CHAPTER-ONE

INTRODUCTION

1. 1 General Background

Language is a vehicle for human thoughts, medium of mutual exchange of ideas and feelings. It refers to the concrete act of speaking, writing or singing in a given situation. Language is seen as a defining feature of human behavior, the universal properties of all speech or writing system. The major function of language is to communicate. It is closely linked with men's feelings and activities. It is related to nationality, religion, culture, society and individual. In this regard, language is a means of social control. A particular variety, or level, of speech or writing may also referred to as 'language' (e.g. 'scientific language', communicative language), and this is related to socio-linguistic or stylistic restrictedness involved in such terms as 'trade language', 'the teaching of languages for special purposes', etc. Language is solely human and non-instinctive method of communication of ideas, emotions and desires by means of a system of voluntarily produced symbols.

Language is highly developed and the most frequently used means of communication. Communication as such involves transmission of information from a sender to a receiver. In the process of communication, one perceives the clear picture of the whole world through language.

Encyclopedia of Britannica defines language as, "System of conventional, spoken and written symbols by means of which human beings as members of a social group and participants in cultures, interact and communicate" (V. 13, p. 696). Language may have written and spoken symbols. Human beings use these symbols to interact with one another.

Language is defined variously by various scholars. It is an obvious fact that no single scholar or single definition is perfect to define what a language is. Richards et al. (1985) have defined language as, "The system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (p. 196). According to Sthapit (2000), "Language is the voluntary vocal system of human communication" (p.17).So, it is one of the most common and effective means of communication that is only the possession of human beings.

Wardhaugh (1986) says, "Language is a system of arbitrary vocal symbols used for human communication" (p. 1). Language is a convenient and powerful means of communication as such it has different communicative functions such as expressive, informative, conative, phatic, directive and so on. The term language enters into several technical phrases, most of which are self- evident e.g. language teaching, language learning, and language change. Some, however, require a minimum elucidation. For example, the first language is distinguishable from the second language.

Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences. If grammar rules are too carelessly violated, communication may suffer. Grammar refers to the level of structural organization which can be studied independently of phonology and semantics, and generally divided into the branches of syntax and morphology. Harmer (2003) says, "The knowledge of morphology and syntax is essential to successful communication in writing or speech" (p.3).In Crystal (2003) words, "Grammar is the study of the way words and their component parts, combine to form sentences" (p. 208). Grammar is one of the aspects of language that can be defined as the connection of words and word groups in an acceptable structure. According to Crystal (2003), Grammar refers to a level of

structural organization which can be studied independently of PHONOLOGY and SEMANTICS, and generally divided into branches of SYNTAX and MORPHOLOGY" (p. 208).

Richards et al. (1985) found:

> Grammar is the description of structure of a language and in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account of the meaning and functions, these sentences have in overall systems of language. It may or may not include the description of the sounds of a language. (p. 125)

Grammar can also be defined as how words are combined and changed to form acceptable units of meanings of language. Grammar has its own importance in language teaching. Grammar was dominant during 1925 to 1965. Traditionally, it was divided into morphology and syntax. Morphology deals with internal structure of the forms of word, while syntax is the study of sentence structure. The importance of grammar is hardly questioned by teachers. Most language courses and textbooks are organized along with grammatical criteria. Language teachers for generations have operated with grammatical concepts and categories which have been considered as a self- evident and simple basis of language. It is often handed in schools in an authoritarian manner and children are sometimes childed for not knowing the grammar.

Grammar should be taught to ensure that students are grammatically efficient with the grammar they have at their level. A teacher should prepare to use a variety of techniques to help students to learn and acquire grammar.

Sometimes, teaching grammar involves teaching grammar rules and sometimes allowing students to discover rules for themselves.

The most popular grammar books are those which tend to offer quick digestive explanation of grammar points and provide opportunities for practice of the specific points.

Both students and teachers may consult grammar for a number of reasons. For example: students may be drafting or redrafting a piece of written work and they may want to check that they are using some grammar correctly. Alternatively, a teacher having noticed that a student is making a lot of mistakes in one particular area might tell that the student to look up the language in a grammar book in order to understand it better. Perhaps, a student gets back a piece of written homework from teacher which has correction marks on it highlighting grammatical problems; when the student is rewriting the homework he or she can consult a reference grammar. But students can also work through the explanation and exercises in self study grammars such as Essential Grammar in Use either on their own or because a teacher sets exercises for homework or class work. Finally, teachers often use grammar books to check grammar concepts, especially where students ask difficult question which they can not answer on the spot, or where an area is complex so that the teachers need to revisit it from time to time to remind themselves of the full picture. Grammar is also essential for preparation of materials.

1. 1. 1 Types of Grammar

a. Descriptive grammar: It is the systematic description of a language as found in a sample of speech or writing depending on one's theoretical background. It may go beyond this and make statements about the language as a whole and in so far as these statements are explicit and predictive of the speakers' competence of grammar can be said to be descriptively adequate

and generative. In the older tradition, descriptive is in contrast to prescriptive or normative approach of grammarians who attempted to establish rules for the socially and statistically correct use of language. Comprehensive description of the syntax and morphology of a language is known as reference grammar or grammatical handbooks.

b. Theoretical grammar: It goes beyond the study of individual languages**,** using linguistic data as a means of developing theoretical insights into the nature of language as such, and into the categories and processes needed for successful linguistic analysis. Such insights include the distinction between deep grammar and surface grammar, the notion of grammatical categories and the grammatical meaning; and study of grammatical relation.

c. Traditional grammar: It is an attempt to summarize the range of attitudes and methods found in the pre-linguistic era of grammatical study. The term 'traditional' is accordingly found with reference to many periods such Roman and Greek grammarians, Renaissance grammarians, and the eighteenth century school grammarians in Europe and America.

d. Comparative Grammar: It compares the forms of languages, which rely on composition of theoretical and descriptive method.

e. Pedagogical Grammar: It is the grammar designed specifically for the purpose of teaching, or for developing one's awareness of the mother tongue. It is eclectic in nature.

f. Universal Grammar: It attempts to define the various psychological, neurological and physiological stages that enter into the production and perception of speech. Investigations, which go beyond the study of an individual language, attempting to establish the defining or universal

characteristics of human language in general is known as universal grammar.

In this sense, grammar is the study of the way words, and their component parts, combined to form sentences. It is the device for generating a finite specification of the sentences of a language. In so far as grammar defines the total set of rules possessed by a speaker, it is the grammar of speaker's competence. In so far as grammar is capable of accounting for only the sentences a speaker has actually used, it is performance grammar.

