

CHAPTER ONE

INTRODUCTION

This chapter deals with the general background of the English language, articles in English and some rules for using articles. This chapter also includes error analysis, review of related literature, objectives of the study, significance of the study and definition of some terms.

1.1 General Background

Language is the most widely used means of communication. It is a voluntary vocal system of human communication. It is species specific, unique and universal within the species. Language is a system of arbitrary vocal symbols which permit all people in a given culture to communicate or interact. (Finocchiaro 1964:8, cited in Brown 1994:4)

Language is a phenomenon which we use in the society to express our ideas and feelings, by means of which we establish and maintain social relationship. According to Gimson (1976:3).

Language is a system of conventional signals used for communication by a whole community. The pattern of convention covers a system of significant sound units (the phonemes), the inflection and arrangement of words and association of meaning with words.

Sapir (1978:8) defines language as "a purely human and non-instinctive method of communicating ideas, feelings and desire by means of structured system of voluntarily produced symbols"

From the above definitions language can be defined in a precise form as 'a voluntary vocal system of human communication'.

There are thousands of languages in the world. All of them are equally important so far as their communicative function is concerned. However, some languages play a more dominant role in a particular situation, on a particular occasion, and in a particular place. Among them English is the most widely used language in the world.

English is a major world language. It is a global language. It occupies the dominant position in the world .Almost all languages of the world have been more or less influenced by it. It is one of the languages used in the UNO, the most respected and recognized world institution. A vast store of knowledge and technology is explored through it. It functions like a key to unlock the world of knowledge and technology. There is overwhelming craze among young learners all over the world to learn English. For developing and under developing countries like Nepal it is a must as it triggers the acceleration of modernization process.

English is also one of the international languages. Keeping the importance of English in view, the present education system has laid much emphasis on English. English is taught from grade one to bachelor level as a compulsory subject.

Language is a system of systems. Every language is made up of systems. A system can have many sub-systems. A language, in general has a grammatical system, phonological system and semantic system. The topic under this study, Article is one of the systems under broad grammatical system.

For effective communication, one should be competent in the language he uses. Moreover, knowledge of grammar is essential for competent use of language. It is grammar that allows us to make completely different sentences. Grammar, according to Swan (1980: XIX) is "the rules that say how words change to show different meanings and how they are combined into sentences."

1.2 Articles in English

The English language has article system. But, most of the Asian and African languages do not have this system. The Scandinavian and Semitic languages have this system but it is different from that of English. It happens to be problematic for the English learner with linguistic background in which these systems do not exist or exists differently. As there is no such system in the Nepali language it becomes problematic for Nepali learners of English.

According to Swan, (2006: 48) "Articles are small words that are often used at the beginning of the noun phrases. They are used to show whether we are talking about things that are known both to the speaker/writer and to the listener/reader or that are not known to them both."

There are two types of articles in English: definite and indefinite article. 'The' is called definite article because it is used before a noun to refer to it definitely. 'A' or 'an' is called an indefinite article as it is used before a singular countable noun to refer to it indefinitely.' 'The' is used before all kinds of nouns in singular or plural forms to refer to them definitely. To sum up, it can be said that English article system depends on English noun classification system.

1.2.1 Definite Article: 'The'

'The' is called definite article in English. It is also known as a core or central determiner. It can be optionally preceded by one pre-determiner and followed by one or two post determiners. Although it is invariant in spelling 'the', it is pronounced /ði/ before vowel sound and as /ð / before consonant sounds. As there are so many rules and exceptions in the use of definite article 'the' it is very difficult to be proficient in it. At times, even the native speakers do think it to be problematic.

There are many rules for using articles in English, but only those rules which are taken into account while preparing test items for the students are given below:

1. According to Leech and Svartvik (1979:52)

There are four circumstances in which definite article with definite meaning arise:

A When identity has been established by an earlier mention (often with an indefinite article)

i.e. John bought a TV and a radio (First mention), but he returned the radio (Second mention).

We call this the back-pointing use of 'the'.

B When identity is established by the post modification that follows the noun.

i.e. John returned the radio he bought yesterday.

The wines { of France
which France produces } are the best in the world

The discovery of radium marked the beginning of new era. This is the forward pointing use of 'the'

- (C) When the object or group of objects is the only that exists or has existed.

i.e. The star, The earth. The world, The sea, The north pole, The Equator, The Reformation, The Human race etc.

The North pole and South pole are equally distant from the equator.

This is 'the unique use' of 'the', and it also arises where what is referred to be unique in the context: i.e. The Sun, The moon, the kitchen, The Town Hall, The queen, The president etc.

- (D) When reference is made to an institution shared by the community.

i.e. The Radio, The Television, The Telephone, The Paper(s) etc.

What's in the paper(s) today?

He went to London on the train /by train.

Sometimes the article may be omitted with the 'institutional use'.

2. Generic Use of 'the'

The definite article also has a generic use, referring to what is general or typical for a whole class of objects, this is found with count nouns.

i.e. The tiger is a beautiful animal.

The whale is in danger of becoming extinct.

The deep-freeze has made life easier for housewives.

Here 'The tiger', 'The whale' and 'The deep-freeze' i.e. 'the + singular noun' can represent a class of animals or things, but not species or things.

But 'a tiger', 'a deep freeze', 'a whale', refers to any member of the species of things.

3. 'The' is used before nouns made definite or specific by the addition of phrases or a clause.

i.e.

