

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 General Background**

Language aspects refer to those components which are essential for the overall composition of a language. Native speakers of a language succeed in producing and understanding an infinite number of noble utterances in their language. It is possible for them to do so because of an unconscious knowledge they have internalized about their language. The internalized knowledge is what Chomsky calls "the native speaker's competence" (1965, p. 4). It refers to the knowledge of native speakers about their language which enables them to use their language effectively. It means, it is the knowledge of the pronunciation, grammar, vocabulary and spelling of the language. A native speaker's competence consists of the rules concerning the sounds, organization and meaning of their language. Language aspects include the components of pronunciation, vocabulary, spelling, grammar and language functions.

Different scholars define grammar differently. Generally, grammar is defined as connection of words and word groups in an acceptable structure. Grammar is one of the aspects of language that should be taught and learnt. Furthermore, it is difficult and controversial aspect of language teaching. At its core, the term 'grammar' refers to either the inherent structure of words and sentences (morphology and syntax respectively) in a language; or to the study and description of this structure. We unconsciously use grammar all the time when we use language for listening, speaking, reading and writing. If we want to improve our English language abilities, we cannot escape from addressing grammar issues. Grammar explains how the language should be structured by using various categories.

Grammar is conventionally seen as the study of the syntax and morphology. It is the study of linguistic chains and slots. This is the study, both the way words

are chained together in a particular order, and the kind of words that cannot slot into anyone link in the chain.

According to Fromkin, Holt, Rinehart and Winston (1990, p.12) "The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers." Grammar is the combining network of sound, sound patterns and words which is easily acquired by the native speaker. "A grammatical pattern is more than any simple utterance. Since it is the moulded form where countless utterances can be produced. If grammar means the underlying principals, then, no one can handle the language without the knowledge of grammar" Funk and Wagnalls (1960, p. 144). So grammar is the most important and essential part of language. That means, grammar is the framework of a language where different language elements are combined together. In brief, grammar represents one's linguistic competence. Grammar, therefore, includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rules of word formation (morphology), the rules of sentence formation (syntax) and the vocabulary of words (lexicon). With the great impact of linguistics on language teaching, the past thirty years have seen a great change in people's traditional attitudes and approaches towards the teaching of grammar.

Regarding grammar, Venkateswaran (1995, p. 129) says,

Language is a type of rule governed behaviour. Grammar is a subset of those rules which govern the configurations that the morphology and syntax of a language assure. Grammar is the description of 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 of these sentences which are in the overall system of the language.

Grammar topics are usually sorted in books into word grammar and sentence grammar. Word grammar sections are further divided according to the different parts of speech- content words, containing verbs, nouns, adjectives and adverbs and structure words, containing determiners, pronouns, prepositions, conjunctions and interjections. Sentence grammar relates to the construction of phrases, clauses and sentences, all the way up to paragraphs and full texts.

Now a days, there are modern approaches to grammar which bring it alive and relate it to be our real life, outside of outdated grammar books containing endless lists of grammar rules. The prescriptive grammar approach used to have students theoretically analyze sentences for correctness in literary and religious texts, as if they were training to become linguists,

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar, but this knowledge may be intuitive and it is not necessary true that grammatical structures need to be taught as such, or that formed rules used to be learned or is it? (Ur, 1996, p. 76)

In presenting grammar, teachers should be aware that they are teaching grammar itself but not about grammar. Lewis (1993, p. 20) states, "Stop explaining, start exploring." He also says that language learning is more important than language teaching. Besides, the main goal in grammar teaching is to enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively and appropriately according to the situation. Celce Murcia and Larsen-Freeman (1999) define that grammar

should never be taught as an end in itself but always with reference to meaning, social function, or discourse or a combination of these factors. The main purpose of grammar is to help learners in constructing structures which accurately express the intended meaning.

### **1.1.1 Methods and Approaches to Teaching Grammar**

Methods and approaches are most frequently used terms in the field of language teaching. Anthony (1963, cited in Richards and Rodgers, 1986, p.19) defines these terms in this way,

. . . method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon, the selected approach. As approach is axiomatic; a method is procedural.

. . . an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Methods and approaches are the language teaching procedures which were designed by the linguists in different periods of time- to teach the language effectively.

#### **1.1.1.1 Methods of Language Teaching**

Language teaching has a long history but we cannot find the exact date when it began. We can find various language teaching methods existed and disappeared in the history of language teaching. Many ELT experts and linguists have been contributing a lot to the field of language teaching. There are nearly a dozen of methods and approaches developed and used in the 20th century. Some of them are Grammar Translation Method, Direct Method, Audiolingual Method and

Communicative Methods that have been highly influential at different times and represent the major trends in the language teaching in the nineteenth and twentieth century. These are briefly described as follows:

**i) Grammar Translation Method (GTM)**

Grammar translation (GT) is the oldest method. GT method dominated foreign language for about a hundred years from the 1840s to the 1940s. At first, GT method was called classical/ traditional method where classical languages like Greek and Latin were taught through this method. At that time, Greek and Latin were taught through translation, memorization of grammatical rules, parallel bilingual text, declensions and conjugations and writing exercises (Richards and Rodgers 1986, cited in Sharma and Phyak 2007, p.80-81). Grammar translation method emphasizes reading rather than the ability to communicate in a language. There was a reaction to it in the 19th century, and later it was given a greater emphasis on speaking rather than the writing. The classical method was popular in the sixteenth, seventeenth and eighteenth century.

GT method was introduced with the goal to make learners be able to read the target language literature, history and culture. GT method was designed not being based on any unified theory. As Van els et al. (1984, p. 148) mentions that this method has no obvious theoretician. Similarly, Richards and Rodgers (1986, p.5) assert, "It is a method for which there is no theory. There is no literature that often a rationale or justification for it or that attempts to relate to issues in linguistics, psychology or educational theory in nineteenth century". This method views that language is a system of rules. These grammatical rules are to be learnt- deductively by focusing on reading and writing skills and relate the listening and speaking. GT method could not address the learners communicative needs, desires and feeling; thereafter, it decreased its image gradually.

## **ii) Direct Method (DM)**

Direct method (DM) was developed in the later 19th century as a reaction against the grammar translation method. By claiming to be a natural method the direct method prioritized oral skills. Great linguists Henry Sweet, Wilhelm Vietor and some other linguists contributed a lot to develop this method. They thought that the goal of foreign language learning, is to communicate oral skills.

The direct method was established toward the end of nineteenth century and reached the height of its influence in the first quarter of the twentieth century. The DM enjoyed considerable popularity in the late nineteenth and the early twentieth century. It was widely used in Britain, France, Germany and the United States in commercial language schools. Pronunciation, grammar, everyday language and vocabulary are the area of emphasis (Richards and Rodger 1986 as cited in Sharma and Phyak 2007, p. 86-87)

Direct method was widely accepted in private language schools where students were highly motivated and native speaking teachers could be employed. But, in public shows the constraints of budget, class sized, time and teachers background made it difficult to use. As a result, it was criticized for its impracticality and weak theoretical background. DM was declined both Europe and United States in the first quarter of the twentieth century. Steinberg (1982, p. 192) says that Direct method is almost extinct- now with the exception of a few schools and institutions in France and South America.

## **iii) Audio Lingual Method (ALM)**

ALM was developed in the United States during World War II. There was a need for people to learn foreign languages rapidly for military purposes. To cater for this need a foreign language teaching programme called the Army specialized training programme (ASTP) was initiated in 1942. The main focus of the army training course was a great deal of oral activity- pronunciation pattern drills and conversation practice. After sometimes, the Army method

with some variations and adoptions came to be known as the audio-lingual method (ALM).

The goal of ALM was to enable learners to use the target language for communication by learning structures and patterns of language. ALM was theoretically based on structural linguistics and behavioural psychology. The principle after audio-lingual method was that language is speech, set of habits and is a matter of habit formation. New structures and vocabularies are presented orally in dialogue forms. Habit is formed through imitation, repetition, memorization, practice, drill etc.

