

CHAPTER ONE

INTRODUCTION

This study is an attempt to identify the **Proficiency of the Grade Ten Students in Grammar**. I attempt to discuss language and grammar in a way that accounts for both the structure and the communicative value of grammatical items. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is a complex process. It is one of the most powerful, convenient as well as permanent means or forms of communication. The learners need to practice a lot in course of achieving success in language learning. According to Hockett (1970, p.1), "Language is the most valuable single possession of the human race". It is the system of a structural arrangement of sounds or units such as morphemes, words and sentences. Similarly, in the words of Sapir (1971, p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols". This definition presents that language is human property which is transmitted through different learning environments but it is not biologically transmitted from one generation to another. It is transmitted through human culture and activities.

English language teaching includes teaching language aspects and skills. Teaching language aspects refers to teaching vocabulary, grammar. On the other hand, teaching language skill refers to the teaching four language skills viz. listening, speaking, reading and writing. Learning a language means to be able to listen to the language, to speak the language, to read the language and to write the language. At the time of teaching and learning language skills, we should consider about these natural order. Harmer (2007, p.265) states,

"Speaking and writing involve language production so that they are often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and they are often referred to as receptive skill". Among these four skills, listening and reading are receptive whereas speaking and writing are the productive skills. If we divide them according to the natural order of language learning, listening and speaking are primary skills and reading and writing are secondary skills because every human starts to listen and speak the first in their life. Reading and writing occur as the second process in the order of the learning of the language skills. Therefore, teaching language skills means not only limited on either skill. It should be in balanced way to learn a language with equal emphasis of four language skills.

Similarly, grammar is the basis as well as the most important aspect of a language. It is regarded as the backbone of language as it sets framework in which human beings express ideas, message, feelings, etc. It mainly includes morphology and syntax of a language. Cowan (2009, p.3) defines grammar "as the set of rules that describes how words and group of words can be arranged to form sentences in a particular language". There may be other various issues and problems in the proper use of grammatical items in secondary level. So, this study is concerned with the proficiency of grade ten students in the use of grammar which will attempt to identify their proficiency and to point out their difficulties.

1.2 Statements of the Problem

There is a debate whether grammar should be taught in isolation or in context. In such a debate, we find two different views on grammar. According to the first view, grammar should be taught in isolation. On the other hand, the second view states that teaching one grammatical item at a time is an unrealistic for the students of second language learners. So, grammar should be taught in context. According to Cowan (2009, p.34), "Teaching grammar in context consists of a variety of techniques that can be used to achieve certain goals, rather than a

formal method with a prescribed steps that should be followed". Generally, language consists of different grammatical items, categories and operations.

Grammatical items refer to the items that include articles, prepositions, tags, concords, transformations, tense, reported speech, voices, connectives, conditional sentences and causative verbs which are prescribed in the SLC grid in 2065. Secondary Education Curriculum (2064) states that the school curriculum has been designed in Nepal with a view of learning English and building a basic foundation for their further study. It also aims at developing communicative competence as well as writing skills.

Students still feel difficulty in the use of grammatical items. The reason might be either the medium of instruction or the amount of exposure for practicing English language. The other reasons may be professional responsibility of teacher, classroom size, number of students, examination system, appropriate use of teaching materials and teaching techniques, adequate supervision and so on. In my own practice of teaching grammar to my students, they achieve low marks in grammar in comparison to other aspects and skills of language. I think, this is the case to the students of other schools. So, I would like to identify their proficiency on the use of grammar in both text and context. So, this study states the problem of students' proficiency in the use of grammar in both context and communication so as to find out their current level of proficiency and the area of difficulty.

1.3 Objectives of the Study

The objectives of this study were as follows:

1. To find out the proficiency of grade ten students in the use of six grammatical items articles, prepositions, tags, concord, conditional sentences and causative verbs.
2. To compare the proficiency of grammatical items in terms of gender.

3. To suggest some pedagogical implications.

1.4 Research Questions

Standing on the statement of the problems and objectives, I had constructed the following research questions that enhanced me to explore this study:

1. What is the proficiency of grade ten students in the use of six grammatical items articles, prepositions, tags, concords, conditional sentences and causative verbs?
2. How does the proficiency differ according to gender variation?

1.5 Significance of the Study

Grammar plays a crucial role in learning language correctly. The findings of this study will be significant to those who are directly or indirectly involved in teaching and learning of English language. The teacher can get an insights about teaching strategies from the findings of this study. This study seems to be a small task, however, it certainly deserves the great importance in the field of ELT in Nepal as it provides the strength and weakness found within the area of teaching grammar. It also provides the knowledge about necessary actions to be followed by both the teachers and students. The students and teachers will be directly benefited by this study. They can adopt the findings of this study and implement in teaching learning process. Similarly, it will be beneficial to subject experts, language practitioners, language trainers, curriculum and syllabus designers, textbook or workbook writers, test designers, examiners, etc. They can give priority to grammatical items in their own field. Likewise, this study will be highly significant for those who undertake new researchers in the field of ELT. The new researchers can gain insights and knowledge from this work which will help them to format their research works. Finally, the findings of this study will be an aid to many novice teachers of secondary level so that they can implement new techniques of teaching grammatical items.

1.6 Delimitations of the Study

The study had the following limitations:

1. This study was confined in only two public schools of Kathmandu district.
2. Only twenty students from each school were taken as the sample for this study.
3. The gender variation was maintained by taking 50% girls and 50% boys while taking sample for this study.
4. The variables such as teaching methods and techniques were not controlled in this study.
5. The proficiency in grammatical items such as articles, prepositions, tags, concords, conditional sentences and causative verbs were investigated in this study.

1.7 Definition of the Specific Terms

The specific terms used in this study are defined below.

Discrete items

In this study 'discrete items' refers to the grammar test items to be asked in SLC examination in isolation and is in the form of multiple choice items such as articles, prepositions, tags, concords, transformations, tense, reported speech, voices, connectives, conditional sentences and causative verbs.

Grammar in context/ context items

In this study, grammar in context or context items refer to the grammar test items to be asked in SLC examination in a text such as passage, story and so on in which parts of the text are omitted and supplied in the form of multiple choice items such as articles, prepositions, tags, concords, transformations, tense, reported speech, voices, connectives, conditional sentences and causative verbs.

Grammatical items

The grammatical items in this study refers articles, prepositions, tags, concords, transformations, tense, reported speech, voices, connectives, conditional sentences and causative verbs in terms of discrete items and text items prescribed in the SLC Grid.

Proficiency

In this study, the term 'proficiency' refers to the ability of the students with which they use a language such as how well a person is able to read, write, speak and understand a language. Here in this research work, it refers to the ability of grade X students in the use of grammatical items.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section consists of the detailed review of the related theoretical and empirical literature, implication of the review for the study and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

The review of the related theoretical literature of this study includes the discussion of grammar, testing grammar, English curriculum for grade ten and grammar items articles, prepositions, tags, concords, transformations, tense, reported speech, voices, connectives, conditional sentences and causative verbs.

2.1.1 Grammar

Grammar is the science that deals with the rules and practices observed to written and spoken in the correct form. It is not only a collection of rules set in a book but rather the knowledge of underlying system of language sub-consciously designed by the native speakers. It analyzes the formal properties of language. Tense, voice, person, number, etc. are the elements of grammar. Grammar includes syntax (sentence grammar) and morphology (word grammar). Grammar is the body of rules which underlie a language. It reflects the rules of language.

Grammar is the basis of a language. It is one of the most important aspects of a language. It is regarded as the backbone of language as it sets framework in which human beings express ideas, message, feelings, etc. Grammar is a set of finite rules through which infinite number of well-formed expressions can be made. It mainly includes morphology and syntax of a language. In this connection, Crystal (2003, p.208) says, "Grammar refers to a level of structural

organization which can be studied independently of phonology and semantics, and generally divided into the branches of syntax and morphology." Similarly, according to Ur (1996, p.75), "grammar is the way words are put together to make correct sentences." It means grammar is the set of rules in which words and phrases are put together to form larger constructions of a language. Cowan (2009, p.3) further defines grammar as the set of rules that describes how words and group of words can be arranged to form sentences in a particular language. On the basis of the above mentioned definitions, it can be said that grammar consists of a set of rules that govern the formation of syntactic structure in a particular language.

Grammar is essential for any language because it deals with the structure and mechanism of the language. To put it into another way, grammar looks how a language is structured and how the mechanism of different rules works in the language. A language used either in spoken or written form and it is very important to manipulate words or group of words into well formed structures. In this way, grammar is the science that contains a set of rules in a language through which possible well-formed sentence structures, either spoken or written, can be organized into certain general principles. In this connection, Crystal (2003, p.208) states grammar as "an account of language possible structures organized to certain general principles." Thus, grammar is the description, analysis and the formation of possible patterns used in human language.

2.1.2 Testing Grammar

Testing grammar comes under the field of applied linguistics. It is a means of checking what students can do and cannot do with grammar in question.

Grammar tests in general are designed to measure students' ability to manipulate grammatical structures and to distinguish appropriate grammatical forms from inappropriate ones.

According to Harmer (2007, pp.379-80), there are the following types of tests used to test the grammatical proficiency of the students:

Placement Test

This test is related to placing new students in the right class in a school is facilitated by the use of placement test. Being based on syllabus and materials, placement tests evaluate grammar and vocabulary knowledge and assess students' productive and receptive skills.

Diagnostic Test

These tests are used to expose the learners' difficulties, gaps in their knowledge and skill deficiencies during a course. A diagnostic test may be taken either before or after a course. It is taken before to find out what is wrong with previous learning and after to do something with remedial work or to plan remedial course for the students.

