

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication. The term language has been derived from the Latin word 'lingua' which means 'tongue' by this reason language is still called tongue (eg. mother tongue i.e. first language). Language is extremely complex, highly versatile and open system that allows human beings to communicate their thoughts feelings, desires emotions and ideas. It is the most valuable single possession of human race. Man differs from other species on earth only because he possesses a unique faculty of speech. Language is powerful instruments which transfer knowledge from person to person and from one generation to other. It is primarily a pragmatic phenomenon or a symbolic instrument used for communication purposes.

Grammar plays the pivotal role in the language to be well structured. Aarts (1997) defines that:

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

As Lado (1997, p. 144) says "a grammatical pattern is more than any single utterance since it is the mould from which countless utterances can be produced".

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

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

So, grammar can be the bases for the production of any grammatical correct utterances which makes the language meaningful. Grammar enables learner to use the language accurately and appropriately in the meaningful language background. Each language has its own grammar. Hence, grammar is the core of each language from which language is made most appropriate.

Teaching grammar with in a language teaching syllabus has been under discussion for many years. During the heyday of the Grammar Translation Method (GTM) grammar was the core of a foreign language course. In those days teaching grammar used to concern about the teaching of grammatical concepts and categories such as parts of speech, tense, mood etc. During the days of the Direct Method (DM), the Audio Lingual Method (ALM) grammar was still the core of the subject matter to be taught in the class room. But with the advent of the Communicative Approach (CA) in the 1970s the teaching of grammar became unfashionable in foreign language teaching (cited: Basnet: 2005, p. 261). Foreign language teachers seemed to have the common belief now and then since the 1970s that teaching grammatical rules may not help learner to speak fluently and appropriately. But the need is always there that

grammar helps us to make the correct utterances in meaningful language background. So, grammar should be taught within a meaningful context which helps to acquire language naturally with its underlying principles.

Adjectives in our Nepalese context play a vital role they expose perfumes in a language. A language is fixed with its road map by adjectives. Without adjectives a language is incomplete. Showing the importance of adjectives Carter and Mc Carthy (2010, p. 438) write "adjectives are the third major open word class in English language. They describe the feature of persons or things denoted by nouns or pronouns". But students in English language classes become confused whether a word is adjective or noun. We don't have any suitable books or context to teach adjectives. The area of adjective are broad that students miss to fill them in proper places. They don't have any idea to use degree of adjectives properly. Sometimes they use superlative degree of adjective after indefinite article a/an. And other times they use superlative degree with 'than'. Most of the students are confused to recognize degree of adjectives. Either they are puzzled in the use of degree of adjectives or they do mistakes in spellings.

1.1.1 An Introduction to Adjectives

An adjective can be defined as a word that describes the features of persons or things denoted by nouns or pronouns. It is a describing word. For example 'poor' in poor girl and 'black in black cat are adjectives. Adjectives are words like black, poor, old, beautiful, happy etc. which are used to describe people, things events etc. Most adjectives express quality. They tell us what something is like. In this light, Cowan (2008) says "Adjectives describe characteristics or properties of nouns" (p. 238). He further states that an adjective may describe inherent properties of the entity - for example its colour (green/blue), size (big/tiny), weight (light/heavy), age (young/old) or quality (good/owful). Similarly Carter and McCarthy (2010, p. 438) define "adjectives as the third

major open class in English. They describe the features of persons or things denoted by nouns or pronouns". Other influential grammarians Wren and Martin (1999), give similar view in adjectives. They state adjective as "A word used with a noun to names, or to point out the person, animal, place or thing which the noun names or to feel the number or quality" (p. 19). Next grammarians Celce-Murcia and Larsen-Freeman (1999) give semantic definition of adjective as "it describes or denotes the qualities of something. Adjectives commonly occur between a determiner and a noun or after be or other linking verbs, although they can follow a noun" (p. 17).

From the above definitions we know that adjectives are those words which are used in connection with nouns or pronouns to modify, describe or limit their meanings.

Carter and McCarthy (2010, pp. 439-440) state the following meanings of Adjectives. Adjectives describe features and qualities of entities (people, animals and things) denoted by nouns or pronouns.

-) Some adjectives denote characteristics or inherent properties and qualities which are long-lasting or permanent; tall, heavy, old, good, rough, true, ugly, red.
-) Some adjectives express transient states and conditions; hungry, cold, absent, ill, dry, full, lonely.
-) Some adjectives denote relations between entities. These are among the adjectives that require complements; fond (of), similar (to), aware (of), keen (on/to), far (from).
-) Some adjectives describe entities in terms of their actions; generous, cruel, talkative, polite, cooperative.
-) Some adjectives classify entities into types; wooden (spoon), Swedish (film), departmental (meeting), detached (house), organic (vegetables), impressionist (painter), wild (salmon).

1.1.2 Characteristics of Adjectives

It is difficult to tell whether a word is an adjective or not by looking at it in isolation. Most of the commonest adjectives have no particular form or ending i.e. there is nothing which makes them look like an adjective, eg. Bad, hot, little, fat old, young etc. But we can find some common characteristics of adjectives. In this regard, Celce-Mursia and Larsen-Freeman (1999, p. 17) put that "Many adjectives have no typical form but certain derivational morphemes are associated with adjectives, such as –able (likeable), -ish (childish), ful (thoughtful) and –y (lazy)" (as cited in Chalker 1984). Similarly, Arts and Arts (1986) state that "Many adjectives are identifiable on the basis of typical derivational suffixes. Many adjectives are also characterized by the fact that they inflect for the comparative and the superlative forms" (p. 28). They give the following derivational suffixes of adjective.

-able (-ible): Preferable, visible

-ful: beautiful, harmful

-ic(-ical): economic(al), historic(al)

-ish: Danish, greenish

-ive: abortive, massive

-less: useless, endless

-like: ladylike, manlike, warlike

Likewise next grammarians Leech and Svartvik (1975, pp. 192-193) list out the following characteristics of adjectives:

- 1) Most adjectives can be both attributive (acting as pre-modifiers of nouns) and predicative (acting as complements of verbs): she's a pretty girl. - Attributive. All the girls here are pretty. - Predicative.
- 2) Most adjectives can be modified by degree adverbs like very, quite rather etc. She looks quite young for her age.
- 3) Most adjectives can take comparative and superlative forms. Regular comparison may be expressed by adding the endings-er and -est to the

adjectives (eg. happier, kindest) or by placing more and most. eg. More expensive, most beautiful.

Other grammarians Quirk, Greenbaum, Leech and Svartvik (2010, pp. 402-403) list out the following characteristic of adjectives:-

1. They can freely occur in ATTRIBUTIVE function. i.e. they can pre-modify a noun, appearing between the determiner (including zero article) and the head of noun phrase:

an ugly painting, the round table, dirty linen.

2. They can freely occur in PREDICATIVE function. i.e. they can function as subject complement as in (1), or as object complement, as in (2). e.g.

The painting is ugly. (1)

He thought the painting ugly. (2)

3. They can be pre-modified by the intensifier very.

e.g. the children are very happy.

4. They can take comparative and superlative form. The comparison may be by means of inflections (er and est), as in (3-4) or by the addition of the pre-modifiers more and most (periphrastic comparison) as in (5-6):

The children are happier now. (3)

They are the happiest people I know. (4)

These students are more intelligent. (5)

They are the most beautiful paintings I have ever seen. (6)

1.1.3 Types of Adjectives

Different grammarians have listed out different types of adjectives grouped on the basis of their areas. In this regard, Wren and Martin (1999, pp. 22-23) describe adjectives as follows:

1. Adjectives of quality show the kind or quality of a person or a thing. They tell as about the quality of a noun or pronoun. They answer the question of

what kind? For example, this is a big city. He is an honest man. They are Nepalese. She is beautiful.

2. Adjectives of quantity shows the quantity, amount or number. They answer the question: how! Much/many? For example. He has some bread. We have five pens. She eats little rice. I have few friends.

3. Demonstrative adjectives point out which person or thing is meant. They answer the question: which? For example

That man is laborious.

This book is interesting.

Those fruits are sweet.

These apples are fresh.

4. Distributive adjectives refer to each one of a number of persons for example.

Each, man is responsible to develop. the country.

Every man knows what to say.

Neither boy knows the answer.

You can write an either side of the page.

5. Interrogative adjectives are used with nouns to ask questions. For example

Which book is valuable?

Whose house is this?

What animal is that?

6. Possessive adjectives show the possession. For example:

This is my house. His wife is beautiful. I don't like your shirt.

