Proficiency Of Seven Graders In Using Articles

A Thesis Submitted to the Department of English Education

in Partial Fulfillment for the Master's Degree of Education in English

Koshi Multiple Campus

Submitted by:

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To

Faculty of Education

Tribhuwan University

Kirtipur , Kathmandu, Nepal

2019

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T.U. Registration No.:- 9-3-227-59-2013 **Date of Approval of the Second Year Examination** **Thesis Proposal:2019/04/11**

Roll No.:-2270019 **Date of Submission:2019/09/25**

Academic year:2071/72 **Viva Date: 2020/**

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DEDICATION

Dedicated to my parents who devoted their entire life in making me what I am today and teachers who supported me a lot in the journey of my study.

ACKNOWLEDGMENTS

First of all, I would like to pay my deep gratitude to my thesis supervisor Mr. Ganesh Prasad Dulal who guided and helped me in many ways without whose help this thesis would not have materialized. His kindness, constructive suggestions, generosity, patience and enthusiasm are always memorable.

Similarly, I am obliged to respect campus chief, Mr. Manish Soni and academic coordinator Mr. Mahesh Khatri, lectures Mr. D.K. Bastola, and other lecturers of English department for their direct and indirect help in carrying out this thesis successfully.

I would like to express my sincere thanks to all the personalities who provided me their valuable time and suggestion in the completion of my research. This thesis would not have been completed without the collective supports, guidance and enthusiasm of my gurus. I owe my sincere debt to all of them.

Finally, I would like to thank **Mrs Sobha Shah, Mr. Hemraj Dahal, and Mr Bhishma Dhamala** for helping me to complete this thesis.

Pallawi Kumari Karna

ABSTRACT

This study entitled , Proficiency Of Seven Graders In Using Articles is intended to find out the proficiency of seven graders in using articles and to compare the proficiency in terms of sex and schools. For this study, data and information was collected from the grade 7 students of 10 different Schools of Biratnagar Metroplitan City , Morang through the written test. The design of the present study is Survey research . Thus, in one sentence, the objective of this thesis is to find out proficiency of seven graders in using articles ,compare that in terms of school and sex and for some pedagogical implications.

The completed study has been divided into five chapters. Chapter one encompasses background of the study, statement of the problem, significance of the study, objectives of the study, delimitation of the study and defining the key terms. Chapter two includes review of the theoretical literature, review of the empirical literature, implication of review of the study and conceptual frame work. Chapter three consists of sources of data, population sample, study area, data collection tools and techniques, data collection procedure; data analysis and its interpretation procedures. Similarly, chapter four deals with analysis and interpretation of the study section. And chapter five has conclusion and recommendation sections.

Likewise, to make this thesis valid and concrete, reference section can be found on the completion of the chapter five. For this, more than 30 references are mentioned from different books of different publications. Appendix also plays vital role to make this thesis reliable and to keep it away from plagiarism. This can provide the evidence of the thesis that thesis is exactly derived from authentic sources and process

wise methodology. The students' exact performance has been included to prove that this research was conducted in the ground reality.

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ACRONYMS AND ABBREVIATIONS, AND SYMBOLS

viz.	Namely
CDC	Curriculum Development Centre
CUP	Cambridge University Press
Dif.	Difference
T.U.	Tribhuwan University
UK	United Kingdom
USA	United State of America
PCL	Proficiency Certificate Level
i.e.	that is
Lg	Language
e.g.	Example

CHAPTER- ONE
INTRODUCTION

1.1 Background of the Study

An article is a word used to modify a noun ,which is a person , place , object or idea .Technically , an article is an adjective ,which is any word that modifies a noun .Usually adjectives modify nouns through description but articles are used instead to point out or refer to nouns. There are two types of articles that we use in writing conversation to point out or refer to a noun or group of nouns :definite and indefinite articles . An article is an adjective which modifies nouns.In grammar the words a , an and the which precede a noun or its modifier are articles

To Cowan (2012,p 221) “Articles are members of larger class of prenominal modifiers known as determiners.They are recognized as the most difficult and interactable problem that adult ESL/EFL students have with English grammar”. “Teaching articles is not an easy task for teachers in Nepal, as there is no use of articles in Nepali language. Even the native users do have problems in the use of articles . The researcher brought a light about the present condition of using articles in grade seven.Grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. The study of articles is important because it helps the learners to know about the inserting, omission and use of articles. In English, articles are necessary to find the proficiency of the students.” Parajuli(2017,p 1)

1.2 Statement of the Problem

The research studies the proficiency of students of community and institutional schools under the Article in seven Graders. In Grammar, the articles lie under the part of speech. An article is a kind of adjective which is always used with nouns and gives some information about them. There are only two articles 'A' and 'The' but they are used very often and one important for using English accurately by the students.Articles are important in English as they provide certain information about the noun they occur it. Absence or misuse of articles makes a sentence sound very strange to non- native English speakers. For example- Dog ate my shoes. Although the meaning of this sentence is clear, it is ungrammatical in English because it lacks an article.

Researches on the proficiency in the use of articles are problematic and challenging job. Since the researcher has to visit different schools mentioned in appendix and interact with the students having different capacity and background, the research was hard to achieve the objectives. The other problems were:

a) To define Article.
b) To classify the articles.
c) To describe where to use article and where to omit.
d) To generalize the rules to put articles for lower secondary level students.
e) To present the activities in the classroom.
f) To evaluate the students.

Research on articles is necessary in the field of English. If the students are known about articles then they won't make error on it. They are more

habituated to use them in the correct place. Research helps them to recognize their problem and they will be encouraged and alerted to use them correctly.

1.3 Objectives of the Study

The main objectives of the research were as follows:

1. To find out the proficiency of the students in the use of articles.
2. To compare the proficiency of the students in the use of articles in terms of sex and schools.
3. To point out some pedagogical implications.

1.4 Research Questions

The study attempts to find out the following research questions

a.What is general proficiency level of the seven graders in using articles?
b.What is the proficiency level of students studying at institutional schools in using articles?
c.What is the proficiency level of students studying at community schools in using articles?
d.What is the frequency of correct use of articles in different test items?
e. How does the proficiency level of boys differ from girls in using articles?

1.5 Significance of the Study

This research has aimed to find out the proficiency of seven graders of Biratnagar Metropolitan city in using articles and to compare them in

terms of sex and schools.It has pointed out some pedagogical implications too. As article is one of the most important item of grammar, the findings of this study are significant in the field of language teaching. It is beneficial to language teachers, students, textbook writers, curriculum and syllabus designers, methodologists and to those who are directly and indirectly involved in the field of English language teaching.It can be useful as reference material for the research beginners as well.

1.6 Delimitationsof the Study

The study was carried out under the following delimitations:

a) This study was delimited to the proficiency by the learners of grade seven in the use of articles.
b) The subject area of the study was delimited to a written test.
c) Only ten secondary schools (5 community and 5 institutional) of Biratnagar Metropolitan city of Morang district were selected for the area of study.
d) Only 200 students of grade seven were selected.
e) The study was delimited to a small portion of English grammar i.e. articles.
f) The test items contain only objective questions .

1.7 Operational Definition of the Key Terms

1. **Proficiency**: Advancement in knowledge or skills.

2. **Use :** To put into action or implement.
3. **Article :** A grammatical item that modifies noun
4. **Seven grader**: Students of class seven

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In order to complete this research work different materials like book , theses , journals , and other publications related to this study have been reviewed.This chapter is the review of all available related literatures of the study.So the review of the related theoretical literature , impirical literature , implication of the review of the study and conceptual framework are mainly discussed in this chapter .In the same way ,the review of the theoretical principles,theories and concepts related to the study and conceptual framework in diagrammatic form are also included.

2.1 Review of Theoretical Literature

Language is common to all and only human beings .It is the most unique gift that sets them apart from the rest of living being .Language is the universal medium for conveying facts including complex thoughts, emotions and feelings of everyday life. It is primary means of communication and one of the unique possessions of human race. It is the distinctive property of mankind because of which human being seems to be extraordinary and superior to all the species on this earth in any respect. Hornby (2000, p.721) defines language as "the use by humans of a system of sound and words to communicate". To Block and Trager (1942, p. 5) "A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

There are many languages in the world. Among them English is one which is an international lingua franca and is being used as an official

language in many parts of the world. In the context of our country, English has given priority over other international languages. Even in Schools and campuses it is taught as a compulsory subject from grade one to Bachelor's degree.

Every normal human can convey his message to others with the help of language. It is the most dominant language in the world. Therefore, it has been compulsorily taught from Grade one to Bachelor's level in the community schools and campuses of Nepal. A sound knowledge of this language is necessary to exchange our ideas and views among the people of more than one country for the transmission of science and technology and development of a country. Anyone who can read English can keep in touch with the whole world without leaving his own home. Without the knowledge of English, young man or woman starting a career is gravely handicapped, whatever the career may be. With the knowledge of English, he/she holds a key, which will open many doors including easier access to a good job. So, English can also be viewed as a way to getting a better job or to improve social standing or solve economical problems.Parajuli(2017,p 6)

2.1.1 Present English Curriculum in Lower Secondary Schools

In Nepal Lower secondary level comprises five to eight classes. There is 100 full marks course in English at this level. The Lower secondary level English curriculum is entirely based on language skills. Unlike the grids of other core subjects, language skills are considered as different areas of learning. The examination specification grid of this course reflects the assessment and evaluation part of curriculum. It assists question setters to design valid test items that measures the learning outcomes set in the

curriculum. It also gives the type and number of test items required to measure a particular skill. Generally, one period per day is allotted to the teaching English language in the lower secondary level.Parajuli(2017,p 7)

“The book of grade seven has been prepared and designed by CDC for students in grade seven . It has been written in line with the new English curriculum and it is interwoven with verities of day to day activities to create interest in both teachers and students throughout the class. The focus of the textbook is, therefore, on the development of student’s communicative competency; that is to say, their ability to communicate in English. The material follows the modern approach to English language teaching. Students learn the natural language of everyday life by practicing the four major language skills of listening, speaking, reading and writing. These four skills are fully integrated in every units of the textbook” (Curriculum Development Centre ,Sanothimi, Bhaktapur).