From the above-mentioned facts, it is clear that grammar is a science, which contains different rules for a language for using correctly, appropriately and contextually. Hence, one cannot or will fail to produce a single correct and appropriate sentence if one does not know the rules of that language. Therefore, grammar of a language is the core heart of any language without which correct use of language is difficult.

The role of grammar in language teaching and learning is inevitable. But the way it is imparted is the main concern, whether it is imparted implicitly or explicitly, covertly or overtly and inductively or deductively. Nowadays, much emphasis is not paid on the usage of language rather than the use in ELT as it is the modern approach, communicative approach to language learning and teaching emphasizes much. Whatever its position in language learning, it has its own importance in English Language Teaching.

1. 1. 2 Which Approach: Inductive or Deductive?

Teaching grammar has always been a controversial matter in foreign language teaching. People make arguments on the way they can best teach the grammar of a particular language. The two major approaches to teaching grammar are given below:

Inductive approach: This approach to teaching and learning grammar often involves providing lots of examples so that the patterns of usage can be seen, of course, within such patterns certain forms are either right or wrong and rules have to be learnt. However, the examples can also show that some forms are more probably used in one context rather than another, or that there are choices which depend on whether you are writing or speaking or whether you want to sound more or less formal. Carter, Hughes and McCarthy (2009) say, "This approach helps learners learn more inductively, to notice more and to be more aware of the uses of language" (p. VIII). It fosters learner autonomy encouraging learners to be more independent and develops some of the skills they need beyond the classroom when they work on their own and when the teacher is not present.

Inductive method of teaching grammar is rule-discovering, student centered, problem-solving, more communicative method which develops students' self-reliance and autonomy. In this method, without having known the rules, the learner studies examples and from these examples learners derive an understanding of rules. It seems to be the way one's first language is acquired. Simply through exposure to a massive amount of inputs, the regularities and patterns of language become independent of conscious study and explicit rule formation.

Deductive approach: This approach is also known as a rule-driven method. It starts with presentation of grammatical rules and then the rules are followed by examples and explanations of the rule. The teacher can also translate L2 into students L1.Deductive is an approach to grammar teaching in which learners are taught and given specific information about a language. They then apply those rules when they use the language. It is straight forward, time saving method which is useful for students having analytical learning style. It allows the teacher to deal with language points as they come up, rather than anticipate

them and prepare for them in advance. Language teaching method which emphasizes the study of grammatical rules of language makes use of the principle of deductive reasoning.

In deductive procedure, explicitly formulated rules feature prominently in the presentation of learning materials together with examples illustrating the rules practice with relevant language materials after giving the rules. It is the movement from generalization to specific instances: specific subsumed facts are deducted or inferred from a general principle. It starts with presentation of a rule and followed by examples in which the rule is used.

1. 1. 3 The Importance of the English Language

English is an international language which serves the function of lingua-franca. Its need and importance is increasing day by day to cover a wide range of need of human life. Language is in itself a part of human life on the one hand, on the other; it is a dominant language of the world. It is one of the official languages of U N.

Harmer (2001) found:

> English seems to be one of the main languages of international communication, and even people who are not the speakers of English often know words such as bank, chocolate, computer, hamburger, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university and walkman. And speakers of Romance languages are likely to have a number of words in common with English. (p. 1)

There are numerous languages in the world. English is one of them, which is most indispensable for us as it has gained the status of an international

language and a means of common communication. One sixth of the world population is covered by English language speaking people. The English language can be described as a major vehicle for debate at the United Nations, international conferences, summits and language used as command for the NATO.

Whatever the spread of English across the globe and whatever its overlap with other languages, there has been an intriguing debate over the years as to how many people speak English as either a 'First' language or a 'Second' language. An estimate of speakers' number is somewhat variable. If the spread of English increases at the current rate, the number of non-native speakers of English will outnumber its native speakers very soon in the future.

English is also widely used in the field of mass media, film making, internet, major political issues, supra- nation power of global company, multilingual setting, in the field of language teaching and learning as well in science and technology. Sound knowledge of English is the passport of socio-economic achievement. So it is omnipresent

1. 1. 4 English in Nepal

English in the context of Nepal formally entered in Nepalese formal education system since the establishment of Durbar School in 1910 B. S. Prime Minister Junga Bahadur Rana was highly influenced with the English language during his visit to England and he opened a school in his palace to educate his children. The sole objective of that school was to keep a close link with English people. The courses of study were heavily loaded with standard books written in the English language. In fact, the opening of Tri-Chandra collage in 1918 A.D. marks the formal beginning of English in higher education in Nepal. The Rana regime was overthrown in 2007 B. S. and democracy was established.

Especially, the New Education System Plan brought revolution in the education system of Nepal, but there was not a noticeable change in ELT situation in Nepal. After the restoration of democracy in 2046 B.S., several attempts have been made in the field of education. Furthermore, National Education Plan laid great emphasis on the improvement in the English language curriculum. The English language was established formally in school level education system of Nepal about one hundred fifty one year ago in 1854 A. D. Since the beginning, English was taught from primary to graduate level courses as a compulsory subject, and it has still remained so.

It was in the early 1970s that the Nepalese government took an initiative towards the total overhauling and restructuring of the education system of the country in which the objectives of teaching English or any foreign language for that matter was clearly defined or redefined. -it was introduced as a language of science and technology, foreign relation, tourism and library use. In the early 1980s, the government commissioned a survey team under Alan Davis. Report was carried out after the extensive study of the English Language Teaching situation in Nepal. Based on the study, the survey reported that the overall situation of English was quite deplorable- or its overall standard was considered quite low despite the amount of resources invested in terms of time and money towards the English language, the return was not so encouraging.

When English was allowed for public, it has been making tremendous efforts both in terms of money and time to introduce ELT as a compulsory component of all the national education system from the early initiation of formal education at different levels of school to university. ELT experts in Nepal have been innovating to their minds at their best in bringing about time relevant reform in ELT policies, plans, curricula and methodologies.

Now we have many universities, schools in public and private sectors to impart education even in English medium. Its social value has been increasing day by day. People never want to throw it out from their hearts to learn it. It has retained the status of a prestigious language. Nepalese students learn English as foreign language. The educated mass of the present-day Nepal consists of people with two types of schooling background-with Nepali and English media of instruction. The product of latter type of schooling feel more comfortable in using English for personal development, communication, understanding the target culture through video, cinema and for some year now, especially through electronic media such as e-mail and internet.

Private educational institutions play a key role in promoting ELT in Nepal. Today out of the total, more than 31 thousand primaries to higher secondary schools, almost half of the numbers are run in English medium. The importance of English for the technological development of a country can hardly be exaggerated since most of the sophisticated technical research works are published in English. Though all these efforts have been made in the development English education, it is still more to be done in this area to take it to an eminent status in the context of our country.

