

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is a part of human life. It makes the life easier and more comfortable in the absence of which we can't imagine the world. As a social phenomenon, language establishes good relationship among human beings. Therefore, the study of language is essential for the better understanding of the world. Many linguists have studied about language and they have defined it in various ways. Some of the definitions are given in the following paragraphs.

Hall (1960, in Syal and Jindal 1999, p.4) defines, "Language is the institution whereby human communicates and interacts with each other by means of habitually used oral-auditory arbitrary symbols." In this definition, he tries to clarify that language is the institution of human beings. In this institution, human beings communicate and interact each other. They use oral-auditory and arbitrary symbols for the communication and interaction. These symbols are habitually used.

Similarly, Richards et al. (1985, p.153) define language as "the system of human communication by means of structural arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences, utterances." They view that language is a system of human communication. The system consists of sounds or their written forms. These sounds are structurally organized into morphemes, the morphemes into words and the words into sentences.

In the words of Finacchiaro (1964, in Brown 1964, p.4), "Language is the most widely used means of communication. It is species specific unique and universal within the species." According to this definition, there may be other means of communication but language is the most widely used one. It is

specific to species, i.e. human beings. Language has also the characteristics like unique and universal but is limited within human beings.

In the similar way, Ronald and Langacker (1976, in Varshney, 1985, p.2), "A language is a device that establishes sound-meaning correlations, pairing meanings with signals to enable people to exchange ideas through observable sequences of sounds." They view language as an instrument in this definition. The instrument establishes relationship between sound and meaning. Because of such relationship message can be sent by the exchange of overt acoustic signals.

In the words of Allen (1989, p.346), "As a chief means of communication, language varies in its form in the span of time and there are several languages spoken in the world. No two languages have the same set of patterns of pronunciation, words and syntax." In this definition, he also says that language is a chief means of communication. In his view, language changes in a span of time. Due to the changes, there are many languages in the world but they are different in their patterns of pronunciation, i.e. in phonology, patterns of words, i.e. in morphology and in syntax.

From the above definitions, it is clearly noticed that language is an integral part of human life but no single definition is enough to bring out all the properties of language. However, some of the main points about language are as follows:

- i. Language human institution.
- ii. Language is a widely used means of communication.
- iii. Language is habitually used.
- iv. Language is primarily vocal.
- v. Language is systematic.
- vi. Language is species specific.
- vii. Language is a structural arrangement of sounds.
- viii. Language establishes relationship between sounds and meanings.
- ix. Language varies in span of time.

x. Language is unique and universal to human beings.

There are many languages in the world. Some of them are widely used and some of them are limited to a particular area. Among them, English is the most widely used one. It is also called an international language.

English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into South-East Scotland under the influence of the Anglian medieval kingdom of Northumbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, and the United States since mid 20th century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired use as lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many Commonwealth countries, as well as in many world organizations. It is the third most natively spoken language in the world, after Mandarin Chinese and Spanish. [www.en.wikipedia.org/wiki/language (English) Retrieved July, 12 2009, from the World Wide Web]

English is also the largest language by the largest number of vocabulary. Its popularity and use is increasing in almost all the countries of the world.

In Nepal, English is used as a foreign language or as a second language. It has been officially taught with the establishment of Durbar School in 1854. In fact, the opening of Tri-Chandra College in 1918 marks the formal beginning of English in higher education. Whether it is taught in schools or in colleges, or even in informal situations, the importance of English is increasing day by day.

It is important for Nepal to develop this language to be recognized in the international market for its trade and commerce, politics, social and cultural identity and many other aspects of development. At present, English is

formally taught from class one in public schools as a compulsory subject and it is taught from nursery level in many private schools. In higher education, it has been made a compulsory subject up to bachelor degree. It is also being used as a medium of instruction even in other subjects in many private schools and colleges.

1.1.1 What is Grammar?

Grammar is taken as the framework of language. It is grammar which distinguishes language from other types of communication. Language consists of morphemes, words, phrases, clauses, and sentences and grammar is the way of forming these units. It is concerned with forming the larger units from the smaller units. The term 'grammar' has been defined in a number of ways. Richards et al. (1985, p.125) found grammar as:

....a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language

They say that grammar describes the structure of combining units to form sentences. Meaning and function of the sentence are also considered in it.

In the words of Cross (1992, p.26) grammar is, " the body of rules which govern the structure of words (suffixes and prefixes) and rules which govern the structure of words to form clauses and sentences that are acceptable to educated native speakers." He views grammar as the body of rules. The rules of language govern the structure of words. Suffixes and prefixes form the structure of words. He also says that rules of grammar form the clauses or sentences too. But these clauses or sentences, which are formed by the rules, should be acceptable to the educated people of the language. Rules of language are not only limited to spoken form but they are also applicable in written form.

A part from the spoken medium, language also exists in a written form. It consists of a string of letters which form word which in term makes up sentences ... and that is not hotchpotch of randomly distributed elements. Instead the linguistic ingredients that language is made up of are arranged in accordance with a set of rules. This set of rules; we call the grammar of a language (Aarts 1997, p.1).

He views that letters are the substances of written language. They form words and the words form sentences. These linguistic elements are arranged according to rules of the language. These rules are called grammar.

Similarly, Palmar (1973, in Paudel 2008, p.4) says, "It is grammar that makes language so essentially human characteristics. Language is a system of systems. Each language has own unique system. In other words each language has its own grammar. Hence, grammar is the core of each language." In his view grammar makes language different from the communication system of animals. Language is human and it is the system of systems. Languages are different since every language has its own unique system. The system of a language is the grammar of the language. Therefore, grammar is the core of language.

From the different definitions, it is clear that grammar holds all the levels language, i.e. phonology, morphology, syntax and semantics. It is the system of language. It is the rules of forming the different larger units of language on the basis of smaller ones. Many linguists do not normally use the term grammar to refer to orthographical rules but some of them include those rules in grammar. Therefore, grammar also refers to spelling and punctuation rules. To know language means to acquire grammatical competence, communicative competence and language proficiency.

1.1.2 Significance of Teaching Grammar

Grammar plays a vital role in acquiring or learning a language. Since grammar is the core of language, without its knowledge language cannot be learnt. During the period of GT method and OSS approach in language teaching, Grammar used to be the central point. It is the era of communicative approach in language teaching but the importance of grammar cannot be disregarded. According to Widdoson (1988, in Celce-Murcia & Larsen-Freeman 1999, p.2), even a communicative approach "Involves a reorganization of grammar's central mediating role in the use and learning language." In language teaching, sometimes language forms or analysis is focused and sometimes language use. So Celce-Murcia and Larsen-Freeman (1999, p. 2) proposed a definition of grammar suitable for the both approaches. They say grammar is:

....a way that accounts for both the structure of target language and its communicative use. In order to do so, we will need to take into consideration how grammar operates in three levels: the subsentential or morphological level, the sentential or syntactic level and the suprasentential or discourse level.

Their view on grammar is related to the context of teaching and learning of grammar. They give equal importance to language forms and functions. So, grammar is not only related to word or sentence level but also to larger level like discourse.

In order to handle novel sentences learners not only need to access the words stored in brains but also the patterns of sentences. It is important both for the native speaker and the learner of the language. Such grammatical knowledge is more essential for the second language learner than the native speaker because the later has innately internalized the grammar, whereas the former has to make conscious effort to learn it. Therefore, teaching grammar helps the students to be more proficient in using language. In short, it is significant to teach grammar to the students because of the following reasons:

- i. Grammar helps the students to monitor their performance.
- ii. It makes them confident about the correctness of grammatical units.
- iii. It helps them to learn language efficiently.
- iv. It helps them to use correct sentences and to link the sentences to each other.
- v. It helps them to practice different structures available in a language.
- vi. It helps them in the improvement of written language.
- vii. It helps them to understand the meaning associated with the structures.
- viii. It helps them to analyze and explain the structures.

1.1.3 Language proficiency

Generally, proficient means doing or able to do something in a skill or an expert way because of training and practice and proficiency refers to being proficient. Language proficiency means having sufficient command of the language for a particular purpose.

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. As theories vary among pedagogues as to what constitutes proficiency, there is little consistency as to how different organizations classify it. Additionally, fluency and language competence are generally recognized as being related but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies. Thus a high number of native speakers of a language can be fluent without being considered proficient.

www.en.wiktionary.org/wiki/language_proficiency. Retrieved July 12, 2009)

In this way, language proficiency is a person's skill in using language for specific purpose for example: how well a person can read, write, speak, or

understand language at present without considering what he or she has learnt. In the context of language proficiency, there are two views: Unitary and Divisible. According to the supporters of the first view, this is also called *unitary trait hypothesis*, there is a general factor of language proficiency such that all the discrete points do not add up to that whole. The supporters of the second view argue strongly. They say that language proficiency consists of several distinct abilities. From this second view it can be concluded that a person may be more proficient in one skill or aspect of a language but the same person may be less proficient in other skills or aspects of the same language.

1.1.4 Proficiency Tests

Proficiency tests are designed to test the ability of the learners in a language. These tests are administered to both native speakers as well as foreign language learners. Generally, they are used to find out the skills of the candidates with reference to a task given to them in future. For Hughes (1995, p.9), "Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language." Thus a proficiency test measures the ability. The test is based neither on any course nor any training previously given to the learners.

Proficiency test looks forward, defining a student's language proficiency with reference to a particular task which he or she will be required to perform. Proficiency tests are in no way related to any syllabus or teaching program, indeed many proficiency tests are intended for students from several different schools, countries and even language backgrounds (Heaton 1988, p.172-173).

He clarifies that proficiency tests look forward which are not based on any syllabus. They are designed to test the ability of the students from the different language backgrounds.

Thus, proficiency tests are concerned with the students' current standing in relation to their future needs. They are based only on specified items which are designed to know what the students can do in language in order to be considered proficient. Here, proficient means having sufficient command of the language for a particular purpose. In some cases, a proficiency test is designed to test the overall command of language but in other cases; a particular skill or aspect of language is tested. Some proficiency tests are designed without any reference to a particular purpose. They function only to show whether the candidates have reached a certain standard or not.

In proficiency tests, different types of test items can be designed. In most of the tests multiple choice items, cloze tests, dictation, fill in the blanks, etc, are found. Besides these, any types of subjective as well as objective test items can be used according to the skill or the aspect being tested by the test. Proficiency tests in prepositions are designed to measure whether the students are able to use the prepositions correctly or not. This study also aims to test the eighth graders in the use of prepositions of time regardless of any teaching.