The girl in blue sari,

The man with the banner,

The boy that I met,

The place where I was born,

The water in this pot,

The water I brought, etc.

4 'The' is used before adjectives of superlative degree, ordinals and only.

i.e. The most intelligent, The worst.

The first man I met, The fourth topic.

The last, The only way.

Hari is the most intelligent boy in the class.

We finished the last topic yesterday.

5. 'The + adjective' is used as a subject or object to represent a class of persons.

i.e. The old = old people in general.

The poor = poor people in general

The rich seem happy.

The poor seem sad.

But, a poor man called me.

6. 'The' is used before certain proper names of seas, rivers, group of island, chains of mountain, plural names of countries, deserts, newspapers, religions and big books, etc.

i.e. Seas: The pacific (ocean). The Indian sea.

Rivers: The Nile, the Amazon etc.

Groups of islands: the Canaries/ The Canary Islands, the. Bahamas etc.

Mountain ranges: The Himalayas/The Himalayan Mountain The rockies/ The rocky mountain etc.

But, Mt. Everest; Mount K2' are used without article.

Deserts: The Sahara, the Gobi etc.

News papers: The Times, The News Week etc.

Religious and other big books:

The Bible, The War and Peace etc.

But not, The Bhanubhakta's Ramayan.

7. 'The' is used before musical instruments, parts of the body and direction and side.

i.e. Musical instruments: The guitar

The Harmonium

He can play the guitar.

But, he bought a guitar.

Body parts: The ear, the head, etc.

He pulled me by the ear.

But, he pulled my ear.

Direction: The sun rises in the east.

Side: Turn to the left.

But, turn left.

8. Some nationality adjectives (mostly those endings in-ch, or-sh are used to refer to people collectively

i.e. The Dutch

The English

The Welsh

The welsh are well known for their singing.(Generic)

Welshmen are well known for their singing.(Generic)

The Welshmen I know sing well.(Specific)

9. 'The' is used when we talk about some kind of thing that are part of every body's lives, like the bus. The hairdresser etc.

i.e. I have some of my best ideas when I'm on the bus.

But I go to school by bus.

I go to school in a bus. etc.

10. 'The' is used in the measuring expressions beginning with 'by'

i.e. By the kilo, By the dozen, By the hour, By the month

Do you sell egg by the Kilo or by the dozen?

He is watching TV by the hour.

11. 'The' is not used before words like church, temple, court, hospital, prison, school/college/university etc when these places are visited or used for their primary purposes: we go:

to bed, to sleep or as invalids. To hospital, as patients.

to church, to pray. to prison, as prisoners.

to court, as litigants. school/college to study.

Similarly, we can be: in hospital, as patient.

in bed, sleeping and resting. at school, as students.

at church, as worshippers.

in court, as witnesses etc.

Similarly, we can be/get back from school/college.

We leave school/hospital etc.

We can be released from prison.

But, for the secondary purpose, 'the' is used:-

i.e. I went to the church to meet my father.

He goes to the prison to give lectures.

12. 'The' is used before rank and position.

The captain,

The major,

The head teacher is absent today.

But, Head teacher, Ram Prasad, is absent today.

13. If two nouns refer to the same person a single article 'The' is used before the first noun otherwise it is used in both.

i.e. The founder and principal is very cruel.(one person).

The founder and the principle have gone out.(two persons).

14. 'The' is used before comparatives:

i.e. The higher we go, the cooler it is.

Who is the taller – Asha or Nisha ?

15. 'The' is not used in the following cases:

a. Before singular or plural proper nouns.

i.e. Mary lives in Switzerland.

b. To denote things in general.

i.e. Books are expensive.

Life is hard.

c. After possessives and demonstratives:

i.e. This is my uncle.

Is that Mary's car?

I like this beer.

d. Before man and women in general sense.

Man and women are created equal.

But, a woman without a man is like a fish without a fin.

e. Before days, months and seasons.

i.e. Where were you last Saturday ?

I was away in April.

See you on Sunday.

But, I worked very hard in the summer that year. (Particular summer season)

e. Before illnesses

i.e. Have you had appendicitis ?

I've got toothache again.

But, I'm suffering from a fever, <AmE>

I've got a headache.

g. Before names of meals.

i.e. The Scots have porridge for breakfast.

But we gave them a good breakfast.

1.2.2 Indefinite Article: A/an

"We normally put a/an with a singular noun that is used for classifying—saying what job somebody has. What class, group or type somebody or something belongs to what we use something for etc"(Swan, 2006:53).

"We use a/an to say what kind of thing or person something or somebody is" (Murphy, 1991:140).

From the above extracts, it is clear that a/an is called an indefinite article which is used before a singular countable noun to refer to it

indefinitely. The indefinite article 'a' is used before a singular countable noun beginning with consonant sound or a vowel with a consonant sound. A/an does not add much to the meaning of a noun. It is like a weak form of 'one'.

The form 'an' is used before words beginning with a vowel sound or words beginning with mute 'h'. It is also used before individual letters spoken with a vowel sound.

It is supposed to be problematic for Nepali, English learners because they have difficulty to pronounce words correctly. Moreover, there are many words which are used both as mass and count nouns.

Some rules (included in the test) are as follows:

1. A/an is used before a singular countable noun when it is mentioned for the first time and represents no particular persons or thing.

e.g. I need a visa.

They live in a flat.

He bought an ice-cream.