Achievement Test

Achievement tests are designed to measure the learners' language and skill progress in relation to the syllabus they have been following. These tests work only if they contain items that the students are familiar with. The achievement tests can be of either summative i.e. final achievement test or formative i.e. progressive test.

Proficiency Test

Proficiency tests are designed to measure the learners' ability in a language regardless of any training they have had in that language. These types of tests give a general picture of a students' knowledge and ability. They are frequently used by students if they want to be admitted to a foreign university, get a job or obtain some kind of certificate. The function of these tests is to show whether the candidates have reached a certain standard with respect to certain specified abilities. It is concerned more with future performance rather than past

experience, learners' linguistic ability in relation to particular task which will be required to perform.

2.1.3 English Curriculum for Grade Ten

English has been used as the foreign language in Nepal. It is a vital tool for all Nepalese students to become successful in local, national as well as in international communication. Most of the technologies of communication, print media, commercial terms and valuable books in the world are in the medium of English language. English language is one of the most important sources of knowledge. Seminars, workshops, meetings and different programmes are held in this language. So, English is the global means of communication and it is taught as a foreign language in all schools of Nepal.

Curriculum refers to the plan for learning. It is an educational treaty to meet the goals of education. A two-year English curriculum has been developed in Nepal for secondary level. Its main purposes according to Secondary Level English Curriculum (2064) are as follow:

- To enable students to exchange ideas with people of any nationality who speak or write English.
- To expose them to the vast treasures of knowledge and pleasure available in written and spoken English.

According to the above mentioned purposes, the English curriculum has been prepared to make the grade 9 and 10 courses for secondary level schools of Nepal. The national goals of secondary level curriculum are given below:

- To nurture and develop the personality and inherent talents of each person.
- To instill respect for human values and the will to safeguard national and social beliefs so as to help develop a healthy social unit.
- To help the individual to socialize, enhancing social unity.

- To help the individual keep her or his identity in the national and international context to help her/ him lead a social harmonious life in the modern world.
- To help the modernization of the countries by creating suitable human resources for its development.
- To teach thoughtful protection and wise use of Nepal's natural resources.
- To help bring those who are under privileged into the main stream of the nation.

Source: SLEC (2064)

2.1.4 The SLC Grid and Grammar Items

The examination specification grid of English includes the assessment and evaluation part of the English curriculum. The SEC (2064) has allocated 10% marks in listening, 15% marks in speaking, 40% marks in reading and 35% marks in writing skills. In listening skills, the students should be evaluated internally by the teacher with the help of listening comprehensive test and dictation, note taking test. While assessing speaking skills of the students different techniques such as role playing, discussion, exposition, interview, etc. can be used. The students' ability to discriminate between sounds, use of correct stress and tone to communicate can be best evaluated by making them take part in discussions, problem solving, role play and conversation.

According to SLEC (2064), the students are evaluated how well they have understood what they have read. This can be done by asking questions relevant to the passage of text. Multiple choice, true/false completion items, matching exercises and short questions can be used. However, questions that require long written answers are discouraged in this test. Both seen and unseen reading texts can also be used to assess reading skill. Two seen texts with 15 (5 + 10) marks and two unseen texts with 30 (15 + 15) marks are used to be asked to assess the reading skills of the students.

Regarding writing skill, the SLEC (2064) has allocated 35 mark out of the total marks in the examination. The students should be given exercises such as developing a skeleton into a story, describing pictures and narrative writing. The assessment should be based on accuracy, fluency, relevance and appropriateness of the language used by the students. Different grammatical items such as articles, prepositions, tags, concord, sentence transformation, tense, voice, conditional sentences, reported speech, causative verbs and connectives are incorporated in written assessment. The following question types are asked in assessing writing skill:

- Controlled/ guided writing
- Free writing
- Multiple choice items

For guided writing, 12 (2x6) marks is allocated. One long question among personal letter or a letter to the editor or an essay can be asked. The grammatical items carry 11(6 for discreet point items + 5 for text items) marks in the form of multiple choice items.

2.1.5 The Specification grid for English

The secondary level English curriculum is fundamentally based on four language skills viz. listening, speaking, reading and writing. Twenty five percent waightage is given to the listening and speaking skills test. These skills are tested on the basis of performance and competence levels by taking practical examinations.

Competence refers to the knowledge of the students whereas performance refers to the students' ability to use their knowledge in actual use. Chomsky (1947) defines performance as "the native speaker's ability to use language". In the grid, the performance level is subdivided into four columns as listening, speaking, reading and writing that carry 10, 15, 40 and 35 marks respectively. For the listening test 20 minute time has been allocated. Generally, multiple

choices, completion items, true/false and ordering types of question are common for listening test. Regarding speaking test, 10 minute time has been allocated and the question types are: interview/ conversation, cued situation, storytelling and describing pictures, series of events, maps, charts, tables, etc.

On the other hand, the reading test covers 40 percent marks and total one hour 15 minutes time has been allocated for this test. Two seen texts from grade 10 text book containing one poem and another prose have been asked. Total 15 (5+10) marks has been allocated for seen text. Similarly, two unseen texts have been asked from authentic texts that cover 25 (10+15) marks in the examination. The written test covers 35 percent marks with one hour time. Three types of questions are asked in written test. Two questions cover 12 (6+6) marks for guided writing. The guided writing questions are based on interpreting charts, diagrams, pictures, tables, etc., broken dialogues, rules and regulations, narrating story or sequence of events, arguments and completing a skeleton story. One long question among letter, essay or newspaper article writing has been asked which carries 15 marks. Finally, the grammatical items include discrete point items are asked in the form of 'fill in the gaps' in discrete and test items which carry 11(+ 5) marks. The grammatical items prescribed in the SLC Examination Grid (2065) are given in the table included in next page.

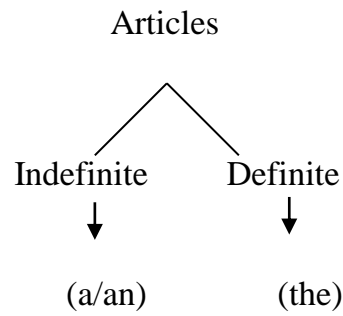
Table 1
Grammatical Items

S.N.	Contents	Question types	
		Discrete items	Text items
1	Articles	1	1
2	Prepositions	1	1
3	Tags	1	1
4	Concords	1	1
5	Transformations	2	-
6	Tense	1	1
7	Reported Speech	1	1
8	Voices	1	1
9	Connectives	1	1
10	Conditional Sentences	1	1
11	Causative Verbs	1	1
Total no. of questions		12	10
Total marks		6	5

As it is mentioned in the table above, grammar is tested in two different ways. The first way includes discrete point items in the form of sentence completion. The other way includes text items. For example, a story has been developed with certain deleted grammatical words and the students should choose the correct alternative to fill in the blanks.

a. Article

Articles in English are used before nouns. According to Cowan (2009, p.21), there are basically two types of articles as shown in the following diagram:



Indefinite article : Articles 'a' and 'an' are called indefinite articles because they do not refer to any particular person or thing. They are used before singular countable nouns only.

For example: Bring me a screwdriver.

Definite Article : 'The' is called definite article because it refers to a particular person or thing. 'The' is used with both singular and plural nouns.

For example: Bring me the screwdriver.

b. Preposition

A preposition is a word which is used to show the basic relationship between words. Wren and Martin (1989, p.109) define 'a preposition is a word placed before noun or pronoun to show in what relation the person or thing denoted by stands in regard to something else'. Prepositions are words which are normally placed before nouns or pronouns. A preposition shows various relations as given in the following examples:

- There is a book on the table. (relationship between noun and pronoun)
- She is fond of black coffee. (relationship between noun and adjective)
- The boy is walking along the river. (relationship between noun and verb)

According to Quirk and Greenbaum (2009, p. 143);

A preposition expresses a relation between two entities of relational meaning, those of place and time are the most prominent and easy to identify other relationship such as instrument and cause may also be recognized, although it is difficult to describe prepositional meanings systematically in terms of such labels.

There would be a certain relationship between the preposition and the following noun phrase. Imam (2006, p.176) says 'a preposition is a link in the chain of a sentence. It ties a noun or pronoun to the rest of the sentence'. Thus, prepositions are used to express basic relationships between the words in terms of time, place, means, manner, reaction, reason and so on.

For example: She walked along the road. (preposition of place)
 He arrived before me. (preposition of time)
 The old man died of fever. (preposition of reason)
 For one enemy he has a hundred friends. (preposition of contrast), etc.

c. Question Tag

A question tag is in the form of question which is added to the end of a statement. It consists an auxiliary verb and a pronoun. The pronoun refers back to the subject of the statement and the choice of auxiliary verb and depends upon the verb of the statement. According to Cowan (2009, p.66) 'Tag question consists of a tag, which is a short question form, attached to a stem, which is a statement'. Tag questions are frequently used in spoken English. Mainly tag questions have two main types.

For example: We have met before, haven't we? (opposite polarity)
 We haven't met before, have we? (opposite polarity)

Hurry up, will you? (same polarity)

Tag questions give friendly environment between the speakers. They also make easy for turn-taking from one speaker to another speaker. Moreover, tag questions are used for seeking conformation as well as to invite the listener's response in the conversation.

For example: A: We have met before, haven't we?
 B: Yes, we certainly have. It was last year, wasn't it?
 A: Oh yes, last year in Kathmandu.

d. Concord

The correct arrangement of the verb with its subject is called concord. Crystal (2003, p.93) defines concord as 'a formal relationship between elements, whereby a form of one word requires a corresponding form of another'.

For example: He walks.

 They walk

In the above examples, a singular subject co-occurs with the third person singular form of the verb and a plural verb co-occurs with the plural form of the verb in the present tense.

e. Sentence Transformation

Sentence transformation refers to the transformation of one sentence type into another and the deep structure into surface structure. For example, active sentences are 'kernel' sentences and passives are the transformations. There are, however, other plenty of transformations.

