CHAPTER- ONE
INTRODUCTION

1.1 Background of the Study

As the research concerns with the study on the proficiency in the use of articles in lower secondary level students of private and public schools in Morang district of Nepal, the researcher visited the sorted schools of the defined district. Teaching articles is not an easy task for teachers in Nepal, as there is no use of articles in Nepali language.

Even the native users do have problems in the use of articles let alone the Nepalese and let's not talk about the English of lower secondary level English. The researcher brings a light about the presented condition of using articles in lower secondary level. Grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. The study of articles is important because it helps the learners to know about the inserting, omission and use of articles. In English, articles are necessary to find the proficiency of the students.

Here, the researcher has tried to find out the proficiency of the students of lower secondary schools. He has sorted out five public and five private schools situated in Biratnagar city of Morang District. The aim of this study is to find out the proficiency of the students in the articles in terms of sex and schools and to point out some pedagogical implications. The findings of the study are significant in the field of language teaching. It is also beneficial to language teachers, students, textbook writers, curriculum and syllabus designers, methodologists and to those who are directly and indirectly involved in the field of English language teaching.

1.2Statement of the Problem

The research studies the students of public and private schools under the Article in Eighth Graders. In Grammar, the articles lie under the part of speech. An article is a kind of adjective which is always used with nouns and gives some information about them. There are only two articles 'A' and 'The' but they are used very often and one important for using English accurately by the students.

Articles are important in English as they provide certain information about the noun they occur it. Absence or misuse of articles makes a sentence sound very strange to non- native English speakers. For example- Dog ate my shoes. Although the meaning of this sentence is clear, it is ungrammatical in English because it lacks an article.

Researches on the proficiency in the use of articlesare problematic and challenging job. Since the researcher has to visit different schools mentioned in appendix and interact with the students having different capacity and background, the research was hard to achieve the objectives. The other problems were:

> a) To define Article.
> b) To classify the articles.
> c) To describe where to use article and where to omit.
> d)To generalization of rules to put articles for lower secondary level
>   students.
> e)To present the activities in the classroom.
> f) To evaluate the students.

It is necessary to research on articles. If the students are known about Articles then they won't make error on it. They are more habituated to use them in the correct place.

Research helps them to recognize their problem and they will be encouraged and alerted to use them correctly.

1.3 Objectives of the Study

The main objectives of the research were as follows:

1.   To find out the proficiency of the students in the use of articles.
2.   To compare the proficiency of the students in the use of articles in terms of sex and schools.
3.   To point out some pedagogical implications.

1.4 Research Questions

In general the purpose of the study is to investigate proficiency in the use of article of eighth graders. In more detail, the present study attempt to respond to the following research questions:

a. What is general proficiency level of the eighth graders?

b.What is the proficiency level of students studying at private schools?

c.What is the proficiency level of students studying at public schools?

d.What is the frequency of correct use of articles in different test items?

e. How does the proficiency level of boys differ from girls?

1.5 Significance of the Study

This research attempts to find out the use of articles by eight graders of Morang district. So, the findings of the study are significant in the field of language teaching. It is also beneficial to language teachers, students, textbook writers, curriculum and

syllabus designers, methodologists and to those who are directly and indirectly involved in the field of English language teaching.

1.6 Delimitations of the Study

The study was carried out under the following delimitations:

a) This study was limited to the proficiency by the learners of grade eight in the use of articles.
b) The subject area of the study was limited to a written test.
c) Only ten secondary schools (5 public and 5 private) of Morang district were selected for the area of study.
d) Only 200 students of grade eight were selected.
e) The study was limited to a small portion of English grammar i.e. articles.
f) The test items contain only four types of objectives questions under groups A, B, C, D.

1.7 Operational Definition of the Key Terms

1. **Proficiency**: It refers to the ability of the students of class eight to use articles.

2. **Public schools**: It refers to schools ruled (controlled) and financed by the Government of Nepal.

3. **Private schools**: It refers to schools ruled (or controlled) and financed by private sectors.

4. **Definite article**: A definite article indicates that its nouns is a particular one (or ones) identifiable to the listener.

5. **Indefinite articles:** An indefinite article indicates that its norms is not a particular one (or ones) identifiable to the listener

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Language is the universal medium for conveying facts including complex thoughts, emotions and feelings of everyday life. It is primary means of communication and one of the unique possessions of human race. It is the distinctive property of mankind because of which human being seems to be extraordinary and superior to all the species on this earth in any respect. Hornby (2000, p.721) defines language as "the use by humans of a system of sound and words to communicate". To Block and Trager (1942, p. 5) "A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

There are many languages in the world. Among them English is one which is an international lingua Franca and is being used as an official language in many parts of the world. In the context of our country, English has given priority over other international languages. Even in Schools and campuses it is taught as a compulsory subject from grade one to Bachelor's degree.

Every normal human can convey his message to others with the help of language. It is the most dominant language in the world. Therefore, it has been compulsorily taught from Grade one to Bachelor's level in the government schools and campuses of Nepal. A sound knowledge of this language is necessary to exchange our ideas and views among the people of more than one country for the transmission of science and technology and development of a country. Anyone who can read English can keep in

touch with the whole world without leaving his own home. Without the knowledge of English, young man or woman starting a career is gravely handicapped, whatever the career may be. With the knowledge of English, he/she holds a key, which will open many doors including easier access to a good job. So, English can also be viewed as a way to getting a better job or to improve social standing or solve economical problems.

2.1.1 Present English Curriculum in Secondary Schools

In Nepal secondary level comprises eight and ten classes. There is 100 full marks course in English at this level. The secondary level English curriculum is entirely based on language skills. Unlike the grids of other core subjects, language skills are considered as different areas of learning. The examination specification grid of this course reflects the assessment and evaluation part of curriculum. It assists question setters to design valid test items that measures the learning outcomes set in the curriculum. It also gives the type and number of test items required to measure a particular skill. Twenty percent weight age is given to listening and speaking skills which are tested practically, whereas Eighty percent weight age is given to reading and writing. Generally, one period per day is allotted to the teaching English language in the secondary level.

"The book of grade eight has been prepared and designed by CDC for students in grade eight. It has been written in line with the new English curriculum and it is interwoven with verities of day to day activities to create interest in both teaching and students throughout the class. The focus of the textbook is, therefore, on the development of student's communicative competency; that is to say, their ability to communicate in English. The material follows the modern approach to English

language teaching. Students learn the natural language of everyday life by practicing the four major language skills of listening, speaking, reading and writing. These four skills are fully integrated in every units of the textbook" (Curriculum Development Centre Sanothimi, Bhaktapur).

2.1.2 The Grammar and its Importance

Grammar is a word which has been defined and approached differently by different scholars and schools of linguistics. Etymologically, the origin of the term grammar goes back to a Greek word 'grammatike or grammatiketechne' which may be translated as "The art of writing" Several types of grammars have existed one after another as hierarchically presented:

Traditional grammar

$\downarrow$

Structural grammar

$\downarrow$

Transformation generative grammar

$\downarrow$

Case grammar

$\downarrow$

Syntagmatic grammar

$\downarrow$

Communicative grammar

All the above mentioned grammars lay emphasis on different aspects of language. It is well known fact that, grammars play a very vital role, mainly on speaking and writing any language of the world.

Crystal (1947,p.191) says, "After studying grammar, we should be more alert to the strength, flexibility and variety of our language and this be in better position to use it and to evaluate others"

Lado (1977,p.144) says, "A grammatical pattern is more than any single utterance since it is moved from which countless utterances can be produced"

Richards et al. (1985, p.125) – "Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall systems of the language. It may or may not include the description of the sounds of a language"

From the above definitions, it is clear that grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. Hence, one cannot or fail to produce a single correct and appropriate sentence if he or she does not know the rules of that language. Therefore, grammar forms are inner core of the language without which are not a single utterance can be produced. Thus, importance of grammar can be stated from the fact that if one is given all the required words, phrases and so on but not the rules of that language, and then he virtually fails to produce a single sentence.

The need to learn grammar is being felt in recent times more seriously than it ever will be. Even the native speakers of English feel that the basic knowledge of grammar is essential today. In a situation like ours, it has become the more necessary for the serious students of English to learn grammar.

Recent theories in language learning have focused on language acquisition rather than formal analytical learning. Inevitably, therefore, the emphasis is on fluency rather than accuracy. The assumption being that the ultimate goal of language learning i.e. language use can be achieved without any formal analysis of grammar. However, this is basically true only in a situation where one learns one's mother tongue. In second or foreign language situation, where complex exposure to the target language is not possible, formal grammar seems to prove useful. In fact, nobody can really learn a language without learning its grammar. For, it is grammar that represents the essential resources in making meaning in language use. Any attempt to teach a language, without creating conditions for grammar learning is bound to fail. These conditions, however, have to allow the acquisition of grammar, not

simply as a linguistics system, but also as a communicative resource.   Therefore, the main issue is not whether grammar should be learnt or not, but how it can be presented, so that it is learnt as a formal basis for functional use.

 In conclusion, it is clear that grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. Hence, one will be unable to produce a single correct sentence, if he does not know the grammatical system of that language.

Considering the above mentioned views, grammar plays an important role in language. It helps a person to use language accurately.

2.1.3   The Articles in English

There one only three articles in English a/an/the. There are two types of articles indefinite 'a' and 'an' or definite "the". Their proper use is complex especially when we

get into the advanced use of English. Quite often we have to work by what sounds right. This can be frustrating for a learner. We usually use no article to talk about things in general. "The" does not mean all. For example:

Books are expensive = (All books are expensive)

The books are expensive = (Not all books are expensive, just the ones I am talking

about)

Crystal defines (1996, p.124) article as "a term used in the grammatical classification of words, referring to a subclass of determiners which displays a primary role in differentiating the uses of nouns. Many languages have no articles system (e.g. Russian) of those which do, a distinction is usually made into definite and indefinite (or non definite) types, partly on Semantic and partly on grammatical grounds. Articles may appear before the noun (as in English) or after (as in Swedish)."

The articles play a very important role in ensuring that we speak and write correct English. A wrong use of the articles can sometimes lead to a change in the meaning of the word altogether. Use of some article depends strictly on the sound product by them. They are called determiners.

Historical development of articles in English is similar to that of most other languages that have developed an article system: the definite articles "the" derives from the demonstrate signaling distance (i.e. that) while the indefinite article derives from the numeral one, it is in fact still possible to use one as a stressed emphatic variant a/an - that's one big bug!

2.1.4 Pronunciation of the Articles

Although the definite article has an invariant spelling, it has four different pronunciations. The two pronunciations that are frequently occurred in normal speech according to Larsen-Freeman, D. and Celce-Murcia. (1983) in the stressed form are:

/ ð∂ / _____ before consonant sounds the book, the unit, the song.

/ ðI / _____ before vowel sounds. The apple, the orange, the elephant,

The third and fourth pronunciations are stressed / ðΛ/ and stressed / ðI/ -are the stressed versions of the above forms.

2.1.5 The Meaning of Articles

Each of the articles can signal a number of meanings. First of all, Articles can convey as cited in Larsen-Freeman, D. and Celce-Murcia. (1983)

i.   Generic meaning: in which all or most members of a set are referred to. For example:

a)   **The lion is a ferocious animal.**

b)   **A lion is a ferocious animal.**

ii.   Non -generic meaning: In which one or more individual members of a set one referred to. For example:

a)   **The lion escaped from the zoo.** (A particular lion is being refer to)

b) **A lion escaped from the zoo.** (Any lion not particular lion is being refer to)

2.1.6 Rules of Articles

The basic rules for articles are not hard to explain. What complicates the matter, however, is that article use often depends on context, both grammatical and in terms of a sentence's meaning. For example, "Society disapproves of smoking," is one context, while "The society of non-smokers lobbies hard to take away smokers' rights," is another.

What makes this issue even more difficult to explain is that some article use is idiomatic. For example, why say "I have a cold, "but then say "I have pneumonia"? Why not say, "I have a pneumonia?" And why do we invite someone "out to dinner, "not "out to dinner," or "a dinner"? (Though we will always invite them "out for a meal, "not simply "out for meal.")(Manczak – Wohlfeld E., Nizegorodced, A., William, E. 1998, p.38)

The meaning of the indefinite article is usually captured by references to the concepts of genricness(Manczak-Wohlfeld, E., Nizegorodeed, A., William, E. 1998), classification (singlingout one example of class, e.g. in Foley, Hall 2003, Yule 2006), the of a listener's (reader's) familiarity with the referent (Foley, Hall 2003), unspecificity (Hewings 2005) and first mention(Murphy 1994, Yule 2006). All accounts emphasize that the indefinite article is used only with singular countable nouns.

The definite article, if any generalizations are made, is described as an article conveying the idea of particularity (Manczak–Wohlfeld 1998, Murphy 1994), familiarity (Foley, Hall 2003, Murphy 1994), uniqueness (Hewings 2005), specificity (Hewings 2005), identifiability (Yule 2006), The referent's presence in the speakers' "Shared word" (Carter, McCarthy 2006) and reference to a whole class of objects (Foley, Hall 2003). The criteria of identifiability and familiarity are often used as

overriding principles which are manifested in variety of typical uses, such as "a/an" for the first references, "the" for referents which are unique (and thus familiar and identifiable), or "When the context or defining phrase makes in known" (Foley, Hall 2003.P.272).

The Use and Omission of the Articles

The use and omission of the definite and indefinite articles according to Larsen-Freeman, D. and Celce-Murcia. (1983) as follows:

  a) **Use of the Indefinite Articles: A/AN**

a)   It is used before a countable noun when it is mentioned for the first time.

> *He gave me a present.*
> *She will be driving a car.*
> *I bought a toy for my brother.*

b)   It is used in the sense of one.