1.1.4 Position of Adjectives

Celce-Murcia and Larsen-Freeman (1999, pp. 379-380) show that in terms of position, we can distinguish between the attributive and the predicative use of adjectives. Most adjective can be used attributively as well as predicatively and some are restricted to only one position. So, adjectives can be in different positions as follows.

1) Adjectives can be used attributively, i.e. they come before the noun. For example,

The beautiful painting.

This is a big garden.

2. Adjectives can be used predicatively, they come after linking verbs be, seem, look feel as subject complement or after some verbs like consider, believe, find, made as object complement. For example,

He is poor. She made her husband happy.

3. They can sometimes be post positive i.e. They come after the noun. For example,

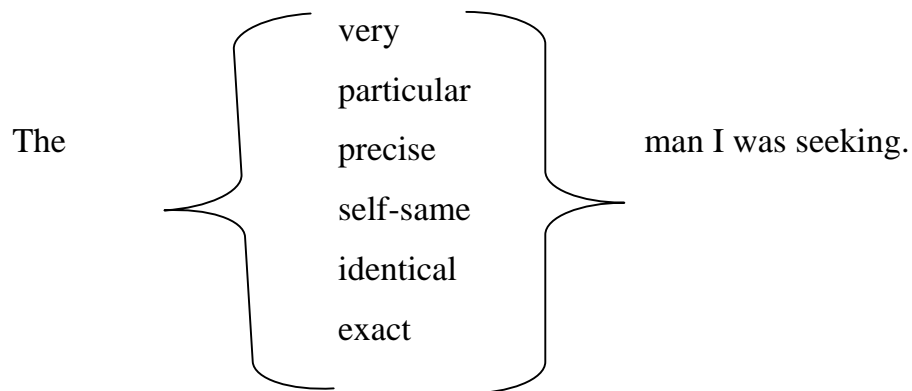
Something lager, the person responsible, the president elect, court martial, somebody important, the people involved, attorney general.

4. Most adjectives can be either in attributive position (nice weather) or in predicative position (The weather is nice). But some are restricted in one position only.

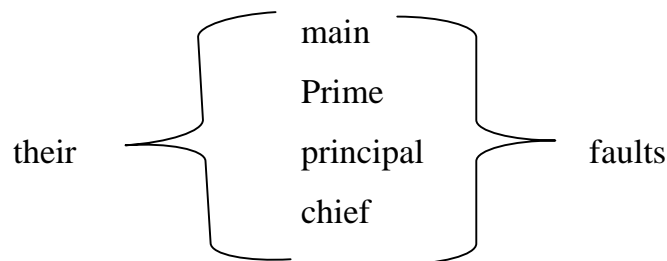
a. Attributive only

Celce-Murcia and Larsen-Freeman (1999, pp. 382-383) call 'reference adjectives' which occur exclusively in attributive position. They list the following categories of such adjectives:

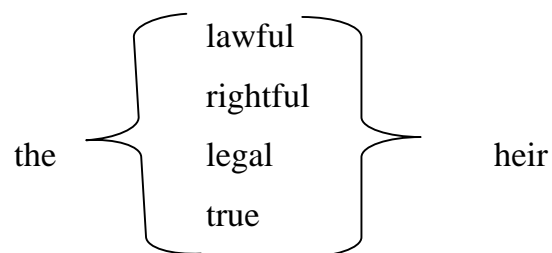
1) Those adjectives that show the reference of the head noun has already been determined.



2) Those adjectives that show the importance or rank of the head noun.



3) Those adjectives that show the head noun is recognized by law or customer.



4) Those adjectives which identify the reference of the noun itself (i.e.

Adjectives derived from nouns)

A medical doctor, a reserve office, an atomic scientist, a regular policeman,
criminal law

5) Those adjectives that qualify the time reference of the noun.

The future king, the present monarch

The late president the former chairperson

6) Those adjectives that qualify the geographical references of the noun.

A southern gentleman, the urban crisis, a ruler mailman

7) Those adjectives that intensify or emphasize the head noun.

A total stranger, a mere child, sheer fraud, utter nonsense

8) Those adjectives that show the uniqueness of the head noun.

The sole survival, the only nominee.

b. Predicative Only

Some adjectives are used predicatively only. They are as follows [Based on East ward (1994), Leach and Svartvik (1979), and Celce-Murcia and Larsen Freeman (1999)]:

1) Adjectives beginning with the prefix a-

asleep.	alive	alert
awake	alone	alert
afraid	ashamed	aware

2) Adjectives showing states of health (i.e. Health adjectives)” well, fine, ill, unwell, and faint

3) Adjectives expressing feelings pleased, glad, content, upset

4) The class of predicative adjectives also includes the following (i.e.

Adjectives followed by prepositional phrases or infinitives

loath (to), intent (on), tantamount (to), prepared (to), flush (with), fond (of), subject (to), inclined (to), depend (on), bound (for)

5) Some adjectives can be used both attributively and predicatively in one meaning but are restricted to attributive use in another meaning. (Aarts and Aarts, 1982, p. 30)

Attributive and Predicative

an old book	Bthat book is old
a true hero	Bthat hero is true
a real coward	Bthat coward is real
the right man	Bthat man is right

Attributive only

an old friend	Bthat friend is old
a true hero	Bthat hero is true
a right man	Bthat man is right
a real coward	Bthat coward is real

In other cases, there is a difference in meaning between the attributive and predicative use. For example 'a small farmer' means a man having a small farm, but "the farmer is small" means that he is small man physically. Compare other examples,

the present-king –The king is present.

His late wife – his wife is late.

1.1.5 Degree of Adjectives

Degree of adjectives indicate form of adjectives. Adjectives have degrees to measure quality or quantity of the things. There are three degree of adjectives: positive (absolute), comparative and superlative.

Positive degree of adjectives is a pure adjective without using –er, -est or more most. They are common in forms and action. They indicate quality of

singleness. e.g. My daughter is beautiful. Here beautiful is positive degree of adjective showing the quality of a single daughter.

Carter and McCarthy (2010, p. 746) define comparatives as "A comparative form relates one entity to another. If a person says I feel better today, they are comparing their present state with how they felt before which may have :

'not well/bad, rather than well/good'

Their house is smaller than ours.

They further define superlative as "Superlative adjectives are used to compare an entity with a whole group of which they are assumed to be a part" (p. 768).

Nepal has the world's highest mountain.

Japan is the second richest country in the world.

Celce-Murcia and Larsen-Freeman, (1999, p. 743) has pointed out that superlatives are more "marked" than comparatives. That is to say comparatives occur more frequently than superlatives in any language that has both forms. If a language has a superlative form, it must also have a comparative form.

According to Aarts and Aarts (1982, p. 28), "Many adjectives take inflexional suffixes to form the comparative (-er) and the superlative degrees (-est)".

Cowan (2008) says "Most adjectives are gradable; that is, they can indicate degree of property. Some gradable adjectives have comparative (-er) and superlative (-est) forms, while others use the adverbs more and most to express varying degrees" (p. 239).

Greenbaum (2005) puts " The comparative is used for a comparison between two units or sets of units and the superlative where more than two units or sets of units are involved" (p. 139).

Comparatives often say that something becomes different by changing over time. Comparatives also say that two things are of the same quality or quantity. A common structure used to indicate this function is as...as. e.g. Michael is as overweight as his wife.

Superlative degree involves comparison by singling out one thing as having a unique quality. A superlative defines a specific member of a set. An adjective with an –est or which personified by most is a common marker of a superlative degree. eg. Taipei has the tallest building in the world.

In general the rules to change positive degrees into comparatives and superlatives are as follows:

1) Monosyllabic adjectives (i. e. having one syllable) form their comparative and superlative by adding –er and -est to the positive form.

dark	darker	darkest
long	longer	longest
tall	taller	tallest
poor	poorer	poorest
big	bigger	biggest
strong	stronger	strongest
bright	brighter	brightest
cheap	cheaper	cheapest
fast	faster	fastest
dear	dearer	dearest
great	greater	greatest
high	higher	highest
bold	bolder	boldest
clean	cleaner	cleanest

2) Only –r and -st are added with adjectives ending in 'e'.

brave	braver	bravest
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large	larger	largest
fine	finer	finest
noble	nobler	noblest
true	truer	truest
white	whiter	whitest
wise	wiser	wisest
nice	nicer	nicest
rude	ruder	rudest
wide	wider	widest

3) Disyllabic adjectives (i.e. having two syllable) ending in ‘y’ also take – r and –est (y-i).

easy	easier	easiest
dirty	dirtier	dirtiest
happy	happier	happiest
dry	drier	driest
heavy	heavier	heaviest
funny	funnier	funniest
sly	slier	sliest
merry	merrier	merriest
shy	shier	shiest
silly	sillier	silliest

4) Some disyllabic adjectives take –‘er’ or ‘more’ and -‘est’ or ‘most’

	quiet	more quiet	most quiet
or	quiet	quieter	quietest
	cleaver	more cleaver	most cleaver
or	cleaver	cleverer	cleverest

Other such adjectives are narrow, simple, shallow, mature, and polite, etc.