1.1.5 Prepositions

Prepositions are called grammatical words since they are meaningful only in the context. Though the prepositions are grammatical words, they are not less important than any other content words. Different grammarians have defined prepositions variously. Hornby (2005, p.1188) defines a preposition as“ a word or group of words such as *in, from, to, out of* and *on behalf of*, used before a noun or pronoun to show place, position, time or method." This definition makes us clear that a preposition may consist of a single word or more than one word. A preposition is used before a noun or pronoun and it shows the relations like place, position, time, method, etc. in the sentence where it is used in the context.

Prepositions are usually placed in front of the words they control. They indicate various relationships between words or phrases, the

most usual being those of time, space (position, direction, etc), and mental or emotional attitudes. They can also come after the words they govern, notably in questions and in relative and integrative clauses (Allen 1989, p.307).

This definition states that prepositions control the words which come after them. They also indicate the relationship between words or phrases. Some of the relationships are time, space, direction, etc. In questions and in relative or interrogative clauses prepositions can also come after the words they control.

According to Wren and Martin (2005, p.106), "A preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else." Similarly, in the words of Thomson and Martinet (1986, p.91), "Prepositions are words normally placed before nouns or pronouns. Prepositions can also be followed by verbs, but except after *but* and *except*, the verb must be in the gerund form." These definitions also clarify that prepositions are the words which come before nouns or pronouns. They show the relation of persons or things indicated by them. Celce-Murcia & Larsen-Freeman (1999, p.19) found:

Prepositions connect words to other parts of a sentence and have a close relationship with the word that follows, which is usually a noun. Together a preposition and noun comprise a prepositional phrase. Prepositions are usually one word (*in, to, at*), but sometimes can be two or three (*out of, on top of*).

This definition adds that a preposition and a noun construct a prepositional phrase. There are two types of prepositions: one word prepositions and multiword prepositions.

In most general terms, a preposition expresses a relation between two entities, one being that represented by the prepositional complement. Of the various types of relational meaning, those of PLACE and TIME are the most prominent and easy to identify

other relationships such as INSTRUMENT and CAUSE may also be recognized, although it is difficult to describe prepositional meanings systematically in terms of such labels. Some prepositional uses may be best elucidated by seeing a preposition as related to a clause; e.g.: *The men with the red beard* ~ *The man who has the red beard*; *My knowledge of Hindi* ~ *I know Hind* (Quirk, and Greenbaum 1973, p.143).

In their view, there are various types of relational meanings of prepositions but place and time are the most prominent and easy to identify. Other relationships can be identified only in the contexts of the clause.

From the study of the definitions, the following points can be made about prepositions.

- i. Prepositions are functional or grammatical words.
- ii. Prepositions are invariable words.
- iii. Prepositions are limited in number.
- iv. A preposition links nouns, pronouns and phrases to other words in a sentence.
- v. A preposition usually indicates temporal, spatial or logical relationship of its object to rest of the sentence.
- vi. A preposition consists of a single word or more than a word.
- vii. A preposition and a noun together form a prepositional phrase.

1.1.5.1 Postposed Prepositions

The word 'preposition' means that which is placed before its object. Normally a preposition must be followed by its complement, but there are some circumstances in which this does not happen, either because the complement has to take first position in the clause or because it is absent. Some of the situations are as follows:

WH- QUESTIONS : Which house did you live it *at*?

At which house is he staying? (formal)

RELATIVE CLAUSES : The old house which I was telling you *about*

is empty. (*about* which I was telling you: formal)

WH-CLAUSE : What I'm convinced *of* is that the world's population will grow to an unforeseen extent.

EXCLAMAION : what a mess he's got *into*!

PASSIVES : She was sought *after* by all the leading impression of the day.

INFINITIVE CLAUSES : He is impossible to work *with*.

Prepositions used in this way are also called detached prepositions.

1.1.5.2 Relations Expressed by Prepositions

Prepositions show the different types of relations. Some of the most common relations indicated by prepositions are as follows:

Place: Hari leaned *against* a wall.

He is *at* the death's door.

Time: He will come *in* this afternoon.

Agency, instrumentality: She sent the parcel *by* post.

Radha cut the apples *with* a knife.

Manner: The police fought *with* courage.

Cause, reason, purpose: They labored *for* the good of humanity.

He died *of* cancer.

He took medicine *for* cold.

Possession:

There was no money *on* him.

Measure, standard, rate, value:

She changes interest *at* 10 per cent.

Stories like these must be taken *at*
what they are worth.

Cloth is sold *by* the yard.

It was one *by* the tower-clock.

Contrast, concession:

After every effort, one may fail

with all his faults I admire him

Inference, motive, source or origin: *From* what I know him, I hesitate

to trust him. The knights were brave *from*
gallantry of spirit. Light emanates *from* the
sun. This is a quotation *from* Milton.

From the above examples, it is also clear that a preposition, according to the way in which it is used, would have its place under several heads.

1.1.5.3 Variation in the Use of Prepositions

The same preposition is used in different contexts to refer to different meanings. Similarly, the different prepositions can also be used to refer to the same meaning, i.e. more than one preposition with the same meaning is acceptable in a given context. For example:

- i. spatial proximity: *a house near/ by the lake.*
- ii. time/ degree approximation: *happened around/ about 10 o'clock;*
cost around/ about \$100.
- iii. telling time: *a quarter to/ of ten.*
- iv. telling time: *a quarter after/ past ten.*

- v. location along something linear: *the towns on/ along the Rhine.*
- vi. in a time period: *it happened in/ during 1998.*
- vii. temporal termination: *work from nine until/ till/ to5.*
- viii. location lower than something: *below/ beneath/ under/ underneath the stairs.*
- ix. location higher than something: *above/ over the table.*
- x. location in/ at the rear of something: *behind/ in the back of the door*
- xi. location adjacent: *next to/ beside the stream.*

1.1.5.4 Deletion of Prepositions

Some prepositions are possible to delete in some contexts. Sometimes the deletion is optional; at other times, the preposition must be deleted. Some of the contexts are given below:

a. Optional deletion

- i. When the preposition *for* expresses a span of time: We have lived here (for) 12 years. (For) how long have you owned this house?
- ii. When the preposition *on* is used before days of the week (when the day is used alone or when the day of the week modifies another temporal noun such as *morning, afternoon, night*):
Brent went cross-country skiing (on) Saturday.
He bought a new pair of skis (on) Friday night.
This is not acceptable option in British English.
- iii. In responses to questions that would cue temporal use of *in, at, on, or for*.
How long have you lived here? (For) two years
When do you wake up? (At) six A.M.

b. Obligatory deletion

- i. When the temporal noun phrase contains a determiner used deictically (i.e. as seen from the perspective of the speaker such as *last, next,*

this) or when the head noun of the noun phrase contains *before*, *after*, *next* or *this* as part of its meaning (e.g., *yesterday*, *tomorrow*, *today*, *tonight*)

I was busy (*on) last Friday.

We will be in Eugene (*on) tonight.

- ii. When the temporal noun phrase contains a universal quantifier like *every* or *all*:

We stayed in Provo (*for) all week.

- iii. When a locative noun, such as *home* or *downtown*, or the pro-adverbs *here* and *there* are used with a verb of motion or direction.

We went (*to) home.

Phyllis walks (*to) here every day.

1.1.5.5 Classification of Prepositions

Prepositions are classified differently on the basis of different criteria. On the basis of the number of words involved in the prepositions, they are simply classified as simple and complex.

a. Simple prepositions

Prepositions which consist of a single word are known as simple prepositions e.g., *in*, *at*, *on*, *from*, *by*, *to*, *till*, *up*, *down*, *before*, *after*, *with*, *without*, *between*, *among*, *beside*, *below*, *into*, *above*, *under*, *down*, *since*, *for*, *behind* etc are some of the common English prepositions.

b. Complex Prepositions

Prepositions which consist of more than a single word are known as complex prepositions. Preposition phrases are complex prepositions. Most of the complex prepositions are in one of the following categories.

ADVERB or PREP+PREP: *away from, along with, out of, up to, as for, etc.*

VERB/ ADJECTIVE/ CONJUNCTION/ etc + PREPOSITION:

owing to, due to, because of, etc.

PREP+ NOUN+ PREP: *by means of, in comparison with, in front of, etc.*

On the basis of the structure of the prepositions, they are classified into three types.

a. Simple prepositions

Single word prepositions without prefixes attached to them are called simple prepositions e.g. *at, by, for, from, in, of, off, through, until, to, up, with, etc.*

b. Compound prepositions

Single word prepositions which are usually formed by prefixing a preposition (usually a=no or be=by to a noun, an adjective or an adverb) are called compound prepositions e.g. *about, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, etc.*

c. Phrase prepositions

Group of words which are used with the force of a single preposition are called phrase prepositions e.g. *according to, by means of, in case of, with regard to, in place of, in order to, etc.* A phrase preposition functions as a preposition but a prepositional phrase is different from it because prepositional phrase cannot function as a preposition in itself.

On the basis of function prepositions are generally classified into the following types.

a. Prepositions of time

The prepositions, which are used to show the relation of time are called prepositions of time or temporal prepositions e.g. *at, on, in, since, for, before, to, past, until, by, etc.*

b. Prepositions of place

The prepositions which are used to show the relation of place are called prepositions of place or spatial prepositions e.g. *in, at, on, by, next to, beside, under, below, over, above, etc.*

c. Prepositions of direction and motion

When the prepositions are used to show the direction and motion, they are called prepositions of direction and motion e.g. *at, by, from, into, off, on, onto, out of, etc.*

1.2 Review of Related Literature

A number of researchers have carried out several studies to find out the proficiency of the students of different grades in different areas of grammar. Some of the studies are reviewed as follows:

Khatri (2000) has done a research on 'A study of English vocabulary proficiency of the students of grade eight.' He had attempted to investigate students' proficiency in English vocabulary used in the English textbook of grade seven. Another objective was to compare the vocabulary proficiency in the nouns with the proficiency in the verbs. He found that the English vocabulary proficiency of the students of grade eight was satisfactory in total. The proficiency in nouns was found better than the proficiency in verbs.