2.1.2 The Grammar and its Importance

Grammar is a word which has been defined and approached differently by different scholars and schools of linguistics. Etymologically, the origin of the term grammar goes back to a Greek word ‘grammatike or grammatiketechne’ which may be translated as “The art of writing” Several types of grammars have existed one after another as hierarchically presented:

Traditional grammar

Structural grammar

Transformation generative grammar

Case grammar

Syntagmatic grammar

Communicative grammar

All the above mentioned grammars lay emphasis on different aspects of language. It is well known fact that, grammars play a very vital role, mainly on speaking and writing any language of the world. Crystal (1947,p.191) says, “After studying grammar, we should be more alert to the strength, flexibility and variety of our language and this be in better position to use it and to evaluate others”Lado (1977,p.144) says, “A grammatical pattern is more than any single utterance since it is moved from which countless utterances can be produced”Richards et al. (1985, p.125) – “Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall systems of the language. It may or may not include the description of the sounds of a language”

From the above definitions, it is cleared that grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. Hence, one cannot or fail to produce a single correct and appropriate sentence if he or she does not know the rules of that language. Therefore, grammar forms are inner core of the language without which are not a single utterance can be produced. Thus, importance of grammar can be stated from the fact that if one is given all the required words, phrases and so on but not the rules of that language, and then he virtually fails to produce a single sentence.

The need to learn grammar is being felt in recent times more seriously than it ever will be. Even the native speakers of English feel that the basic knowledge of grammar is essential today. In a situation like ours, it has become the more necessary for the serious students of English to learn grammar.

“Recent theories in language learning have focused on language acquisition rather than formal analytical learning. Inevitably, therefore, the emphasis is on fluency rather than accuracy. The assumption being that the ultimate goal of language learning i.e. language use can be achieved without any formal analysis of grammar. However, this is basically true only in a situation where one learns one's mother tongue. In second or foreign language situation, where complex exposure to the target language is not possible, formal grammar seems to prove useful. In fact, nobody can really learn a language without learning its grammar. For, it is grammar that represents the essential resources in making meaning in language use. Any attempt to teach a language, without creating conditions for grammar learning is bound to fail. These conditions ,however, have to allow the acquisition of grammar, not simply as a linguistic system, but also as a communicative resource. The main issue is not whether grammar should be learnt or not, but how it can be presented, so that it is learnt as a formal basis for functional use.”Parajuli(2017 ,p 13)

In conclusion, it is clear that grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. Hence, one will be unable to produce a single correct sentence, if he does not know the grammatical system of that language.

Considering the above mentioned views, grammar plays an important role in language. It helps a person to use language accurately.

2.1.3 The Articles in English

“There are only three articles in English a/an/the. There are two types of articles indefinite 'a' and 'an' or definite "the". Their proper use is complex

especially when we get into the advanced use of English. Quite often we have to work by what sounds right. This can be frustrating for a learner. We usually use no article to talk about things in general. “The” does not mean all. For example:

Books are expensive = (All books are expensive)

The books are expensive = (Not all books are expensive, just the one I am talking about)",Parajuli (2017,p 12)

Crystal defines (1996, p.124) article as "a term used in the grammatical classification of words, referring to a subclass of determiners which displays a primary role in differentiating the uses of nouns. Many languages have no articles system (e.g. Russian) of those which do, a distinction is usually made into definite and indefinite (or non definite) types, partly on Semantic and partly on grammatical grounds. Articles may appear before the noun (as in English) or after (as in Swedish)."

The articles play a very important role in ensuring that we speak and write correct English. A wrong use of the articles can sometimes lead to a change in the meaning of the word altogether. Use of some article depends strictly on the sound product by them. They are called determiners.

Historical development of articles in English is similar to that of most other languages that have developed an article system: the definite articles "the" derives from the demonstrate signaling distance (i.e. that) while the indefinite article derives from the numeral one, it is in fact still possible to use one as a stressed emphatic variant a/an - that's one big bug!

2.1.4 Pronunciation of the Articles

Although the definite article has an invariant spelling, it has four different pronunciations. The two pronunciations that are frequently occurred in normal speech according to Larsen-Freeman, D. and Celce-Murcia. (1983) in the stressed form are:

/ ðə / _____ before consonant sounds the book, the unit, the song.

/ ðI / _____ before vowel sounds. The apple, the orange, the elephant,

The third and fourth pronunciations are stressed / ðʌ/ and stressed / ðI/ - are the stressed versions of the above forms.

2.1.5 The Meaning of Articles

Each of the articles can signal a number of meanings. First of all, Articles can convey as cited in Larsen-Freeman, D. and Celce-Murcia. (1983)

i. Generic meaning: in which all or most members of a set are referred to. For example:

a) The lion is a ferocious animal.

b) A lion is a ferocious animal.

ii. Non -generic meaning: In which one or more individual members of a set one referred to. For example:

a) The lion escaped from the zoo. (A particular lion is being referred to)

b) A lion escaped from the zoo. (Any lion not particular lion is being referred to)

2.1.6 Rules of Articles

The basic rules for articles are not hard to explain. What complicates the matter, however, is that article use often depends on context, both grammatical and in terms of a sentence's meaning. For example, "Society disapproves of smoking," is one context, while "The society of non-smokers lobbies hard to take away smokers' rights," is another.

What makes this issue even more difficult to explain is that some article use is idiomatic. For example, why say "I have a cold, "but then say "I have pneumonia"? Why not say, "I have a pneumonia?" And why do we invite someone "out to dinner, “not "out to dinner," or "a dinner"? (Though we will always invite them "out for a meal, "not simply "out for meal.")(Manczak – Wohlfeld E., Nizegorodced, A., William, E. 1998, p.38)

The meaning of the indefinite article is usually captured by references to the concepts of genricness(Manczak-Wohlfeld, E., Nizegorodeed, A., William, E. 1998), classification (singlingout one example of class, e.g. in Foley, Hall 2003, Yule 2006), the listener’s (reader’s) familiarity with the referent (Foley, Hall 2003), unspecificity (Hewings 2005) and first mention(Murphy 1994, Yule 2006). All accounts emphasize that the indefinite article is used only with singular countable nouns.

The definite article, if any generalizations are made, is described as an article conveying the idea of particularity (Manczak–Wohlfeld 1998, Murphy 1994), familiarity (Foley, Hall 2003, Murphy 1994), uniqueness (Hewings 2005), specificity (Hewings 2005), identifiability (Yule 2006),

The referent's presence in the speakers' "Shared word" (Carter, McCarthy 2006) and reference to a whole class of objects (Foley, Hall 2003). The criteria of identifiability and familiarity are often used as overriding principles which are manifested in variety of typical uses, such as "a/an" for the first references, "the" for referents which are unique (and thus familiar and identifiable), or "When the context or defining phrase makes in known" (Foley, Hall 2003.P.272).

The Use and Omission of the Articles

The use and omission of the definite and indefinite articles according to Larsen-Freeman, D. and Celce-Murcia. (1983) as follows:

a) Use of the Indefinite Articles: A/AN

a) It is used before a countable noun when it is mentioned for the first time.

He gave me a present.

She will be driving a car.

I bought a toy for my brother.

b) It is used in the sense of one.

He did not speak a word.

He sold her a cow.

Mr. Rai asked me to get an umbrella.

c) It is used in the sense of any.

A dog is a faithful animal.

Can you get me a stick?

d) It can be placed before a proper noun to make it a common noun.

He is a Michael Jackson.

He is on his way to become a pele.

b) Use of the Definite Article: The

a) The article ‘the’ is used when we speak of a particular thing.

That is the book I wanted to buy.

The house I want to buy is rather expensive.

The girl in pink kurta is my sister.

It is also used to refer to something or someone that is alreadymentioned.

She will be carrying a small bag. She had some money in the bag.

b) It is used before a singular noun to represent the whole class.

The banana is sold at a cheaper rate.

The tree is our friend.

However, it is not used before man to mean the whole class of mankind.

Man is a rational animal.

c) It is used to refer to something of unique nature.

The earth, The sky, The Ocean

d) It is used before certain outstanding books.

The Ramayana, The Koran

The Bible, The Vedas

e) It is used before the names of rivers, seas, gulfs, mountain ranges, group of islands, plural names of countries, deserts.

The Nile, The Caspian Sea, The Gulf of Mexico

The Himalayas, The Solomon Islands

The United States of America, The Sahara

f) It is used before the names of musical instruments.

The piano, The flute, The guitar, The drum

g) It is used before superlatives.

Jayanti is the tallest girl in our class.

Gaisal train accident will be the worst accident of the decade.

h) It is used before the ordinals.

Tenzing will be the first man to scale Mt. Everest.

I will be the seventh boy to enter the room.

i) It is used before an adjective when the noun to follow it is understood.

The sick and the dying will be left unattended.

The courageous are usually successful.

j) It is used to emphasize a particular noun.

Mr. Pradhan is the man of the company.

It means that Mr. Pradhan is the most important person of the company.

c) Omission of the Indefinite Articles: A/AN

a) The article a/an is not used before uncountable nouns.

Give me some water.

Who will carry our luggage?

b) It is not used before names of meals.

Breakfast is ready.

They have invited us for dinner.

However, if such names are preceded by an adjective, or if meals are giving on special occasions, the article is used.

We had a heavy breakfast.

Mr. Kunwar is fiving us a dinner to celebrate his success.

d) Omission of the Definite Article: The

a) The article 'the' is not used before names (except in the cases mentioned
above).

b) It is not used before abstract nouns (except when the noun is being used in a particular sense).

Happiness can never be bought by money.

The joy of meeting him will be great.

c) It is not normally used before proper names.

Birgunj is a warm place.

Preeti is a charming girl.

d) It is not used before the names of concrete materials.

Brass is an alloy of copper and zinc.

Water must be preserved.

e) It is not used before the names of languages.

He wants to learn French.

Hindi is spoken all over India.

f) It is not used before names of relations like, father, mother, brother, sister, cousin.

Father wants to see us right now.

Sangita is his sister.

g) It is not used before certain nouns when they are understood in general: table, bed, hospital, college, school, church, market, prison, and temple.

They have taken him to hospital.

My brother has started going to school.

Some people don't sleep on bed.

However, when they refer to definite items or places, article 'the' is used.

They are going to the hospital where he will be admitted.

There are two thousand pupils in the school.

Put your book on the table.

"The English articles, (definite '**the'**, indefinite **'a/an')** one part of a large system of reference and determination, have played dominant role to learn the language, however, the learning difficulty and frequency of articles have convinced us to treat them as a separate topic before taking on the larger systems in which they function. Articles are understandably problematic from a cross-linguistic perspective: most Asian and Slavic languages and many African languages have no articles. Even those languages that do have articles or articles- like morphemes often use these morphemes in ways that differ from English."Parajuli(2017,p 19)

Especially, this study sought to analyze the study on the use of articles by the students of grade seven. The articles in creative writing play a vital role. Unless articles are used properly, the written text will not be fulfilled properly. If the articles are improperly used, the piece of language doesn't function properly. So, it is the heart of the grammar.

