

CHAPTER ONE

INTRODUCTION

This chapter deals with the general background, introduction and importance of the English language, introduction to grammar, types of grammar, characteristics of grammar, goals for teaching grammar, methods of teaching grammar, techniques of teaching grammar, review of the related literature, objectives of the study, significance of the study and definition of the specific terms.

1.1 General Background

Grammatical proficiency refers to proper and accurate use of grammar in all the four skills i.e. listening, speaking, reading and writing. Cambridge International Dictionary of English (1997,p. 617) defines grammar as the study or the use of the rules about how words change their form and combine with other words to make sentences. Proficiency refers to the ability to do something well because of training or practice.

Different scholars define grammar variously. Generally, grammar is defined as the connections of words and word groups in an acceptable structure. Grammar is one of the aspects of language that should be taught and learnt. It can be defined as how words are combined or changed to form acceptable units of meaning within a language (Ur, 1996,p.76). Grammar is central part to the teaching and learning of languages. It is also one of the most difficult and controversial aspects of language teaching.

Grammar is a word that creates confusion considerably. It has been approached and defined differently by different scholars and schools of linguistics. Etymologically, the term 'Grammar' goes back (through

French and Latin) to a Greek word 'Grammatkia or grammatika techne' which may be translated as 'the art of writing'. By the middle ages, grammar had come to be regarded as a set of rules, usually in the form of a text book, dictating 'correct' usage. So, in the widest and the traditional sense, grammar came to mean a set of normative and prescriptive rules in order to set up a standard of 'correct usage', and grammar was both the art and the science of language. The grammarian until the 19th century was the law giver. Though it is still a valid interpretation for a lay man, no contemporary or modern linguist will accept this definition of grammar in our age.

There are many arguments for teaching grammar in language teaching. According to Ur (1996, p 76) "Grammatical rules are essential for the mastery of a language". Some say that a sound knowledge of grammar is essential if pupils are going to use the English language creatively. Some say that grammar is not very important. The majority of languages have a very complex grammar. The English language has little grammar and consequently it is not very important to understand it. Some experts say that knowledge of grammar is inevitable for systematic analysis of language forms and to develop accuracy.

Grammar has limited rules but they can be used to generate innumerable sentences. Grammar is a description of the regularities in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. So, grammar is a kind of 'sentence making machine'. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

Grammar is put in language teaching simply because of learners' expectation to learn it. We see many learners who wish if they could develop their grammatical competence in a particular language.

1.1.1 English Language: Introduction and Importance

There are many languages that are used in the world now a days. It is also the fact that most of the countries possess their own language. Although, people have their own language to talk or communicate, it is not enough for them and they learn many new languages as they require. Among many languages, it is English that people want to learn more. It is only because English is the most widely used language. It is taken as an international language and most of the books, newspapers, journals, and periodicals, in the world, are published in this language. Above being a well-recognized international medium of communication, this language has its dominance in the global context.

Among many languages found all over the world, The English language is a major and fast growing language, which crosses the geographical boundary and national territory. It is used and found at every nook and corner of the academic world as well as well as day-to-day life of all languages. The English language has the largest vocabulary as many as two million words and most of the technical words are found in this language. In this way, it has become as a common tongue and universal passport to go and visit every part of the world. It is the most prestigious and most mobile vehicle in the field of language all over the world. Moreover, it can be identified as the common or global language in the world, technically known as lingua franca at the international level. It is regarded as the language of educated, civilized and elite people at the national and international level. Thus, this language is developing the

concept of making the world as one country and is going to be of global interest for intellectuals and scholars as well as general people.

The English language is so widely used language that one in every seven human beings can speak it. Every day it is so rapidly growing that most of the people know it. In Nepal also, it has become the medium of instruction in most of the private institutions. The English language teaching, testing and learning activities in Nepal have come a long way now since its inception. It is said that English language was used in Nepal many years ago but in teaching and learning activities, it can be traced back to the Rana Regime when the Rana Ruler Janga Bahadur Rana started teaching the English language for his family only in 1910 B.S. (Shrestha 2062,p. 232). at Durbar High School. Later on, it was opened excessively for the ruling class families and slowly became famous among other people also. Then, few years later, it broke out of the confinement of ruling class family and the English language teaching and learning activities were started at Durbar High School, in Kathmandu, the place that made the English language open to all for the first time in Nepal in 1942 B.S. (Shrestha 2062, p. 233). With the time passage, The English language became gradually popular among the people of every part of the country. In Nepal, English is compulsorily taught from primary level to higher education and many students select it as a major subject. In private institutions, except Nepali subject, all the textbooks are published in English and use the English language as a medium of instruction and English is started from the beginning level. it is not the case with all government schools.

In fact, the opening of Tri-Chandra College in 1975 B.S. (Shrestha 2062,p. 234) marks the formal beginning of the English language in higher education. In those days, literature used to be the focus of study.

Almost all the textbooks were in English medium of instruction and examination was in English. It is still the principal language taught in schools, campuses, and will be, no doubt, taught in the future, too. The use of the English language has spread so widely that virtually speaking, there are no countries in the world where the English language is not taught either as a compulsory or as an optional subject.

1.1.2 Grammar: An Introduction

Generally, grammar is taken as the heart of language and without it, no language teaching and learning is possible. Grammar gives the idea to use the language perfectly and completely. It also gives rules to learn language. In this sense, the following definitions will be helpful to understand more about the term 'Grammar'.

"Grammar is a way of talking about the relationship of words; or more especially grammar is a way of talking about the relationship or word functions". (Webster's Pocket Grammar, Speech and Style Dictionary 2000, p.83). Similarly Crystal defines "Grammar is the study of the way words and their component parts combine to form sentences". (Crystal 2003, p.208). Oxford Advanced Learner's Dictionary (2000, p. 559) defines grammar as "the rules in a language for changing the form of words and joining them into sentences."

When we compare above definitions, we find that no exact, comprehensive and complete meaning of grammar has been expressed. However, we can synthesize and say that grammar studies sounds and their combinations, morphemes and their combinations, sentence structures, the meaning and rules of a language.

1.1.2.1 Importance of Teaching Grammar

Grammar is the study of language. It involves phonetics, phonology, morphology, syntax and semantics. Therefore, the sound knowledge of grammar is inevitable to express our ideas, feelings, experience, etc appropriately in our life. So, teaching of grammar plays a vital role in language teaching. Grammar is the theory of language. It is the study of the organization of words and phrases into sentences. Every language has its own grammar. The grammar of a language is very important for the individuals who are learning the language. But the knowledge of grammar is, perhaps, more important for the second language learners than the native speakers. It is because in the process of acquiring the mother tongue, the native speakers intuitively internalize the grammar of the language whereas the second language learners have to make a conscious effort to master the grammatical aspects of the language.

The meaningful arrangements of forms in a language constitute its grammar which is the science of language. It is an analytical study of language structures or forms. Grammar is the practical analysis of a language and its anatomy. It deals with function of words in a sentence. It explains the structural details of a sentence. It is concerned with the general rules of syntax. Grammar is the description, analysis and formalization of language patterns.

Grammar teaching has been playing a central role in language teaching. The teaching of grammar is one of the most important aspects of teaching language. Grammar is the backbone of language. Language is a type of rule governed behavior. Grammar is a sub-set of those rules which govern the configurations that the morphology and syntax of a language assume. Without teaching grammar, the students can not learn the language accurately. It offers a set of labor saving rules, explanations and patterns

which economize effort in language learning. The teaching of grammar is very important for the students because of the following reasons:

- i Grammar can be taught for academic pursuit. It affords an insight into the structure of the language, its beauty and intricacy.
- ii Grammar helps the students to consolidate the forms and structures already learnt.
- iii The knowledge of grammar helps students in the improvement of written work.
- iv Grammar helps the students to monitor their performance.
- v It provides the students with knowledge of segmental and supra segmental features of language.
- vi It makes the students practise over a wide range of available structures.
- vii It helps the students to learn the language correctly and efficiently.
- viii It helps the students to systemize the knowledge of the forms of language.
- ix The students can form correct sentences and know how to link them with each other.

Grammar teaching should be regarded as a means to an end, not as an end in itself. Grammar teaching contains two approaches product approach and process approach. The first one is concerned with 'what' aspect of teaching, what grammatical features and structures should be taught in that given situation, and the second one is concerned with the 'how' aspect, the presentation of the grammatical items. It is said that any form is the product of the grammatical analysis, i.e. - process.

When we teach grammar as product, then, it will be quite useful for academic purposes; students will learn what the formal forms are used in

offices, market, news on radio and television, newspapers, and in English classes etc. Grammar is thought not only as the set of various components and structures but also as the system of communication. Then, it will be quite useful for acquiring language for day to day communication.

Teaching grammar also aims at enabling students to use language for different functions. Truly both functional and formal aspects of language are supposed to be the purposes of teaching grammar. So, while introducing a new piece of grammar, we must teach not only the form, but also one of its functions, and not only meaning but also use.

There is a deep and inseparable relationship between grammatical competence and communicative performance. Grammatical competence refers to the well command knowledge of grammar which can be seen in communicative performance. Communicative performance refers to use the language fluently, suitably, situationally and contextually. Grammar and vocabulary are the foundation stones of the building; communicative performance.

We learn our mother language naturally. Mother language is also called first language, which is related to acquisition. We learn the foreign language artificially. Foreign language is also called second language which is related to learning. The fact is that first language is acquired in natural environment but the second language is learned in artificial environment. We always acquire the first language. So, we acquire the grammar of the first language. On the other hand, second language is learnt. In some circumstances, second language is acquired naturally, eg - in bilingual and multilingual community. In border area, people acquire second language naturally. In the same manner as the Newar people of Kathmandu valley acquire Nepali language naturally. The people of Terai

acquire Hindi language as second language naturally. The hilly people in Terai acquire Maithili language naturally, but learning English in Nepal is different. English is learnt in artificial environment. That is why, we also learn the grammar of the second language. Therefore, the grammar of the second language should be learned and taught carefully according to the level and standard of the learners. In this way, we can say that grammar of the second language is the crux for communicative performance in the concerned language. So, the study on grammatical proficiency is very important as well as significant.

