

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the most valuable property, which is common to all, and only human beings. It is the most unique gift that sets them apart from the rest of living beings. Every human child by the age of six acquires adult like language if he is not physically or mentally handicapped. Communication is possible through several ways and means; however, language is a widely used means of communication. Without language human civilization as we now know it, would have remained impossibility. Language is ubiquitous. It is present everywhere in our thoughts, dreams, meditations, relations, communication and such others. Formally it is a set of signals and functionally it is a means by which human beings communicate. Language, therefore, is a system of meaning for interaction and communication. Robins (1989:12) defines "A language is a system of arbitrary vocal symbols by means of which a social group cooperates." He means that language is a system of arbitrary vocal symbols and a social group uses it for communication. According to Sapir (1978:8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." He clearly says that language is a human property and it is acquired for communication of ideas, emotions and desires through voluntarily produced symbols. Gimson (1970:3) defines language as "A system of conventional symbols used for communication by a whole community." He stresses that language is a system of conventional symbols. Similarly, according to Encyclopaedia Britannica (1960:696) language is defined as "A system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate." (Vol.13) This definition clarifies that language consists of conventional symbols, which are systematically combined to communicate.

Language is such a means having no particular shape. In other words, language is really shapeless so none of the definitions are perfect in themselves, however, each definition hints certain characteristics of language. In common, language is a system of systems. So it has been possible to have thousands of languages all over the world. It is, therefore, sound units are systematically structured to form morphemes which are, in turn, systematically arranged to form words, words are systematically arranged to form phrases and phrases are systematically arranged to form classes or sentences. Language can be studied under three levels: phonological, grammatical and semantic. Phonology deals with sound systems of the language. Grammar includes morphology and syntax where morphology deals with morphemes whereas syntax deals with sentences. Semantics deals with meaning aspect of the language.

There are thousands of languages spoken all over the world and among them English has got the status of international language. People from different linguistic backgrounds or countries needed a common language to share their ideas, feelings, thoughts, emotions and English worked as lingua-franca to communicate between/among them. It would not be possible if there was not a common language to them. Since English language established as international language, it has got an opportunity to be developed world widely. People needed it to extend their relation to the international level either to extend trade, new technology and scientific inventions or express their views to others and at the same time to understand others. Different books of literature, technology and scientific discoveries are written in English and important books of such types are also translated into English language. More than fifty percent of textbooks and print media of the world in any discipline are published in English language. Seminars, workshops and meetings are also held in English in national and international levels. In order to visit any foreign country or to continue higher education in any discipline, English is required. It has become indispensable to learn English language for one's all round development.

The systematic teaching of English language in Nepal started with the establishment of Darbar High School in 1853 A.D. All the national educational commissions and educational reform programmes since 1950 to 1998 in the Nepalese educational sector highly emphasized the role of English language at school and campus levels. The necessity of English language can be seen widely in every sector of public and private institutions in the present scenario. Therefore, English subject has been introduced in government schools from class one.

Language is symbolic yet its symbols are arranged in a particular system. All languages have their system of arrangements. Although symbols in every human language are finite, they can be arranged infinitely. In other words, we can produce infinite number of sentences by using finite set of symbols. Every language is a system of systems. All languages have phonological, grammatical and semantic systems and with in a system there are several sub-systems.

A language can be used in two ways: in speech and writing. The way language is used in speech or while speaking is called spoken form of the language and the way language is used in writing is referred to as written form of the language. The spoken form consists of a series of vocal symbols. For example, the plural morpheme in nouns is with the written symbols (i.e. letters) - s (books, dogs) or - es (matches) in its written form but produced with the vocal symbols [s] ([bʊks]), [z] ([dɪgz]) or [ɪz] ([mætɪz]).

### **1.1.1 Language Skills**

As language is a complex phenomenon, it needs to have different language skills and sub skills for the effective use of language in our life. If we examine this concept deeply, we can identify certain language skills that native on non-native language users possess, however, the degree of possession of the language skills vary from person to person.

Choice of language depends upon the channel of communication. For e.g., illiterate people can listen and speak to each other so their communication depend upon listening and speaking skills whereas literate people can listen and speak to each other as well as read and write so their communication depend upon listening speaking, reading and writing. In other words, there are four basic language skills: listening speaking, reading and writing.

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and are therefore often referred to as receptive skills. While using language for communication, of course, language users employ a combination of skills at the same time naturally. Speaking and listening usually happen simultaneous so it has been possible to the discussion, interaction and so on. Similarly, reading and writing may happen at the same time when people make notes or write something based on what they are reading. The four major language skills can be presented on the table below.

**Table No 1: The four language skills**

| MEDIUM     | SPEECH                      | WRITTEN WORD              |
|------------|-----------------------------|---------------------------|
| SKILL      |                             |                           |
| RECEPTIVE  | Listening and understanding | Reading and understanding |
| PRODUCTIVE | Speaking                    | Writing                   |

Stern : 1983

This is a very general picture of language skills that a language learner should have. There are many sub-skills under each skill. In order to use language skills competent users of a language need a number of sub skills for processing the language that they use and are faced with.

### **1.1.2 Pronunciation**

Pronunciation is one of the important aspects of English language which starts from the very beginning of language learning to the development of it.

Language starts with the ear. When a baby starts to talk, he does it by pronouncing the sounds his mother makes and imitating them. If a baby is born deaf, he can not hear those sounds and therefore can not imitate them and will not speak. But normal babies can hear and imitate. Thus they can pronounce the sounds as they hear from their elders. Children learn the pronunciation as well as language very well up to their puberty but after their puberty it is very difficult to learn pronunciation as well as language as a whole. It is because upto their puberty they acquire their own language and rules of that language which interfere in learning the second language. "Pronunciation plays a central role in both personal and social lives: as individuals, we project an identity through the way we speak and also indicate our membership of particular communities. At the same time and sometimes also in conflict with the identity function, our pronunciation is responsible for intelligibility, whether or not we can convey our meaning. The significance of success in L<sub>2</sub> pronunciation learning is far reaching, complicated by the fact that many aspects of pronunciation happen simultaneously and so are not readily accessible to conscious analysis and intervention." (Barbara 2001)

Two or more languages can have exact or similar inventory of phonemes but there may not be the similar way of arrangement of these phonemes in different languages. The way to pronounce may also be varied from one language to another. For example, both Nepali and English languages have [f] sounds but they are pronounced differently. [f] in Nepali is bilabial sound whereas [f] in English is labio-dental sound. Because of different ways to pronounce [f] sound in Nepali and English its quality gets different. Therefore, there is difficulty in understanding [f] sound spoken by Nepalese to English native speakers. They hear [f] as [p] or [b] where [p] and [b] are bilabial in English not the [f]. When Nepali speakers say fish, they hear it as piece unless labio-dental [f] is pronounced.

Language is a system by which people can communicate with each other. Very often their communication takes the form of the speaking transferring information, ideas and attitudes to the listener. Pronunciation is a very important

factor if a speaker wants to convey his message clearly to the listener. Listening comprehension naturally goes hand-in-hand with pronunciation. If a speaker speaks with incorrect pronunciation, the listener may not understand what the listener has said and can not respond him immediately. English as an international language, people from different linguistic backgrounds and nationalities use it as lingua-franca. Therefore, correct pronunciation is inevitable for clear intelligibility. Pronunciation of a morphemes in different environments may cause difficulty to understand language if one of the listener or speaker is not aware of the correct pronunciation of the morpheme in different environments. So this aspect has to be given attention either teaching or learning English as a foreign language.

### **1.1.3 Morpheme and Allophones**

Morpheme is the minimal distinctive unit of grammar and central concern of morphology. Morphemes are the smallest meaningful units in to which words can be analyzed. The smallest meaningful units mean the units which can not be divided without destroying the meaning of the word and if we go beyond this level we automatically enter in to phonology, the study of sound systems. Morpheme may constitute word or parts of a word. Morpheme is not always a part of word but is an abstract semantic unit. For example, the word 'went' has two morphemes without having separate parts like the word books as book and s. Morphemes are mainly two types: free and bound. Free morphemes can occur on their own, e.g. book, pen etc. But bound morpheme can not occur on their own, e.g. the plural morpheme -s, the past tense morpheme - ed, - tion, sion, etc.

Morpheme is always pronounced as morph. In other words, Morph is the actual pronunciation of a morpheme. Morpheme is not always pronounced in the same way. Different pronunciations of the same morpheme are the allomorphs of the morpheme. For example, books, bags and matches are words having the plural morpheme. The same plural morpheme is pronounced as /s/, /z/ and /Iz/ respectively. Similarly, worked, opened and wanted are words having the same

past tense morpheme. The same past tense morpheme is pronounced as /t/, /d/ and /ɪd/ respectively. The pronunciations /s/, /z/ and /ɪz/ are the allomorphs of the plural morpheme and /t/ /d/ and /ɪd/ are the allomorphs of the past tense morpheme. The crux behind the various pronunciations of the same morpheme is the sound that precedes the morpheme, that is, the environment where the morpheme has occurred. Different pronunciations of the same morpheme cause difficulty in understanding speech if the listener or the speaker is not aware of this fact. This aspect therefore has to be considered in course of English language teaching and learning.