> *He did not speak a word.*
> *He sold her a cow.*
> *Mr. Rai asked me to get an umbrella.*

c)   It is used in the sense of any.
> *A dog is a faithful animal.*
> *Can you get me a stick?*

d)   It can be placed before a proper noun to make it a common noun.
> *He is a Michael Jackson.*
> *He is on his way to become a pele.*

  b) **Use of the Definite Article: The**

a)   The article 'the' is used when we speak of a particular thing.
> *That is the book I wanted to buy.*
> *The house I want to buy is rather expensive.*

The girl in pink kurta is my sister.

It is also used to refer to something or someone that is already

mentioned.

She will be carrying a small bag. She had some money in the bag.

b) It is used before a singular noun to represent the whole class.
The banana is sold at a cheaper rate.
The tree is our friend.
However, it is not used before man to mean the whole class of mankind.
Man is a rational animal.

c) It is used to refer to something of unique nature.
The earth, The, The sky, The Ocean

d) It is used before certain outstanding books.
The Ramayana, The Koran
The Bible, The Vedas

e) It is used before the names of rivers, seas, gulfs, mountain ranges, group of islands, plural names of countries, deserts.
The Nile, The Caspian Sea, The Gulf of Mexico
The Himalayas, The Solomon Islands
The United States of America, The Sahara

f) It is used before the names of musical instruments.
The piano, The flute, The guitar, The drum

g) It is used before superlatives.
Jayanti is the tallest girl in our class.
Gaisal train accident will be the worst accident of the decade.

h) It is used before the ordinals.
Tenzing will be the first man to scale Mt. Everest.
I will be the seventh boy to enter the room.

i) It is used before an adjective when the noun to follow it is understood.
The sick and the dying will be left unattended.
The courageous are usually successful.

j) It is used to emphasize a particular noun.
Mr. Pradhan is the man of the company.

It means that Mr. Pradhan is the most important person of the company. Here, the

article the is pronounced '*thee'*

c) Omission of the Indefinite Articles: A/AN

a)   The article a/an is not used before uncountable nouns.
Give me some water.
Who will carry our luggage?

b)   It is not used before names of meals.
Breakfast is ready.
They have invited us for dinner.

However, if such names are preceded by an adjective, or if meals are giving on

special occasions, the article is used.

We had a heavy breakfast.
Mr. Kunwar is fiving us a dinner to celebrate his success.

d) Omission of the Definite Article: The

a) The article 'the' is not used before names (except in the cases mentioned above).

b)   It is not used before abstract nouns (except when the noun is being used in a particular sense).
Happiness can never be bought by money.
The joy of meeting him will be great.

c)   It is not normally used before proper names.
Birgunj is a warm place.
Preeti is a charming girl.

d)   It is not used before the names of concrete materials.
Brass is an alloy of copper and zinc.
Water must be preserved.

e)   It is not used before the names of languages.
He wants learn French.
Hindi is spoken all over India.

f)   It is not used before names of relations like, father, mother, brother, sister, cousin.
Father wants to see us right now.
Sangita is his sister.

g)   It is not used before certain nouns when they are understood in general: table, bed, hospital, college, school, church, market, prison, and temple.

They have taken him to hospital.

My brother has started going to school.
Some people don't sleep on bed.

However, when they refer to definite items or places, article 'the' is used.

They are going to the hospital where he will be admitted.
There are two thousand pupils in the school.
Put your book on the table.

The English articles, (definite '**the**', indefinite **'a/an')** one part of a large system of reference and determination, have played dominant role to learn the language, however, the learning difficulty and frequency of articles have convinced us to treat them as a separate topic before taking on the larger systems in which they function. Articles are understandably problematic from a cross-linguistic perspective: most Asian and Slavic languages and many African languages have no articles. Even those languages that do have articles or articles- like morphemes often use these morphemes in ways that differ from English.

Especially, this study sought to analyze the study on the use of articles by the students of grade eight. The articles in creative writing play a vital role. Unless articles are used properly, the written text will not be fulfilled properly. If the articles are improperly used, the piece of language doesn't function properly. So, it is the heart of the grammar.

As the same the other scholars has mentioned the use and omission pattern of the indefinite and definite articles are as follows:

2.1.7 The Use and Omission of the Indefinite and Definite Articles.

a) **The use of the Indefinite article 'A/An':**

a. We use "a/an" to talk about a particular but unspecified person, thing or event.

eg: I really need a cup of coffee (Hewings, 2005, p.89).

b. A/an is used when a singular countable noun is mentioned for the first time (Manczak-Wohlfeld, E., Nizegorodeed, A., William, E. 1998, p.32).

c. A/an is used before an uncountable noun when it is qualified by an adjective (Manczak-Wohlfeld, E., Nizegorodeed, A., William, E. 1998, p. 33)

d. Indefinite articles are used to indicate membership in a profession, nation, or religion.

eg: I am a teacher.

Brian is an Irishman.

e. A and an are used before nouns that introduce something or someone you have not mentioned before.

eg: I saw an elephant this morning.

I ate a banana for lunch.

f. Remember that words beginning with the letters h or u can be problematic. The use of a and an depends on the beginning sounds of the word.

e.g.: a hat, an hour

g. The word hat begins with consonant sound /h/, but hour begins with a vowel sound because the letter h is silent.

eg: a university, an umbrella

The word university begins with the consonant sound /y/, but umbrella begins with a vowel sound. The use of a or an is determined by the next word's initial sound, not its spelling.

h.   A. is used in certain expressions of quantity and amount.

i.e. a lot of   a couple

a great many of   a dozen (one dozen)

a great deal of   a pair of

He has a lot of books.   She has bought a pair of shoes.

b. a little/a few and little/ few.

i. A little/ little (adjectives) are used before uncountable nouns.

i.e. There is a little hope of his recovery. (Positive meaning)

There is a little hope of his recovery. (Negative meaning)

ii. A few /a few (adjectives) are used before plural nouns.

i.e. There are a few people in the Hall. (Positive)

There are few people in the Hall. (Almost none negative)

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

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

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

What sad news ('News' is uncountable noun)

b) The Use of Definite Article: 'The':

a.   'The' is most commonly used to refer to things which are part of speakers' shared

word. It is a way of saying "You know which x I am referring to" e.g. If you are

going to paint the wall, we'll have to move the furniture speaker and listener know which furniture they are talking about (Carter, McCarthy 2006 p.364).

b. If there is presupposition or previous mention about an entity, definite article is used, but the necessities of the definite article are not met, the indefinite article a is assigned.

For example: I saw a cat. I gave the cat some milk. (Ionin, T., Ko, H. and Wexler, K., 2000, p.7)

c. With plural nouns we use either "the" or no article. We don't use an article when we want to refer to a group or class in general.

Compare: Tourists are often blamed for changing the character or the place.(=all tourists)

Did you notice what the tourists in the cathedral were doing? (specific tourists) (Foley, Hall 2003, p. 273).

d. We use the for a specific meaning and no article for a general meaning before plural nouns such as dogs and uncountable nouns such as money (Yule 2006, p.72)

e. When general reference is made to all members of a class of count nouns or all examples or manifestations of non-count, the is not used. (Carter, McCarthy 2006, p. 364)

f. The definite article is used in a definite and particular sense.

g. e.g. The earth moves around the sun. (i.e 'obvious earth and obvious sun').

The cats that Jane keeps are not for sale. (i.e. 'those particular cats that Jane keeps') (Manczak – wohlfeld E., Nizegorodced, A., William, E. 1998,p. 38).

h. The is used before a noun which is defined (Evans 1998, p. 183).

e.g. The umbrella next to the door is mine.

i. We use "the" when we are thinking of one particular thing (Murphy 1994,p. 142).It is quite common, however, to use the same expressions to explain the meaning of the indefinite article.

j. We use "the" when we are thinking of particular thing. Compare a/an and the:

Tom sat down on a chair. (Perhaps of many chairs in the room).

Tom sat down on the chair nearest the door (particular chair) (Murphy 1994,p. 142).

k.The is used before a noun which is qualified by a phrase or clause (Manczak – Wohlfeld E., Nizegorodced, A., William, E. 1998, p. 38).

l. We use a/an when the topic (noun) is not known to our listener/reader; we use "the" when it is known (Foley, Hall 2003, p.272). When plural nouns we use either "the" or no article. We don't use an article when we want to refer to a group or class in general;

Compare: Tourists are often blamed for changing the character of the place (=all tourists) (Foley, Hall 2003, p.273).

l. Use the with the superlative form of an adjective, means with word most or with the ending-est.

Comparative: In a jewelry store, gold is more expensive than silver.

Superlative: In a jewelry store, diamonds are the most expensive item.

m. Use the for the parts of something. (Exception: In general, we do not use the for body parts,)

General: In a kitchen, there is a stove, a refrigerator, and a part: I went to Mary's new house last night.

Her kitchen is beautiful. The refrigerator is silver, the stove is black, and the clock above the door has really big numbers on it.

n. Use the with most bodies of water except individual lakes. The Mississippi

River,the pacific Ocean.

c) **The Omission of Articles:**

a. We usually use no article to talk about things in general:-

e.g. Inflation is rising.

b. People are worried about rising crime. (Note people generally, so no

article)

c. You do not use an article when talking about sports.

eg. My son plays football. Tennis is expensive.

d. You do use an article before uncountable nouns when talking about them
   generally.

eg. Information is important to any organization. Coffee is bad for you.

e. You do not use an article before the names of countries except where they
   indicate multiple areas or contain the words (state(s), kingdom, republic,
   union).

   Kingdom, state, republic and union are nouns, so they need an article.
   eg: No article – Italy, Mexico, Bolivia, England
   Use the – the UK (United Kingdom), the USA (United States of America), the
   Irish RepublicMultiple areas the Netherlands, the Philippines, the British Isles

2.1.8 Using an Articles Chart with Common Nouns

Common nouns sometimes need an article. Along with our quick tip, "Articles:

Choosing a/an, the, or nothing ( ) with common nouns," this chart may provide a

convenient way for you to more methodically – and successfully – use articles with

common nouns in your own writing.

2.1.9Areas of Difficulties and Easiness in the Use of Articles

The difficulties that L2 learners have in understanding articles are surprising if

compared with the experience if children who are acquiring English as their L1.

Children seem to acquire the article system at a relatively early age in L1 acquisition

and they typically exhibit a low frequency of overall errors. It has been reported that

although L1 child acquires overuse the definite article the on occasions in which

listeners do not have any knowledge of the reference, they do not make errors when the referents are nonspecific for both speakers and hears.

(Brown, 1973; Maratsos, 1971, p. 197). That is, although L1 child acquires do not seem to be able to sufficiently detect a given listener's presumed knowledge, they do appear to be able to easily distinguish specificity from non specificity (as coded by articles) from a very young age. This result is particularly interesting because "specific and nonspecific references are connected in no clear way with external physical attributes or relations of perceived objects" (Maratsos, 1976, p. 94). Such results led in part to Bickerton's(1981, 1984) bioprogram hypothesis, which claims that children have an innate sensitivity to specificity and non specificity.

Although data based on children learning English and French have yielded some supporting evidence for this hypothesis in an earlier study (Cziko, 1986), we still need more cross linguistic empirical data before we will be able to draw any firm conclusions with regard to this matter. What does all of this tell us about article acquisitions by L2 learners? Huebner (1983, p.198) found in a longitudinal case study that his adult L2 learner (who was a native speaker of among) initially overused the definite article the with almost all nouns in his speech. However, the amount of overuse gradually decreased in specific reference and hearer's knowledge situations, and his subject began to use the almost exclusively in referential definite: and generics and un-specifiable cases. Flooding of the ways also observed in learners with low English proficiency from other L1 backgrounds such as Japanese (Chaudron and parker, 1990) and Czech and Slovak (Young, 1996). Master (1987, 1988) also found that wasover used in the referential definite case and generics and un-specifiable environments but not in non referential environments for almost all of his learners. He

also reported that among learners whose L1 did not have an article system, the appropriate use of was delayed, compared with the. Based on associate with the fracture of hearers knowledge in contrast to children learning the English article system as part of their L1.

Thomas (1989, p.132) analyzed L2 learners' article usage in their production and presented a different claim from those of Huebner and Master. Thomas's findings included the following three observations: (a) whereas L1 children show accurate use of a in non referential contexts at an early stage, the accurate use of by adult L2 learners was delayed; (b) the most common errors by L2 learners across proficiency levels were over generalized zero articles; and (c) both L1 child acquires and L2 learners over generalized the in first-mention contexts of referential indefinites but not in non referential contexts. Thomas hypothesized that these results could be attributed to the fact that both L1 and L2 learners initially associate the will the feature specific references and suggested that her results might support Bickerton's (1981, 1984) bio program hypothesis. In discussing article acquisition by L2 learners, one has to keep in mind two separate issues. First, the frequency of each error type differs depending on the task performed (Kharma, 1981; Mizuno, 1985;Tarone and parrish, 1988). In general, production tasks, such as interviews and essay writing, have produced lower error rates than objective tasks, such as cloze tests.

On the use of foreign language everybody commits errors. But the degree of error is different from learner to learner. The Nepalese learners of English also commit errors because English is studied as a foreign language in Nepal. Finding out and analyzing errors is a very difficult task, however, several researches have been carried out in the

field of error analysis. Furthermore, studies seem to be continued because several grammatical items are left to be analyzed.

Theories are formulated to explain, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. As we talk about the theoretical literature in research it seems to be important to incorporate areas of difficulties and easiness along with the rules articles.

2.2 Review of Empirical Literature

An empirical review in research methodology is when the writer reviews the information and theories currently available concerning the topic and the historical background of the topic. The point is to do two things. First, it is to demonstrate thorough understanding of the field/topic in which he/she is conducting research. Second, it is to show that problem being studied has not be done before or has not been done before in the way proposed by the writer.