Generally, the term 'acquisition' refers to 1st language acquisition and learning to 2nd language learning. Acquisition is informal, subconscious and inevitable: learning is mostly formal, conscious and optional. Acquisition takes place at home: learning, in most cases, happens at school, language centers etc. Acquisition takes place in the early childhood by birth: learning happens at later childhood or adulthood.

Second language acquisition is a relatively new discipline in the field of applied linguistics. Gass and Selinker (1994,p. 4) define it as the term that refers to "the learning of a language after the learning of the native language". As with the phrase 'second language' L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth or fifth language". This definition has solved a long lasting controversy that persisted among language learners regarding the word 'second language'. The multilingual speakers count the languages they learned, in turn, in course of time as first, second, third and so forth. Making a difference between a second and foreign language which are often synonymously taken,

Gass and Selinker (1994, p. 4). further state that "learning in a second language, environment takes place with considerable access to speakers of the language being learned, whereas learning in a foreign language, environment usually does not". Thus, learning environment plays a significant role in the acquisition of the first, second and foreign languages.

An outline is provided of the contents and boundaries of three areas of competence, of systems of knowledge that are to be minimally included in a theory of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence is concerned with the rules of sentence grammar and sentence grammar semantics. Sociolinguistic competence includes socio-cultural rules for determining the social meaning and appropriateness of a single sentence or utterance; it also includes discourse rules for determining the cohesion and coherence of groups of utterances. Strategic competence is composed of verbal and non verbal communicative strategies that are used to compensate for breakdowns in communication due to performance factors or to insufficient grammatical or sociolinguistic competence. In conclusion, the above mentioned three types of competence are necessary for communicative competence and grammatical competence is one of them. Communicative competence is something, the ultimate thrust of which vests in the sound mastery of grammatical rules along with the proper use of vocabulary in appropriate context.

Some scholars believe that linguistic competence can be separated from the rest of communicative competence and study in isolation, but some sociolinguists believe that the notion of linguistic competence is unreal

and that no significant progress in linguistics is possible without studying forms along with the ways in which they are used. In addition to this, basically the linguistic competence falls under the domain of communicative competence because communicative competence is made up of four competence areas including linguistic, sociolinguistic, discourse and strategic

a Linguistic Competence: It is actually grammatical competence what Chomsky calls Linguistic competence. It refers to mastery of grammatical structures. It is related to accuracy aspect of communication.

b Sociolinguistic Competence: It refers to the appropriateness of utterance with respect to meaning and form. It concerns with an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants and the communicative purpose for their interaction.

c Discourse Competence: It refers to mastery of how to combine grammatical forms and meanings to achieve unity of written and spoken texts. It is generally related to coherence and cohesion.

d Strategic Competence: It refers to mastery of verbal and non-verbal strategies used to compensate for breakdown in communication and to make communication more effective.

1.1.2.2 Types of Grammar

Grammar can be categorized into different types. Some of the common and important types of grammar are discussed below.

- a. Prescriptive Grammar: This type of grammar is normative and theoretical. It is old and traditional. This grammar emphasizes

on rules and forms. It does not accept the changes in language. This grammar views that grammar rules can not be changed.

- b. **Functional Grammar:** This view was advocated and developed by M.A.K. Halliday in the mid 1970s. This grammar focuses on the functional aspects of language. It views that grammar rules can not be normative. Grammar rules are to be determined on the basis of the use the native speakers make. It describes the behavior of language. It does not believe in the concept of prescriptive grammar.
- c. **Structural Grammar:** This view was advocated and developed by an American Linguist, C.C. Fries in 1952. This grammar emphasizes on the structure of sentences. The descriptive linguistics is influenced by its principles.
- d. **Transformational Generative Grammar:** This view was advocated and developed by Noam Chomsky in 1957. It is the most modern grammar. It is now in developing stage. This grammar believes there are two kinds of sentences: basic sentences and transformed sentences. Transformed sentences are derived from the basic sentences.
- e. **Relational Grammar:** This grammar was advocated and developed by Perlmutter and Postal during early 80's. It is a modern theory of grammar. Its approach to linguistic analysis is to compare natural languages and find out the ways in which they are different and are all alike.
- f. **Communicative Grammar:** Communicative grammar is not a theory of grammar. It is a model of applied grammar based on

the communicative approach to language teaching developed by British applied linguists during the 1960's. It aims to teach the functional types of a language, which refer to a variety of functions (eg- ordering, requesting, describing etc) that learners require in their real communication.

- g. Formal Grammar: In the model of formal grammar, categories are defined in terms of formal criteria. These criteria are morphological and syntactic.
- h. Notional Grammar: In the notional grammar, categories are defined in terms of notions. eg- noun is defined as the name of a person, place or thing, verb as a doing word and sentence as a complete thought.
- i. Pedagogical Grammar: The term 'pedagogical grammar' refers to the science of teaching grammar. It deals with the approaches, methods and techniques of teaching grammar.
- j. Stratificational Grammar: It is a linguistic theory proposed by the American linguist, Sydney M.Lamb in the late 1950s. This theory is called stratificational because it considers language as a system of consisting of layers or strata of structure. These layers or strata are hierarchically related so- that units of a lower stratum combine to form units of the next higher stratum.
- k. Tagmemic Grammar: Tagmemic grammar (also called tagmemics) was proposed and developed in the 1950's by K.L.Pike. as a theory of linguistic analysis. This grammar was developed for the analysis not only of language but of all human behaviors that manifests the property of patterning.

According to this theory, a language is considered to be trimodal: phonology, lexicon and grammar. These modes are interrelated but have a considerable degree of independence and must be described in their own terms.

1. Systemic Grammar: Systemic grammar is a model of grammar developed by the British linguist, M.A.K. Halliday and his colleagues. It views language as a form of behaviour which is functional. i.e - something we do with a purpose or purposes.

1.1.2.3 Characteristics of Grammar

The characteristics of grammar are as follows :

- I Grammar is the theory of language.
- II It is the study of organization of words into sentences which are based on certain rules.
- III Every language has its own grammatical norms.
- IV Grammar is a major component of language which establishes the relationship between words.
- V Grammar presents the facts and rules of a language arranged into certain categories and stated in the form of general rules.
- VI Grammar has not the code of rules , It is like etiquette and table manners of speaking and writing a language.
- VII Grammar is the study of characteristics and specialties of a language. It is an order to establish the rules and principles which are followed by speakers and the writers.
- VIII A language is constituted in a meaningful arrangement of words and sentences by its grammar.
- IX Grammar has three different meanings;

- a. The first meaning of grammar is the set of formal patterns of arranging words of a language.
- b. The second meaning of grammar is the branch of linguistic science and analytical aspect of a language.
- c. The third meaning of grammar is linguistic etiquette or norms.

1.1.2.4 Goal for Teaching Grammar

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications:

- a. Students need overt instruction that connects grammar points with larger communication contexts.
- b. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
- c. Error correction is not always the instructor's first responsibility.

1.1.2.5 Methods of Teaching Grammar

Teaching of grammar has always been a controversy in foreign language teaching. People also make arguments on the way they can best teach the grammar of a particular language. There are mainly two approaches / methods of teaching grammar: deductive method and inductive method. In deductive method, learners are taught rules and given specific information about a language. On the contrary, in inductive method, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language. They are as follows:

1.1.2.5.1 Deductive Method

The deductive method of teaching grammar is the academic and scholarly one which was devised in order to teach Latin and Greek. It is a traditional method of teaching grammar in which students are taught/given rules first and examples are given according to the rules. This method is very simple. First, the teacher starts with rules. These rules are, then, applied to particular examples. The underlying rules are explained, mostly, using the mother tongue and using the meta language of grammar. They have to learn these rules by rote or parrot learning before they come to apply them. Finally, these practices applying the rules orally and in writing, this method is used by the teachers who follow the GT method in teaching and who always work with text books. This is rule driven method because this method starts with presentation of grammatical rules and then is followed by examples and explanation of the rules. The teacher can also translate L2 into students' L1. The following steps are followed:

- I Presentation of rules.
- II Description and explanation of rules.
- III Providing some examples.
- IV Explaining underlying rules mostly by using mother tongue.
- V Asking students to practise the rule orally or in writing.
- VI Contrasting the areas of difference between mother tongue and target language.

Advantages

- a Untrained teacher can also teach without much more difficulty.
- b It saves the teacher's time. It is quick and, perhaps, easy for the teacher.
- c It uses the mother tongue. So, It is easy to understand the rules by the students.
- d It is useful for teaching irregular patterns.
- e Students can apply the learned rules in their use of language.
- f It is useful for students having analytical learning style.

Disadvantages

- a It is not a scientific method.
- b It is not communicative. It is a traditional method.
- c Learning may be dry, monotonous and technical.
- d It is always difficult to memorize a list of rules.
- e It encourages parrot learning. Memorized rules may not be recalled whenever needed.
- f It encourages the belief that language learning is, simply, a case of knowing the rules.
- g It is a teacher - centered method.

1.1.2.5.2 Inductive Method

It is one of the best methods of teaching grammar in which students are not taught grammatical rules directly but are left to discover the rules from themselves. In this method, examples are placed before the students. Then, they play with the examples and make generalizations about the examples at last; they draw their own conclusions from the examples. They apply the rules formed by them in practice. Thus, this method is based on the belief that rules will become clear if learners are given

enough appropriate examples. This method follows descriptive grammar. This method requires the learners to identify the rules because they study examples and derive an understanding of the rule. The inductive method would seem to be the way one's first language is acquired: simply through exposure to a massive amount of input the regularities and patterns of language become evident, independent of conscious study and explicit rule formation. The following steps are followed

- I Presentation of examples.
- II Analysis of examples.
- III Rule formulation.
- IV Generalization of rules.
- V Written and oral practice.

Advantages

- a It is a student centered and scientific method.
- b This method is communicative.
- c It develops students self reliance and autonomy.
- d Generalization becomes meaningful.
- e The mental effort involved ensures a greater degree of cognitive depth, which ensures greater memorability.
- f It includes problem solving activities which can be collaboratively solved. It makes development of extra linguistic activity.