5) Adjectives of more than two syllables and more disyllabic adjectives take 'more/less' and 'most/least'.

expensive	more/less expensive	most/least expensive
modern	more/less modern	most/least modern
doubtful	more/less doubtful	most/least doubtful

Other such adjectives are:

absurd, intelligent, useful, serious, peculiar etc.

6) The following adjectives have irregular comparisons.

good	better	best
bad	worse	worst
little	less	least
many/much	more	most
far	farther	farthest(for distance only)
far	farther	furthest(used more widely)
old	elder	eldest(of people only)
old	older	oldest(of people and thing)

7) Monosyllabic adjectives ending in single consonant preceded by a single vowel, double the consonant.

big	bigger	biggest
glad	gladder	gladdest
fat	fatter	fattest
red	redder	reddest
sad	sadder	saddest
thin	thinner	thinnest

8) Some adjectives are without Comparatives

Positive	Superlative
hind	hind most
northern	northernmost

top	topmost
southern	southernmost

9) We can use as ... as in affirmative and not as ... as or not so ... as in negative comparison.

eg. Rita is as fat as Gita.

Gita is not fatter than Rita.

10) Some comparatives of Latin origin don't have positive and superlative.

They end in **or**

They are:

inferior	prior	senior	posterior	superior
interior	junior			

They take to instead of than.

eg. Hari is superior to Ram in wisdom.

She is junior to all her colleagues.

11) We can change degree of adjectives without changing the meaning of the sentences.

) Superlative – Iron is the cheapest of all metals.

Comparative – Iron is the cheaper than all other metals.

) Comparative – Biratnagar is hotter than Dharan.

Positive – Dharan is not as hot as Biratnagar.

) Positive – Ram is as wise as Krishna.

Comparative – Krishna is not wiser than Ram is.

) Superlative – Devkota is the greatest poet in Nepal.

Comparative – Devkota is greater than any other poet in Nepal.

Positive – No other poet in Nepal is as great as Devkota.

1.2 Review of Related Literature

Several studies have been carried out on proficiency focusing on different grammatical categories. Some of the studies carried out on proficiency related to this study are reviewed as follows:

Karki (2000) studied The Proficiency in the Use of Subject Verb Agreement between class 11 and PCL 1st year student in education stream. His objectives was to find out the proficiency in the use of subject verb agreement of at four campus and schools and total students were eighty in equal ratio. His result showed that in totality the students of PCL First Year were found more proficient than the students of class 11 in almost all the items. In sex wise comparison, both the boys and girls of PCL first year were more proficient than that of the boys and girls of class 11. Basnet (2001) analyzed The Proficiency in the Use of Determiners of Grade Nine Students of Dhankuta and Kathmandu districts, comparing different variables in terms of sex and religion. His objective was to find out the proficiency in the use of determiners of grade nine of ninety six students from six schools. He reached in the conclusion that the overall performance in the use of determiners was poor. The students of Dhankuta districts were more proficient than the students of Kathmandu district and the proficiency of the girls were better than the boys in total.

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

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

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

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

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

this study he found that private schools were found far better than the public schools and boys performed better than girls.

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

1.3. Objectives of the Study

The objectives of this study were as follows:

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

1.4 Significance of the Study

This study will be significant to all those who are interested in language teaching and learning in general and more particularly to the teachers and students who are involved in teaching and learning the English language communicatively. This research will be importantly significant for the effective teaching and particularly for teaching degree of adjectives. Moreover, it will be significant to language teaching practitioners, subject experts, curriculum designers and textbook writers of ELT. The researcher hopes that the findings will provide a valuable support to those who attempt to study the area of teaching degree of adjectives.

CHAPTER TWO

METHODOLOGY

The researcher in this present study adopted the following methodology.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

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

2.1.2 Secondary Sources of Data

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

2.2 Population of the Study and Sample Population

The total populations of this study were all the grade eight students from Syangja district. However, the researcher collected the data from the grade

eight students of 4 schools in Syangja as study population. (The names of schools and students were given in Appendix-III)

2.3 Sampling Procedure

The sample population of the study consisted of 96 students. Four different schools (2 Public and 2 Private) were selected purposively. From each of them, 12 girls and 12 boys were selected on the basis of random sampling procedure.

2.4 Tools for Data Collection

A set of test items on the use of degree of adjectives was prepared on the basis of grade eight text book “Our English” and other grammar books to collect the data for this study. The test items contained eight different items such as provide appropriate comparative and superlative, use the correct degree of adjectives, complete the dialogue use the following degree of adjectives in your own sentences, choose the correct word, tick the best option of the following, writing sentences using comparative and superlative degree of adjectives.

The first item (Providing appropriate comparative and superlative degree of adjectives) was consisted 10 questions of degree of adjectives, carrying 10 marks. The second item (Using the correct degree of adjectives) contained 10 different questions, carrying 10 marks. Similarly, the third item (Complete the dialogue item) included 5 different spaces, carrying 5 marks. The fourth item (Using the degree of adjectives in their own sentences) contained 5 different questions, carried 5 marks. Likewise, the fifth item (Choosing the correct word from the options) contained 5 different questions, carried 5 marks. The sixth item (Ticking the best options of the following) submitted 5 questions, carried 5 marks. Similarly, the seventh item (Writing sentences using comparative degree of adjectives) contained 5 questions, carried 5 marks and the eighth item

(Writing sentences using superlative degree of adjectives) included 5 questions, carried 5 marks.

2.5 Pilot Test

In order to carry out this work, the researcher first prepared a set of test items. Then, he conducted a pilot test on a small group of students in order to determine the time duration and test the appropriateness of the test items. The researcher randomly selected 10 students who were not to be included in the final study. Then he administered the test without facing any problems. As the 50% marks in the test was taken as the point of satisfaction, all the students secured above 50% marks. Therefore, the researcher did not have to change the items drafted first.

2.6 Process of Data Collection

After taking the pilot test, the researcher went to the purposively selected schools i.e. Shree Galkot Higher Secondary School, Ganesh Lower Secondary School, Galyang Bhu. Pu. Sainik Boarding School and Chirag Higher Secondary School. He contacted the principal of the schools giving the letter from the Department of English Education and asked for their permission to carry out the study. After getting permission, he went to the classroom with the English teachers of those schools. Then he introduced himself and explained his purpose to the students. After that he selected the required number of students in equal sex ratio on the basis of simple random sampling procedure. Then, the selected students were taken to another separate room for the test. Then, he instructed them very carefully about the time limitation and the activities they were supposed to do. Then, he administered the test with proper guidance.

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

2.7 Limitations of the Study

This study had the following limitations:

- a. The subject area was limited to written form mainly based on the text book of grade eight “Our English Book”.
- b. Test items included only the use of degree of adjectives.
- c. The sample population of this study was only 96 students of grade eight.
- d. The students were selected only from 4 schools (2 Public and 2 Private) of Syangja district.
- e. Equal number of boys and girls were involved in this study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Before designing the test items, the researcher listed out all the degree of adjectives used in grade eight “English Book” and counted their numbers of frequency. The degree of adjectives which had higher frequency was included in the test item numbered with bold. But some words which have lower frequency were also included because the students often get confused. (See Appendix - I) According to the set objectives of the study, the researcher marked the responses of the students very carefully and tabulated scores, the analysis and interpretation were carried out. The analysis and interpretation of the data were done under the following headings:

3.1 Analysis of the Overall Proficiency in Degree of Adjectives

Analysis of the overall proficiency in degree of adjectives had been carried out in the following two tables. In the first table there is total proficiency in obtained average marks and percentage of ninety six students and in the second table there is comparison of different variables.

Table 1: Total Proficiency of the Students in Degree of Adjectives

Total Sample	F. M.	Obtained Average Marks	Percentage
96	50	26.77	53.54

The above table shows the total proficiency of 96 sampled students in the use of adjectives. There were 60 questions of Degree of adjectives on the test carrying 50 marks. The students secured 26.77 marks (i.e. 53.54%) out of the total marks. Since they secured more than 50% marks, their overall proficiency in the use of Degree of adjectives could be considered satisfactory.