According to Robins (1989, p.242);

Essentially transformation is a method of stating how the structures of many sentences in languages can be generated or explained formally as

the result of specific transformations applied to certain basic sentence structures. These basic sentence types of structures are not necessarily basic or minimal from point of view of immediate constituent analysis, the transformational syntax presupposes a certain amount of 'phrase structure' grammar of the immediate constituent type to provide the basis of the 'kernel' from which transformations start.

In conclusion, transformation refers to the process of transforming the sentence from one linguistic pattern to another. Moreover, it is a linguistic process in which basic (kernel) sentence is changed or transformed by applying some rules, i.e., permutation, addition, deletion, insertion, inversion, etc. The four processes that transformational theory attributes to all human languages are:

- a. Movement/permutation
- b. Addition
- c. Deletion
- d. Insertion
- e. Inversion

How are these processes manifested in English grammar? Let's take an example of English statement such as, 'Hari is a teacher.' We can transform this statement in different ways.

Is Hari a teacher? (Permutation/inversion)

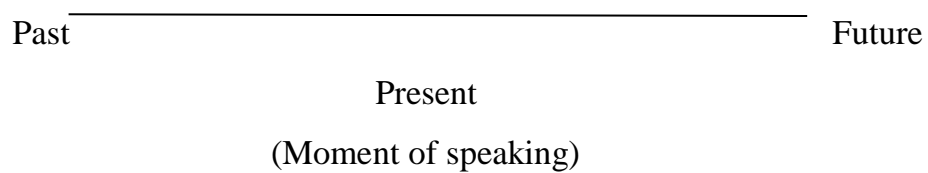
Is he a teacher? 'Yes, he is.' (Deletion)

Hari is not a teacher. (Addition/insertion)

f. Tense

Tense is a grammatical category of verb which is used to express the temporal relationship that a proposition has to the moment of speech or some other time. According to Givon (2001, p.285), "Tense involves the systematic coding of the relation between two points along the ordered linear dimension of time: the reference time and the event time." It means, tense is a mechanism that is used to indicate that a point in time follows, precedes or simultaneous with a

reference time. According to Arts and Arts (1986, p.47) tense is “an obligatory category in the finite verb phrase (finite verbal forms are those which are morphologically marked for the category of tense, mood and concord). They distinguish two types of tenses in English: the present and the past tense.” It means, tense shows time of an action and its degree of completeness. Cowan (2009, p.350) defines tense as 'verbs that express the time that an action occurs in relation to the moment of speaking'. The three dimensions of tense are illustrated in the following diagram:



Source: Cowan (2009, p.350)

Tense as a set of forms taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance. Crystal (2003, p.245) has mentioned tense as “a set of verb forms that indicate a particular point in time or period of time in the present, past or future”. In connection to the major division of the tense, Quirk and Greenbaum (2007, p.40) have mentioned as “Time is universal, non-linguistic concept with three divisions past, present, and future.” So, by tense we understand the correspondence between the form of the verb and our concepts of time.

g. Reported Speech

We can express the words of the speaker in two ways: direct and indirect speech.

Direct Speech

When any speech is reported in the original words of the speaker it is said direct speech. It is put inside the inverted commas.

For example: Shristi said, 'I'll go home.'

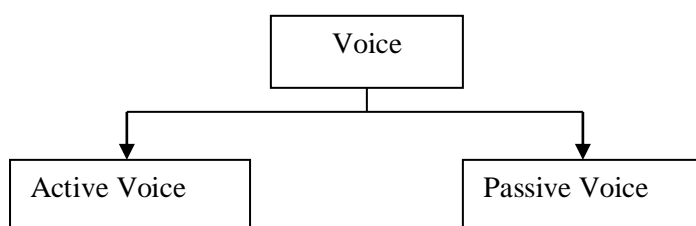
Indirect Speech

When we give the meaning of what is said by the speaker, then it is said to be an indirect (reported) speech.

For example: Shristi said that she would go home.

h. Voice

Voice is the form of verb which shows whether the subject of the verb acts or is acted upon. Celce-Murica and Larsen-Freeman (1999, p.143) define voice as ' a grammatical category which makes it possible to view the action of a sentence in either of two ways, without change in the fact reported'. The voice is one of the grammatical categories which puts the action of a sentence in two ways without changing its theme. According to Celce-Murica and Larsen-Freeman (1999, p.143), there are two types of voice as shown in the following diagram:



Active Voice

It is a voice in which subject of a verb plays main role in a sentence.

For example: John drinks tea.

 Liza drove the car.

Passive Voice

It is a voice in which action plays main role in a sentence. Celce-Murica and Larsen-Freeman (1990, p.143) define passive voice as 'a linguistic device that allows the thing or person that receives the action of the verb to occupy subject position'. The passive voice focuses the action denoted by the verb and it defocuses the agent.

For example: Tea is drunk by John.
 The car was driven by Liza.

i. Connectives

A group of words which joins two words or clauses or sentences is known as connectives. Connectives play vital role in any language. They join two or more parts of sentences focusing on surface structure. Halliday and Hasan (1976, p.244), define connectives as 'conjunction and correlative have as much syntactic as a semantic function and serve to coordinate clauses within a surface structure of sentences; logical connectors have primarily a semantic cohesive function, which holds within or beyond surface structure sentences'.

In this regard, conjunctions serve syntactic function and logical connectors serve semantic function. Similarly, Larsen - Freeman (1999, p.482) says 'conjunction or coordination is the process of combining two constituents of the same type...called compounding...serve to disambiguate the relationship between sentences and thus clarify intended meaning'. There are two types of connectives according to the form (Larsen - Freeman ,*ibid*). They are:

Coordination

Coordination is the process of combining two clauses of the same type to produce another larger constituent of the same type. The coordinating conjunctions such as 'and, or, not, so, but, yet, for, etc. are single word and either...or, neither...nor, both...and, etc. are multiword coordinators. All these coordinators are used to join two elements or two main clauses.

For example: Peter washed his shirt yesterday.
 Peter ironed his shirts yesterday.
 Peter washed and ironed his shirts yesterday. (coordination)

Subordination

Subordination is also the process of combining two clauses in which one clause is grammatically dependent to another clause. The subordinating conjunctions such as because, when, that, though, although, even though, before, after, till, until, if, whether, since, for, etc. are single word subordinators and so that, such that, provided that, as soon as, so...that, etc. are multiword subordinators. All these subordinators are used to join subordinate clauses with the main clause.

For example: I do not go out because I was sick.
 She will write you as soon as possible.
 You will wait her until she comes.

j. Conditional Sentences

A sentence having two clauses i.e. if-clause and main clause is called conditional sentence. Cowan (2009, p.449) defines conditional sentences as 'the sentences that express a condition and the result of the condition'. The definition shows that there are two clauses in conditional sentence, a main clause and a subordinate clause. For example:

If John leaves now, he will arrive at the airport in time.
subordinate clause main clause

k. Causative Verbs

A causative verb expresses the cause. According to Arts and Arts (1986), a causative verb is one that 'causes to make or to become'. The verbs 'have' 'make' 'let' and 'get' are causative verbs. They are used to show the action which is normally done by other agent for the subject. We can either mention the agent or without the agent in causative verbs.

For example; I got my mother to wash my dress. (with agent)
 I got my dress washed. (without agent)

The above examples show that a causative verb is one that causes to make or to become.

Among the above described grammatical items, I have chosen any six items for the purpose of this study. These are mentioned as articles, prepositions, tags, concords, conditional sentences and causative verbs.

2.2. Review of Related Empirical Literature

Grammar plays vital role in language. Many research works have been carried out under the Department of English Education related to the present study such as students' proficiency in the use of-tense, voice, conditionals, tag questions, prepositions, reported speech, articles, causative verbs, etc. Many studies have been conducted to find out the proficiency in English language learning by those English learners who had different language backgrounds. Some research studies which are related to this study are reviewed in following discussion.

Neupane (2002) carried out a practical study on "The Proficiency of Grade IX Students in the Use of Preposition". The objective of this research was to measure the proficiency of students in the use of pronouns. He used a set of questions as a tool for data collection. It was an empirical type of research. The total population of this study was grade IX students of both public and private schools of Kathmandu district. He used purposive sampling procedure to select two schools and carry out the research on fifty students of grade nine. I compared the data on the basis of item-wise and school-wise variations. It was found that the students from private school were more proficient than the students of public school in the use of English prepositions. However, all public schools were not necessarily worse than the private schools. Similarly, the students from both types of schools were more proficient in multiple choice items and less proficient in fill in the blank items.

Saud (2004) carried out a study on "The Proficiency of B. Ed. 2nd Year Students in the Use of Adjectives and Adverbs". The main purpose of the study was to compare the proficiency of the students between adjectives and adverbs. It was an empirical type of research. The population of this study was the B. Ed. students of Nepal. The primary sources of data for this research were forty students of B. Ed. second year. He used purposive sampling procedure to select one educational campus and its students. He used questionnaire as the main tool for data collection. The finding of the study showed that the total proficiency was satisfactory in the use of both adjectives and adverbs. It was found that the students had better proficiency in the use of adjectives than adverbs. According to the sex-wise comparison, the girls were found to be more proficient than the boys in the use of both adjective and adverbs.