Disadvantages

- a It is time consuming.
- b Students may hypothesize the wrong rule.
- c It demands heavy lesson planning from teacher's side.

d It is, perhaps, difficult to understand the rules because it follows the direct method.

1.1.2.6 Techniques of Teaching Grammar

Technique is a classroom activity, a pedagogical device, a part of total classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. There are mainly two types of techniques: teacher centered techniques and learner centered techniques. Here, we discuss the techniques which help us to teach grammar inductively and deductively. They are as follows:

- I. Discovery technique
- II. Lecture
- III. Explanation
- IV. Illustration

1.1.2.6.1 Discovery Technique

It is a learner centered technique. Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them. Discovery technique aims to give language a change to take charge earlier. The idea is simple: give students a listening or reading text or some examples of English sentences and, then, ask them to discover how the language works. The activities, which fall under discovery technique, make students active and thoughtful and invite them to use their reasoning processes/cognitive powers. There are four major types of activities included in discovery technique, which are given below. (Harmer 1987, P.29).

- a) Preview
- b) Matching Technique
- c) Text Study
- d) Problem Solving

a Preview: It is rather a disguised and covert way of allowing students to discover new grammar for themselves by previewing it at some stage before it is actively learnt or taught. In other words, students are exposed to the new language; they do not concentrate on it at this stage, but the fact of having seen the grammar in action will help them to deal with it when they have to study it later. Previewing is a way of making students aware of a new piece of language: This will help them when they study it at a later stage.

b Matching Technique: The point of matching exercises is to get students to work things out for themselves. They have to make choices about what goes with what, and the activity of making choices helps them to discover correct facts about grammar.

C Text Study: Another way of getting students to discover new grammar is to ask them to concentrate on its use in a text. Teachers can get students to look at the way language is used or what kind of language is used in a certain context. The principal aim, here, is to get students to recognize the new language.

d Problem Solving: In problem solving, the learner is given a situation and a problem and must work out a solution. Such activities are said to require higher order thinking. Such problem solving activities are more useful in intermediate and advanced level, where

students are able to talk about grammar and to analyze its properties. Students can look at grammar rather than a part of it.

1.1.2.6.2 Lecture

It is a teacher centered technique. The teacher presents the grammar giving emphasis on the content. The teacher presents both rules and examples of grammar.

1.1.2.6.3 Explanation

Explanation is a teacher centered technique in which the teacher tells and reveals knowledge of grammar rules that are focused in this technique.

1.1.2.6.4 Illustration

Illustration is a teacher centered technique. It refers to the use of materials or examples to help make the content interesting, understandable and clear to children.

In summary, though the issue of whether or not to include explicit grammar instruction into a foreign language course is still a controversy. The purposes of teaching grammar can be put in the following way.

- a. The knowledge of grammar is inevitable for systematic analysis of language forms and for developing accuracy.
- b. Grammar can be used to generate infinite number of sentences with the help of finite number of grammar rules.
- c. Grammar teaching helps to develop linguistic competence of the learners in the target language.
- d. Grammar teaching assists in the acquisition of language.

- e. Grammar offers a structured system for teaching and testing of a foreign language.
- f. Grammar is necessary to monitor our performance.
- g. Teaching of grammar shows a relationship between grammar and vocabulary.
- h. Above all, grammar rules are essential for the mastery of a language.

1.2 Review of the Related Literature

Many research works have been carried out on grammatical proficiency on specific areas of grammar such as question tag, articles, voice, tense, irregular verbs, relative clauses, prepositions, subject-verb agreement, reported speech, causative verbs, if-clause etc. They are as follows:

Chauhan (2002) undertook a research entitled 'A study on the use of prepositions. He wanted to find out the proficiency of using prepositions of tenth graders. He administered a test and found that most students were confused in using prepositions properly.

Niraula (2002) undertook a research entitled 'An analysis of errors in the use of articles'. He wanted to find out the errors committed by students in using articles. He found that most students were confused in using 'a' and 'an' because of the pronunciation and omission of 'the' because of over generalization.

Shrestha (2002) carried out a research on 'An analysis of errors in the use of causative verbs'. He wanted to find out the errors committed by students in using causative verbs. He found that students were confused in

using the verb form (Present form, past participle form, to infinitive form) after causative verbs make, get and have and after agent and object.

Mishra (2004) carried out a research on ' A study on proficiency of grade nine students in the use of voice. He wanted to find out whether the students could change the active voice into passive and passive into active. He found that most students could change the active into passive, but could not change the passive into active.

K.C. (2005) carried out a research on 'Proficiency of the grade nine students in the use of adverbs. She wanted to find out the errors committed by students in using adverbs. She found that most students were confused in using the adverb before or after the verbs.

Chanda (2006) undertook a research entitled 'Proficiency of Ninth graders in English tenses.' He wanted to find out the errors committed by students in English tenses. He found that most students were confused in simple present and simple past tense because of use of verbs (v¹ and v⁵ in simple present) and regular and irregular verbs in simple past.

The present study is different because no study has been done so far on all of these topics together. The previous studies were related to specific areas of grammar separately. So, they tried to find out the proficiency of particular topic, but the present study incorporated all the eleven areas of grammar asked in the S.L.C. examination as a whole. Hence, the study is not only different from the previous ones but also hoped to be more important.

1.3 Objectives of the Study

The objectives of the study are as follows:

- I. To find out the grammatical proficiency of the secondary level students in grammar
- II. To compare the proficiency level in terms of types of school and sex
- III. To point out some pedagogical implications

1.4 Significance of the Study

The study is significant to all the English users in general. However, it is useful to the students, teachers, experts, lecturers, planners, scholars, trainers and curriculum designers. The study incorporated on the grammatical topics asked in the S.L.C. examination. So, it will be more significant to the students, the teachers and question setters of the S.L.C. examination.

It will be useful for students because it guides students about difficult and easy topics and students are careful to those topics. Similarly, it will be significant to teachers in the sense that the teachers give enough attention on the topics according to their level of difficulty. It will equally be useful to experts, lecturers, planners, scholars, trainers and curriculum designers in the sense that they get information about the level of difficulty and they manage the teaching learning activities enough practice and teaching of grammatical rules accordingly. In this way, this study is significant to all those who are directly related to teaching and learning languages.

1.5 Definition of Specific Terms

Government aided schools: Government aided schools refer to those schools to which the government funds for the salary of teachers and some other helps. They are known as public schools.

Private Schools: Private schools refer to those schools which are funded by private sectors. They are known as Boarding English medium schools.

Secondary level: Secondary level refers to grade nine and ten.

Competence: Competence refers to speakers' knowledge of their language, the system of rules which they have mastered so that they are able to produce and understand an infinite number of sentences, and to recognize grammatical mistakes and ambiguities.

Performance: Performance refers to the actual use of the language by its speakers- language seen as a set of specific utterances produced by native speakers.

Proficiency: Proficiency refers to well command knowledge of language.

Border area: Border area refers to the area near the border of Nepal and India, mostly Terai region or southern part of Nepal.

Grammar Portion: Grammar portion refers to the topics asked in the S.L.C. examination in the form of multiple choice items eg- articles, prepositions, question tags, concord, tense, voice, reported speech, connectives, causative verbs, conditionals and transformation.

Regularities: Regularities refer to the regular rules of grammar which is a major explanatory principle and which can be formulated in general terms.

Foreign language: The language which is spoken outside the territory of a country, eg - Hindi, Chinese, Urdu in Nepal.

Second language: Second language refers to a language other than one's mother tongue used for a special purpose, eg- for education, in government offices.

Bilingual: Bilingual refers to a person who can understand and speak two languages.

Multilingual: Multilingual refers to a person who can understand and speak three or more languages.

Early childhood: Period from two to six years of age.

Late childhood: Period from 6 to 14 years of age.

Adulthood: Period from 18 to 40 years of age.

Coherence: Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. Simply, It is the relationship between paragraphs.

Cohesion: Cohesion refers to the grammatical and lexical relationships between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.

Rubric: It refers to a set of instructions, especially on an examination paper and usually printed in a different style or colour.

CHAPTER TWO

METHODOLOGY

In this research work, the researcher was keenly interested to find out the grammatical proficiency of secondary level students and its impact on teaching English language. For this purpose, the researcher adopted the following methodology during the present study.

2.1 Sources of Data

The researcher collected the data both from primary and secondary sources to complete the study. However primary source is the basis for the research.

2.1.1 Primary Sources

The study is mainly based on the primary data. Grade ten students from government schools as well as private schools were selected as primary sources. That was the answer from the students through the questions distributed to them for the administration of the examination.

2.1.2 Secondary Sources

The study partially depended on the related books, journals, reports, theses, newspapers, articles by scholars, specification grid of grade ten, text book of grade ten, teacher's guide, grammar books, reference materials, etc. These sources were consulted.

2.2 Population of the Study

The total population of the study consisted of all the grade ten students of government and private schools of Nepal.

2.3 Sample Population

One hundred twenty students studying in tenth grade were randomly selected for the sample as respondents 60 from the government aided schools and 60 from the private schools. The researcher selected at least 10 students from each school. The total number of respondents was equal from both types of school including the half of the boys and half girls.

2.4 Tool for Data Collection

One set of test items of 90 minutes (Appendix-II) was used to elicit responses for the grammatical proficiency of secondary level, students especially tenth graders, from the students.

The test items were constructed based on the objectives laid out in the English curriculum prescribed for the secondary level, especially grade ten. The items were in the form of multiple choice items and each grammar topics contained 8 questions.

2.5 Data Collection Procedures

After preparing the test items, the researcher visited District Education Office in Surkhet district to get the name list and the location of the schools. After getting the locations and names of the schools (Appendix I), the researcher selected the required number of schools by using simple random sampling procedure. After that, the researcher personally visited the selected schools, made contact with the concerned authority and explained his purpose to the school authorities. Then, the researcher requested the concerned Principal and Subject teacher for the permission to conduct the research work there. After getting permission, the researcher visited the required classroom for data collection where the

students were available and sampled them using simple random sampling procedure.