Even ALM was criticized for its inadequacy of teaching communicative need of learners. Audiolingual method only focused on structures and patterns but not on functions and notions of language. Learning through imitation, repetition and memorization became mechanical and meaningless.

#### **iv) Communicative Method (CM)**

Communicative Method (CM) is designed to second or foreign language teaching which emphasizes on the fact that the goal of language learning is communicative competence. This method advocates language as an instrument for conveying meaning in the social setting. The proponents to advocate communicative need were Christopher Candlin, Henny Widdoson, John Firth, Mark Halliday, Dell Hymes, etc. The work of these functionalists and contribution of Council of Europe raised the scope of communicative language teaching. The notional functional syllabus (1976) of Wilkins, 'Threshold level' of Van Ek, communicative language teaching (1981) of Littewood and communicative competence (1972) of Hymes provided theoretical base to enhance communicative method and communicative language teaching. The way of changing the theory of language and language learning in Europe and America after 1960s came to be known as communicative method. Richards and Rodgers (1986, p. 67) suggest "Judicious use of native language is accepted where feasible. Translation may be used where students need or

benefit from it." CM does not hinder the use of translation. It needs the support of translation in different context or situation to teach the language effectively.

The goal of CLT is to develop communicative competence in the learners and to develop the procedures for the teaching of four language skills.

Communicative competence is the goal of language teaching which includes four types of competence i.e. grammatical, sociolinguistic, strategic and discourse competence. It uses authentic materials in language class where target language is the medium of interaction but it is not totally forbidden.

Various language functions like inviting, requesting, greeting and apologizing are taught by means of conversation and dialogue in an appropriate situation.

Presentation of authentic materials, language games, picture strip story, role play, group/ pair work, project work etc. are techniques used in CLT.

Sometimes communicative method is criticized for its impracticality in larger classes. We cannot decide the order of teaching language from a long list of language functions. It gives priority in learner centred techniques. So, it is time consuming to handle the class. No method has been introduced up to now to replace the communicative method.

#### **1.1.1.2 Different Approaches to Teaching Grammar**

There are two different approaches to the teaching of grammar: deductive approach and inductive approach. The main difference between the two approaches is that whereas the former starts with the presentation of generalized rules and proceeds to specific examples which illustrates those rules, the latter starts with specific examples and proceeds to the generalization of the rules and regularities involved in the examples.

##### **i) Deductive**

According to Thornbury (1999, p. 29), "A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied"



Similarly, Brown (1994, p. 92) says "Deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred to or deduced from a general principle."

It means, it is an approach where learners are taught rules and given specific information about the language.

After analyzing these definitions, we can simply define the deductive method as a rule governed method. It takes the following steps for presentation.

- ) Presentation of rules
- ) Description and explanation of rules
- ) Providing some examples
- ) Explaining underlying rules mostly by using mother tongue
- ) Asking students to practise the rules orally or in writing
- ) Contributing to the areas of difference between mother tongue and target language.

## **ii) Inductive**

Thornbury (1999, p. 49) says, "An inductive approach starts with some examples from which a rule is inferred." Similarly, Richards et al. (1985, p. 100) say "In inductive learning 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."

In the same way, Van els et al. (1984, p. 161-63) define, "The inductive procedure will involve the use of many language samples that are representative of the rules to be learned, and that practice with such samples has an important place in this procedure." Language teaching method which emphasizes the use of language rather than presentation of information about the language, for example, direct method and communicative method show the principles of inductive method.

This method is also called rule discovery method. A typical inductive method follows the following steps of presentation:

- ) Presentation of examples
- ) Analysis of examples
- ) Rule formation
- ) Generalization of rules that grow out of the previous activity
- ) Written and oral practice

In brief, the deductive method moves from abstract rules to concrete examples where as inductive method moves from concrete examples to abstract rules. The former proceeds from general to specific and latter proceeds from specific to general.

### **1.1.2 Grammatical Proficiency**

The term 'grammatical proficiency' is used to mean the explicit awareness of how language works. The expression 'proficiency' is chosen over 'competence' to avoid the confusion caused by the competence/ performance distinction.

Taylor (1990, p. 166) says,

Proficiency as the ability to make use of competence.

Nevertheless the term can thus mean' skills that is associated with performance. It is a dynamic concept, which is assuredly the type of concept we are dealing with in second language distinction.

At the same time, the understanding seems to fall in with Canale's distinction between knowledge and skills with regard to communicative competence (Canale 1983, p. 6). In discussing the applications of this model for second language teaching, Canale further distinguishes knowledge and skill-oriented teaching. The type of grammatical competence that we are concerned within the classroom. In other words, it is the skill-oriented competence which is titled as the grammatical proficiency of a native speaker. Yet, a native speaker can

say a sentence is acceptable, without being able to revert to basic grammatical or linguistic notions such as subject and object. The competence of a native speaker is that it entails an implicit knowledge of the grammar which does not encompass the explicit awareness that grammatical proficiency suggests. So, we conclude that grammatical proficiency refers to an ability to make judgment about the acceptability, an appropriateness of an utterance with specific reference to grammatical notions.

### **1.1.3 Subject-Verb Agreement**

The structure of the English language is the relationship of subject-verb and object. In many languages we can see the two parts: noun and verb. So the subject of the sentence must agree with the verb of that particular sentence. Likewise, the verb of a sentence must agree with the subject of that particular sentence. Such types of one to one relationship between subject and verb is called Subject-Verb Agreement. Crystal (2003, p. 17) defines, "Agreement is a traditional term use in grammatical theory and description to refer to a formal relationship between elements whereby a form of one word requires a corresponding form of another." This shows that the formal relationship of Subject-Verb Agreement is inherently used in English grammar.

Doff (1988) states that the sentences created by words and phrases are the essential blocks of meaning that allow us to communicate thought. If they are not constructed carefully, they can make the reading task difficult. He further states that major basic usage and grammar slip in writing English are associated with verbs. Based on the facts that Subject-Verb Agreement is very important to express ideas especially in writing, where non-verbal communication is absent, the students really need to master this rule in order to write effectively. As a result, they can convey their message. It shows that learners have mastered the English grammar rules and it will give a good impression to others who read their work.

Subject, verb, copula, determiners and modifiers which are closely linked with the structure are studied in the structure of English sentence.

### **1.1.3.1 Subject**

It refers to something about which a statement of assertion is made in the rest of the sentence and it is a term used in the analysis of grammatical function to refer to a major constituent of sentence or clause structure, traditionally associated with the 'doer' of an action (Crystal, 2003, p.44). The subject is the central focus of the sentence where he performs the action.

For example: My mother writes to me three times in a week.

In the sentence, the noun phrase 'my mother' functions as the subject. It shows the central person to perform the action of this sentence.

### **1.1.3.2 Verb**

'Verb' refers to an element which can display morphological contrast of tense, aspect, voice, mood, person and number (Crystal, 2003 p. 490). The notional or semantic definition of a verb is that it is a word that denotes an action or state of being (Celce Murcia and Larsen-Freeman, 1999, p. 16). Traditionally, it is defined as doing words or action words. It is the essential element of a sentence, without it the sentence is not complete.

For example:

a. Hari eats rice.

b.\* Hari rice

In the first sentence, there is a verb 'eats' which shows the action of a subject and the meaning is clear and complete. But in the second sentence, there is absence of verb and the sentence is ungrammatical which could not give any sense or complete meaning. It is ambiguous.

### **1.1.3.3 Agreement**

The term 'agreement' refers to a type of grammatical relationship between two or more elements in a sentence, in which the choice of one element causes the selection of a particular form of another elements (Richards et al. 1985, p. 129).

For example:

) We speak English.

) \*He speak English.

In the first sentence, the subject 'we' is plural noun which selects the plural verb 'speak'. There is agreement between subject and verb. But in the next sentence, there is a singular subject 'he' which does not select the plural verb 'speak'. So there is not agreement between subject and verb.