#### **1.1.4 Pronunciation of The Plural Morpheme of Regular Nouns and The Past Tense Morpheme of Regular Verbs in Different Environments**

Pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments play important role in understanding the speech. If someone pronounces them in the same way without paying attention to the environments, the listener may not understand what he has said. In the same way if someone speaks with the correct pronunciation of these morphemes the listener can not understand the speech unless he is aware of correct pronunciation of these morphemes in different environments. This becomes worse when someone has to face with the native speakers or the people whose linguistic backgrounds are other than English and are using English as a foreign language. Either the conversation can not proceed ahead or there will be difficulty in understanding each other's speech. The crux behind this is the pronunciation of these morphemes in the same way without paying attention to their environments where they have occurred.

Arts and Arts (1986: 24, 31) have clearly stated the different environments and the different pronunciations of the same morpheme:

The plural morpheme of regular nouns is pronounced differently based on the environment where it has occurred. It is pronounced in three ways:

|s| : after bases ending in voiceless sounds except sibilants, e.g. books, roofs, caps, hats, births

|z| : after bases ending in voiced sounds except sibilants, e.g. trees, ribs, beds, pens, bottles, birds

|Iz| : after bases ending in sibilants, e.g. noises, sizes, mirages, bushes, dishes

The past tense morpheme of regular verbs is pronounced differently based on the environment where it has occurred. It is pronounced in three ways:

|t| : after bases ending in voiceless sounds except |t|, e.g. kissed, laughed, washed, reached, looked

|d| : after bases ending in voiced sounds except |d|, e.g. plunged, played, opened, robbed, appeared

|Id| : after bases ending in |t| and |d|, e.g. loaded, sounded, decided, wanted, started

Proficiency on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs at secondary level students which is the foundation period in learning the pronunciation is not seem satisfactory. If they learn erroneous pronunciation in this period, it will be developing in the later days to come. It will make difficult later and even if they become aware of their errors, they can not improve their pronunciation in their speech. Therefore, it is essential to take steps regarding the areas so that it can be improved on time. Thus this research work attempts to find out the proficiency of class nine students on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs.

## **1.2 Literature Review**

Many studies have been carried out in connection with proficiency in different aspects of language as well as language itself. But there are a few researches that have been carried out in connection with pronunciation.



Ghimire (2003) carried out a research study, which contains the pronunciation proficiency of the students at lower secondary level. His study showed that average pronunciation ability of the students of lower secondary level of Kathmandu valley is found to be 37.88%. In totality, performance of boys (38.4%) was better than that of girls (37.37%). Similarly, his study showed that the higher ability in performance in the pronunciation of English was by Tibeto-Burman native speakers (39.17%) than the Indo-Aryan native speakers.

Thapa (2004) conducted a research study, which contains the pronunciation proficiency of the students at secondary level. His study showed that the overall pronunciation ability of the students of Kathmandu valley is found to be 53.68%. Likewise, in comparative analysis between the variables, the Tibeto-Burman language background students have excelled their Indo-Aryan language counterpart. In addition, the students' pronunciation ability is found approximately two times in segmental sound units than in no segmental sound units.

Devkota (2006) carried out a research on the pronunciation proficiency of the students of Grade Five. His study showed that the overall pronunciation proficiency of Nepali fifth grades at lexical level was 51.53%. Similarly, the students' pronunciation proficiency in words in isolation was 49.11% and that of words in sentential context was 53.95%. The students showed better performance in words in sentential context than words in isolation. Furthermore, Tibeto-Burman native speakers in terms of medium of instruction were found to be found more proficient than their opponent groups. However, except English-Nepali medium schools, Tibeto-Burman native speakers Indo-Aryan native speakers, male-female distinction was found insignificant. From the analysis in terms of word types, monosyllabic words were found easier to the students in comparison to others. English fricatives were found more difficult to the Nepali learners in comparison to others.

The above-mentioned studies are concerned with the pronunciation proficiency of lower secondary and secondary level students. But there is no any thesis that deals with the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs, which play vital role in the overall

pronunciation system. This research work, therefore, attempts to find out the pronunciation proficiency of class nine students on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs.

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

This study has the following objectives:

- i. To find out the proficiency of class nine students on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs.
- ii. To compare the proficiency of the students in terms of the following variables:
  - a) Boys versus girls
  - b) Public schools versus private schools
  - c) Morpheme-wise
  - d) School-wise
- iii. To suggest some pedagogical implications based on the findings of the study.

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

This study is expected to be significant to those teachers and students who are involved in language teaching and learning. The findings of the study will be equally important to curriculum designers, textbook writers and the people who are interested on the pronunciation aspect of English language.

### **1.5 Definition of Specific Terms**

1. Environment  
The sound in a word that precedes a morpheme/adjacent sound
2. Lingua-franca  
A language, which is used among the speakers of different languages
3. Morpheme

"A morpheme is the minimal distinctive unit of grammar, and the central concern of morphology." (A Dictionary of Linguistics and Phonetics, 4<sup>th</sup> edition)

4. Received Pronunciation

The model of pronunciation that is accepted as the standard one

5. Sibilant

"A sound made by producing a narrow groove like structure between the blade of the tongue and the back part of the alveolar ridge." (A Dictionary of Linguistics and Phonetics, 4<sup>th</sup> edition)

6. t-test

t-test is the most widely used statistical test for the comparison of two means. Here, the researcher has used this test to find out whether the difference between two means is significant or not. For this, the researcher calculated the t-value and then compared the calculated t-value with tabulated t-value (at 0.05 level). If the calculated t-value is greater than tabulate t-value at 0.05, the difference level between two means is significant otherwise insignificant.

7. Voiced

Having vibrations of the vocal cords during an articulation

8. Voiceless

Produced without vibrations of the vocal cords

# **CHAPTER TWO**

## **METHODOLOGY**

### **2.1 Sources of Data**

To carry out the research, the researcher has used primary as well as secondary sources of data.

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

This study is mainly based on the primary sources of data. The primary sources of data are the students of class nine studying in different schools of Nawalpur.

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

As secondary sources of data, the researcher consulted some books like Arts and Arts (1986), O. Conner (1980), Rai, et.al (1999) for the preparation of test item. Similarly, journals and research reports were also consulted.

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

The population of the study are the students of class nine of both public and private schools of Nawalpur in Nawalparasi district.

### **2.3 Sample Population**

To carry out the research, the researcher selected three Village Development Committees: Pragatinagar, Shivamandir and Gaindakot from Nawalpur using judgemental sampling. After that the researcher used disproportionate stratified sampling to select two secondary schools: one public and another private from each village. Twelve students from each school were selected by disproportionate stratified sampling focusing on sex. Hence, 72 students were selected for the sample population.

## **2.4 Tools for Data Collection**

The researcher used a test item and a tape recorder to collect data for the study.

The test item contains two sets of sentences, which the students had to pronounce. One set of sentences contains twenty four regular nouns having the plural morpheme in four different environments: V1.C-, Vd.C-, V- and Sib- and another set of sentences contains twenty four regular verbs having the past tense morpheme in four different environments: V1.C-, Vd.C-, V- and t/d-. The sentences were also extracted from the textbooks of class nine.

To finalize the sentences in the test item, the researcher conducted piloting test. The sentences, which the students felt difficulty to pronounce in the piloting test, were substituted by the less difficult sentences having the selected words.

## **2.5 Process of Data Collection**

Having prepared the 72 copies of test item and a tape recorder, the researcher visited the selected schools one by one. He explained the purpose of his visit to the school authority. Having appreciated with his purpose, the authority managed a separate room for the test. He along with a teacher entered into the classroom and the teacher introduced him to the students and asked them to participate in the test. Then the researcher divided the class into two groups: boys and girls and selected six boys and six girls randomly. The researcher requested the selected students to go to the room managed to take the test.

The researcher introduced himself to the students and distributed test items to the students. He explained briefly what they were supposed to do. Then the researcher called each student to pronounce the sentences in the test item and their pronunciation was recorded on the tape-recorder. Hence, all the students' pronunciation was recorded.

As the researcher recorded the students' pronunciation, he listened to each student's pronunciation very carefully and transcribed only the plural morpheme of regular nouns and the past tense morpheme of regular verbs in student's pronunciation column of the test item. He then transcribed the words having the plural morpheme of regular nouns and the past tense morpheme of regular verbs in the correct pronunciation column of the test item. After that he assigned one mark for student's one correct pronunciation. In this way the data was collected.

## **2.6 Limitations of the Study**

The study has the following limitations:

- i. The study is limited to the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments.
- ii. The population of the study is limited to the students of class nine studying in both public and private schools of Nawalpur.
- iii. The study has not considered the pronunciation of other sounds.
- iv. Sentences of the test item are extracted from the textbooks of class nine.
- v. The RP. (Received Pronunciation) is taken into account while checking the students' pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs. For this, the researcher consulted the Oxford Advanced Learner's Dictionary (5<sup>th</sup> edition).
- vi. Only the bar ears are used to check the recorded pronunciation of the students without having any sophisticated devices.

# CHAPTER THREE

## ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the students in the test. Having assigned marks to all the students, they were grouped in accordance with the schools to which they belong to. Then the researcher used different statistical tools to analyze and interpret the data. Percentage, average and t-test have been used to analyze the data from different angles. On the basis of marks the students obtained in the test, their proficiency on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs have been determined.

The researcher has analyzed the data in terms of the following variables :

- Sex: Boys versus Girls
- Schools: Public schools versus Private schools
- Morpheme-wise
- School-wise

### **3.1 Sex-wise Comparison of the Students' Proficiency of Each School on the Pronunciation of the Plural Morpheme of Regular Nouns**

This analysis runs upto six subtitles.