1. 1. 5 Direct and Indirect Speech

Speakers or writers attribute statements or thoughts to other people through direct quotation, indirect reported speech and paraphrase. In direct quotation, one simply copies original material verbatim, adds quotation mark and attributes the quotation to its source through use of suitable reporting device. Most often a verb such as 'said' or an expression such as 'according to' is used. For example:

He said, "I have lost my umbrella."(Direct Speech)

Remarks thus repeated are placed between inverted commas or colon is placed immediately before the remark. Direct speech is found in conversation in books, in plays and in quotation.

But with indirect reported speech where one wishes to report the content of the original source without necessarily repeating sentences exactly as they were originally uttered. In indirect speech, we give the exact meaning of a remark or speech without necessarily using the speaker's exact words. For example:

He said that he had lost his umbrella. (Indirect Speech)

There is no comma after say in indirect speech. That can usually be omitted after 'say' and 'tell' +object. But it should be kept after other verbs: complain, explain, object, point out, protest etc. Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes employed to give a more dramatic effect.

While changing the indirect speech into direct and vice-versa, some changes are usually necessary. This is most easily studied by considering the rules of reported speech.

An example of changing the direct speech into indirect together is given below.

David said to me after the meeting, "In my opinion, the arguments in favor of radical changes in curriculum are not convinces."(Direct speech)

David told me after the meeting that in his opinion, arguments in favor of radical changes in curriculum were not convincing. (Indirect speech)

1. 1. 6 Transformation

Transformation is a process in which a basic sentence is changed into another one by applying transformational rules i. e. passivization, permutation, addition, reflexive, direct indirect transformation etc. Crystal (2003) says, "It is a formal linguistic process which enables two levels of structural representation to be placed in correspondence" (p. 471).

We have different types of transformational rules in English syntax. Transformational grammar or transformational generative grammar deals with transformation. According to this grammar many sentence types can be economically derived by supplementing the constituent rules of phrase structural grammars with rules of transforming one sentence into another.

In the secondary level English course, we have the following transformations:

Direct into indirect and vice versa

He said, "Thank you."(Direct speech)

He thanked me. (Indirect speech)

Active into passive and vice versa

They threw away the old news-papers. (Active Voice)

The old news-papers were thrown away. (Passive voice)

Affirmative into negative and vice versa

Ram always goes there. (Affirmative)

Ram never goes there. (Negative)

Assertive into interrogative and vice versa and so on

Bhanubhakta wrote the Ramayan. (Assertive)

Who wrote the Ramayan? (Interrogative)

1. 1.7 The Importance of Reported Speech

In speaking or writing, we may use two forms of language i.e. direct form and indirect form. When we speak or write exactly the same which the speaker or writer utters in his or her own words is called direct speech. When the speaker or writer wishes to report the content of the original source without necessarily repeating sentences exactly as they were originally uttered without changing the meaning of the sentences is called indirect speech.

Indirect speech plays an important role in everyday conversations for the reason alone; it justifies attention in English as a second language and English as foreign language class. The grammar and vocabulary involved in reported speech are particularly important for students in academic paper writing. Students must have a firm categorical distinction between proper quotation and true paraphrase and how each is done. Failure to appreciate the distinction can after all lead to charges of plagiarism, distortion of words or ideas. While the difference between quoted and paraphrased may seem straight-forward to teachers, it may not be so simple for students. In some areas of the world presenting in cited quotations as if they were ones own work is simply not considered in the same negative light as it is in English speaking countries.

In Celce-Murcia and Larsen-Freeman's (1999) words

> In paraphrasing student must be aware of an author's cognitive stance
> forward what he or she utters: is the author presenting his or her
> materials as established facts, as conjectures, or as proof"? Is the student
> presenting the author's argument with the author or as the second hand
> report of what the author has said? (p.687)

For all these reasons, it is important for students to know how reporting is done. But many studies and instances have shown that most of the students are unable to transform reported speech properly and appropriately. They commit mistakes mainly in tense, pronoun, adverbial shift and others on reported speech. Owing to these reasons, the researcher is motivated to conduct a research on 'Transformation of Direct Speech'. As this type of research was not carried out in the Department of English Education, therefore this topic is different from others.

1. 1. 8 Test

In general term, test refers to a critical examination or trial of a person's or thing's qualities, means or standard or circumstances suitable for serving such examination; minor examination, especially in schools.

In the literature of testing, the term test and examination are often used synonymously. For our purpose, they can be used interchangeably. However, it seems to be important to make distinction between the two terms for several other purposes. The distinction will avoid confusion between an assessment involving judgment about the adequacy of a pupil's achievement and assessment involving remedial instruction. To make a distinction between the two, however, is difficult on the one hand, sometimes an examination seems to be included in a test in the sense that a test can have different realizations-a class progress test, a proficiency test, and a summative test –and an examination is one of them. On the other hand, a test appears to be included in an exam in the sense that an exam can have different forms-a test assessment of course work, interview and test is one of them. Tests are either productive or inductive of achievement of current level of knowledge. There are different types of language tests: proficiency test, achievement test, diagnostic test, prognostic test, aptitude test and placement test.

1. 1. 8. 1 Importance of Tests

A test has many functions, purposes as well as great importance. It must be emphasized that the evaluation of student's performance for the purpose of comparison or selection is only one function of a test. Furthermore, it should readily be either the sole purpose of or even the chief purpose of testing in schools. The purposes of testing are to measure the language proficiency regardless of any language courses that candidate may have followed; to discover how far students have achieved the objectives of a course of a study; to diagnose students' strengths and weaknesses and to identify what they know and what they do not know and to assist placement of students by identifying the stage or a part of a teaching programme most appropriate to their ability.

Although the most teachers also wish to evaluate individual performance, the aim of the classroom is different from that of external examination. While the latter is generally connected with evaluation for the purpose of enabling teachers to increase their effectiveness by making adjustment in their teaching to enable certain group of students or individuals in the class to benefit more.

A good classroom test will also help locate the precise areas of difficulty encountered by the class or by individual student. Just as it is necessary for the doctor first to diagnose a patient's illness, so it is equally necessary for the teacher to diagnose the student's weaknesses and difficulties.

Heaton (1998) found:

> Unless the teacher is to identify and analysis the errors a student makes in handling the target language, he or she will be in no position to render any assistance at all through appropriate anticipation, remedial work and additional practice. (p.6)

The test should also enable the teacher to ascertain which parts of the language program have been found difficulty by the class. In this way, the teacher can evaluate the effectiveness of a syllabus as well as the methods and materials he or she is using. The test result may indicate, for example, certain areas of language syllabus which have not taken sufficient account of foreign learner difficulties for which reasons have been avoided.