Basnet (2001) has done his thesis on 'A study on the proficiency in the use of determiners of grade nine students of Dhankuta and Kathmandu districts.' He has analyzed the proficiency in the use of determiners of grade nine students of Dhankuta and Kathmandu district comparing different variables in terms of sex and region. He reached in the conclusion that overall performance in the use of determiners was poor. The students of Dhankuta district were more proficient than those of Kathmandu district and the proficiency of the girls was better than the boys in total.

Upadhyaya (2002) has carried out a research on 'A study on proficiency of phrasal verbs of the students of higher secondary level of Morang district.' He had attempted to find out the proficiency level in using phrasal verb by the students of higher secondary level. Another objective was to compare proficiency levels of four streams (Art, Education, Science and Commerce) of higher secondary level. He has selected 100 students from different schools. He concluded that proficiency of the students of higher secondary level was satisfactory in total. He also found that among the four streams Commerce had the highest percentage of proficiency of phrasal verbs and Arts stream had the lowest percentage.

Lamsal (2003) has attempted to find out the proficiency of diploma level students majoring in English both in recognizing and in using pronouns. He found that the students of Humanities were more proficient than those of Education both in recognizing and in using pronouns. He found that the girls were better than the boys. It was also found that students were more proficient in using pronouns than recognizing them.

Neupane (2004) studied the proficiency of the BBS and B Ed. first year students in the use of adjectives and adverbs. He compared the status of proficiency in terms of campus and sex. His findings showed that the overall proficiency of the students was found to be satisfactory. Since they secured above 50% marks, the students of Education faculty were found more proficient than the BBS students in the use of adjectives and adverbs. On the other hand, the proficiency of the boys was higher than that of the girls in total.

Parajuli (2006) has done his thesis on 'Students' proficiency in the use of conjunctions'. He aimed to find out the status of proficiency in using conjunctions of the students of grade 11 studying in four different streams of Makwanpur district. He adapted stratified random sampling procedure to determine the population. Four types of objective questions were the tools for the collection of data. He found that the average proficiency of the students in the use of conjunction was good. Among the four streams, the students of

Science were found to be the most proficient (76.14%) and the students of Education were found to be the least proficient (51.1%).

Aryal (2006) has done his thesis on 'A study on the proficiency of grade 8 students in the use of prepositions'. The main objective of his study was to find out the proficiency of grade 8 students in general at the end of academic session. The comparison was also made between urban versus rural and government versus private school students. Four types of test items were the tools to elicit the data. 20 students from each school were the informants for the study. He found that the students from the private schools were better than the students from the government schools in all four types of questions. The total average score was 46.34%.

Timalsina (2007) has studied proficiency in the use of prepositions by grade twelve students of Kavre district. He found that the students of education stream were more proficient than those students from other streams. He also found that boys were a bit more proficient than the girls.

Bhattarai (2008) has studied the proficiency of grade seven students in the use of prepositions as a whole. His objectives were to find out the proficiency of grade seven students in the use of preposition and to compare the proficiency of the students in terms of gender, school and area. He has done his research selecting six schools from Salyan district. He selected sixty students altogether. Five girls and five boys were selected on lottery basis from each school. His major findings were that the schools near headquarter (74.4%) got better marks than the schools far from the district headquarter (60.5%) by 13.9% and boys were found to be more proficient than the girls by 6.5%.

Poudel (2008) has carried out a research on 'A study on the proficiency of grade 8 students in the use of articles'. His main objective of the study was to find out the proficiency of the eighth graders of Parbat district in the use of articles by comparing variables in terms of area and gender. He had taken 120 students from ten schools. He had randomly selected the students in equal sex

ratio from each school. He found that the average score of eighth graders in Parbat district in the use of article was 35.94%. Majority of them (59.16%) were above average. The students of urban area schools were more proficient than those of rural area schools. In terms of sex, the boys were found to be more proficient by 16.67% than the girls.

There are other many researches carried out by the students of M.Ed. majoring English related to different areas of grammar and vocabulary. This study differs from the other studies since no research is found investigating the proficiency level of the students in the use of preposition of time comparing the proficiency level of eighth graders of Dhankuta district with other districts.

1.3. Objectives of the study

The objectives of the study are as follows:

- i. To find out the proficiency of the eighth graders in the use of prepositions of time.
- ii. To compare in proficiency in terms of gender, district and type of test items.
- iii. To list some pedagogical implications.

1.4 Significance of the Study

The study attempts to find out the proficiency of the eighth graders in the use of prepositions of time. Prepositions are difficult to learn for the ESL students. Celce-Murcia and Larsen-Freeman (1999, p.401) states, "Preposition is notoriously difficult to learn. Long after ESL/EFL students have a high level of proficiency in English, they still struggle with prepositions." Actually, how much proficient our students are in the use of different types of prepositions is necessary to identify in the context of teaching English as a foreign language. Therefore, the findings of this study will be significant for all who are related to English language teaching and learning.

Mainly the study will be significant to those language learners who are learning English as a second language or foreign language. It will be useful to language teachers, who are teaching English especially on school level. Similarly, textbook writers who write textbook for the ESL/EFL learners can also take advantages. It will also be significant to curriculum and syllabus designers who design curricula or syllabuses in the English language. Teacher trainers who train English language teachers in the context of ESL/EFL can also find it useful. It will equally be useful for researchers who want to study more in proficiency level of students in different areas of grammar.

CHAPTER-TWO

METHODOLOGY

This chapter deals with the methodology adopted during the preparation of this thesis. The researcher has followed the following methodology to study the proficiency in the use of prepositions of time by the students of grade eight.

2.1. Sources of Data

In the preparation of this thesis, the researcher has used both primary and secondary sources of data. The sources are as follows.

2.1.1. Primary Sources

The primary sources of data are the students of grade eight from Morang and Dhankuta districts.

2.1.2. Secondary Sources

The researcher has consulted different books, dictionaries, journals and web sites related to the present study. Among them some of the books are: *Heaton (1968)*, *Thomson and Martinet (1976)*, *Allen (1989)*, *Quirk and Greanbaun (1997)*, *Celce-Murcia and Larsen-Freeman (1999)*, *Eastwood(2001)*, *Wren and Martin (2005)* ,etc.

2.2 Sampling Procedure

There were 160 students as the sample population of this study. The sample population was selected from 4 schools of Morang district and 4 of Dankuta. The schools were selected purposively and the students were selected using simple random sampling technique. Ten boy students and ten girl students were selected from each school.

2.3 Tools for Data Collection

The tools were prepared based on secondary sources, which consisted of 4 types of tests viz., multiple choice, and fill in the gap, cloze, and right or wrong. There were 20 items in each type of test and 80 items all together.

2.4 Process of Data Collection

First of all, 20 simple prepositions of time were listed. Then, four types of test items were prepared. After that, the researchers selected 4 schools from Morang and 4 schools from Dhankuta districts. Then, he visited the selected schools one by one to administer the test. Next, he made two lists of students and selected 10 boys and 10 girls randomly from the lists. The researcher requested the teachers of the selected schools to help him to administer the test. The students were motivated by telling the purpose of the test and instructing them regarding the procedures to be followed while attempting it. Two hours time was allotted to the students to attempt the test. After that, response sheets were collected. After collecting data from all the selected schools, the researcher started the analysis and interpretation.

2.5 Limitations of the Study

The study had the following limitations:

- i. The study was limited only to Dhankuta and Morang districts.
- ii. The study was limited only to 8 government aided schools.
- iii. Only 160 students of grade eight were the sample population.
- iv. The study had included only 80 boy students and 80 girl students.
- v. The test items were based only on 20 simple prepositions of time.
- vi. The test was based only on written medium.
- vii. The test was limited in four types of objective test items: multiple choice, fill in the gap, cloze, and right or wrong.
- viii. Comparison had been made only in terms of sex, district, and type of test item.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data obtained from the students of the selected schools. First of all, school wise data are tabulated. The names of the schools, the names of the students, their sex and the marks they obtained in each test item are presented in the table. After that, the average mark in each item is calculated. Similarly, marks of the total girls vs. boys and Dhankuta vs. Morang are also tabulated. On the basis of table, the analysis and interpretation is made according to the obtained marks. Hence, after the analysis of the data obtained from each school, it is interpreted in 3 different ways; (a) girls vs. boys (b) Dhankuta vs. Morang and (c) Item wise interpretation.

3.1 Holistic Analysis of the Data

The total number of schools used to obtain data was 8. Among them, 4 schools were from Dhankuta district and 4 were from Morang. Altogether there were 160 students in which 80 students were girls and the same number of boys. In each school, there were 10 girls and 10 boys as the informants. After the tabulation of the marks obtained from the students, average mark of each school was calculated. On the basis of the marks they obtained, the number of students below the average marks and above the average mark were also calculated. Then, they were measured in percentage. The following table shows the average marks and number of students below the average and above the average mark.

Table No 1

Average Proficiency of the Students of Each School

S.N.	Name of the School	AvM		BAvM		AAvM	
		Marks	%	No of Students	%	No of Students	%
1	Saraswati HSS Dhankuta	30.4	38	13	65	7	35
2	Dharmodaya HSS Dhankuta	29.35	36.56	12	60	8	40
3	Arunadaya HSS Dhankuta	27.4	34.62	12	60	8	40
4	Nabin Shikshya Sadon HSS Dhankuta	27.7	34.63	11	55	9	45
5	Sukuna SS Morang	30.3	37.87	13	65	7	35
6	Shiksha Niketan SS Morang	26.85	33.56	8	40	12	60
7	Panchayat SS Morang	26.75	33.43	11	55	9	45
8	Janata LSS Morang	29.3	36.62	11	55	9	45

According to the table given above, the students from Saraswati HSS have obtained the highest average mark 30.4 i.e. 38% in which the number of students below the average mark of the same school is 13 i.e. 65% and the number of students above the average mark is 7 i.e. 35%.

The total average mark obtained the students of Dharmodaya HSS, Dhankuta is 29.35 i.e. 36.56% in which the number of students above the average mark is 12 i.e.60% and the number of students below the average mark is 8 i.e. 40%.

Similarly, the total average mark obtained by the students of Arunodaya HSS Leguwa Dhankuta is 27.4 i.e. 34.62% in which the number of students below the average mark is 12 i.e. 60% and the students above it is 8 i.e. 40%.

The total average mark obtained by the students of Nabin Shiksha Sadan HSS Dhankuta is 27.7 i.e. 34.63% in which the numbers of students below the average mark is 11 i.e. 55% and the students above it is 9 i.e. 45%.