With the kind help of the concerned Principals and English teachers, students were gathered for conducting the test. Before the administration of the test, test rubric was explained to them with examples. The researcher, then, distributed the test papers containing test items where students had to tick the correct answers. Ninety minutes was given to the students to complete the test. The students were required to tick the best answers on the test papers.

The test was administered in each of the 12 schools among 120 students who were going to take the S.L.C. test exam immediately after a month.

2.6 Tabulation of the Data:

For the analysis and interpretation of data, the test papers were collected and checked before the Subject teacher and the Principal. The scores obtained by the students were tabulated and the errors were counted, tabulated and interpreted employing quantitative and descriptive method. Quantitative method included simple statistical tools of percentage and the descriptive method included simple interpretation and explanation of the data computed.

Table 1
Allotment of Marks

Item number	Item	Marks for each test items	Total number of test items	Total marks
1	Articles	1	8	8
2	Prepositions	1	8	8
3	Question tags	1	8	8
4	concord	1	8	8
5	Transformation	1	8	8
6	Tense	1	8	8
7	Voice	1	8	8
8	Reported speech	1	8	8
9	Connectives	1	8	8
10	Conditionals	1	8	8
11	Causative verbs	1	8	8
	Total	Total test items and marks	88	88

2.7 Limitations of the Study

The study had the following limitations :

- I. The population of the study was limited to the students of 12 different schools: 6 government aided schools and 6 private of Surkhet district.
- II. The study area was limited to eleven areas of grammar asked in the S.L.C examination.
- III. The study was limited to the responses by randomly selected 120 students.
- IV. The study was mainly centered on 6 government aided schools and 6 private schools.
- V. The study was limited only to the responses elicited by multiple choice items on grammar.
- VI. The study was limited to 88 multiple choice items asked in the S.L.C. examination.
- VII. The study was limited to those schools which are located in Surkhet district.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

In this chapter, the scores obtained by students were analyzed employing simple statistical tools of percentage and bar diagram. This analysis leads to the interpretation of the students proficiency in the use of all the grammatical items asked in the S.L.C examination. The analysis and interpretation of the data are carried out topic wise under following topics.

3.1 Overall Proficiency

3.2 Comparison of Proficiency

3.2.1 Private vs Government aided school

3.1.2 Boys vs Girls

3.1 Overall Proficiency

The overall proficiency of eleven areas of grammar is shown in the table given below :

TABLE 2
Overall Proficiency Table

S.N	Topic	Total 120×8=960			
		Right	Per (%)	Wrong	Per (%)
1	Article	680	70.83	280	29.17
2	Preposition	592	61.66	368	38.34
3	Question Tag	524	54.58	436	45.42
4	Concord	372	38.57	588	61.25
5	Transformation	632	65.83	328	34.17
6	Tense correct	628	64.41	332	35.59
7	Voice	660	68.75	300	31.25
8	Reported speech	552	57.50	408	42.50
9	Connectives	700	72.91	260	27.09
10	Causative verbs	512	53.83	448	46.67
11	Conditional	592	61.66	368	38.34

As the table shows, eight multiple choice items were asked from the topic 'article' and 120 students were involved in the test. So, there were 960 responses in total, in which 680 responses were right and 280 wrong. The percentage of right responses was 70.83 and that of wrong responses 29.17

According to the table, eight multiple choice items were asked from the topic 'preposition' and 120 students were involved in the test. So, there were 960 responses in total, in which 592 responses were right and 368 wrong. The percentage of right responses was 61.66 and wrong responses 38.34.

As the table shows, eight multiple choice items were asked from the topic 'question tag' and 120 students were involved in the test. So, there were 960 responses in total, in which 524 responses were right and 436 responses wrong. The percentage of right responses was 54.58 and that of wrong responses was 45.42 respectively.

According to the table, eight multiple choice items were asked from the topic 'concord' and 120 students were involved in the test. So, there were 960 responses in total, in which 372 responses were right and 588 responses wrong. The percentage of right responses was 38.57 and wrong responses was 61.25 respectively.

As the table shows, eight multiple choice items were asked from the topic 'transformation' and 120 students were involved in the test. So, there were 960 responses in total, in which 632 responses were right and 328 responses wrong. The percentage of right responses was 65.83 and wrong responses was 34.17 respectively.

According to the table, eight multiple choice items were asked from the topic 'tense correct' and 120 students were involved in the test. So, there were 960 responses in total, in which out of 628 responses were right and 332 wrong. The percentage of right responses was 64.41 and wrong responses 35.59 respectively.

As the table shows, eight multiple choice items were asked from the topic 'voice' and 120 students were involved in the test. So, there were 960 responses in total, in which 660 response were right and 300 responses wrong. The percentage of right response was 68.75 and wrong response 31.25 respectively.

According to the table, eight multiple choice items were asked from the topic 'reported speech' and 120 students were involved in the test. So, there were 960 responses in total, in which 552 responses were right and 408 responses wrong. The percentage of right responses was 57.50 and wrong responses 42.50 respectively.

As the table shows, eight multiple choice items were asked from the topic 'connectives' and 120 students were involves in the test. So, there were 960 responses in total, in which 700 responses were right and 260 responses wrong. The percentage of right responses was 72.91 and wrong responses 27.09 respectively.

According to the table, eight multiple choice items were asked from the topic 'causative verbs' and 120 students were involved in the test. So, there were 960 responses in total, in which 512 responses were right and 448 responses wrong. The percentage of right responses was 53.33 and wrong responses 46.67 respectively.

As the table shows, eight multiple choice items were asked from the topic 'conditional' and 120 students were involved in the test. So, there were 960 responses in total, in which 592 responses were right and 368 responses wrong. The percentage was 61.66 and 38.34 respectively.

This shows that the proficiency in using connectives is the highest and concord is the lowest. Students have better proficiency in using article, preposition, transformation, tense correct, voice, connectives and conditional in general. On the other hand, they have worse proficiency in using question tag, concord, reported speech and causative verb.

3.2 Comparison of proficiency

Under this topic, the proficiency of students of government aided schools and private schools is described and compared as follows:

Table 3
Proficiency of government aided and private schools' students

S. N	Topic	Government 60×8=480				Private school 60×8=480			
		Right	Per(%)	Wrong	Per(%)	Right	Per(%)	Wrong	Per(%)
1	Article	288	60	192	40	392	81.66	88	18.34
2	Preposition	204	42.50	276	57.50	388	80.83	92	19.17
3	Question Tag	196	40.83	284	59.17	328	68.33	152	31.67
4	Concord	128	26.66	352	73.34	244	50.83	236	49.17
5	Transformation	284	59.16	196	40.84	348	72.50	132	27.50
6	Tense correct	292	60.83	188	39.17	336	70	144	30
7	Voice	272	56.66	208	43.34	388	80.83	92	19.17
8	Reported speech	192	40	288	60	360	75	120	25
9	Connectives	252	52.50	228	47.50	448	93.33	32	6.67
10	Causative verbs	240	50	240	50	272	56.66	208	43.34
11	Conditional	252	52.50	228	47.50	340	70.83	140	29.17

3.2.1) Private Vs Government Aided Schools

In examining 'articles' in the private schools only, there were 60 students from private schools in which out of 480 responses, 392 responses were right and 88 responses wrong. The percentage of right responses was 81.66 and that of wrong responses was 18.34.

In examining 'articles' in the government aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 288 responses were right and 192 wrong. The percentage was 60 and 40 respectively.

In examining 'prepositions' in the private schools only, there were 60 students from private schools in which out of 480 responses, 388 responses were right and 92 responses were wrong. The percentage was 80.83 and 19.17 respectively.

In examining 'prepositions' in the government aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 204 responses were right and 276 responses wrong. The percentage was 42.50 and 57.50 respectively.

In examining, 'question tag' in the private schools only, there were 60 students from private schools in which out of 480 responses, 328 responses were right and 152 responses wrong. The percentage was 68.33 and 31.67 respectively.

In the examining, 'question tag' in the government aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 196 responses were right and 284 responses wrong. The percentage was 40.83 and 59.17 respectively.

In examining 'concord' in the private schools only, there were 60 students from private school students in which out of 480 responses, 244 responses were right and 236 responses wrong. The percentage was 50.83 and 49.17 respectively.

In examining 'concord' in the government aided schools, 60 students from government schools were involved in the test in which out 480 responses, 128 responses were right and 352 responses wrong. The percentage was 26.66 and 73.34 respectively.

In examining 'transformation' in the private schools only, there were 60 students from private schools in which out of 480 responses, 348 responses were right and 132 responses wrong. The percentage was 72.50 and 27.50 respectively.

In examining 'transformation' in the government aided schools, 60 students from government school were involved in the test in which out 480 responses, 284 responses were right and 196 responses wrong. The percentage was 59.16 and 40.84 respectively.

In examining 'tense correct' in the private schools only, there were 60 students from private schools in which out of 480 responses, 336 responses were responses right and 144 responses wrong. The percentage was 70 and 30 respectively.

In examining 'tense correct' in the government aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 292 responses were right and 188 responses wrong. The percentage was 60.83 and 39.17 respectively.

In examining 'voice' in the private schools only, there were 60 students from private schools in which out of 480 responses, 388 responses were right and 92 response wrong. The percentage was 80.83 and 19.17 respectively.

In examining 'voice' in the government aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 272 responses were right and 208 responses wrong. The percentage was 56.66 and 43.34 respectively.

In examining 'reported speech' in the private schools only, there were 60 students from private schools in which out of 480 responses, 360 responses were right and 120 responses wrong. The percentage was 75 and 25 respectively.

In examining 'reported speech' in the governments aided schools, 60 students from government schools were involved in the test in which out of 480, 192 responses were right and 288 responses were wrong. The percentage was 40 and 60 respectively.

In examining 'connectives' in the private schools only, there were 60 students from private schools in which out of 480 responses, 448 responses were right and 32 responses wrong. The percentage was 93.33 and 6.67 respectively.