K. C. (2005) completed a research work entitled "The Proficiency of Grade Ten Students in the Use of Adverbs". The main objective of this research was to find out the proficiency of grade ten students in the use of adverbs. He used a set of questions and classroom observation as the main tool for data collection. The total population of this study was all grade ten students studying in Rupandehi district. He took 100 students from four different schools. He adopted purposive sampling procedure for choosing the schools and sample students. I compared the existing proficiency of the students of Rupandehi district in terms of sex-wise, item-wise and school-wise variations. The finding showed that the overall proficiency of the grade ten students in the use of adverbs was found satisfactory. The boys showed more proficiency in the use of adverbs than the girls. Similarly, the students from private schools were more proficient than the students from public schools regarding the use of adjective.

Giri (2006) completed a thesis work entitled "The Proficiency of Grade V Students in the Use of Simple Present Tense". The main aim of the work was to compare the proficiency of the students on the basis of their gender and item-wise variations. I used questionnaire as tools for data collection. The total

population of this study was all grade V students of Nepal. The research was carried out by taking 100 students studying in primary level. It was found that the boys were more proficient than the girls in the use of simple present tense. Similarly, the highest score of the students was found in multiple choice items and the lowest score was found in the use of correct form of the verb items. The study further showed that the students from selected schools were not clear about the subject-verb agreement in English.

Dhungel (2011) did a research work entitled "Proficiency in the Use of Simple Past Tense of Grade XI Students". The main objective of this research was to find out the total proficiency of grade XI students in the use of simple past tense. The total population of this study were all grade XI students of Kathmandu district. He used purposive sampling procedure to take 80 students studying in grade XI from four different colleges. He used test items as the main tool for data collection. He compared the existing proficiency of the students according to item-wise, rule-wise, stream-wise and gender-wise variations. The overall proficiency of the students found to be satisfactory in the use of simple past tense. According to stream-wise comparison, the students from education stream were found more proficient than the students from humanities stream. Similarly, the overall performance of the girls was better than the boys in the use of simple past tense. The item-wise comparison revealed that all the students were proficient in the use of simple past tense.

Pandey (2015) conducted a study on Proficiency in the Use of Transformation: A Case of Secondary Level Students. The objectives of his study was to find out the total proficiency of the secondary level students on the basis of statement and question transformations. He used a set of test items as the main tools for data collection. He adopted purposive non-random sampling procedure to select the sample of 100 students from Nuwakot district. He maintained 50 percent sample population from girl students. The overall proficiency of the girl students was found better than the proficiency of the boy students. In item-wise comparison the girl students performed better in all

items such as affirmative to negative, statement to yes/no question, statement to wh-question and vice versa. Regarding subjective and objective test items, the students scored more marks in subjective test items as compared to objective test items.

In addition to these research works, I reviewed different books, and articles for the facilitation of the proposed study. They had conducted their research works based on single grammatical items and categories. No one had conducted their study taking more than one grammatical item together. So, I would like to conduct this study by taking six grammatical items such as articles, prepositions, tags, concords, conditional sentences and causative verbs. Moreover, my study was different from them. It is because I observed the proficiency of the students in the use of grammar in terms of discrete items and context items.

2.3 Implication of the Review for the Study

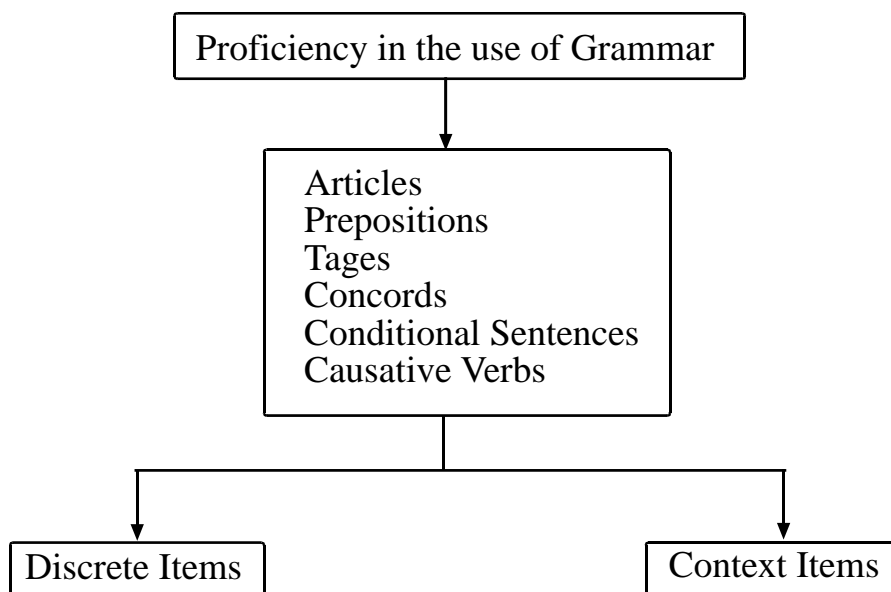
I reviewed various research works related to the proficiency in the use of different grammatical skills and items. Most of them were conducted as comparative research design. After reviewing these research works, I got important insights regarding the proficiency of the students. From the review of Neupane (2002), I got the idea of purposive sampling procedure and I followed the same i.e. the purposive sampling design. Similarly, most of the researchers used questionnaire as research tool for data collection and he followed the same tool for data collection in this study. In order to conduct their research Saud (2004), K.C. (2005), and Giri (2006) had used questionnaire and observation as tools for data collection. So, I took the ideas from them to develop the questionnaire. I got information and knowledge about public and private schools from the review of K.C. (2005). Similarly, Pandey (2015) used purposive sampling procedure and test items as a tool for data collection. Therefore, after reviewing those research works, I got ideas about how to make test items as well as the process of purposive sampling procedure and survey

research design which helped me to expand the theory and to be clear in methodology and so on.

This study was totally different in terms of its title, objectives and nature. Therefore, my research study attempted to explore the some new insights on the proficiency level of students in the use of grammar. Similarly, this research tried to depict the micro set up of students' proficiency and achievement in the use of grammar both in text and context items.

2.4 Conceptual Framework

The study "Proficiency of Grade Ten Students in Grammar" was based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The methodology deals with the planning and procedure to meet the proposed objectives of the study. I adopted the following methodologies to carry out this study.

3.1 Design and Methods of the Study

This study was based on both quantitative and descriptive approaches to obtain every information regarding the proficiency of class ten students in the use of grammatical items. The design of this study was survey research. According to Tull & Hawkins (1973, p.164) a survey research can be defined as 'the systematic gathering of information from respondents for the purpose of understanding and and/or predicting some aspects of the behavior of the population of interest'. This type of research is the most commonly used methods of investigation in educational research. It can be carried out by a group of researchers or by an individual researcher. It is used to study large or small population or universe by selecting sample and studying the chosen sample from the population. Nunan (1992, p.140) says 'the main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time'. So, data for this research had been collected only at a single point of time. In this connection, Morrison and Morrison (2010, p.205) say;

Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events...The surveys may vary the levels of complexity from those that provide simple frequency counts to those that present relational analysis.

Thus, the survey research is mainly carried out to find out the sample's attitudes, opinions and the specific behavior on certain issues, phenomena, events or situations. According to this research design, a researcher has to follow the systematic process as specified by Cohen (2010). The first step is to define the objectives and decide the kind of survey required (e.g. longitudinal, cross-sectional, trend or cohort study). Then, the researcher has to formulate research questions or hypothesis (if appropriate); decide the issues on which to focus before the decision of the information that is needed to address the issues. The other steps are: decide the instrumentation and the metrics required after the decision of the sampling required; generate the data collection instruments. Decide how the data will be collected (e.g. postal survey, interviews); pilot the instruments and refine them; train the interviewers if necessary; collect the data and analyze the data and report the results (p.209).

According to the survey research design, I adopted more or less the above mentioned processes to carry out this study. I selected a sample of students from the population and administer a standardized set of test items to them.

3.2 Population, Sample and Sampling Strategies

The population of this study were all grade ten students of Kathmandu district. Out of them only 40 students were taken as the sample for this study from two schools. I used the purposive non-random sampling procedure to select the sample from the universe in the study.

According to this sampling procedure, I selected those students who could provide the best information to achieve the objectives of this study.

Accordingly, two secondary level schools were selected for the total 40 sample population. Similarly, equal number of boys and girls were taken so as to compare the proficiency in terms of the gender.

3.4 Study Area/ Field

The area of this study was Kathmandu district. Only two public schools were selected for this study. The field of this study was based on the proficiency of the students in the use of grammar.

3.4 Tools for Data Collection

The main tools for the collection of data were test items with close-ended questions. The test was administered to the sample population of the study.

3.5 Procedures of Data Collection

I visited different schools with the prepared research tools and an official letter from the Department. I asked permission from the school administration and tried to establish rapport with students and English teachers. I explained about the questions and ask for their help for the completion of this study. Finally, I gave the prepared set of questionnaire and request them to provide necessary information.

3.6. Procedures of Data Analysis and Interpretation

I adopted descriptive technique along with statistical tools such as mean, median, mode, percentage, diagrams, tables, etc. to analyze and interpret the collected data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the results. The data were taken from the grade ten students studying in government aided public schools of Kathmandu district. The proficiency of the students in the use of grammatical items had been compared in terms of text and context as well as the gender of the students. Finally, I interpreted the results using descriptive method and listed all the findings of the result in the final part of this chapter.

4.1. Analysis of the Data and Interpretation of Result

The data obtained from the respondents were analyzed with the help of statistical tools and mathematical formula such as tables, means and percentage. The data were analyzed so minutely that each student's responses is dealt in terms of the proficiency in the use of grammatical items both in discrete text and context. After collecting the required data from the students, I have presented the analysis of the data and interpretation of the result in the subsequent sections.

4.1.1 Holistic Analysis of the Proficiency

I analyzed the total scores of all sample students to find out the holistic proficiency of theirs. I have presented the holistic analysis of the proficiency of the grammatical items in both discrete text and context in the table given in next page.

