their particular uses of modals.

8X 1=8

- | | |
|---|-------------|
| Could they write English ? | past habit |
| I used to be shy. | permission |
| You may go now. | ability. |
| I must go. | advice |
| You ought to taste this. It's very good.. | necessity |
| Teachers must not smoke in the class of students. | conditional |
| Can you open the door, please? | prohibition |
| Would you mind if I open the door? | requesting |

Q. No.3. Replace the blanks with appropriate auxiliaries indicated.

8X2 =16

1. He drink so much coffee. (prohibition)
2. Bimala play the violin. (past habit)
3. They said that they not understand English. (ability)
4.you mind giving me some change? (offer)
5. I go out? (request)
6. You see the doctor. (advice)
7. You obey your parents. (morality)
8. You possibly hold this for me? (requesting)

Q. No.4. Use the following 'Modals' in sentences of your own as indicated in the brackets.

8X2 = 16

1. Must (necessity):
2. Ought to (advice):
3. Used to (past habit):
4. Must not (prohibition):
5. May (requesting):
6. Can (permission):
7. Could (ability):
8. Would (offer):

THE END