### **1.1.3.4 Copula**

Copula 'be' is the most frequent verb in English which has more number of distinct forms with respect to person, number and tense than any other verb in English. It links a subject to a complement in English and has independent meaning. The 'copula' be is the inclusive term of the verb 'is', 'am' and 'are' in the present tense and 'was' and 'were' in the past tense (Celce-Murcia and Larsen-Freeman, 1999, p. 56).

For example:

'She is a girl'.

I am a boy.

In the first sentence, the copula be verb (is) links the subject (she) and object (a girl) in the sentence. Similarly, the copula be (am) links the subject (I) and object (a boy) in the second sentence.

### **1.1.3.5 Determiner**

The word 'determiner' refers to a set of words of closed grammatical classes whose function is to limit the potential reference of the noun phrase.

For example:

This is my pen.

Here the word 'my' limits the ranges of meaning of the word 'pen'. The function determiner can be realized by a wide range of items like definite articles,

possessive pronouns, demonstrative pronouns, demonstrative pronouns, numerals, distributive and quantifiers. There are three types of determiner. They are pre-determiner, central determiner and post-determiner (Celce-Murcia and Larsen-Freeman, 1999, p.65).

#### **1.1.4 Identification of Subject**

Different constituent parts of a sentence have different grammatical functions. According to Aarts and Aarts (1986, p. 133), 'the function of subject may be attributed to a constituent of a sentence on the basis of the following criteria':

- ) Position
- ) Con-cord
- ) Repetition in tag question
- ) Passivization

##### **1.1.4.1 Position**

In terms of position, the function subject is associated with an obligatory constituent of the sentence which "typically precedes the main verb in a sentence and is most closely related to it" (Richards et al. 1985, p. 278).

For example:

The man runs very fast.

In the sentence, the phrase 'the man' is the subject of the sentence, as it precedes the main verb 'runs'.

##### **1.1.4.2 Concord**

The word 'Concord' refers to the agreement between the subject and predictor. The function subject is associated with that constituent that accounts for the presence or absence of a sibilant suffix in the verb phrase. It refers to the notion of agreement where presence of one element automatically refers to the presence of another element.

For example:

1. Hari speaks English

(sg) (sg)

2. The girls dance well

(pl) (pl)

In the first sentence, Hari is a singular noun which takes a singular verb 'speaks'. In this way, in the next example, the girls is plural noun which automatically takes the plural verb 'dance'.

### **1.1.4.3 Passivization**

The subject of an active sentence occurs in the 'by phrase' of the corresponding passive sentence positionally; subject and object are inverted to passive i.e. subject goes to the ending part of the sentence with by and work as an agent.

For example:

Active: The man chased a tiger.

Passive: A tiger was chased by the man.

'The man' is the subject of the first sentence (active) because it occurs in the 'by-phrase' of the second sentence (passive).

### **1.1.4.4 Repetition in Tag Question**

The subject of a sentence is repeated in tag questions and occurs in its pronominalized form. eg. John hates marry, doesn't he?

In the above sentence, the constituent phrase 'John' is the subject of the sentence as it occurs in its pronominalized form 'he'.

### **1.1.5 Rules of Subject-Verb Agreement**

The rules on Subject-Verb Agreement in English are as follows:

(Celce-Murcia and Larsen-Freeman, 1999, p. 68-74)

I) A singular verb is used with singular noun.

eg. The boy plays football.

II) A plural verb is used with plural noun.

eg. The boys play football.

III) Somebody, something, everybody, everything, nobody, etc. take singular verb.

eg. Somebody has stole a car.

IV) Some common and proper nouns ending in 's' and 'ies' take singular verb.

eg. No news is good news.

Mathematics is a difficult subject.

V) If an adjective functions as subject, it takes a plural verb.

eg. The beautiful are selected for the beauty context.

VI) Fraction and percentages take the singular verb when they modify a mass noun and the plural verb when they modify a plural noun. When they modify collective noun, either the singular or the plural verb may be used.

eg. Half of the milk is spoiled. (Mass) one third of the students are absent.

(plural) one tenth of the population of Bhutan is/ are rich. (collective)

VII) Collective noun may take either singular or plural form of verb depending on the meaning.

eg. The gang of four has been discredited. (the gang as a whole)

The gang of four has been discredited. (the individual gang member)

VIII) Noun in a set of two can take the singular verb when the noun 'pair' is present but the plural verb when the noun 'pair' is absent regardless of whether one pair or more is being referred to.

eg. A pair of trousers is on the sofa. My scissors are on the table.

IX) A verb clause takes a singular verb.

eg. To win game, needs much labour.

X) Since a noun clause is equivalent to the noun phrase, it takes both forms of verb.

eg. That he stood first in the exam is not surprise one.



-What were once human dwelling are now nothing but piles of rubble.

XI) Basic mathematical operations (add, subtract, multiply, divide) take singular verbs.

eg. Four times five equals twenty.

XII) When two nouns are joined with 'and' a plural verb is used.

eg. Rita and Sita are friends.

XIII) A unit noun takes a singular verb.

eg. Twenty miles is a long distance.

XIV) When two singular subjects are joined with each and every, singular verb is used.

eg. Each man and woman is present today.

XV) Quantifiers take a plural verb when they modify a plural noun and the singular when they modify a mass noun.

eg. Some of students are present today.

All of the water is polluted.

XVI) 'A number of takes' the plural verb but 'the number of 'takes the singular verb'

eg. A number of goats are small.

The number of goat is small.

XVII) Many a singular noun takes a singular verb.

eg. Many of flower is in the garden.

XVIII) When two subjects together express one idea or refer to the some person or thing, the singular verb is used.

eg. Orange and mango is fruit.

My friend and benefactor has come.

XIV) One of + plural noun take singular verb.

eg. He is one of the best teacher.

XX) If the two subjects are joined by as well as, in addition to, together with, noun in apposition etc. joining words, the verb agrees with the number of the first subject.

eg. I as well as my friend am going abroad.

Ramesh, a leader of these boys, was absent yesterday.

XXI) None of the plural nouns can take singular and plural form of verb.

eg. None of the boys play/ plays skipping.

XXII) 'Each/ either/ one of + plural nouns' take a singular verb.

eg. Each of them is absent.

XXIII) 'A bouquet of, a crowd of, a herd of, a team of, a series of, a galaxy of etc.+ plural nouns' take singular verb.

eg. A bouquet of flowers was given to each students.

A series of books has been published.

XXIV) Approximately rule is applied in sentences beginning with 'there' followed by conjoined nouns/ pronouns.

eg. There is a cat and a dog in the garden.

XXV) The majority of + plural noun may take a plural verb.

eg. The majority of the governments are weak.

### **1.1.6 Bhutanese Refugee Students**

Bhutanese Refugees have been living in different 5 refugee camps of eastern part of Nepal (Jhapa and Morang districts) for 18 years. Actually their ancient origin place was Nepal but their ancestors were migrated to the neighbouring country Bhutan and settled there and became Bhutanese people.

Due to the adverse situation for Bhutanese with Nepali originality, the situation does not support them any longer. They had to leave their place. Then, more

than one lakh Bhutanese people were migrated towards their original ancient country, Nepal in 1991 A.D. They are kept in Timai, Goaldhap, Khudunabari, Beldangi and Sanishshare camps of Jhapa and Morang districts.

The UNO and other many international organizations are looking them after they were settled there. There is easy access to education for every refugee students in each refugee camp. There are pre-primary, primary, lower secondary and secondary schools in each camp. After completing the secondary level, the students get half scholarship and full scholarship according to their marks and division. All the needed materials for students are given by the Bhutanese Refugee Education Programme. The medium of instruction is English except Nepali. More qualified and experienced teachers are available to teach the students. The number of students is very high. More than hundred students are taught in one class. Many Bhutnese refugee students are teaching in different private schools of Nepal.