Table 2: Comparison of Different Variables in Degree of Adjectives

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	50	17.72	35.44
Private	48	50	35.83	71.66
Boys	48	50	34.81	69.62
Girls	48	50	26.16	52.33

The above table compares the school wise and sex wise proficiency of the students. The sample size of each variable was 48. Out of total marks, the students of public schools obtained 35.44% marks, whereas the students of private schools obtained 71.66% marks. Hence, the students in private schools were found better than those in the public schools. Similarly, out of the total marks, the boys obtained 65.62% marks whereas the girls obtained 52.33% marks. Therefore, the boys were more proficient than the girls.

3.2 Item wise Analysis of the Overall Proficiency

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

Analysis of the Overall Proficiency in Item No. 1: Provide appropriate degree of adjectives

Table 3: Overall Proficiency in Item No. 1

Total Sample	F. M.	Obtained Average Marks	Percentage
96	10	5.98	59.80

The above table shows the total proficiency of 96 sampled students in item No. 1. There were 10 questions carrying 10 marks to which the students had to provide suitable degree of adjectives. Out of the total marks, the students

secured 5.98 marks i.e. 59.80% of the marks in the test. Hence the students' performance in item No. 1 was satisfactory.

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

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	10	3.83	38.33
Private	48	10	8.32	83.20
Boys	48	10	6.19	61.88
Girls	48	10	5.97	59.69

The above table shows the school wise and sex wise comparison of the proficiency in item No. 1. The sample size of each of the variables was 48. The students of Public Schools secured 38.33%. Therefore, the private schools displayed better performance in item No. 1 than the public schools but both of them secured below than 50% marks. Therefore, the performance in item No. 1 was not satisfactory.

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

Analysis of the Overall Proficiency in Item No. 2: Use the correct degree of adjectives

Table 5: Overall Proficiency in Item No. 2

Total Sample	F. M.	Obtained Average Marks	Percentage
96	10	3.07	30.73

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

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

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

Variable	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	10	0.90	8.96
Private	48	10	5.25	52.50
Boys	48	10	0.43	4.27
Girls	48	10	0.47	4.69

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

Analysis of the Overall Proficiency in Item No. 3: Match the column 'A' with opposite meaning in column 'B'

Table 7: Overall Proficiency in Item No. 3

Total Sample	F. M.	Obtained Average Marks	Percentage
96	10	3.77	37.76

The above table shows the proficiency of the students in item No. 3. In this item, the students were given 5 questions carrying 5 marks. Out of the total marks, the students secured 3.77 marks, i.e. 37.76% of the marks in the test. Since they secured below 50% marks, their performance in this test was found poor.

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

Variable s	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	5	3.09	61.80
Private	48	5	4.46	89.20
Boys	48	5	1.32	26.40
Girls	48	5	1.77	35.40

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

Analysis of the Overall Proficiency in Item No. 4: Use the following degree of adjectives meaningfully in your own sentences

Table 9: Overall Proficiency in Item No. 4

Total Sample	F. M.	Obtained Average Marks	Percentage
96	5	3.22	64.40

The above table shows the 96 sampled students' performance in item No. 4. There were 5 questions carrying 5 marks. Out of the total marks, the students secured 3.22 marks i.e. 64.40% of the marks in the test. Since they secured more than 50% marks, their overall proficiency in this item was found satisfactory.

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

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	5	2.18	43.60
Private	48	5	4.27	85.40
Boys	48	5	1.27	25.40
Girls	48	5	0.91	18.20

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

Analysis of the Overall Proficiency in Item No. 5: Choose the correct word from the brackets

Table 11: Overall Proficiency in Item No. 5

Total Sample	F. M.	Obtained Average Marks	Percentage
96	5	3.04	60.81

The above table shows the total proficiency of 96 sampled students in item No. 5. In this item the students were given 5 questions carrying 5 marks. Out of the total marks, the students secured 3.04 marks i.e. 60.81% of the marks in the test. Since, they secured more than 50% marks. Their overall proficiency in this item was found satisfactory.

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

Variables	Simple Size	F. M.	Obtained Average Marks	Percentage
Public	48	5	2.44	48.80
Private	48	5	3.65	73
Boys	48	5	1.15	23
Girls	48	5	1.29	25.80

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

Analysis of the Overall Proficiency in Item No. 6: Tick the best option from the following

Table 13: Overall Proficiency in Item No. 6

Total Sample	F. M.	Obtained Average Marks	Percentage
96	5	2.27	45.40

The above table shows the total proficiency of 96 sampled students in item No.6. There were 5 adjectives to which the students had to fill in the blank from the box, carrying 5 marks. Out of the total marks, the students secured 2.27 marks, i.e. 45.40% of the marks in the test. Hence, the students' performance in item No. 6 was not found satisfactory.

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

Variable	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	5	1.94	38.80
Private	48	5	2.60	52
Boys	48	5	0.90	18
Girls	48	5	1.04	20.80

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

Analysis of the Overall Proficiency in Item No. 7: Write five sentences using comparative degree of adjectives

Table 15: Overall Proficiency in Item No. 7

Total Sample	F. M.	Obtained Average Marks	Percentage
96	5	2.98	59.60

The above table shows the total proficiency of 96 sampled students in item No. 7. There were five adjectives to which the students had to choose the correct adjectives, which carried 5 marks. Out of the total marks, the students secured 2.98 marks i. e. 59.60% of the marks in the test. Hence the students' performance in item No. 7 was found satisfactory.

Table 16: Comparison of Different Variables in Item No. 7

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	5	2.03	40.60
Private	48	5	3.95	79
Boys	48	5	0.97	19.40
Girls	48	5	1.04	20.80

The above table compares the students' performance in item No. 7 in terms of school and sex. The table shows that students of public schools obtained 40.60% marks whereas the student of private schools obtained 79% marks out of the total marks. Hence, it can be concluded that the private schools displayed far better performance than the public schools in this item. Similarly, the boys obtained 19.40% marks whereas the girls obtained 20.80 % marks out of the total marks. Thus, it is clear that the girls performed better than the boys in item No. 7.

Analysis of the Overall Proficiency in Item No. 8: Write five sentences using Superlative degree of adjectives.

Table 17: Overall Proficiency in Item No. 8

Total Sample	F. M.	Obtained Average Marks	Percentage
96	5	2.32	46.40

The above table shows the 96 sampled students' performance in item No. 8. There was the writing option in which students had to use a superlative form and it carried 5 marks out of the total marks. Out of the total marks, the students' secured 2.32 marks i.e. 46.40% marks in the test. Since they secured below 50% marks, their performance in this test was not found satisfactory.

Table 18: Comparison of Different Variables in Item No. 8

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
Public	48	5	1.30	26
Private	48	5	3.35	67
Boys	48	5	0.59	11.80
Girls	48	5	0.71	14.20

The above table shows the comparison of the students' performance in terms of the school wise and sex wise variables. Out of the total marks, the public schools obtained 26% marks whereas the students of private schools obtained 67% marks. It suggests that the students of private schools displayed far better performance than the public schools in this item. Similarly, the boys obtained 11.80% marks whereas the girls obtained 14.20% marks of total marks. Therefore, it is clear that the girls performed better than the boys in this item.

3.3 Comparison of the Overall Proficiency of Different Sexes both within and between the Public and Private School

The comparison of the overall proficiency of different sexes both within and between the public and private school had been carried out under the table No. 19. It is done under the two variables boys and girls of public and private schools.

Table 19: Comparison of Different Sexes both Within and Between the Public and Private Schools

Variables		Sample Size	F. M.	Obtained Average Marks	Percentage
Public	Boys	24	50	17.14	34.29
	Girls	24	50	18.27	36.54
Private	Boys	24	50	37.64	75.29
	Girls	24	50	34.06	68.12

The above table shows various facts. It basically compares the proficiency of the boys and girls within and between public and private schools. The sex ratio was equal i.e. 24 in each school.

In public schools, the boys obtained 34.29% marks and the girls obtained 36.54% marks. Thus, the proficiency of both the girls and boys in public schools was not satisfactory because they could not cross 50% marks. However, while comparing the proficiency of the boys and girls in public schools, the girls were found better than the boys.