In Sukuna SS, Indrapur, Morang the student have obtained 30.3 i.e. 37.87% as their average mark in which the number of students below the average mark is 13i.e.65% and the number of student above the average mark is 7 i.e. 35%.

Similarly, the total average mark obtained by the students of Shiksha Niketan SS Salakapur, Morang is 26.85 i.e. 56% in which number of students below the average is 8 i.e. 40% and the number of the students above the average is 12 i.e. 60%.

The total average mark obtained by the students of Panchyat SS Gothagaun, Morang is 26.75 i.e. 33.43% in which the number of students below the average is 11 i.e. 55% and the number of students above the average is 9 i.e. 45%.

The total average mark obtained in Janata LSS Indrapur, Morang is 29.3 i.e. 36.62% in which the number of students below the average is 11 i.e. 55% and the number of students above the average is 9 i.e. 45%.

The detailed analysis of the data collected from each school is given hereafter.

3.2 Analysis and Interpretation of the Data Obtained from Saraswati HSS Chanuwa, Dhanakuta

The total number of students participated in providing data for the research from this school was 20 out of hem 10 students were girls and 10 students were boys. The marks obtained by each student in every item have been given in appendix- 2. Test item-A was of multiple choices. Similarly, test items- B, -C, and -D were of fill in the blanks, cloze, and right or wrong respectively. The following table presents the number of students who obtained below the average mark and the number of students who obtained above it.

Table No 2
Average Proficiency of the Students of Saraswati HSS

Item-A	MO	AvM	BAvM	AAvM
Girls	67	7.55	7	3
Boys	84		5	5
Item-B	MO	AvM	BAvM	AAvM
Girls	52	5.8	6	4
Boys	64		2	8
Item-C	MO	AvM	BAvM	AAvM
Girls	87	8.25	5	5
Boys	78		8	2
Item-D	MO	AvM	BAvM	AAvM
Girls	92	8.8	5	5
Boys	84		5	5
Total Average	MO	AvM	BAvM	AAvM
Girls	289	30.4	8	2
Boys	319		5	5

The above table presents the marks obtained by the total number of the girl students and by the boy students. It also shows the average marks obtained in terms of sex in every test item. It also presents the number of girl students and boy students below and over the average marks.

Item-A

In test item-A, the mark obtained by the girl students is 67 and by the boy students is 84. The average mark of the total students is 7.55. The number of students below the average is 12 in which the number of girls is 7 and the number of boys is 5. Similarly, the number of students above average is 8 in which the number of girls is 3 and the number of boys is 5. Thus, the boy students are found more proficient than the girl students in item-A in the use of preposition of time.

Item –B

The mark obtained by the total number of girls is 52 and by the boys is 64. The average mark of the total students is 5.8. The number of the students below the average mark is 8 in which the numbers of girls is 6 and the number of boys is 2. Similarly, the number of students above average is 12 in which the number of girls is 4 and the number of boys is 8. Thus, it is found that boys are more proficient than the girls in item-B.

Item-C

The mark obtained by the total number of girl students is 87 and by the boy students is 78. The average mark of the total students is 8.25. The number of students below the average is 13 in which the number of girls is 5 and the number of boys is 8. Similarly, the number of students above the average is 7 in which the number of girls is 5 and the number of boys is 2. This comparison clarifies that girls are more proficient than boys in Item-C in the use of prepositions of time in Saraswati HSS Chanuwa, Dhankuta.

Item-D

In this type of test, the mark obtained by the total number of girl students is 84 and by the boy students is 92. The average mark of the total students is 8.8. The number of students below the average is 10 in which the number of boys

and the number of girls are equal. Since the total mark obtained by the boys is greater than the girls, boys are more proficient than the girls.

To sum up, the total mark obtained by the girl students is 289 and by the boy students is 319. The total average mark is 30.4. The number of students below the total average is 13 in which the number of the girls is 8 and the number of boys is 2. Similarly, the number of the students above the total average is 7 in which the number of girls is 2 and the number of boys is 5. Thus, the boy students of this school are more proficient than the girl students.

3.3 Analysis and Interpretation of the Data Obtained from Dharmodaya HSS Marek Katahere, Dhankuta

The total number of students participated in providing data for the research from this school was 20. Out of them 10 were girl students and 10 were boy students. The marks obtained by each student in every test item have been given in appendix-2. The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it

Table No 3

Average Proficiency of the Students of Dharmodaya HSS Marek Katahere, Dhankuta

Item-A	MO	AvM	BAvM	AAvM
Girls	78	7.82	3	7
Boys	75		8	2
Item-B	MO	AvM	BAvM	AAvM
Girls	63	6.5	6	4
Boys	67		6	4
Item-C	MO	AvM	BAvM	AAvM
Girls	78	8.15	6	4
Boys	85		5	5

Item-D	MO	AvM	BAvM	AAvM
Girls	66	7.05	6	4
Boys	75		3	7
Total Average	MO	AvM	BAvM	AAvM
Girls	285	29.35	7	3
Boys	302		5	5

The above table presents the marks obtained by the total numbers of girl students and boy students. It also shows the average marks obtained by each sex in every test item. It also presents the number of girls and boys who obtained below and the above average marks. Each test item was of 20 full marks. Item- wise explanation is given as follows.

Item-A

The mark obtained by girl students is 78 and by boy students is 75. The average mark of the total students is 7.85. The number of students below the average is 11 in which the number of girl is 3 and the number of boys is 8. Similarly, the number of students above average is 9 in which the number of girls is 7 and the number of boys is 2. It shows that girls are more proficient than boys in test item-A.

Item-B

The mark obtained by the girl students is 62 and by the boy students is 67. The average mark of the total students is 6.5. The number of the students below the average mark is 12 in which the number of the girls and the number of the boys are equal. Similarly, the number of the students above average is 8 in which the number of the girls and the number of the boys is also equal. Since the total number obtained by boys is greater than the girls, boys are more proficient than the girls.

Item-C

The total mark obtained by girl students is 78 and by boy students is 85. The average mark of the total students is 8.15. The number of the students below the average is 11 in which the number of the girls is 6 and the number of boys is 5. Similarly, the number of the students above the average is 9 in which the number of girls is 4 and the number of boys is 5. Thus, boys are found more proficient than girls in this test item.

Item-D

The mark obtained by girl students is 66 and by boy students is 75. The average mark of the total students is 7.05. The number of students below average is 9 in which the number of girls is 6 and the number of boys is 3. Similarly, the number of the students above the average is 11 in which the number of girls is 4 and the number of boys is 7. Thus, the boys of this school are more proficient than the girls in item-D.

In short, the total mark obtained by the girl students is 285 and by boy students is 302. The total average mark is 29.35. The number of students below the average is 12 in which the number of girls is 7 and the number of boys is 5. Similarly the number of students above the average is 8 in which the number of girls is 3 and the number of boys is 5. Thus, the boy students are more proficient than girls in this school in the use of prepositions of time.

3.4 Analysis and Interpretation of the Data Obtained from Arunodaya HSS Leguwa, Dhankuta

The total number of students participated in providing the data for the research from this school was 20. Out of them 10 students were girls and 10 students were boys. The marks obtained by each student in every test item have been given in appendix –2. The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it.

Table No 4

Average Proficiency of the Students of Arunodaya HSS Leguwa,
Dhankuta

Item-A	MO	AvM	BAvM	AAvM
Girls	66	7.05	9	1
Boys	75		5	5
Item-B	MO	AvM	BAvM	AAvM
Girls	49	5.25	7	3
Boys	56		5	5
Item-C	MO	AvM	BAvM	AAvM
Girls	79	7.8	4	6
Boys	77		4	6
Item-D	MO	AvM	BAvM	AAvM
Girls	73	7.3	6	4
Boys	73		6	4
Total Average	MO	AvM	BAvM	AAvM
Girls	267	27.4	6	4
Boys	281		6	4

The above table presents the marks obtained by the total number of the girl students and by the boy students. It also shows the number of boys and girls below and above the average marks. Each test item was of 20 full marks. Item wise explanation of the above table is as follows.

Item-A

The mark obtained by the girl students is 66 and by the boy students is 75. The average mark of the total students is 7.05. Total number of students below the average mark is 14 in which the number of girls is 9 and the number of boys is 5. Similarly, the number of students above the average is 6 in which the

number of girls is only 1 and the number of boys is 5. Thus, the boy students are more proficient than the girl students in test item-A.

Item-B

The total number of marks obtained by the girl students is 49 and by the boy student is 56. The average mark of the total students is 5.25. The number of the students below the average mark is 12 in which the number of the girls is 7 and the number of boys is 5. Similarly, the number of students above the average mark is 8 in which the number of girls is 3 and the number of boys is 5. So, it is found that the boy students are more proficient than the girl students in test item-B.

Item-C

The mark obtained by the girl students is 79 and by the boy students is 77. The average mark of the total students is 7.8. The number of the students below the average mark is 8 in which both girls and boys are in equal number. Similarly, the number of the students above average the marks is 12. The number of the girls and boys are in equal number here too. Since, the total mark obtained by girls is greater by 2 than the boys; girls are a bit more proficient than boys in test item-C.

Item-D

The mark obtained by the girl students and by the boy students is equal i.e.73. The average mark of the total students is 7.3. The number of girls and boys below and above average are also the same i.e. 6 and 4. Thus, in test item-D, girls and boys are equally proficient.

To sum up, the total mark obtained by the girl students is 267 and by the boy students is 281. The total average mark of the total students is 27.4. The number of student below the average mark is 12 and the number of students above the average mark is 8. In both of them, the number of the girls and the number of the boys are equal i.e. 6 and 4 respectively. Hence, boys are found

more proficient than the girls since they obtained greater mark in total than girls.

3.5 Analysis and Interpretation of the Data Obtained from Nabin Shikshaya HSS Dandagaun, Dhankuta

The total number of students participated in providing the data for the research from this school was 20. Out of them 10 students were girls and 10 students were boys. The marks obtained by each student in every test item have been given in appendix –2. The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it.

Table No 5

Average Proficiency of the Students of Nabin Shikshaya HSS Dandagaun, Dhankuta

Item-A	MO	AvM	BAvM	AAvM
Girls	74	7.5	5	5
Boys	76		5	5
Item-B	MO	AvM	BAvM	AAvM
Girls	54	5.25	4	6
Boys	51		5	5
Item-C	MO	AvM	BAvM	AAvM
Girls	72	7.4	6	4
Boys	76		7	3
Item-D	MO	AvM	BAvM	AAvM
Girls	69	7.55	7	3
Boys	82		3	7
Total Average	MO	AvM	BAvM	AAvM
Girls	269	27.7	6	4
Boys	285		5	5

The above table presents the marks obtained by the total number of the girl students and by the boy students. It also shows the number of boys and girls below and above the average mark. Each test item was of 20 full marks. Item wise interpretation of the data is given below.