### **1.1.7 Nepalese Students**

In Nepal, the condition of Nepalese students in the English language is not very good. Various researches have shown that the private school students are quite well in English but the government aided school students are not that good in English. Durbar High School was the first English school of Nepal which was established in 1910 B.S. The English language was introduced in the higher education with the establishment of Tri-Chandra College. The English language in the academic field of Nepal got momentum after the establishment of SLC board in 1990 B.S. and Tribhuvan University in 2016 B.S..

After the establishment of democracy in 2007 B.S., a number of schools and colleges were established throughout the kingdom. Relating the importance of the English language, the government of Nepal has included English in school and higher level curriculums as a compulsory subject.

The medium of instruction in government aided schools is exclusively Nepali except English. There is only one English course (Our English) from class one to class ten. The students are feeling difficulty in learning English because they

have not got sufficient time exposure of English in classroom. There is a lack of experienced and qualified teachers in pre-primary and primary level. We know the proverb that foundation is the pillar of the construction. Like this, we have the weak foundation of English education from the early days due to the weak pillar of English education.

On the other hand, the private boarding school medium of instruction is English. As such, they are better than government aided school students in the English language.

## **1.2 Review of Related Literature**

Many research studies have been carried to find out errors in Subject-Verb Agreement made by those English learners who had different language background. Many people have done comparative study on Subject-Verb Agreement between English and other languages. Some other researchers have done comparative study on Subject-Verb Agreement in English where the learners are from urban or rural private schools or government aided schools etc. Thus, an attempt has been made here to review the related literature available at the Department of English Education, T.U., Kirtipur.

Shrestha (1989) carried out a research to find out the errors on Subject-Verb Agreement in English committed by grade ten students. He chose the students of Shree Pancha Ratna Rajya Kanya Madhyamik Vidhalaya, Nadipur, Pokhara and Shree Barahi Madhyamik Vidhyalaya, malepatan, Pokhara for administrating the test. He concluded that the high frequency of committed errors occur when the head word is preceded or followed by a word of opposite nature in grammatical number.

Karki (1999) carried out the study to find out the effectiveness of inductive and deductive method in teaching Subject-Verb-Agreement in English. The primary source of data of his study were collected by administering a pre-test and post-test to the students of Araniko English Boarding School, Tulsipur, Dang. Thirty students were non-randomly selected for this study. Finally, this research concluded that the inductive method was less effective than the

deductive method. Similarly, Karki (2000) carried out a research to diagnose the errors in the use of Subject-Verb-Agreement and compared the proficiency of students of class 11 and PCL 1st year in English stream. He carried out a comparative study on the PCL of students of Dhankuta Multiple Campus and one higher secondary school of Terhathum district. He selected 60 students for the sampling population where 30 are from each group. The sampling population was randomly selected. The research found that the students of PCL 1st year were more proficient than the students of class XI. In the same way, Mahato (2001) carried out a research on 'A Comparative Study of Subject-Verb-Agreement in English and Tharu Languages'. He selected fifty Tharu native speakers among five different VDCs of Parsa district by using purposive random sampling procedure. He administered a set of questionnaire among fifty people and collected the primary sources of data. After analyzing the data, his research concluded that English verbs agree with the categories of person and number where Tharu verbs agree with the categories of person only. In the same way, Khaniya (2002) carried out a research on proficiency of grade 9 students in negative and interrogative transformations of Lamjung district. He selected 200 students from 10 government aided schools as a sample. He used the random sampling procedure while selecting the population. This research found that students had better performance in negative transformation as compared to interrogative transformation. Similarly, Lamsal (2003) carried out a research on 'Proficiency in recognizing and using pronouns'. He selected 80 students of Bachelor 1st year who were having the major English from Humanities, Social Sciences and Education faculties. He used stratified random sampling procedure to ensure the participation of the students of different sex and language background. This research found that the students of humanities and social sciences were more proficient than those of faculty of education both in recognizing and using pronouns. In the same way, Kandel (2004) carried out a study on English language proficiency of B.Ed. students majoring English on the basis of IELTS to determine the overall English language proficiency. He has randomly selected one hundred students of M.Ed. 1st year (T.U., Kirtipur).

The finding of his study is just 4.53 band and score out of total band which makes 50.33%. It shows the inadequateness of overall proficiency of the B.Ed. students.

Similarly, Regmi (2005) carried out a research on 'the proficiency of B.Ed. students in phrasal verb. He randomly selected sixty students of Kathmandu Valley who were studying B.Ed. second year. They were from two education campuses. Thirty students from each campus were selected on the basis of simple random sampling procedure. Half of them were the students of major in English and half of the students were not majoring it. After administering the test, his research found that the proficiency of phrasal verb by the students majoring English was better than the students who did not opt for major because the percentage of the students majoring English was 40.31% against their counterparts which was 26.9%. In the same way, Mehata (2006) carried out a research work on 'A comparative study in the Subject-Verb Agreement in Bhojpuri and English languages. He selected 25 English teachers who were from Bhojpuri background of Parsa district. He used the judgmental sampling procedure while selecting population. His research found that both languages lack agreement distinction with the gender of the first person subject. Similarly, Yadav (2007) has carried out a research on 'A comparative study on the communicative proficiency between students of public and private schools of grade nine'. He selected eighty students from different secondary schools of Kathmandu valley where 40 students were from government aided schools and other 40 from public/ private schools. Ten students from each school were randomly selected for the study. The study found that the proficiency of the private school students was satisfactory than the students of public school. Similarly, Pandit (2008) carried out a research on "Proficiency of grade twelve students in Subject-Verb Agreement". The researcher selected the sampling population from four different colleges of Kathmandu district. The total number of sample included was eighty students, twenty from each college consisting of equal number of boys and girls. The researcher used stratified random sampling technique. His research concluded that the total proficiency

in English Subject-Verb-Agreement was 59.86% only. The proficiency shown in the study was not satisfactory. Although most of the questions included in the test items were from grade twelve textbook and the common subjects they frequently encountered.

There are more than a thousand theses carried out in the English Education Department. But no research has been carried out so far in this topic in the department which is concerned with the comparison of Bhutanese and Nepalese students. So, this research is completely my endeavour to find out the grammatical proficiency of Bhutanese and Nepalese students in Subject-Verb and Agreement and to compare it between them.

### **1.3 Objectives of the Study**

The objectives of my study were as follows:

- i) To find out the proficiency of Bhutanese and Nepalese grade nine students in Subject-Verb Agreement.
- ii) To compare their proficiency in Subject-Verb Agreement.
- iii) To point out the pedagogical implications of the study.

### **1.4 Significance of the Study**

This study seems to be in a small scale, which in fact certainly deserves the great importance in the field of ELT in Nepal as well as Bhutanese refugee camps. Both of these groups of students' mother tongue is Nepali but they are from different social, cultural, economical and educational background. This study helps to solve the genuine issue which is always raised between Bhutanese refugee and Nepalese students in the eastern part of Nepal that refugee students can do well in speaking and writing English but they are not well proficient in grammatical phenomenon. On the other hand, Nepalese students are weak in speaking and writing but they are good in grammatical structure.

In this way, this study provides valuable insights to the people involved in teaching/ learning the English language in Nepal and Bhutanese refugee education programme of Nepal. Remedies for the problems and pedagogic strategies certainly help the students, teachers, syllabus designers, textbook writers, textbook designers and novice researchers who are interested in this particular field. With the help of this study, people will get the true picture of the proficiency in the use of Subject-Verb Agreement achieved by Nepalese students and Bhutanese refugee students of grade nine in Nepal, especially Jhapa and Morang districts.



## **CHAPTER-TWO**

### **METHODOLOGY**

This research is based on the data obtained from the directly administered test. Therefore, the process of study design and data collection are as follows:

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of this study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data of this study were the students of Nepalese private boarding schools and the students of refugee camps of Jhapa and Morang districts.