As the same the other scholars has mentioned the use and omission pattern of the indefinite and definite articles are as follows:

2.1.7 The Use and Omission of the Indefinite and Definite Articles.

a) The use of the Indefinite article 'A/An':

a. We use “a/an” to talk about a particular but unspecified person, thing or event.

   eg: I really need a cup of coffee (Hewings, 2005, p.89).

b. A/an is used when a singular countable noun is mentioned for the first time (Manczak-Wohlfeld, E., Nizegorodeed, A., William, E. 1998, p.32).

c. A/an is used before an uncountable noun when it is qualified by an adjective (Manczak-Wohlfeld, E., Nizegorodeed, A., William, E. 1998, p. 33)

d. Indefinite articles are used to indicate membership in a profession, nation, or religion.

   eg: I am a teacher.

   Brian is an Irishman.(Parajuli,2017,p 21)

e. A and an are used before nouns that introduce something or someone you have not mentioned before.

   eg: I saw an elephant this morning.

   I ate a banana for lunch. (Parajuli,2017,p 21)

f. Remember that words beginning with the letters h or u can be problematic. The use of a and an depends on the beginning sounds of the word.

   e.g.: a hat, an hour(Parajuli,2017,p 21)

g. The word hat begins with consonant sound /h/, but hour begins with a vowel sound because the letter h is silent.

   eg: a university, an umbrella.

   The word university begins with the consonant sound /y/, but umbrella begins with a vowel sound. The use of a or an is determined by the next word’s initial sound, not its spelling. (Parajuli,2017,p 22)

h. A. is used in certain expressions of quantity and amount.

i.e.a lot of	a couple
a great many of	a dozen (one dozen)
a great deal of	a pair of
He has a lot of books.	She has bought a pair of shoes.

(Parajuli,2017,p 22)

b. a little/a few and little/ few.

i. A little/ little (adjectives) are used before uncountable nouns.

i.e. There is a little hope of his recovery. (Positive meaning)

There is little hope of his recovery. (Negative meaning) (Parajuli,2017,p 22)

ii. A few /a few (adjectives) are used before plural nouns.

i.e. There are a few people in the Hall. (Positive)

There are few people in the Hall. (Negative) (Parajuli,2017,p 22)

iii. A/an is used in exclamations before singular countable nouns.

eg. Such a long queue (But such/long queues.)

What a pretty girl (But, what pretty girls.)

What sad news ('News' is uncountable noun) (Parajuli,2017,p 22)

b) The Use of Definite Article: 'The':

a. 'The' is most commonly used to refer to things which are part of speakers' shared word. It is a way of saying "You know which I am referring to" e.g. If you are going to paint the wall, we'll have to move

the furniture, speaker and listener know which furniture they are talking about (Carter, McCarthy 2006 p.364).

b. If there is presupposition or previous mention about an entity, definite article is used, but the necessities of the definite article are not met, the indefinite article a is assigned.

   For example: I saw a cat. I gave the cat some milk. (Ionin, T., Ko, H. and Wexler, K., 2000, p.7)

c. With plural nouns we use either “the” or no article. We don’t use an article when we want to refer to a group or class in general.

   Compare: Tourists are often blamed for changing the character or the place.(=all tourists)

   Did you notice what the tourists in the cathedral were doing? (specific tourists) (Foley, Hall 2003, p. 273).

d. We use “the” for a specific meaning and no article for a general meaning before plural nouns such as dogs and uncountable nouns such as money (Yule 2006, p.72)

e. When general reference is made to all members of a class of count nouns or all examples or manifestations of non-count, the is not used. (Carter, McCarthy 2006, p. 364)

f. The definite article is used in a definite and particular sense.

   e.g. The earth moves around the sun. (i.e ‘obvious earth and obvious sun’).

   The cats that Jane keeps are not for sale. (i.e. ‘those particular cats that Jane keeps’) (Manczak – wohlfeld E., Nizegorodced, A., William, E. 1998,p. 38).

g. The is used before a noun which is defined (Evans 1998, p. 183).

e.g. The umbrella next to the door is mine.

h. We use “the” when we are thinking of one particular thing (Murphy 1994,p.142) It is quite common, however, to use the same expressions to explain the meaning of the indefinite article.

i. We use “the” when we are thinking of particular thing. e.g.

Tom sat down on a chair. (Perhaps of many chairs in the room).

Tom sat down on the chair nearest the door (particular chair) (Murphy 1994,p. 142).

j.The is used before a noun which is qualified by a phrase or clause (ManczakWohlfeld E., Nizegorodced, A., William, E. 1998, p. 38).

k. We use a/an when the topic (noun) is not known to our listener/reader; we use “the” when it is known (Foley, Hall 2003, p.272). When plural nouns we use either “the” or no article. We don’t use an article when we want to refer to a group or class in general; e.g.

Tourists are often blamed for changing the character of the place (all tourists) (Foley, Hall 2003, p.273).

l. We use the with the superlative form of an adjective, means with word most or with the ending-est.

Comparative: In a jewellry store, gold is more expensive than silver.

Superlative: In a jewellry store, diamonds are the most expensive item.(Parajuli,2017 p 25)

m. We use the for the parts of something. (Exception: In general, we do not use the for body parts,) (Parajuli,2017 p 25)

n. We use the with most bodies of water except individual lakes. The Mississippi River,the pacific Ocean. (Parajuli,2017 p 25)

c) The Omission of Articles:

a. We usually use no article to talk about things in general:-e.g. Inflation is rising.People are worried about rising crime. (Note people generally, so no article) (Parajuli,2017 p 26)

b. We do not use an article when talking about sports.eg. My son plays football. Tennis is expensive. (Parajuli,2017 p 26)

c. We do not use an article before uncountable nouns when talking about them generally.eg. Information is important to any organization. Coffee is bad for you. (Parajuli,2017 p 26)

e. We do not use an article before the names of countries except where they indicate multiple areas or contain the words (state(s), kingdom, republic, union).

> Kingdom, state, republic and union are nouns, so they need an article.
> eg: No article – Italy, Mexico, Bolivia, England
> Use the – the UK (United Kingdom), the USA (United States of America), the Irish Republic Multiple areas the Netherlands, the Philippines, the British Isles(Parajuli,2017 p 26)

2.1.8 Areas of Difficulties and Easiness in the Use of Articles

The difficulties that L2 learners have in understanding articles are surprising if compared with the experience if children who are acquiring English as their L1. Children seem to acquire the article system at a relatively early age in L1 acquisition and they typically exhibit a low frequency of overall errors. It has been reported that although L1 child acquires overuse the definite article the on occasions in which listeners do not have any knowledge of the reference, they do not make errors when the referents are nonspecific for both speakers and hearers.

(Brown, 1973; Maratsos, 1971, p. 197). That is, although L1 child acquires do not seem to be able to sufficiently detect a given listener's presumed knowledge, they do appear to be able to easily distinguish specificity from non specificity (as coded by articles) from a very young age. This result is particularly interesting because "specific and nonspecific references are connected in no clear way with external physical attributes or relations of perceived objects" (Maratsos, 1976, p. 94). Such results led in part to Bickerton's(1981, 1984) bioprogram hypothesis, which claims that children have an innate sensitivity to specificity and non specificity.

Although data based on children learning English and French have yielded some supporting evidence for this hypothesis in an earlier study (Cziko, 1986), we still need more cross linguistic empirical data before we will be able to draw any firm conclusions with regard to this matter. What does all of this tell us about article acquisitions by L2 learners? Huebner (1983, p.198) found in a longitudinal case study that his adult L2 learner (who was a native speaker of among) initially overused the definite article the with almost all nouns in his speech. However, the amount of overuse gradually decreased in specific reference and hearer's knowledge situations, and his subject began to use the almost exclusively

in referential definite: and generics and un-specifiable cases. Flooding of the ways also observed in learners with low English proficiency from other L1 backgrounds such as Japanese (Chaudron and parker, 1990) and Czech and Slovak (Young, 1996). Master (1987, 1988) also found that was over used in the referential definite case and generics and un-specifiable environments but not in non referential environments for almost all of his learners. He also reported that among learners whose L1 did not have an article system, the appropriate use of article was delayed. Based on associate with the fracture of hearers knowledge in contrast to children learning the English article system as part of their L1.

Thomas (1989, p.132) analyzed L2 learners' article usage in their production and presented a different claim from those of Huebner and Master. Thomas's findings included the following three observations: (a) whereas L1 children show accurate use of a in non referential contexts at an early stage, the accurate use of a by adult L2 learners was delayed; (b) the most common errors by L2 learners across proficiency levels were over generalized zero articles; and (c) both L1 child acquires and L2 learners over generalized the in first-mentioned contexts of referential indefinites but not in non referential contexts. Thomas hypothesized that these results could be attributed to the fact that both L1 and L2 learners initially associate the will the feature specific references and suggested that her results might support Bickerton's (1981, 1984) bio program hypothesis. In discussing article acquisition by L2 learners, one has to keep in mind two separate issues. First, the frequency of each error type differs depending on the task performed (Kharma, 1981; Mizuno, 1985;Tarone and parrish, 1988). In general, production tasks, such as interviews and essay writing, have produced lower error rates than objective tasks, such as cloze tests.

On the use of foreign language everybody commits errors. But the degree of error is different from learner to learner. The Nepalese learners of English also commit errors because English is studied as a foreign language in Nepal. Finding out and analyzing errors is a very difficult task, however, several researches have been carried out in the field of error analysis. Furthermore, studies seem to be continued because several grammatical items are left to be analyzed.

Theories are formulated to explain, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. As we talk about the theoretical literature in research it seems to be important to incorporate areas of difficulties and easiness along with the rules of articles.

2.2 Review of Empirical Literature

An empirical review in research methodology is done when writer reviews the information and theories currently available concerning the topic and the historical background of the topic. The point is to do two things. First, it is to demonstrate thorough understanding of the field/topic in which researcher is conducting research. Second, it is to show that problem being studied has not been done before or has not
been done before in the way proposed by the writer.Various research works have been conducted in the field of contrastive analysis, error analysis, code switching, comprising methods, technique and finding out their effectiveness but quite a few researches have been carried out on the use of grammatical items such as: effectiveness on the use of adjectives,

adverbs, prepositions, and punctuation, However, there are few investigations carried out in the use of articles. Some of the studies which are related to this study can be reviewed as follows:

Paudyal (1999) studied "A Comparative Study of the English Language Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu." The objective of the study was to compare and to analyse the proficiency in English Language writing of Higher Secondary Schools. The students of class Gulmi and Kathmandu district were selected to elicit the data for his comparative study .He found that the students of the higher secondary schools of Kathmandu had better writing proficiency than the students of Gulmi. Similarly, the students of humanities and education faculties of Kathmandu obtained better marks than the students of the rest of faculties; the girls of Kathmandu and Gulmi districts had better performance in writing than those of boys of both districts.