2. It is used before a countable noun which is used 'as an example of a class of things'.

e.g. A car must be insured. (All cars/any car)

A child needs love. (All children/Any child)

3. It is used before a noun complement. This includes names of professions.

e.g. It was an earthquake.

She'll be a dancer.

He is an actor.

4. It is used (Thosmson and Martinet, 1986:7)

a. With certain numbers.

e.g. a hundred, a thousand, a dozen.

b. Before 'half ' when it follows a whole number.

e.g. 1. $\frac{1}{2}$ Kilos = one and a half kilos or kilo and a half.

$\frac{1}{2}$ = half a kilo, (not a half a kilo)

c. Sometimes ' a + half + noun' is possible.

e.g. a half holiday a half – portion, a half-share.

d. With $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ etc.(a) is usual.

$\frac{1}{2}$ = a half or one half.

$\frac{1}{3}$ = a third or one third.

$\frac{1}{4}$ = a quarter or one fourth.

5. A/an is used in expression of price. Speed, ratio etc.

e.g. Rs.40 a kilo.

\$1 a meter.

60 miles an hour.

Rs. 60 a dozen.

Four times a day etc.

(Here a/an = per)

6. A/an is used in exclamations before singular countable nouns.

eg. Such a long queue ! (But such/long queues.)

What a pretty girl ! (But, what pretty girls.)

What sad news! ('News' is uncountable noun)

a iron (not possible)

But, a glass of water (used as count noun singular)

a cup of milk (used as count noun singular)

a piece of iron (used as count noun singular)

III. Before meals, proper nouns etc.

i.e. We have breakfast at eight. (But, He gave us a good breakfast)

He lives in Nepal. (But, He lives in the UK).

IV . Before adjectives alone and possessives.

eg. It's good. (But it's a good car)

He is my friend. (But, he is a friend of mine)

1.3. Literature Review

Research is scientific study made on a topic or problem under some specified conditions It is made or carried out on the foundation of previous studies. The previous studies provide guidelines for the latter ones. There are still many topics or problems which need to be studied in detail.

Many studies have already been made on proficiency of the students in the use of prepositions, voice, subject-verb agreement, sentence transformation, conjunctions, etc and even on articles also. But there has been no single study focusing on proficiency of the grade VIII students of Parbat district in the use of articles.

Basnet (2001) conducted a research entitled "A study on proficiency of the students in the use of determiners. "The aim of his study was to compare the proficiency of nine graders of Dhankuta and Kathmandu in the use of determiners. His study has shown that 45.5%

students were above and 54.5% were below average and the students of Dhankuta district were more proficient than the students of Kathmandu district.

Khaniya (2002) has made a research on "Proficiency of the Students in Negative and Interrogative Transformation." His findings show that the proficiency of boys is better than that of girls in negative transformation. Only 45% students were above the average and 53.4% students were below average. Similarly, in the same study school wise comparison was also made.

Aryal (2006) conducted a research entitled "Proficiency of Grade VIII Students in the Use of Prepositions." His major concern was to compare the proficiency in the use of prepositions between private and government schools and urban and rural schools.

Neupane (2006) made a research on "A comparative study on Proficiency in the Use of Articles by the Nine Graders of Public and Private Schools of Tanahun. His findings show that students of private school were more proficient than the students of government aided schools.

Acharya (2006) carried out a research entitled "Proficiency in the use of article by tenth graders" His major concern was to find out the proficiency of tenth graders in the use of article as a whole.

English has an article system but there is no such system in the Nepali language. Hence, it happens to be problematic for the Nepali learners of the English language. There is no research study on the proficiency of using articles by the VIII Graders of Parbat district that is why the researcher became interested to carry out the research on it.

4. Objectives of the Study

The study had the following objectives:

- i. To find out the proficiency of Grade VIII students in the use of articles in Parbat district.
- ii. To compare the proficiency in the use of articles in terms of the following variables of same district:
 - a. Area (Rural vs Urban)
 - b. Gender (Male vs Female)
- iii. To suggest some recommendations or pedagogical implications.

5. Significance of the Study

This study will give multifold significance. It will be helpful for the students, teachers, textbook writers, syllabus designers and all others, who are directly or indirectly involved in the field of English language teaching. The teachers teaching at grade VIII will have an idea of the errors committed by their students its resource and the remedies. The curriculum planning will learn and benefit from the findings while, revises the grade VIII curriculum.

6. Definition of the Terms

- i. Proficiency: It refers to the ability of the students of class eight to use articles.
- ii. School from rural area: It refers to schools which are located in rural area of Parbat district.

- iii. School from urban area: It refers to schools which are located in the headquarters and near by it.
- iv. Articles: "Articles are small words that are often used at the beginning of noun phrases. They belong to a group of words called determiners"(Swan, 2006:51)
- v. Definite article: 'The' is called definite article which is used to refer to a noun definitely.
- vi. Indefinite article: A/an is called indefinite article which is used before a singular countable noun to refer to it indefinitely.
- vii. Secondary norm: It refers to the pass marks (32%) in the annual examination of the lower–secondary level and SLC level.
- vii. Countable Noun: A noun which can be counted as one, two etc.
- ix. Uncountable Noun: A noun which can not be counted.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study to find out the objective of the study.

2.1 Sources of Data

The researcher used both the primary and secondary sources of data in this study.

2.1.1 Primary Sources of Data

The primary sources of data were collected by administering a test on articles to the students of grade eight of government aided schools of Parbat district.