##### **2.1.2 Secondary Sources of Data**

I had taken secondary sources of data from different books, curriculum, journals and theses. The essential sources were: Corder (1973), Kumar (1996), Murphy (1999), Celce-Murcia and Larsen Freeman (1999), Larsen-Freeman (2000), Yadav (2001), Crystal (2003), and Pandit (2008). Apart from these, other necessary references and the textbooks of grade nine were used.

#### **2.2 Population of the Study**

One hundred students were the population of this study. Among of them 50 students were from Nepalese private boarding schools and 50 students from refugee camps who were studying in grade nine.

#### **2.3 Sampling Procedure**

I selected the sample population from four different institutions. I selected fifty students of grade nine from refugee camps where 25 from Sanishsare, Morang (New Horizon Academy) and 25 from Beldangi, Jhapa camp (Marigold Academy). Similarly, other 50 students were selected from Nepalese private boarding schools of grade nine where 25 from Annapurna Secondary Boarding

School, Pathari, Morang and 25 from Global Educational Academy, Damak, Jhapa district. I purposively selected the four institutions of Jhapa and Morang districts where the respondents were selected randomly.

**Table No. 1**  
**Sampling Technique**

<b>S.N.</b>	<b>School</b>	<b>Place</b>	<b>Level</b>	<b>Population</b>
1.	Annapurna English Boarding School	Pathari, Morang	9	25
2.	Global Educational Academy	Damak Jhapa	9	25
3.	New Horizon Academy	Sanishare, Morang	9	25
4.	Marigold English School	Beldangi, Jhapa	9	25

To sum up, I used the random sampling procedure while selecting the population of the study but I used judgmental sampling to select the schools.

#### **2.4 Tools for data collection**

A set of tests consisting of the subjective and objective items were constructed and administered as a research tool for the data collection.

The full marks of the test was 50. Where 10 questions were from selecting verbs, 10 from filling in the gaps, 10 were from true/ false item, 10 were from selecting subject with verbs and the last question carrying 10 mark from free writing section. All the questions were constructed on the basis of the textbook and curriculum of grade nine. While administering the tests, the following specification grid was used:

**Table No. 2**  
**Tools Used in the Study**

S.N.	Types of questions	Number of questions	Full marks
1.	Selecting the correct form of verb from the bracket	10	10
2.	Fill in the blanks choosing the correct alternatives	10	10
3.	True/ False item	10	10
4.	Selecting subjects with verb	10	10
5.	Free writing	10	10

### **2.5 Process of Data Collection**

I collected the data from primary sources. For the process of data collection, I proceeded the following steps.

- i) I visited the concerned schools and met the principals and sought their to carry out the research.
- ii) After that, I met the English subject teachers and talked more about the concerned matter.
- iii) After that, I fixed the date to administer the test.
- iv) I randomly selected 25 students from each school and give test items to examine their proficiency in Subject-Verb Agreement.
- v) I gave some essential information to the students before administering the test. I notified them about the restricted time which was one and half hour only.

vi) After administering the test, I collected the answer sheets from the participants.

## **2.6 Limitations of the Study**

The study had the following limitations:

- i) The population of the study was grade nine students of Jhapa and Morang districts.
- ii) The study was limited to the hundred students from four institutions of Jhapa and Morang districts. Among them two were from refugee schools and the other two were from Nepalese Private Boarding schools.
- iii) The study was limited to the subject matter of grammatical proficiency in Subject-Verb Agreement in the English language.
- iv) The primary source of data for this study was collected from the subjective and objective tests only.
- v) The test was limited to written test only.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. After collecting the answer sheets from the respondents, I checked the responses properly and assigned marks to them. Then the scores obtained by the respondents were grouped in accordance with the set objectives. On the basis of the scores they obtained, their proficiency in using (English) Subject-Verb Agreement was analyzed and interpreted. This analysis and interpretation was done by using the simple statistical tools of 'rank' and 'percentage'.

Tabulation, analysis and interpretation of the data have been carried out under the following headings:

1. Total proficiency of subject-verb agreement.
2. Group wise presentation of the proficiency of subject-verb agreement.
3. Comparison of the proficiency of subject-verb agreement done by the Nepalese and Bhutanese students.
4. Item wise analysis of the proficiency of subject-verb agreement in total

The proficiency level of each student on subject-verb Agreement was categorized in accordance with five-point scale of 'rank' as follows:

**Table No. 3**  
**Five Point Scale**

<b>Percentage of the correct responses</b>	<b>Rank</b>	<b>Proficiency level on subject-verb agreement</b>
81-100 (%)	I	Excellent
61-80 (%)	II	Very good
51-60 (%)	III	Good
31-50 (%)	IV	Satisfactory
1-30 (%)	V	Poor

In the Subject-Verb-Agreement test, the students who responded correctly between 81%-100% was placed in the first rank and it indicates the excellent level of the proficiency. Similarly, the students who responded correctly between 61%-80% was placed in the second rank and it indicates the very good level of proficiency. In this way, the students who responded correctly between 51%-60% was placed in the third rank and it indicates the good level of proficiency. Similarly, the students who responded correctly between 31%-50% was placed in the fourth rank and it indicates the satisfactory level of proficiency. At the last, the students who responded correctly between 1-30% was placed in the fifth rank and it indicates the poor level of proficiency.

### 3.1 Analysis of Total Proficiency

In total, hundred questionnaires were administered to the students to find the proficiency in the subject-verb-agreement where fifty were from Bhutanese students and the same number from Nepalese students. After administering the test, I checked their papers and calculated them properly to find their total proficiency in Subject-Verb-Agreement. The calculated scheme was presented in the table below:

**Table No. 4**  
**Total Proficiency of Bhutanese and Nepalese Students in Subject-Verb-Agreement**

S.N.	Test Items	Bhutanese Students				Nepalese Students			
		Sample Size	F.M. in Total	Marks Secured in Total	Per %	Sample Size	F.M. in Total	Marks Secured in Total	Per %
1	Selecting Verbs	50	500	399	79.8	50	500	417	83.4
2	Filling in the gaps	50	500	314	62.8	50	500	368	73.6
3	Finding true/ false	50	500	268	53.6	50	500	328	65.6
4	Selecting subjects	50	500	402	86.4	50	500	439	87.8
5	Free writing	50	500	307	61.4	50	500	331	66.1
	Total	225	2500	1690	67.6	225	2500	1882	75.30

Full marks in total: 5000

Marks secured in total= 3572

Percentage in total= 71.45

The table No. 4 shows the total proficiency in subject-verb agreement of the Bhutanese and Nepalese students at the secondary level. It also shows the full marks in total and marks secured by the students in total in each test item (i.e. selecting verbs, filling in the gaps, finding true/ false, selecting subject and free writing). It shows the percentage of the number of students with correct responses.

By the students of Bhutanese group out of 500, 399 (i.e. 79.8%) marks were secured in total in 'selecting verb' test item. Out of 500, 314 (62.8%) responses were correct in filling in the gaps test item. Similarly 268 (i.e. 63.6%) responses were correct in finding true/ false test item. In the same way, out of 500, 402 (80.4%) responses were correct in selecting subjects test item. At last, out of 500, 307 (i.e. 61.4%) marks obtained in free writing test item. The students got highest percentage (80.4%) in selecting subjects and they have got the lowest percentage (53.6%) in finding true/ false item. On the total, out of 2500, 1690 (67.6%) responses were correct.

However, in the case of Nepalese students, out of 500, 417 (i.e. 83.4%) responses were correct in selecting verb test item. In the same way, out of 500, 368 (i.e. 73.6%) responses were correct in 'filling in the gaps' test item. Similarly, out of 500, 328 (i.e. 65.6%) responses were correct in 'finding true/ false' test item. In the same way, out of 500, 439 (i.e. 87.8%) responses were correct in selecting subject test item. At last, out of 500, 337 (67.4%) marks was obtained in free writing test item. The students got the highest percentage in selecting the subjects item. In total, out of 2500, 1889 (i.e. 75.5%) responses were correct. The total full mark was 5000 for both groups. The total number of students with correct responses was 3572 (i.e. Bhutanese 1690, Nepalese 1882). So, the overall proficiency of the Bhutanese and Nepalese students in the use of Subject-Verb Agreement was 71.45%. It was the very good level of proficiency on the basis of the five point scale of rank (i.e. 61%-80%). The proficiency of the Nepalese students was found better (i.e. 75.3%) than that of the Bhutanese students (i.e. 67.6%).