In examining 'connectives' in the government aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 252 responses were right and 228 responses wrong. The percentage was 52.50 and 47.50 respectively.

In examining 'causative verb' in the private schools only, there were 60 students from private schools in which out of 480 responses, 272 responses were right and 208 responses wrong. The percentage was 56.66 and 43.34 respectively.

In examining 'causative verb' in the governments aided schools, 60 students from government schools were involved in the test in which out of 480 responses, 240 responses were right and 240 responses were wrong. The percentage of each was 50.

In examining 'conditional' in the private schools only, there were 60 students from private schools in which out of 480 responses, 340 responses were right and 140 responses wrong. The percentage was 70.83 and 29.17 respectively.

In examining 'conditional' in the government aided schools, 60 students from government schools were involved in test in which out of 480 responses, 252 responses were right and 228 responses wrong. The percentage was 52.50 and 47.50 respectively.

This shows that the students of private school have far better proficiency in using all the eleven areas of grammar in comparison to that of government aided school students.

3.2.2) Boys Vs Girls

Here, the proficiency of boys and girls is described and compared according to the table 4.

Table 4
Proficiency of boys and girls

S. N	Topic	girls 60×8=480				Boys60×8=480			
		Right	Per(%)	Wrong	Per (%)	Right	Per(%)	Wrong	Per (%)
1	Article	336	70	144	30	344	71.66	136	28.34
2	Preposition	288	60	192	40	304	63.33	176	36.67
3	Question Tag	288	60	192	40	236	49.16	244	50.84
4	Concord	208	43.33	272	56.67	164	34.16	316	65.84
5	Transformation	356	74.16	124	25.84	276	57.50	204	42.50
6	Tense correct	316	65.83	164	34.17	312	65	168	35
7	Voice	320	66.66	160	33.34	340	70.83	140	29.17
8	Reported speech	268	55.83	212	44.17	284	59.16	196	40.84
9	Connectives	328	68.33	152	31.67	372	77.50	108	22.50
10	Causative verbs	252	52.50	228	47.50	260	54.16	220	45.84
11	Conditional	332	69.16	148	30.84	260	54.16	220	45.84

As the table shows that 60 girls were involved in the test of 'article' in which out of 480 responses, 336 responses were right and 144 wrong. The percentage was 70 and 30 respectively.

According to the table, 60 boys were involved in the test of 'article' in which out of 480 responses, 344 responses were right and 136 wrong. The percentage was 71.66 and 28.34 respectively.

As the table shows that 60 girls were involved in the test of 'preposition' in which out of 480 responses, 288 responses were right and 192 responses wrong. The percentage was 60 and 40 respectively.

According to the table, 60 boys were involved in the test of 'preposition' in which out of 480 responses, 304 responses were right and 176 responses wrong. The percentage was 63.33 and 36.67 respectively.

As the table shows that 60 girls were involved in the test of 'question tag' in which out of 480 responses, 288 responses were right and 192 responses wrong. The percentage was 60 and 40 respectively.

According to the table, 60 boys were involved in the test of 'question tag' in which out of 480 items, 236 responses were right and 244 responses wrong. The percentage was 49.16 and 50.84 respectively.

As the table shows that 60 girls were involved in the test of 'concord' in which out of 480 responses, 208 responses were right and 272 responses wrong. The percentage was 43.33 and 56.67 respectively.

According to the table, 60 boys were involved in the test of 'concord' in which out of 480 responses, 164 responses were right and 316 responses wrong. The percentage was 34.16 and 65.84 respectively.

As the table shows that 60 girls were involved in the test of 'transformation' in which out of 480 responses, 356 responses were right and 124 responses wrong. The percentage was 74.16 and 25.84 respectively.

According to the table, 60 boys were involved in the test of 'transformation' in which out of 480 responses, 276 responses were right and 204 responses wrong. The percentage was 57.50 and 42.50 respectively.

As the table shows that 60 girls were involved in the test of 'tense correct' in which out of 480 responses, 316 responses were right and 164 responses wrong. The percentage was 65.83 and 34.17 respectively.

According to the table, 60 boys were involved in the test of 'tense correct' in which out of 480 responses, 312 responses were right and 168 responses wrong. The percentage was 65 and 35 respectively.

As the table shows that 60 girls were involved in the test of 'voice' in which out of 480 responses, 320 responses were right and 160 responses wrong. The percentage was 66.66 and 33.34 respectively.

According to the table, 60 boys were involved in the test of 'voice' in which out of 480 responses, 340 responses were right and 140 responses wrong. The percentage was 70.83 and 29.19 respectively.

As the table shows that 60 girls were involved in the test of 'reported speech' in which out of 480 responses, 268 responses were right and 212 responses wrong. The percentage was 55.83 and 44.17 respectively.

According to the table, 60 boys were involved in the test of 'reported speech' in which out of 480 responses, 284 responses were right and 196 responses wrong. The percentage was 59.16 and 40.84 respectively.

As the table shows that 60 girls were involved in the test of 'connectives' in which out of 480 responses, 328 responses were right and 152 responses wrong. The percentage was 68.33 and 31.67 respectively.

According to the table, 60 boys were involved in the test of 'connectives' in which out of 480 responses, 372 responses were right and 108 responses wrong. The percentage was 77.50 and 22.50 respectively.

As the table, shows that 60 girls were involved in the test of 'causative verb' in which out of 480 responses, 252 were responses were right and 228 responses wrong. The percentage was 52.50 and 47.50 respectively.

According to the table 60 boys were involved in the test of 'causative verb' in which out of 480 responses, 260 responses were right and 220 responses wrong. The percentage was 54.16 and 45.84 respectively.

As the table shows that 60 girls were involved in the test of 'conditional' in which out of 480 responses, 332 responses were right and 148 responses wrong. The percentage was 69.16 and 30.84 respectively.

According to the table, 60 boys were involved in the test of 'conditional' in which out of 480 responses, 260 responses were right and 220 responses wrong. The percentage was 54.16 and 45.84 respectively.

This shows that boys have better proficiency in using article, preposition, voice, reported speech and connectives than the girls. On the other hand, girls have better proficiency in question tag, concord, transformation and conditional. Both girls and boys have nearly the same level of proficiency in using tense correct and causative verbs.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present study was targeted to identify, compare, analyze and interpret the grammatical proficiency of tenth graders of both government aided schools and private schools of Surkhet district in the use of all the eleven areas asked in the S.L.C examination. The findings derived from the study are as follows:

- 1 Girls were found having better grammatical proficiency in question tag, concord, transformation, tense correct, and conditionals in comparison to boys.
- 2 Boys were found having better grammatical proficiency in article, preposition, voice, reported speech, connective and causative verbs in comparison to girls.
- 3 On comparison by schooling system, the students of private schools were found having better proficiency than the students of government schools in the use of all grammatical areas.
- 4 The study shows that students generally have good grammatical proficiency in article, preposition, transformation, tense correct, voice, connectives and conditionals.
- 5 The study shows that students have poor grammatical proficiency in question tag, concord, reported speech and causative verbs.
- 6 This study shows that students have the best proficiency in connectives and the worst proficiency in concord, as seen from the tables.

- 7 Boys and girls have nearly equal grammatical proficiency as a whole on the average. So, it can be concluded that sex is not a very important factor in the proficiency level of grammatical items.
- 8 The proficiency percent of private school students is very higher in comparison to government aided school students.

4.2 Recommendations

Based on the findings of the present study, the following recommendations have been made for enhancing and upgrading the ELT situation and the teaching learning process of the English language in grammatical areas to students.

1. Students in private schools are found to have better proficiency in grammar. Further study should be done to find out why this is so and lessons should be learnt from the private schools.
2. Boys feel difficulty in question tag, transformation and conditional than girls do. So, they should give emphasis on these topics.
3. Girls feel difficulty in voice and connectives than boys do. So, girls should give emphasis on these topics.
4. The teacher should identify the area as specified in this research where the students are doing mistakes and provide feedback.
5. Tutorial class should be managed to the students who are poor in the classroom. This will reduce the number of errors by students and poor students get priority to learn. In addition, the teacher should provide enough feedback to them as done in the private schools.

6. The students of government aided schools are deprived of getting chance to read extra English books on short stories, comics, plays and dramas apart from English text books but the students of private schools get sufficient materials or extra books for reading which leads them to acquire better and understand better. Such as reading for enjoyment and pleasure should be added in the government schools too. For this reason, the school library should be developed in government schools.
7. The availability of visual aids is very important in both government and private schools. The private schools are well equipped with visual aids but the government schools are either not equipped or not used properly although available. Therefore, in government schools, the supply and the use of visual aids should be properly maintained.
8. More attention should be paid to teaching of grammar for language proficiency, especially in government aided schools
9. The materials in the textbook for teaching grammar should be added and made clearer and more useful.
10. In the grammatical items like causative verbs, question tag, concord and reported speech, students should be given ample practice for better proficiency.
11. Practice for grammar is kept under the heading 'Time for grammar' but that is insufficient for some topics like concord, reported speech, question tag and causative verbs. So, adequate practice activities/ exercises should be kept under these areas.

12. All the text books in same medium of language should be used in both types of schools. The government schools should also use English medium text books.
13. The students of private schools get longer hours of English language exposure, which can be one of the causes of their better performance. Therefore, it would be better if the government aided schools provide their students more hours of exposure in English language.
14. Extra credit hour for teaching grammar should be managed in government aided schools because there is lack of exposure time.
15. The students from the middle class and high class, mostly, study in private schools. They can afford better facilities for learning as regular tuition class. As a result, they have better proficiency in every subjects. Such physical facilities should be given in government schools.

Finally, the research has opened up some another issues for further research. Students are found to have better proficiency in article, connectives and conditionals, but poor proficiency in areas like concord, reported speech, question tag and causative verbs. It seems to be necessary to verify and find out the causes of these kinds of tendencies seen in students' proficiency.