Table 2
Holistic Proficiency of the Students in Discrete Text and Context based
Grammatical Items

S.N.	Grammatical Items	Sample	F.M.	Obtained Marks			A.M.	Percentage
				Text Items	Context Items	Total (Text + Context Items)		
1.	Articles	40	5	68.5	69	137.5	3.43	68.8
2.	Prepositions	40	5	72.5	46	118.5	2.96	59.25
3.	Tag Questions	40	5	63	72.5	135.5	3.39	67.8
4.	Concords	40	5	59	66.5	125.5	3.14	62.8
5.	Causatives	40	5	56	54	110	2.75	55
6.	Conditionals	40	5	61	67	128	3.21	64
Total		240	30	380	375	755	18.88	62.92

The table 2 shows the holistic proficiency of the total scores in the use of grammatical items obtained by all the students in both discrete text and context. The table shows that the students obtained 62.92 percent of total marks in all items. It means, their average proficiency was 62.92 percent. They got the lowest (i.e. 55 percent) total average marks in the use of causatives whereas they got the highest (i.e. 67.8 percent) marks in the use of tag questions. They secured less than total average marks in the use of articles, prepositions, concords and causatives. They scored 68.8, 59.25, 62.8 and 55 percent average marks in articles, prepositions, concords and causatives respectively. On the other hand, they obtained more than total average marks in the use of tag questions and conditional sentences. They got 67.8 and 64 percent average marks in tag questions and conditional sentences respectively.

The total scores obtained by all students in both text and context item shows their satisfactory level of proficiency because they cross more than 60 percent marks in average. However, the students were less proficient in the use of causative verbs and prepositions.

4.1.1.1 Holistic Comparison of Proficiency of Students in Discrete Text Grammatical Items

I analyzed the total scores of all sample students to find out and compare the proficiency of the students in the use of all grammatical items in discrete text. The data obtained from their test items are presented in the following table:

Table 3
Holistic Proficiency of the Students in Discrete Text Items

S.N.	Grammatical Items	Sample	F.M.	Obtained Marks	A.M.	Percentage
1.	Articles	40	2.5	68.5	1.71	68.5
2.	Prepositions	40	2.5	72.5	1.81	72.5
3.	Tag Questions	40	2.5	63	1.58	63
4.	Concords	40	2.5	59	1.48	59
5.	Causatives	40	2.5	56	1.40	56
6.	Conditionals	40	2.5	61	1.53	61
Total		240	15	380	9.51	63.33

The table 3 shows the holistic proficiency of the total scores obtained by all students in the use of grammatical items in discrete text. The table shows that the students obtained 63.33 percent total average marks in all items. They received the highest (i.e. 72.5 percent) total average marks in the use of prepositions whereas they received the lowest (i.e. 56 percent) marks in the use of causatives. They secured less than total average marks in the use of tag questions, concords, causatives and conditional sentences. They scored 63, 59, 56 and 61 percent average marks in tag questions, concords, causatives and conditional sentences respectively. On the other hand, they obtained more than total average marks in the use of articles and prepositions. They got 68.5 and 72.5 percent average marks in articles and prepositions respectively.

In conclusion, the total scores obtained by all students in discrete text items seems to be satisfactory because they cross more than 60 percent marks in average. However, the students were less proficient in the use of concords and

causatives in text items. The same opportunity in learning for all students has different result in the research.

4.1.1.2 Holistic Comparison of Proficiency of Students in Context based Grammatical Items

I analyzed the total scores of all sample students to find out the holistic proficiency of the students in the use of grammatical items in context. The analyzed data are presented in the table given below.

Table 4

Holistic Proficiency of Students in Context based Grammatical Items

S.N.	Grammatical Items	Sample	F.M.	Obtained Marks	A.M.	Percentage
1.	Articles	40	2.5	69	1.73	69
2.	Prepositions	40	2.5	46	1.15	46
3.	Tag Questions	40	2.5	72.5	1.81	72.5
4.	Concords	40	2.5	66.5	1.67	66.5
5.	Causatives	40	2.5	54	1.35	54
6.	Conditionals	40	2.5	67	1.68	67
Total		240	15	375	9.39	62.5

The table 4 shows the holistic proficiency grammatical items in context. The table shows that the students obtained 62.5 percent total average marks in all items. They received the highest (i.e. 72.5 percent) total average marks in the use of tag questions whereas they received the lowest (i.e. 46 percent) marks in the use of prepositions. They secured less than total average marks in the use of prepositions and causatives. They scored 46 and 54 percent average marks in prepositions and causatives respectively. On the other hand, they obtained more than total average marks in the use articles, tag questions, concords and conditionals. They got 69, 72.5, 66.5 and 67 percent average marks in articles, tag questions, concords and conditionals respectively.

So, the data presented in the table above shows that the total scores obtained by all students is satisfactory because they cross more than 60 percent marks in

average in the use of grammatical items in context. However, the students were less proficient in the use of prepositions and causatives in context. The same opportunity in learning for all students has different result in the research.

4.1.2 Itemwise Proficiency of the Students in Discrete Text Grammatical Items

I also analyzed the proficiency of the students in the use of grammatical items in discrete text as the itemwise proficiency is mentioned in following sub headings.

4.1.2.1 Proficiency in Articles

I analyzed the total scores of all sample students to find out their proficiency in the use of articles in discrete text. As the next objective of this study was to compare genderwise proficiency of the students, I have analyzed and interpreted the data in comparative form. The data are given in the table below.

Table 5
Proficiency in Articles

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percent
1.	Male	20	2.5	36	1.8	72
2.	Female	20	2.5	32.5	1.63	65
Total		40	5	68.5	3.43	68.5

The table 5 shows the analysis of the total scores obtained by both male and female students in article. The table shows that male students got 72 percent average marks which is more than the average marks obtained by all students. On the other hand, the female students obtained 65 percent average marks which is less than the total average marks obtained by both students. However, the total proficiency of the students was 68.5 percent which seems to be satisfactory in the study.

The scores of the female students show that they are weak in the use of articles than the male students. It means, the female students have less proficiency in the use of articles as compared to the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.2.2 Proficiency in Prepositions

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of prepositions in discrete text in terms of their gender. The analyzed data are presented in the following table:

Table 6
Proficiency in Prepositions

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	33.5	1.68	67
2.	Female	20	2.5	39	1.95	78
Total		40	5	72.5	3.63	72.5

The table 6 shows the analysis of the total scores obtained by the students in the use of prepositions in discrete text. The table shows that the male students got only 67 percent average marks which is less than the average marks obtained by all sample students. On the other hand, the female students obtained 78 percent average marks which is more than the total average marks (i.e. 72.5 percent) obtained by both male and female students.

On the basis of above data, it can be concluded that the male students were weaker than the female students in the use of prepositions. The male students have less proficiency in the use of prepositions as compared to the female students. The same opportunity in learning for two different groups i.e. male and female students has different result in the research.

4.1.2.3 Proficiency in Tag Questions

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of tag questions in discrete text. The analyzed data are presented in the following table:

Table 7
Proficiency in Tag Questions

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	31	1.55	62
2.	Female	20	2.5	32	1.60	64
Total		40	5	63	3.15	63

The table 7 shows the analysis of the total scores obtained by both male and female students in the use of tag questions in discrete text. The table shows that the male students got less marks than the female students. The female students got 64 percent average marks which is one percent more than the average marks obtained by all students. On the other hand, the male students obtained 62 percent average marks which is one percent less than the total average marks obtained by both male and female students.

The scores show that the male students are weak in the use of tag questions than the female students. The male students have less proficiency as compared to the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.2.4 Proficiency in Concords

I also analyzed the total scores of all sample students to find out the proficiency of the students in the use of concords in discrete text. The analyzed data are presented in the table given in next page.

Table 8
Proficiency in Concorde

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	28.5	1.43	57.2
2.	Female	20	2.5	30.5	1.53	61.2
Total		40	5	59	2.96	59.2

The table 8 shows the data about the total scores obtained by male and female students in the use of concord in discrete text. The table shows that the male students got 57.2 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 61.2 percent average marks which is more than the total average marks obtained by both male and female students.

The analysis shows that the male students have less proficiency in the use of concord than the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.2.5 Proficiency in Causatives

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of causatives in discrete text. The analyzed data are presented in the following table:

Table 9
Proficiency in Causatives

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	25.5	1.28	51.2
2.	Female	20	2.5	30.5	1.53	61.2
Total		40	5	56	2.81	56.2

The table 9 shows the analysis of the total scores obtained by both male and female students in the use of causatives in discrete text. The table shows that the male students got less marks than their female counter parts. The male

students got 51.2 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 61.2 percent average marks which is more than the total average marks obtained by both male and female students.

The table shows that male students are weaker in the use of causatives than the female students. The male students have less proficiency than the female students in the use of causatives. The same opportunity in learning for two different groups has different result in the research.

4.1.2.6 Proficiency in Conditionals

I also analyzed the total scores of all sample students according to the objective of the research to find out the proficiency of the students in the use of conditionals in discrete text. The data are presented in the following table:

Table 10
Proficiency in Conditionals

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	31	1.55	62
2.	Female	20	2.5	30	1.50	60
Total		40	5	61	3.05	61

The table 10 shows the analysis of the total scores obtained by both male and female students in the use of conditional sentences in discrete text. The table shows that the female students secured less marks than the male ones. The female students obtained 60 percent average marks which is one percent less than the average marks obtained by all students. On the other hand, the male students obtained 62 percent average marks which is one percent more than the total average marks obtained by all students.