A test which sets out to measure students performances as fairly as possible without in any way setting traps for them can be effectively used to motivate them. A well-constructed classroom test will provide them with an opportunity to show their ability to perform certain tasks in the language provided that the details of their performances are given as soon as possible after the test. The students should be able to learn from their weaknesses. In this way, Hughes (1998) says, "A good test can be used as a valuable teaching device.Test should be needed to provide information about the achievement of groups of learners, without which it is difficult to see how rational educational decision can be made" (p.4).

1. 1. 8. 2 Types of Tests

There are different types of tests and testing such as direct and indirect, discrete point and integrated testing, norm-referenced and criterion-referenced, objective and subjective and communicative language testing. But the tests which are dealt here are given below.

i. Achievement Test

Achievement test is directly related to language courses, its purpose being to establish how successful individual students, group of students, or courses themselves have been in achieving objectives. Achievement tests are of two types: they are final achievement test and class progress test.

Final achievement test is that test which is administered at the end of course of the study. It may be written or administered by ministries of education, official, examining boards, or by members of teaching instructions. Clearly, the content of this test must be related to courses which it is concerned with. Some opine that final achievement test should be based directly on a detailed course syllabus, or on the books and other materials used. In the view of other testers, the content of final achievement test should be based directly on a detailed course syllabus-content approach. It has an obvious appeal, since the test only contains what it is thought that the students have actually encountered, and thus can be considered in this aspect of test, a fair test. The disadvantage is that if the syllabus is badly designed, or the books and other materials are badly chosen, then the result of a test can be very misleading. Successful performance on the test may not truly indicate successful achievement of course study. However, it has a number of advantages. Firstly, it compels course designers to be explicit about objectives. Secondly, it makes it possible for performance on the test to show just how far the students achieved those objectives. This in turn puts pressure on those responsible for the syllabus designing and for the selection of books and materials to ensure that these are consistent with course objectives. But generally, it is believed that to base test content on course objectives is much to be preferred: it will provide more accurate information about individual and group achievement, and it is likely to promote a more beneficial backwash effect on teaching.School Leaving Certificate (SLC) examination, Higher Secondary Examination Board (HSEB) examination and the examination administered by Tribhuvan University are some of the examples of final achievement test.

On the other hand, progress achievement test is intended to measure the progress that students are making. Heaton (1988) states, "The progress achievement test is designed to measure the extent to which the students have

mastered the materials taught in the classroom" (p. 171).It is based on the language programme which the class has been following and is just as important to an assessment of the teacher's own work of each student and with progress of the class in general. The class progress test is a teaching device, its backwash effect on teaching and motivation being important features. A good progress test encourages the students to perform well in the target language and to gain additional confidence. Its aim is to stimulate learning and to reinforce what has been taught. It is designed and administered to examine the extent to which the students' instruction presented in the classroom.

ii. Diagnostic test

A diagnostic test is used to identify students' strengths and weaknesses. It is intended primarily to ascertain what further teaching is necessary for a particular group of students. It is administered to look into what further inputs are necessary to make learners learn the intended skills and abilities .A diagnostic test gives both qualitative and quantitative information about the problem. A diagnostic test tells us what a student knows, apart from what, this test also tells us why a student has a problem with a particular item or structure. The purpose of diagnostic test is always remedial.

iii. Placement Test

A placement test is intended to provide information which will help to place students at the stage of the teaching programme most appropriate to their abilities. Typically, it is used to assign students classes at different level. A placement test serves both placement and diagnostic purposes. This is done to put students in different classes or level. The test may vary from institution to institution .Good placement tests are designed for specific situations or programmes. This is done for identifying the key features of a programme. For placement tests, therefore, in house production test is recommended.

iv. Aptitude Test

An aptitude test is a measuring device to find out the extent to which an individual possesses specific language learning ability. Heaton (1988) says, "Aptitude test is designed to measure the student's probable performance in a foreign language which he or she has not started to learn: i.e. it assesses aptitude for learning a language" (p.173). Aptitude tests generally seek to predict the student's possible strengths and weaknesses in learning a foreign language by measuring performance in an artificial language. Research in this area reveals that aptitude involves intelligence, motivation, memory, phonological sensitivity and sensitivity to grammatical patterning. It is a kind of predictor for foreign language learning which could include academic achievement, academic aptitude and aptitude for language learning. Scholastic Assessment Test (SAT), Modern Language Aptitude Test (MLAT) are some example of aptitude test.

v. Proficiency Test

A proficiency test is a measure of how much of language someone has learned. It is designed to measure people's language ability without considering the course they have been taught and in which situation they have learned. The test items to be included in a proficiency test are not based on the learning areas previously determined by a course of study. Khaniya (2005) says, "The proficiency test is a way of measuring the language ability of the students in anticipation of some tasks that they are expected to perform" (p. 83). For instance, one could ask: Does a student have adequate knowledge to transform direct speech into indirect speech? Does a candidate have adequate command over English enough to work as an English teacher? The proficiency test is also an investigation into the learning ability of the learners. The proficiency test is, thus, concerned with specific skills abilities rather than general abilities. The

proficiency test looks forward, defining a student's language proficiency with reference to particular task which he or she is required to perform. Heaton (1998) says, "Proficiency test in no way is related to any syllabus or teaching programme" (p. 172). The proficiency test is concerned simply with measuring the student's control of the language in the light of what he or she will be expected to do with it in the future performance of a particular task. The proficiency test is, thus concerned with measuring not general attainment but specific skills in the light of language demands made later on the students by a future course of study or job. Proficiency tests give a general picture of a student's knowledge ability (rather than measure progress). They are frequently used as stages people have reached. They want to be admitted to a foreign university, get a job, or obtain some kind of certificate. Teaching of English as a Foreign Language (TOEFL); International English Language Testing System (IELTS), entrance examination at different collages and universities are some of the examples of proficiency test. Harmer (2003) says, "Proficiency tests have profound backwash effect" (p. 322). Since where they have external exams, students obviously want to pose them, and teachers' reputation sometimes depends upon how many of them succeed. This present research study on "Transformation of Direct Speech" also aims at finding out the proficiency level of the students studying in various Public and Private schools of Rupandehi district without particularly based on a specified course of study directly.