#### **3.1.1 Sex-wise Comparison of the Students' Proficiency of Jana Jyoti Higher Secondary School on the Pronunciation of the Plural Morpheme of Regular Nouns**

**Table No. 2: Proficiency on the plural morpheme of regular nouns**

| S.N. | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       |       |
|------|-----------|------|---|-------|-------|-------|
|      |           |      | FM  | Marks | %     | Avg.  |
| 1.   | Boys      | 6    | 144   | 73    | 50.69 |       |
| 2.   | Girls     | 6    | 144   | 72    | 50    | 50.34 |
|      | Total     | 12   | 288   | 145   |       |       |



The above table presents marks of the students on the pronunciation of the plural morpheme of regular nouns in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is almost equal. Out of 144 full marks for each group, the boys obtained 73 marks i.e. 50.69 percent whereas the girls obtained 72 marks i.e. 50 percent. The difference of marks between the two groups is only of 1 mark i.e. 0.34 percent of the total marks. So in terms of sex, the students' proficiency on the pronunciation of the plural morpheme of regular nouns is insignificant.

Thus the students' proficiency of Jana Jyoti Higher Secondary School on the pronunciation of the plural morpheme of regular nouns is determined to be 50.34 percent in average.

### **3.1.2 Sex-wise Comparison of the Students' Proficiency of Vishwa Jyoti English Boarding School on the Pronunciation of the Plural Morpheme of Regular Nouns**

**Table No. 3: Proficiency on the plural morpheme of regular nouns**

| S.N. | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |    |      |
|------|-----------|------|---|-------|----|------|
|      |           |      | FM  | Marks | %  | Avg. |
| 1.   | Boys      | 6    | 144   | 72    | 50 |      |
| 2.   | Girls     | 6    | 144   | 72    | 50 | 50   |
|      | Total     | 12   | 288   | 144   |    |      |

The above table presents marks of the students on the pronunciation of the plural morpheme of regular nouns in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is equal. Out of 144 full marks for each group, both the boys and the girls obtained equal 72 marks i.e. 50 percent. So in terms of sex, the students' proficiency on the pronunciation of the plural morpheme of regular nouns is insignificant.

Thus the students' proficiency of Vishwa Jyoti English Boarding School on the pronunciation of the plural morpheme of regular nouns is determined to be 50 percent in average.

### **3.1.3 Sex-wise Comparison of the Students' Proficiency of Shiva Secondary School on the Pronunciation of the Plural Morpheme of Regular Nouns**

**Table No. 4: Proficiency on the plural morpheme of regular nouns**

| S.N.  | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       |       |
|-------|-----------|------|---|-------|-------|-------|
|       |           |      | FM  | Marks | %     | Avg.  |
| 1.    | Boys      | 6    | 144   | 72    | 50    |       |
| 2.    | Girls     | 6    | 144   | 71    | 49.30 | 49.65 |
| Total |           | 12   | 288   | 143   |       |       |

The above table presents marks of the students on the pronunciation of the plural morpheme of regular nouns in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is almost equal. Out of 144 full marks for each group, the boys obtained 72 marks i.e. 50 percent whereas the girls obtained 71 marks i.e. 49.30 percent. The difference of marks between the two groups is only of 1 mark i.e. 0.34 of the total marks. So in terms of sex, the students' proficiency on the pronunciation of the plural morpheme of regular nouns is insignificant.

Thus the students' proficiency of Shiva Secondary School on the pronunciation of the plural morpheme of regular nouns is determined to be 49.65 percent in average.

### 3.1.4 Sex-wise Comparison of the Students' Proficiency of Siddhartha Higher Secondary School on the Pronunciation of the Plural Morpheme of Regular Nouns

**Table No. 5: Proficiency on the plural morpheme of regular nouns**

| S.N. | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       |       |
|------|-----------|------|---|-------|-------|-------|
|      |           |      | FM  | Marks | %     | Avg.  |
| 1.   | Boys      | 6    | 144   | 71    | 49.30 |       |
| 2.   | Girls     | 6    | 144   | 77    | 53.47 | 51.38 |
|      | Total     | 12   | 288   | 148   |       |       |

The above table presents marks of the students on the pronunciation of the plural morpheme of regular nouns in terms of sex. The analysis of marks shows that the proficiency of the girls is better than the boys counterpart. Out of 144 full marks for each group, the girls obtained 77 marks i.e. 53.47 percent whereas the boys obtained 71 marks i.e. 49.30 percent. The difference of marks between the two groups is of 6 marks i.e. 2.08 percent of the total marks.

The researcher analyzed the data through t-test to find out whether the difference between the two groups is significant or not. He calculated t-value and then compared the calculated t-value 2.564 with the tabulated t-value 2.228 at 0.05 level with 10 degrees of freedom. The calculated t-value is found greater than the tabulated t-value. This shows that the difference of marks between the two groups is significant. So in terms of sex, the students' proficiency on the pronunciation of the plural morpheme of regular nouns is significant i.e. girls' proficiency level is higher than those of boys. The data is presented on the table below.

**Table No. 6: Difference found out through t-test**

|                           | Boys        | Girls |
|---------------------------|-------------|-------|
| Full Marks                | 144         | 144   |
| Mean                      | 11.83       | 12.83 |
| Standard deviation        | 0.36        | 0.89  |
| Degrees of freedom        | 10          |       |
| Tabulated t-value at 0.05 | 2.228       |       |
| Calculated t-value        | 2.564       |       |
| Level of significance     | Significant |       |

Thus the students' proficiency of Siddharth Higher Secondary School on the pronunciation of the plural morpheme of regular nouns is determined to be 51.38 percent in average.

### **3.1.5 Sex-wise Comparison of the students' Proficiency of Janak Higher Secondary School on the Pronunciation of the Plural Morpheme of Regular Nouns**

**Table No. 7: Proficiency on the plural morpheme of regular nouns**

| S.N. | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       |       |
|------|-----------|------|---|-------|-------|-------|
|      |           |      | FM  | Marks | %     | Avg.  |
| 1.   | Boys      | 6    | 144   | 72    | 50    |       |
| 2.   | Girls     | 6    | 144   | 73    | 50.69 | 50.34 |
|      | Total     | 12   | 288   | 145   |       |       |

The above table presents marks of the students on the pronunciation of the plural morpheme of regular nouns in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is almost equal. Out of 144, full marks for each group. The girls obtained 73 marks i.e. 50.69 percent whereas the boys obtained 72 marks i.e. 50 percent. The difference of marks between the two groups is only of 1 mark i.e. 0.34 percent of the total marks. So in terms of sex, the students' proficiency on the pronunciation of the plural morpheme of regular nouns is insignificant.

Thus the students' proficiency of Janak Higher Secondary School on the pronunciation of the plural morpheme of regular nouns is determined to be 50.34 percent in average.

### 3.1.6 Sex-wise Comparison of the Students' Proficiency of Vijaya Samudayik Shiksha Sadan on the Pronunciation of the Plural Morpheme of Regular Nouns

**Table No. 8: Proficiency on the plural morpheme of regular nouns**

| S.N.  | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       |       |
|-------|-----------|------|---|-------|-------|-------|
|       |           |      | FM  | Marks | %     | Avg.  |
| 1.    | Boys      | 6    | 144   | 74    | 51.38 |       |
| 2.    | Girls     | 6    | 144   | 72    | 50    | 50.69 |
| Total |           | 12   | 288   | 146   |       |       |

The above table presents marks of the students on the pronunciation of the plural morpheme of regular nouns in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is almost equal. Out of 144 full marks for each group, the boys obtained 74 marks i.e. 51.38 percent whereas the girls obtained 72 marks i.e. 50 percent. The difference of marks between the two groups is only of 2 marks i.e. 0.69 percent. So in terms of sex, the students' proficiency on the pronunciation of the plural morpheme of regular nouns is insignificant.

Thus the students' proficiency of Vijaya Samudayik Shiksha Sadan on the pronunciation of the plural morpheme of regular nouns is determined to be 50.69 percent in average.

### 3.2 Sex-wise Comparison of the Students' Proficiency of each School on the Pronunciation of the Past Tense Morpheme of Regular Verbs

This analysis runs upto six subtitles.

### 3.2.1 Sex-wise Comparison of the Students' Proficiency of Jana Jyoti Higher Secondary School on the Pronunciation of the Past Tense Morpheme of Regular Verbs

**Table No. 9: Proficiency on the past tense morpheme of regular verbs**

| S.N. | Variables | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       |       |
|------|-----------|------|---|-------|-------|-------|
|      |           |      | FM  | Marks | %     | Avg.  |
| 1.   | Boys      | 6    | 144   | 69    | 47.91 |       |
| 2.   | Girls     | 6    | 144   | 70    | 48.61 | 48.26 |
|      | Total     | 12   | 288   | 139   |       |       |

The above table presents marks of the students on the pronunciation of the past tense morpheme of regular verbs in terms of sex. The analysis of marks shows that the proficiency of the girls and boys is almost equal. Out of 144 full marks for each group, the girls obtained 70 marks i.e. 48.61 percent whereas the boys obtained 69 marks i.e. 47.91 percent. The difference of marks between the two groups is only of 1 mark i.e. 0.34 percent of the total marks. So in terms of sex, the students' proficiency on the pronunciation of the past tense morpheme of regular verbs is insignificant.

Thus the students' proficiency of Jana Jyoti Higher Secondary School on the pronunciation of the past tense morpheme of regular verbs is determined to be 48.26 percent in average.