Basnet (2001) conducted a research entitled,“A study on proficiency of the students in the use of determiners. "The aim of his study was to compare the proficiency of nine graders in the use of determiners.He selected the students of Kathmandu and Dhankuta for his research.His study has shown that 45.5percent students were above and 54.5 percent were below average and the students of Dhankuta district were more proficient than the students of Kathmandu district.

Paudel (2008) carried out research entitled, “Study on the proficiency of grade VIII students in the use of articles”. The aim of his study was to analyse the proficiency of grade VIII students in using articles.He selected students of Parbat district to find out the data.The study found that the average score of VIII graders of Parbat district in

articles is 35.94. Majority of them (59.16 percent) were above the average score. Students of urban area schools were found to be more proficient than those of students from rural areas schools by 65 percent. In terms of sex, boys had more proficiency by 16.67 percent than girls.

Sharma (2009), carried out a research entitled "Writing proficiency of the students of higher secondary level". The aim of the research was to find out writing proficiency in pronunciation, articles, subject verb agreement and preposition in writing of twelfth grades of faculty of education in Kathmandu valley. All the students of twelfth grade of Kathmandu valley were the sample population of the study and altogether, thirty students were selected as the sample population of the study. He adopted the purposive judgmental sampling procedures in order to select relevant number of population. He used guided composition and free composition and derived the findings and concluded that due to the lack of very demanding properties of good writing, punctuation, articles, and preposition and subject verb agreement many sentences often become totally meaningless.

Poudel (2017) carried a research on “Proficiency of class XII students in coherences mechanics and cohesion The purpose of the study was to analyze the proficiency of coherence mechanics” and cohesive devices in guided writing in terms of community and institutional secondary schools and boys and girls. The students of class XII in Dhankuta district were selected using convenient sampling procedure. Here, proficiency in cohesion and coherence in writing found good of institutional school students in comparison to community school students.

Parajuli (2017) carried a research on 'The comparative study of class eight students on Proficiency of using articles” .The purpose of the

study was to analyze the proficiency of students in using articles in terms of community and institutional schools and boys and girls. The students of class eight in Morang district were selected using gudgemental sampling procedure. Here, proficiency in using articles found good of institutional school students in comparison to community school students.

Knowledge is gained by means of direct and indirect observation or experience. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively. Through quantifying the evidence or making sense if it in qualitative form, a researcher can answer empirical questions, which should be clearly defined and answerable with the evidence collect (usually called data). Research design varies by field and by the question being investigated. Many researchers combine qualitative and quantative forms of analysis to better answer questions which cannot be studied in laboratory setting, particularly in the social sciences and in education. Here are some of the studies which are related to this study.

Thus, this study was carried out to find out proficiency in the use of articles of the students of grade VII of institutional and community schools of Biratnagar Metropolitan city of Morang. The study compares the proficiency of the students in term of sex and type of schools. This study differs from other studies in its sample population, area of the study and statistical analysis of the data.The researcher has presented slightly different opinions than the rest of the above mentioned researchers as she just compares the seven graders of Biratnagar Metropolitan city in using articles in terms of sex and schools.

2.3 Implication of Review for the Study

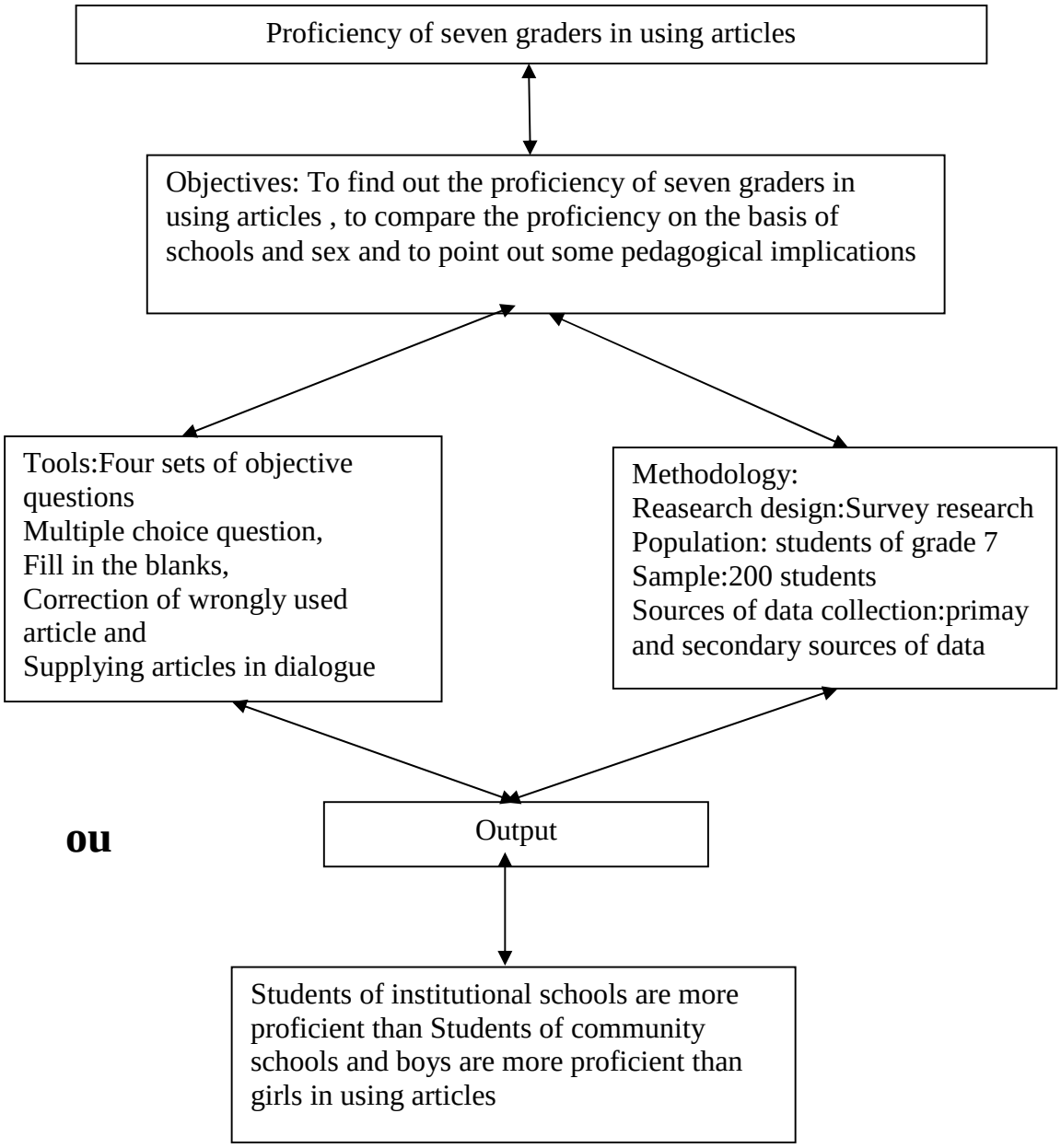
Literature review is the most important to identify the problem of the study, which can be solved by collecting data. It is very important to know that the work is doing by researcher in a research should not be repeated again. Literature review observes about the work that it is doing, is repeating unintentionally. It also helps to avoid the mistakes, which already done by another one. So researcher can improve the research design and instrumentation, which was not successful at the last time (Cottrell &McKenzie, 2011). A new research depends on the past knowledge, and not includes a part of knowledge. A well created literature review establishes creditability of the researcher of the study, so researchers can get the entire benefit of their work(Leary, 2004). Talking about the implication of previous researches, the researcher reviewed many researches among them research carried by Parajuli (2017) on 'The comparative study of class eight students on Proficiency of using articles" is similar to this research in thematic area. During research the researcher took a lot references from him to generate ideas for this task. This research is different from his research in a sense that the researcher compared proficiency of community school students with institutional school students of class eight.

2.4 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. A comparative study on

proficiency in the use of article of grade seven students of community and institutional schools is based on the following flowchart that tell about the series action to complete the task.

Figure: Conceptual Framework



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CHAPTER- THREE

METHOD AND PROCEDURE OF THE STUDY

The present research was contributed to find out the proficiency of seven graders inuseing articles . The researcher visited the specific schools, since the present study aims at finding out analyzing the proficiency in the use of articles; this visit enabled researcher to gather related facts which served the purpose of analyzing the relationships between the specified variables.

3.1 Design and Method of the Study

The design of the present study was based on the“ Survey research”.The researcher adopted two methods i.e. primary data collection and secondary data collection method. In primary sources of data collection procedure , researcher conducted survey research .Likewise in the secondary data collection ,the researcher consulted related textbooks, journals, articles and other written documents for this study. Anderson, J. et al.1991, Evans 1998,p.183, Murphy 1994,p.142, Aryal 2006, Neupane 2006, Acharya 2006, Poudel 2008,etc.were followed to describe and analyze. This study was designed to derive both qualitative and quantitative information.In order to obtain essential information for the research ,different objectivetests were used .

3.2Population, Sample and Sampling Strategy

The researcher selected 200 students of 10 schools of Biratnagar Metropolitan city, among them 5 were institutional schools and 5 were community schools.There were many schools in Biratnagar Metropolitan city, among them 10 schools were selected by using judgmental

sampling procedure. The researcher selected 10 male and 10 female students from each school. In this way, there were 200 students altogether. They were selected by using judgmental sampling.

3.3 Study Area

The study area of this research was to teach articles to the seven graders. Teaching the use of articles was the core study. Students of community and institutional schools located in Biratnagar Metropolitan city were the target subjects of study. Five community and five institutional schools were the sample of the field of the study.

3.4 Data Collection Tools and Techniques

For the collection of data, both primary and secondary sources were used in this study. The primary data for this study were collected by administering test items from the 200 students of grade seven . The researcher went to the 10 selected schools for collection of data. The population of the study was the students of Grade seven of community and institutional schools of Biratnagar Metropolitan city. Similarly, the samples of the population of the study were altogether 200 students who were randomly selected. These samples were selected randomly from selected school. These samples were selected randomly from the ten schools (five institutional schools and five community school of Biratnagar Metropolitan city) similarly, from each of the 10 schools 20 students were randomly taken in equal sex ratio for the purpose of carrying out of the research.

The main tools for the collection of data were test items consisting of four different sets of questions that were used to test the performance of the

students in the appropriate use of articles. There were four different types of test items:

3.4.1 Multiple Choice Items

In this test items, the students were asked to tick the best answer from the given distracters. There were 20 questions, each question contained four distracters.