So, the above table shows that male students are more proficient in the use of conditionals than the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.3 Itemwise Proficiency of Students in Context based Grammatical Items

After collecting the required data from the students, I presented the analysis of context items in the following sections:

4.1.3.1 Proficiency in Articles

I analyzed the total scores of all sample students according to the objective of the research to find out the proficiency of the students in the use of articles in context. The analyzed data are presented in the following table:

Table 11
Proficiency in Articles

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	32	1.60	64
2.	Female	20	2.5	37	1.85	74
Total		40	5	69	3.45	69

The table 11 shows the analysis of the total scores obtained by both male and female students in article. The table shows that male students got 64 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 72 percent average marks which is more than the total average marks obtained by both students.

On the basis of the data presented in the table eleven, the scores of the female students show that they are more proficient in the use of articles than the male students. The same opportunity in learning for two different groups has different result in the research.

4.1.3.2 Proficiency in Prepositions

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of prepositions in context in terms of their gender. The analyzed data are presented in the table given in next page.

Table 12

Proficiency in Prepositions

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	24	1.2	48
2.	Female	20	2.5	22	1.1	44
Total		40	5	46	2.3	46

The table 12 shows the analysis of the total scores obtained by the students in the use of prepositions in context. The table shows that the male students got 48 percent average marks which is two percent more than the average marks obtained by all sample students. On the other hand, the female students obtained only 44 percent average marks which is two percent less than the total average marks obtained by both male and female students.

The score shows that male students have more proficiency in the use of prepositions as compared to the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.3.3 Proficiency in Tag Questions

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of tag questions in context. The analyzed data are presented in the table given in next page.

Table 13
Proficiency in Tag Questions

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	35	1.75	70
2.	Female	20	2.5	37.5	1.88	75.2
Total		40	5	72.5	3.63	72.6

The table 13 shows the analysis of the total scores obtained by both male and female students in the use of tag questions in context. The table shows that the male students got less marks than the female students. The male students got 70 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 75.5 percent average marks which is more than the total average marks obtained by both male and female students.

The scores show that the male students are weak in the use of tag questions than the female students. The male students have less proficiency as compared to the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.3.4 Proficiency in Concords

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of concords in context. The analyzed data are presented in the following table:

Table 14
Proficiency in Concords

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	33.5	1.68	67.2
2.	Female	20	2.5	33	1.65	66
Total		40	5	66.5	3.33	66.6

The table 14 shows the analysis of the total scores obtained by male and female students in the use of concords in context. The table shows that the male students got 67.2 percent average marks which is more than the average marks obtained by all students. On the other hand, the female students obtained 66 percent average marks which is less than the total average marks obtained by both male and female students. Both the male and female students obtained 66.6 percent total average marks in the use of context based grammatical item, concords.

The analysis shows that the male students have more proficiency in the use of concords than the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.3.5 Proficiency in Causatives

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of causatives in context. The analyzed data are presented in the following table:

Table 15
Proficiency in Causatives

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	26	1.30	52
2.	Female	20	2.5	28	1.40	56
Total		40	5	54	2.70	54

The table 15 shows the analysis of the total scores obtained by both male and female students in the use of causatives in context. The table shows that the male students got less marks than their female counter parts. The male students got 52 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 56 percent average marks which is more than the total average marks obtained by both male and female students. They got 54 percent total average marks in this test item.

The table shows that male students are weaker in the use of causatives than the female students. The male students have less proficiency than the female students in the use of causatives. The same opportunity in learning for two different groups has different result in the research.

4.1.3.6 Proficiency in Conditionals

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of conditionals in context. The analyzed data are presented in the following table:

Table 16
Proficiency in Conditionals

S.N.	Gender	Sample	F.M.	Obt. M.	A.M.	Percentage
1.	Male	20	2.5	34.5	1.73	69.2
2.	Female	20	2.5	32.5	1.63	65.2
Total		40	5	67	3.36	67.2

The table 16 shows the analysis of the total scores obtained by both male and female students in the use of conditional sentences in context. The table shows that the female students secured less marks than the male ones. The female students obtained 65.2 percent average marks which is two percent less than the average marks obtained by all students. On the other hand, the male students obtained 69.2 percent average marks which is two percent more than the total average marks obtained by all students. They received 67.2 percent total average marks in the use of conditionals.

The table shows that male students are more proficient in the use of conditionals than the female students. The same opportunity in learning for two different groups has different result in the research.

4. 1.4 Genderwise Proficiency of Students in Discrete Text and Context based Grammatical Items

After collecting the required data from the students, I presented the analysis of both text and context items in the following sections:

4. 1.4.1 Proficiency of Male and Female Students in Articles

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of articles in both discrete text and context. The analyzed data are presented in the following table:

Table 17
Proficiency in the Articles

S.N.	Gender	Sample	F.M.	Obtained Marks			A.M.	Percentage
				Text Items	Context Items	Total		
1.	Male	20	5	36	32	68	3.4	68
2.	Female	20	5	32.5	37	69.5	3.48	69.6
Total		40	10	68.5	69	137.5	6.88	68.8

The table 17 shows the analysis of the total scores obtained by both male and female students in the use of articles in both discrete text and context. The table shows that male students got 68 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 69.6 percent average marks which is more than the total average marks obtained by both students. Both male and female students got 68.8 percent in this test item.

The scores of the female students show that they are more proficient in the use of articles than the male students. The same opportunity in learning for two different groups has different result in the research.

4. 1.4.2 Proficiency of Male and Female Students in Prepositions

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of prepositions in both discrete text and context in terms of their gender. The data are presented in the following table:

Table 18
Proficiency in Prepositions

S.N.	Gender	Sample	F.M.	Obtained Marks			A.M.	Percentage
				Text Items	Context Items	Total		
1.	Male	20	5	33.5	24	57.5	2.88	57.5
2.	Female	20	5	39	22	61	3.05	61
Total		40	10	72.5	46	118.5	5.93	59.25

The table 18 shows the analysis of the total scores obtained by the students in the use of prepositions. The table shows that the male students got 57.5 percent total average marks in both text and context items which is less than the average marks obtained by all sample students. On the other hand, the female students obtained only 61 percent average marks which is more than the total average marks obtained by all students in both text and context items. However, they received 59.25 percent average marks in the use of prepositions.

The score shows that male students have less proficiency in the use of prepositions as compared to the female students. The same opportunity in learning for two different groups has different result in the research.

4.1.4.3 Proficiency of Male and Female Students in Tag Questions

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of tag questions in both discrete text and context. The analyzed data are presented in the table given in next page.

Table 19
Proficiency in Tag Questions

S.N.	Gender	Sample	F.M.	Obtained Marks			A.M.	Percentage
				Text Items	Context Items	Total		
1.	Male	20	5	31	35	66	3.30	66
2.	Female	20	5	32	37.5	69.5	3.48	69.6
Total		40	10	63	72.5	135.5	6.78	67.8

The table 19 shows the analysis of the total scores obtained by both male and female students in the use of tag questions. The table shows that the male students got less marks than the female students. The male students got only 66 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 69.6 percent average marks which is more than the total average marks obtained by both male and female students. They got 67.8 percent total average marks in this test item.

The scores show that the male students are weak in the use of tag questions than the female students. The male students have less proficiency as compared to the female students. The same opportunity in learning for two different groups has different result in the research.

4. 1.4.4 Proficiency of Male and Female Students in Concords

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of concords in both discrete text and context. The analyzed data are presented in the table given in next page.

Table 20
Proficiency in Concorde

S.N.	Gender	Sample	F.M.	Obtained Marks			A.M.	Percentage
				Text Items	Context Items	Total		
1.	Male	20	5	28.5	33.5	62	3.10	62
2.	Female	20	5	30.5	33	63.5	3.18	63.6
Total		40	10	59	66.5	125.5	6.28	62.8

The table 20 shows the analysis of the total scores obtained by male and female students in the use of concords. The table shows that the male students got 62 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 63.6 percent average marks which is more than the total average marks obtained by both male and female students. They obtained 62.8 percent total average marks in the use of concords.

The analysis shows that the female students have more proficiency in the use of concords than the male students. The same opportunity in learning for two different groups has different result in the research.

4. 1.4.5 Proficiency of Male and Female Students in Causatives

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of causatives in discrete text and context. The analyzed data are presented in the table given in next page.

Table 21
Proficiency in Causatives

S.N.	Gender	Sample	F.M.	Obtained Marks			A.M.	Percent
				Text Items	Context Items	Total		
1.	Male	20	5	25.5	26	51.5	2.58	51.6
2.	Female	20	5	30.5	28	58.5	2.93	58.5
Total		40	10	56	54	110	5.51	55.1

The table 21 shows the analysis of the total scores obtained by both male and female students in the use of causatives. The table shows that the male students got less marks than their female counter parts. The male students got 51.6 percent average marks which is less than the average marks obtained by all students. On the other hand, the female students obtained 58.5 percent average marks which is more than the total average marks obtained by both male and female students. All the students got 55.1 percent average marks in this test item.

The table shows that male students are weaker in the use of causatives than the female students. The male students have less proficiency than the female students in the use of causatives. The same opportunity in learning for two different groups has different result in the research.

4. 1.4.6 Proficiency of Male and Female Students in Conditionals

I analyzed the total scores of all sample students to find out the proficiency of the students in the use of conditionals in both discrete text and context. The analyzed data are presented in the table given in next page.

Table 22
Proficiency in Conditionals

S.N.	Gender	Sample	F.M.	Obtained Marks			A.M.	Percent
				Text Items	Context Items	Total		
1.	Male	20	5	31	34.5	65.5	3.28	65.5
2.	Female	20	5	30	32.5	62.5	3.13	62.5
Total		40	10	61	67	128	6.41	64

The table 22 shows the analysis of the total scores obtained by both male and female students in the use of conditional sentences. The table shows that the female students secured less marks than the male ones. The male students obtained 65.5 percent average marks which is more than the average marks obtained by all students. On the other hand, the female students obtained 62.5 percent average marks which is less than the total average marks obtained by all students. The students received 64 percent average marks in this test item.