Various research works have been conducted in the field of contrastive analysis, error analysis, code switching, comprising methods, technique and finding out their effectiveness but quite a few researches have been carried out on the use of grammatical items such as: effectiveness on the use of adjectives, adverbs, prepositions, and punctuation, However, there are few investigations carried out in the use of articles. Some of the studies which are related to this study can be reviewed as follows:

Giri (1981) tried to compare, "The Proficiency in all the four Skills of Language, viz. 'listening', 'speaking', 'reading' and 'writing' of the Students of Kathmandu and

Doti." He has found that the students of Kathmandu had greater ability in listening, speaking and reading but in writing there will be no significant difference between the students of these two districts. So, He concluded that the students of Kathmandu will be more proficient than the students of Doti in language skills.

Sharma (1997) made a study on, 'The proficiency in Voice System (active and passive) of the Students of Government and Private Schools of Kathmandu District." He found that the students of private schools will be far better than the students of government schools. He also found that the overall proficiency of girls will be slightly better than those of boys.

Dawadi (1999) attempted to find out,"The Proficiency in the Use of Defining Relative Clauses made by the Students of Government and Private Schools of Kathmandu, Lalitpur and Bhaktapur Districts." He reached the conclusion that the students of private schools in terms of the performance of relative clauses will be better than the students of government schools. Similarly, the performance of girls will be better than that of boys.

Paudyal (1999) studied "A Comparative Study of the English Language Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu." He found that the students of the higher secondary schools of Kathmandu had better writing proficiency than the students of Gulmi. Similarly, the students of humanities and education faculties of Kathmandu obtained better marks than the students of the rest of faculties; the girls of Kathmandu and Gulmi districts had better performance in writing than those of boys of both districts.

Karki (2000) has carried out "A Comparative Study of Proficiency in the Use of Subject verb- agreement of Class 11 and PCL 1st year Students in Education Stream." He reached the conclusion that the students of PCL 1st year will be found more proficient than the students of class 11 in almost all the items. Similarly, the boys and girls of PCL 1st year will be more proficient than the boys and girls of class 11.

Thus, this study will be carried out to find out proficiency in the use of articles of the students of grade eight of private and public schools of Morang. The study compares the proficiency of the students in term of sex and type of schools. This study differs from other studies in its sample population, area of the study and statistical analysis of the data.

Knowledge is gained by means of direct and indirect observation or experience. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively. Through quantifying the evidence or making sense if it in qualitative form, a researcher can answer empirical questions, which should be clearly defined and answerable with the evidence collect (usually called data). Research design varies by field and by the question being investigated. Many researchers combine qualitative and quantative forms of analysis to better answer questions which cannot be studied in laboratory setting, particularly in the social sciences and in education. Here are some of the studies which are related to this study. Basnet (2001) conducted a research entitled,"A study on proficiency of the students in the use of determiners. "The aim of his study was to compare the proficiency of nine graders of Dhankuta and Kathmandu in the use of determiners. His study has shown that 45.5percent students were above and 54.5 percent were below average and the

students of Dhankuta district were more proficient than the students of Kathmandu district.

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

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

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

Paudel (2008) carried out research entitled, "Study on the proficiency of grade VIII students in the use of articles". The study found that the average score of eight graders of Parbat district in articles in 35.94. Majority of them (59.16 percent) were above the average score. Students of urban area schools were found to be more proficient than those of students from rural areas schools by 65 percent. In terms of sex, boys were more proficiency by 16.67 percent than girls.

2.3Implication of Review for the Study

Literature review is the most important to identify the problem of the study, which can be solved by collecting of data. It is very important to know that the work is doing by researcher in a research should not be repeated again. Literature review observes about the work that it is doing, is repeating unintentionally. It also helps to avoid the mistakes, which already done by another one. So researcher can improve the research

design and instrumentation, which was not successful at the last time (Cottrell &McKenzie, 2011). A new research depends on the past knowledge, and not includes a part of knowledge. A well created literature review establishes creditability of the researcher of the study, so he can get the entire benefit of his work(Leary, 2004). Talking about the implication of previous researches, the researcher reviewed many researches among them research carried by Acharya (2006) entitled "Proficiency in the use of article by tenth grades" is similar to his thematic area. During research the researcher took a lot references from him to generate ideas for my task. My research is different from his research in a sense that the researcher compared proficiency of community schools with private school.

2.4Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. A comparative study on proficiency in the use of article of grade eight students of community and private school is based the following flowchart that tell about the series action to complete the task.

Figure: Conceptual Framework
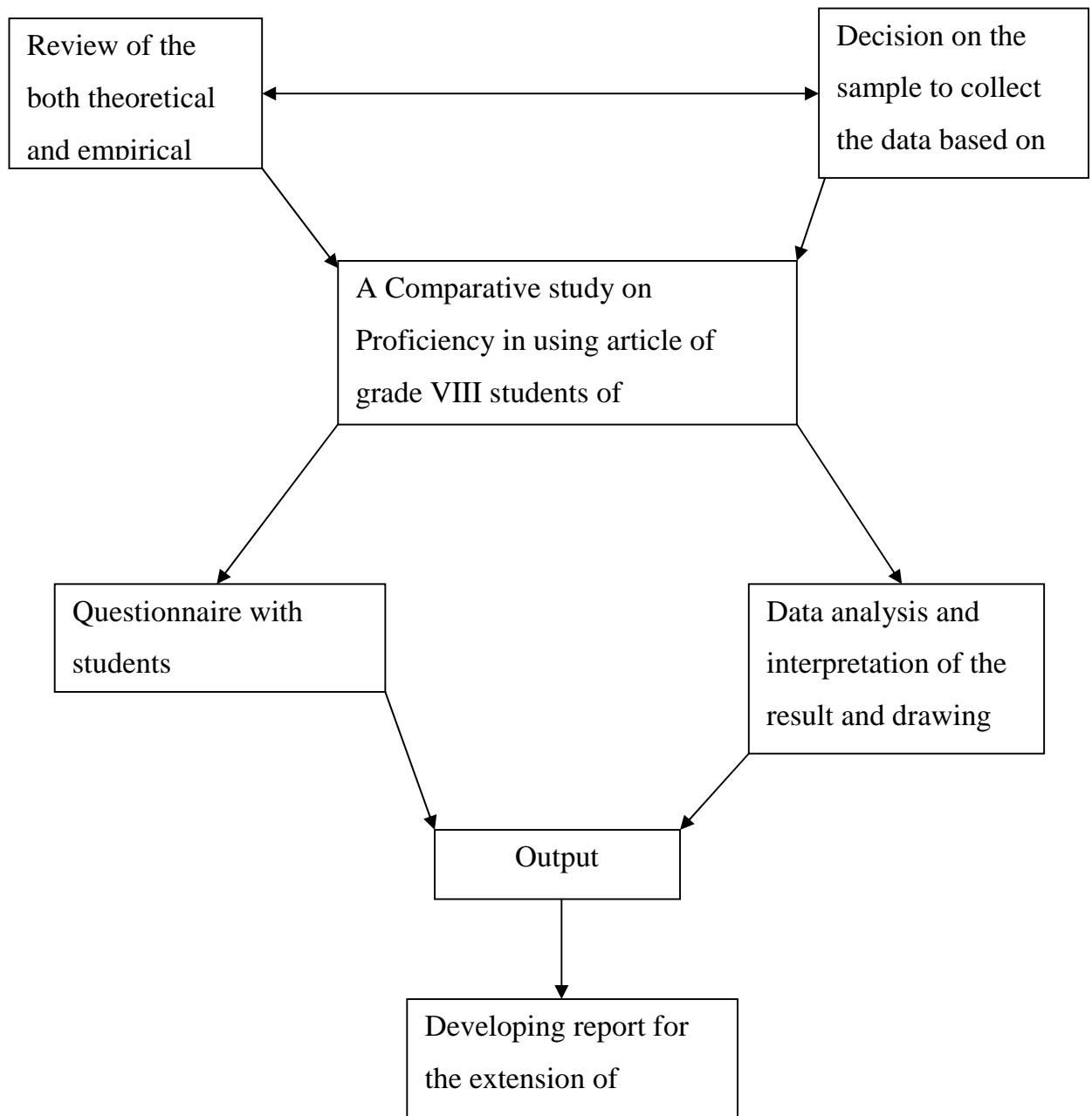
CHAPTER- THREE
METHOD AND PROCEDURE OF THE STUDY

The present research was contributed to find out the proficiency in the use of articles of the eight graders. The researcher visited the specific schools, since the present study aims at finding out analyzing the proficiency in the use of articles; this visit enabled him to gather connect facts which served the purpose of analyzing the relationships between the specified variables.

3.1 Design and Method of the Study

The design of the present study was based on the quantitative in nature. The rules of using Indefinite and Definite Articles were extracted from secondary sources viz. from different related researches; related textbooks, journals, articles and other written documents were used as the secondary sources of data for this study. Anderson, J. et al.1991, Evans 1998,p.183, Murphy 1994,p.142, Aryal 2006, Neupane 2006, Acharya 2006, Poudel 2008, etc.were followed to describe and analyze.

3.2 Population, Sample and Sampling Strategy

There were various public and private secondary schools in Morang district among them 10 schools were selected by using judgmental sampling procedure. The researcher selected 10 male and 10 female students from each school. In this way, there were 200 students altogether. They were selected by using judgmental sampling.

3.3 Study Area

The study area of this research was to teach articles to the eighth graders. Teaching the use of articles was the core of study. Students of public and private schools located in Biratnagar city of Morang District were the target subjects of study. Five public and five private schools were the sample of the field of the study.

3.4 Data Collection Tools and Techniques

For the collection of data, both primary and secondary sources were used in this study. The primary data for this study were collected by administering test items from the 200 students of grade eight. The researcher himself went to the 10 randomly selected schools for collection of data. The population of the study was the students of Grade eight of public and private schools of Morang district. Similarly, the samples of the population of the study were altogether 200 students who were randomly selected. These samples were selected randomly from selected school. These samples were selected randomly from the ten schools (five private schools and five public school of Morang district) similarly, from each of the 10 schools 20 students were randomly taken in equal sex ratio for the purpose of carrying out of the research.

The main tools for the collection of data were tested items consisting of four different sets of questions that were used to test the performance of the students in the appropriate use of articles. There were four different types of test items:

3.4.1 Multiple Choice Items

In this test items, the students were asked to tick the best answer from the given distracters. There were 20 questions, each question contained four distracters.

3.4.2 Fill in the Blanks Items

In these items, the students were asked to fill the correct articles in the blank. There were 20 questions in this items, each question contained 1 marks.

3.4.3 Cross out the Wrongly Used Articles and Make Necessary Correction

This item also contained 20 questions each statement had one wrongly used article, which they had to find out it and make correction if necessary. They were not asked to rewrite the whole sentences.

3.4.4 Supply A/An and 'The' in the Given Dialogues

This test item also contained 20 questions; there was one blank space in each dialogue. The students were asked to read them and supply appropriate articles where necessary. Thus, there were altogether 80 questions in the four sets of test items. Each question carried 1 mark so questions were there having 80 marks.

3.4.5 Allotment of the Marks

One mark was assigned to each the total 80 questions. These all questions were arranged under four different sets i. e. group A, group B, group C and group D. the table below shows the division of marks for each items.

Table No. 1
Allotment of Marks

Item No 1	Marks for Each Questions	Total No of Questions	Total Marks
1	1	20	20
2	1	20	20
3	1	20	20
4	1	20	20
Full Marks		**80**	**80**

3.5. Data Collection Procedure

The researcher collected the data by adopting the following process:

i.   The researcher visited the selected schools (5 public and 5 private) of Morang district.

ii. He randomly selected 20 students from each selected school with the help of principal and English teachers.

iii. The researcher gave some instructions to the students before administering the test because they were confused as how to do the questions.

iv. While collecting the data, if some students did not write anything because of their negligence towards the test, they were encouraged by giving some instructions and importance of the test and some helpful directions to answer other questions.

v.   He distributed the written test items, where the students had to write answers of the questions. The time was fixed, i.e. they had to finish all the items within one hours.

vi. At last, the test papers were collected and assigned the scores to the students. Tabulation of the data was done by using a simple tool of average and percentage.

3.6 Data Analysis and Interpretation Procedure

Analysis and Interpretations of data were obtained from the primary as well as secondary sources. At first, the rules to use of the articles were identified and analyzed on the basis of primary data collected from the sample population of various

and the sources. Then, the proficiency of the students in the use of articles were found

out, proficiency was compared in terms of sex and schools then, lastly the

pedagogical implications were pointed out.

CHAPTER – FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of data. Hence, the scores of the students were analyzed and interpreted towards their achievement and proficiency. The responses of the students were marked systematically and scores were given to them. The analysis and interpretation were carried out as effectively and accurately as possible using simple statistical tool of percentage.

4.1 Analysis and Interpretations

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

4.1.1 Analysis and interpretation of the total proficiency

a. Total proficiency of the students

b.Comparison of total proficiency by sex.

c.Comparison of the proficiency within the schools.

d.Comparison of the proficiency of ten different schools with the average score.

e.Comparison of proficiency with the secondary norm.