3.4.2 Fill in the Blanks Items

In these items, the students were asked to fill the correct articles in the blank. There were 20 questions in this items, each question contained 1 marks.

3.4.3 Cross out the Wrongly Used Articles and Make Necessary Correction

This item also contained 20 questions each statement had one wrongly used article, which they had to find out and make correction if necessary. They were not asked to rewrite the whole sentences.

3.4.4 Supply A/An and 'The' in the Given Dialogues

This test item also contained 20 questions; there was one blank space in each dialogue. The students were asked to read them and supply appropriate articles where necessary. Thus, there were altogether 80 questions in the four sets of test items. Each question carried 1 mark so questions were there having 80 marks.

3.5. Data Collection Procedure

The researcher collected the data by adopting the following process:

i. The researcher visited the selected schools (5 community and 5 institutional) of Biratnagar Metropolitan city Morang district.
ii. Researcher randomly selected 20 students from each selected school with the help of principal and English teachers.
iii. The researcher gave some instructions to the students before administering the test because they were confused as how to do the questions.
iv. While collecting the data, if some students did not write anything because of their negligence towards the test, they were encouraged by giving some instructions and importance of the test and some helpful directions to answer other questions.
v. Researcher distributed the written test items, where the students had to write answers of the questions. The time was fixed, i.e. they had to finish all the items within one hours.
vi. At last, the test papers were collected and assigned the scores to the students. Tabulation of the data was done by using a simple tool of average and percentage.

3.6 Ethnical Consideration

Ethnical consideration is one of the most valuable ornaments that a researcher should follw while conducting research work.To accomplish this research work the researcher condected a survey research taking the permission of the authority and kept the responses of the respondents confidently.All the ideas generated in the research work are own except the cited one . The researcher attempted to keep it safe from plagiarism.Therefore the researcher maintained the ethnic consideration in the following steps of research.

- Prior to conducting the study : the researcher took permission of selected schools and participants .She gave the due respect to the selected site without thinking short term benefit of the study.
- Beginning the study : The researcher identified the research problems that could be as much as practicable to the participants to sign on the constant from their interest , not compulsorily .She address ed each aspect of the participants in this study with due respect.
- Collecting the Data : The researcher made participants sure regarding the confidentiality of the name and fame and received the data by respecting their individual potentiality while answering the questions.
- Analyzing the data : After collecting the data , the researcher analyzed the data objectively by maintaining the privacy of the collected information between the researcher hiself and the selected participants .

CHAPTER – FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of data. Hence, the scores of the students were analyzed and interpreted towards their achievement and proficiency. The responses of the students were marked systematically and scores were given to them. The analysis and interpretation were carried out as effectively and accurately as possible using simple statistical tool of percentage.

4.1 Analysis and Interpretations

In order to find out the proficiency of seven graders in using articles ,the researcher had gone through various steps and interpreted the datas on the basis of Total proficiency of the students ,Comparison of total proficiency by sex, Comparison of the proficiency within the schools, Comparison of the proficiency of ten different schools with the average score , Status of total proficiency in each item ,Comparison of different variables with the average of each item.

4.1.1 Allotment of the Marks

One mark was assigned to each the total 80 questions. These all questions were arranged under four different sets i. e. group A, group B, group C and group D. the table below shows the division of marks for each items.

Table 1

Item No 1	Marks for Each Questions	Total No of Questions	Total Marks
1	1	20	20
2	1	20	20
3	1	20	20
4	1	20	20
Full Marks		**80**	**80**

The above table shows allotment of marks of the test items which were conducted to get the data for this research.First column shows no. of items ,second column shows allotment of marks for each question,similarly third column shows total no. of questions and the last column shows total marks of tests.

4.1.2 Total Proficiency

Table 2

Total Sample	Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	44.37	98	49%	102	51%

The above table shows the total sample of the students was 200 and the average score was 44.37. The percentage of the students scoring above average was 49% and below average was 51%. The majority of the students were below average, and the proficiency in the use of articles was considered unsatisfactory.

4.1.3 Comparison of Different Variables with the Average score

Table 3

Sample type Variables	**Sample Size**	**Average Score**	**Above Average**		**Below Average**	
			No of Students	Percentage (%)	No of Students	Percentage (%)
CommunitySchool	100	44.37	44	44%	56	56%
Private School	100		54	54%	46	46%
Boys	100		61	61%	39	39%
Girls	100		37	37%	63	63%

The table 3 shows the relative positions of the students in case of schools with respect to combine average score. The total combined average was 44.37; the percentage of students scoring above the average in the institutional schools was 54% against 44% in community schools. Hence, the students of institutional schools were found better in performance than the students of community schools.Likewise, the sample of boys and girls consisted of 100 each. The percentage of girls scoring above the average score was 37% against 61% of boys and hence the boys were considered better than the girls.

4.1.4 Status of proficiency by community and institutional Schools

Table 4

Sample type	Sample Size	Average Score	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)
Private School	100	46.45	47	47%	53	53%
CommunitySchool	100	42.29	53	53%	47	47%

The above table is intended to display a comparison of status of proficiency with respect to corresponding average scores attained by the students from the institutional and community schools of Biratnagar Metropolitan city. The table shows that the average score of the students of community schools was 42.29. Among the 100 students of Biratnagar Metropolitan city, 53% were found above average. The majority of the students were above average. Thus, this proves that the status of proficiency in the use of articles of the students of community schools was quit satisfactory in their own group.On the other hand, the students of institutional schools scored the average score of 46.45. Out of the 100 students of institutional schools, 47%(47students) were found above average and 53% (53 students) were found below it. The majority of them fell below average in their status of proficiency in their own group.This table shows that the average score ofinstitutional school is better than that of communityschool.

4.1.5 Status of Proficiency by Sex

Table 5

Sample Type	Sample Size	Average Score	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)
Boys	100	47.54	51	51%	49	49%
Girls	100	41.02	53	53%	47	47%

The above table shows the average score of the boys was 47.54. Among 100 boys, 51% of them were above average and 49% were below it. As the majority of the boys were found above average their status in the use of articles was found satisfactory in their own group. Similarly, the average score of all the girls was 41.02. Among 100 girls, 53% were above average and 47% were below it. It seems that the status of proficiency of girls was found satisfactory in their own group.

4.1.6 Comparison of Their Total Proficiency within the Schools

Table 6

S.N.	Name of the Schools	Total Sample	Average Score	Above Average		Below Average	
				No of Students	Percentage (%)	No of Students	Percentage (%)
1.	Shree Gograha Higher SecondarySecondary School, Biratnagar	20	37.60	10	50	10	50
2.	Shree Adarsha Higher Secondary School, Biratnagar	20	44.95	11	55	9	45
3.	Shree Saraswati Higher Secondary School, Biratnagar	20	47.70	10	50	10	50
4.	Shree Satya Narayan Higher Secondary School, Biratnagar	20	37.40	10	50	10	50
5.	Shree Pokhariya Higher Secondary School, Biratnagar	20	43.80	14	70	6	30
6.	DAV Higher Secondary School, Biratnagar	20	45.85	10	50	10	50
7.	Everest Higher Secondary School, Biraatnagar	20	46.9	12	60	8	40
8.	Shree Shrijana Gyankunja Higher Secondary School, Biratnagar	20	46.1	10	50	10	50
9.	BudhaNilkantha Secondary School,Biratnagar	20	50.35	12	60	8	40
10.	Shree James International Secondary School, Biratnagar	20	43.05	7	35	13	65
Total	10	200		96	48	104	52

The above table shows the proficiency of the students of different schools under study. The table No. 6 shows the average score of correct responses of the students of Gograha Higher Secondary School,Biratnagar was 37.60. 10 students(50%) out of 20 students were above average and equal no. of students were below it. Therefore, it was found that the students of this school were good in the use of articles.The average score of the students of Shree Adarsha Higher Secondary School, Biratnagar was 44.95, 11 students (55%) were above average and 9 students (45%) were below it. Since the majority of the students (55%) were above the average score, the students of this school were also found good in the use of articles. The average score of the students of Saraswati Higher Secondary School Biratnagar was 47.70, 10 students (50%) were found above average, with equal number of students below it. Thus, the students of this school were better in the use of articles.The average score of the students of Shree Satya Narayan Higher Secondary School, Biratnagar was 37.40, 10 students (50%) obtained above average and 10 students below it.Therefore, it was found that the students of this school were good in the use of articles.The average score of the students of Shree Pokhariya Higher Secondary School, Biratnagar was 43.8, 14 students (70%) were above average and 6 students (30%) below it. Since the majority of the students in this school were above average, which showed that their performance in the use of article was better.

The average score of the students of DAV Higher Secondary School, Biratnagar was 45.85, 10 students (50%) were above average and 10 are below it.The average score of the students of Everest Higher Secondary School, Biratnagar was 46.90, 12 students (60%) were above average and 8 students (40 %) below it. The average score of the students of Shree Shrijana Gyankunja Higher Secondary School, Biratnagar was 46.10 , 10

students (50%) were above average score and 10 are below it.The average score of the students of Budhanilkantha Secondary School, Biratnagar was 50.35, 12 students (60%) were above average and the rest remained below it.The average score of the students of Shree Orchid Higher Secondary School, Biratnagar was 43.05, 7 students (35%) were found above average and remaining below it. Comparatively, the students of Budhanilkantha Secondary School, Biratnagar were the most proficient where as the students of Shree Satya Narayan Higher Secondary School, Biratnagar were found least proficient.

4.1.7 Comparison of the Proficiency of Ten Different Schools with the Average Score

Table 7

Sample Type	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
Five community schools from Biratnagar	100	44.37	44	44%	56	56%
(a) Boys	50		29	58%	21	42%
(b) Girls	50		15	30%	35	70%
Fiveinstitutional schools from Biratnagar	100		54	54%	46	46%
(a) Boys	50		32	64%	18	36%
(b) Girls	50		22	44%	28	56%

The table 7 shows the comparison of the proficiency of different ten Schools with average score. The test was given to the students. The average score was 44.37 in altogether sample (200). 44 students (44%)

scored above average from five community schools, 29 boys (58%), 15 girls (30%), out of 50 boys and 50 girls respectively. So, 56 students (56%), 21 boys (42%) and 35 girls (70%), out of 50 boys and 50 girls were below the average score. Therefore, in total sample of the students of community Schools were not better in the use of articles because the majority of the total students were below the average score. Likewise, five institutional schools, out of 100 students (altogether boys and girls) 54 students (54%)were above average and out of 50 boys and 50 girls, 32 boys (64%) and 22 girls (girls (44%) were above the average score whereas 46 students (46%), out of 100 students, 18 boys (36%) and 28 girls (56%), out of 50 boys and 50 girls were below the average score. Thus, it can be said that the students of institutional schools were better in performance in the use of articles than community schools because the majority of the total students of institutional schools was above the average score. On the other hand, the boys of institutional schools were better than the girls in the use of articles.In comparison of the proficiency of ten different schools within the average score, only 44% students of community Schools were found above the average score whereas 54% the students of institutional schools were found above the average score.Hence, it can be said that the students of institutional schools were better status of proficiency in the use of the articles in grade seven than the students of community school in Biratnagar Metropolitan city of Morang district.