## 3.2 Group wise Presentation of the Proficiency of Subject-Verb Agreement

The table 5-11 shows the analysis of the proficiency in the use of the subject-verb agreement by the Nepalese and Bhutanese students in Jhapa and Morang districts. In each table, the total correct responses were tabulated and ranked on the basis of the correct responses. The group wise analysis is described as below:

### 3.2.1 Proficiency of Subject-Verb Agreement in 'Selecting Verbs with Subject'

In the test, out of 50 marks, 10 marks question was assigned to the topic/ group of 'selecting verbs with subjects' where two alternatives verbs were given to each question and the students had to select one from the alternatives. The obtained marks and calculated scheme was presented in the table below:

**Table No. 5**

#### Proficiency of Subject-Verb Agreement in 'Selecting Verbs with Subject'

S.N.	Verbs	Number of students with correct responses				Total	%	Rank
		Bh. Sts.	%	Nep. Sts.	%			
1	goes	41	82	50	100	91	91	I
2	is	39	78	48	96	87	87	I
3	have	44	88	42	84	86	86	I
4	is	50	100	49	98	99	99	I
5	will meet	47	94	49	98	86	86	I
6	has	34	68	25	50	59	59	III
7	were	39	78	44	88	83	83	I
8	does	48	96	40	80	86	86	I
9	is	31	62	33	66	64	64	II
10	rotates	26	52	37	74	63	63	II
	Total	399	79.8	417	83.4	816	81.6	I



The table No. 5 shows the proficiency of subject-verb agreement of Bhutanese and Nepalese students in selecting verbs with subjects. The test item includes 10 verbs among 20 alternatives. The correct responses given by the students are presented separately in the table and they are described briefly as follows:

In the table No. 5, out of 10 verbs, seven were found in the excellent level. Two verbs (i.e. is and rotates) were found in the very good level of proficiency. Similarly, the only one verb (has) was found in the good level of proficiency.

In selecting, the total number of required correct responses was 1000. In the case Bhutanese students, the total number of required correct responses was 500. Out of the five hundred, only 399 (79.8%) responses were correct. On the other hand, as the same category level, Nepalese students gave 417 (83.4%) responses correctly. In total out of 1000 required responses only 816 (81.6%) were correct.

As a whole, selecting verbs with subject shows that Nepalese students were found in the excellent level (81.6%) whereas the Bhutanese students were found in the very good level (79.8%) proficiency in same test item. But the difference of both groups was not so significant. There was only 1.8% difference between the two groups.

### **3.2.2 Proficiency of Subject-Verb Agreement in 'Filling in the Gaps'**

In the test, out of 50 marks, 10 marks was assigned to the group of 'filling in the gaps' test item where two alternatives answer were given in each question. The marks and percentage obtained by the students are presented in the table below:

**Table No. 6****Proficiency of Subject-Verb Agreement in 'Filling in the Gaps'**

S.N.	Verbs	Number of students with correct responses				Total	%	Rank
		Bh. Sts.	%	Nep. Sts.	%			
1	was	48	96	48	96	96	96	I
2	is	37	74	48	96	85	85	I
3	are	02	04	09	18	11	11	V
4	wants	37	74	39	78	76	76	II
5	is	22	44	24	48	46	46	IV
6	likes/ has liked	23	46	44	88	67	67	II
7	have/ are	47	94	45	90	92	92	I
8	is/ was	10	20	20	40	30	30	V
9	has	39	78	47	94	86	86	I
10	are/ were	49	98	44	88	93	93	I
	Total	314	62.8	368	73.6	682	68.2	II

The table No.6 shows the proficiency in subject-verb agreement done by the students of Bhutanese and Nepalese in 'filling in the gaps' test item. In this test item, 10 verbs were selected for ten incomplete sentences.

In the table No. 6, out of 10 verbs, five verbs (i.e. is, was, has, are, has are/ were) were found in the excellent level of proficiency. Similarly, other two (i.e. wants, has liked/ likes) were found in the very good level of proficiency. In the same way, the to be verbs 'is' was found in the satisfactory level of proficiency. At the end, the only one be verb 'are' was found at the poor level of proficiency.

In this test item, the total number of required correct responses was 1000. The total number of required correct responses by the Bhutanese was 314 out of 500. In the same way, out of 500, 368 (73.6%) correct responses were given by the Nepalese students in this test item.

Thus, both the groups are found in the very good level of proficiency in 'filling in the gaps' test item. Nepalese students were found better than the Bhutanese students because the former secured (10.8%) higher marks than the later group.

Both the groups were found in the poor level of proficiency at solving cases of 3 and 8 numbers questions.

### 3.2.3 Proficiency of Subject-Verb Agreement in True/ False Sentences

In the test, out of 50 marks, 10 marks was assigned to the group of selecting true/ false test item where ten different sentences were given to the students and they were asked to select true and false sentences on the basis of their structures. The mark obtained by the both groups is presented in the table below:

**Table No. 7**  
**Proficiency of Subject-Verb Agreement in Selecting True/ False Sentences**

S.N.	Verbs	Number of students with correct responses				Total	%	Rank
		Bh. Sts.	%	Nep. Sts.	%			
1	Mr. Lama believes in god	16	32	33	66	45	45	IV
2	Nepal is a land locked country.	31	62	30	60	61	61	II
3	I as well as my friends are going to school.	03	06	26	52	29	29	V
4	Theres- of the topics are boring	34	38	41	82	75	75	II
5	Honesty is the best policy.	34	38	32	64	66	66	II
6	The beautiful are selected for the beauty context.	41	82	39	78	80	80	II
7	Two plus two makes four.	45	90	42	84	87	87	I
8	A pair of trousers is on the sofa.	16	32	30	60	46	46	IV
9	Bread and butter is a wholesome fixed.	16	32	25	50	41	41	IV
10	Somebody are knocking at the door.	32	64	30	60	62	62	II
	Total	268	53.6	328	65.6	596	59.6	II

The table No. 7 shows the proficiency of selecting correct subject-verb agreement in sentences by using the true/ false. Ten sentences were selected for this test and the students had to write 'T' for correct sentences and 'F' for incorrect ones.

In the table, sentence number seven (two plus two makes four) was found in the excellent level. Similarly, sentence numbers 2,4,5,6 and 10 were found in the very good level of proficiency. None of the sentence was found in the good level of proficiency. Sentences 1, 8 and 9 were found in the satisfactory level of proficiency. At last, sentence number 3 (I as well as my friend am going to school) was found in the poor level of proficiency.

In this test item, the total number of required correct responses was 1000. The total number of correct responses expected from the students of each group was 500. Out of 500, 268 (53.6%) correct responses were given by the Bhutanese students. In the same way, 328 (65.6%) correct responses were given by the Nepalese students. In total, out of 1000, 596 (59.6%) were correct in finding true/ false items.

Thus, the both groups were found in the good level of proficiency in the case of selecting true/false items. Nepalese students were found better in comparison with the Bhutanese because the former obtained 12% higher percentage than their later counterpart.