2.1.2 Secondary Sources of Data

The secondary sources of data of the study were collected from different grammar books, previous theses, dictionaries, journals, articles and other books related to the topics.

2.2 Population of the Study

All the grade eight students studying in public school of Parbat district were the population of the study.

2.2.1 Sampling Procedure

One hundred twenty students of grade eight of ten secondary or higher secondary schools (5rural and 5urban) were the sample population. Twelve eight graders were randomly selected from each school in equal gender ratio.

2.3 Tools for the Collection of Data

The main tool for the collection of data was a test consisting of four sets of questions, carrying 60 marks. The tool was used to test the performance of the students in the appropriate use of articles. The test is given in Appendix I. The test consists of:

2.3.1 Multiple Choice Items

In this type of test item, subjects were given 15 questions and were asked to tick the correct answer from the four alternatives.

2.3.2 Fill in the Blanks Items

In this item, subjects were asked to fill in the blanks spaces with the appropriate articles. This item also consisted of 15 questions each carrying one mark.

2.3.3 Cross Out the Wrongly Used Articles and Make Correction if Necessary

This test item also contained 15 questions. Each statement had one wrongly used article which they had to find out, cross it out and make correction, if necessary. They did not have to rewrite the whole sentence.

2.3.4 Supply 'a/an' and 'the' Where Necessary in the Given Dialogues

This test item also consisted of 15 dialogues. There was one blank space in each dialogue. Subjects were asked to read them and supply appropriate articles, where necessary.

Thus, there were altogether 60 questions carrying 60 marks in the four sets of items.

2.4 Statement of the Allotment of the Marks

The test consisted of 60 objective types of test items under four different sets i.e. Group A, Group B, Group C and Group D. Each test item was assigned 1mark.

2.5 Process of Data Collection

After the tools were constructed for data collection, the researcher visited the selected schools (5 from rural area and 5 from urban area of Parbat district). He randomly selected 12 students from each selected school with the help of head teachers and the English teachers of the selected schools. Before administering the test the researcher made the student clear about the purpose of his research. He distributed the test papers and gave instructions as to how to do the test. He asked the English teachers of the selected schools to help him in administering the test.

2.6 Limitations of the Study

The study was carried out under the following limitations:

- i. The study was limited to only 120 students of ten governments aided secondary or lower secondary schools (5 from rural and 5 from urban area) of Parbat district.
- ii. The subject area of the study was limited to articles.
- iii. The subject area of the study was limited to written test.
- iv. The research work did not go beyond the objectives mentioned above.

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Firstly, the responses of the students were marked systematically and the raw scores were tabulated. The scores obtained by the students were analyzed and interpreted using simple statistical tools of average and percentage.

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

3.1 Group wise Analysis of the Status of Proficiency in the Use of Article

- a) Status of total proficiency in each group.
- b) Comparison of different variables with the average of each group.

Now each test item (Group A, B, C and D) is analyzed and interpreted separately.

**Table No.1: Analysis of the Total Proficiency in Group-A
(Multiple Choice Item)**

Total sample	Total average	Above average		Below average	
		No of students	%	No of students	%
120	9.41	63	52.5	57	47.5

Full Marks: 15

The above table shows the total proficiency of 120 students of the eighth graders in group A. (Multiple choice items). The average score of the students in this group was 9.41. There were 15 questions and each question had four options. They had to tick the correct one. Among 120

students 52.5 percent were found above average and 47.5 percent were below it. It showed that majority of the students were above the average and hence proficient in this group.

Table No.2 Comparison of Different Variable with the Total Average in Group-A (Multiple Choice Item)

Full Marks: 15

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
School from Rural area	60	9.41	14	23.33	46	76.66
School from Urban area	60		49	81.66	11	18.33
Boys	60		30	50	30	50
Girls	60		33	55	27	75

The above table shows the different variables with total average in group-A. It also shows the relative position of the students in term of sex and rural and urban area schools with respect to the total average. Only 23.33 percent of students of rural area schools were found above average in the test item no.1. But in the urban area schools 81.66 percent of them were above the average. In the same way girls were more proficient by (5%) in this test item than those of the boys.

Table No. 3: Analysis of the Total Proficiently in Group-B

(Fill in the Blanks with Appropriate Articles)

Full Marks: 15

Total sample	Total Average	Above average		Below average	
		No. of students	%	No. of students	%
120	10.04	48	40	72	60

The above table shows the picture of the status of the total proficiency of the students in group-B (fill in the blank with appropriate articles). The average score in group-B was found to be 10.04 among total samples, 40 percent (or 48) of the students were found above the average while 60% (72) of them were below it. Since the score above the average is less than below the average, their performance in this item was not satisfactory.

Table No. 4: Comparison of Different Variables with the Total Average in Group- B

Full marks: 15

Variables	Sample size	Total average	Above average		Below Average	
			No of students	%	No. of students	%
School from rural area	60	10.04	7	11.66	53.	88.
School from urban area	60		41	68.33	19.	31.
Boys	60		26	43.33	34.	56.
Girls	60		22	36.66	38.	63.

The above table shows the comparison between different variables with respect to total average 10.04. The table shows that the students of urban areas schools are better than those of rural area schools. 68.33 percent of urban area school students were found above the average whereas just 11.66 percent of them were above the average in rural area

schools. In the same way, boys were found more proficient than girls in this item.