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

While comparing the proficiency of the boys between public and private schools, the boys of public schools obtained 34.29% and the boys of private schools obtained 75.29% marks. So, the boys of private schools were found far better than the boys of public schools. Similarly, the girls of public schools obtained 36.54% whereas the girls of private schools obtained 68.12% marks. Therefore, the girls of private schools performed far better than the girls of public schools.

3.4 School wise Comparison of the Total Proficiency

School wise comparison of the total proficiency had been carried out in table No. 20.

Table 20: Comparison of Proficiency between SGHSS, SGLSS, GBSBS and CHSS

Variables	Sample Size	F. M.	Obtained Average Marks	Percentage
SGHSS	24	50	20.35	40.70
SGLSS	24	50	15.06	30.12
GBSBS	24	50	32.16	64.33
CHSS	24	50	39.54	79.08

The above table displays the status as well as the comparison of proficiency in degree of adjectives of the students in SGHSS, SGLSS, GBSBS and CHSS. The full marks of the test was 50 and the sample size of each of the four schools was 24.

Out of the total marks, the students of SGHSS obtained 40.70% marks in the test. Since the marks secured by them was below 50%, their status of proficiency in their group was not found satisfactory. Out of the total marks, the students of SGLSS obtained 30.12% marks in the test. Since the marks secured by them was below 40%, their status of proficiency in their group was found poor. Similarly, the students of GBSBS obtained 64.33% of the marks in the test. Since their marks was above 60%, their status of proficiency in their own group could be considered satisfactory.

Likewise, the students of CHSS obtained marks i.e. 79.08% of the marks in the test. Since their marks was above 70%, their status of proficiency in their group could be considered excellent.

While comparing the proficiency of the students between SGHSS, SGLSS, GBSBS and CHSS, the students of CHSS were found to be more proficient than the students of others. This is because the students of SHSS obtained 79.08% marks whereas the students of others obtained below it.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

For this purpose, the researcher had prepared a set of test item consisting of 8 different types of tests. Then the test was administered to 96 students of Syangja district. 24 students (12 boys and 12 girls) of grade eight were randomly selected from each of four schools (2 public and 2 private schools).

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

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

4.1 Findings

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

The Overall proficiency of the students in degree of adjectives

1. The overall proficiency of the students in the use of degree of adjectives was found to be satisfactory. In overall they secured 55.79% of the marks which was above 50% marks.

2. Private schools were found far better than the public schools. Since the students of private school counterparts obtained 66.94% of the marks against their public schools who obtained 33.06% marks.
3. Boys displayed better performance than the girls. Girls obtained 48.85% marks whereas the boys obtained 51.15 % marks

Item wise analysis of the Overall proficiency

1. Performance of the students was found better in item no. 1, 3, 4, 5 and 7 since they crossed 50% marks in these items. But their performance was found to be poor in item no. 2, 6 and 8 since they could not cross 50% marks in these items.
2. While comparing each item:
 - a. In item no. 1 (Providing appropriate comparative and superlative degree of adjectives), the students secured 60.78% of the marks in the test. Since they secured above 60% of the marks, their performance in this item was found satisfactory.
 - b. In item no. 2 (Using the correct degree of adjectives), the students secured 30.73% of the marks in the test. Hence, their performance in this item was found poor. Therefore, this item was found to be the most difficult one.
 - c. In item no. 3 (Match item), students secured 75.52% of the marks in the test. Since they secured above 70% marks, their performance in this item was found highly satisfactory. So, this item was the easiest one.
 - d. In item no. 4 (Using the degree of adjectives in their own sentences), the students secured 64.48% of the marks in the test. So, their performance in this item was found satisfactory because they crossed 60% marks.
 - e. In item no. 5 (Choosing the correct word from the options), students secured 60.83% of the marks in the test. So, their performance in this item was found satisfactory because they crossed 60% marks.

- f. In item no. 6 (Ticking the best options of the following), students secured 45.42% of the marks in the test. Hence, their performance in this item was not found satisfactory because they secured below 50% marks.
 - g. In item no. 7 (Writing sentences using comparative degree of adjectives), students secured 59.79 % of the marks in the test. Hence, the students' performance in item no. 7 was found satisfactory.
 - h. In item no. 8 (Writing sentences using superlative degree of adjectives), students secured 46.56% of the marks in the test. So their performance in this item was not found satisfactory. Therefore, this item was found to be difficult.
3. While comparing the total proficiency between SGHSS, SGLSS, GBPSS and CHSS:
- a. The students of CHSS were found more proficient than the student of others, since the students of CHSS secured 79.08 % of marks in the test.
 - b. The students of SGLSS (public school) were found the least proficient since they secured 30.12 % of the marks in the test.
4. While comparing the Overall proficiency of different sexes both within and between the public and private schools:
- a. The girls (36.54%) performed better than the boys (34.29%) in public schools whereas the boys (75.29%) performed better than the girls (68.12%) in private schools.
 - b. While comparing the proficiency of the boys between public and private schools, the boys of private schools (75.29%) performed far better than the boys (34.29%) of the public schools whereas girls of private schools (68.12%) performed far better than the girls (36.54%) of public schools.

4.2 Recommendations

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

1. Maximum exercises in the use of degree of adjectives should be provided to the students in the classroom while teaching.
2. Students should be motivated towards learning by using effective teaching materials such as charts, flash cards, drawings, etc. in the classroom as far as possible.
3. Students should be provided with sufficient workbooks, practice books and other reference materials in the libraries, especially to the students of SGLSS and SGHSS to use of degree of adjectives.
4. A separate grammar book based on communicative skills should be prescribed for this level. The book should be based on the use of grammar rather usage.
5. Teaching should be “student centered” and the texts should be “activity based”.
6. Reviews of the examination are indispensable for the examinees. So, time in language class should be provided for review of the examination.
7. Unit test and monthly test are important for the evaluation of the students. So, this should be evaluated properly.

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APPEDIX - I

List of all the degree of adjectives used in class Eight 'English Book.'

S.No.	Degree of Adjectives	No.of frequency	S.N.	Degree of Adjectives	No.of frequency
1	active	1	26	bigger	3
2	afraid	1	27	biggest	6
3	air-conditioned	1	28	bitter	1
4	alive	1	29	black	2
5	all	18	30	blind	7
6	alone	1	31	blindfolded	1
7	aloud	1	32	blue	2
8	alphabetical	1	33	boastful	1
9	amazing	2	34	bold	1
10	American	1	35	both	2
11	angry	4	36	bouncing	1
12	annual	1	37	brave	4
13	another	1	38	breeding	2
14	any	1	39	bright	4
15	around	3	40	British	1

16	Asian	1	41	broken	2
17	asleep	2	42	brown	3
18	at least	1	43	busy	2
19	Australian	2	44	careful	3
20	bad	7	45	carved	1
21	bare	1	46	cheap	1
22	beautiful	10	47	Chinese	1
23	best	7	48	clean	3
24	better	4	49	clear	1
25	big	25	50	clever	2
51	close	1	81	educational	1
52	cold	11	82	effective	1
53	comic	1	83	Egyptian	1
54	common	2	84	either	1
55	completed	1	85	empty	4
56	continuous	3	86	empty-handed	1
57	convenient	1	87	English	1
58	cool	4	88	enormous	2
59	continuous	1	89	enthusiastic	1
60	correct	1	90	every	1

61	cubic	1	91	evil	2
62	cultural	1	92	excited	4
63	cured	2	93	excitement	2
64	cylindrical	1	94	exciting	11
65	dangerous	8	95	exhausted	3
66	dark	9	96	famous	11
67	dead	2	97	fantastic	1
68	deaf	8	98	far	5
69	deep	2	99	faster	1
70	delicious	1	100	fastest	1
71	different	18	101	favourite	3
72	difficult	7	102	fear	1
73	dig	1	103	few	4
74	dirty	2	104	fierce	1
75	dreadful	1	105	fighting	1
76	dry	6	106	fine	1
77	each	8	107	flat	1
78	earlier	1	108	flower-covered	1
79	early	2	109	flying	2
80	easy	3	110	following	1

111	French	1	141	hurt	1
112	frightened	4	142	ill	5
113	frightening	1	143	illustrated	1
114	frostbitten	3	144	imaginary	1
115	given	1	145	important	1
116	glad	1	146	impossible	2
117	glorious	1	147	interest	2
118	golden	2	148	interesting	12
119	good	23	149	inventive	1
120	great	27	150	irregular	1
121	greatful	1	151	joy	1
122	greatest	1	152	large	11
123	green	3	153	largest	1
124	green-blue	1	154	late	8
125	grey	1	155	later	1
126	hanging	1	156	lazy	1
127	happy	13	157	less	1
128	hard	6	158	less-developed	1
129	hearing	1	159	light	1
130	heavy	5	160	little	2