### **3.2.4 Proficiency in Selecting Subjects with Verbs**

The fourth group of test item was designed under the topic of 'selecting subjects with verbs'. This test item carried ten marks where three alternative subjects were given to each question and the students had to select one from the alternatives. The marks obtained by the students was presented in the table below:

**Table No. 8**  
**Proficiency of Subject-Verb Agreement in selecting subjects with verbs**

S.N.	Verbs	Number of students with correct responses				Total	%	Rank
		Bh. Sts.	%	Nep. Sts.	%			
1	somebody	50	100	50	100	100	100	I
2	politics	37	74	47	94	84	84	I
3	no news	16	32	18	36	34	34	IV
4	neither of them	38	76	42	84	80	80	II
5	she	44	88	49	98	93	93	I
6	one of the boys	33	66	43	86	76	76	II
7	Ram and Sita	50	100	50	100	100	100	I
8	everybody	45	90	48	96	93	93	I
9	no smoking	49	98	47	94	96	96	I
10	that/ these	40	80	45	90	85	85	I
	Total	402	80.4	439	87.8	841	84.1	I

The table No. 8 shows the proficiency of subject-verb agreement in selecting subjects with the verbs by the respondents. For this test item, ten sentences were given to the students. There were three alternatives in the subject slot sentence and they had to select one from the alternatives.

In the table, seven subjects (somebody, politics, she, Ram and Sita, everybody, no smoking and these/ that) were found in the excellent level of proficiency. Similarly, two subjects (neither of them/ either of them and one of the boys) were found in the very good level of proficiency. At the last, the subject 'No news' was found in the satisfactory level of the proficiency.

In this test item, the total required correct responses was 1000. The correct responses required from the each group was 500. Out of the 500, 402 (80.4%) correct responses were given by the Bhutanese students. Similarly, out of 500,

439 (87.8%) correct responses were given by the Nepalese students. In total, out of 1000, 841 (84.1%) were correct responses come from the both groups.

As a whole Nepalese students were found in the excellent level (87.8%) where the Bhutanese were found in the very good level (80.4%) only. The difference shown between them is 7.4% only. Both the groups were shown in the satisfactory level in the case of question no. 3.

### **3.2.5 Proficiency of Bhutanese and Nepalese Students in Free Writing**

The final test item was designed under the topic of free writing. This test item was designed to find the Bhutanese and Nepalese groups' proficiency in writing. This test carried 10 marks where two subjective questions were given to them. The marks obtained by both groups is presented in the table below:

**Table No. 9**

#### **Proficiency Bhutanese and Nepalese Students in Free Writing Sections**

Group	Total sample	F.M.	Obtained Average Marks	Percentage	Rank
Bhutanese	50	5×2=10	6.14	61.4	II
Nepalese	50	5×2=10	6.61	66.1	II
Total	100	20	12.65	63.75	II

The table No.9 shows the proficiency of Bhutanese and Nepalese students in free writing section. Two subjective questions were given to the students to check their proficiency in free writing where each question carries five marks only.

After analyzing their written sheets of paper, the average proficiency of the Bhutanese students was found 6.14 out of 10. In the same way, the average proficiency shown in the Nepalese students was 6.61 out of 10. It shows that, both of them are included in the very good level of proficiency. Their average proficiency levels were 61.4% and 66.1% respectively.

As a whole, both groups were found in the very good level where Nepalese students were found better than the Bhutanese ones. Nepalese students obtained 4.6% higher marks than the Bhutanese group but the difference is not significant statistically.

### 3.2.6 Comparison of the Proficiency in Subject-Verb Agreement

In this sub-heading the proficiency of Bhutanese and Nepalese groups is compared in respective test items. It described the proficiency between the groups in different test items. The whole comparison between the groups in different test items is presented in the table below:

**Table No. 10**

#### **Proficiency of Subject-Verb Agreement: Bhutanese Vs Nepalese Students**

S.N.	Test Items	Students of Bhutan				Students of Nepal			
		Sample Size	F.M. in Total	Marks Secured in Total	Per %	Sample Size	F.M. in Total	Marks Secured in Total	Per %
1	Selecting Verbs	50	500	399	79.8	50	500	417	83.4
2	Filling in the gaps	50	500	314	62.8	50	500	368	73.6
3	Finding true/ false	50	500	268	53.6	50	500	328	65.6
4	Selecting subjects	50	500	402	86.4	50	500	439	87.8
5	Free writing	50	500	307	61.4	50	500	332	66.1
	Total	225	2500	1690	67.6	225	2500	1882	75.30

The table No. 10 shows the comparison of the students' proficiency of subject-verb agreement in different test items (i.e. selecting verbs, filing in the gaps, finding true/ false, selecting subject and free writing). Each item of different test carried 10 full marks. So, the total marks of all the items was 50. The total marks of 50 students was 2500 in each group.

The table No. 10 shows the proficiency in subject-verb agreement of the students of Bhutan and Nepal in different test items. The sample size for all the test item was 50. The full marks for each test item was 500. So, the total marks was 2500 for each group. In selecting verb, out of 500, 399 (i.e. 79.8) correct responses were given by the Bhutanese students and 417 (83.4%) correct responses were given by the Nepalese students. Similarly, out of 500, Bhutanese students secured 314 (62.8%) marks in 'filling in the gaps' test item and Nepalese group secured 368 (73.6%) marks in the same test item. In the same way, out of 500, the Bhutanese students secured 268 (53.6%) marks and their Nepalese counterpart secured 328 (65.6%) marks in 'finding true/ false' test item. In the same way, out of 500, the Bhutanese group secured 402 (80.4%) marks and the Nepalese group secured 439 (87.8%) marks in selecting subjects. At last, out of 500, the Bhutanese students secured 307 (61.4%) marks and the Nepalese students secured 332 (66.1%) marks in 'free writing' test items.

In total, out of 5000, the Bhutanese students secured 1690 (67.6%) marks and the Nepalese students secured 1882 (75.30%) marks. The overall proficiency of the students of Nepalese group was found better than that of the Bhutanese group. However, the proficiency level in the use of subject-verb agreement was in the very good level.

### **3.2.7 Item wise Analysis of Subject-Verb Agreement Proficiency in Total**

The item wise analysis describes total proficiency in different test items. It separated all the test items and calculated them to find the total item wise proficiency of the groups in different test items.



**Table No. 11**

**Item wise Analysis of Proficiency in Subject-Verb-Agreement**

<b>S.N.</b>	<b>Test Items</b>	<b>Total Sample</b>	<b>F.M. in Total</b>	<b>Marks Secured in Total</b>	<b>%</b>
1	Selecting verbs	100	1000	816	81.6
2	Filling in gaps	100	1000	682	68.2
3	Finding true/ false	100	1000	596	59.6
4	Selecting subjects	100	1000	841	84.1
5	Free writing	100	1000	637	63.7
	Total	500	5000	3572	71.45

The table No. 11 shows the proficiency in subject-verb agreement in each test item separately. The total sample size in each test item is 100. The full marks in total was 1000 in selecting verb; filling in the gaps 'finding true/false', 'selecting subjects' and 'free writing' respectively.

Out of 1000, 816 (i.e. 81.6%) marks were obtained in selecting verbs.

Similarly, out of 1000, 682 (68.2%) responses were correct in 'filling in the gaps'. In the same way, students obtained 596 (59.6%) marks in true/ false. In the same way, 841 (84.1%) correct responses were found in 'selecting subjects'. At last, 637 (63.7%) marks were obtained in 'free writing'. The number of students with correct responses was in 'selecting subjects' where out of 1000, 841 (84.1%) responses were correct. Similarly, the number of students with correct responses was the lowest in 'finding true/ false' where out of 1000, 596 (59.6%) responses were correct.

The students' proficiency in subject-verb agreement was in good level because the average percentage is 71.45%. The proficiency of the students of Nepalese group was found better (i.e. 75.5%) than that of the students of the Bhutanese group (i.e. 67.6%). The students of Nepalese group secured 83.4% in selecting verbs, whereas the Bhutanese students secured 79.8% in the same test.