**Table No. 5: Total Proficiency in Group-C
(Cross out the wrongly Used Articles and Make Correction if Necessary)**

Full marks: 15

Total sample	Total Average	Above average		Below average	
		No. of Students	%	No. of Students	%
120	9.11	53	44.16	67	55.83
					3

The above table shows the total proficiency in group-C. The average score was found to be 9.11. Over forty four percent (53) students of the total sample were above the average whereas 55.83 percent (67) of them were below it. As the percent of the students below the average is slightly more than above the average, 50 students' performance in this item is not satisfactory.

Table No. 6: Comparison of Different Variables with the Total Average in Group-C

Full Marks: 15

Variables	Sample size	Total	Above Average		Below Average	
			No. of Students	%	No. of Students	%
School from rural area	60	9.11	11	18.33	49	81.66
School from urban area	60		42	70	18	30
Boys	60		32	53	28	46.66
Girls	60		21	35	39	65

The above table shows the comparison of students' proficiency in the test group-C questions. It shows that the total average score is 9.11. The percentage of urban area school students above the average was 70 against 18.33 percent of that of schools from rural areas. Above fifty three percent of the boys and 35 percent of girls were above the average. So, urban area school students and boys seemed to be more proficient than the students of rural areas school boys and girls.

Table No. 7: Total Proficiency in Group-D
(Supply the Appropriate Articles in the Blank Specs of the Given Dialogue)

Total sample	Total Average	Above average		Below average	
		No. of Students	%	No. of Students	%
120	9.15	48	40	72	60

The above table shows the total proficiency of the students in supplying the appropriate articles in the blank spaces of the given dialogues. As shown in the table, the average scores of this item was 9.15. Out of 120 students, only 40 percent were above the average and the rest i.e. 60 percent of them remained below it. It suggests that the majority of the students were poorly proficient indeed in the group-D. It was so because there was no room for options and the test items were in dialogue forms.

Table No: 8 Comparisons of Different Variables with the Total Average in Group-D

Full Marks: 15

Variables	Sample size	Total	Above Average		Below Average	
			No. of Students	%	No. of Students	%
School from rural area	60	9.15	14	23.33	46	76.66
School from urban area	60		34	56.33	26	423.33
Boys	60		26	43.33	34	56.66
Girls	60		22	36.66	38	63.33

The above table shows the comparison of proficiency in group –D. in terms of gender and rural and urban area schools. Only 23.33 percent of the students were found above the average in this item in rural area schools. Above fifty six percent students were found above the average score in urban area schools. 43.33 percent boys and 36.66 percent girls were above the average. It shows that urban area school students were far better in group-D questions also. Boys were found more proficient than girls by 6.67 percent.

3.2 Analysis and interpretation of the total Proficiency

- a) Total proficiency of the students.
- b) Comparison of total proficiency by sex and rural and urban areas school.
- c) Comparison of the students' total proficiency within schools.
- d) Comparison of total proficiency of ten different schools within the total average.
- e) Comparison of proficiency with the secondary norm.

Table No. 9

Total Proficiency

Total sample	Total Average	Above average		Below average	
		No. of Students	%	No. of Students	%
120	35.94	71	59.16	49	40.83

The above table shows that the total average score of the total sample was 35.94. The percentage of the students scoring above the average was 59.16 i.e. 71 students and percentage of students scoring below the average was 40.83. This suggests us the students were above the average by 18.33 percent. The students were not supposed to be more proficient in total.

Table No: 10

Comparison of Students Proficiency in Definite and Indefinite Articles with the Total Average

Variables	Sample size	Total average	Definite Article				Indefinite article			
			Above average		Below Average		Above average		Below Average	
			No of students	%	No of students	%	No of students	%	No of students	%
Schools from rural area	60	35.94	35	58.33	25	42.66	20	33.33	40	66.66
Schools from urban area	60		45	75	15	25	35	58.33	25	42.66
Boys	60		42	70	18	30	33	55	27	45
Girls	60		38	63.33	22	36.66	30	50	30	50

The above table shows that the comparison of students proficiency in definite and indefinite article with the total average. When compared with total proficiency above 58 percent students from rural area schools were above average (35.94) and 42.66 percent students were below average in definite article. Likewise, in indefinite article 33.33 percent students were above average and 66.66 percent students were below average. So students of rural area schools were more proficient in definite article than that of indefinite article. In the same way, 75 percent students from urban area schools were above average and 25 percent students were below overage in definite article. Likewise 58.33 percent students from urban area school were above average and 42.66 percent students were below it. So, students of urban areas schools were also more proficient in definite article than indefinite article. Interims of gender, both girls and boys were more proficient in definite article than in indefinite article. It was also found that students have pronunciation problem so they could not use a/an properly.

Table No.11

Comparison of Different Variables with the Total Average

Variables	Sample size	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
School from rural area	60	35.94	16	26.66	44	73.33
School from urban area	60		55	91.66	5	8.33
Boys	60		39	65	21	35
Girls	60		29	48.33	31	51.66

The above table shows the relative position of the students in terms rural and urban area schools and gender with respect to combined total average, 35.94. The percentage of the students of urban area schools scoring above the average was 91.66 against 26.66 percent of that of rural area schools. This suggests us that the students of urban area schools are far better than those of rural area schools by 65 percent. In terms of gender wise comparison boys were proficient by 16.67 percent than girls.