Item-A

The mark obtained by the girl students is 74 and by the boy students is 76. The average mark of the total students is 7.5. The number of students below the average mark is 10 in which the number of girls and the number of boys are equal. Similarly, the number of students above average is also 10 and these are also equal numbers of the both sex. Since, boys have obtained greater number in total, they are more proficient than girls in test item-A.

Item-B

The mark obtained by the girl students is 54 and by the boy students is 51. The average mark of the total students is 5.25. The number of the students below the average mark is 9 in which the number of the girls is 4 and the number of boys is 5. Similarly, the number of students above the average mark is 11 in which the number of girls is 6 and the number of boys is 5. So, the girl students are more proficient than boy students in test item-B.

Item-C

The mark obtained by the girl students is 72 and by the boy students is 76. The average mark of the total students is 7.4. The number of the students below the average mark is 13 in which the number of girls is 6 and the number of boys is 7. Similarly, the number of the students above the average marks is 7 in which the number of girls is 4 and the number of boys is 3. On the basis of total marks they obtained, boys are a bit more proficient than girls in test item-C.

Item-D

The mark obtained by the girl students is 69 and by the boy students is 82. The average mark of the total students is 7.55. The number of students below the average is 10 in which the number of girls is 7 and the number of boys is 3. Similarly, the number of the students above the average mark is 10 in which the number of girls is 3 and the number of boys is 7. Thus, the boy students are found more proficient than the girl students in test item-D.

To sum up, the total mark obtained by the girl students is 269 and by the boy students is 285. The total average mark of the total students is 27.7. The number of student below the average marks is 11 in which the number of girls is 6 and the number of boys is 5. Similarly, the number of the students above the average mark is 9 in which the number of girls is 4 and the number of boys is 5. Thus, boys are found more proficient than the girls in the use of prepositions of time in this school.

3.6 Analysis and Interpretation of the Data Obtained from Shikshya Nikatan SS Salakpur, Morang

The total number of students participated in providing the data for the research from this school was 20. Out of them 10 were girls and 10 students were boys. The marks obtained by each student in every test item have been given in appendix –2. The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it.

Table No 6

Average Proficiency of the Students of Shikshaya Niketan SS Salakpur
Morang

Item-A	MO	AvM	BAvM	AAvM
Girls	81	7.25	4	6
Boys	64		8	2
Item-B	MO	AvM	BAvM	AAvM
Girls	25	3.1	8	2
Boys	37		4	6
Item-C	MO	AvM	BAvM	AAvM
Girls	69	6.9	3	7
Boys	69		3	7
Item-D	MO	AvM	BAvM	AAvM
Girls	86	9.6	6	4
Boys	106		2	8
Total Average	MO	AvM	BAvM	AAvM
Girls	261	26.85	5	5
Boys	276		3	7

The above table presents the marks obtained by the total number of the girl students and by the boy students. It also shows the number of boys and girls below and above the average marks. Each test item was of 20 full marks. Item wise interpretation of the data is given below.

Item-A

The mark obtained by the girl students is 81 and by the boy students is 64. The average mark of the total students is 7.25. The number of students below the average mark is 12 in which the number of girls and the number of boys are

equal. Similarly, the number of students above the average mark is 8 in which the number of girls is 6 and the number of boys is 2. Thus, the girl student are found more proficient than the boy students in item-A.

Item-B

The mark obtained by the girl students is 25 and by the boy student is 37. The average mark of the total students is 3.1. The number of the students below the average mark is 12 in which the number of girls is 8 and the number of boys is 4. Similarly, the number of students above the average mark is 8 in which the number of girls is 2 and the number of boys is 8. Thus, the boys are more proficient than boys in test item-B.

Item-C

The mark obtained by the girl students is 69 and by the boy students is also 69. The average mark of the total students is 6.9. The number of the students below the average mark is 6 and the number of students above the average mark is 14. In both of the cases, the number of girls and a number of boys are equal i.e. 3 boys and 3 girls are below the average mark and 7 girls and 7 boys are above the average mark. Thus, girls and boys are found equally proficient in item-C.

Item-D

The mark obtained by the girl students is 106 and by the boy students is 86. The average mark of the total students is 9.6. The number of students below the average mark is 8 in which the number of girls is 6 and the number of boys is 2. Similarly, the number of the students above the average mark is 12 in which the number of girls is 4 and the number of boys is 8. Thus, the boy students are found more proficient than the girl students in the test item-D.

As a whole, the mark obtained by the girl students is 261 and by the boy students is 272. The total average mark of the total students is 26.85. The number of student below the average mark is 8 in which the number of girls is 5 and the number of boys is 3. Similarly, the number of the students who

obtained above the average mark is 12 in which the number of girls is 5 and the number of boys is 7. Thus, the boys are found more proficient than the girls in the use of prepositions of time in this school.

3.7 Analysis and Interpretation of the Data Obtained from Panchayat SS Gothagaun, Morang

The total number of students participated in providing the data for the research from this school was 20. The marks obtained by each student in every test item have been given in appendix –2. The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it.

Table No 7

Average Proficiency of the Students of Panchayat SS Gothau, Morang

Item-A	MO	AvM	BAvM	AAvM
Girls	55	6.2	6	4
Boys	69		4	6
Item-B	MO	AvM	BAvM	AAvM
Girls	33	3.35	7	3
Boys	34		5	5
Item-C	MO	AvM	BAvM	AAvM
Girls	65	6.3	6	4
Boys	61		4	6
Item-D	MO	AvM	BAvM	AAvM
Girls	109	10.8	3	7
Boys	107		3	7
Total Average	MO	AvM	BAvM	AAvM
Girls	262	26.75	6	4
Boys	271		5	5

The above table shows the marks obtained by the total number of the girl students and by the boy students. It also shows the average mark obtained by the total number of students. Similarly, the table presents the number of the students in each sex who obtained below and above the average marks. Item wise analysis and interpretation of the performance of the students of Panchayat SS is given in the following paragraphs.

Item-A

The mark obtained by the girl students is 55 and by the boy students is 69. The average mark of the total students is 6.2. The number of students below the average mark is 10 in which the number of girls is 6 and the number of boys is 4. Similarly, the number of students above the average mark is 10 in which the number of girls is 4 and the number of boys is 6. Thus, the boy students are found more proficient than the girl students in item-A.

Item-B

The mark obtained by the total number of girl students is 33 and by the boy students is 34. The average mark of the total students is 3.35. The number of the students below the average mark is 12 in which the number of girls is 7 and the number of boys is 5. Similarly, the number of students above the average mark is 8 in which the number of girls is 3 and the number of boys is 5. Thus, the boy students are found more proficient than the girl students in test item-B.

Item-C

The mark obtained by the total number of girl students is 65 and by the boy students is 61. The average mark of the total students is 6.3. The number of students below the average mark is 10 in which the number of girls is 6 and the number of boys is 4. Similarly, the number of students who obtained above the average mark is 10 in which the number of girls is 4 and the number of boys is 6. The total mark obtained by the boys is a bit more than the girls in test item-C; therefore, boys are more proficient than the girls.

Item-D

The total mark obtained by the girl students is 109 and by the boy students is 107. The average mark of the total students is 10.8. The number of students below the average is 6 in which 3 students are girls and 3 students are boys. Similarly, the number of the students above the average is 14 in which the number of girls is 7 and the number of boys is also 7. Since, the girls have obtained 2 more marks than the boys; girls are found more proficient than the boys in test item-D.

To sum up, the total mark obtained by the girl students is 262 and by the boy students is 273. The total average mark of the total students is 27.3. The number of student below the average mark is 11 in which the number of girls is 6 and the number of boys is 5. Similarly, the number of students above the average mark is 9 in which the number of girls is 4 and the number of boys is 5. Thus, boy students of this school are more proficient than the girls in the use of prepositions of time.

3.8 Analysis and Interpretation of the Data Obtained from of Janata LSS Indrapur, Morang

The total number of students participated in providing the data for the research from this school was 20. Out of them 10 students were girls and 10 students were boys. The marks obtained by each student in every test item have been given in appendix –2. The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it.

Table No 8

Average Proficiency of the Students of Janata LSS Indrapur, Morang

Item-A	MO	AvM	BAvM	AAvM
Girls	76	7.6	4	6
Boys	76		5	5
Item-B	MO	AvM	BAvM	AAvM
Girls	31	3.2	7	3
Boys	33		7	3
Item-C	MO	AvM	BAvM	AAvM
Girls	82	7.75	1	9
Boys	73		4	6
Item-D	MO	AvM	BAvM	AAvM
Girls	105	10.75	5	5
Boys	110		4	6
Total Average	MO	AvM	BAvM	AAvM
Girls	294	29.3	6	4
Boys	292		5	5

The above table shows the marks obtained by the total number of the girl students and by the boy students. It also shows the average mark obtained by the total number of students. Similarly, the table presents the number of the students in each sex who obtained below and above the average marks. Item wise analysis and interpretation of the performance of the students of Janata LSS is given in the following paragraphs.

Item-A

The mark obtained by the girl students is 76 and by the boy students is 79. The average mark of the total students is 7.6. The number of students below the average mark is 9 in which the number of girls is 4 and the number of boys is

5. Similarly, the number of students above the average mark is 11 in which the number of girls is 6 and the number of boys is 5. Since, each sex obtained equal total number, they are found equally proficient in item-A

Item-B

The mark obtained by the total number of girl students is 31 and by the boy students is 33. The average mark of the total students is 3.2. The number of the students below the average mark is 14 in which the number of the girls is 7 and the number of boys is also 7. Similarly, the number of students above average mark is 6 in which the number of girls and the number of boys seem to be equal. Since the boys have obtained more marks than the girls, boys are more proficient than the girls.

Item-C

The mark obtained by the total number of girl students is 82 and by the boy students is 73. The average mark of the total students is 7.75. The number of the students below the average mark is 5 in which the number of girls is only 1 and the number of boys is 4. Similarly, the number of students who obtained above the average mark is 15 in which the number of girls is 9 and the number of boys is 6. Thus, girls are found more proficient than the boys in test item-C.