The table shows that male students are more proficient in the use of conditionals than the female students. The same opportunity in learning for two different groups has different result in the research.

4.2 Summary of the Findings

After analysis and interpreting the collected data, in this section I have presented the summary of the findings. The results of the study show that the students were more proficient in the use of grammatical items in discrete text than in the context. Furthermore, it was found that the male students were more proficient in the use of conditional sentences only, however, female students were more proficient in in the use of articles, prepositions, tag questions, concords and causatives in both text and context grammatical items. On the basis of the analysis and interpretation of the data, the major findings of the present research work are presented as follows:

1. The holistic proficiency of the students in the use of grammatical items shows that all the students crossed 60 percent average marks in all items.
2. The students were less proficient in the use of prepositions and causative verbs as they obtained less than 60 percent average marks in holistic proficiency in both discrete text and context.
3. The students were more proficient in the use of articles, tag questions, concords and conditionals as they obtained more than 60 percent average marks in holistic proficiency in both discrete text and context.
4. The students were less proficient in the use of concords and causatives as they obtained less than 60 percent average marks in holistic proficiency in discrete text.
5. The students were more proficient in the use of articles, prepositions, tag questions and conditionals as they obtained more than 60 percent average marks in holistic proficiency in discrete text.
6. The students were less proficient in the use of prepositions and causative verbs as they obtained less than 60 percent average marks in holistic proficiency in context.
7. The students were more proficient in the use of articles, tag questions, concords and conditionals as they obtained more than 60 percent average marks in holistic proficiency in context.
8. The holistic proficiency of the students in the use of grammatical items in discrete text shows that all the students crossed 60 percent average marks. However, they scored 63, 59.2, 56.2 and 61 percent average marks in tag questions, concords, causatives and conditional sentences respectively; and 68.6 and 72.6 percent average marks in articles and prepositions respectively
9. The holistic proficiency of the students in the use of grammatical items in both discrete text and context shows that all the students

crossed 60 percent average marks. They scored 46 and 54 percent average marks in prepositions and causatives and 69, 72.6, 66.6 and 67.2 percent average marks in articles, tag questions, concords and conditionals respectively.

10. The male students were more proficient in the use of articles and conditional sentences than the female students in discrete text. The male students obtained 72 and 62 percent but the female students obtained only 65 and 60 percent marks in articles and conditional sentences respectively.
11. The female students were more proficient in the use of prepositions, tag questions, concords and causatives than male students in discrete text. The female students obtained 78, 64, 61.2 and 61.2 percent; and the male students obtained only 67, 62, 57.2 and 51.2 percent marks in prepositions, tag questions, concords and causatives in discrete text respectively.
12. The male students were more proficient in the use of prepositions, concords and conditional sentences than the female students in context. The male students obtained 48, 67.2, and 69.2 percent; and the female students obtained only 44, 66 and 65.2 percent marks in prepositions, concords and conditional sentences in context respectively.
13. The female students were more proficient in the use of articles, tag questions and causatives than male students in context. The female students obtained 74, 75.2 and 56 percent; and the male students obtained only 64, 70 and 52 percent marks in articles, tag questions and causatives in context respectively.
14. The male students were more proficient in the use of conditional sentences than the female students in both discrete text and context. The male students obtained 65.5 percent and the female students obtained 62.5 percent marks in the use of conditional sentences in both discrete text and context respectively.

15. The female students were more proficient in the use of articles, prepositions, tag questions, concords and causatives than male students in both discrete text and context. The female students obtained 69.6, 61,69.6, 63.6 and 58.5 percent; and the male students obtained only 68, 57.5, 66, 62 and 51.6 percent marks in articles, prepositions, tag questions, concords and causatives in both discrete text and context respectively.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of this study. The main objective of this study was to find out the proficiency of grade ten students in the use of grammatical items. For this purpose, I selected two public schools of Kathmandu district. All together 40 sample students including equal number of male and female students were taken for the study. The data were analyzed and presented with their findings in the previous chapter. I have summarized the outcomes of study and put forward some recommendations in the following sections:

5.1 Conclusion

Proficiency refers to the ability of the students that makes them able to use language in different skills and contexts. It also refers to their ability to read, write, speak and understand the language. The proficiency in the use of grammatical items in this study means the ability of the students in the use of different grammatical items particularly in the use of articles, prepositions, tag questions, concords, conditional sentences and causative verbs in both text and context based items. This study was focused on the proficiency of class ten students in the use of grammatical items. According to the objective of this study, the proficiency of the students in terms of both discrete text and context. Grammatical items studied are articles, prepositions, tags, concords, transformations, tense, reported speech, voices, connectives, conditional sentences and causative verbs prescribed in the SLC grid. However, I tried to find out the proficiency of the students in only six grammatical items namely articles, prepositions, tags, concords, causative verbs and conditional sentences.

I have subsumed the whole study within five chapters. In first chapter, I discussed about the introduction of the study. In introduction, I presented the background of the study, statement of the problems, objectives of the study,

research questions, significance of the study, delimitations of the study and definition of the specific terms. In second chapter, I presented the review of the literature in terms of both theoretical and empirical literature. I also included implication of the review for the study and conceptual framework of the study. In third chapter, I presented the methods and procedures of the study. In fourth chapter, I analyzed the collected data and presented them systematically and in fifth chapter, I concluded the whole study and presented some recommendations in terms of policy, practice and further research related recommendations.

In order to achieve the set objective, I visited the selected schools to obtain the required data for the study. I administered the prepared set of test items and requested the students to provide necessary information. Taking into account the main objective, the data were collected and checked properly to analyze and interpret the data. I compared the proficiency of the students in terms of both discrete text and context items. In this study I found that the students exhibited more proficiency in discrete text as compared to the use of grammatical items context. In genderwise comparison, the female students were more proficient than the male students. The male students were more proficient in the use of only conditional sentences. The female students were more proficient in the use of articles, prepositions, tags, concords and causatives. However, most of the students obtained more than 60 percent marks in all items.

The students were found to be more proficient in discrete text item as compared to the use of grammatical items in context, so, the teacher should teach the grammatical items in context to make the students more proficient without paying any conscious effort.

5.2 Recommendations

On the basis of the analysis and findings of the research, I have attempted to forward some suggestions for teaching grammatical items which would be

beneficial for the policy makers, teachers, students, and language learners of English as well as policy makers, curriculum designer, textbook writers.

The recommendations have been made in the following sections:

5.2.1 Policy Related Recommendations

1. More marks should be allocated to grammatical items in SLC examinations.
2. English textbooks should be printed in at least four colours with sufficient examples and exercises.
3. English environment should be ensured in government aided public schools at least in English language classes from the side of the stake holders.
4. Extra language classes should be given to make students more proficient in grammatical classes.
5. The policy makers should focus on the extracurricular activities such as debate, quiz, dictation and many other activities should be run in English environment in government aided public schools.

5.2.2 Practice Related Recommendations

1. The students obtained more marks in text items as compared to context items. So, it is recommended that the language teachers should focus their teaching in contextual grammatical items. If the teachers want to test grammar in context items, the students learn grammar without conscious effort of grammatical facts.
2. Sufficient grammatical exercises should be introduced in the textbooks so that the students can get a lot of exposure in grammatical items. In addition to this reference materials such as practice books should be provided to develop more proficiency in the use of grammatical items.

3. It has been found that the teacher should create English environment while teaching both text and context grammatical items in the classroom in public schools.
4. The SLC specification grid has allocated only 11 (i.e. 6 marks for text items and 5 marks for context items) out of total 100 marks in English which is not sufficient measure the proficiency of the students. So, more marks should be allocated for grammar.
5. The teacher should make use of proper resource materials along with modern ICTs such as laptop, projector, Internet, and many other technologies in the classroom. The teacher should also use the visual materials properly and extensively.
6. The teacher should promote active learning environment along with praise, encouragement, motivation, feedback, pair and group work to the students while teaching grammar in the classroom.
7. The teacher should assess and check the understanding of the students by using discussion method in the classroom. The teacher should ensure all students actively participating in the classroom.
8. The students should be taught grammar both theoretically as well as contextually to make them more proficient.
9. The students should be informed about the contextual use of grammar by encouraging them to listen and watch English films, dramas and programmes.
10. Students should be encouraged by the teacher to listen to what people say around so that they would know how people use different grammatical items in real conversation.
11. The teachers should be given yearly training on ELT with special focus on teaching grammatical items.
12. The students should be facilitated by volunteer native teachers so that the students would know how to use grammatical items in real context.

5.2.3 Further Research Related Recommendations

This study was devoted to find out the proficiency of the students in the use of both textual and contextual grammatical items. There were various limitations in the study. So considering the limitations, the following recommendations have been made:

1. This study has been done only on six grammatical items. So a similar study should be replicated including all grammatical items.
2. This study can be generalized for Kathmandu district but cannot be generalized all over the country. So it is suggested to carry out separate nationwide research.
3. This study was limited to only 40 students. So, it is suggested that greater studies and large number of sample will be covered for other study.
4. This study was limited to only two public schools. So, it is suggested that private schools should be covered for other study.
5. There should be a comparative study between public and private school students along with other variations such as ethnic, geography, language, etc. in other study.

APPENDIX - A

Test Items

Time: 1 hour 30 minutes

Name:..... Gender:.....

School:

Attempt ALL the questions.