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APPENDIX -I

List of schools, where the researcher conducted his research works, are as follows :

(1) Government Schools :

- (i) Shree Shiva Secondary School Latikoili, Surkhet
- (ii) Shree Jana Higher Secondary School Birendranagar, Surkhet
- (iii) Shree Jana Sewa Higher Secondary School Ghusra, Surkhet.
- (iv) Shree Shikhar Higher Secondary School Ramghat Surkhet,
- (V) Shree Jana jyoti Secondary School Baddichaur, Surkhet
- (Vi) Shree Sharada Higher Secondary School Chhinchhu, Surkhet.

(2) Private Schools :-

- (i) Surkhet Horizon Academy Birendranagar
- (ii) Eager Bridge Higher Secondary School Birendranagar, Surkhet
- (iii) Usha Bal Batika Higher Secondary School Birendranagar, Surkhet
- (iv) Shree Adarsha Raj Memorial Boarding School Birendranagar, Surkhet
- (v) St. Mary's Co.ed. Boarding School, Uttargarganga, Surkhet
- (vi) Elite Secondary Boarding School Birendranagar, Surkhet

- (29) Most of the students weak in English.
 a) is b) was c) are
- (30) Either Ram or Shyam guilty.
 a) is b) are c) were
- (31) Tom, together with his friends, Praised yesterday.
 a) is b) was c) were
- (32) Not only Ram but also his friends guilty.
 a) is b) are c) was
- (33) 'My friend worked in London.' It's negative form is: My friend in London.
 a) didn't work b) doesn't work c) didn't worked
- (34) 'I don't like to live here.' It's affirmative form is: I to live here.
 a) like b) likes c) liked
- (35) 'Ram went to Kathmandu'. Its where question is: where ?
 a) does Ram go b) did Ram go c) did Ram went
- (36) 'When does Sita come home ?' It's yes/no question is:
 a) Do Sita comes home ? b) Does Sita come home ? c) Does Sita comes home ?
- (37) He does not hard.
 a) studies b) study c) has studied.
- (38) How did Hari to school yesterday?
 a) go b) goes c) went
- (39) 'Ram never goes to school'. Its affirmative form is ' Ramgoes to school.
 a) always b) already c) still
- (40) Raju drives a car but he a bus.
 a) doesn't drive b) doesn't drives c) don't drive
- (41) Did you your car last night ?
 a) find b) found c) finds
- (42) Is he a car now ?
 a) drive b) drives c) driving
- (43) She likes oranges but she mangoes.
 a) likes b) doesn't like c) didn't like

- (44) How she help you last week ?
 a) did b) does c) is
- (45) Shibani generally the guys.
 a) greet b) greets c) greeted
- (46) Don't cross the road. A car
 a) comes b) is coming c) has come
- (47) The patient had died before the doctor
 a) arrived b) had arrived c) has arrived
- (48) I wish I the answer to that question.
 a) knew b) would know c) will know.
- (49) People are destroying the jungle. The jungle
 a) is destroying b) is destroyed c) is being destroyed
- (50) Someone robbed my house. My house
 a) is robbed b) was robbed c) was being robbed
- (51) Munamadan was written by Devkota. It means Devkota
 a) writes Munamadan b) is writing Munamadan c) wrote Munamadan
- (52) A virtuous soul is respected. It means everybody
 a) respected a virtuous soul b) respects a virtuous soul c) respect a virtuous soul
- (53) Someone has stolen my pen. It means my pen
 a) has been stolen b) have been stolen c) has been stolen by someone
- (54) They publish the newspaper daily. That is to say, the newspaper
 a) is published daily by them b) is published daily c) publishes daily
- (55) America was discovered by Columbus. That is to say, Columbus..... America.
 a) Discovers b) discovered c) has discovered
- (56) 'Let a letter be written. That is to say, a letter.
 a) Let write b) write c) To write
- (57) The teachers asked us
 a) what we want b) what we wanted c) what did we want
- (58) My father told me that
 a) water freezes at 0°C. b) water has frozen at 0°C. c) water froze at 0°C.

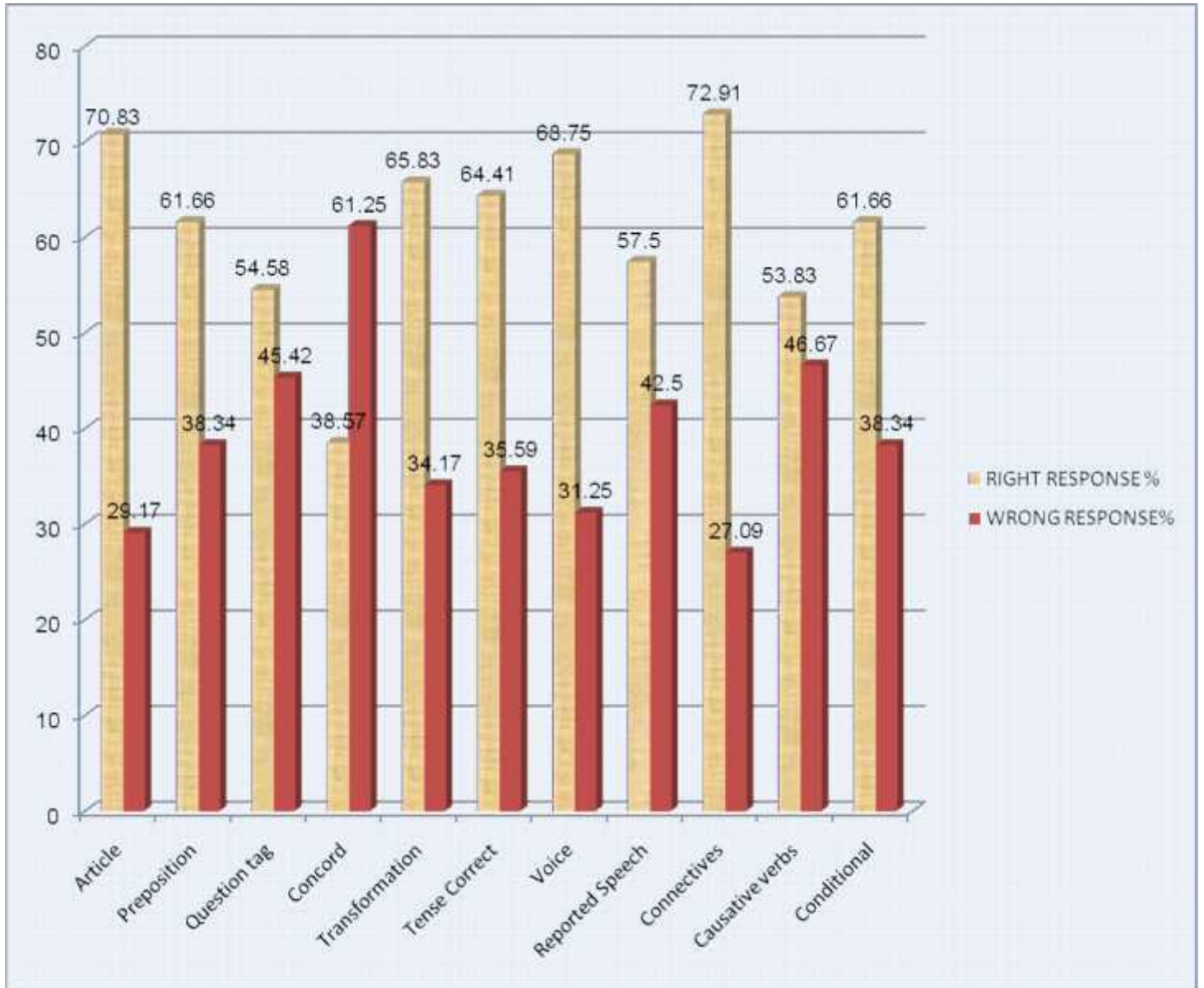
- (59) I said I needed a shirt when she asked me, ".....?"
 a) what you need b) what do you need c) what do I need
- (60) Mr. Giri said to his sons, "....."
 a) not to make noise b) maken't noise c) don't make noise
- (61) She asked Gita a film with her.
 a) see b) to see c) saw
- (62) He told us that he to the USA the year before.
 a) has been b) had been c) will have been.
- (63) Poonam asked me why
 a) was I late b) I was late c) I am late
- (64) The teacher said to me, " The Earth the Sun"
 a) moves round b) moved round c) move round
- (65) I don't know Rara lake is located.
 a) which b) when c) where
- (66) we go to the bank we can cash the cheque.
 a) to b) for c) so that
- (67) The school was closed strike.
 a) because b) because of c) so that
- (68) he is poor, he helps the orphans.
 a) Although b) Because c) However
- (69) He was hungry, he ate rice.
 a) because b) although c) therefore.
- (70) We went to the cinema watch the film
 a) because b) in order to c) so that
- (71) He decided to go to Mansarobar the great distance.
 a) in spite of b) although c) however
- (72) He had a piece of land he could grow grain.
 a) where b) who c) whose
- (73) He made his sons hard.
 a) work b) to work c) worked

- (74) He got his wife his sons.
 a) call b) called c) to call
- (75) He had a ring
 a) bought b) buy c) to buy
- (76) He is very lazy. He alwayshis mother to clean his room.
 a) makes b) gets c) has
- (77) The film made the girls
 a) cry b) cried c) to cry
- (78) I got the watchmaker my watch.
 a) clean b) cleaned c) to clean
- (79) I shall have my hair
 a) wash b) to wash c) washed
- (80) The teacher always us pronounce the words.
 a) makes b) have c) gets
- (81) If I a bird. I would fly all over the world.
 a) were b) was c) am
- (82) If you want to pass the exam,
 a) worked well b) work well c) not to work well
- (83) They could have done it if they
 a) tried b) would try c) had tried
- (84) You four if you add two and two.
 a) will get b) get c) would get
- (85) If it tomorrow, I won't come.
 a) rained b) rains c) will rain
- (86) They the work If they could.
 a) do b) would do c) will do
- (87) He the bus if he had gone fast.
 a) will catch b) would catch c) would have caught.
- (88) Unless you hard, don't be a teacher.
 a) worked b) work c) will work