Item-D

The total mark obtained by girl students is 105 and by boy students is 110. The average mark of the total students is 10.75. The number of students below the average mark is 9 in which the number of girls is 5 and the number of boys is 4. Similarly, the number of students who obtained below the average marks is 11 in which the number of girls is 5 and the number of boys is 6. Hence, the boys are found more proficient than the girls in test item-D.

To sum up, the total mark obtained by the total number of the girl students is 294 and by the boy students is 292. The average mark of the total students is 29.3. The number of total students below the average mark is 11 in which the

number of girls is 6 and the number of boys is 5. Similarly, the number of the students above the average mark is 9 in which the number of girls is 4 and the number of boys is 5. But girls are more proficient by 2 marks.

3.9 Analysis and Interpretation of the Data Obtained from of Sukuna SS Indrapur, Morang

The total number of students participated in providing the data for the research from this school was 20. The marks obtained by each student in every test item have been given in appendix –2 .The following table presents the number of students who obtained below and above the average mark. The explanation of the table is given below it.

Table No 9

Average Proficiency of the Students of Sukuna SS Indrapur, Morang

Item-A	MO	AvM	BAvM	AAvM
Girls	82	7.75	4	6
Boys	73		6	4
Item-B	MO	AvM	BAvM	AAvM
Girls	36	3.8	5	5
Boys	40		5	5
Item-C	MO	AvM	BAvM	AAvM
Girls	86	8.15	5	5
Boys	77		6	4
Item-D	MO	AvM	BAvM	AAvM
Girls	106	10.6	4	6
Boys	106		4	6
Total Average	MO	AvM	BAvM	AAvM
Girls	310	30.3	5	5
Boys	296		8	2

The above table shows the marks obtained by the total number of the girl students and the boy students. It also states the average mark obtained by the total number of students. Similarly, the table presents the number of the students in each sex who obtained below and above the average marks. Item wise analysis and interpretation of the performance of the students of Suksuna Secondary School is given in the following paragraphs.

Item-A

The mark obtained by girl students is 82 and by the boy students is 73. The average mark of total students is 7.75. The number of students who obtained below the average marks is 10 in which the number of girl is 4 and the number of boys 6. Similarly, the number of students who obtained above the average is 10 in which the number of girls is 6 and the number of boys is 4. Thus, the girl students are found more proficient than the boy students in item-A.

Item-B

The mark obtained by the total number of girl students is 36 and by boy students is 40. The average mark of the total students is 3.8. The number of the students below the average mark is 10 in which the number of the girls is 5 and the number of boys is also 5. Similarly, the number of students above average mark is 10 in which the number of girls and the number of boys seem to be equal. Thus, in total mark boys have topped the girls by 4 so that boys are more proficient than girls in test item-B.

Item-C

The mark obtained by the total number of girl students is 86 and by boy students is 77. The average mark of the total students is 8.15. The number of the students below the average mark is 11 in which the number of girls is 6 and the number of boys is 5. Similarly, the number of students who obtained above the average mark is 9 in which the number of girls is 5 and the number of boys is 4. Thus, girls are found more proficient than the boys in test item-C

Item-D

The total mark obtained by the girl students is 106 and by boy students is also 106. The average mark of the total students is 10.6. The number of students who obtained below the average mark is 8 and the number of students above the average is 12. In both of the cases, the number of girls and the number of boys are equal i.e. 4 and 6 below and above the average respectively. Thus, girls and boys are found equally proficient in item-D.

To sum up, the total mark obtained by the total number of the girl students is 310 and by the boy students is 296. The average mark of the total students is 30.3. The number of total students below the average mark is 13 in which the number of girls is 5 and the number of boys is 8. Similarly, the number of the students above the average mark is 7 in which the number of girls is 5 and the number of boys is 2. Thus, in Sukuna SS Indrapur, Morang, girls are more proficient than the boys in the use of prepositions of time by 14 marks.

3.10 Proficiency of the Students: Girls Vs Boys

There were 8 schools sampled for the collection of data. The number of girls in each school was 10 and the number of boys was also 10 to provide the data for the research. There were altogether 80 girls and 80 boys. The total mark obtained by the girls and the boys, average mark and percentage are given in the following table.

Table No 10

Proficiency of the Students: Girls Vs Boys

S.N.	Name of the school	Girls			Boys		
		MO	AvM	%	MO	AvM	%
1	Saraswati HSS	289	28.9	36.12	319	31.9	39.87
2	Dharmodaya HSS	285	28.5	35.62	302	30.2	37.75
3	Arunodaya HSS	267	26.7	33.37	281	28.1	35.12
4	Nabin Shikshya Sadan HSS	269	26.9	33.62	285	28.5	35.62
5	Shiksha Niketan SS	261	26.2	32.06	276	26.6	33.25
6	Panchayat SS	262	26.2	32.75	271	27.1	33.87
7	Janata LSS	294	29.4	36.75	292	29.2	36.5
8	Sukuna SS	310	31.0	38.75	296	29.6	37
10	Total Average	2237	27.96	34.95	2322	29.02	36.32

The above table shows the obtained mark of the total girls and total boys of each school. It also presents average mark and its percentage of each school. Similarly, the total mark of the girls and the boys of all the eight schools are presented in 'Total Average'. It also presents the total average marks of the girls and boys and their percentage are also given in the above table.

According to the table given above the total marks obtained by the girls in Saraswati HSS is 289 and the average mark is 28.9 i.e. 36.12%. On the other hand the total marks obtained by the boys in the same school is 319 and the average marks is 31.9 i.e. 39.87%. It shows that boys are more proficient than the girls by 3.75%.

The total mark obtained by the girls in Dharmodaya HSS is 285 and the average mark is 28.5 i.e. 35.62%. On the other hand the total marks obtained

by the boys in the same school is 302 and the average marks is 30.2 i.e. 37.75%. Therefore, boys are more proficient than the girls by 2.13% in this school.

Similarly, the total mark obtained by the girls in Arunodaya HSS is 267 and the average mark is 26.7 i.e. 33.37%. On the other hand the total marks obtained by the boys in the same school is 281 and the average marks is 28.1 i.e. 35.12%. Hence, boys are more proficient than the girls by 1.75%.

In Nabin Shiksha Saban HS School Dandagaun, Dhankuta the girls have obtained 269 mark and the average mark of them is 26.1 i.e. 32.6 percent. On the other hand the total marks obtained by the boys in the same school is 285 and the average mark is 28.5 i.e. 35.62 percent. Thus, boys are more proficient than the girls in this school.

In Shiksha Niketan SS, the mark obtained by the girls is 261 and the average mark is 26.1 i.e. 32.62%. On the other hand the mark obtained by the boys in the same school is 276 and the average mark is 26.6 i.e. 33.25%. It indicates that the boys are more proficient than the girls by 0.63%.

The total mark obtained by the girls in Panchayat SS is 262 and the average mark is 26.2 i.e. 32.75%. On the other hand the total marks obtained by the boys in the same school is 271 and the average mark is 27.1 i.e. 33.87%. Hence, boys are more proficient than the girls by 1.12%.

In Janata LSS, the mark obtained by the girls is 294 and the average mark of them is 29.4 i.e. 36.75%. On the other hand the mark obtained by the boys in the same school is 292 and the average marks is 29.2 i.e. 36.5%. Therefore, the girls are more proficient than the boys by 0.25% in this school.

The total mark obtained by the girls in Sukuna SS is 310 and the average mark is 31.0 i.e. 38.75%. On the other hand the total mark obtained by the boys in the same school is 296 and the average mark is 29.6 i.e. 37%. Thus, the girls are more proficient than the boys by 1.75% in the use of prepositions of time in this school.

To conclude, the total marks obtained by the girls is 27.96 i.e. 34.95%. Similarly, the total mark obtained by the boys is 2322. The average mark of the total boys is 29.02 i.e. 36.27%. Hence, boys are more proficient than the girls in the use of prepositions of time by 1.32%.

3.11 Proficiency of the Students: Dhankuta Vs Morang

There were 8 schools selected for the collection of data among them 4 school were from Dhankuta district and 4 schools were from Morang. In the following table, the name of the schools, the total marks obtained by the students in each school, their average marks, and the percentage of the mark are given. The description of the table is given below it.

Table No 11

Proficiency of the Students: Dhankuta Vs Morang

Dhankuta				Morang			
Name of the School	MO	AvM	%	Name of the School	MO	AvM	%
Saraswati HSS	608	30.40	38	Shiksha Niketan SS	537	26.85	33.65
Dharmodaya HSS	587	29.35	36.68	Panchayat SS	533	26.65	33.31
Arunadaya HSS	548	27.40	34.25	Janata LSS	586	29.30	36.62
N.Shikshya Sadan HSS	554	27.70	34.62	Sukuna SS	606	30.30	37.87
Total Average	2279	28.71	35.85	Total Average	2262	28.27	35.34

The above table shows the total marks obtained by the students in Dhankuta and Morang districts. Similarly, the total average mark and its percentage are

also seen in it. According to the table given above, the mark obtained by the students in Saraswati HSS Chanuwa, Dhankuta is 608 and the average mark of them is 30.4 i.e. 38%. In Dharmodaya HSS Marek Kathere, Dhankuta, the students have obtained 587 mark. Their average mark is 29.35 i.e. 36.68%. Similarly, the students in Arurnodaya HSS Leguwa, Dhankuta have obtained 548 marks. Their average mark is 27.4 i.e. 34.25%. The students from Nabin Shiksha Sadan HSS Dandagaun, Dhankuta have obtained 554 marks. Their average mark is 27.7 i.e. 34, 62%.

On the other hands, in Morang, the students in Shiksha Niketan SS Salakpur have obtained 537 marks. Their average mark is 26.85 i.e. 33.56%. In Panchayat SS Gothagaun, the students have obtained 533 marks. Their average mark is 26.65 i.e. 33.31%. Similarly, in Janata LSS, the students have obtained 586 marks. Their average mark is 29.3 i.e. 36.62%. In Sukuna SS Indrapur, the students have obtained 606 marks. Their marks is 30.3 i.e. 37.87%.

To sum up, the mark obtained by the students of Dhankuta district is 2297. Their average marks is 28.71 i.e. 35.88%. The marks obtained by the students of Morang district is 2262. Their average mark is 28.27 i.e. 35.34%. Thus, there is not a vast difference in the proficiency level of the students in the use of prepositions of time; however, the students of Dhankuta district have topped the students of Morang district by 0.55%.