131	helpful	2	161	long	24
132	here	1	162	loud	1
133	high	18	163	low	6
134	higher	3	164	magic	1
135	horizontal	1	165	many	35
136	horrible	2	166	Mexican	1
137	hot	13	167	missing	3
138	hottest	1	168	modern	1
139	huge	1	169	more	28
140	hungry	3	170	most	10
171	most common	1	201	perfect	1
172	most cruel	2	202	poor	4
173	most dangerous	1	203	popular	1
174	most difficult	1	204	possible	12
175	most frightening	1	205	powerful	2
176	much	10	206	pride	1
177	muddled	1	207	proud	7
178	muddy	1	208	purple	2
179	narrow	2	209	quiet	4
180	national	2	210	real	2

181	near	2	211	rectangular	1
182	nearer	13	212	red	2
183	nearest	4	213	reflexive	2
184	neat	1	214	regional	1
185	neither	1	215	rich	5
186	Nepali	5	216	ridiculous	1
187	new	11	217	ripe	1
188	nice	1	218	rocky	1
189	normal	1	219	rough	6
190	old	7	220	round	10
191	older	1	221	ruby	1
192	oldest	1	222	ruined	1
193	one-horned	1	223	running	1
194	open	1	224	Russian	1
195	opening	1	225	ruthless	1
196	ordinary	1	226	sad	8
197	own	2	227	safe	4
198	pale	1	228	salty	1
199	Passivian	1	229	sampler	1
200	peaceful	1	230	scenic	1

231	seated	1	261	strong	4
232	seemed	1	262	successful	1
233	several	2	263	suitable	2
234	sharp	4	264	sunny	2
235	shine	1	265	sweet	1
236	short	9	266	swirling	1
237	shorter	1	267	tall	6
238	shot	2	268	telling	1
239	silent	1	269	terrible	1
240	similar	1	270	there	5
241	singing	1	271	these	34
242	slippery	1	272	thick	4
243	slipping	2	273	thicker	1
244	small	29	274	thin	1
245	smaller	6	275	thinner	2
246	smallest	1	276	this	18
247	smooth	4	277	those	2
248	snow blinded	1	278	thoughtless	1
249	soft	4	279	three-legged	2
250	sour	1	280	tiny	1

251	special	1	281	tired	4
252	spitted	1	282	tremendous	1
253	spoken	1	283	true	3
254	square	1	284	unconscious	3
255	steep	6	285	underlined	2
256	stiff	1	286	unhelpful	1
257	still	1	287	unusual	1
258	straight	1	288	useful	1
259	strange	3	289	valuable	1
260	stranger	3	290	vast	1
291	vertical	1	301	windy	2
292	violent	1	302	wise	1
293	vivid	1	303	wonderful	2
294	warm	3	304	wooden	4
295	warmer	1	305	written	1
296	weak	3	306	wrong	6
297	weld signed	1	307	yellow	2
298	well known	1	308	young	6
299	wet	3	309	younger	1
300	wide	2			

APPENDIX – II

Test result (Marks)

Marks obtained by the individual students of Shree Galkot Higher Secondary School. (Public School)

S. N.	Name of Students	Test Items								Total Marks
		1	2	3	4	5	6	7	8	
1	Bimal Adhikari	5	1.5	2	3	2	1	1	2	17.5
2	Bijaya Pariyar	5	0.5	4.5	0	3	2	1	4	20
3	Purna Thapa	3.5	1	1.5	5	1	2	1	0	15
4	Santosh Adhikari	5	1.5	2	4.5	1	2	1	0	17
5	Pursotam Gyawali	4.5	0.5	4	3	4	2	2	2	22
6	Pramod Thapa	4	1	1.5	2	2	1	2	1	14.5
7	Nimesh Adhikari	6	0.5	3.5	4	3	1	3	3	24
8	Kiran Somai	4	0.5	2.5	5	1	2	1	0	16
9	Rajan Dumre	4	0	4	2	4	2	1	0	17
10	Prabin BK	4.5	0.5	3.5	1	3	2	1	1	16.5
11	Amrit Kandel	6	1	4	2	3	2	2	3	23
12	Sasi Dumre	5	0.5	3.5	2	4	2	1	4	22
13	Shristi Khanal	3.5	1	3	0	2	0	0	0	9.5
14	Kuruna Adhikari	7	1.5	4	4.5	4	4	5	4	34
15	Anita Adhikari	6	1.5	5	5	4	4	5	3	33.5
16	Bindu Adhikari	5	3	4	5	3	2	3.5	3	28.5

17	Sirjana Khanal	3	0.5	4	0	3	1	2	0	13.5
18	Dipika Dhakal	9	1	5	5	4	3	4.5	4	35.5
19	Muna Somai	4.5	1.5	3.5	0	2	2	0	2	15.5
20	Narayani Adhikari	4.5	1	5	4	2	2	3	3	24.5
21	Gita Khanal	5	2	5	0	2	1	0	0	15
22	Sabina Dumre	0.5	1	5	0	3	3	0	0	12.5
23	Puja Gyawali	3	1.5	4	1	4	3	2	0	18.5
24	Radha Adhikari	3.5	1	5	2	4	3	3	2	23.5
Marks Obtained by Boys		56.5	9	36.5	33.5	31	21	17	20	224.5
Marks Obtained by Girls		54.5	16.5	52.5	26.5	37	28	28	21	264

Test result (Marks)

Marks obtained by the individual students of Shree Ganesh Lower Secondary School. (Public School)

S. N.	Name of Students	Test Items								Total Marks
		1	2	3	4	5	6	7	8	
1	Prem Gt.	0	0.5	1.5	2.5	0	3	0	0	7.5
2	Amrit Aryal	1	0	3	3	0	1	3.5	0	11.5
3	Kedar Nath Aryal	3.5	1.5	4	4	3	1	4	1	22
4	Sarup Bhattarai	0.5	2	2	3	2	1	0	0	10.5
5	Sagar Bhattarai	6.5	1.5	3.5	3	2	3	4	0	23.5
6	Bhim Gt.	5	0.5	1.5	2	3	0	5	3.5	20.5
7	Jeevan Bhattarai	4	1	2	3	3	3	4	1	21

8	Kamal Aryal	2	0.5	3	0	1	3	0	0	9.5
9	Arjun Aryal	4.5	1	0	1	2	3	1	3	15.5
10	Madan Aryal	5	1.5	2.5	3	3	2	4.5	0	21.5
11	Basanta Aryal	5	0	2.5	3	3	2	3.5	0	19
12	Manish Bhattarai	0	1.5	1.5	0	2	0	0	0	5
13	Srijana Bhattarai	7	0.5	3.5	1	3	1	2	3.5	21.5
14	Laxmi Bhattarai	0.5	0	2.5	2	2	0	0	1	8
15	Suraksha Gyawali	4	0.5	4	2	2	2	2	1	17.5
16	Saraswati Bhattarai	0	1	0.5	0	2	2	0	0	5.5
17	Akriti Panthi	2.5	0.5	2.5	0	2	1	4.5	0	13
18	Manish Aryal	10	2	5	3	3	2	5	4.5	34.5
19	Susmita Gyawali	4	0.5	1	1	1	2	4.5	0	14
20	Sumitra Bhattarai	6.5	0	3	2	2	3	3	3	22.5
21	Muna Aryal	0	0	3	1	2	2	1	0	9
22	Sangita Bhattarai	1	0	0.5	1	0	2	0	0	4.5
23	Mina Bhattarai	0	0.5	3	0	3	2	0	0	8.5
24	Sita Bhattarai	0.5	0.5	4	4	3	3	1	0	16
Marks Obtained by Boys		37	11.5	27	27.5	24	22	29.5	8.5	187
Marks Obtained by Girls		36	6	32.5	17	25	22	23	13	174.5

Test result (Marks)

Marks obtained by the individual students of Galyang Bhu. Pu. Sainik Boarding School. (Private School)