4.1.8 Analysis of the Total Proficiency in Item No. 1 (use of article)

Table 8

Total Sample	**Average Score**	**Above Average**		**Below Average**	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	12.07	91	45.5%	109	54.5%

The above table shows the total proficiency of the 200 students in items No 1 (Multiple choice items). The average score of the students in this item was 12.07. There were 20 questions and each question had four options. Among 200 students 45.5% students were found above the average and 54.5% students were found below the average. It shows that majority of students were below the average and hence not proficient in this item.

4.1.9 Comparison of Different Variables with the Average Score in Item No. 1(use of article)

Table 9

Variables	**Sample Size**	**Average Score**	**Above Average**		**Below Average**	
			No of Students	%	No of Students	%
CommunitySchool	100	12.07	31	31%	69	69%
Private School	100		60	60%	40	40%
Boys	100		66	66%	34	34%
Girls	100		25	25%	75	75%

The above table shows the comparison of different variables with the average scores in item No. 1. The table shows the relative position of the students in terms of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 1 was 11.73 in community school. 31 students were above the average (31%) and 69(69%) were below average score whereas in institutional schools 60 students (60%) were above the average score and 40 students (40%) were below the average score. In the case of sex, 66 boys crossed the average score by securing 66% whereas 34 boys i.e. 34% remained below the average. In the case of girls 25 girls i.e. 25% of the girl succeeded in crossing the average score and the rest remained below the average score i.e. 75%.Thus it shows that in item No. 1 the students ofinstitutional schools were found better than the students of communityschools. Similarly, the boys showed better performance than girls.

4.1.10 Analysis of the Total Proficiency in Item No. 2(use of article)

Table 10

Total Sample	**Average Score**	**Above Average**		**Below Average**	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	11.74	115	57.5%	85	42.5%

The above table shows that the total proficiency of the 200 students in item No 2 (Fill in the blanks item). The average score of the students in this item was 11.74 .There were 20 questions ,they had to provide appropriate articles in the given blanks. Among 200 students 57.5% students were found above the average and the rest were below the average. It shows that majority of students were above the average and the performance of the student was found satisfactory.

4.1.11 Comparison of Different Variables with the Average score in Item no2(use of article)

Table 11

	Sample Size	**Average Score**	**Above Average**		**Below Average**	
			No of Students	%	No of Students	%
CommunitySchool	100	11.74	56	56%	44	44%
Private School	100		59	59%	41	41%
Boys	100		68	68%	32	32%
Girls	100		47	47%	53	53%

The above table shows that the comparison of different variables with the average scores in item No. 2. The table shows the relative position of the students in terms of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 2 was 11.74. 56(56%) students of community schools were above the average and 44(44%) were below the average, whereas in institutional schools 59 students (59%) were above the average and the rest were below the average. In the case of sex, 68 boys crossed the average score by securing 68% whereas 32 boys i.e.32% remained below the average. In case of girls, 47 girls i.e. 47% of the girls succeeded in crossing the average score and the rest remained below it.Thus, it shows that in item No. 2 the students of institutional schools were found better in performance than the students of community schools. Similarly, the boys showed better performance than girls.

4.1.12 Analysis of the Total Proficiency in Item No. 3(omission of article)

Table 12

Total Sample	**Average Score**	**Above Average**		**Below Average**	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	10.98	108	54%	92	46%

The above table shows that the total proficiency of the 200 students in items No 3. The average score of the students in this item was 10.98. There were 20 questions. Among 200 students, 54% were found above the average and 92 were found below the average. It showed performance was satisfactory.

4.1.13 Comparison of Different Variables with the Average score in Item No. 3(omission of article)

Table 13

Variables	**Sample Size**	**Average Score**	**Above Average**		**Below Average**	
			No of Students	%	No of Students	%
CommunitySchool	100	10.98	49	49%	51	51%
Private School	100		59	59%	41	41%
Boys	100		65	65%	35	35%
Girls	100		43	43%	57	57%

The above table shows the comparison of different variables with the average scores in item No. 3. The table shows the relative position of the students in term of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 3 was 10.98. In

community schools, 49 students were above the average (49%) and 51 (51%) below it, whereas in institutional schools, 59 students (59%) were above the average score and the rest below it. In case of sex 65 boys crossed the average score whereas the rest remained below it. In case of girls, 43 girls i.e. 43% succeeded in crossing the average score and the rest remained below it.

Thus it shows that in item No. 3, the students of institutional schools were found better in performance than the students of community schools. Similarly, the boys showed better performance than girls.

4.1.14 Analysis of the Total Proficiency in Item No. 4(use of article)

Table 14

Total Sample	**Average Score**	**Above Average**		**Below Average**	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	9.58	99	49.5%	101	50.5%

The above table shows the total proficiency of the 200 students in items No 4. The average score of the students in this item was 9.58. There were 20 questions the students were asked to supply the appropriate articles in the blank spaces of the dialogue. 49.5% students were found above the average and the rest below it. It shows that majority of students were below the average and hence not proficient in this item.

4.1.15 Comparison of Different Variables with the Average score in Item No. 4(use of article)

Table 15

Variables	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
CommunitySchool	100	9.58	38	38%	62	62%
Private School	100		61	61%	39	39%
Boys	100		61	61%	39	39%
Girls	100		38	38%	62	62%

The above table shows that the comparison of different variables with the average scores in item No. 4. The table shows the relative position of the students in terms of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 4 was 9.58. In community school, 38 students were above the average (38%) and 62 students (62%) were below it, whereas in institutional schools 61 students (61%) were above the average score and 39 students (39%) were below it. In the case of sex, 61 boys crossed the average score whereas the rest remained below it. In the case of girls, 38 girls (38%) succeeded in crossing the average score and the rest remained below it.

Thus, it shows that in item No. 4 the students of institutional schools were found better in performance than the students of community schools. Similarly, the boys showed better performance than girls.

4.2. Summary

The main purpose of this research was to find out the Proficiency in the use of articles of the students of grade seven in community and institutional schools of Biratnagar Metropolitan city of Morang district.

For this purpose, a set of written test was prepared consisting of four different types of item. Then the tests were administrated to 200 students of community and institutional schools of Biratnagar Metropolitan city of Morang district, 100 students from each type of school were selected for the study, ten boys and the same number of girls from each of the selected schools were selected for collecting the data. The schools were selected on the basis of Judgmental Sampling.

After collecting data, the analysis and interpretation were done using simple statistical tool of percentage. The data were analyzed and interpreted first in terms of total proficiency and comparison of total proficiency of the students in terms of sex and schools. After that comparison was made with proficiency of boys and girls in their respective schools . A school wise analysis and comparison was also made to find out the accurate result. Similarly the data were analyzed and interpreted in terms of proficiency i.e. item wise proficiency, comparison of different variables with the average score of each item.

4.3 Findings of the study

the finding of the present study obtained from the analysis and interpretations of the data are as follows:

1. In total, 49% students were above average and the rest were below the average. As such, the majority of the students were

below average in performance in the use of articles. This showed that the seven graders of Biratnagar Metropolitan city of Morang districts (community and institutional schools) are not too good in the use of articles.

2. The students of institutional schools were more proficient than the students of Community schools. Only 44% students were found above the average score in community schools whereas 54% students of the institutional schools were found above the average score
3. The proficiency of the boys was found to be better than that of the girls.
4. Supply of a/an/the where necessary in the given dialogues was found to be the most difficult item. Because in this item average score of the students was only 9.58. For this item, they might have got confusion to fill the articles in dialogue form as they had to understand context as well to fill the articles correctly.
5. Item No. 2 was found to be the easiest ones for all the students. Since the majority of the students were found above average.
6. In school wise comparison :The students of Budhanilkanta Secondary School,Biratnagar were found to be the most proficient among all the schools. Their average score was 50.35.The students of Shree Satya Narayan Higher Secondary School,Biratnagar were the least proficient among all the ten schools. Their average score was only 37.40.The students of Saraswati Higher Secondary School,Biratnagar were the most proficient among community schools. Their average was 47.70.

7. In sex wise comparison: In total, the boys of the institutional schools were more proficient than the boys of the community

schools.The girls of the institutional schools were more proficient than the girls of the community schools.

CHAPTER – FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The main purpose of the study was to find the proficiency in the use of articles of grade seven students. Furthermore, it's aim was to compare the level of proficiency of community and institutional schools. For this study survey research was done and level of students was examined through four types of questions to test their level of proficiency. Based on the data obtained from research ,marks secured by the students of institutional schools were found better in all four types of tests ,which showed that students from the institutional schools are more proficient than community schools. As we move on the types of tests, students were found good in item no 2 and poor in complete the dialogue with appropriate articles which is item no. 4. It appeared that the students committed both omission and substitution errors. It may be due to in the interference of their L1 that is why students prefer to use "a" insetead of "the" or sometimes omit it. The advanced students tried to avoid substitution of "the" with "a". They more preferred to leave it no answer or omit it in both items. However, the application of definite marker the in all types of definite contexts in both tasks is high in students from institutional and community schools. It showed that the participants could recognize the value of specificity to that of definiteness. Finally, with reference to the answer of students can understand that there are other factors were shown to influence accuracy in article choice in the students of institutional schools. Other factors included their habit of speaking English in school boundary, in close contact with social media, regular tuition and coaching class etc.

5.2. Recommendations

On the basis of the study, the researcher would like to make the following recommendations:

5.2.1 Policy Related

This thesis writing can be highly beneficial for all stakeholders to bring plans and policies. So, the following points are wrapped to make policy in developing writing of all learners. They are:

1. Girls should be encouraged to take part in teaching and learning activities.
2. Teaching and learning activities should not only be based on S.L.C. examination that will lead to undue emphasis on the written form only.
3. Only trained teachers should be allowed to teach or there should be a provision of training for untrained teachers.
4. There should be provision for the previously trained teachers to make them update with new approaches, methods and techniques in language teaching.
5. School supervisors should also visit schools frequently and help them with teaching problems.