1. 2   Review of the Related Literature

Though English Language Teaching in Nepal has comparatively shorter history with consciously programmed teaching learning and evaluating the proficiency of the Nepalese English learners, a few researches have been carried out in connection with finding out the proficiency of the students in the transformation of direct speech. In other aspects of grammar, several

researches have already been carried out, but a very few researches have been carried out to investigate the proficiency in the "Transformation of Direct Speech". This research is mainly concerned with finding out the overall proficiency of the student in the transformation of direct Speech. This research study was mainly focused on finding the proficiency of tenth graders in the transformation of direct speech.

Giri (1981) undertook a comparative study on "English Language Proficiency of Students Studying in Grade Ten of Doti and Kathmandu District". In this study, he found out that the students of Kathmandu were more proficient in using the English language than the students of Doti. He also presented the causes behind being more proficient and less proficient. Similarly, Adhikari (1997) conducted a research entitled "The Proficiency in the Use of Tag Question by the Students of Grade IX of Urban and Rural Area" to find out the proficiency of the students of schools of Bardia district and revealed that the students of urban schools were much better than the students of rural schools and boys outperformed the girls in score. In the same way, Parajuli (1997) undertook a research entitled "The Proficiency in the Use of Simple Present Tense by the Students of Grade VII of Private and Public Schools" and found out that the private school students were far better than public school students and boys were found better than girls. Likewise, Timalsina (1998) carried out a research entitled "A Contextual Analysis of Tense and Pronoun Shift in Reported Speech of the Students of Grade Ten of Public and Private Schools" and found out that students of private school surpassed the public school students in tense and pronoun shift. As well as, he further revealed that private schools students committed fewer errors than those of public schools. Similarly, Aryal (2001) conducted a research on "Listening Proficiency of Grade Ten Students" who were preparing for SLC exam. He compared the proficiency in listening comprehension between seen and unseen passages. He

found out that the difference was not so significant though they had better achievement in seen passages. Likewise, Upadhyaya (2002) carried out a research study entitled "A study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level." The study was conducted including four higher secondary schools of Morang district and the researcher came with the conclusion that the achievement of phrasal verbs of four streams (Education, Humanities, Management and Science) was satisfactory. The phrasal verbs' achievement of Management students was the highest and that of Humanities was the lowest. In the same way, Neupane (2004) carried out a research study on "Proficiency of the B. B. S. and B. Ed First Year Students in the Use of Adjectives and Adverbs." And he found out that the overall proficiency of B. B. S. and B. Ed. students was satisfactory. The students of Saptagandaki Multiple Campus had better proficiency than those of Galyang Multiple Campus. Likewise, Regmi (2005) carried out a research entitled "The Proficiency of B.Ed Students in Phrasal Verbs." The researcher aimed at investigating the proficiency of Bachelor level students of the Faculty of Education in the use of phrasal verbs and to compare the proficiency among the students majoring in English and others. She found out that the proficiency level of students majoring in English was better than that of the others. Similarly, Negi (2006) conducted a research entitled "Proficiency of Bachelor's Level Students in Phrasal Verbs." The study population consisted of 60 students from the Faculty of Humanities and Social Sciences, Faculty of Education and Management of Kathmandu valley. The finding of his study showed that the overall proficiency of Bachelor level students in using model verbs was satisfactory. The students of Faculty of Humanities and Social Sciences were found in the top most position, the students of Faculty of Education in the second position and the students of Management in the final position. Similarly, Banskota (2007) carried out a research entitled "Proficiency of Grade IX Students in the Use of Conjunction" and found out

that the average proficiency of the students in the use of conjunction was not found to be satisfactory. Similarly, Khatiwada (2007) carried out a research entitled "Proficiency of Grade X Students in Causative Verbs" of Kathmandu district from one private and one government school. The finding of the study showed that the proficiency of grade X students in Causative Verbs was satisfactory. The proficiency of the private school students was found better than the proficiency of the government school.

Even if some researches were carried out on the proficiency of different grammatical areas, no single research has exclusively been carried out on investigating the proficiency in 'Transformation of Direct Speech' of the students of grade X. This study compared the proficiency of the students in terms of sex and types of schools. Therefore, this research was different from other research studies.

1. 3 Objectives of the Study

The study had the following objectives:

1. To find out the proficiency of the students of grade ten in the transformation of reported speech.

2. To compare the proficiency of the students of public and private schools.

3. To compare the gender wise proficiency of the students of both public and private schools.

4. To suggest some pedagogical implications.

1. 4 Significance of the Study

Reported speech is one of the most important aspects of grammar, which is less emphasized in comparison to others. Nepali learners of English have difficulty

learning and transforming it. So, this research aims at reducing such difficulties faced by students of secondary level and finding out the proficiency level, especially of the students grade X. And it will be equally beneficial for prospective researchers on linguistics, English language teachers, course designers and textbook writers and subject experts as well.

A very few researches have been carried out on the reported speech in the Department of English Education, the Faculty of Education. So, this will be valuable work in the department itself.

The findings of the study will be useful to solve the problems encountered in teaching learning activities and strategies to be adopted while teaching reported speech. So, this study has its own importance in ELT.

This study will be helpful to investigate the students' overall proficiency in reported speech. It will also be significant to determine the status of proficiency of private and public school students in the transformation of direct speech. Furthermore, it will be useful to those who are directly or indirectly involved in the field of teaching and learning of English in the context of our country. Last but not the least it will be beneficial to suggest a base for further study on the use of reported speech.

1.5 Definition of the Terms Used

Private Schools: Schools that receive no money from the government and where the fees of education of students are paid by their parents.

Public Schools: Free local schools run by the government.

Tense: It refers to a category of verbal inflection found in some languages that specifies the time as past, future etc. and length of occurrence of action and state expressed by the verb.

Reported Speech: A report of what somebody has said that doesn't use his or her exact words.

Pronoun: A term used in grammatical classification of words referring to the closed set of items which can be used for substituting for a noun phrase or a single noun.

Shift: The term shift refers to move from one place, position, and direction to another.

Average: Calculation by adding several amounts together, finding a total and dividing the total by the number of amounts.

Grade ten students: This term refers to the students who are reading in grade ten completing their ninth grade.

Transformation: Formal linguistic operation which enables two levels of structural representation to be placed in correspondence.

CHAPTER-TWO

METHODOLOGY

To fulfill the set objectives, the following methodologies were adopted:

2.1 Sources of Data

Both primary and secondary sources were used to gather the data for the study.

2.1.1　Primary Sources of Data

The primary data were gathered by administering test items to the students in the transformation of direct speech. So, students of grade ten were the primary sources of data gathering.

2.1.2　Secondary Sources of Data

In order to collect the secondary sources of data, the researcher used the textbook of grade X 'English'. Apart from this, various English grammar books like Murphy (1999), Thomson and Martinet (2007), research report, journals, dictionaries and other articles related to the topic were also consulted.