Similarly, the Nepalese students secured 73.6% in 'filling in the gaps' whereas the Bhutanese students secured 62.8%. In the same way, the Nepalese students secured 65.6% in 'finding true/ false' whereas the Bhutanese group secured 53.6% in the same test item. Similarly, the Nepalese students secured 87.8% in selecting subject whereas the Bhutanese group secured 80.4% in the same test item. At last, in 'free writing' the Nepalese students secured 66.1% whereas the Bhutanese students secured 61.4%.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

The present study was conducted to find out the proficiency level of secondary level students in using subject-verb agreement. In order to fulfill the objectives, a field study was carried out by the researcher. On the basis of the analysis and interpretation of the data, the following findings have been deduced.

1. The overall proficiency of the Nepalese and Bhutanese groups was found to be very good in totality; they secured 71.45% of the marks, which was under the very good level of proficiency.
  - a. The total proficiency of Bhutanese and Nepalese students in 'selecting verb' item test was found 81.6% which was in the excellent level.
  - b. The total proficiency of Bhutanese and Nepalese in 'filling in the gaps' test item was found 68.2% which was in the very good level.
  - c. The proficiency of Bhutanese and Nepalese in 'Finding true/ false' test was found 65.6% which was in the very good level.
  - d. In the same way, the proficiency of Bhutanese and Nepalese students in 'selecting subjects with verb' was found 84.1% which was in the excellent level.
  - e. The proficiency shown in the 'free writing' test item of Bhutanese and Nepalese students was 63.75% which was in the very good level.
2. While comparing the groups in different test items
  - a. In item No. 1 (selecting verb), the students secured 81.6% of the marks in the test where Bhutanese group secured 79.8% and the Nepalese group secured 81.6% in the same test. This shows that Nepalese group was slightly more proficient than the Bhutanese group in the same test item 'in selecting verbs'.

- b. In item No. 2 (filling in the gaps), the students secured 68.2% of the marks in the test where Bhutanese group secured 62.8% and Nepalese group secured 73.6% in the same test. Nepalese students were more proficient by 10.8% in 'filling in the gaps'.
  - c. In item No. 3 (selecting true/ false) the students secured 59.6% of the marks in the test. Since they secured below 61% marks, their performance in this test item was found at good level only. The Bhutanese students secured 53.6% and the Nepalese group secured 65.6% of the mark in the same test. This shows that Nepalese students were 12% more proficient than the Bhutanese students in selecting true/ false sentences.
  - d. In item No. 4 (selecting subjects), the students secured 84.1% of the marks in the test where Bhutanese group secured 80.4% and Nepalese group secured 87.8% marks in the same test item. This shows that the difference between the group is 7.4% in the same test item selecting verbs with subjects.
  - e. In item No. 5 (free writing), the students secured 63.75% of the marks in the test where Bhutanese students secured 61.4% and Nepalese group secured 66.1% marks in the same test item. This shows that Nepalese students were 4.7% proficient than Bhutanese in free writing test.
3. The proficiency of Nepalese students was found better (i.e. 75.30%) than that of the students of Bhutanese group (i.e. 67.6%).
  4. The difference found between Nepalese and Bhutanese group was 7.7%, although both groups were in good level.
  5. The proficiency of the students was found the highest in selecting subjects (87.8%) and the lowest level in selecting true/ false items.

## **4.2 Recommendations**

On the basis of the findings I had made the following recommendations for pedagogical implications:

1. The teachers and learners should pay special attention in teaching and learning subject-verb agreement because these are problematic and controversial items for the learners of English while learning it as a second language.
  - a. Maximum exercises in the use of subject-verb agreement should be provided to the students in the classroom while teaching.
  - b. The classes were crowded by keeping more than 100 students in one section in refugee schools. As a result, teachers could not pay attention to individual students. So, there should be a manageable number of students in each section.
  - c. The students' proficiency was found weaker in free writing section. Therefore, the teaching/learning should be focused on creative and task based activity of teaching.
  - d. The proficiency of Nepalese students was found better than the proficiency of Bhutanese students in using subject-verb agreement. So, the special focus is given to the Bhutanese students to enhance their proficiency in subject-verb-agreement through the process of effective teaching.
  - e. Nepalese students' proficiency was better than Bhutanese students because Nepalese private boarding school students had already studied the grammar book. But there is not any course for the Bhutanese students earlier. So to develop their proficiency in grammar, there should be grammar books from the beginning level.
2. The proficiency of Nepalese students was found better than the proficiency of Bhutanese students in subject-verb agreement. So, the special focus is given to the Bhutanese students to enhance their proficiency through the process of effective teaching /learning activities.

- a. Students should be motivated towards learning by using effective teaching materials such as charts, flash cards, drawing etc. in the classroom as far as possible.
- b. Students should be provided with sufficient workbooks, practice books and other reference materials in the libraries, especially to the students of Bhutanese group.
- c. Effective training should be conducted for the teachers to update them with the new approaches, methods and techniques in language teaching.
- d. Teaching should be 'student centred' and the text should be on 'activity based'.

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## Appendix

### Questionnaire for the test

Student's name:

Time: 1:30

School's name:

F.M. 50

Roll No.

Class:

Attempt all the questions:

#### Group 'A' 1×10=10

Tick the correct form of verb in the given brackets.

Examples:

A teacher (write/ writes✓) on the blackboard.

1. Hari (go/ goes) for morning walk.
2. Someone (is/ are) walking on the road.
3. All people (has/ have) their own dream.
4. Shrijana and Milan (are/ is) friends.
5. Ram (met, will met) his girlfriend tomorrow.
6. Each student (has/ have) their own dress.
7. A number of players (was/ were) presented.
8. Where (do, does) Sita live?
9. Nobody (is/ are) using the pencil.
10. The earth (rotate/ rotates) once a day.

#### Group 'B' 1×10=10

Fill in the blanks by choosing the correct one from the given alternative.

Example: There are some people talking to each other.

a) is                      b) am                      c) are✓

1) Monalisa ..... painted by Leonardo Da Vinchi.

a) was                      b) were                      c) has

- 2) Ten miles ..... a long distance.  
 a) is            b) am            c) are
- 3) The number of books..... available in the library.  
 a) is            b) are            c) has
4. Every body ..... to get success.  
 a) want            b) wants            c) wanted
5. The news ..... interesting.  
 a) is            b) am            c) are
6. No one ..... to go the cinema.  
 a) like            b) likes            c) has liked
7. The people of America ..... well advanced.  
 a) are            b) has            c) have
8. Neither of them ..... present.  
 a) is            b) am            c) are
9. One of the boys ..... gone out.  
 a) has            b) have            c) will has
- 10) All of the mill ..... polluted.  
 a) is            b) are            c) were

**Group 'c'**

**1×10=10**

Tick (✓) the correct sentences and cross (×) the incorrect one.

1. Mr. Lama believe in god.
2. Nepal is landlock country.
3. I as well as my friends am going to school.
4. The rest of the topics are boaring.
5. Honesty is best policy.
6. The beautiful are selected for the beauty context.

7. Two plus two makes four.
8. A pair of trousers is on the sofa.
9. Bread and butter is a wholesome fixed.
10. Somebody are knocking at the door.

**Group 'd'     1×10=10**

Fill the space with appropriate subject.

- 1) ..... has stolen the gold from the jewelers shop.  
(somebody, anybody, we)
- 2) ..... is a dirty game.  
(Politic, Politics, Political)
- 3) ..... is good news.  
(No news, No new, Some news)
- 4) ..... is present.  
(Either of them, Neither of them, any of them)
- 5) ..... is one of the best mother that have ever lived.  
(He, She, It)
- 6) ..... has gone out.  
(One of the boys, Any of the boy, Some of the boys)
- 7) ..... are classmates.  
(Ram, Sita, Ram and Sita)
- 8) ..... wants to be loved.  
(Somebody, Anybody, Everybody)
- 9) ..... and drinking is allowed.  
(No smoke, No smoking, No smoked)
- 10) ..... shows need new heels.  
(There, That, These)

**Group 'E'**

**2×5=10**

**Free writing**

1) Write a paragraph about yourself (100 words).

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2) Write a short paragraph about your school (100 words).

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