### 3.2.2 Sex-wise Comparison of the Students' Proficiency of Vishwa Jyoti English Boarding School on the Pronunciation of the Past Tense Morpheme of Regular Verbs

**Table No. 10: Proficiency on the past tense morpheme of regular verbs**

| S.N. | Variables | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       |       |
|------|-----------|------|---|-------|-------|-------|
|      |           |      | FM  | Marks | %     | Avg.  |
| 1.   | Boys      | 6    | 144   | 72    | 50    |       |
| 2.   | Girls     | 6    | 144   | 69    | 47.91 | 48.95 |
|      | Total     | 12   | 288   | 141   |       |       |

The above table presents marks of the students on the pronunciation of the past tense morpheme of regular verbs in terms of sex. The analysis of marks shows that the proficiency of the boys is better than girls' counterpart. Out of 144 full marks for each group, the boys obtained 72 marks i.e. 50 percent whereas the girls obtained 69 marks i.e. 47.91 percent. The difference of marks between the two groups is of 3 marks.

The researcher analyzed the data once again through t-test to find out whether the difference of 3 marks between the two groups is significant or not. He calculated the t-value and then compared the calculated t-value 2.449 with tabulated t-value 2.228 at 0.05 level with 10 degrees of freedom. The calculated t-value is found greater than the tabulated t-value. This shows that the difference of marks between the two groups is significant. So in terms of sex, the students' proficiency on the pronunciation of the past tense morpheme of regular verbs is significant i.e. boys' proficiency level is higher than those of girls. The data is presented on the table below.

**Table No. 11: Difference found out through t-test**

|                           | <b>Boys</b> | <b>Girls</b> |
|---------------------------|-------------|--------------|
| Full Marks                | 144         | 144          |
| Mean                      | 12          | 11.5         |
| Standard deviation        | 0           | 0.5          |
| Degrees of freedom        | 10          |              |
| Tabulated t-value at 0.05 | 2.228       |              |
| Calculated t-value        | 2.449       |              |
| Level of significance     | Significant |              |

Thus the students' proficiency of Vishwa Jyoti English Boarding School on the pronunciation of the past tense morpheme of regular verbs is determined to be 48.95 percent in average.

### 3.2.3 Sex-wise Comparison of the Students' Proficiency of Shiva Secondary School on the Pronunciation of the Past Tense Morpheme of Regular Verbs

**Table No. 12: Proficiency on the past tense morpheme of regular verbs**

| S.N.  | Variables | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       |       |
|-------|-----------|------|---|-------|-------|-------|
|       |           |      | FM  | Marks | %     | Avg.  |
| 1.    | Boys      | 6    | 144   | 68    | 47.22 |       |
| 2.    | Girls     | 6    | 144   | 65    | 45.13 | 46.18 |
| Total |           | 12   | 288   | 133   |       |       |

The above table presents marks of the students on the pronunciation of the past tense morpheme of regular verbs in terms of sex. The analysis of marks shows that the proficiency of the boys is higher than the girls counterpart. Out of 144 full marks for each group, the boys obtained 68 marks i.e. 47.22 percent whereas the girls obtained 65 marks i.e. 45.13 percent. The difference of marks between the two groups is 3 marks.

The researcher analyzed the data once again through t-test to find out whether the difference of 3 marks between the two groups is significant or not. He calculated the t-value and then compared the calculated t-value 1.515 with tabulated t-value 2.228 at 0.05 level with 10 degrees of freedom. The calculated t-value is found less than the tabulated t-value. This shows that the difference of marks between the two groups is insignificant. So in terms of sex, the students' proficiency on the pronunciation of the past tense morpheme of regular verbs is insignificant. The data is presented on the table below.

**Table No. 13: No difference found out through t-test**

|                           | Boys          | Girls |
|---------------------------|---------------|-------|
| Full Marks                | 144           | 144   |
| Mean                      | 11.33         | 10.83 |
| Standard deviation        | 0.46          | 0.68  |
| Degrees of freedom        | 10            |       |
| Tabulated t-value at 0.05 | 2.228         |       |
| Calculated t-value        | 1.515         |       |
| Level of significance     | insignificant |       |



Thus the students' proficiency of Shiva Secondary School on the pronunciation of the past tense morpheme of regular verbs is determined to be 46.18 percent in average.

### 3.2.4 Sex-wise Comparison of the Students' Proficiency of Siddharth Higher Secondary School on the Pronunciation of the Past Tense Morpheme of Regular Verbs

**Table No. 14: Proficiency on the past tense morpheme of regular verbs**

| S.N. | Variables | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       |       |
|------|-----------|------|---|-------|-------|-------|
|      |           |      | FM  | Marks | %     | Avg.  |
| 1.   | Boys      | 6    | 144   | 78    | 54.16 |       |
| 2.   | Girls     | 6    | 144   | 72    | 50    | 52.08 |
|      | Total     | 12   | 288   | 150   |       |       |

The above table presents marks of the students on the pronunciation of the past tense morpheme of regular verbs in terms of sex. The analysis of marks shows that the proficiency of the boys is better than the girls' counterpart. Out of 144 full marks for each group, the boys obtained 78 marks i.e. 54.16 percent whereas the girls obtained 72 marks i.e. 50 percent. The difference of marks between the two groups is of 6 marks.

The researcher analyzed the data once again through t-test to find out whether the difference of 6 marks between the two groups is significant or not. He calculated t-value and then compared the calculated t-value 3.464 with tabulated t-value 2.228 at 0.05 level with 10 degrees of freedom. The calculated t-value is found grater than the tabulated t-value. This shows that the difference of marks between the two groups is significant. So in terms of sex, the students' proficiency on the pronunciation of the past tense morpheme of regular verbs is significant i.e. boys' proficiency level is higher than those of girls. The data is presented on the table below.

**Table No. 15: Difference found out through t-test**

|                           | <b>Boys</b> | <b>Girls</b> |
|---------------------------|-------------|--------------|
| Full Marks                | 144         | 144          |
| Mean                      | 13          | 12           |
| Standard deviation        | 1.41        | 0            |
| Degrees of freedom        | 10          |              |
| Tabulated t-value at 0.05 | 2.228       |              |
| Calculated t-value        | 3.464       |              |
| Level of significance     | significant |              |

Thus the students' proficiency of Shiva Secondary School on the pronunciation of the past tense morpheme of regular verbs is determined to be 52.08 percent in average.

### **3.2.5 Sex-wise Comparison of the Students' Proficiency of Janak Higher Secondary School on the Pronunciation of the Past Tense Morpheme of Regular Verbs**

**Table No. 16: Proficiency on the past tense morpheme of regular verbs**

| <b>S.N.</b> | <b>Variables</b> | <b>N.S.</b> | <b>Pronunciation of the past tense morpheme of regular verbs</b> |              |          |             |
|-------------|------------------|-------------|--|--------------|----------|-------------|
|             |                  |             | <b>FM</b>  | <b>Marks</b> | <b>%</b> | <b>Avg.</b> |
| 1.          | Boys             | 6           | 144  | 71           | 49.30    |             |
| 2.          | Girls            | 6           | 144  | 69           | 47.91    | 48.61       |
|             | Total            | 12          | 288  | 140          |          |             |

The above table presents marks of the students on the pronunciation of the past tense morpheme of regular verbs in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is almost equal. Out of 144 full marks for each group, the boys obtained 71 marks i.e. 49.30 percent whereas the girls obtained 69 marks i.e. 47.91 percent. The difference of marks between the

two groups is only of 2 marks i.e. 0.69 percent. So in terms of sex, the students' proficiency on the pronunciation of the past tense morpheme of regular verbs is insignificant.

Thus the students' proficiency of Janak Higher Secondary School on the pronunciation of the past tense morpheme of regular verbs is determined to be 48.61 percent in average.

### **3.2.6 Sex-wise Comparison of the Students' Proficiency of Vijaya Samudayik Shiksha Sadan on the Pronunciation of the Past Tense Morpheme of Regular Verbs**

**Table No. 17: Proficiency on the past tense morpheme of regular verbs**

| S.N.  | Variables | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       |       |
|-------|-----------|------|---|-------|-------|-------|
|       |           |      | FM  | Marks | %     | Avg.  |
| 1.    | Boys      | 6    | 144   | 72    | 50    |       |
| 2.    | Girls     | 6    | 144   | 71    | 49.30 | 49.65 |
| Total |           | 12   | 288   | 143   |       |       |

The above table presents marks of the students on the pronunciation of the past tense morpheme of regular verbs in terms of sex. The analysis of marks shows that the proficiency of the boys and the girls is almost equal. Out of 144 full marks for each group, the boys obtained 72 marks i.e. 50 percent whereas the girls obtained 69 marks i.e. 49.30 percent. The difference of marks between the two groups is only of 1 mark i.e. 0.34 percent. So in terms of sex, the students' proficiency on the pronunciation of the past tense morpheme of regular verbs is insignificant.

Thus the students' proficiency of Vijaya Samudayik Shiksha Sadan on the pronunciation of the past tense morpheme of regular verbs is determined to be 49.65 percent.

### 3.3 Comparison of the Students' Proficiency on the Pronunciation of the Plural Morpheme of Regular Nouns

This analysis runs upto two subtitles.