2. 2 Sample Population of the Study

The sampling population of the study was altogether 80 students of grade10 from various public and private schools of Rupandehi district by using judgmental disproportionate stratified random sampling procedure. Out of those 80 students, 40 were from private schools and 40 from public comprising equal number of boys and girls.

2.3 Sampling Procedure

Four secondary schools of Rupandehi district were selected as per the convenience of the researcher using judgmental sampling. Twenty students from each school were selected in accordance with disproportionate stratified random sampling method. Thus, sampling size was 80 students.

2. 4 Tools for Data Collection

To gather required data, test items like changing indirect into direct sentences, choosing one option out of two, true or false statement were the major instruments, they were based on written variety only.

2. 5 Process of Data Collection

The researcher visited the selected public and private schools of Rupandehi district one by one to draw the data. The sample was selected by establishing good rapport with the authority, head teacher, principal, English teacher and the students of the related schools. Before administering the test items, the researcher made the students clear about the purpose of the research. He also gave the clear instructions on how to solve the given test items within the specified time. Then he administered the test items and asked to the students to supply answers. He collected the test items after they were completed.

2. 6 Limitations of the Study

The study had the following limitations:

  i.   The research was limited to only four schools of Rupandehi district; two from public and two from private sectors;
  ii. The study was restricted only to the selected schools;

iii. The study was limited to finding out the proficiency in the transformation direct speech of grade ten students comparatively between public and private schools;

iv. The study of the proficiency of the students was based only on administered test items;

v. The study was limited to assessing only the proficiency on the transformation of direct speech and

vi. The number of sample population was only 80 students.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of collected data. First, the responses of the students were scored and tabulated systematically. Their scores were analyzed and interpreted using simple statistical tools such as average and percentage.

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

3. 1 Analysis and Interpretation of Total Proficiency

1. Total proficiency of the students
2. Comparison of proficiency between public and private schools
3. Comparison of proficiency of students with secondary norms

Table No. 1

Total Proficiency of Students

Full Mark: 100

Total sample	Total average	Above average		Below average	
		No. of students	Percent	No. of students	Percent
80	59. 33	46	57. 5	34	42. 5

When making conclusion of the total average score in test item No 1, 2, 3 and 4 was 59. 33. The total percentage of the students scoring below the average was 42.5 % (i.e.34). This suggests us that 57. 5 %(i. e. 46) of students were above the average. It reveals that the number of students scoring above the average were more than those of scoring below the average in totality.

Table No. 2

Comparison of proficiency of private and public schools with total average

Variables	Sample size	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Public	40		10		30	
Boys	20		3	15	17	85
Girls	20	59. 33	7	35	13	65
Private	40		38		2	
Boys	20		19	95	1	5
Girls	20		19	95	1	5
Total	80		48	60	32	40

The above table shows the comparison of proficiency of the students of private and public schools of Rupandehi district with total average of 59. 33.

It reveals that most of the students of public schools, both boys and girls, were below the total average. Only 25 % students of public schools were achieved score above the average whereas 95% students of private schools achieved above the average score. This proved that the students of private schools were far more proficient than the students of public schools.

Moreover, the above table shows that only 15% boys (i. e. 3) and 35%girls (i. e. 7) from public schools achieved scores above the average while 95%boys (i. e. 19) and 95%girls (i. e. 19) of private schools achieved scores above the average. It asserts that girls are more proficient than the boys.

On the other hand, the students of private schools, both boys and girls, were found equally proficient. 95 %(i. e. 19) boys and girls were found above the average.

This fact shows that the students of private schools were found more proficient than the students of public schools in the transformation of direct speech. Girls

and boys of private schools were found equally proficient whereas the girls of public schools were found more proficient than those of boys. . On the whole 60 %(i. e. 48) students were found above the average whereas 40 %(i. e. 32) students were found below the average of 59. 33.

Table No. 3

Comparison of proficiency of students with secondary norm

Full Marks: 100

Variables	Sample size	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Public	40		31		9	
Boys	20		16	80	4	20
Girls	20	19.2	15	75	5	25
Private	40	(32%)	40		0	
Boys	20		20	100	0	0
Girls	20		20	100	0	0
Total	80		71	88. 75	9	11. 25

The above table reveals the comparison of students' proficiency with the existing nationally recognized norm of 32% (i.e. 19. 2 averages) in the Nepalese context. So, based on this norm, the students meeting this norm were rated passed and those who did not meet this norm were rated failed. When compared to this norm 100 % (i.e. 20) of boys and girls of private schools were above the norm whereas 80 % (i.e. 16) boys and 75 % (i.e. 15) girls of public schools were found above the average. Altogether 88. 75% students achieved more than the average score whereas only 11.25% students achieved below the average.

This shows that the tenth grade students' proficiency level was highly satisfactory regarding the transformation of direct speech.

3. 2 Item-wise Analysis of the Status of Proficiency in the Transformation of Direct Speech.

a. Status of proficiency in each item.
b. Comparison of different variables with the average item.

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

Table No. 4

Analysis of total proficiency in item No. 1

Full Mark: 16

Total sample	Total average	Above average		Below average	
		No. of students	Percent	No. of students	Percent
80	11. 15	41	51. 25	39	48. 75

As noted in the above table, the total proficiency of 80 students of grade 10 in the Transformation of direct Speech of the given statements to tick 'T' for true and 'F' for false statements was given in item No.1. The average score of the students in this test item was 11. 15. There were eight questions each carrying 2 marks. Among 80 students, 40 were from each two public and private schools and 20 from each of them. Over fifty-one percent (51. 25%) students were found above the average whereas 48. 75 %(i.e.39) students were found below it. It shows that the majority of the students were above the average and hence proficient in this test item which outnumbered the students who scored below the average. But the difference in proficiency in terms of average score obtained by the students was not statistically significant.

33

Table No. 5

Comparison of different variables with total average in test item No. 1

Variables	Sample size	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Public	40		16	40	24	60
Boys	20		10	50	10	50
Girls	20	11. 15	6	40	14	60
Private	40		23	57. 5	17	42. 5
Boys	20		10	50	10	50
Girls	20		13	65	7	35
total	80		39	48. 75	41	51. 25

The above table shows the different variables with the total average in test item No.1. It shows the relative position of the students in terms of sex, students of public of public and private schools with respect to total average. Only 40 %(i. e. 16) students of public schools were found above the average in this test item, while in private schools 57. 5 %(i. e. 23) of them were found above the average. Boys of both public and private schools were more or less equally proficient. Girls of private schools were found more proficient than those of public schools. On the whole, 48.75 % (i. e. 39) students were above the average whereas 51. 25 %(i. e. 41) students were found below it.