5.2.2 Practice Related

On the basis of findings of the research ,following implications can be made in practice level

1. More time should be spent on practicing the articles in written and oral forms.
2. The English teacher should make clear concept of EnglishNoun System to the students before dealing with articles.

3. Students should be familiar with English sounds to be more proficient in the use of articles. Unless they pronounce the words correctly, it is sure that they would not be proficient in using articles.
4. Students should be provided with adequate workbooks and practice books to remember the rules of using articles in meaningful sentences.
5. The teacher should use appropriate teaching materials as far as possible. e.g.: charts and flashcards to elicit students' motivation towards learning.
6. The teacher should teach articles by creating meaningful situation and using appropriate language games, they should follow the rules and principles of communicative approaches.

5.2.3 Further Research Related

On the basis of findings of the study several recommendations can be made for further researches which complements the research undertaken in this field .The following recommendations can be made for further researches.

1. It was seen in most of the schools that the teachers did not give emphasis on grammatical items and they only taught textual passages. Due to lack of sufficient exposure to real language situation the students were unable to distinguish the uses of definite articles i.e. 'the' and indefinite articles 'a/an'. For this, the teacher should be encouraged to teach or give emphasis on the grammatical items.
2. The overcrowded classes make it almost impossible for the teacher to correct the students' exercises and pay proper attention to individual students. So the classes should be split into manageable

size as far as possible. Along with the textbooks some supplementary materials should also be recommended for further reading.

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Appendix- 1

Test Items

Name of the student: Roll No:

Name of the school: Full marks:

Class: Pass Marks:

Sex: Male / Female Time:

Group "A"

Attempt all the questions:

Q.N. 1) Give a tick (√) mark in the correct answer:

Multiple choice items

(1) Swati is …….. Best singer of her class.

a) a b) an c) the d) nothing

(2) . ……. Water in the tank is clean.

a) a b) an c) the d) nothing

(3) The moon is in ……. sky.

a) a b) an c) the d) nothing

(4). Iron is …….. useful metal.

a) a b) an c) the d) nothing

(5) She is ……. untidy girl.

a) a b) an c) the d) nothing

(6)… water is changed into ice by cold.

a) a b) an c) the d) nothing

(7) Mrs, Manju is ……. Tallest woman in our office.

a) a b) an c) the d) nothing

(8) Honesty is the best policy.

a) a b) an c) the d) nothing

(9) Buy me …… umbrella.

a) a b) an c) the d) nothing

(10) He is …….. European.

a) a b) an c) the d) nothing

(11) A fly is ……. insect.

a) a b) an c) the d) nothing

(12) I have …… fat dog.

a) a b) an c) the d) nothing

(13) Which is …….. longest river in China?

a) a b) an c) the d) nothing

(14) He is …….. MA.

a) a b) an c) the d) nothing

(15). She plays on ……. Guitar.

a) a b) an c) the d) nothing

(16) Wisdom is ……. admired everywhere.

a) a b) an c) the d) nothing

(17) He learns ……. Mahabharat on every morning.

a) a b) an c) the d) nothing

(18) I want …… glass of milk.

a) a b) an c) the d) nothing

(19) He plays on ……. violin.

a) a b) an c) the d) nothing

(20). ……. Water is essential for life.

a) a b) an c) the d) nothing

Group "B"

1. Fill in the blanks spaces with appropriate articles for the following:

1. They play …… harmonium well.
2. He drinks …….. Orange Juice.
3. She is …… most intelligent girl in her class.
4. He likes ……. Red apples.
5. Where did you meet …….. Principal?
6. The Atlantic Ocean is …….. biggest ocean.
7. Mrs. Indira is …….. honorable teacher.
8. Ram has passed I.SC. and is studying in …….. University.
9. What is Mr Gurung like ? He is …….. honest man.
10. Who invented …… radio ?
11. He earns Rs.10,000 …… month.
12. Who is ……. best student of your class?
13. Have you seen ……. One eyed man?
14. …… water in the glass is very dirty.
15. …… injured passengers of this bus rushed to hospital.
16. Mr. Banjara will be ……. unwanted fellow in our locality.
17. He is not …….. honorable man.
18. Nepal is …….. birth place of lord Buddha.
19. ……. Blind man is unfortunate not to see.
20. The woman who is wearing …….. blue Sari , is my wife .

Group "C"

1. Cross out the wrongly used articles and make correction if necessary for the following:

1. A cat is chasing a mouse.
2. She is a English teacher.
3. Hemanta is an police officer.
4. He reads a Kathmandu Post every day.
5. A Congress Party is the oldest party in Nepal.
6. A girl in a Red dress is beautiful and bright.
7. A government should help the handicap.
8. He carried the small white TV.
9. That is a book I like most.
10. Bhim bought a piece of cloth from a market that he used to go.
11. A chair, I am sitting on is ready to break.
12. My father takes Cigarette twice a day.
13. An iron is a useful metal.
14. A pacific ocean is the greatest ocean in the world.
15. She is a untidy girl.
16. The European visited our school today.
17. A flowers in our garden are beautiful.
18. A water in the glass dirty.
19. I don't know a exact meaning of this word.
20. He is a honorable man.

Group "D"

1. Supply a/an or the where necessary in the following dialogues:

1 A: If you don't mind, shall I ask you a question?
B: Please?
A: Who are you by …….. Caste?
B: I am a Newar.

2 Ram: Is there any religious books?
Shyam: yes, which one you want to read?
Ram: I need …… Gita.

3 Player
A: Who shall be …… Captain of our team?
B: No, I don't want to be in this time.

4 Father: It's already eight in the morning. Why you are still sleeping?
Son: Oh Dad, its Saturday it comes once ……. Week.

5 Nepali: Excuse me, Where are you from?
Tourist: I am …….. European.

6 Speaker: What is Mr. Gurung like?
Student: He is ……. Honest man.

7 Journalist: Have you talked to …….. Prime minister of the Country?
Interviewer: No, I have not talked right now.

8 Student A: Can you tell me one Universal truth?
Student B: yes. ……. Sun rises in the east.

9 Student A: What's …….. news of today?
Student B: Nothing new but as usual.

10 Ram: I am a lawyer; By the way, what's your Job?
Shyam: I am …… Engineer.

11 Teacher: Which is …… longest river in the world?
Student: The Nile sir.
Teacher: Yes, exactly.

12 A: What types of man he is?
B: He is ……. Honest man.

13 Interviewer: Will you tell me about your academic achievement?

Interviewee: I am …….. MA.

14 Brother:Sister, I don't know …….. exact meaning of this word .

Sister: It means someone who studies about the lifestyle of birds.

15 Student A: What is the capital of Nepal?

Student B: ……. Kathmandu is the Capital of Nepal.

16 A: What is your view about wisdom?

B: …….. Wisdom is admired everywhere.

17 Father: When did she die?

Mother: She died on ……..10th of June.

18 Businessman A: Who is ……. Richest man in your place?

Businessman B: Mr. Pradhan.

19 Friend A: Which Country would you like to go?

Friend B: I like to go …….. USA.

20 Shopkeeper: …….. Gold is an expensive metal?

Customer: What about price?

Shopkeeper: 10 Thousand.

Appendix – 2

Errors Committed by the Students

S.N.	Errors	Corrections
1	A honest man……	An honest man.
2	He is an European.	He is a European.
3	A fly is a insect.	A fly is an insect.
4	He is a M.A.	He is an M.A.
5	Iron is an useful metal.	Iron is a useful metal.
6	……. Water in the tank is clean.	The water in the tank is clean.
7	What a sad news!	What sad news!
8	She is a untidy girl.	She is an untidy girl.
9	I need religious book ……. Gita.	I need religious book the Gita.
10	A girl in blue sari is my wife.	The girl in blue sari is my wife.
11	That is a book I like most.	That is the book I like most.
12	A congress party is the oldest party of Nepal.	The congress party is the oldest party of Nepal.
13	He reads …… Mahabharat.	He reads the Mahabharat.
14	He reads a Kathmandu post every morning.	He reads the Kathmandu post every morning.
15	A government should help the handicapped.	The government should help the handicapped.

Appendix – 3

Names of the Proposed schools

1. Gograha Higher Secondary School ,Bargachhi, Biratnagar.
2. Shree SatyaNarayan Higher Secondary School, Bijuli office Biratnagar.
3. Shree Adarsha Higher Secondary English School, Sahidmarga, Biratnagar.
4. Everest Higher Secondary School, BhrikutiChowk, Biratnagar.
5. Shree DAV Higher Secondary school, Biratnagar.
6. Srijana Gyankunja Higher Secondary School, Shiva mandir, Biratnagar.
7. Shree Pokhariya Higher Secondary School, Pokhariya, Biratnagar.
8. Shree Saraswati Higher Secondary School ,Thakurwari Road , Biratnagar.
9. Budhanilkanth Secondary school. Shankarpur, Biratnagar.
10. Shree Orchid Higher Secondary School ,Biratnagar.

Appendix – 4

1. Dav Higher Secondary School, Malaya Road, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Amrit Thapa	18	17	20	19	74	Anshu Mehta	16	14	15	18	63
2.	Dillip Rouniyar	18	14	18	10	60	Amrita Karki	14	16	16	17	63
3.	Prem Rai	11	13	10	12	46	Apekshya Mehta	10	12	8	7	37
4.	Rabin K.C.	11	10	8	12	41	Anuska Bhattarai	12	9	9	7	37
5.	Avash Kafle	14	11	16	16	57	Susma Bhattarai	12	10	14	8	44
6.	Sandip Nepal	10	12	12	12	46	Srija Karna	12	12	10	8	42
7.	Jeewan Ram	12	14	8	10	44	Asmita B.k.	14	10	14	9	47
8.	Suman Verma	13	12	10	11	46	Swikriti Thakur	10	11	13	12	46
9.	Niyam Bhagat	12	10	8	6	36	Sampada Ray	11	11	7	7	36
10.	Rohit Mehta	8	6	7	5	26	Siwani Das	8	7	5	6	26
Total		127	119	117	113	476	Total	119	112	111	99	441

Total Scores of the Students of Institutional Schools of Biratnagar Metropolitan City ,Morang District.