Table No. 12: Status of Proficiency of Students of Rural and Urban Area Schools and by Sex

Variables	Sample size	Total average	Above average		Below Average	
			No. of students	%	No. of students	%
Schools from rural areas	60	33.95	26	43.33	34	56.66
Schools from urban areas	60	41.96	29	48.33	31	51.66
Boys	60	38.28	29	48.33	31	51.66
Girls	60	37.63	30	50	30	50

The above table shows a comparison of status of proficiency of students with respect to corresponding average score of rural and urban area schools of Parbat district. It also shows total average of the boys and girls. Above forty eight percent of students of urban area schools were found to be above the average against 43.33 percent of students of rural area schools. In the same way 50 percent girls were above the average total score against 48.33 percent of boys. This suggests that urban area school students are more proficient than rural area school students. Girls are found to be slightly more proficient than boys in totality.

Table No. 13: Comparison of the Students' Total Proficiency within the Schools

S.N	Name of the school	Total Sample	Total average	Above Average		Below average	
				Not of students	%	Not of students	%
1.	Shree Nepal Tara Higher Secondary School Rani-Pani-1 Parbat	12	33.75	7	58.33	5	41.66
2.	Shree Ambari Secondary school Barrachour, Parbat	12	38.58	6	50	6	50
3.	Shree Chandra Secondary school Urampokhara, Parbat	12	33.16	3	25	9	75
4.	Shree Wahaki Higher Secondary School Wahaki, Parbat	12	31.9	6	50	6	50
5.	Shree Nirmal Jana-Shawa Higher Secondary School, Tribeni, Parbat	12	32.33	6	50	6	50
6.	Shree Narayan Higher Secondary Schook Kusma, Parbat	12	49.08	6	50	6	50
7.	Shree Shibalaya Higher Secondary school Kusma, Parbat.	12	42.16	6	50	6	50
8.	Shree Matedewal Secondary School, Mudikuwa, Parbat	12	39.75	7	58.33	5	41.66
9.	Shree Janta Secondary School, Phalewash, Parbat	12	40.16	4	33.33	8	66.66
10.	Shree Bhawani Bidhapith Higher Secondary School, Kahanigaun, Parbat.	12	38.66	7	58.33	5	41.66

This table shows the comparison of total proficiency among school. In rural area schools, Shree Ambari Secondary school was found to be most proficient. Its average score was 38.58 but Shree Wahaki higher secondary school was found to be the least proficient.

In Urban area schools, Shree Narayan higher secondary school was found to be the most proficient in the use of articles. Its average score was 49.08 whereas Shree Bhawani Bidhapith Higher Secondary School was found to be the least proficient. Its average score was 38.66. To sum up, the students of urban areas schools of Parbat district were found far better than those of rural area schools.

Table No. 14: Comparison of Proficiency of Ten Different Schools with the Total Average

Variables	Sample size	Total average	Above average		Below Average	
			No of students	%	No. of students	%
School from rural area	60	35.94	16	26.66	44	73.33
Boys	30		9	30	21	70
Girls	30		7	23.33	23	76.66
School from urban area	60		55	91.66	5	8.33
Boys	30		28	93.33	2	6.66
Girls	30		27	90	3	10

The above table shows the comparison of the proficiency of different ten schools with total average scores i.e. 35.94. The table shows

that only 26.66% i.e. 16 students out of 80 from rural area schools were above the total average score. In the same way 30% of the boys and 23.33 percent of the girls were above average score 91.66 percent or 55 students out of 60 from urban area schools were found above the total average score. Boys were found a little bit proficient (by 3.33%) in the performance in urban area schools. To sum up, students of urban area schools were found far better than those of rural area schools.

Table No. 15: Comparison of Proficiency with the Secondary Norm

Full Marks: 60

Variables	Sample size	Total average	Above average		Below Average	
			No of students	%	No. of students	%
Boys from rural area school	30	32% (19.2)	30	100	0	0
Girls from rural area school	30		30	100	0	0
Boys from urban area school	30		30	100	0	0
School from urban area	30		30	100	0	0

The above table shows the comparison of students' proficiency with the existing nationally recognized norm of the students; meeting this are rated pass and those who do not meet this are rated fail. When compared to this norm cent percent boys and girls were above the norm from the rural area schools of Parbat. Like wise cent percent boys and girls were above the norm from urban area schools of Parbat. It suggests that the performance was very good when compared to this secondary norm.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

Main purpose of this study was to find out the proficiency of the students in the use of articles (definite and indefinite) between rural and urban area schools of Parbat district.

For this purpose, the researcher had prepared a set of test items consisting of four different types of test. Then the test was administered to 120 students of Parbat district. 12 students (6 boys and 6 girls) of grade eight were randomly selected from each of ten schools (5 from rural area and 5 from urban area).

After collecting data, analysis and interpretation was made by using simple statistical tools of average and percentage. First, the data were analyzed and interpreted in terms of total proficiency i.e. item wise proficiency then comparison of different variables with the total proficiency of the students in terms of sex and rural and urban area schools. Then comparison was made with proficiency of boys and girls in rural urban area Schools. Similarly school wise comparison in proficiency was also made to find out the accurate result.

4.1 Findings

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

1. Out of 120 students, 59.16 percent i.e. 71 students were above the average i.e. 35.9 40.83 percent i.e. 49 students were below the average. Therefore, majority of the students were good in performance in the use of articles. It showed

that eight graders of Parbat district are likely to do well in the use of articles (definite and indefinite).