Table No. 6

Analysis of total proficiency in item No.2

Full Mark 10

Total sample	Total average	Above average		Below average	
		No. of students	Percent	No. of students	Percent
80	6. 8	66	82. 5	14	17. 5

The above table reveals the total proficiency of the students in item No.2 (tick the appropriate tense, pronoun from the alternative given). There were five questions each carrying 2 marks. The average score in this item was 6.8. Among the total sample 82.5 %(i. e. 66) of students were found above the average whereas 17. 5% (i. e. 14) of them were found below it. The performance of the students in this test item was excellent because 82. 5 %(i. e. 66) students were found above the average.

Table No. 7

Comparison of different variables with total average in item No. 2

Variables	Sample size	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Public	40		29	72. 5	11	27. 5
Boys	20		16	80	4	20
Girls	20	6. 8	13	65	7	35
Private	40		37	92. 5	3	7. 5
Boys	20		18	90	2	10
Girls	20		19	95	1	5
Total	80		66	82. 5	14	17. 5

The above table shows the comparison among different variables with respect to total average 6. 8. The table shows that the students of private schools were

far better than the students of Public Schools. Over seventy two percent (72. 5%) students of public schools were above the average whereas 92. 5% of the students of private schools were found above it. Eighty percent (i. e. 16) boys of the public schools were found above the average whereas 90 % (i. e. 18) boys of the private schools were found above the average, likewise, 65 %(i. e. 13) girls of public schools were found above the average whereas 95 %(i. e. 19) girls of private schools were found above the average in this test item. The above table shows that both the boys and girls of private schools were found more proficient in this test item than those of public schools. On the whole, 82.5 %(i. e. 66) students were found above the average whereas 17.5 %(i. e. 14) students were found below the average score in this test item.

Table No. 8

Analysis of total proficiency in item No. 3

Full Mark: 14

Total sample	Total average	Above average		Below average	
		No. of students	Percent	No. of students	Percent
80	9. 92	57	71. 25	23	28. 75

The above table makes clear total proficiency in item No. 3 (fill in the blank with appropriate pronoun, tense and adverb). It consisted of 7 items each carrying 2 marks. The average score of this item was 9. 92. and 71. 25 %(i. e. 56) students of the total sample were found above the total average score. The performance of students in this test item was found excellent while only 28. 75 %(i. e. 23) students were found below the average.

Table No. 9

Comparison of different variables with the total average in item No. 3

Variables	Sample size	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Public	40		17	42. 5	23	57. 5
Boys	20		10	50	10	50
Girls	20		7	35	13	65
		9. 92				
Private	40		38	95	2	5
Boys	20		20	100	0	0
Girls	20		18	90	2	10
Total	80		55	68. 75	25	31. 25

The above table indicates the comparison of students' proficiency in item No. 3. It shows that the total average score was 9. 92. More than forty two percent (i. e. 17) students of public schools were found above the average and 57. 5(i. e. 23) students were below the average whereas the students of private schools to score above the average remained 95 % (i. e. 38) and below the average was 5 %(i. e. 2). The above table shows that the students of private schools were far better than those of public schools in this test item.

The boys of public schools who scored above the average in this test item remained 50% (i. e. 10). And those who scored below the average were 50% (i. e. 10) while the girls of public schools who scored above the average, remained 35 %(i. e. 7) and below the average remained 65 % (i. e13).

While the boys of private schools to score above the average remained 100 %(i. e. 20) and girls to score above the average accounted for 90 %(i. e. 18).

The above table shows that both boys and girls of private schools were found more proficient in this test item than those of public schools.

The students of private schools were found more proficient in this test item. On the whole 68.75 %(i. e. 55) students were found above the average while 33. 75 %(i. e. 25) students were found below the average score in this test item.

Table No. 10

Total proficiency in test item No. 4

Full Mark: 60

Total sample	Total average	Above average		Below average	
		No. of students	Percent	No. of students	Percent
80	31. 46	43	53. 75%	37	46. 25%

The above table illustrates the fact of the total proficiency in the test item No. 4 changing direct into indirect employing the entire rule of reported speech by the student. As noted in the above table, the total average of students in this test item was 31. 46. Out of the total sample of 80 students, 53. 75 %(i. e. 43) students were found above the average. The rest of 46.25 %(i. e37) students were found below the average. It suggests that the majority of the students were found good in this test item.

Table No. 11

Comparison of different variables with total average in item No. 4

Variables	Sample size	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Public	40		8	20	32	80
Boys	20		2	10	18	90
Girls	20	31. 46	6	30	14	70
Private	40		35	87. 5	5	12. 5
Boys	20		17	85	3	15
Girls	20		18	90	2	10
Total	80		43	53. 75	37	47. 5

The above table shows the comparison of total proficiency in item No.4 of the test item in terms of sex and private and public schools. Only 20 % students of public schools were found above the average in this test item whereas 87. 5% students of private schools were found above the average in it. Ten percent boys of public schools in this test item No. 4 were found above the average whereas girls of public schools found above the average were 30 % (i. e. 6). Both boys and girls of public schools were found the least proficient in the test item No. 4. Over fifty three percent (i. e. 43) students were found above the average score whereas 47. 5 (i. e. 38) students were found below it.

On the other hand, 85 %(i. e. 17) the boys of private schools were found above the average while 90 % (i. e. 18) girls of private schools were found above the average in this test item. The performance of boys and girls of private schools was found comparatively satisfactory.

In totality, the students of public schools were found less proficient than those of private school in this test item No. 4.

On the whole, 53.75 % (i. e. 43) students were found above the average in their score whereas 47. 5 % (i. e. 38) students were found below the average score in this test item No. 4.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

1. The proficiency level of the tenth grade students was found satisfactory. Out of 80 students, 88. 5% achieved more than the average score of secondary norm (32% mark) whereas only 11. 25% were unable to achieve the average score.

2. a. The students of private schools were found far more proficient than those of public schools. Out of 40 students of private schools 95% (i. e. 38) achieved above the average score whereas only 25% (i. e. 10) achieved above the average score from public schools.

   b. Among four test items, item No 4 that includes changing direct into indirect question was found the most difficult test item for public schools' students. Only 20% (i. e. 8) students of public school achieved above the average score in this test item whereas 87.5% (i. e.35) students of private schools achieved above the average score. It was found so because they had to use the entire rules of the direct speech in this test item without any options.