4.1.2 Item wise analysis of the status of proficiency in using articles

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

4.1.1 Analysis and Interpretation of Total Proficiency
Table No. 2

Total Proficiency

Total Sample	Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	44.485	97	48.5%	103	51.5%
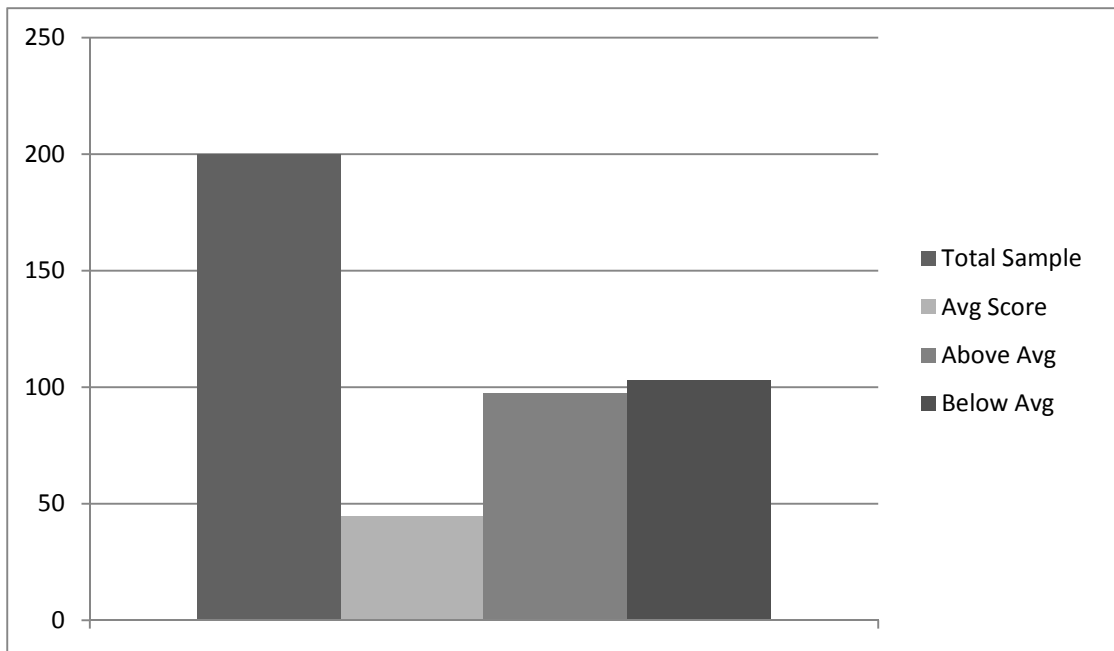
The above table shows the total sample of the students was 200 and the average score was 44.485. The percentage of the students scoring above average was 48.5% and below average was 51.5%. The majority of the students were below average, and the proficiency in the use of articles was not considered satisfactory.

Table No. 3

Comparison of Different Variables with the Average score

Sample type	Sample Size	Average Score	Above Average		Below Average	
			No of	Percentage	No of	Percentage

Variables			Students	(%)	Students	(%)
Public School	100		41	41%	59	59%
Private School	100	44.485	56	56%	44	44%
Boys	100		61	61%	39	39%
Girls	100		36	36%	64	64%
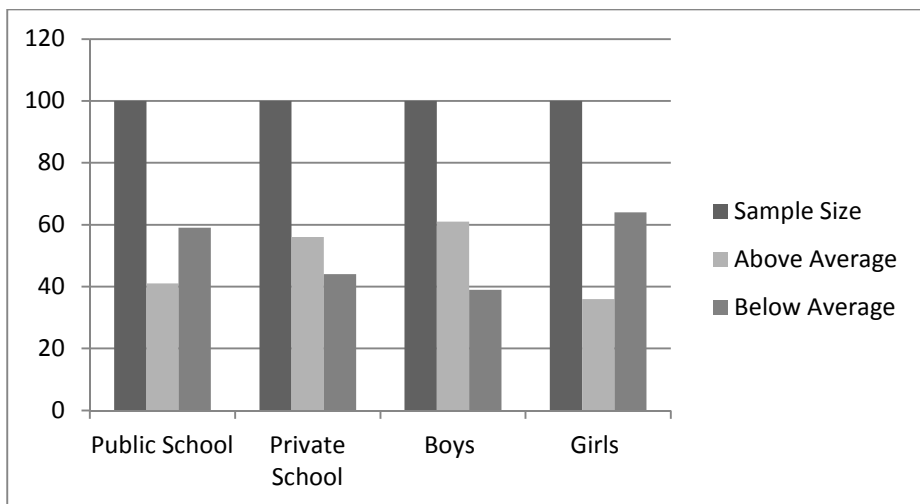
The table No. 3 shows the relative positions of the students in case of schools with respect to combine average score. The total combined average was 44.485; the percentage of students scoring above the average in the private schools was56%against 41% in public schools. Hence, the students of private schools were found better in performance than the students of public schools.

Likewise, the sample of boys and girls consisted of 100 each. The percentage of girls scoring above the average score was 36% against 61% of boys and hence the boys were considered better than the girls.

Table No. 4

Status of proficiency by public and private Schools

Sample type	Sample Size	Average Score	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)

Private School	100	47.15	51	51%	49	49%
Public School	100	41.59	41	41%	59	59%
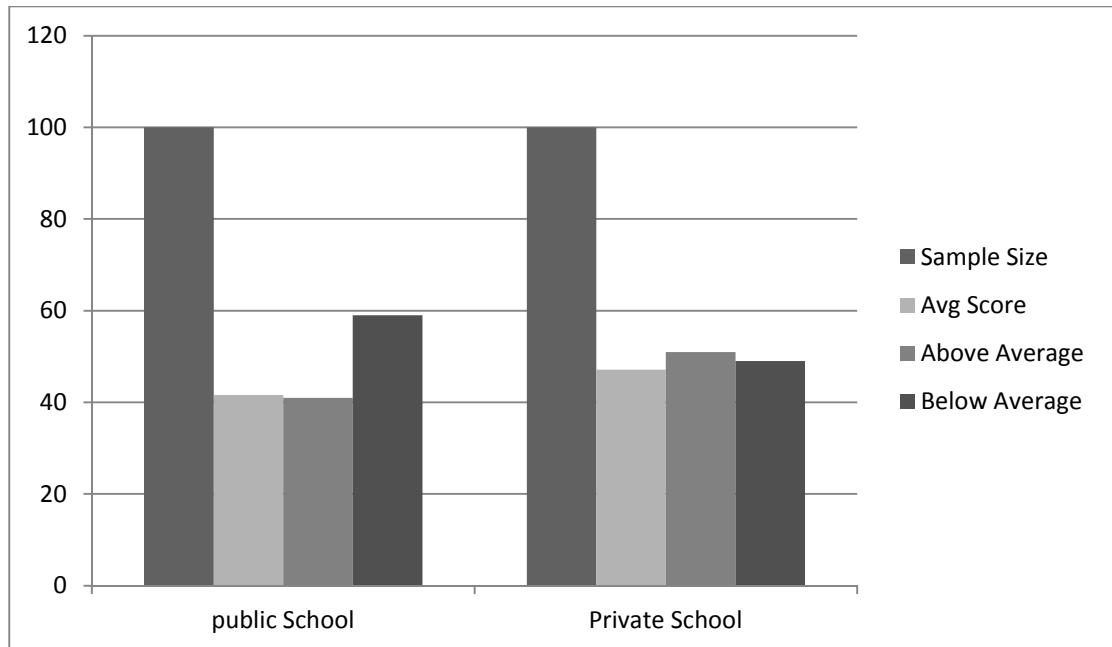
The above table is intended to display a comparison of status of proficiency with respect to corresponding average scores attained by the students from the private and public schools of Morang districts. The table shows that the average score of the students of public schools was 41.59. Among the 100 students of Morang district, 41% were found average. The majority of the students were below average. Thus, this proves that the status of proficiency in the use of articles of the students of public schools was not satisfactory in their own group.

On the other hand, the students of private schools scored the average score of 47.15. Out of the 100 students of private schools, 51 %(51 students) were found above average and 49% (49 students) were found below it. The majority of them fell above average in their status of proficiency in their own group.

Table No. 5

Status of Proficiency by Sex

Sample Type	Sample Size	Average Score	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)
Boys	100	47.54	52	52%	48	48%
Girls	100	41.2	54	54%	46	46%
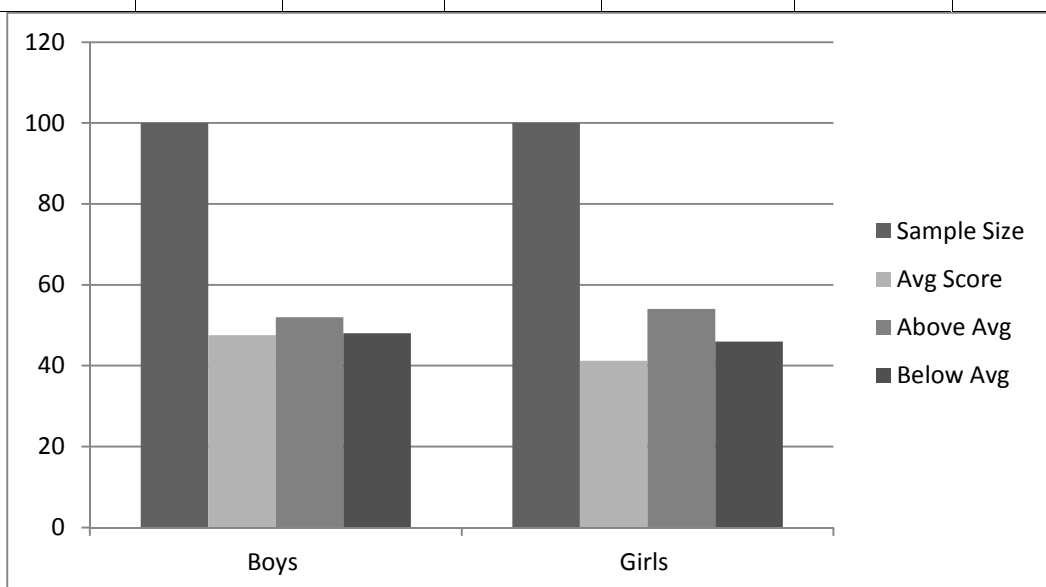
The above table shows the average score of the boys was 47.54. Among 100 boys, 52% of them were above average and 48% were below it. As the majority of the boys were found above average their status in the use of articles was found satisfactory in their own group. Similarly, the average score of all the girls was 41.2. Among 100 girls, 54% were above average and 46% were below it. It seems that the status of proficiency of girls was found satisfactory in their own group.

Table No. 6

Comparison of Their Total Proficiency within the Schools

S.N.	Name of the Schools	Total Sample	Average Score	Above Average		Below Average	
				No of Students	Percentage (%)	No of Students	Percentage (%)
1.	Bright Angel Secondary School, Biratnagar	20	43.05	7	35	13	65
2.	Shree Gograha Higher Secondary School, Biratnagar	20	37.6	9	45	11	55
3.	Sunshine Secondary English School, Biratnagar	20	46.1	10	50	10	50
4.	Shree Satya Narayan Higher Secondary School, Biratnagar	20	37.4	10	50	10	50
5.	Shree Pokhariya Higher Secondary School, Biratnagar	20	43.8	12	60	8	40
6.	Arpan English School, Biratnagar	20	45.85	10	50	10	50
7.	Everest Higher Secondary School, Biraatnagar	20	46.9	12	60	8	40
8.	Shree Naragram Higher Secondary School, Biratnagar	20	47.7	10	50	10	50
9.	Budha Nilkantha Secondary School,Biratnagar	20	50.35	13	65	7	35
10.	Shree Buddheswari Secondary School, Biratnagar	20	44.95	11	55	9	45
Total	10	200	44.485	105	52	95	48

The above table shows the proficiency of the students of different schools understudy. The table No. 6 shows the average score of correct responses of the students of Bright Angel Secondary School, Biratnagar was 43.05. Only 7 students (35%) out of 20 students were above average whereas 13 students (65%) were below it. Therefore, it was found that the students of this school were poor in the use of articles.

The average score of the students of Shree Gograha Higher Secondary School, Biratnagar was 37.6, 9 students (45%) were above average and 11 students (55%) were below it. Since the majority of the students (55%) were below the average score, the students of this school were also found poor in the use of articles. The average score of the students of Sunshine Secondary English School Biratnagar was 46.1, 10 students (50%) were found above average, with equal number of students below it. Thus, the students of this school were better in the use of articles.

The average score of the students of Shree Satya Narayan Higher Secondary School, Biratnagar was 37.4, 10 students (50%) obtained above average and same number below it. The students of this school showed constant performance in the use of articles because their performance was equal, both above and below average.The average score of the students of Shree Pokhariya Higher Secondary School, Biratnagar was 43.81, 12 students (60%) were above average and 8 students (40%) below it. Since the majority of the students in this school were above average, which showed that their performance in the use of article was better.

The average score of the students of Arpan English School, Biratnagar was 45.85, 10 students (50%) were above average and equal number below it.The average score of the students of Everest Higher Secondary School, Biratnagar was 46.9, 12 students (60%) were above average and 8 students (40 %) below it. The average score of the students of Shree Naragram Higher Secondary School, Biratnagar was 47.7, 10 students (50%) were above average score and equal number below it.The average score of the students of Budhanilkantha Secondary School, Biratnagar was 50.35, 13 students (65%) were above average and the rest remained below it.The average score of the students of Shree Buddheswari Secondary School, Biratnagar was 44.95, 11

students (55%) were found above average and remaining below it. The average score of the total sampled students (i.e. 200) reached average score of 44.48, 51.5% students were found above average and the rest remained below it. Comparatively, the students of Budhanilkantha Secondary School, Biratnagar were the most proficient whereas the students of Shree Satya Narayan Higher Secondary School, Biratnagar were found least proficient.