2. The students of schools of urban areas in Parbat district were more proficient than the students of schools of rural areas, it is so because only 26.66% i.e. 16 students were found above the average score (35.94) but 91% i.e. 55 students were found above the average in the schools of urban areas side. It shows that the students of school of urban areas of Parbat are likely to do better in English articles than those of rural areas schools.
3. While comparing the proficiency of boys and girls with total proficiency, boys are more proficient than girls. It is so because only 48.33% i.e. 29 girls were found above the average score (35.94) but 65 percent i.e. 39 boys were found above average.
4. While comparing students' proficiency in definite and indefinite articles with the total average, students were more proficient in definite article than in indefinite article.
5. While analyzing group-B (fill in the blanks with appropriate articles) is slightly more difficult for the students than other three groups because its total average is 10.04 and others are 9.41, 9.11 and 9.15 respectively.
6. While comparing the proficiency of the students with the secondary norm i.e. 32 percent. The performance of the students was found to be very good; it was so because all of the students were found above the norm.

7. In school wise Comparison:

- The students of Shree Narayan Higher Secondary school, Kusma were found the most proficient among all the students of ten schools. It was so because their average score was 49.08 out of 60.
- The students of Shree Wahaki Higher Secondary school were found to be the least proficient in the use of articles among all the students of ten schools; it was so because their average score was 31.9 out of 60.
- Shree Ambari secondary school was found to be the most proficient among rural areas schools. It was so because, its average score was 38.58 out of 60.

8. In gender-wise Comparison

Boys were found more proficient than girls. It was so because 65% of boys were above total average i.e. (35.94) but only 48.33 percent girls were above total average

Recommendations

On the basis of the findings of the study, the following recommendations can be made for accelerating and improving ELT situations and teaching learning process in the use of articles.

- 1) The English teachers should give the clear concept of English noun system to the students before they deal with articles.

- 2) Students should be familiar with English sounds to be more proficient in the use of articles. Unless they can pronounce the words correctly, they will not be proficient in the use of articles.
- 3) While teaching articles, just providing a list of rules on article is not enough .They should be asked to have much spoken and written practice.
- 4) The teacher should teach articles creating meaningful situations and using suitable language games.
- 5) The students should be provided with the adequate workbooks, practice books, grammar books etc to practise articles.
- 6) Students should be encouraged further more to take part in teaching and learning activities.
- 7) People involved in teaching learning activities, teachers, course designers, methodologists, text book writers, etc should provide adequate practice exercises of grammar in textbook, and curricula.
- 8) Finally, similar research can be carried out by taking samples from public and private schools of Parbat and other districts.

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APEDNIX- II

Typological Errors Committed by the Students

S.No.	Errors	Correction
1.	A honest Man	An honest man...
2.	He was very ill. So, he went to the hospital	He ... went to hospital
3.	He Recites ... Gita.	He ... the Gita ...
4.	Let's go the home.	Let's go home
5.	Copper is an useful metal	Copper is a useful ...
6.	She eats a breakfast	She eats breakfast
7.	Sagar is sold R. 10 the Kilo	Sguar ... Rs. 40 a kilo.
8.	I have black and white cat.	I ... a black and a white cats
9.	We use an oxygen ...	We use oxygen ...
10.	I'm looking for Bhanubhakta's the Ramayan.	I'm ... Ramayan.
11.	I'm suffering from a fever.	I'm..... fever.
12.	Who are you by the caste?	Who ... by caste?
13.	I eat a meat	I eat meat

APPENDIX III

Names of the Visited Schools for Data Collection

1. Shree Nepal Tara Higher Secondary School, Ranipani-1, Parbat.
2. Shree Ambari Secondary School, Barrachour-4, Parbat.
3. Shree Wahaki Higher Secondary School, Wahaki, Parbat.
4. Shree Chandra Secondary School, Urampokhara, Parbat .
5. Shree Nirmal Jana Shewa Higher Secondary School, Tribeni, Parbat.
6. Shree Narayan Higher Secondary School, Kusma, Parbat.
7. Shree Sibalaya Higher Secondary School, Kusma, Parbat.
8. Shree Matedewal Secondary School, Mudikuwa, Parbat.
9. Shree Janata Secondary School, Phalewash, Parbat.
10. Shree Bhawani Bidhapith Higher Secondary School, Khanigaun, Parbat.

Appendix IV

a. Total Scores of the students of Rural Areas Schools

Shree Nepal Tara Higher Secondary School

S.No.	Boys						S.N	Girls		
	Name of Boys	Group A	Group B	Group C	Group D	Total		Name of Girls	Group A	Group B
1.	Dipendra Poudel	8	8	7	7	30	1.	Ambika Neupane	8	10
2.	Trya Nath Poudel	7	9	7	8	31	2.	Sita Dhakal	8	8
3.	Ram prd. Parajuli	6	8	9	10	33	3.	Goma Sharma	10	9
4.	Devendra chhetri	6	10	8	10	34	4.	Rana Regmi	11	9
5.	Bikash Bdr. Chhetry	8	8	8	6	30	5.	Kopila Parjuli	10	10
6.	Yam Narayan Acharya	7	8	7	7	29	6.	Shiba Kumari Chhetri	9	7
Total		42	51	46	48	187	Total		56	53