#### 3.3.1 Comparison of the Students' Proficiency on the Pronunciation of the Plural Morpheme of Regular Nouns in terms of Sex

**Table No. 18: Proficiency on the plural morpheme of regular nouns in terms of sex**

| S.N. | Variables | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       | GT  | Avg.  |
|------|-----------|------|---|-------|-------|-----|-------|
|      |           |      | F.M.  | Marks | %     |     |       |
| 1.   | Boys      | 36   | 864   | 434   | 50.23 |     |       |
| 2.   | Girls     | 36   | 864   | 437   | 50.57 | 871 | 50.40 |
|      | Total     | 72   | 1728  | 871   |       |     |       |

The above table presents the students' marks in terms of sex. The analysis shows that the boys and the girls obtained almost equal marks on the pronunciation of the plural morpheme of regular nouns. Out of 864 full marks for each group, the girls obtained 437 marks i.e. 50.57 percent whereas the boys obtained 434 marks i.e. 50.23 percent. The difference of marks between the two groups is of 3 marks i.e. 0.17 percent of the total marks. So the students' proficiency in terms of sex on the pronunciation of the plural morpheme of regular nouns is insignificant.

### 3.3.2 Comparison of the Students' Proficiency on the Pronunciation of the Plural Morpheme of Regular Nouns in terms of Public Schools versus Private Schools

**Table No. 19: Proficiency on the plural morpheme of regular nouns in terms of public schools versus private schools**

| S.N.  | Variables       | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       | GT  | Avg.  |
|-------|-----------------|------|---|-------|-------|-----|-------|
|       |                 |      | F.M.  | Marks | %     |     |       |
| 1.    | Public schools  | 36   | 864   | 433   | 50.11 |     |       |
| 2.    | Private schools | 36   | 864   | 438   | 50.69 | 871 | 50.40 |
| Total |                 | 72   | 1728  | 871   |       |     |       |

The above table presents the students' marks in terms of public schools versus private schools. The analysis shows that the students of public schools and the students of private schools obtained almost equal marks on the pronunciation of the plural morpheme of regular nouns. Out of 864 full marks for each group, the students of private schools obtained 438 marks i.e. 50.69 percent whereas the students of public schools obtained 433 marks i.e. 50.11 percent. The difference of marks between the two groups is of 5 marks i.e. 0.28 percent of the total marks. So the students' proficiency in terms public schools versus private schools on the pronunciation of the plural morpheme of regular nouns is insignificant.

### 3.4 Comparison of the Students' Proficiency on the Pronunciation of the Past Tense Morpheme of Regular Verbs

This analysis runs upto two subtitles.

### 3.4.1 Comparison of the Students' Proficiency on the Pronunciation of the Past Tense Morpheme of Regular Verbs in terms of Sex

**Table No. 20: Proficiency on the past tense morpheme of regular verbs in terms of sex**

| S.N. | Variables | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       | GT  | Avg.  |
|------|-----------|------|---|-------|-------|-----|-------|
|      |           |      | F.M.  | Marks | %     |     |       |
| 1.   | Boys      | 36   | 864   | 430   | 49.76 |     |       |
| 2.   | Girls     | 36   | 864   | 416   | 48.14 | 846 | 48.95 |
|      | Total     | 72   | 1728  | 846   |       |     |       |

The above table presents the students' marks in terms of sex. The analysis shows that the boys obtained more marks than the girls on the pronunciation of the past tense morpheme of regular verbs. Out of 864 full marks for each group, the boys obtained 430 marks i.e. 49.76 percent whereas the girls obtained 416 marks i.e. 48.14 percent. The difference of marks between the two groups is of 14 marks i.e. 81 percent of the total marks. To find out whether the difference of 14 marks between the two groups is significant or not, the researcher analyzed the data through t-test. He calculated t-value and then compared the calculated t-value 2.294 with the tabulated t-value 2.000 at 0.05 level with 70 degrees of freedom. And he found that the calculated t-value greater than the tabulated t-value. This shows that the difference between the two groups is significant. So the students' proficiency in terms of sex on the pronunciation of the past tense morpheme of regular verbs is significant i.e. boys' proficiency is higher than those of girls. The data is presented on the table below.

**Table No. 21: Difference found out through t-test**

|                            | Boys        | Girls |
|----------------------------|-------------|-------|
| Full Marks                 | 864         | 864   |
| Mean                       | 11.94       | 11.55 |
| Standard deviation         | 0.77        | 0.68  |
| Degrees of freedom at 0.05 | 70          |       |
| Tabulated t-value          | 2.000       |       |
| Calculate t-value          | 2.294       |       |
| Level of significance      | Significant |       |

### 3.4.2 Comparison of the Students' Proficiency on the Pronunciation of the Past Tense Morpheme of Regular Verbs in terms of Public Schools versus Private Schools

**Table No. 22: Proficiency on the past tense morpheme of regular verbs in terms of public schools versus private schools**

| S.N.  | Variables       | N.S. | Pronunciation of the past tense morpheme of regular verbs |       |       | GT  | Avg.  |
|-------|-----------------|------|---|-------|-------|-----|-------|
|       |                 |      | F.M.  | Marks | %     |     |       |
| 1.    | Public schools  | 36   | 864   | 412   | 47.68 |     |       |
| 2.    | Private schools | 36   | 864   | 434   | 50.23 | 846 | 48.95 |
| Total |                 | 72   | 1728  | 846   |       |     |       |

The above table presents the students' marks in terms of public schools versus private schools. The analysis shows that the students of private schools obtained more marks than the students of public schools on the pronunciation of the past tense morpheme of regular verbs. Out of 864 full marks for each group, the students of private schools obtained 434 marks i.e. 50.23 percent whereas the students of public schools obtained 412 marks i.e. 47.68 percent. The difference of marks between the two groups is of 22 marks, i.e. 1.27 percent of the total marks. To find out whether the difference of 22 marks between the two groups is significant or not, the researcher analyzed the data through t-test. He calculated t-value and then compared the calculated t-value 3.588 with the tabulated t-value 2.00 at 0.05 level with 70 degrees of freedom. Hence he found that the calculated t-value greater than the tabulated t-value. This shows that the difference between the two groups is significant. So the students' proficiency in terms of public schools versus the students of private schools on the pronunciation of the past tense morpheme of regular verbs is significant i.e. proficiency of the students of private schools is higher than those of public schools. The data is presented on the table below.

**Table No. 23: Difference found out through t-test**

|                            | <b>The students of public schools</b> | <b>The students of private schools</b> |
|----------------------------|---------------------------------------|--|
| Full Marks                 | 864                                   | 864                                    |
| Mean                       | 11.44                                 | 12.05                                  |
| Standard deviation         | 0.72                                  | 0.77                                   |
| Degrees of freedom at 0.05 | 70                                    |  |
| Tabulated t-value          | 2.000                                 |  |
| Calculate t-value          | 3.588                                 |  |
| Level of significance      | Significant                           |  |

### **3.5 Analysis of the Students' Proficiency on the Pronunciation of the Plural Morpheme of Regular Nouns in Different Environments**

**Table No. 24: Proficiency on the plural morpheme of regular nouns in different environments**

| S.N.  | Environments | Pronunciation of the plural morpheme of regular nouns |       |       | GT  | Avg.  |
|-------|--------------|---|-------|-------|-----|-------|
|       |              | F.M.  | Marks | %     |     |       |
| 1.    | Vl.C-        | 432   | 431   | 99.76 |     |       |
| 2.    | Vd.C-        | 432   | 7     | 1.62  |     |       |
| 3.    | V-           | 432   | 431   | 99.76 |     |       |
| 4.    | Sib-         | 432   | 2     | 0.46  | 871 | 50.40 |
| Total |              | 1728  | 871   |       |     |       |

The above table presents the students' marks on the pronunciation of the plural morpheme of regular nouns in different environments. The environments are the bases ending in voiceless consonant (Vl.C-), voiced consonant (Vd.C-),



Vowel (V-) and sibilant (Sib-). The analysis of marks in different environments showed that the students pronounced the plural morpheme of regular nouns correctly after the bases ending in voiceless consonants and vowels whereas they pronounced the plural morpheme incorrectly after the bases ending in voiced consonants and sibilants. Out of 432 full marks for each environment, the students obtained 431 marks i.e. 99.76 percent after the bases ending in voiceless consonants, 7 marks i.e. 1.62 percent after the bases ending in voiced consonants, 431 marks i.e. 99.76 percent after the bases ending in vowels, and 2 marks i.e. 0.46 percent after the bases ending in sibilants.

The students' marks in these four environments show that the students are proficient on the pronunciation of the plural morpheme of regular nouns after the bases ending in voiceless consonants and vowels whereas the students have almost no idea on the pronunciation of the plural morpheme of regular nouns after bases ending in voiced consonants and sibilants.

### **3.6 Analysis of the Students' Proficiency on the Pronunciation of the Past Tense Morpheme of Regular Verbs in Different Environments**

**Table No. 25: Proficiency on the past tense morpheme of regular verbs in different environments**

| S.N.  | Environments | Pronunciation of the past tense morpheme of regular verbs |       |       | GT  | Avg.  |
|-------|--------------|---|-------|-------|-----|-------|
|       |              | F.M.  | Marks | %     |     |       |
| 1.    | Vl.C-        | 432   | 0     | 0     |     |       |
| 2.    | Vd.C-        | 432   | 411   | 95.13 |     |       |
| 3.    | V-           | 432   | 429   | 99.30 |     |       |
| 4.    | Sib-         | 432   | 6     | 1.38  | 846 | 48.95 |
| Total |              | 1728  | 846   |       |     |       |

The above table presents the students' marks on the pronunciation of the past tense morpheme of regular verbs in different environments. The environments are the bases ending in voiceless consonant (Vl.C-), voiced consonant (Vd.C-), vowel (V-) and t/d (t/d-). The analysis of marks in different environments showed that the students pronounced the past tense morpheme of regular verbs correctly after the bases ending in voiced consonants and vowels whereas they pronounced the past tense morpheme of regular verbs incorrectly after the bases ending in voiceless consonants and t/d. Out of 432 full marks for each environment, the students obtained no marks after the bases ending in voiceless consonants, 411 marks i.e. 95.13 percent after the bases ending in voiced consonants, 429 marks i.e. 99.30 percent after the bases ending in vowels and 6 marks i.e. 1.38 percent after the bases ending in t/d.