3. a. The girls were found more proficient than the boys. Among 80 students,35%(i. e. 7) girls from public schools and 95% from private schools achieved score above the average , but 15% boys from public schools and 95% boys from private schools achieved the score above the average.

b. The girls of public schools were found better than the boys whereas the proficiency of girls and boys of private schools was found equal: 35% girls (i. e 7) and 15 %(i. e. 3) boys of public schools achieved above the average score while 95 %(i. e. 19) boys and 95 %(i. e. 19) girls of private schools achieved above the score.

c. Boys and girls of private schools were found more proficient than those of public schools in the transformation of direct speech of the students of Rupandehi district

4. 2   Recommendations

On the basis of the findings of the study, the researcher makes the following suggestions and recommendations for effective and efficient ELT teaching/ learning activities of grammatical items.

1. a .The proficiency of students of private schools was found better than those of public school students. So much effort should be made to raise the educational standard of public school students by seriously involving the concerned authority and stakeholders of the society.

   b. Inductive method of teaching grammar rather than deductive method should be used.

   c. Suitable teaching materials in context should be used to make students clear the grammatical items.

2. a The students should be provided with adequate workbooks, practice books, reference books, and laboratory and library facilities.

b. The class size of public schools should be manageable so that the teachers can pay individual attention to the students while teaching in the classroom.

c .The teachers of public and private schools should be given refreshment training to update them with new approaches, methods, and new innovations in teaching as the present English textbook is based on communicative approach to language teaching.

3. People involved in teaching leaning activities such as teachers, course designers, syllabus designers, methodologists, textbooks writers should provide adequate practice exercises of grammatical items in textbooks and curricula.

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APPENDIX-I

The questions of the test item are both textual and non-textual

Name   Class   Full mark… 100

Roll No………..

Time……………………………………..Sex m/f   Pass mark…… .40

School…………………………………………..

1. Put (T) if the following reporter speech is correct and (F) if it is wrong.

a) They said, "They have seen many ups and downs of life"

-They said that they had seen many ups and downs of life. (T)

b) Laxmi said, "This happened yesterday."

-Laxmi said that this has happened the previous day. (F)

c) The diva said to her son, "why did you tell a lie to me?"

-The diva asked her son why he had told a lie to her. (T)

d) The servant said to his master, "Pardon me this time."

-The servant begged his master to pardon him that time. (T)

e) I said to her, "May god bless you."

- I prayed that god may bless her. (T)

f) "Would you show me your passport, please?" He said.

-He asked me to show him my passport. (T)

g) They said, "Lie down, Hari."

-They told Hari to lie down. (T)

h) "It is time we began our holidays", he said.

- He said that it was the time they began their holiday. (T)

2. Tick the appropriate tense and pronoun from the alternatives given.

A) King Janak said to Ram, "Can you break this bow?"

-Answer: King Janak asked Ram weather (you/he) (can/could) break the bow.

B) She said to me, "Can you direct me to the station, please?"

Answer: She asked me whether (I/we) (can/could) direct her/she to the station.

C) Just a minute she called, "you have forgotten your change."

Answer: She asked her to wait because he (has/had) forgotten (his/your) change.

D) "I had studied English for four years," I said.

Answer: I said that (i/you) (have had studied/had studied) English four years.

E) "I will behave myself," he promised.

Answer: He promised that (I'd/he'd) behave (myself/himself).

3. Fill in the blank with appropriate pronoun, tense and adverbial.

a) "You should be ashamed of yourself," He promised.

-Answer: She told me that I should be ashamed of myself.

b) The mother said to the daughter, "you will spoil your career now."

-Answer: The mother told her daughter that she would spoil her career then.

c) The wolf said to the lamb, "Why are you making the water muddy here?"

Answer: The wolf asked the lamb why he was making the water muddy there.

d) She said to her, "Have you done tour duty today?"

-Answer: She asked her if she had done her duty that day.

e) "You had better not to say anything about this." he warned me.

- Answer: She warned me that I had better not to say anything about that.

f) "I'll do it tomorrow", He promised.

-Answer: He promised that he would do it the following day.

g) He said, "My father died a year ago."

-Answer: He said that his father had died a year before.

4. Change the following into indirect speech.

1. She says, "I am leaving tomorrow."

-Answer: She says that she is leaving the following day.

2. He has said, "I am leaving tomorrow."

-Answer: He has said that he is leaving the following day.

3. Ram said, "I am leaving tomorrow."

-Answer: Ram said that he was leaving the following day.

4. Sita says, "I left yesterday."

- Answer: Sita says that she left the previous day.

5. Laxmi has said, "I left yesterday."

-Answer: Laxmi has said that she left the day before.

6. Gopal said, "They left yesterday."

-Answer: Gopal said that they had left the previous day.

7. Ganesh says, "I have already left."

-Answer: Ganesh says that he has already left.

8. I say, "I had left earlier."

-Answer: I say that I had left earlier.

9. They say, "We will leave soon."

-Answer: They say that they will leave soon.

10. The teacher said, "I will leave soon."

-Answer: The teacher said that he would leave soon.

11. Manu will say, "I have the answer."

-Answer: Manu will say that she has the answer.

12. The teacher said said to them, "The Earth moves round the sun."

-Answer: The teacher told them that the earth moves round the sun.

13. Socrates said, "Nothing can harm a good man."

- Answer: Socrates said that nothing can harm a good man.

14. We said, "Go away."

- Answer: we ordered them to go away.

15. They say, "Are you interested in the movie?"

-Answer: They say if they are interested in the movie.

16. We asked, "What are you doing?"

-Answer: we asked what they were doing.

17. Smith said, "School budget will be cut during this year."

-Answer: Smith said that school budget would be cut during that year.

18. Harris says, "He does not like these books."

-Answer: Harris says that he does not like those books.

19. You said, "I have been cleaning all the day here."

-Answer: You said that you had been cleaning all the there.

20. Binita said, "Thank you."

-Answer: Binita thanked me.

21. The old man said, "Curse the dog."

-Answer: The old man cursed the dog.

22. The madam said, "Good luck."

-Answer: The madam wished us good luck.

23. They said, "Congratulations."

-Answer: They congratulated us.

24. The notice said, "Welcome to Butwal."

-Answer: The notice welcomed us to Butwal.

25. I said, "Liar."

-Answer: I said him a liar.

26. "If I were you, I'd stop taking drug?" I said.

-Answer: I advised him to stop taking that drug.

27. "Why don't you take off your coat?" he said.

-Answer: He advised me to take off my coat.

28. "Do sit down." My boss said.

-Answer: My boss asked me to sit down.

29. "Forget all about this young man." Her father said

-Answer: Her father ordered her to forget all about that young man.

30. "Go and apply for the job." The teacher said

-Answer: The teacher urged me to apply for the job.

THE END