Table No. 7

Comparison of the Proficiency of Ten Different Schools with the Average Score

Sample Type	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
Five public schools from Biratnagar	100		41	41%	59	59%
(a) Boys	50		30	60%	20	40%
(b) Girls	50	44.485	11	22.%	39	78%
Five private schools from Biratnagar	100		56	56%	44	44%
(a) Boys	50		32	64%	18	36%
(b) Girls	50		25	50%	25	50%
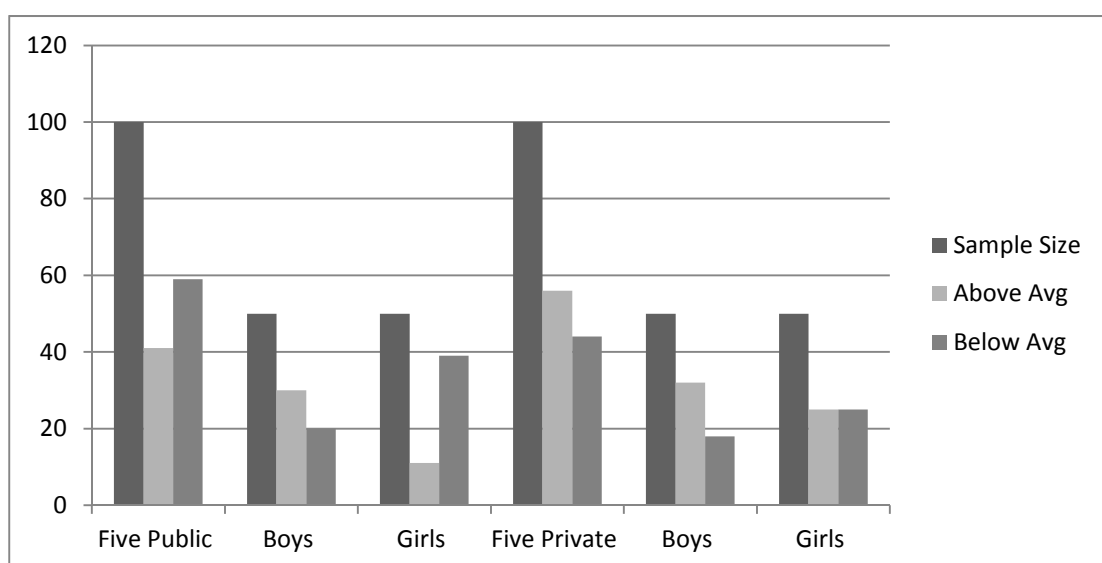
The table No. 7 shows the comparison of the proficiency of different ten Schools with average score. The test was given to the students. The average score was 44.485 altogether sample (200).

The five public schools scoring above the average score 41 students (41%), 30 boys (60%), 11 girls (22%), out of 50 boys and 50 girls respectively. So, 59 students (59%), 20 boys (40%) and 39 girls (78%), out of 50 boys and 50 girls were below the average score. Therefore, in total sample of the students of public Schools were not better performances in the use of articles because the majority of the total students were below the average score.

Likewise, five private schools, out of 100 students (altogether boys and girls) 56 students (56%) and out of 50 boys and 50 girls, 32 boys (64%) and 25 girls (girls (50%) were above the average score whereas 44 students (44%), out of 100 students, 28 boys (36%) and 25 girls (50%), out of 50 boys and 50 girls were below the average score. Thus, it can be said that the students of private schools were almost better performance in the use of articles because there were only less in the majority of the students of this private schools than the minority. On the other hand, the boys of private schools were better than the girls in the use of articles.

In comparison of the proficiency of ten different schools within the average score, only 41% students of public Schools were found above the average score whereas 56% the students of private schools were found above the average score.

Hence, it can be said that the students of private schools were better status of proficiency in the use of the articles in grade eight than the students of public school in Morang district.

Table No.8

Comparison of Proficiency with the Secondary Norm

Sample Type	Sample Size	Secondary Norm	Above Average		Below Average	
			No of Students	%	No of Students	%
Boys from the Public School	50		45	90%	5	10%
Girls from the Public School	50		36	72%	14	28%
Boys from the Private School	50	32%	46	92.%	4	8%
Girls from the Private School	50		45	90%	5	10%
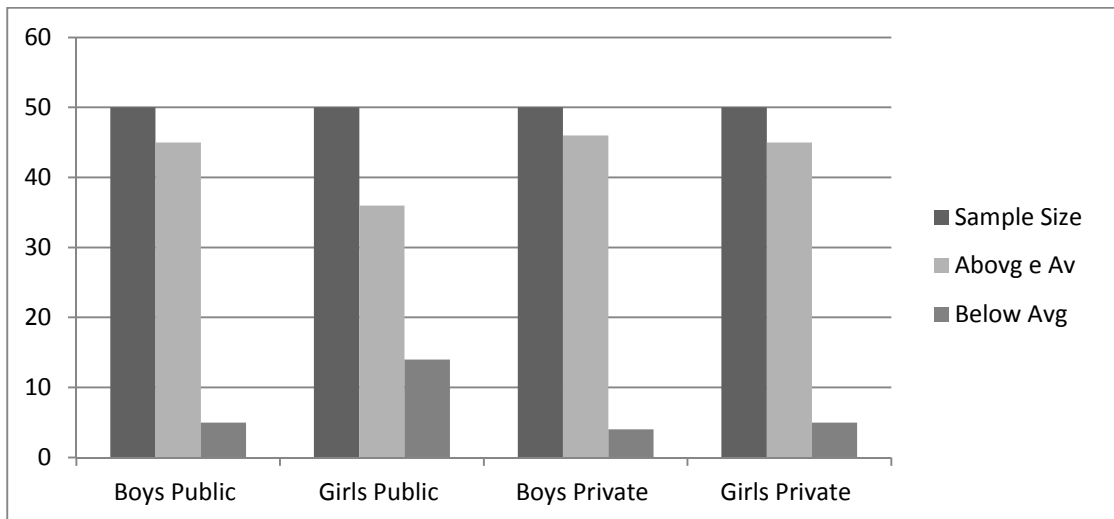
4.2 Item wise Analysis and interpretation of the status of Proficiency in using articles

Table No. 9

Analysis of the Total Proficiency in Item No. 1

Total Sample	Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	12.05	92	46%	108	54%
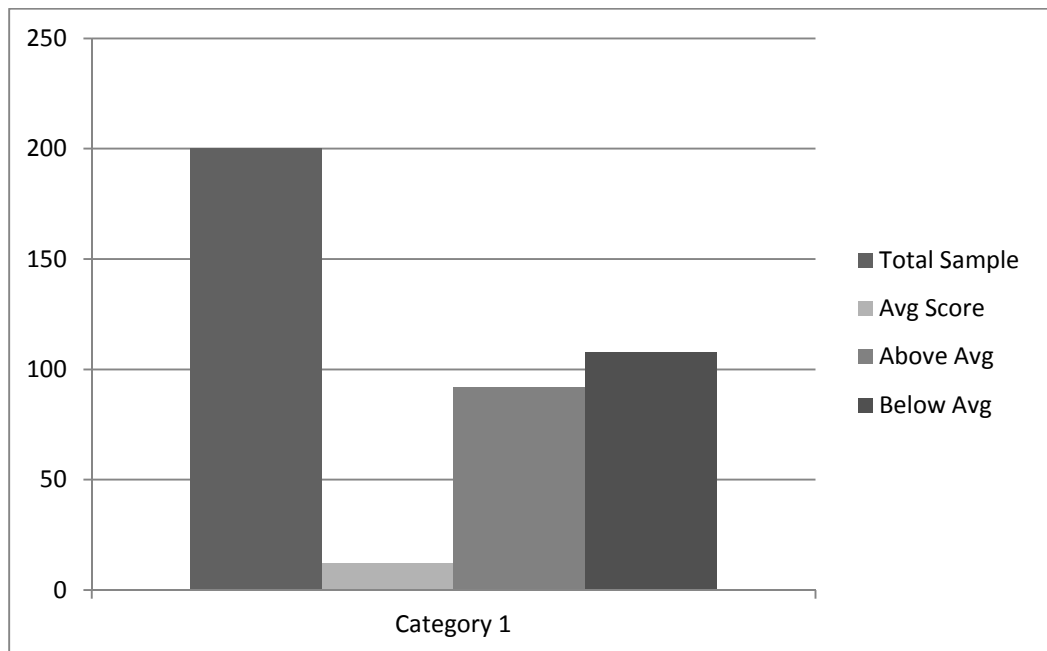
The above table shows the total proficiency of the 200 students in items No 1 (Multiple choice items). The average score of the students in this item was 12.05. There were 20 questions and each question had four options. Among 200 students 46% students were found above the average and 54% students werefound below the average. It shows that majority of students were below the average and hence not proficient in this item.

Table No. 10

Comparison of Different Variables with the Average Score in Item No. 1

Variables	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100		34	34%	66	66%
Private School	100	12.05	56	56%	44	44%
Boys	100		55	55%	45	45%
Girls	100		37	37%	63	63%
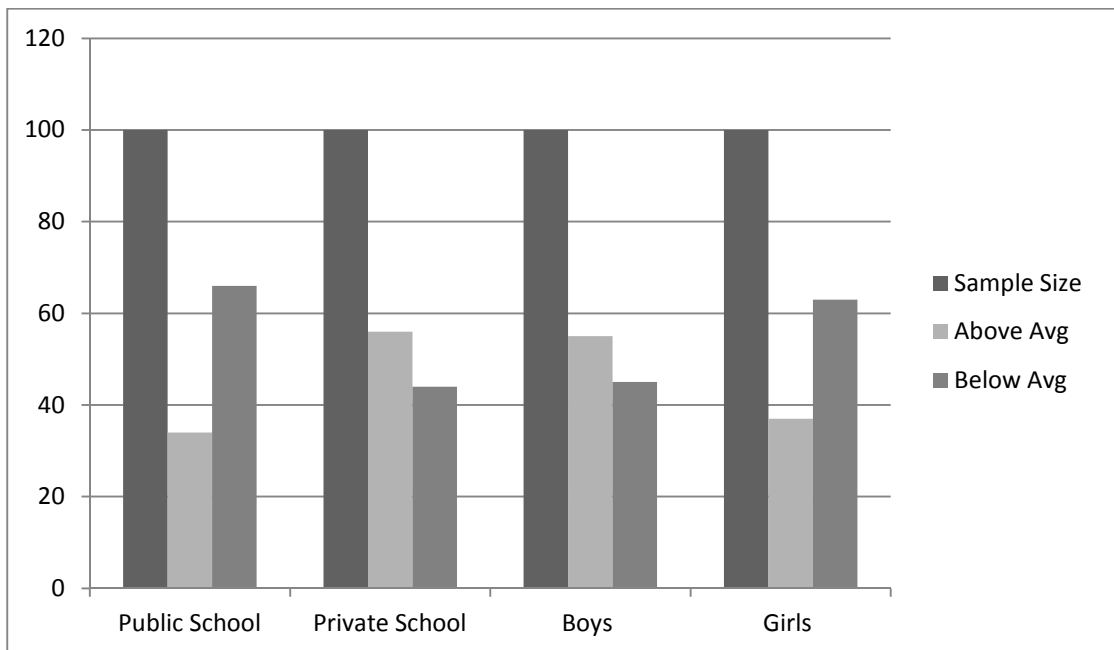
The above table shows the comparison of different variables with the average scores in item No. 1. The table shows the relative position of the students in terms of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 1 was 12.05 in public school. 34 students were above the average (34%) and 66 were below the average score (66%), whereas in private schools 56 students (56%) were above the average score and 44 students (44%) were the average score. In the case of sex, 55 boys crossed the average score by securing 55% where as 45 boys i.e.45% remained below the average. In the case of girls 37 girls i.e. 37% of

the girl succeeded in crossing the average score and the rest remained below the average score i.e. 63%.

Thus it shows that in item No. 1 the students of private schools were found better than the students of public schools. Similarly, the boys showed better performance than girls.

Table No. 11

Analysis of the Total Proficiency in Item No. 2

Total Sample	Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	11.735	113	56.5%	87	43.5%
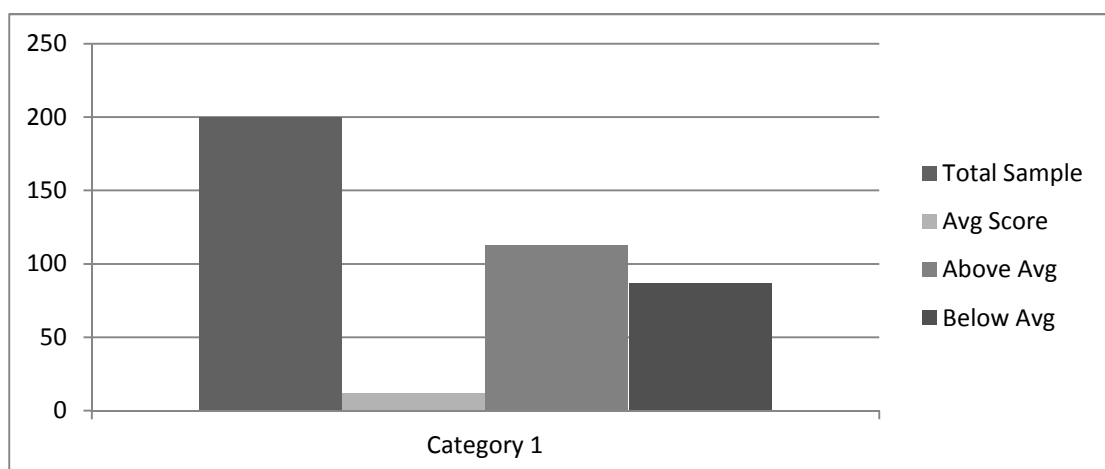
The above table shows that the total proficiency of the 200 students in items No 2 (Fill in the blanks item). The average score of the students in this item was 11.73. There were 20 questions. They had to provide appropriate articles in the given blanks. Among 200 students 56.5% students were found above the average and the rest were below the average. It shows that majority of students were above the average and the performance of the student was found satisfactory.