The students' marks in these four environments show that the students are proficient on the pronunciation of the past tense morpheme of regular verbs after the bases ending in voiced consonants and vowels. Furthermore, the students are more proficient on the pronunciation of the past tense morpheme of regular verbs after the bases ending in vowels than the voiced consonants. But the student have almost no idea on the pronunciation of the past tense morpheme of regular verbs after the bases ending in voiceless consonants and t/d.

### 3.7 Morpheme-wise Comparison of the Students' Proficiency

**Table No. 26: Morpheme-wise comparison**

| N.S. | Pronunciation of the plural morpheme of regular nouns |       |       | Pronunciation of the past tense morpheme of regular verbs |       |       | GT   | Avg.  |
|------|---|-------|-------|---|-------|-------|------|-------|
|      | F.M.  | Marks | %     | F.M.  | Marks | %     |      |       |
| 72   | 1728  | 871   | 50.40 | 1728  | 846   | 48.95 | 1717 | 49.68 |

The above table presents the students' marks in terms of the plural morpheme of regular nouns and the past tense morpheme of regular verbs. The analysis showed that the students obtained more marks on the pronunciation of the plural morpheme of regular nouns than the students obtained on the pronunciation of the past tense morpheme of regular verbs. Out of 1728 full marks for each morpheme, the students obtained 871 marks i.e. 50.40 percent on the pronunciation of the plural morpheme of regular nouns whereas the students obtained 846 marks i.e. 78.95 percent on the pronunciation of the past tense morpheme of regular verbs. The difference of marks between the two morphemes is of 25 marks i.e. 0.72 percent of the total marks. To find out whether the difference of 25 marks between the two morphemes is significant or not, the researcher analyzed the data through t-test. He calculated t-value and then compared the calculated t-value 3.4 with the tabulated t-value 2.000 at 0.05 level with 70 degrees of freedom. The calculated t-value is found greater than tabulated t-value, therefore, the difference of marks between the two morphemes is significant i.e. the students' proficiency on the pronunciation of the plural morpheme of regular nouns is higher than the past tense morpheme of regular verbs. The data is presented on the table below.

**Table No. 27: Difference found out through t-test**

|                           | <b>The students of public schools</b> | <b>The students of private schools</b> |
|---------------------------|---------------------------------------|--|
| Full Marks                | 1728                                  | 1728                                   |
| Mean                      | 12.09                                 | 11.75                                  |
| Standard deviation        | 0.44                                  | 0.81                                   |
| Degrees of freedom        | 70                                    |  |
| Tabulated t-value at 0.05 | 2.000                                 |  |
| Calculate t-value         | 3.400                                 |  |
| Level of significance     | Significant                           |  |

### 3.8 School-wise Comparison of the Students' Proficiency

**Table No. 28: School-wise Comparison**

| S.N. | Variables  | N.S. | Pronunciation of the plural morpheme of regular nouns |       |       |      | Pronunciation of the past tense morpheme of regular verbs |       |       |       | GT   | %     | Avg.  |
|------|------------|------|---|-------|-------|------|---|-------|-------|-------|------|-------|-------|
|      |            |      | FM  | Marks | %     | Avg. | FM  | Marks | %     | Avg.  |      |       |       |
| 1.   | J.J.H.S.S. | 12   | 288   | 145   | 50.34 |      | 288   | 139   | 48.26 |       | 284  | 49.30 |       |
| 2.   | S.S.S.     | 12   | 288   | 143   | 49.65 |      | 288   | 133   | 46.18 |       | 276  | 47.91 |       |
| 3.   | J.H.S.S.   | 12   | 288   | 145   | 50.34 |      | 288   | 140   | 48.61 |       | 285  | 49.47 |       |
| 4.   | V.J.E.B.S. | 12   | 288   | 144   | 50    | 50.4 | 288   | 141   | 48.95 | 48.95 | 285  | 49.47 | 49.68 |
| 5.   | S.H.S.S.   | 12   | 288   | 148   | 51.38 |      | 288   | 150   | 52.08 |       | 298  | 51.73 |       |
| 6.   | V.S.S.S.   | 12   | 288   | 146   | 50.69 |      | 288   | 143   | 49.65 |       | 289  | 50.17 |       |
|      | Total      | 72   | 1728  | 871   |       |      | 1728  | 846   |       |       | 1717 |       |       |

The above table presents marks the students of different schools obtained on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs.

School-wise comparison of the marks on the pronunciation of the plural morpheme of regular nouns shows that out of 288 full marks for each school, the students of Siddhartha Higher Secondary School (S.H.S.S.) obtained 148 marks i.e. 51.38 percent, the students of Vijaya Samudayik Shiksha Sadan (V.S.S.S.) obtained 146 marks i.e. 50.69 percent, the students of both Jana Jyoti Higher Secondary School (J.J.H.S.S.) and Janak Higher Secondary School (J.H.S.S.) obtained equal 145 marks i.e. 50.34 percent, the students of Vishwa Jyoti English Boarding School (V.J.E.B.S) obtained 144 marks i.e. 50 percent and the students of Shiva Secondary School (S.S.S.) obtained 143 marks i.e. 49.65 percent from the highest to the lowest respectively. In other words, S.H.S.S. is in the first position whereas S.S.S. is in the last position. Similarly V.S.S.S., both J.H.S.S. and J.J.H.S.S. and V.J.E.B.S. are in the second, third and fourth positions respectively.

The comparison of the percent of each school on the pronunciation of the plural morpheme of regular nouns with the average percent (50.40) shows that S.H.S.S. and V.S.S.S. are above the average whereas B.J.E.B.S., J.H.S.S., J.J.H.S.S. and S.S.S. are below the average.

School-wise comparison of the marks on the pronunciation of the past tense morpheme of regular verbs shows that out of 288 full marks for each school, the students of S.H.S.S. obtained 150 marks i.e. 52.08 percent, the students of V.S.S.S. obtained 143 marks i.e. 49.65 percent, the students of V.J.E.B.S obtained 141 marks i.e. 48.95 percent, the students of J.H.S.S. obtained 140 marks i.e. 48.61 percent, the students of J.J.H.S.S. obtained 139 marks i.e. 48.26 percent and the students of S.S.S. obtained 133 marks i.e. 46.18 percent from the highest to the lowest respectively. In other words, S.H.S.S. is the first position whereas S.S.S. is in the last position. Similarly, V.S.S.S., V.J.E.B.S, J.H.S.S. and J.J.H.S.S. are in the second, third, fourth and fifth positions respectively.

The comparison of the percent of each school on the pronunciation of the past tense morpheme of regular verbs with the average percent (48.95%) shows that S.H.S.S. and V.S.S.S. are above the average, V.J.E.B.S. is equal with the average but J.H.S.S., J.J.H.S.S. and S.S.S. are below the average.

School-wise comparison of the marks on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs shows that out of 576 full marks for each school, the students of S.H.S.S. obtained 298 marks i.e. 51.73 percent, the students of V.S.S.S. obtained 289 marks i.e. 50.17 percent, the students of both V.J.E.B.S. and J.H.S.S. obtained equal 285 marks i.e. 49.47 percent, the student of J.J.H.S.S. obtained 284 marks i.e. 49.30 percent and the students of S.S.S. obtained 276 marks i.e. 47.91 percent from the highest to the lowest respectively. In other words, S.H.S.S. is in the first position whereas S.S.S. is in the last position. Similarly, V.S.S.S., both V.J.E.B.S and J.H.S.S., J.J.H.S.S. and S.S.S. are in the second, third and fourth positions respectively.

The comparison of the percent of each school on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs with the average percent (49.68) shows that S.H.S.S. and V.S.S.S. are above the average whereas V.J.E.B.S., J.H.S.S., J.J.H.S.S. and S.S.S. are below the average.

### **3.9 Data as a Whole**

The analysis of marks the students obtained on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs shows that out of 1728 full marks for each morpheme, the students obtained 871 marks i.e. 50.40 percent on the pronunciation of the plural morpheme of regular nouns and the students obtained 846 marks i.e. 48.95 percent on the pronunciation of the past tense morpheme of regular verbs. The data as a whole, the students marks on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs shows that out of 3456 full marks, the students obtained 1717 marks i.e. 49.68 percent. Thus the students' proficiency on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs is determined to be 49.68 percent.