S. No.	Name of Students	Test Items								Total Marks
		1	2	3	4	5	6	7	8	
1	Manoj Rana	8	3	4	5	3	3	4	4	34
2	Anil Roka	3.5	3	4	3.5	4	2	0	1	21
3	Ankit Gurung	9.5	8	5	4	3	2	4	4	39.5
4	Gagan Thapa	10	6	5	4	3	3	4	4	39
5	Ankit Thapa Magar	9.5	7	5	4	3	4	5	3	40.5
6	Dipesh Budha Magar	9	5	4	2	3	2	4	1	30
7	Dipin Thapa	5	1	4	3	4	0	1	2	20
8	Ghanshyam Bhattarai	9	9	5	4	3	3	4	5	42
9	Anup Rana	9	7	5	3.5	3	4	4	5	40.5
10	Manoj Rana 'B'	9	6	5	7	4	4	4	3	42
11	Anup Rana 'B'	7.5	3	4	3	3	4	2	4	30.5
12	Krishna Bhattarai	8	6	3.5	5	3	3	4	4.5	37
13	Pratima Bhattarai	6.5	4	4	0	3	1	4	1	23.5
14	Anju Masrangi	7.5	0	5	5	4	2	4	1	28.5
15	Salina Rana	8	1	5	5	1	3	3	2	28
16	Purnima Gaha	8	4	4	2	4	2	4	1	29
17	Dipa Gaha Magar	9	2	4	4.5	4	2	5	1	31.5
18	Sristi Gaha	9	1	5	5	4	2	4.5	2	32.5
19	Saraswati Aryal	9	1	5	3.5	4	2	5	1	30.5
20	Kusum Thapa	7.5	3	5	3	4	2	4	2	30.5

21	Bipina Gurung	8	4	5	4	4	2	3	3	33
22	Sunam Thapa	8	1	3	5	4	2	4.5	2	29.5
23	Samjana Rana	7.5	4	4	1	4	2	5	1	28.5
24	Asmita Roka	8	3	5	4	4	2	4	1	31
Marks Obtained by Boys		97	64	53.5	48	39	34	40	40.5	416
Marks Obtained by Girls		96	28	54	42	44	24	50	18	356

Test result (Marks)

Marks obtained by the individual students of Chirag Higher Secondary School. (Private School)

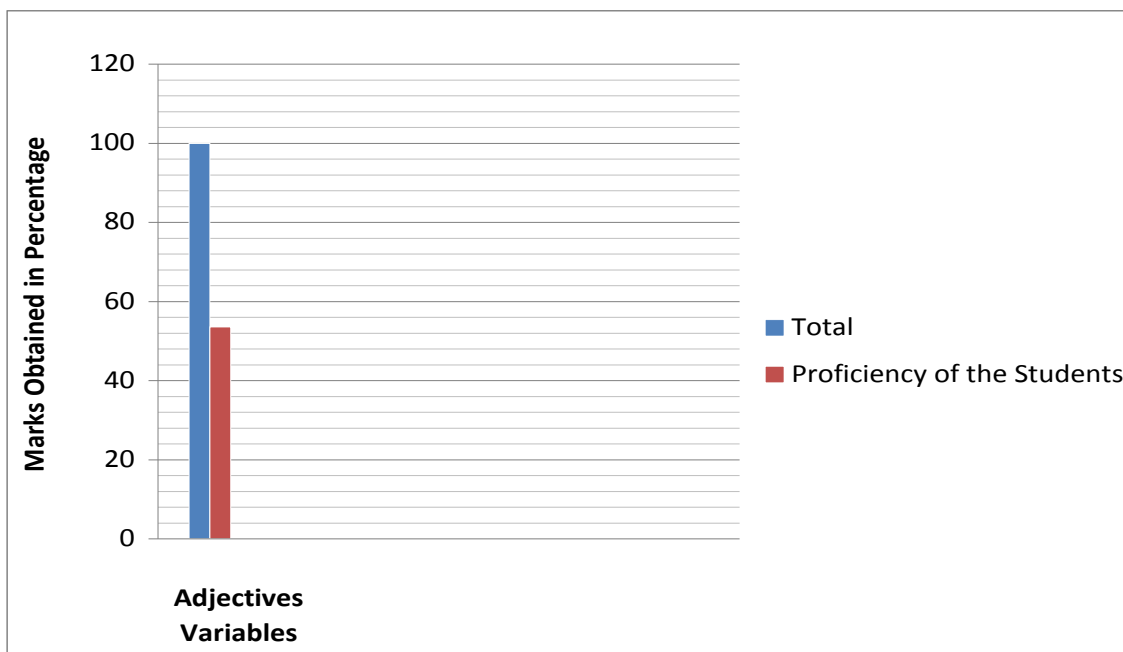
S. N.	Name of Students	Test Items								Total Marks
		1	2	3	4	5	6	7	8	
1	Til Bahadur Jargha	9	8	3.5	4	4	2	5	4	39.5
2	Salim Mansur	10	8	5	5	4	2	5	5	44
3	Suraj Pandey	7	8	4.5	5	4	3	3	4	38.5
4	Janam Thapa	9.5	9	5	5	5	4	5	5	47.5
5	Yuman Gurung	9.5	8	4	5	4	1	5	5	41.5
6	Upendra Rana	9.5	8	4	5	4	2	4.5	5	42
7	Laxman Gurung	6	8	4	5	3	2	5	4	37
8	Sudip Bhattarai	9.5	7	5	5	4	2	5	4	41.5
9	Suraj Adhikari	10	6	5	4	4	3	3	3	38
10	Niraj Neupane	9.5	8	5	4	4	3	5	5	43.5
11	Ramesh Pandey	10	8	5	5	4	3	5	4.5	44.5

12	Krishna Neupane	7	5	3.5	4.5	4	2	0	4	30
13	Karuna Chapagain	7.5	8	4	5	4	2	5	4	39.5
14	Rekha Aryal	9.5	6	4	4	3	3	5	5	39.5
15	Jony Rana	6.5	5	3	5	4	4	4	4.5	36
16	Tila Thapa	8	8	5	4.5	4	3	5	4	41.5
17	Samjhana Bhattarai	9.5	5	5	5	4	3	5	5	41.5
18	Dishma Shrestha	3.5	2	4	5	3	2	0	1	20.5
19	Bidya Thapa	8.5	7	5	5	3	3	5	5	41.5
20	Puja Gurung	8.5	5	5	5	3	3	2	3	34.5
21	Rima Yadav	9	7	5	5	4	3	5	5	43
22	Mamta Rana	10	8	4	5	4	4	5	4.5	44.5
23	Kalpana Aryal	10	3	4	5	4	5	3	4	38
24	Anita Neupane	9.5	5	5	5	4	3	5	5	41.5
Marks Obtained by Boys		106.5	91	53.5	56.5	48	29	50.5	52.5	487.5
Marks Obtained by Girls		100	69	53	58.5	44	38	49	50	461.5