3.11 Item wise Proficiency of the Students

There were 4 types of test items. There were 20 questions in each type. Thus, altogether there were 80 questions. The total full mark was 80. Test item A, B, C and D were of multiple choices; fill in the blanks, cloze and Right/Wrong respectively. Students were given 2 hours to attempt all the test items. 1 mark was given to 1 correct answer while checking the response sheets. The following table shows the total mark, the average mark and the percentage of

each test item. It also shows the total obtained mark of each item and the percentage. Item wise explanation is given below the table.

Table No 12

Item wise Proficiency of the students

Items	Marks			No of Students		No of Students	
	MO	AvM	%	BAvM	%	AAvM	%
Item-A	1171	7.31	36.55	93	58.55	67	41.88
Item-B	725	4.53	22.62	74	46.85	86	53.75
Item-C	1214	7.58	37.9	71	44.37	89	55.63
Item-D	1449	9.05	45.25	94	58.75	66	41.25
Total Average	4559	28.49	35.61	83	51.87	77	48.13S

Item-A

In item-A, the total mark obtained by the 1 students is 1171. The average mark is 7.3 i.e. 36.55%. The number of students who have obtained below the average mark is 93 i.e. 58.12% and the number of students who have obtained above the average mark is 67 i.e. 41.88%.

Item-B

The students have obtained 725 marks in item-B. The average mark of item-B is 4.53 i.e. 22.62%. In this test item 74 students have obtained the mark below the average which is 46.25% in average. 86 i.e. 53.75% of students have obtained above the average mark.

Item- C

In this item, total marks of the students are 1214 which is 7.58 in average i.e. 37.9%. The number of students who have obtained below the average mark is

i.e. 44.37%. Similarly, the number of students who have obtained above their average mark is 89 i.e. 55.63%.

Item-D

The total marks of item D is 1449 and the average mark is 9.05 i.e. 45.25%. The number of students who have obtained below the average mark is 94 i.e. 54.75% and the number of students who have obtained above the average mark is 66 i.e. 41.25%.

In short the students have obtained 4559 marks in total. The total average mark is 28.49 i.e. 35.61%. The number of students who have obtained below the average mark is 83 i.e. 51.87%. Similarly, the number of students above the average mark is 77 i.e. 48.13%.

Thus, the students have obtained the lowest average mark in test item -B i.e. in fill in the blanks. They have obtained the highest average mark in test item -D i.e. in right or wrong. In item -A, and item -C, they have obtained closer to the total average mark i.e. 7.31 and 7.58 respectively. However, they obtained 1.35% more average marks in test item-C than in item -A.

Thus, the students have obtained the lowest average mark in item-B. They have obtained the highest average mark in item-D i.e. in Right/Wrong. In item-A and item-C, they obtained the average mark nearly the same, however, they obtained 1.35% more average marks in item-C than in item-A.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings of the study. It is also related with pedagogical implications. Both the findings and the pedagogical implications are listed into the points in the following sections.

4.1 Findings

On the basis of the analysis and interpretation of the data, the researcher has listed out some findings of the research as follows:

1. The average mark of the total students is 35.61%. It shows that the students of grade 8 are not proficient enough in the use of prepositions of time.
2. The average mark of the girl students is 34.95% and of the boy students is 36.32%. It shows that there is not a great difference between girls and boys.
3. The students of Dhankuta district have obtained 35.89% average mark and the students of Morang district have obtained 35.34%. It means the students of the both districts are nearly equal proficient; however, the students of Dhankuta have topped the students of Morang by 0.55% in total average.
4. Among the four types of test items, the students have obtained the lowest average mark i.e. 22.6% in fill in the blanks and they have obtained the highest average mark i.e. 45.25% in right or wrong. They obtained 36.55% in multiple choices and 37.9% in close test. It shows that average mark of contextual use of prepositions is closer to total average mark.

4.2 Recommendations

On the basis of the findings of the study, the researcher would like to make the following recommendations and suggestions for the pedagogical implications.

1. Girls and boys must be treated equally in teaching English since they are almost equally proficient.
2. Contextual use of prepositions should be emphasized in the classroom.
3. Enough practice is necessary for the students especially in learning different types of prepositions to improve their proficiency level.
4. Students should have enough opportunities in listening and speaking the authentic sources besides reading and writing.
5. Varieties of exercises are to be given to the students to practice to make them confident about the variation in the use of words or grammatical items.
6. Extra English Grammar Book should be incorporated for the additional practice.
7. Teaching and Learning English should be skill oriented and it must not be made only limited to examination.

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APPENDICES

Appendix- 1

Questionnaire

Name of the student:

Name of the school:

Class: 8

Roll No:

Section:

Time: Two Hours

Full Marks: 80

Attempt all the questions.

Test Item A

Tick (√) the best answer.

(20x1=20)

1. He will come home the day..... tomorrow.
a. before b. after c. within d. since
2. Bijaya always gets up five o'clock in the morning.
a. at b. in c. since d. until
3. He arrived (at) ten o'clock.
a. during b. under c. about d. until
4. Although I ran very fast, my friend arrived me
a. within b. for c. after d. before
5. the end of this year, I will have left this school.
a. Until b. Past c. By d. After
6. He has been teaching five years.
a. since b. for c. by d. in
7. I'm on holiday30 June to 15 July.
a. at b. past c. through d. from
8. My birthday is very Christmas.
a. near b. since c. under d. by
9. Gopal was born January.
a. on b. at c. in d. till

10. He is forty. He is not young enough to get a job.
 a. under b. over c. at d. during
11. It's half ten. You are late for school.
 a. around b. by c. before d. past
12. Bimala has been teaching English 20th February.
 a. since b. for c. at d. in
13. Ajaya is seriously ill. He will not live the night.
 a. on b. under c. in d. through
14. Food shortage will probably get worse the end of this century.
 a. under b. about c. towards d. since
15. his lifetime his work was never published.
 a. During b. Until c. By d. On
16. We are safe now. Nothing will happenseven o'clock.
 a. in b. until c. within d. since
17. Please, wait a bit. She will return an hour.
 a. by b. since c. for d. within
18. Our school starts at ten ten.
 a. on b. in c. to d. by
19. The event took place six years ago.
 a. after b. around c. during d. to
20. Many childrenfive go to nursery schools.
 a. under b. from c. through d. for

Test Item B

Fill in the blank choosing an appropriate word from the box. (20x1=20)

after	under	at	around	about	to	before	within	by	until
for	during	from	towards	near	in	through	since	over	past

1. February comes January.
2. We have to reach school at half..... nine.
3. Our school always opensten o'clock.
4. I have been studying English..... last Saturday.
5. There is not fixed time. Perhaps, I will come back (at)
four o'clock.
6. The children are too young to sit..... a long film.
7. Monday comes Tuesday.
8. Mr. Sharma is getting retirement age. He has started
playing gulf.
9. Can you finish this work nine o'clock.?
10. Where did you stay..... winter vacation?
11. They have been playing football two hours.
12. Let's start writing now and continue..... four o'clock.
13. The office remains open ten am to four pm.
14. If you can't complete the work.....given time, it will be
rejected.
15. The exam isHoli. So that I will not go anywhere before
it.
16. It's five ten. Hurry up! The class starts at ten.
17. He passed SLC 2009A.D.
18. I'll go to Pokhara Tihar. I have time before and after it.
19. She stayed in Logas (for)..... a month.
20. It is forbidden to sell tobacco to children sixteen.

Test Item C

Choose the correct word from the brackets and complete the passage given below. **(20×1=20)**

When I was in class six, I used to go to study in a private tuition class
(in/at/by) the evening..... (over/near/under) Dashain. The class used to start
..... (in/to/at/) six o'clock. Sometimes, I used to enter the class.....
(by/about/before) two or three minutes and sometimes..... (to/after/over)
two or three minutes. I mean, I used to reach the class.....
(around/past/until) six o'clock.

On that particular day, I reached the class earlier and I was doing homework in
the class (for/since/to) quarter to six. However, I had to finish
(within/until/about) fifteen minutes, I couldn't complete (after/to/until)
quarter (under/past/near) six. The teacher was teaching
(for/about/since) an hour (from/to/over) six o'clock to seven o'clock. I
didn't look at him (under/near/during) the first fifteen minutes. He
completed checking homework (after/by/under) the time I completed.
Then he gave us a class work. Younger friends who were
(over/until/under) fifteen completed the class work within seven minutes and
the elder ones who were (over/under/before) fifteen took
(since/about/at) ten minutes. Although I was getting only.....
(before/until/towards) ten age, I couldn't finish even at seven o'clock.

When I returned home, I couldn't sleep (before/through/after) that
night. Instead of sleeping, I studied the lesson of the next day. From that day, I
started to study at home from eight pm..... (by/over/to) ten pm.

Test Item D

Tick the right (✓) or the wrong (×) mark to the following sentences to indicate whether the underlined prepositions are appropriate or not.