Table No. 12

Comparison of Different Variables with the Average score in Item No. 2

Variables	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100		38	38%	62	62%
Private School	100	11.735	65	65%	35	35%
Boys	100		67	67%	33	33%
Girls	100		46	46%	54	54%
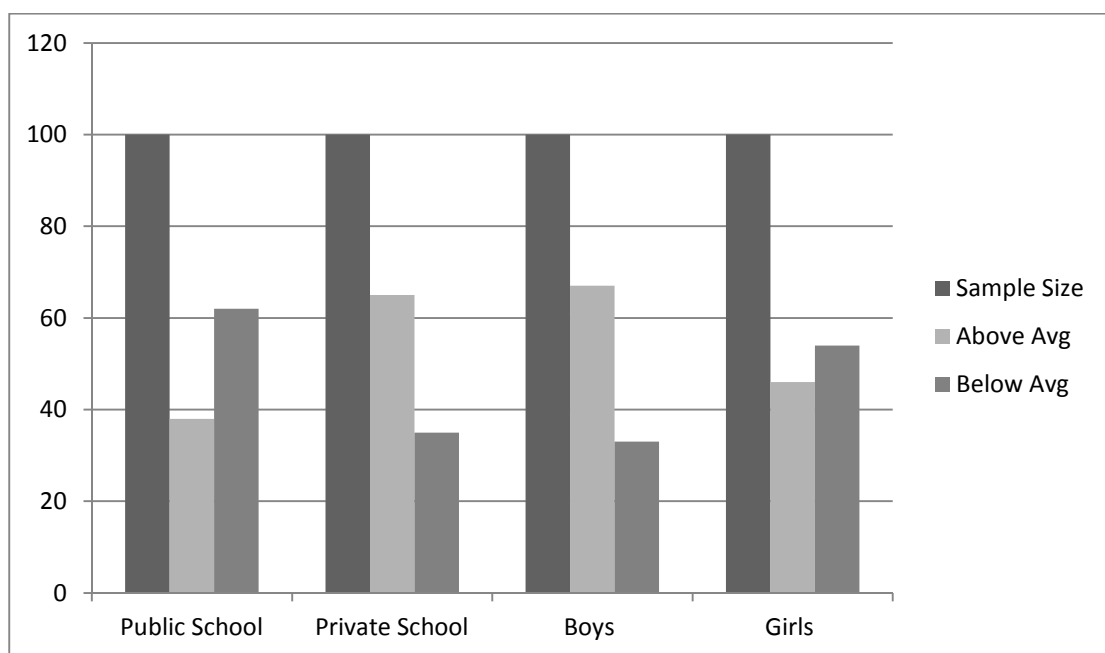
The above table shows that the comparison of different variables with the average

scores in item No. 2. The table shows the relative position of the students in terms of

sex and schools with respect to the average score. It is clear from the table that the

average score in item No. 2 was 11.73. 38 students of public Schools were above the

average (38%) and 62 (62%) were below the average, whereas in private schools 65 students (65%) were above the average and the rest were below the average. In the case of sex, 67 boys crossed the average score by securing 67% whereas 33 boys i.e.33% remained below the average. In case of girls, 46 girls i.e. 46% of the girls succeeded in crossing the average score and the rest remained below it.

Thus, it shows that in item No. 2 the students of private schools were found better in performance than the students of public schools. Similarly, the boys showed better performance than girls.

Table No. 13
Analysis of the Total Proficiency in Item No. 3

| Total Sample	Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	11.02	100	50%	100	50%

The above table shows that the total proficiency of the 200 students in items No 3.

The average score of the students in this item was 11.02. There were 20 questions.

Among 200 students, 50% were found above the average and the same numbers were

found below the average. It showed equal performance.

Table No. 14

Comparison of Different Variables with the Average score in Item No. 3

| Variables	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100		44	44%	56	56%
Private School	100	11.02	54	54%	46	46%
Boys	100		61	61%	39	39%
Girls	100		38	38%	62	62%
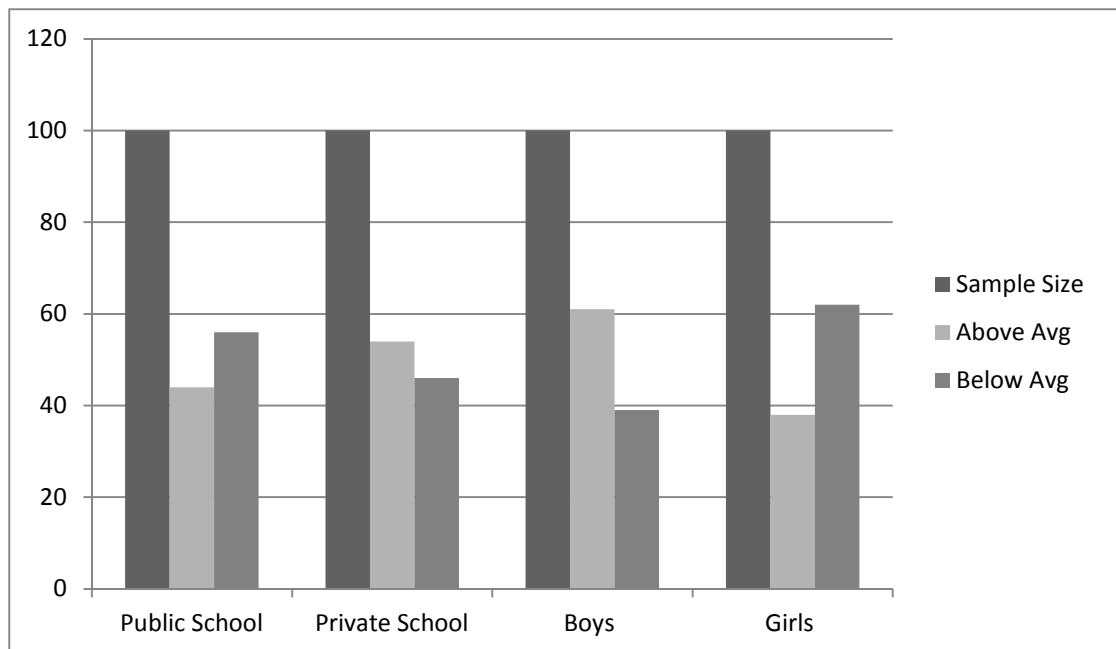
The above table shows the comparison of different variables with the average scores in item No. 6. The table shows the relative position of the students in term of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 3 was 11.02. In public schools, 44 students were above the average (44%) and 56 (56%) below it, whereas in private schools, 54 students (54%) were above the average score and the rest below it. In case of sex 61 boys crossed the average score by securing 61% whereas the rest remained below it. In case of girls, 38 girls i.e. 38% succeeded in crossing the average score and the rest remained below it.

Thus it shows that in item No. 3, the students of private schools were found better in performance than the students of public schools. Similarly, the boys showed better performance than girls.

Table No. 15

Analysis of the Total Proficiency in Item No. 4

| Total Sample	Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	9.68	97	48.5%	103	51.5%
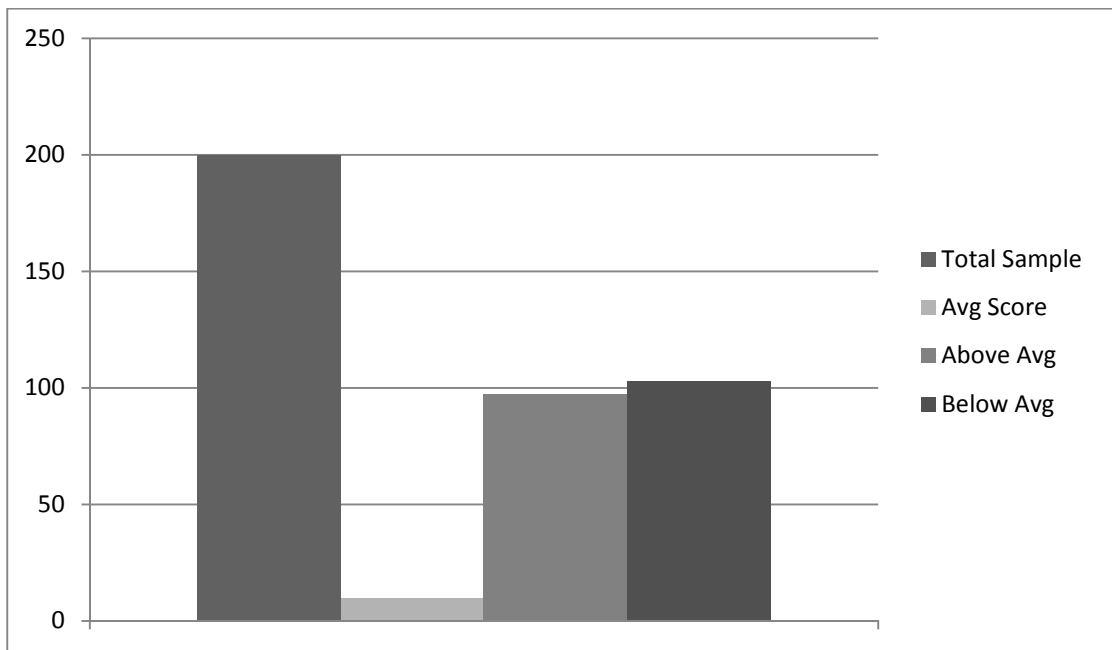
The above table shows the total proficiency of the 200 students in items No 4. The average score of the students in this item was 9.68. There were 20 questions the students were asked to supply the appropriate articles in the blank spaces of the dialogue. 48.5% students were found above the average and the rest below it. It shows that majority of students were below the average and hence not proficient in this item.

Table No. 16

Comparison of Different Variables with the Average score in Item No. 4

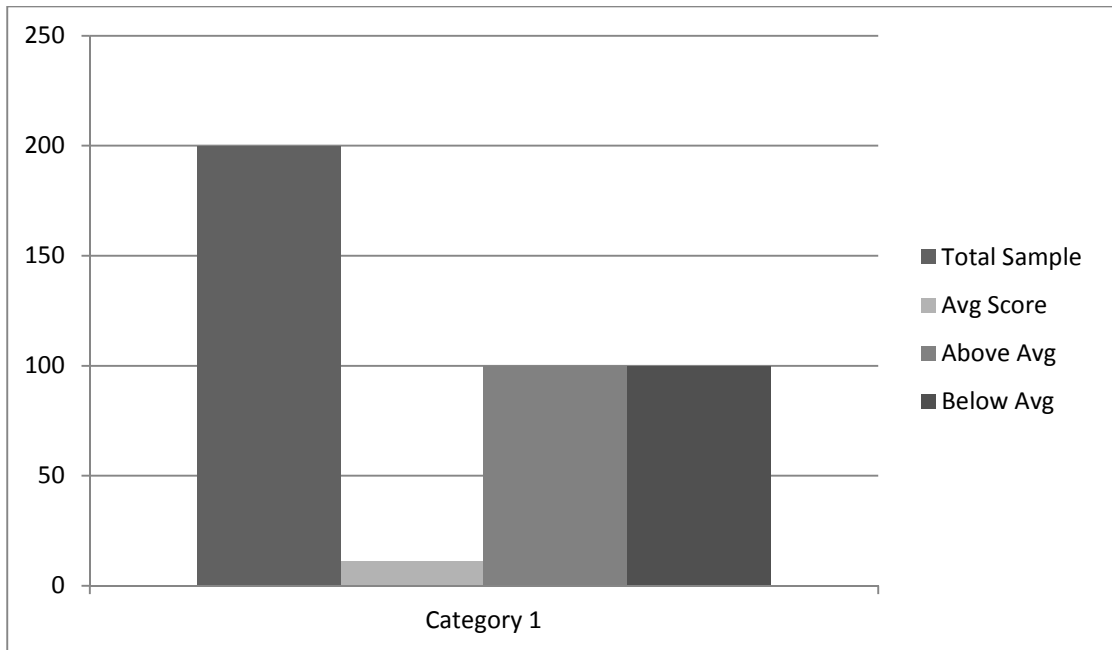| Variables	Sample Size	Average Score	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100		40	40%	60	60%
Private School	100	9.68	58	58%	42	42%
Boys	100		59	59%	41	41%
Girls	100		39	39%	61	61%
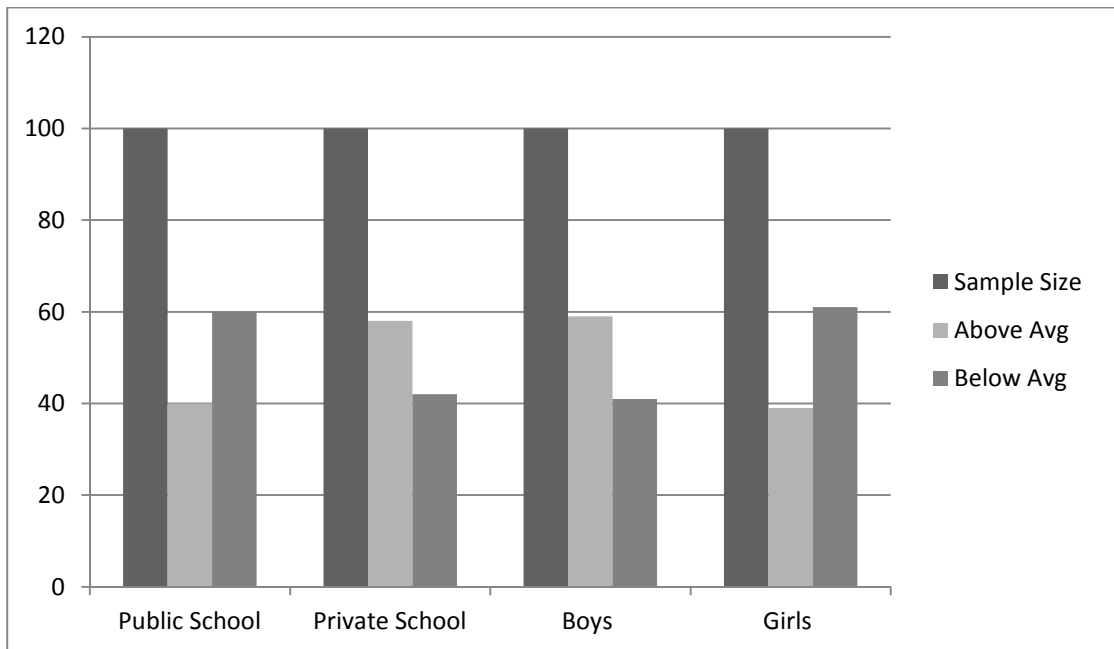
The above table shows that the comparison of different variables with the average scores in item No. 4. The table shows the relative position of the students in terms of sex and schools with respect to the average score. It is clear from the table that the average score in item No. 4 was 9.68. In public school, 40 students were above the average (40%) and 60 students (60%) were below it, whereas in private schools 58 students (58%) were above the average score and 42 students (42%) were below it. In the case of sex, 59 boys crossed the average score by securing 59% whereas the

rest remained below it. In the case of girls, 39 girls (39%) succeeded in crossing the average score and the rest remained below it.