2. Shree Satya Narayan Higher Secondary School, Bijuli office Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Keshab Berma	17	18	16	9	60	Pihu Das	15	16	14	7	52
2.	Rahul Das	15	16	14	8	53	Anjana Bhagat	12	13	11	6	42
3.	Prajwal Pokhrel	16	17	14	7	54	Roshni Ray	14	12	8	8	42
4.	Rakesh Choudhary	14	15	16	7	52	Rekha Yadav	9	11	9	5	34
5.	Arjun Chakrabati	7	15	13	4	39	Tripti Goyal	8	10	6	4	28
6.	Dhiraj Subedi	11	14	12	9	46	Samira Limbu	7	8	7	3	25
7.	Shiva Kamat	9	16	10	3	38	Soni Rai	8	11	3	10	32
8.	Bishnu Rajwanshi	8	12	11	2	33	Palak Raj	5	2	2	7	16
9.	Firoz Ansari	3	11	9	4	27	Preety Mallik	4	12	8	5	29
10.	Rajesh Puri	5	8	6	2	21	Sony Bhattarai	3	9	5	8	25
Total		105	142	121	55	423	Total	85	104	73	63	325

Total Scores of The Students of Community Schools Biratnagar Metropolitan City of Morang District.

3. ShrijanaGyankunja Higher Secondary English School, ChandaniChowk, Biratnagar

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Puskar Ram	17	18	16	15	66	Baby Koirala	19	18	17	18	72
2.	Kishlay Agrawal	14	11	13	12	50	Binita Neupane	12	10	8	9	39
3.	Saurabh Gupta	18	17	12	15	62	Riya Bhujel	15	12	13	8	48
4.	Ritesh Bhagat	19	18	19	17	73	Anu Suwal	9	7	6	3	25
5.	Abhinav Limbu	15	14	13	12	54	Anjali Shah	12	12	11	9	44
6.	Baibhaw Shrestha	14	12	10	9	45	Deepika Jaiswal	12	14	16	7	49
7.	Ujjwal Kathayat	16	14	12	13	55	Siddhi Yadav	13	15	16	14	58
8.	Arjun Subedi	8	10	12	8	38	Shreya Sarkar	3	6	7	5	21
9.	Bikram Karna	9	8	7	11	35	Priya Karna	8	5	4	2	19
10.	Santosh Kamat	11	8	5	9	33	Nina Das	9	10	9	8	36
Total		141	130	119	121	511	Total	112	109	107	83	411

Total Scores of the Students of Institutional Schools of Biratnagar Metropolitan City ,Morang District.

4. Everest Higher Secondary School, Bhrikuti Chowk, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	PurneshYadav	15	14	12	13	54	Kavita Bhattarai	18	16	14	15	63
2.	Prawin Mandal	20	18	16	19	73	Ritu Choudhary	3	2	5	1	11
3.	Rudra Raut	4	6	8	3	21	Salina Shah	8	10	12	14	44
4.	Shyam Thapa	10	12	14	13	49	Yamini Ram	16	15	14	9	54
5.	Bhim Shrestha	16	18	17	15	66	Sonika Shrestha	15	13	12	11	51
6.	Abhishek Kantha	15	16	18	17	66	Drashti Parajuli	14	12	10	8	44
7.	Dipak Dangol	10	8	12	14	44	Melisha Raut	12	10	10	12	44
8.	Samir Rai	4	6	5	3	18	Roshni Gupta	10	8	12	7	37
9.	Sanu Bhagat	16	14	12	10	52	Muskan Gupta	12	14	13	11	50
10.	Nimesh Gautam	15	12	13	9	49	Ragini Karna	14	12	10	12	48
Total		125	124	127	116	492	Total	122	112	112	100	446

Total Scores of the Students of Institutional Schools of Biratnagar Metropolitan City ,Morang District.

5. Shree Gograha Higher Secondary school, Bargachhi, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Anup Das	16	14	13	14	57	Khushi Karki	12	11	10	12	45
2.	Agrah Yadav	15	12	9	8	44	Jiya Dahal	10	11	12	10	43
3.	Bhawish Shrestha	14	16	11	10	51	Sona Yadav	8	6	10	7	31
4.	Angel Tajpuriya	13	10	12	11	46	Siwani Mandal	6	8	10	5	29
5.	Rakesh Pariyal	15	14	12	8	49	Ruby Chaudhary	4	6	7	4	21
6.	Satya Chaudhary	15	14	12	13	54	Resika Karna	2	4	5	3	14
7.	Ram Rai	3	6	7	5	21	Binisha Mahato	11	10	8	9	38
8.	Nikhil Limbu	9	8	6	7	30	Nikita Bishta	14	7	6	8	35
9.	Prashant Kadel	5	10	8	6	29	Diya Sanjel	12	5	6	7	30
10.	Nitesh Tamang	16	14	12	11	53	Ranjita Biswas	10	8	6	8	32
Total		121	118	102	93	434	Total	89	76	80	73	318

Total Scores of The Students of Community Schools Biratnagar Metropolitan City of Morang District.

6. Shree Pokhariya Higher Secondary School, Pokhariya, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Arnav Thapa	10	12	14	11	47	Richa Laabh	11	10	8	7	36
2.	Rajan Yadav	8	12	10	9	39	Rakhi Pal	2	4	5	6	17
3.	Raunak Safi	12	14	12	8	46	Manju Subedi	10	12	14	8	44
4.	Ayush Yadav	14	10	12	14	50	Kripa Basnet	14	9	7	6	36
5.	Avash Raut	16	14	12	10	52	Smarika Dahal	12	14	13	12	51
6.	Sahil Timsina	18	17	15	12	62	Prapti Niroula	15	14	12	9	50
7.	Anish Kharel	17	16	15	16	64	Stuti Sapkota	12	10	12	8	42
8.	Parinav Bhattarai	13	16	15	12	56	Kala Rai	13	14	12	9	48
9.	Munal Kafle	14	8	10	12	44	Swati Subedi	11	7	9	10	37
10.	Bharat Shah	12	10	8	11	41	Sampada Kediya	4	5	3	2	14
Total		134	129	123	115	501	Total	104	99	95	77	375

Total Scores of The Students of Community Schools Biratnagar Metropolitan City of Morang District.

7. Orchid Higher Secondary School, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Ramit Paswan	12	14	8	7	41	Preeti Bhujel	10	8	9	7	34
2.	Samrat Bhattarai	10	10	12	11	43	Ankita Choudhary	11	12	14	13	50
3.	Aniket Mandal	9	12	11	8	40	Ruksar Khatun	8	9	12	11	40
4.	Ankur Gohivar	10	12	14	12	48	Sandhaya Gupta	13	10	11	12	46
5.	Ganesh Khatri	9	11	13	12	45	Nirjala Poddar	11	9	7	8	35
6.	Rashid Khan	9	10	12	11	42	Swsatika Thapa	9	12	11	10	42
7.	Raaj Dangol	14	12	11	13	50	Prerana Tamang	11	10	8	9	38
8.	Siddhartha Rai	9	12	11	7	39	Sanskriti Niroula	11	8	7	10	35
9.	Manoj Mandal	12	14	15	16	57	Rukaiya Khatun	12	10	8	9	39
10.	Kundan Kamat	13	14	15	16	58	Abni Das	9	8	10	12	39
Total		107	121	122	113	463	Total	105	98	97	101	398

Total Scores of the Students of Institutional Schools of Biratnagar Metropolitan City ,Morang District.

8. Shree Saraswati Higher Secondary School, Thakurbari Road, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Krish Mahat	20	18	17	19	74	Nibha Shah	16	15	14	13	58
2.	Rabin Ghimire	14	15	17	16	62	Bandana Amatya	14	15	16	10	55
3.	Lojang Gurung	12	11	7	9	39	Prabha Dahal	12	11	10	8	41
4.	Samagra Chhetri	13	14	15	12	54	Divya Dutta	15	8	10	7	40
5.	Dinesh Subedi	18	16	14	12	60	Nisha Das	5	4	3	5	17
6.	Santohs Bhattarai	12	16	14	10	52	Rojina Ghimire	12	13	10	9	44
7.	Ankit Baral	10	12	11	8	41	Sabina Mahat	16	14	12	10	52
8.	Niraj Poddar	14	12	10	7	43	Nirwa Rai	14	12	10	8	44
9.	Kpil Chaudhary	5	6	3	1	15	Tulasha Thapa	19	20	16	16	71
10.	Rohan Mandal	10	8	5	3	26	Soundarya Suhang	18	17	16	15	66
Total		128	128	113	97	466	Total	141	129	117	101	488

Total Scores of The Students of Community Schools Biratnagar Metropolitan City of Morang District.

9. Budhanilkanth Secondary School, Shankarpur, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Lkshya Sharma	16	14	9	10	49	Rubna Nepal	18	14	16	15	63
2.	Manjit Das	18	16	15	12	61	Sujata Limbu	17	15	12	11	55
3.	Ram Rai	17	16	15	14	62	Prakriti Chapagai	16	15	14	13	58
4.	Krishna Roy	15	16	17	10	58	Siwangi Barma	13	12	11	10	46
5.	Dhruva Mahat	12	12	10	8	42	Rina Ghimire	10	10	8	8	36
6.	Amush Rai	8	5	4	4	21	Princy Karki	7	6	5	3	21
7.	Prabesh Khadka	7	8	6	5	26	Rangita Choudhary	16	12	14	11	53
8.	Arjun Khadka	16	15	14	12	57	Prishankha Sanjel	18	20	19	17	74
9.	Bhishma Dhamala	18	19	16	17	70	Samriddhi Bhujel	15	16	14	12	57
10.	Rahul Dahal	15	14	12	12	53	Mannat Karna	13	12	10	10	45
Total		142	135	118	104	499	Total	143	132	123	110	508

Total Scores of the Students of Institutional Schools of Biratnagar Metropolitan City ,Morang District.

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10. Shree AdarshaHigher Secondary School, Buddhanagar, Biratnagar.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Salil Khan	20	18	19	17	74	Mili Sharma	17	15	16	12	60
2.	Shubham Rai	16	14	10	12	52	Rubi Thapa	16	12	8	10	46
3.	Amresh Yadav	18	16	14	12	60	Ritu Yadav	15	14	12	10	51
4.	Ranjit Bhattarai	17	15	14	12	58	Suman Kumari Ram	14	12	10	8	44
5.	Ahmad Khan	12	10	10	8	40	Sangita Mallick	16	12	11	9	48
6.	Hari Mallick	15	12	14	10	51	Priti Mandal	10	12	14	8	44
7.	KishorKu.Ram	16	10	8	12	46	Surbhi Bhattarai	4	5	3	2	14
8.	Kiran Dahal	12	9	10	8	39	Tamanna Kediya	10	8	8	7	33
9.	Denish Pariyar	10	12	14	10	46	Gita Neupane	8	7	6	5	26
10.	Anurag Karki	8	7	5	3	23	Samragyi Bhujel	10	12	14	8	44
Total		144	123	118	104	489	Total	120	109	102	79	410

Total Scores of The Students of Community Schools Biratnagar Metropolitan City of Morang District.