1. Rewrite the following sentences selecting the correct articles from the brackets:

- a. He bought ___ X-ray plant. (a, an, the)
- b. He is ___ U.S. ambassador. (a, an, the)
- c. Who is ___ best student of your school? (a, an, the)
- d. This is ___ place, I like very much. (a, an, the)
- e. He played ___ volleyball yesterday. (a, an, the, nothing)

2. Rewrite the following sentences selecting the correct prepositions from the brackets:

- a. She apologized to me stepping _____ my foot. (on, for, in)
- b. The dog is running _____ the rabbit. (over, after, at, into)
- c. He divided it _____ three parts. (in, into, onto)
- d. Helen was junior _____ Anu. (than, to, by)
- e. My sister is fond _____ watching T.V. (at, of, off)

3. Rewrite the following sentences selecting the correct tag questions from the brackets:

- a. They won the football match, _____ ? (did they, won't they, didn't they)
- b. Sita looks smart, _____ ? (is she, does she, doesn't she)
- c. I had a nice talk yesterday, _____ ? (hadn't I, had I, didn't I, don't I)
- d. Get out, _____ ? (don't you, will you, do you)
- e. Let's have food, _____ ? (haven't we, will you, shall we, will they)

4. Rewrite the following sentences selecting the correct word from the brackets:

- a. He always _____ to temple on Saturday. (go, goes, is going)
- b. Has the old man _____ (sent, sends, send) his daughter ?
- c. Govinda speaks English but he _____ speak Nepali. (didn't, shan't , doesn't)
- d. Did you write a letter yesterday? No, _____(I didn't wrote a letter, I didn't write a letter, I hadn't written a letter) yesterday.
- e. The Principal and the Monk coming. (is/ are/ were)

5. Rewrite the following sentences selecting the correct word from the brackets:

- a. Barsha got new dress _____ (buy, to buy, bought)
- b. Ram's grandfather _____ a tailor to stitch his trousers. (made, got, had)
- c. Karishma got her jacket _____ (wash, to wash, washed)

- d. Sonu made him _____ a letter for her. (write, to write, wrote)
- e. Mohan had his sister _____ his clothes.(to wash, wash, washed, washing)

6. Rewrite the following sentences selecting the correct word from the brackets:

- a. If I pass the exam, I _____ arrange a party. (will, would, could)
- b. If she was not angry with me, she _____ (will call, would call, would have called) me on her birthday.
- c. If I _____ a fish, I'd swim in the river. (was, were, had been)
- d. If they invited me, I _____ the wedding. (will attend, attend, will have attended, would attend)
- e. If you _____ hard, you would have passed in the first division. (study, studied, had studied)

7. Choose the correct word from the brackets to complete the passage given below:

Once there lived..... (a, an, the) old farmer in the village. He had five sons, (hadn't he, didn't he, wasn't he)? They were all lazy and (hadn't, didn't, don't) do work at all. They fought.....(with, to, from) one another. That made their father..... (feel, to fell, felt) sad. The father fell ill and laid (in, on, at) the bed. He called them to hold the treasure hidden in the field. If he had not been ill, he (would not, will not, did not) have called his sons. He made them (dig, to dig, dug) up the field to find the treasure. Then the sons went to the field with spades and turned up the whole soil. But they couldn't find any treasure. They became sad and (decide, decides, decided) to sow seeds. Because of their labour on field, bumper crop was grown

(wasn't it, weren't they, hadn't it)? If they hadn't dug up the field for the treasure, they..... (won't get, wouldn't get, wouldn't have got) the bumper crops. In this way, the farmer got them (dig, to dig, dug) the field up. The sons got the best crops and lived happily.

8. Choose the correct answer to complete the following text:

One morning (in/on/at) early April, I woke up to see my friend Jagat standing (at, in, by) my side. I blinked at him in surprise. "I'm sorry to wake you up Rajan," he said, but we have a client waiting in the sitting room. She is (a, an, the) young lady,.....(doesn't she, hasn't she, isn't she)? It seems she (has/have/had) something very urgent to communicate. You'd be interested in hearing what she has to say, (won't you/wouldn't you/didn't you)?" Of course, I would, my dear fellow," I said. I dressed quickly and left for the sitting room. If I hadn't dressed up, I (wouldn't, won't, didn't) have reached early. The client was a young lady dressed in black.(A, An, The) young lady looked pale and frightened. "You must not be afraid," said Jagat soothingly. Things will be put right by us, I assure you. Please tell us everything about your problem, madam," said Jagat. "If you (don't tell/didn't tell/hadn't told) us your problem clearly, it will be difficult to solve your case." Mr. Jagat (had/got/gets) her tell everything and she did the same.

9. Choose the correct words from the brackets to complete the passage below:

One evening I wanted to get home early to watch my favourite programme on TV. Just I was leaving, however, some students came in to complain but I didn't (listen, listened, to listen) to them thinking that I (will be, would be, would have been) late for (a, an, the) programme if I delayed there. Then, as I (drove, was driving, had driven) home, I noticed that I was almost out (from, of, off) petrol. I stopped at a self-service station in order to get some and arrived home just

in time. When the television(was switching, switched, was switched) on, I found that it was not working properly. So, please record the programme for me, (will, don't, would) you? If you don't record the programme, It will be a great problem to me." Thus, I could get him the programme (record, to record , recorded).

APPENDIX - B

Checklist

1. Shree Shram Rastriya Secondary School

S.N.	Name Code	Sex	Text Items						Total
			Article	Preposition	Tag Q.	Concord	Causative	Conditional	
1	RGM	M	1.5	1.5	1	1	0.5	0.5	6
2	USF	F	2	1.5	1	1	1	2	8.5
3	BPF	F	0.5	1.5	1.5	0.5	2	0.5	6.5
4	KBF	F	2	2.5	1	2	2.5	1.5	11.5
5	ASF	F	2	2.5	2.5	1.5	1.5	2.5	12.5
6	MLF	F	2	2	2.5	2.5	2.5	1.5	13
7	MPF	F	1.5	2	2.5	2	2.5	2.5	13
8	ADF	F	1.5	2	1.5	1.5	2	1.5	10
9	NDM	M	2	1.5	1.5	2	2	1.5	10.5
10	AMM	M	2	2	2	0.5	1	2.5	10
11	PTM	M	2	1.5	1.5	1	0.5	1	7.5
12	ATM	M	2	1.5	2	1.5	2.5	2.5	12
13	BTM	M	1.5	1	1	2	1	1	7.5
14	STF	F	1.5	2.5	1.5	1.5	2.5	2.5	12
15	ANF	F	2	2.5	2	2	2.5	1.5	12.5
16	MLF	F	1.5	2	1	1	1	0	6.5
17	DKM	M	2	2	2	1	2	2	11
18	SSM	M	2	2	2	1.5	1	1.5	10
19	NRM	M	1.5	2.5	2	1.5	2.5	2	12
20	STM	M	1.5	1.5	2	1.5	1	1.5	9
Total									

2. Shree Chamunda Higher Secondary School

S.N.	Name Code	Sex	Text Items						Total
			Article	Preposition	Tag Q.	Concord	Causative	Conditional	
1	RGM	M	1	2.5	2	2	2	2	11.5
2	USF	F	1.5	1.5	2	2	0	1.5	8.5
3	BPF	F	2	1.5	2.5	1.5	2.5	2	12
4	KBF	F	1.5	2	1	2	0	1.5	8
5	ASF	F	1	1	1	1.5	1	0.5	6
6	MLF	F	2	2	2	1	1	1.5	9.5
7	MPF	F	2	2	2.5	1.5	2.5	2	12.5
8	ADF	F	2	2	2	2	1.5	2	11.5
9	NDM	M	1.5	1.5	1	1	0.5	1	6.5
10	AMM	M	1.5	0.5	2	0.5	0	1.5	6
11	PTM	M	2	2	1	1.5	1	2	9.5
12	ATM	M	2	1	0.5	2	0	2	7.5
13	BTM	M	1.5	1	0.5	1.5	1	1	6.5
14	STF	F	2	2	1	1.5	1.5	1	9
15	ANF	F	1.5	2.5	1.5	1.5	1	1.5	9.5
16	MLF	F	1.5	1.5	2.5	2	1.5	0.5	9.5
17	DKM	M	2.5	2	2	2	2.5	1.5	12.5
18	SSM	M	1.5	2	2	1	0.5	1.5	8.5
19	NRM	M	2	2	1	1	0.5	1.5	8
20	STM	M	1.5	2	1.5	1.5	1.5	1	9
Total									

3. Shree Shram Rastriya Secondary School and Chamunda Higher Secondary School

S.N.	Name Code	Sex	Text Items			Conext Items			Total
			Q. 7	Q. 8	Q. 9	Q. 7	Q. 8	Q. 9	
1	PKF	F	4	4	3	5.5	3	3	
2	SBF	F	3.5	3	2	3.5	3	3	
3	DRM	M	2.5	1.5	3	3.5	3	3	
4	CGM	M	4	4.5	1.5	3	2	2	
5	GLM	M	5	3	1.5	2	3	2	
6	ATM	M	5.5	4	3	5.5	4	2.5	
7	DBM	M	5	4	3	3.5	2.5	4	
8	SSM	M	4.5	3	1.5	4.5	3	2.5	
9	MSF	F	4	3.5	2	4	2.5	1.5	
10	SKF	F	3.5	3.5	2.5	3	2	2	
11	ARF	F	3.5	1.5	1.5	5	3.5	2.5	
12	RSM	M	5	3.5	3.5	4	2	3	
13	DBM	M	3	4	1.5	2	3	2	
14	ATM	M	5	4	3	3.5	2.5	3	
15	JTF	F	5	4.5	3	2	3	2.5	
16	RPF	F	4.5	2.5	3	2.5	2	3	
17	KTF	F	3.5	3.5	2	5.5	2.5	3	
18	SDF	F	4.5	3.5	1.5	4	2	2	
19	MTM	M	5	4.5	3	4	3.5	1.5	
20	ATF	F	2	4	2	4	3.5	2.5	
Total									

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