Thus, it shows that in item No. 4 the students of private schools were found better in performance than the students of public schools. Similarly, the boys showed better performance than girls.

4.2. Summary of Findings

The main purpose of this research was to find out the Proficiency in the use of articles of the students of grade eight in public and private schools of Morang district.

For this purpose, a set of written test was prepared consisting of four different types of item. Then the tests were administrated to 200 students of public and private schools of Morang district, 100 students from each type of school were selected for the study, ten boys and the same number of girls from each of the selected schools for collecting the data. The schools were selected on the basis of Judgmental Sampling.

After collecting data, the analysis and interpretation were done using simple statistical tool of percentage. The data were analyzed and interpreted first in terms of total proficiency and comparison of total proficiency of the students in terms of sex and schools. After that comparison was made with proficiency of boys and girls in their respective schools and also secondary norm of test items (pass marks test item). A school wise analysis and comparison was also made to find out the accurate result. Similarly the data were analyzed and interpreted in terms of proficiency i.e. item wise proficiency, comparison of different variables with the average score of each item.

Thus, the finding of the present study obtained from the analysis and interpretations of the data are as follows:

1. In total, 52% students were above average and the rest were below the average. As such, the majority of the students were above average in performance in the use of articles. This showed that the eight graders of Morang districts (public and private schools) are likely to do well in the use of articles.

2. The students of Private schools were more proficient than the students of Public schools. Only 41% students were found above the average score in public schools whereas 56% students of the private schools were found above the average score

3. The proficiency of the boys was found to be better than that of the girls.

4. Supply of a/an/the where necessary in the given dialogues was found to be the most difficult item. Because in this item average score of the students was only 9.68. For this item, they might have got confusion to fill the articles in dialogue form as they had to understand context as well to fill the articles correctly.

5. Multiple choice items (item No. 1) were found to be the easiest ones for all the students. Since the majority of the students were found above average.

6. While comparing the proficiency of the students with the secondary norm, the performance of the students was found satisfactory.

7. In school wise comparison :

a) The students of Budhanilkanta Secondary School,Biratnagar were found to be the most proficient among all the schools. Their average score was 50.35.

b) The students of Shree SatyaNarayan Higher Secondary School,Biratnagar were the least proficient among all the ten schools. Their average score was only 37.5.

c) The students of Sunshine Secondary School,Biratnagar were the most proficient among public schools. Their average was 46.1.

8. In sex wise comparison:

a) In total, the boys of the private schools were more proficient than the boys of the public schools.

b) The girls of the private schools were more proficient than the girls of the public schools.

CHAPTER – FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The main purpose of the study was to find the proficiency in the use of articles of grade eight. Furthermore, its aim was to compare the level of proficiency of public and private schools. For this study survey research was done and level of students was examined through four types of questions to test their level of proficiency. Based on the data obtained from research marks secured by the students from private schools were found better in all four types of tests which showed that students from the private schools are more proficient those public schools. As we move on the types of tests, students were found good in modified closed test and poor in complete that text with appropriate articles. It appeared that the students committed both omission and substitution errors. It may be due to in the interference of their L1 that is why students prefer to use a inserted of the or sometimes omit it. The advanced students tried to avoid substitution "the" with "a". They more preferred to leave it no answer or omit it in both items. However, the application of definite marker the in all types of definite contexts in both tasks is high in students from private and public schools. It showed that the participants could recognize the value of specificity to that of definiteness. Finally, with reference to the answer of students can understand that there are other factors were shown to influence accuracy in article choice in the students of private schools. Other factors included their habitual of speaking English in school boundary, in close contact with social media, regular tuition and coaching class etc.

5.2. Recommendations

On the basis of the study, the researcher would like to make the following recommendations:

5.2.1 Policy Related

1. Girls should be encouraged to take part in teaching and learning activities.

2. Teaching and learning activities should not only be based on S.L.C. examination that will lead to undue emphasis on the written form only.

3. Only trained teachers should be allowed to teach or there should be a provision of training for untrained teachers.

4. There should be provision for the previously trained teachers to make them update with new approaches, methods and techniques in language teaching.

5. School supervisors should also visit schools frequently and help them with teaching problems.

5.2.2 Practice Related

1. More time should be spent on practicing the articles in written and oral forms.

2. The English teacher should make clear concept of English **Noun System** to the students before dealing with articles.

3. Students should be familiar with English sounds to be more proficient in the use of articles. Unless they pronounce the words correctly, it is sure that they would not be proficient in using articles.

4. Students should be provided with adequate workbooks and practice books to remember the rules of using articles in meaningful sentences.

5. The teacher should use appropriate teaching materials as far as possible. e.g.: charts and flashcards to elicit students' motivation towards learning.

6. The teacher should teach articles by creating meaningful situation and using appropriate language games, he should follow the rules and principles of communicative approaches.

5.2.3 Further Research Related

1. It was seen in most of the schools that the teachers did not give emphasis on grammatical items and they only taught textual passages. Due to lack of sufficient exposure to real language situation the students were unable to distinguish the uses of definite articles i.e. 'the' and indefinite articles 'a/an. For this, the teacher should be encouraged to teach or give emphasis on the grammatical items.

2. The overcrowded classes make it almost impossible for the teacher to correct the students' exercises and pay proper attention to individual students. So the classes should be split into manageable size as far as possible. Along with the textbooks some supplementary materials should also be recommended for further reading.

REFERENCES

Acharya, K.P. (2006). *Proficiency in the use of article by tenth graders*. M.Ed. Thesis, Kathmandu: T.U.

Anderson, J.et al. 1991. *Thesis and assignment writing,* New Delhi: Wiley Fastern Limited.

Aryal, R.(2006). *Proficiency of grade ten students in the use of preposition*. An Unpublished M.Ed. Thesis. Kathmandu : T.U.

Bachman, L.F. 1990. *Fundamental consideration in language testing.* Cambridge: Cambridge University Press.

Basnet, B.P. (2001). *A Study on proficiency of the students in the use of determiners*. An Unpublished M.Ed. Thesis. Kirtipur : T.U.

Bhattarai, A. 2001. *"Writing a proposal". In Journal of NELTA* 6.1: 45 - 51. Kathmandu: Nepal English Language Teachers' Association.

Bickerton, D. (1984). *The language bioprogram hypothesis.* Behavioral and Brain Sciences, 7, 173-221)

Block, B. and G.L Trager. 1942. O*utline of linguistic analysis,* Baltimore: Linguistic Society of America and Waverly Press.

Brown, R. (1973). *A first language*. Cambridge, MA: Harvard University Press.

Bygate, M. et al. (eds). 1994. *Grammar and the language teacher*. New York: Prentice Hall.

Carrol, B.J. 1980. *System and structures of English.* London: Oxford University Press

.Carter R, McCarthy M. (2006). *Cambridge grammar of English*. Cambridge.

Celce-Murican Masiaanne and MC Intosh Lois, (Eds) 1979. *Teaching English as a second or foreign languag,* Chaicago: Newbury House Publisher.

Chaudron, C, & Parker; K. (1990). *Discourse markedness and structural markedness*; *The acquisition of English noun phrases*. Studies in Second Language Acquisition, 12, 43-64.

Chomsky, N. 1957. *Syntactic structures,* The Hague: Mouton.

Cottrell, R.R. & Mckenzie, J.F.(2011) *Health promotion and education research methods: Using the five-chapter thesis/dissertation model 2nd ed*. UK: Jones & Bartlett Learning.

Cziko, G. (1986). *Testing the language bioprogram hypothesis: A review of children's acquisition of articles*, Language, 62, 878-898.

Foley M., Hall D. (2003). *Longman advanced learner's grammar : A self-study reference and practice book with answers*. Harlow. Amsterdam: Benjamins.

Harmer, Jermy. 1991. *The practice of English language teaching,* London: Longman

Hawkins, R. , Al-Eid. S., Almahboob, I., Athanasopoulos, P(2006). *Accounting for English article interpretation. by L2 speakers.* In Foster-Cohen, S.H., Medved Krajnovic, M. and Mihaljevi'c Djigunovi'c, J. , editors, EUROSLA Yearbook: Volume 6, pp. 7-25.

Hewings M. (2005). *Advanced grammar in use*. Cambridge.

Hockett, C.F 1958. *A course in modern linguistics,* New Delhi: Oxford & IBM.

Hornby, A. S. (2000). *Oxford advanced learner's dictionary of current English*. Oxford:OUP

Huebner, T. (1983). *A longitudinal analysis of the acquisition of English*.

Huebner, T. (1985). *System and variability in inter-language syntax.* Language learning, 35, 141-163.

Ionin, T., Ko, H. and Wexler, K. (2004). *Article semantics in L2 acquisition: The role of specificity.* Language Acquisition 12, 3-69.

Kharma, N. (1981). *Analysis of the errors committed by Arab university students in the use of the English definite/indefinite articles*. IRAL, 19, 333-345.

Kothari, C.R. 1985. *Research methodology,* New Delhi: Wishwa Prakshan.

Lado, R. (2000). *Language teaching,* London: Longman.

Lardiere, D. (2004). *Knowledge of definiteness despite variable article omission*. In Brugos, A., Micciulla, L. and Smith, C.E., editors, BUCLD 28, Proceedings. Somerville, MA: Cascadilla Press, 328-39.

Larsen-Freeman, D. and Celce-Murcia. 1983. *The grammar book for ESL/EFL Teachers.* Rowley: New Delhi House.

Leary, Z. O. (2004). *The Essential guide to doing research*. London:CUP

Manczak-Whohlfeld E., Nizegorodced A., William E.(1998). *A Practical grammar of English.* Warszawa.

Maratsos, M. (1971). *The use of definite and indefinite reference in young children.* An Unpublished doctoral dissertation, Harvard University, Cambridge , MA.

Maratsos, M. (1976). *The use of definite and indefinite reference in young children: An experimental study of semantic acquisition*. New York: Cambridge University Press.

Mizuno, H. (1985). *A psycholinguistic approach to the article system in English.* JACET Bulleting, 16, 1-29.

Mizuno, M., (1999). *Inter-language analysis of the English article system: Some cognitive constrains facing the Japanese adult learners*. IRAL: international review of applied linguistics in language teaching , 37(2), 127-152.

Murphy, R. (1994). *English grammar in use : A self- study reference and practice book for intermediate students.* Cambridge.

Nesfield, J.C. 1965. *English grammar series book IV: Idiom, grammar and synthesis*, Madras: Macmillan Co. Ltd.

Neupane, R. (2006). *A comparative study on proficiency in the use of article by the gine Graders of public and private school's of Tanahun*. An Unpublished M.Ed. Thesis. Kathmandu : T.U.

Nunan, D. 1998. *Language teaching methodology*. New York: Prentice Hall.

Nuvan, D. 1989. *Designing tasks for the communicative classroom.* Cambridge: CUP.

Odlin, T. (1989). *Language transfer: cross-linguistics influence in language learning.* Cambridge, U.K.: Cambridge University Press.

Parrott, M. 1997. *Tasks for language teachers*. Cambridge: CUP.

Paudel, R.(2008) . *Study on the proficiency of grade VIII students in the use of articles.* M.Ed. Thesis. Kathmandu : T.U.

Quirk, Randolph et al. 1973. *A University grammar of English Essex*: Longman.

Richards , J. 1990. *The language matrix.* Cambridge: CUP.

Richards, J. et al. 1985. *Longman dictionary of applied linguistics*. Essex: Longman.

Tarone, E. (1985). *Variability in inter–language use :* A study of style–shifting morphology and syntax. language learning, 35, 373-395

Tarone,E., & Parrish, B. (1988). *Task–related variation in inter–language :* The case of articles. Language Learning, 38, 21-44. The role of specificity. Language Acquisition 12, 3–69.

Thomson, A.J. and Martinet. A.V. 1992. *A Practical English Grammar.* Delhi: Oxford University Press.

Thomas, M. (1989). *The acquisition of English articles by first and second language learners*. Applied Psycholinguistics*, 10, 335–355.*

Wallance, M.J. 1998. *Study skills in English*, New Delhi: Foundation Books.

White, L. (2003). *Fossilization in steady state L2 grammars: implications of persistent problems with inflectional morphology.* Bilingualism : Language and Cognition 6, 128–141.

Yamada, J. & Matsuura, N.(1982). *The use of the English articles among Japanese Students*. RELC Journal, Vol. 13, 50–63

Young, R. (1996). Form – *Function relations in articles in English inter – language*. In R. Bayley & D. R. Preston (Eds.) second language acquisition and linguistic variation (pp.135–175).