(20x1=20)

1. I get up at half past six.
2. They have been playing piano since a month.
3. The boy came through six o'clock.
4. They haven't been writing essays towards five am.
5. I will arrive just during ten am.
6. It was quiet until the period of festival.
7. Your result will be published within a week.
8. Workers work in the factories from eight am to four pm.
9. Shyam comes school at quarter around nine o'clock.
10. Your little sister is under fifteen. She is too young to work in a mine.
11. Tihar comes after Dashain.
12. He went out at three pm.
13. It's quarter about eight.
14. Monday comes before Sunday.
15. You will have started to study in class nine by the end of this month.
16. He has been writing essays for the last December.
17. I often study from eight o'clock from ten o'clock.
18. I could not sleep yesterday near the whole night.
19. They will come here in 2012 A.D.
20. Your grandfather is over eighty. He looks very old

Appendix-2

Mark-ledger

1. Marks Obtained by the Students of Saraswati HSS Chanuwa, Dhanakuta.

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Ajaya Sundas	M	11	6	8	11	36
2	Binod Karki	M	7	5	8	8	28
3	Chandrakanta Poudel	M	8	5	6	8	27
4	Jagat Kattel	M	7	6	5	8	26
5	Kamal Chapagain	M	9	7	7	10	33
6	Khagendra B.K.	M	8	6	8	9	31
7	Roshan Bhandari	M	12	10	11	13	46
8	Rupak Khapangi	M	9	7	8	10	34
9	Singit Siwa	M	7	6	7	7	27
10	Som Prasad Adikari	M	6	6	10	8	30
11	Bhima Jimee	F	5	6	8	7	27
12	Bindu Adikari	F	11	5	10	9	35
13	Buddi Maya Rai	F	7	6	8	7	28
14	Hima Panchkoti	F	7	6	10	7	30
15	Jagat Kumari Poudel	F	8	5	9	8	30
16	Kalpana Khapangi	F	5	6	6	10	27
17	Pooja Chapagain	F	4	4	8	9	25
18	Renuka Sundas	F	5	4	6	9	24
19	Sabitra Tamang	F	6	5	10	8	29
20	Sheela Poudel	F	9	5	12	10	36

**2. Marks Obtained by the Students of Dharmodaya HSS Marek
Katahre, Dhankuta**

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Bhola Darnal	M	7	5	8	6	26
2	Chandan Khatri	M	7	7	10	9	33
3	Dipen Magar	M	10	9	12	8	39
4	Jitendra Rai	M	8	7	9	6	30
5	Kul B. Limbu	M	6	6	7	6	25
6	Man B. Poudel	M	6	6	7	8	27
7	Pritam Khanal	M	8	9	9	9	35
8	Rudra Budhathoki	M	5	6	7	8	26
9	Sailes h Rai	M	10	6	9	7	32
10	Yogesh Limbu	M	8	6	7	8	29
11	Akriti Poudel	F	10	9	8	8	35
12	Geeta Dhakal	F	4	5	9	10	28
13	Kalpana Magar	F	8	7	5	5	25
14	Kamala Dhakal	F	8	7	11	8	34
15	Lixmi Shrestha	F	9	5	8	5	27
16	Phool Maya Limbu	F	8	6	9	6	29
17	Rosy Shrestha	F	7	7	9	5	28
18	Sapana Tamang	F	8	6	7	5	26
19	Tika Maya Magar	F	7	5	6	6	24
20	Yeshada Poudal	F	9	6	6	8	29

**3. Marks Obtained by the Students of Arunodaya HSS Leguwa,
Dhankuta**

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Chamakanta Dhakal	M	10	10	12	7	39
2	Dambar B.K.	M	4	3	4	8	19
3	Ganesh Siwa	M	9	6	8	7	30
4	Govinda Panchkoti	M	8	5	9	6	28
5	Mani Raj Gurang	M	11	7	9	9	36
6	Narayan Mishra	M	5	7	5	7	24
7	Prem B.Lohar	M	6	4	6	7	23
8	Rabindra Timsina	M	7	3	9	6	28
9	Ramesh Puri	M	9	6	8	8	31
10	Sonam Puri	M	6	5	7	8	26
11	Ambika Khadka	F	5	4	5	6	20
12	Devika Mishra	F	10	9	11	8	38
13	Januka Puri	F	6	5	7	7	25
14	Manita Puri	F	7	7	9	9	32
15	Rabina Tamang	F	6	5	7	6	24
16	Rojina B.K.	F	5	3	5	9	22
17	Sita Mishra	F	6	2	8	7	23
18	Som Kumari Basnet	F	7	3	10	9	29
19	Shanta Devi Basnet	F	7	5	9	7	28
20	Srijana Shrestha	F	7	6	8	5	26

**4. Marks Obtained by the Students of Nabin Shikshaya HSS
Dandagaun Dhankuta**

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Binod Nepal	M	5	5	7	8	25
2	Dagindra Thapa	M	8	7	8	9	32
3	Dhan Raj Pokharel	M	4	2	7	6	18
4	Dipak Gurang	M	12	6	14	13	45
5	Ganesh Khati	M	8	3	7	9	27
6	Jeet B. Mahat	M	10	7	6	8	31
7	Kesher B. Karki	M	6	3	8	7	24
8	Megha Raj Pokharel	M	7	6	7	8	28
9	Rajendra Thampara	M	9	8	7	9	33
10	Surendra Limbukhim	M	7	4	6	5	22
11	Chhabu Karki	F	10	6	9	10	35
12	Chitrakala Poudel	F	5	2	6	6	19
13	Indu Thapa	F	5	10	5	11	31
14	Kalika karki	F	6	6	7	5	24
15	Kalpana Thampara	F	7	2	8	4	21
16	Lata Limbu	F	12	4	7	9	32
17	Menuka Gurung	F	9	7	6	5	27
18	Pabitra B.K.	F	4	6	7	6	23
19	Sakuntala Gurang	F	8	6	9	7	30
20	Sharmila Thapa	F	8	5	8	6	27

**5. Marks Obtained by the Students of Shiksha Niketan SS Mrigaulia
(Salakapur) Morang**

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Anil Kumar Rai	M	6	4	3	11	24
2	Tritha Karki	M	5	4	7	14	30
3	Sagar Bhusel	M	7	7	7	12	33
4	Sunal Khawas	M	8	4	7	10	29
5	Rajesh Khawas	M	7	5	8	8	28
6	Kiran Rai	M	5	2	3	8	18
7	Puspa Raj Kafle	M	7	3	6	11	27
8	Raju Subedi	M	7	6	11	10	34
9	Mahesh Khadka	M	3	0	7	12	22
10	Arun Kumar Tamang	M	9	2	10	10	31
11	Asmita Kharel	F	4	3	9	8	24
12	Sabitra Karki	F	8	2	8	10	29
13	Manisha Lamsal	F	7	2	8	11	28
14	Nirmala Rai	F	7	2	4	10	23
15	Rupa Rai	F	11	2	8	6	27
16	Tika karki	F	5	4	7	8	21
17	Dilasha Basnet	F	11	2	7	8	28
18	Geeta Ale Magar	F	10	2	4	9	25
19	Kanchala Pariyar	F	10	5	9	10	34
20	Babita B.K.	F	8	1	7	6	22

6. Marks Obtained by the Students of Panchayat SS Dulari (Gothagaun)

Morang

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Umesh Chaudhary	M	8	2	7	13	30
2	Suman Uraman	M	6	2	3	11	22
3	Sushil Chaudhary	M	8	3	8	8	27
4	Yog Raj Chaudhary	M	6	3	5	11	25
5	Suman Shrestha	M	8	1	4	11	24
6	Dipak Subedi	M	6	5	7	11	29
7	Anil Shrestha	M	7	4	8	10	29
8	Nagendra Karki	M	7	5	3	11	26
9	Bhanu Bhakta Luitel	M	7	5	8	11	31
10	Rabin Pokheral	M	6	4	8	10	28
11	Chandra Chaudhary	F	8	3	4	12	27
12	Gita Chaudhary	F	6	3	3	10	22
13	Susmita Shrestha	F	3	3	5	12	23
14	Jhuma Bhujel	F	2	3	9	12	26
15	Hima Kumari Majhi	F	4	2	9	11	26
16	Binu Chaudhary	F	2	3	9	12	26
17	Pramila Gelal	F	5	4	6	11	26
18	Barsha Rai	F	10	2	8	11	31
19	Laxmi Limbu	F	7	5	6	9	27
20	Smriti Limbu	F	8	5	6	9	28

7. Marks Obtained by the Students of Janata LSS Indrapur Morang

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Famul Alam	M	6	3	8	11	28
2	Prakash Katuwal	M	8	6	8	14	36
3	Laxman Rai	M	10	5	9	12	36
4	Saroj Danuwar	M	8	2	6	8	24
5	Dinesh Danuwar	M	7	2	5	8	22
6	Asrail Ali	M	4	5	5	9	23
7	Sunil Sharma	M	10	2	9	11	32
8	Keshab Rai	M	7	3	5	10	25
9	Rajbabu Shah	M	9	2	8	11	30
10	Bibek Limbu	M	7	3	10	16	36
a11	Alisha Chaudhary	F	6	3	8	14	31
12	Ramila Magar	F	7	2	9	9	27
13	Sarita Subedi	F	9	4	10	9	32
14	Asmita Subedi	F	7	5	8	11	31
15	Ramila Karki	F	8	1	9	9	27
16	Geeta Thapa	F	8	2	9	8	27
17	Rama Poudel	F	4	1	1	11	17
18	Anita karki	F	11	10	10	13	44
19	Barsha Raya	F	8	2	10	9	29
20	Luna Khadka	F	8	1	8	12	29

8. Marks Obtained by the Students of Sukuna SS Indrapur , Morang

S.N	Name of the students	Sex	Marks obtained				
			Item A	Item B	Item C	Item D	Total
1	Ujjal Limbu	M	5	3	8	11	27
2	Nerotam Adhikari	M	7	8	9	6	30
3	Bhesraj Chamlagain	M	9	4	7	10	30
4	Anish P. Bhattraï	M	7	1	9	12	29
5	Rohit Katuwal	M	11	5	9	15	40
6	Saroj Luitel	M	8	2	7	12	29
7	Sonam Ale Magar	M	11	7	9	12	39
8	Khagendra Limbu	M	7	3	4	14	28
9	Badri Raut	M	3	1	8	5	17
10	Anil Rai	M	5	6	7	9	27
11	Anjana Khadka	F	8	8	10	9	35
12	Bimala Thapa	F	11	2	8	11	32
13	Nabina Shrestha	F	8	7	10	10	35
14	Geeta Gurang	F	6	5	4	12	27
15	Junu Subba	F	7	3	12	11	33
16	Devika Rai	F	7	0	12	11	30
17	Anu Tamang	F	9	5	6	9	29
18	Luna Upretty	F	7	4	10	12	33
19	Anju Limbu	F	10	2	6	11	29
20	Bimala Limbu	F	9	0	8	10	27

Appendix-3

List of Schools

Schools from Dhankuta district

1. Saraswati Higher Secondary School Chanwa-6, Dhankuta
2. Dharmodaya Higher Secondary School Marek Katahare-9, Dhankuta
3. Arunodaya Higher Secondary School Leguwa-6, Dhankuta
4. Nabin Sikshya Sadan Higher Secondary School Dandagaun-6, Dhankuta

Schools from Morang district

1. Sikshaya Niketan Secondary School Mrigauleya-9 (Salakpur), Morang
2. Panchayat Secondary School Dulari-8(Gothagaun), Morang
3. Janata Lower Secondary School Indrapur-6, Morang
4. Sukuna Secondary School Indrapur-1, Morang

Appendix-4

List of Prepositions Used in the Test

after under at around about to before with in until
past by over since through near towards from during for