Shree Ambari Secondary School, Barrachour, Parbat

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls
1	Bikram Sharma	10	10	9	11	40	1	Kumari Chhetri
2	Rakesh Sharma	13	10	9	12	43	2	Bishnu Kumari Acharya
3	Ramesh Chhetri	10	8	10	10	38	3	Sunita Giri
4	Bikram Giri	8	8	11	13	40	4	Gyanuka Bhattaai
5	Prakash Hitang	6	9	9	9	33	5	Yam Kala Thapa
6	Sushil Bhattra	9	10	12	11	42	6	Goma Bhattra

Total	56	55	60	66	236	Total
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Shree Chandra Secondary School Urampokhara, Parbat

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls	C
1	Narendra Basnet	5	10	11	11	37	1	Asha Shiwakoti	5
2	Rabindra Thapa	6	9	7	10	32	2	Rabina Puri	6
3	Rajan Pande	9	10	8	8	35	3	Madhu Rana	6
4	Manoj Gurung	7	10	9	7	33	4	Maya Karki	6
5	Bishal Hamal	9	10	6	7	32	5	Kalpana Magar	5
6	Kiran Pudasaini	6	10	10	8	34	6	Tanka Kumari magar	6
Total		42	59	51	51	203	Total		3

Shree Wahaki Higher Secondary School, Wahaki, Parbat

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls	G
1	Narendra Basnet	7	9	9	10	35		Asha Shiwakoti	
2	Rabindra Thapa	7	10	7	8	32		Rabina Puri	
3	Rajan Pande	8	10	10	9	37		Madhu Rana	
4	Manoj Gurung	6	9	8	9	32		Maya Karki	
5	Bishal Hamal	7	7	8	7	29		Kalpana Magar	
6	Kiran Pudasaini	9	10	10	9	38		Tanka Kumari magar	
Total		44	55	52	52	203	Total		

**Shree Nirmal Jana Shewa Higher Secondary Schoo,Tribeni
Parbat**

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls
1	Laxman Dahal	11	11	5	8	35		Ganga Pande
2	Shyam Mani Guragain	10	10	5	8	33		Muna Karki
3	Shree Krishna Bista	11	10	6	10	37		Laxmi Khadka
4	Keshv Acharya	8	11	6	9	34		Parbati Koirala
5	Sagar Thapa	7	11	6	8	32		Sita Pokhrel
6	Saroj Giri	7	10	6	8	31		Bamala Chandra
		54	63	34	51	202		

b. Total Scores of the Students of Urban Areas Schools**Shree Narayan Higher Secondary School Kusma, Parbat**

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girl
1	Ram Krishna K.C.	11	13	11	13	48	1	Dipa K.C.
2	Prakash Dahal	11	12	11	12	46	2	Sangita Bhattar
3	Nirmal Sharma	12	12	13	12	49	3	Parshya Adhika
4	Dipak Basnet	12	11	12	12	47	4	Klayani Dhungana
5	Hiraj Shrestha	13	13	13	12	51	5	Parbati Bhujel
6	Rosan Panta	13	10	12	11	46	6	Sita Pokhrel
		72	71	72	72	287		

Shree Shivalaya Higher Secnodary School Kusma, Parbat

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls
1	Anil Adhikari	8	13	11	8	40	1	Belu Maya chhe
2	Arjun Acharya	7	12	11	9	39	2	Sarita Giri
3	Surya Parajuli	9	11	10	9	39	3	Sharmila Paraju
4	Uttam Giri	12	13	10	11	46	4	Bharati Paudel
5	Amar Puri	9	13	10	9	41	5	Bhishnu Kumri Chettri
6	Tilak kunwar	11	8	12	6	37	6	Rita Chettri
Total		56	70	64	52	242	Total	

Shree Matedewal Secondary School Mudikuwa, Parbat

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls
1	Birendra Thapa	9	11	10	10	40	1	Anju Gurung
2	Bijaya Basnet	10	12	11	9	42	2	Sabita Adhikari
3	Deepak Ranavat	10	9	9	8	36	3	Bishnu Maya Thapa
4	Mahesh Shrestha	12	8	10	11	41	4	Sabina Adhikari
5	Nabin K.C	10	10	9	11	40	5	Sapana Thapa
6	Bimal Prajuli	12	11	10	9	42	6	Anupa Shrestha
	Total	63	61	59	58	241		

Shree Janata Secondary School Devistan, Parbat

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls
1	Suraj Gupta	14	12	13	10	49		Rina Thapa
2	Asik Thapa	11	8	11	10	40		Anita Puri
3	Siriram Chnd	12	12	12	10	46		Anisha Pokhera
4	Anil Karki	12	11	10	7	40		Namuna Basnet
5	Raju Chettri	14	12	11	9	46		Ranjana Gurung
6	Laxman Rasaili	10	11	6	8	35		Sutchita Ghimire
	Total	73	66	63	54	256		T

**Shree Bhawani Vidhapith Higher Secondary School Khanigaun,
Parbat**

S.N	Name of Boys	Group A	Group B	Group C	Group D	Total	S.N	Name of Girls
1	Milan B.K	10	08	11	10	40	1	Shanti Kunwar
2	Sundar Lamsal	12	12	12	10	46	2	Parmila Prajuli
3	Khuman Adhikari	10	11	06	08	35	3	Sjuata B.K
4	Bipan Paudel	09	12	08	07	36	4	Nita Poudel
5	Everest B.K	12	11	10	07	40	5	Sangita Chhetri
6	Suman Prajuli	10	13	10	10	43	6	Sabitra Gautam
Total		64	67	57	52	240	Total	