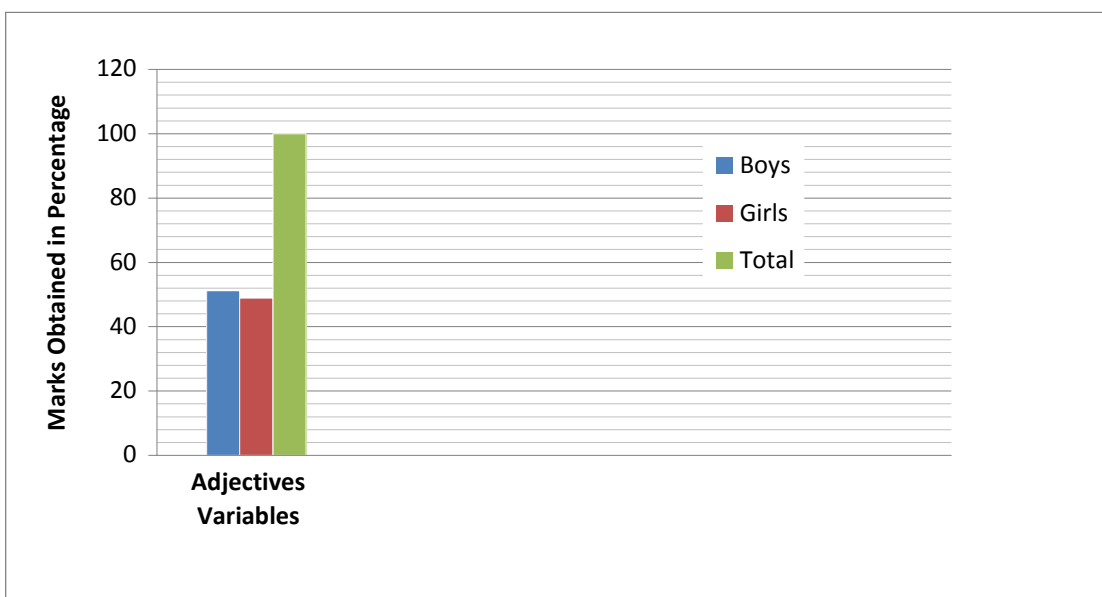
APPENDIX – III

Diagrammatic Representation of the Students' Performance in Degree of Adjectives

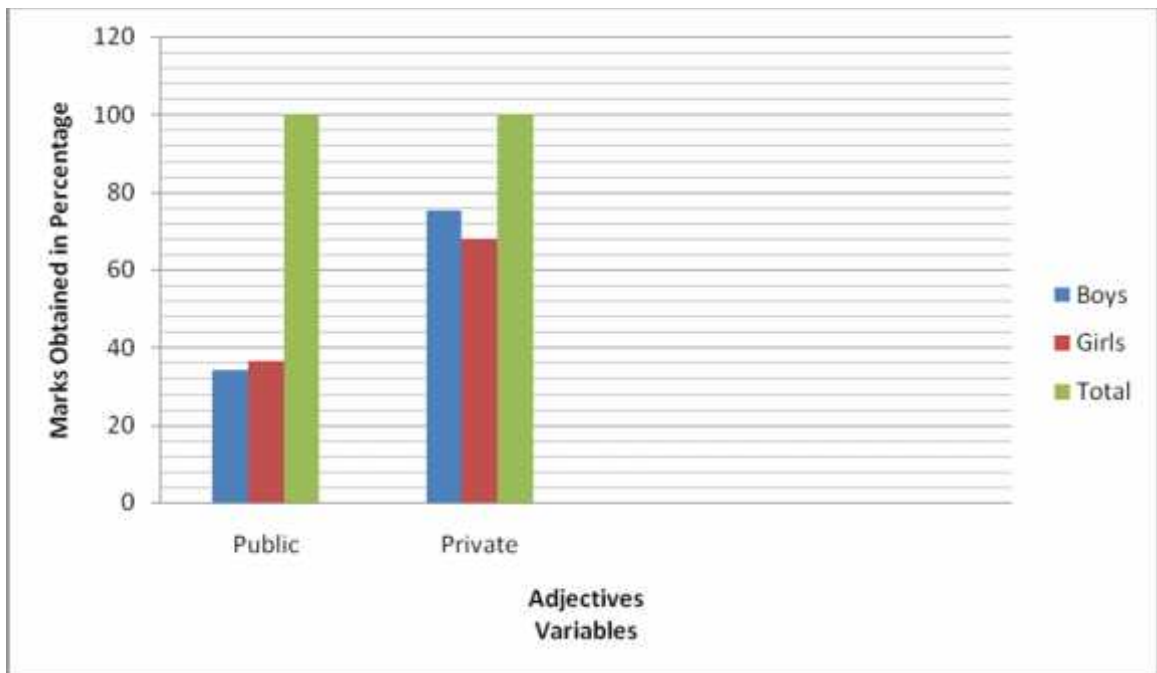
1. Total Proficiency of the Students in Degree of Adjectives.



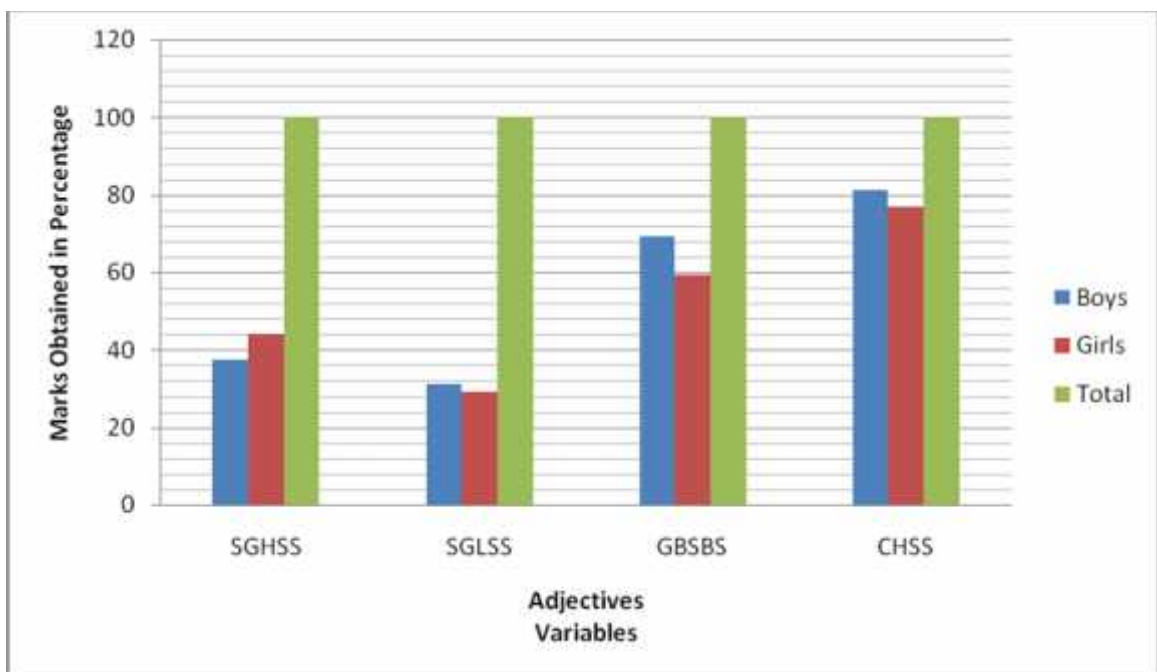
2. Total Proficiency between Sexes.



3. Sex wise Performance in Public and Private Schools in Degree of Adjectives.



4. School wise Performance in Degree of Adjectives



APPENDIX-IV

Test Item

Name of the student:

Name of the school:

Roll No.

Sex:

Time: 1 hr.

Class: 8

F.M. 50

Please, read the instructions carefully and answer the questions.

1. Provide appropriate comparative and superlative degree of adjectives of the followings. 10

Positive	Comparative	Superlative
Cold
Poor
Sweet
Great
Large
Fat
Many
Beautiful
Bad

Good

2. Use the correct degree of the adjectives in the following blanks. 10

e.g. That was thebuilding of the town. (old)

That was the oldest building of the town.

- i. I have never seen such aplace. (clean)
- ii. I want an umbrella than this one. (big)
- iii. She has got a voice. (sweet)
- iv. A horse isthan a dog. (stronger)
- v. Chandra is theboy in our class. (top)
- vi. Mr. Rai is theman in our class. (wise)
- vii. Mr. Siddhartha has a verygarden. (nice)
- viii. Is Banepa than Kathmandu? (small)
- ix. Yesterday wasthan today. (hot)
- x. The sum is not very (hard)

3. Complete the dialogue using the suitable degree of adjectives from the box in the gaps : 5

cheaper	broad	brightest	cheapest	bright
---------	-------	-----------	----------	--------

Student : Oh, good is there a washbasin in the room ?

Landlady : No, I am afraid there isn't a washbasin. But there is a bathroom across the corridor. You have to share the bathroom with the people in the other room. The toilet is but unfortunately it's on the floor below.

Student : Oh, that's all right . Can I have a kitchen?

Landlady : Yes, that is the room in my house.

Student : I see. And how much I have to pay for it? Is it
than the room of the first floor?

Landlady : Yes, it is the room of the house.

4. Use the following degree of adjectives in your own sentences. 5

easy

more important.....

wet.....

hotter.....

many.....

5. Choose the correct word from brackets. 5

- i. Ram isthan Sita. (tall/taller/tallest)
- ii. She is thegirl in class 8. (beautiful/more beautiful/ most beautiful)
- iii. Kaligandaki is ariver of our country. (big/bigger/biggest)
- iv. Mount Everest is the.....peak in the world. (high/ higher/highest)
- v. I don't like astudent in the class. (bad/worse/worst)

6. Tick the best option which fits in the blanks spaces. 5

- i. He is than I expected .

- a) excellent b) more excellent c) most excellent

ii. Kathmandu is the city of Nepal.

- a) big b) bigger c) biggest

iii. Tansen is a place of our country.

- a) beautiful b) more beautiful c) most beautiful

iv. Who is the boy of your class?

- a) wise b) wiser c) wisest

v. Which place is Pokhara or Kathmandu?

- a) small b) smaller c) smallest

7. Write five sentences using comparative degree of adjectives. 5

- i.
- ii.
- iii.
- iv.
- v.

8. Write five sentences using superlative degree of adjectives. 5

- i.
- ii.
- iii.

iv.

v.

Thank you for your help.