# **CHAPTER FOUR**

## **FINDINGS AND RECOMMENDATIONS**

### **4.1 Findings**

The major findings of the research are as follows:

- i. The overall proficiency of class nine students on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments is found to be 49.68 percent. Out of 3456 full marks, the students obtained 1717 marks.
- ii. The students' proficiency on the pronunciation of the plural morpheme of regular nouns in different environments is found to be 50.40 percent. Out of 1728 full marks, the students obtained 871 marks.
- iii. The students' proficiency on the pronunciation of the past tense morpheme of regular verbs in different environments is found to be 48.95 percent. Out of 1728 full marks, the students obtained 846 marks.
- iv. In terms of sex, the following are the findings:
  - The students' proficiency on the pronunciation of the plural morpheme of regular nouns is found almost equal. Out of 864 full marks for each group, the girls obtained 437 marks i.e. 50.57 percent whereas the boys obtained 434 marks i.e. 50.23 percent.
  - The boys' proficiency on the pronunciation of the past tense morpheme of regular verbs is found better than the girls' counterpart. Out of 864 full marks for each group, the boys obtained 430 marks i.e. 49.76 percent whereas the girls obtained 416 marks i.e. 48.14 percent.
- v. In terms of the students of Public schools versus the students of private schools:
  - The students' proficiency on the pronunciation of the plural morpheme of regular nouns is found almost equal. Out of 864 full marks for each group, the

students of private schools obtained 438 marks i.e. 50.69 percent whereas the students of public schools obtained 433 marks i.e. 50.11 percent.

- The students of private schools' proficiency on the pronunciation of the past tense morpheme of regular verbs is found better than the students of public schools. Out of 864 full marks for each group, the students of private schools obtained 434 marks i.e. 50.23 percent whereas the students of public schools obtained 412 marks i.e. 47.68 percent.
- vi. From the analysis of the students' proficiency on the pronunciation of the plural morpheme of regular nouns in different environments, the researcher has drawn the following findings:
- The students pronounced the plural morpheme of regular nouns correctly after the bases ending in voiceless consonants (Vl.C-). Out of 432 full marks, the students obtained 431 marks i.e. 99.76 percent.
  - The students pronounced the plural morpheme of regular nouns correctly after the bases ending in vowels (v-). Out of 432 full marks, the students obtained 431 marks i.e. 99.76 percent.
  - The students pronounced the plural morpheme of regular nouns incorrectly after the bases ending in voiced consonants (Vd.C-) except 7 cases. Out of 432 full marks, the students obtained 7 marks i.e. 1.62 percent.
  - The students pronounced the plural morpheme of regular nouns incorrectly after the bases ending in sibilants (Sib-) except 2 cases. Out of 432 full marks, the students obtained 2 marks i.e. 0.46 percent.
- vii From the analysis of the students' proficiency on the pronunciation of the past tense morpheme of regular verbs in different environments, the researcher has drawn the following findings:
- The students pronounced the past tense morpheme of regular verbs correctly after the bases ending in voiced consonants (Vd.C-). Out of 432 full marks, the students obtained 411 marks i.e. 95.13 percent.



- The students pronounced the past tense morpheme of regular verbs correctly after the bases ending in vowels (V-). Out of 432 full marks, the students obtained 429 marks i.e. 99.30 percent.
  - The students pronounced the past tense morpheme of regular verbs incorrectly after the basis ending in voiceless consonants (VI.C-).
  - The students pronounced the past tense morpheme of regular verbs incorrectly after the bases ending in t/d (t/d-) except 6 cases. Out of 432 full marks, the students obtained 6 marks i.e. 1.38 percent.
- viii. The significant finding is that the total students irrespective of sex and schools committed errors on the pronunciation of the plural morpheme of regular nouns after the bases ending in voiceless consonants (Vd.C-) and sibilants (Sib-) except 9 cases. Similarly, they committed errors on the pronunciation of the past tense morpheme of regular verbs after the bases ending in voiceless consonants (VI.C-) and t/d (t/d-) except 6 cases.
- ix. The students pronounced the plural morpheme of regular nouns and the past tense morpheme of regular verbs in the same way irrespective of their environments wherever they have occurred.
- x. In school-wise comparison, S.H.S.S. is in the first position and S.S.S. is in the last position. Similarly, V.S.S.S. both V.J.E.B.S. & J.H.S.S. and J.J.H.S.S. are in the third and forth positions respectively.

## **4.2 Recommendations**

On the basis of the findings obtained from the analysis of the data. The researcher has made some recommendations to improve the students' proficiency on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments. They are as follows:

- i. The students irrespective of their sex and schools pronounced the plural morpheme of regular nouns incorrectly after the bases ending in voiced

consonants and sibilants except 9 cases. Similarly, they pronounced the past tense morpheme of regular verbs incorrectly after the bases ending in voiceless consonants and t/d except 6 cases. This shows that the students are not getting right exposure in the schools. Either the teachers are not aware of the pronunciation of these morphemes in different environments or they are careless of this fact. Therefore, they should teach correct pronunciation but not incorrect pronunciation to the students.

- ii. The teachers of primary and lower secondary levels may not be aware of the correct pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments. So the concerned authority has to conduct training and seminars on the pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments.
- iii. Pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments should be included in the secondary level course, which will help the students to know how to pronounce the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments.
- iv. Teachers should pronounce as well as teach students correct pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments.
- v. Teachers should manage audio-materials to provide ample opportunity to listen to correct pronunciation of the plural morpheme of regular nouns and the past tense morpheme of regular verbs in different environments so that the students will get motivated towards correct pronunciation and attempt to pronounce the morphemes as they heard and follow the same.

## APPENDIX - I

### V.D.C.: Pragatinagar

**School: Jana Jyoti Higher Secondary School (Public)**

**Analytical Study of the Results on the Pronunciation of the Plural Morpheme of Regular Nouns and the Past Tense Morpheme in different Environments - Class Nine**

| S.N. | Students            | Sex  | Pronunciation of the Plural Morpheme of Regular Nouns in different Environments |   |      |        |    |      |     |   |      |       |   |      | Pronunciation of the Past Tense Morpheme in different Environments |   |      |        |   |      |
|------|---------------------|------|---|---|------|--------|----|------|-----|---|------|-------|---|------|--|---|------|--------|---|------|
|      |                     |      | VI.C –  |   |      | Vd.C – |    |      | V – |   |      | Sib – |   |      | VI.C –   |   |      | Vd.C – |   |      |
|      |                     |      | C.  | W | N.R. | C.     | W  | N.R. | C.  | W | N.R. | C.    | W | N.R. | C.   | W | N.R. | C.     | W | N.R. |
| 1    | Ganesh Paudel       | Boy  | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 2    | Samjhana Ale        | Girl | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 3    | Bikash Aryal        | Boy  | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 4.   | Pooja Khadka        | Girl | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 5.   | Rajan Khanal        | Boy  | 6   | – | –    | 1      | 5  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 6.   | Shristee Acharya    | Girl | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 7.   | Yogendra Paudel     | Boy  | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 8.   | Srijana Mahato      | Girl | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 9.   | Santosh Karmacharya | Boy  | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 10.  | Bimala Paudel       | Girl | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 11.  | Bijay Lamichhane    | Boy  | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
| 12.  | Ruchika Shrestha    | Girl | 6   | – | –    | –      | 6  | –    | –   | – | 6    | –     | – | –    | 6  | – | –    | 6      | – | –    |
|      | Total               |      | 72  | – | –    | 1      | 71 | –    | –   | – | 72   | –     | – | –    | 72   | – | –    | 72     | – | –    |

## APPENDIX - II

**V.D.C.: Pragatinagar**

**School: Vishwa Jyoti English Boarding School (Private)**

**Analytical Study of the Results on the Pronunciation of the Plural Morpheme of Regular Nouns and the Past Tense Morpheme of Regular Verbs in different Environments - Class Nine**

| S.N. | Students        | Sex  | Pronunciation of the Plural Morpheme of Regular Nouns in different Environments |   |      |        |    |      |     |    |      |       |   |      | Pronunciation of the Past Tense Morpheme of Regular Verbs in different Environments |   |      |        |    |      |   |   |
|------|-----------------|------|---|---|------|--------|----|------|-----|----|------|-------|---|------|---|---|------|--------|----|------|---|---|
|      |                 |      | Vl.C –  |   |      | Vd.C – |    |      | V – |    |      | Sib – |   |      | Vl.C –  |   |      | Vd.C – |    |      |   |   |
|      |                 |      | C.  | W | N.R. | C.     | W  | N.R. | C.  | W  | N.R. | C.    | W | N.R. | C.  | W | N.R. | C.     | W  | N.R. |   |   |
| 1.   | Diwash Subedi   | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –   | – | 6    | –      | –  | 6    | – | – |
| 2.   | Asmita Gautam   | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 3    | 3   | – | 5    | 1      | 6  | –    | – | – |
| 3.   | Laxman Bhurtel  | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 4    | 2   | – | 5    | 1      | 6  | –    | – | – |
| 4.   | Arati Poudel    | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 5    | 1   | – | 4    | 2      | 6  | –    | – | – |
| 5.   | Arjun Poudel    | Boy  | 6   | – | –    | –      | 5  | 1    | 6   | –  | –    | –     | 4 | 2    | –   | 4 | 2    | 6      | –  | –    | – | – |
| 6.   | Sarita Acharya  | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –   | – | 5    | 1      | 5  | –    | 1 | – |
| 7.   | Kishor Dhakal   | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –   | – | 6    | –      | 6  | –    | – | – |
| 8.   | Binita Shrestha | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –   | – | 5    | 1      | 6  | –    | – | – |
| 9.   | Naresh Pandey   | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –   | – | 5    | 1      | 6  | –    | – | – |
| 10.  | Laxmi Bhattari  | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –   | – | 5    | 1      | 6  | –    | – | – |
| 11.  | Hem Raj Kafle   | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 5    | 1   | – | 6    | –      | 6  | –    | – | – |
| 12.  | Laxmi Bhusal    | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 5    | 1   | – | 5    | 1      | 6  | –    | – | – |
|      | Total           |      | 72  | – | –    | –      | 71 | –    | –   | 72 | –    | –     | – | 62   | 10  | – | 61   | 11     | 71 | –    | – | 1 |