The End

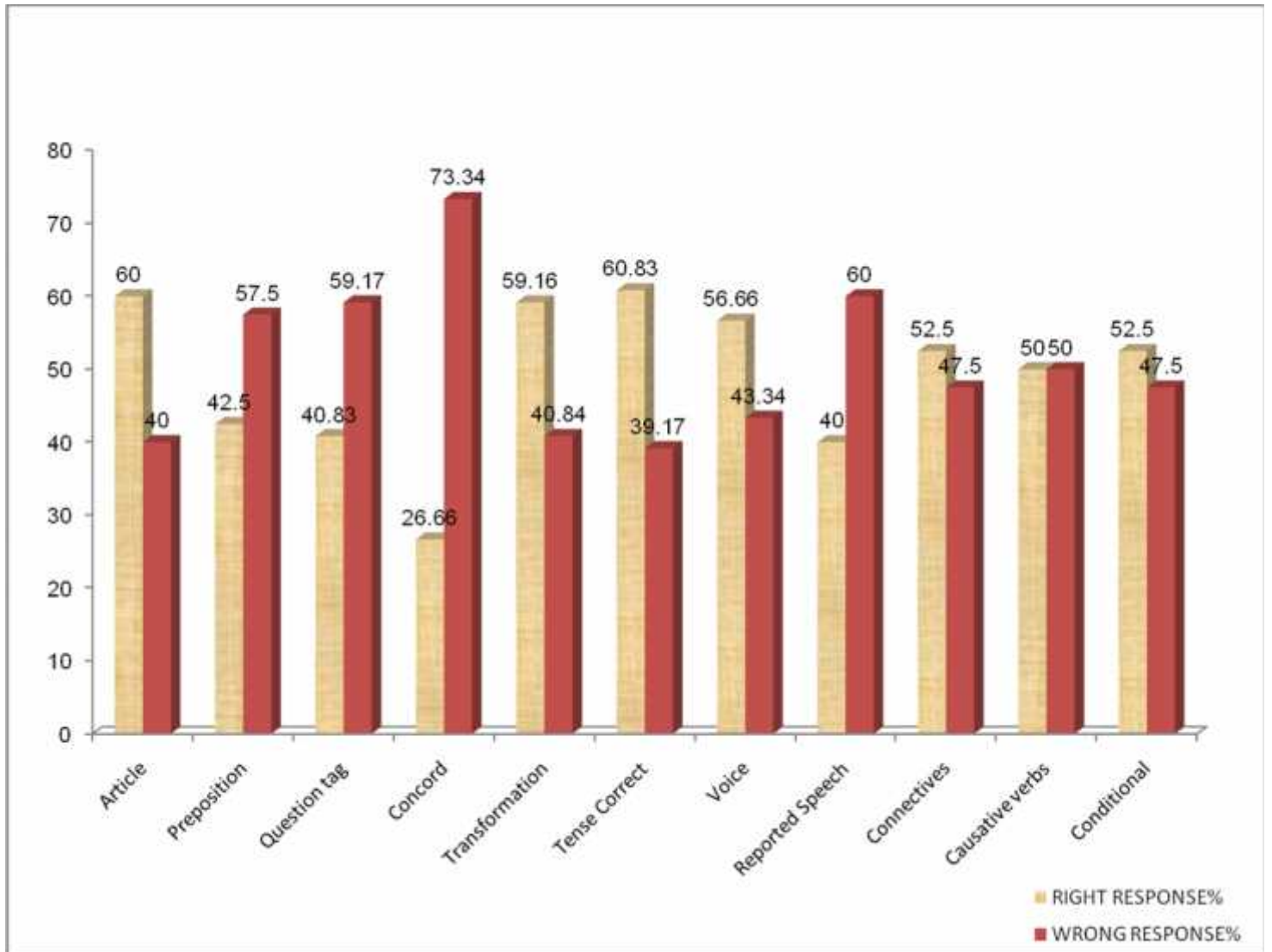
APPENDIX III

Over all topic -wise proficiency of tenth graders



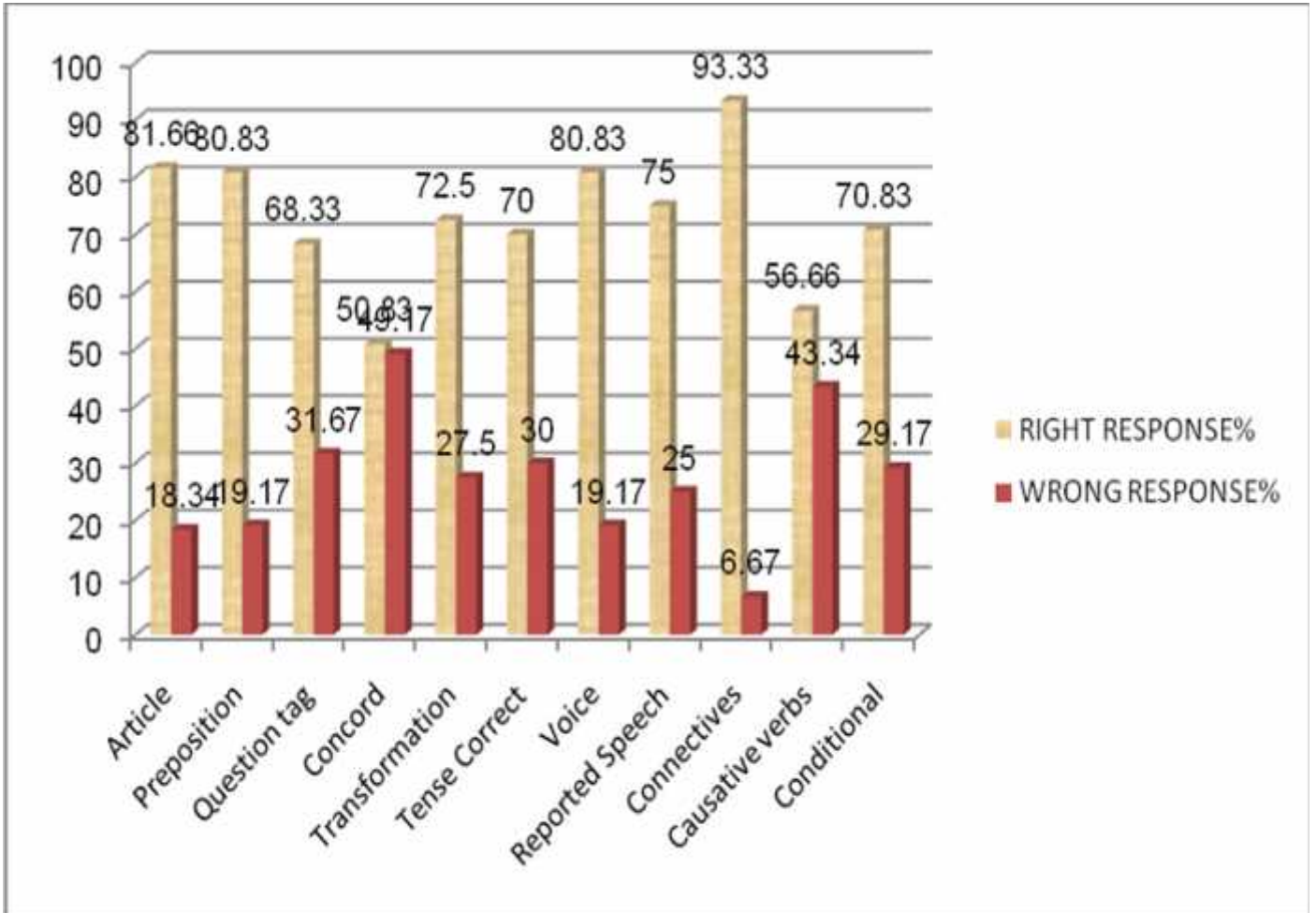
APPENDIX IV

Topic - wise PROFICIENCY of govt. SCHOOL STUDENTS



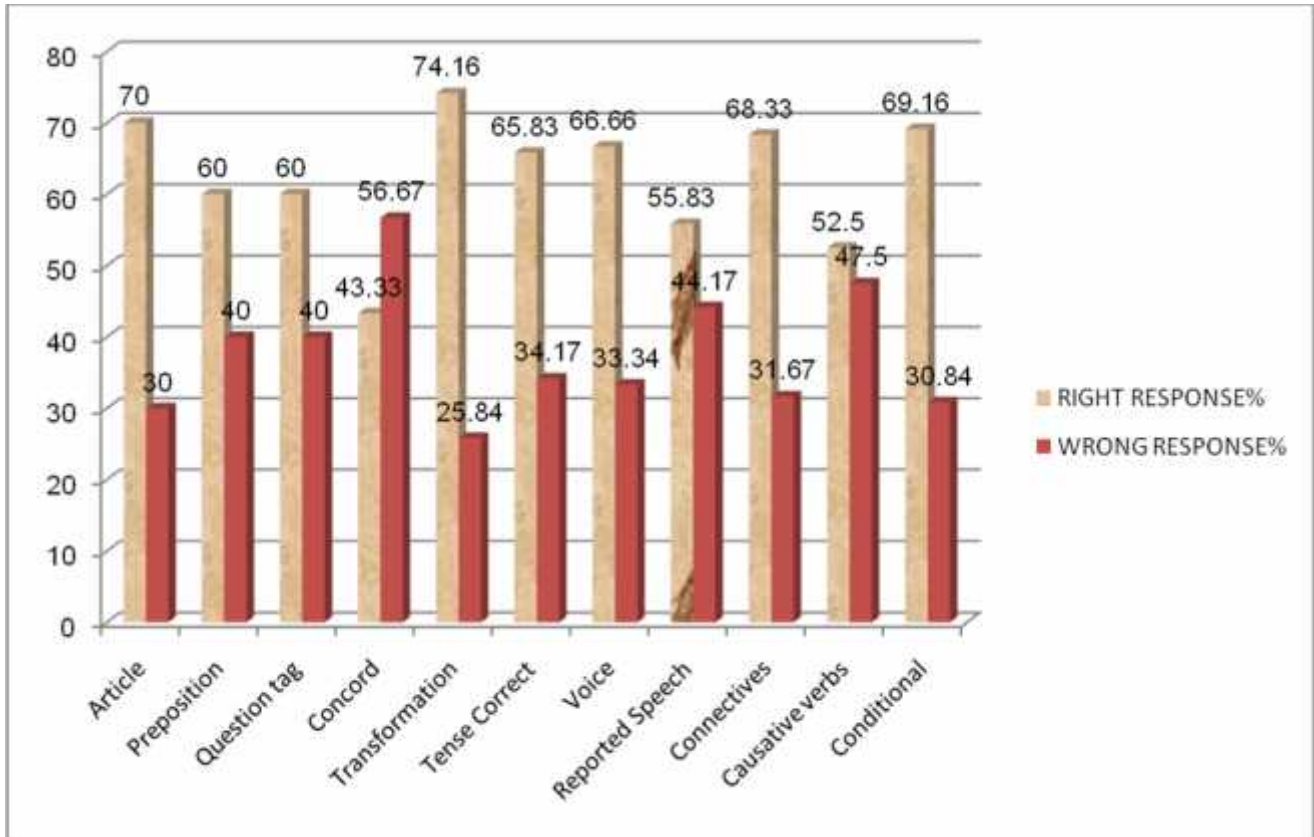
APPENDIX V

Topic - wise PROFICIENCY of PRIVATE SCHOOL STUDENTS



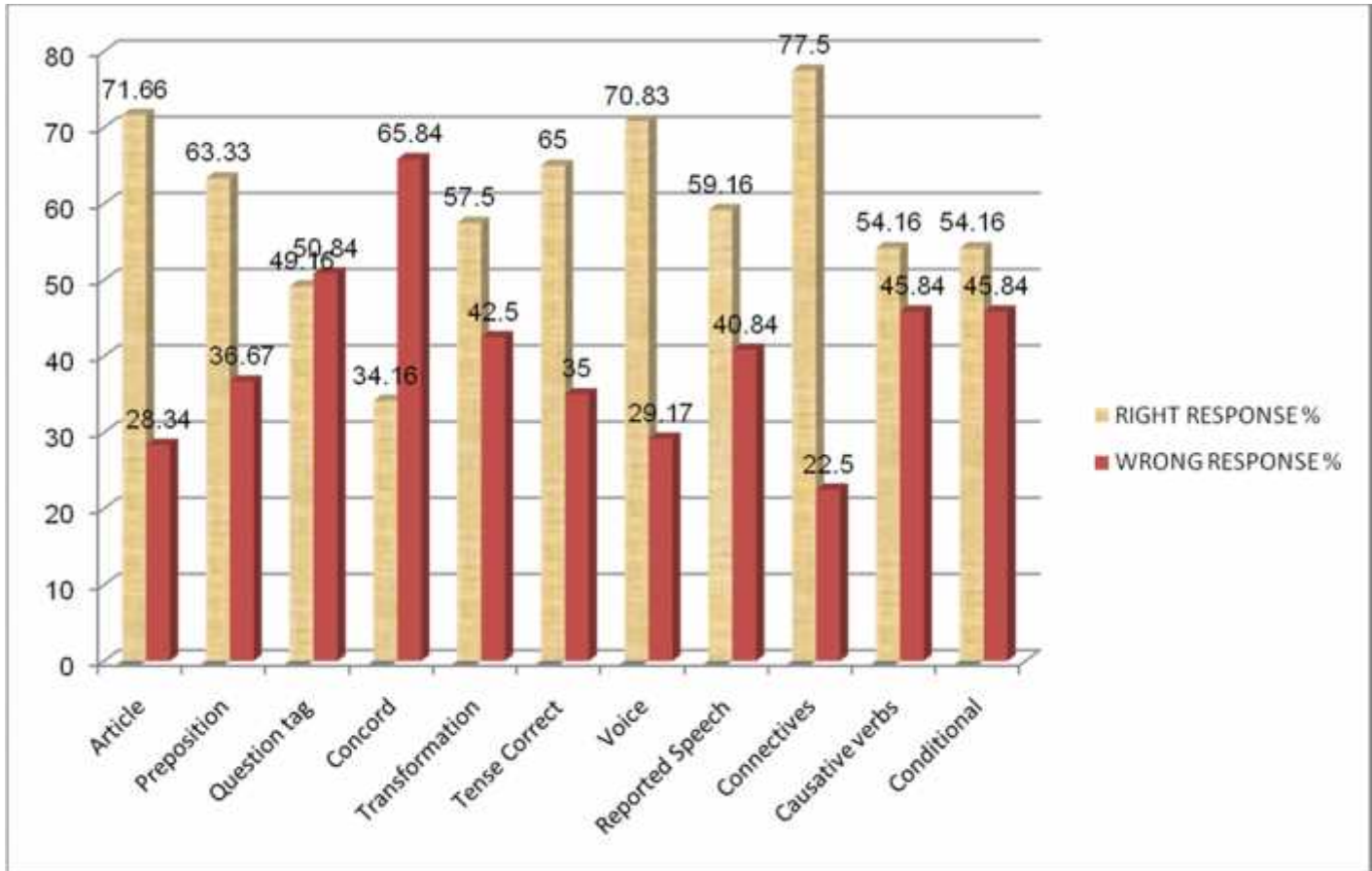
APPENDIX VI

Topic- wise PROFICIENCY of Girls



APPENDIX VII

Topic- wise PROFICIENCY of Boys



APPENDIX VIII

MARKS OBTAINED by GOVERNMENT SCHOOL STUDENTS

(1) Shree Sharada Higher Secondary School Chhinchu, Surkhet.

Roll n.	3	17	26	37	40	46	47	48	50	56
Marks	52	32	43	41	47	56	51	41	44	52

(2) Shree Jana Jyoti Secondary School Baddichaur, Surkhet

Roll n.	1	2	7	10	11	21	24	31	32	34
Marks	61	44	40	44	33	46	37	53	33	42

(3) Shree Shikhar Higher Secondary School Ramghat, Surkhet

Roll n.	1	3	4	6	14	37	60	66	90	124
Marks	83	70	69	53	81	63	66	71	41	60

(4) Shree Jana Higher Secondary School Birendranager, Surkhet.

Roll n.	6	9	13	14	26	35	38	45	50	51
Marks	36	65	40	22	36	34	56	52	38	40

(5) Shree Shiva Secondary School Latikoili, Surkhet

Roll n.	1	4	13	32	44	45	46	51	64	90
Marks	58	48	73	32	76	44	44	42	40	44

(6) Shree Jana Sewa Secondary School Ghusra, Surkhet

Roll n.	7	15	19	21	22	33	41	42	62	74
Marks	34	42	50	26	30	40	24	48	60	36

APPENDIX-IX

MARKS OBTAINED by PRIVATE SCHOOL STUDENTS

(1) ST. MARY's Co.Ed. School Uttarganga, Surkhet

Roll n.	1	2	3	8	9	10	13	15	20	21
Marks	76	70	78	74	63	56	51	57	57	70

(2) Elite Secondary Boarding School Birendranagar, Surkhet

Roll n.	2	3	5	6	7	10	12	13	20	28
Marks	68	73	61	71	71	67	67	71	64	68

(3) Adarsha Raj Memorial English Secondary School Birendranagar, Surkhet

Roll n.	1	5	8	9	10	13	14	15	16	17
Marks	77	67	76	68	49	45	84	67	51	34

(4) Usha Bal Batika Higher Secondary School Birendranagar, Surkhet

Roll n.	1	6	9	18	20	23	25	28	29	31
Marks	76	54	54	74	52	68	48	56	76	62

(5) Eager Bridge Higher Secondary School Birendranagar, Surkhet

Roll n.	1	3	5	6	9	11	13	15	17	18
Marks	78	58	64	58	50	80	66	66	68	66

(6) Surkhet Horizon Academy Birendranagar, Surkhet

Roll n.	5	8	9	10	18	22	27	29	30	41
Marks	58	54	80	54	78	79	58	46	58	78

Appendix X
Overall Proficiency Table

S. N	Topics	Total 120×8=960				Government 60×8=480				Private schoo60×8=480				girls 60×8=480				Boys60×8=480			
		Right	Per (%)	Wrong	Per (%)	Right	Per (%)	Wrong	Per (%)	Right	Per (%)	Wrong	Per (%)	Right	Per (%)	Wrong	Per (%)	Right	Per (%)	Wrong	Per (%)
1	Article	680	70.83	280	29.17	288	60	192	40	392	81.66	88	18.34	336	70	144	30	344	71.66	136	28.34
2	Preposition	592	61.66	368	38.34	204	42.50	276	57.50	388	80.83	92	19.17	288	60	192	40	304	63.33	176	36.67
3	Question Tag	524	54.58	436	45.42	196	40.83	284	59.17	328	68.33	152	31.67	288	60	192	40	236	49.16	244	50.84
4	Concord	372	38.57	588	61.25	128	26.66	352	73.34	244	50.83	236	49.17	208	43.33	272	56.67	164	34.16	316	65.84
5	Transformation	632	65.83	328	34.17	284	59.16	196	40.84	348	72.50	132	27.50	356	74.16	124	25.84	276	57.50	204	42.50
6	Tense correct	628	64.41	332	35.59	292	60.83	188	39.17	336	70	144	30	316	65.83	164	34.17	312	65	168	35
7	Voice	660	68.75	300	31.25	272	56.66	208	43.34	388	80.83	92	19.17	320	66.66	160	33.34	340	70.83	140	29.17
8	Reported speech	552	57.50	408	42.50	192	40	288	60	360	75	120	25	268	55.83	212	44.17	284	59.16	196	40.84
9	Connectives	700	72.91	260	27.09	252	52.50	228	47.50	448	93.33	32	6.67	328	68.33	152	31.67	372	77.50	108	22.50
10	Causative verbs	512	53.83	448	46.67	240	50	240	50	272	56.66	208	43.34	252	52.50	228	47.50	260	54.16	220	45.84
11	Conditional	592	61.66	368	38.34	252	52.50	228	47.50	340	70.83	140	29.17	332	69.16	148	30.84	260	54.16	220	45.84