## APPENDIX - III

**V.D.C.: Shivamandir**

**School: Shiva Secondary School (Private)**

**Analytical Study of the Results on the Pronunciation of the Plural Morpheme of Regular Nouns and the Past Tense Morpheme in different Environments - Class Nine**

| S.N. | Students           | Sex  | Pronunciation of the Plural Morpheme of Regular Nouns in different Environments |   |      |        |    |      |     |    |      |       |   |      | Pronunciation of the Past Tense Morpheme in different Environments |   |      |        |   |      |   |   |
|------|--------------------|------|---|---|------|--------|----|------|-----|----|------|-------|---|------|--|---|------|--------|---|------|---|---|
|      |                    |      | Vl.C –  |   |      | Vd.C – |    |      | V – |    |      | Sib – |   |      | Vl.C –   |   |      | Vd.C – |   |      |   |   |
|      |                    |      | C.  | W | N.R. | C.     | W  | N.R. | C.  | W  | N.R. | C.    | W | N.R. | C.   | W | N.R. | C.     | W | N.R. |   |   |
| 1    | Santosh Ghimire    | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 2    | Majibun Nisha      | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 4    | 2 | – |
| 3    | Hiramani Neupane   | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 5    | 1 | – |
| 4.   | Raksha Pradhan     | Girl | 5   | – | 1    | –      | 6  | –    | –   | 6  | –    | –     | – | 5    | 1  | – | 5    | 1      | 6 | –    | – | – |
| 5.   | Sunil Lamsal       | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 6.   | Chinu Lama         | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 4    | 1 | 1 |
| 7.   | Arjun B.K.         | Boy  | 6   | – | –    | –      | 5  | 1    | –   | 6  | –    | –     | – | 5    | 1  | – | 6    | –      | – | 5    | 1 | – |
| 8.   | Ambika Kafle       | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 5    | 1 | – |
| 9.   | Arjun Mahato       | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 5    | 1 | – |
| 10.  | Jyoti Rana         | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 5    | – | 1 |
| 11.  | Shyam Singh Rajput | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 5    | 1  | – | 6    | –      | – | 5    | – | 1 |
| 12.  | Sudha Paudel       | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 5    | – | 1 |
|      | Total              |      | 71  | – | 1    | –      | 71 | 1    | –   | 72 | –    | –     | – | 69   | 3  | – | 71   | 1      | – | 61   | 7 | 4 |

## APPENDIX - IV

**V.D.C.: Shivamandir**  
**School: Siddhartha Higher Secondary School (Private)**

**Analytical Study of the Results on the Pronunciation of the Plural Morpheme of Regular Nouns and the Past Tense Morpheme in different Environments - Class Nine**

| S.N. | Students          | Sex  | Pronunciation of the Plural Morpheme of Regular Nouns in different Environments |   |      |        |    |      |     |    |      |       |   |      | Pronunciation of the Past Tense Morpheme in different Environments |   |      |        |    |      |
|------|-------------------|------|---|---|------|--------|----|------|-----|----|------|-------|---|------|--|---|------|--------|----|------|
|      |                   |      | VI.C –  |   |      | Vd.C – |    |      | V – |    |      | Sib – |   |      | VI.C –   |   |      | Vd.C – |    |      |
|      |                   |      | C.  | W | N.R. | C.     | W  | N.R. | C.  | W  | N.R. | C.    | W | N.R. | C.   | W | N.R. | C.     | W  | N.R. |
| 1    | Prakash Bhattarai | Boy  | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 2    | Madhu Bhusal      | Girl | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 3    | Binod Bhattarai   | Boy  | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 5  | 1 | –    | 6      | –  | –    |
| 4.   | Nirmala Bashyal   | Girl | 6   | – | –    | 2      | 4  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 5.   | Deepak Khadka     | Boy  | 6   | – | –    | –      | 6  | –    | –   | 5  | –    | 1     | – | –    | 6  | – | –    | 6      | –  | –    |
| 6.   | Nisha Pakhrin     | Girl | 6   | – | –    | 2      | 4  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 7.   | Krishna Sapkota   | Boy  | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 8.   | Nilu Sharma       | Girl | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 9.   | Bipin Wagle       | Boy  | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 10.  | Lalita Subedi     | Girl | 6   | – | –    | 1      | 5  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 11.  | Nawaraj Subedi    | Boy  | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
| 12.  | Gyanu Ghimire     | Girl | 6   | – | –    | –      | 6  | –    | –   | –  | 6    | –     | – | –    | 6  | – | –    | 6      | –  | –    |
|      | Total             |      | 72  | – | –    | 5      | 67 | –    | –   | 71 | –    | 1     | – | 72   | –  | – | 71   | 1      | 72 | –    |

## APPENDIX - V

**V.D.C.: Gaindakot**

**School: Janak Higher Secondary School (Public)**

**Analytical Study of the Results on the Pronunciation of the Plural Morpheme of Regular Nouns and the Past Tense Morpheme in different Environments - Class Nine**

| S.N. | Students             | Sex  | Pronunciation of the Plural Morpheme of Regular Nouns in different Environments |   |      |        |    |      |     |    |      |       |   |      | Pronunciation of the Past Tense Morpheme in different Environments |   |      |        |   |      |   |   |
|------|----------------------|------|---|---|------|--------|----|------|-----|----|------|-------|---|------|--|---|------|--------|---|------|---|---|
|      |                      |      | VI.C –  |   |      | Vd.C – |    |      | V – |    |      | Sib – |   |      | VI.C –   |   |      | Vd.C – |   |      |   |   |
|      |                      |      | C.  | W | N.R. | C.     | W  | N.R. | C.  | W  | N.R. | C.    | W | N.R. | C.   | W | N.R. | C.     | W | N.R. |   |   |
| 1    | Prem Prakash Sapkota | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 2    | Mina Rana            | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 3    | Gyan Prasad Paudel   | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 5    | –      | – | 6    | – | – |
| 4.   | Shobha Ghimire       | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 5.   | Bijaya Regmi         | Boy  | 6   | – | –    | –      | 5  | 1    | –   | 6  | –    | –     | – | 5    | –  | – | 6    | –      | – | 6    | – | – |
| 6.   | Sabina Subedi        | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 7.   | Bhoj Raj Timilshina  | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 5    | 1  | – | 6    | –      | – | 5    | – | 1 |
| 8.   | Rupa Dahal           | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 5    | 1 | – |
| 9.   | Utsav Ghimire        | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 5    | 1      | – | 6    | – | – |
| 10.  | Anita Ale            | Girl | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | 1 | 5    | –  | – | 6    | –      | – | 4    | 2 | – |
| 11.  | Kriti Acharya        | Boy  | 6   | – | –    | –      | 6  | –    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
| 12.  | Arati Bhandari       | Girl | 6   | – | –    | –      | 5  | 1    | –   | 6  | –    | –     | – | 6    | –  | – | 6    | –      | – | 6    | – | – |
|      | Total                |      | 72  | – | –    | –      | 70 | 2    | –   | 72 | –    | –     | 1 | 70   | 1  | – | 71   | 1      | – | 68   | 3 | 1 |

## APPENDIX - VI

**VDC: Gaindakot**

**School: Vijaya Samudayik Shiksha Sadan (Private)**

**Analytical Study of the Results on the Pronunciation of the Plural Morpheme of Regular Nouns and the Past Tense Morpheme in different Environments - Class Nine**

| S.N. | Students            | Sex  | Pronunciation of the Plural Morpheme of Regular Nouns in different Environments |   |      |        |    |      |     |   |      |       |    |      | Pronunciation of the Past Tense Morpheme in different Environments |    |      |        |   |      |
|------|---------------------|------|---|---|------|--------|----|------|-----|---|------|-------|----|------|--|----|------|--------|---|------|
|      |                     |      | Vl.C –  |   |      | Vd.C – |    |      | V – |   |      | Sib – |    |      | Vl.C –   |    |      | Vd.C – |   |      |
|      |                     |      | C.  | W | N.R. | C.     | W  | N.R. | C.  | W | N.R. | C.    | W  | N.R. | C.   | W  | N.R. | C.     | W | N.R. |
| 1    | Prakash Jamarkattel | Boy  | 6   | – | –    | 1      | 5  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 2    | Asmita Sapkota      | Girl | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 3    | Subodh Kharel       | Boy  | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 4.   | Pooja Sapkota       | Girl | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 5.   | Shiva Chhetri       | Boy  | 6   | – | –    | –      | 6  | –    | 6   | – | –    | 1     | 5  | –    | –  | 6  | –    | 6      | – | –    |
| 6.   | Rama Sapkota        | Girl | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 7.   | Pawan Sapkota       | Boy  | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 8.   | Jyoti Kattel        | Girl | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 9.   | Bikash Kharel       | Boy  | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 4  | 2    | 6      | – | –    |
| 10.  | Ipsa Kunwar         | Girl | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
| 11.  | Dinesh Tiwari       | Boy  | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 5  | 1    | 6      | – | –    |
| 12.  | Anju Tiwari         | Girl | 6   | – | –    | –      | 6  | –    | 6   | – | –    | –     | 6  | –    | –  | 6  | –    | 6      | – | –    |
|      | Total               |      | 72  | – | –    | 1      | 71 | –    | 72  | – | –    | 1     | 71 | –    | –  | 69 | 3    | 72     | – | –    |



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