Appendix- 1

Test Items

Name of the student: Roll No:

Name of the school: Full marks:

Class: Pass Marks:

Sex: Male / Female   Time:

Group "A"

Attempt all the questions:

Q.N. 1) Give a tick ( ) mark in the correct answer:

   Multiple choice items

   (1) Binod is …………….. Best student in the school.

   a) a   b) an   c) the   d) nothing

   (2) . ……………. Water in the tank is clean.

   a) a   b) an   c) the   d) nothing

   (3) The son is in …………. sky.

   a) a   b) an   c) the   d) nothing

   (4). Copper is ………….. useful metal.

   a) a   b) an   c) the   d) nothing

   (5) She is …………. untidy girl.

   a) a   b) an   c) the   d) nothing

   (6)… water is changed into ice by cold.

   a) a   b) an   c) the   d) nothing

   (7) Mr.Gautam is ……………. tallest man in our office.

   a) a   b) an   c) the   d) nothing

   (8) Honesty is the best policy.

   a) a   b) an   c) the   d) nothing

   (9) Buy me ………… umbrella.

   a) a   b) an   c) the   d) nothing

   (10) He is ……….. European.

   a) a   b) an   c) the   d) nothing

   (11) A fly is …………. insect.

   a) a   b) an   c) the   d) nothing

(12) I have ………… black dog.

   a) a   b) an   c) the   d) nothing

(13) Which is …………….. longest river in India?

   a) a   b) an   c) the   d) nothing

(14) He is …………….. MA.

   a) a   b) an   c) the   d) nothing

(15). She plays on …………. Guitar.

   a) a   b) an   c) the   d) nothing

(16) Wisdom is …………. admired everywhere.

   a) a   b) an   c) the   d) nothing

(17) He learns …………. Mahabharat on every morning.

   a) a   b) an   c) the   d) nothing

(18) I want ………… glass of milk.

   a) a   b) an   c) the   d) nothing

(19) He plays on …………. violin.

   a) a   b) an   c) the   d) nothing

(20). ………………. Water is essential for life.

   a) a   b) an   c) the   d) nothing

Group "B"

1. Fill in the blanks spaces with appropriate articles for the following:

1. They play ……………… harmonium well.
2. He drinks ………….. Orange Juice.
3. She is ……………… most intelligent girl in her class.
4. He likes ……………. Red apples.
5. Where did you meet ………….. Principal?
6. The Atlantic Ocean is ………….. biggest ocean.
7. Mrs. Indira is ………….. honorable teacher.
8. Ram has passed I.SC. and is studying in ……….. University.
9. What is Mr Gurung like ? He is ……….. honest man.
10. Who invented ………… radio ?
11. He earns Rs.10,000 ………… month.
12. Who is ………… best student of your class?
13. Have you seen ………. One eyed man?
14. ………… water in the glass is very dirty.
15. …………… injured passengers of this bus rushed to hospital.
16. Mr. Parajuli will be ………. unwanted fellow in our locality.
17. He is not ………….. honorable man.
18. Nepal is ……….. birth place of lord Buddha.
19. ………. Blind man is unfortunate not to see.
20. The woman who is wearing ……….. blue Sari , is my wife .

Group "C"

1. Cross out the wrongly used articles and make correction if necessary for the following:

1. A cat is chasing a mouse.
2. She is a English teacher.
3. Hemanta is an police officer.
4. He reads a Kathmandu Post every day.
5. A Congress Party is the oldest party in Nepal.
6. A girl in a Red dress is beautiful and bright.
7. A government should help the handicap.
8. He carried the small white TV.
9. That is a book I like most.
10. Bhim bought a piece of cloth from a market that he used to go.
11. A chair, I am sitting on is ready to break.
12. My father takes Cigarette twice a day.
13. An iron is a useful metal.
14. A pacific ocean is the greatest ocean in the world.
15. She is a untidy girl.
16. The European visited our school today.
17. A flowers in our garden are beautiful.
18. A water in the glass dirty.
19. I don't know a exact meaning of this word.
20. He is a honorable man.

Group "D"

1. Supply a/an or the where necessary in the following dialogues:

1   A: If you don't mind, shall I ask you a question?

     B: Please?

     A: Who are you by …….. Caste?

     B: I am a Newar.

2   Ram: Is there any religious books?

     Shyam: yes, which one you want to read?

     Ram: I need ……… Gita.

3   Player

     A: Who shall be ………… Captain of our team?

     B: No, I don't want to be in this time.

4   Father: It's already eight in the morning. Why you are still sleeping?

     Son: Oh Dad, its Saturday it comes once ………. Week.

5   Nepali: Excuse me, Where are you from?

     Tourist: I am ……….. European.

6   Speaker: What is Mr. Gurung like?

     Student: He is ………. Honest man.

7   Journalist: Have you talked to ………….. Prime minister   of the Country?

     Interviewer: No, I have not talked right now.

8   Student A: Can you tell me one Universal trust?

     Student B: yes. ………. Sun rises in the east.

9   Student A: What's ……….. news of today?

     Student B: Nothing new but as usual.

10   Ram: I am a lawyer; By the way, what's your Job?

     Shyam: I am ………… Engineer.

11   Teacher: Which is ………… longest river in the world?

     Student: The Nile sir.

     Teacher: Yes, exactly.

12   A: What types of man he is?

     B: He is ………. Honest man.

13   Interviewer: Will you tell me about your academic achievement?

Interviewee: I am ……….. MA.

14   Brother: Sister, I don't know ……….. exact meaning of   this word .

Sister: It means someone who studies about the lifestyle of birds.

15   Student A: What is the capital of Nepal?

Student B: ………………. Kathmandu is the Capital of Nepal.

16   A: What is your view about wisdom?

B: ………….. Wisdom is admired everywhere.

17   Father: When did she die?

Mother: She died on ………..10th of June.

18   Businessman A: Who is …………. Richest man in your place?

Businessman B: Mr. Pradhan.

19   Friend A: Which Country would you like to go?

Friend B: I like to go ……….. USA.

20   Shopkeeper: ……………….. Gold is an expensive metal?

Customer: What about price?

Shopkeeper: 10 Thousand.

Appendix – 2

Errors Committed by the Students

S.N.	Errors	Corrections
1	A honest man………	An honest man.
2	He is an European.	He is a European.
3	A fly is a insect.	A fly is an insect.
4	He is a M.A.	He is an M.A.
5	Copper is an useful metal.	Copper is a useful metal.
6	……. Water in the tank is clean.	The water in the tank is clean.
7	What a sad news!	What sad news!
8	She is a untidy girl.	She is an untidy girl.
9	I need religious book ……. Gita.	I need religious book the Gita.
10	A girl in blue sari is my sister.	The girl in blue sari is my sister.
11	That is a book I like most.	That is the book I like most.
12	A congress party is the oldest party of Nepal.	The congress party is the oldest party of Nepal.
13	He reads …… Mahabharat.	He reads the Mahabharat.
14	He reads a Kathmandu post every morning.	He reads the Kathmandu post every morning.
15	A government should help the handicapped.	The government should help the handicapped.

Appendix – 3

Names of the Proposed schools

1. Arpan English School, RajbanshiChowk, Biratnagar.

2. Shree SatyaNarayan Higher Secondary School, Bijuli office Biratnagar.

3. Sunshine Secondary English School, Pokhariya, Biratnagar.

4. Everest Higher Secondary School, Bhrikuti Chowk, Biratnagar.

5. Shree Gograha Higher Secondary school, Bargachhi, Biratnagar.

6. Bright Angel Secondary School, Shiva mandir, Biratnagar.

7. Shree Pokhariya Higher Secondary School, Pokhariya, Biratnagar.

8. Shree Naragram Higher Secondary School, Tankisinwari, Biratnagar.

9. Budhanilkanth Secondary school. Shankarpur, Biratnagar.

10. Shree Buddheswari Secondary School, Buddhanagar, Biratnagar.

Appendix – 4

Total Scores of the Students of Private Schools of Morang District.

1. **Arpan English School, Rajbanshi Chowk, Biratnagar.**

S.N.	Boys						Girls					
	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Amshu Dhungel	17	18	19	20	74	Aarati Mehta	14	16	18	15	63
2.	Basant Rouniyar	14	12	16	18	60	Amita Karki	16	14	17	16	63
3.	Prem Rouniyar	13	11	12	10	46	Apekshya Poudel	12	10	8	7	37
4.	Rabin K.C.	10	11	12	8	41	Rachana Bhattarai	12	10	8	7	37
5.	Avash Kafle	11	14	16	16	57	Susmita Koirala	11	10	12	11	44
6.	Sandesh Nepal	12	10	12	12	46	Srija Nepal	12	12	10	8	42
7.	Jeewan Mehta	14	12	10	8	44	Asmita B.k.	10	14	15	8	47
8.	Sumira	13	12	10	11	46	Swikriti	11	10	12	13	46

S.N.	Name					Total	Name					Total
	n Verma						Mainali					
9.	Niyam Bhagat	12	10	8	6	36	Sampada Regmi	12	10	8	6	36
10.	Roshan Mehta	8	6	7	5	26	Bibisa Poudel	8	7	5	6	26
	Total	124	116	112	114	476	Total	118	113	113	97	441

Total Scores of The Students of Public Schools of Morang District.

2. Shree SatyaNarayan Higher Secondary School, Bijuli office Biratnagar.

	Boys						Girls					
S.N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Jargish Ali	17	18	16	9	60	Roshni Shah	15	16	14	7	52
2.	Bishnu Ku. Rai	15	16	14	8	53	Gauri Das	12	13	11	6	42
3.	Prabej Sek	16	17	14	7	54	Rinku Mehta	14	12	8	8	42
4.	Raju Choudhary	14	15	16	7	52	Rabina Yadav	9	11	9	5	34

5.	Sachin Chakrabati	7	15	13	4	39	Tulsi Sharma	8	10	6	4	28
6.	Pramod Paswan	11	14	12	9	46	Rona Shah	7	8	7	3	25
7.	Sohil Sek	9	16	10	3	38	Soni Rai	8	11	3	10	32
8.	Ajay Das	8	12	11	2	33	Punita Mandal	5	2	2	7	16
9.	Samir Alam	3	11	9	4	27	Preety Kamat	4	12	8	5	29
10.	Prakash Tamang	5	8	6	2	21	Laxmi Kamat	3	9	5	8	25
Total		105	142	121	55	423	Total	85	104	73	63	325

Total Scores of the Students of Private Schools of Morang District.

3. Sunshine Secondary English School, Pokhariya, Biratnagar

		Boys						Girls				
S.N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total

S.	Boys						Girls					
1.	Prashiddha Kafle	17	18	16	15	66	Sajana Shrestha	19	18	17	18	72
2.	Suman Rai	14	11	13	12	50	Alashka Kharel	12	10	8	9	39
3.	Gaurab Bimali	18	17	12	15	62	Kritika Ghimire	15	12	13	8	48
4.	Krishna Ku. Mandal	19	18	19	17	73	Roshni Bhujel	9	7	6	3	25
5.	Asmit Gautam	15	14	13	12	54	Twinkal Shah	12	12	11	9	44
6.	Manjil Khatiwada	14	12	10	9	45	Deepeskikha Jaiswal	12	14	16	7	49
7.	Prabesh Pokharel	16	14	12	13	55	Shristi Subedi	13	15	16	14	58
8.	Ayush Poudel	8	10	12	8	38	Mallika Parajuli	3	6	7	5	21
9.	Saurab Kathyat	9	8	7	11	35	Priya Ghosh	8	5	4	2	19
10.	Sinnet Mallik	11	8	5	9	33	Nikita Kamat	9	10	9	8	36
	Total	141	130	119	121	511	Total	112	109	107	83	411

Total Scores of the Students of Private Schools of Morang District.

4. Everest Higher Secondary School, Bhrikuti Chowk, Biratnagar.

	Boys					Girls				
S.	Name	Ite	Ite	Ite	Ite	Tot	Name	Ite	Ite	Ite	Ite	Tot

N.		m No. 1.	m No. 2.	m No. 3.	m No. 4.	al		m No. 1.	m No. 2.	m No. 3.	m No. 4.	al
1.	Rupesh Timsina	15	14	12	13	54	Sreeti Jha	18	16	14	15	63
2.	Srijal Shrestha	20	18	16	19	73	Sweta Choudhary	3	2	5	1	11
3.	Pradhman Mehta	4	6	8	3	21	Salina Shrestha	8	10	12	14	44
4.	Nishank Raut	10	12	14	13	49	Neha Mahatto	16	15	14	9	54
5.	Nishan Thapa	16	18	17	15	66	Sonika Shrestha	15	13	12	11	51
6.	Nabin Parajuli	15	16	18	17	66	Denisha Parajuli	14	12	10	8	44
7.	Dipak Dangol	10	8	12	14	44	Melisha Raut	12	10	10	12	44
8.	Samir Shrestha	4	6	5	3	18	Ronika Gupta	10	8	12	7	37
9.	Pratik Karki	16	14	12	10	52	Muskan Gupta	12	14	13	11	50
10.	Gaurab Gautam	15	12	13	9	49	Sweccha Raut	14	12	10	12	48
Total		125	124	127	116	492	Total	122	112	112	100	446

Total Scores of The Students of Public Schools of Morang District.

5. Shree Gograha Higher Secondary school, Bargachhi, Biratnagar.

	Boys						Girls					
S.N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Sudesh Khawas	16	14	13	14	57	Puja Shah	12	11	10	12	45
2.	Rahul Paswan	15	12	9	8	44	Preety Sharma	10	11	12	10	43
3.	Dipak Mandal	14	16	11	10	51	Manisha Roy	8	6	10	7	31
4.	Ramesh Pokharel	13	10	12	11	46	Joti Roy	6	8	10	5	29
5.	Sanjok Pariyal	15	14	12	8	49	Rekha Roy	4	6	7	4	21
6.	Prince Dahal	15	14	12	13	54	Anjali Choudhary	2	4	5	3	14
7.	Ajaya Manda	3	6	7	5	21	Aarti Roy	11	10	8	9	38

S.N.	Name						Name					
	l											
8.	Bishal Paswan	9	8	6	7	30	Renu Roy	14	7	6	8	35
9.	Aashis Paswan	5	10	8	6	29	Manisha Shah	12	5	6	7	30
10.	Anil Paswan	16	14	12	11	53	Dipika Rajbanshi	10	8	6	8	32
	Total	121	118	102	93	434	Total	89	76	80	73	318

Total Scores of the Students of Public Schools of Morang District.

6. Shree Pokhariya Higher Secondary School, Pokhariya, Biratnagar.

	Boys						Girls					
S. N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Sagar Subedi	10	12	14	11	47	Sajja Niroula	11	10	8	7	36
2.	Shivant Anil Kausik	8	12	10	9	39	Rubina Kafle	2	4	5	6	17

S.	Name	Ite	Ite	Ite	Ite	Tot	Name	Ite	Ite	Ite	Ite	Tot
3.	Asmin niraula	12	14	12	8	46	Yojana Subedi	10	12	14	8	44
4.	Nitesh Dulal	14	10	12	14	50	Kripa Basnet	14	9	7	6	36
5.	Avash Raut	16	14	12	10	52	Smarika Dahal	12	14	13	12	51
6.	Sujan Timsina	18	17	15	12	62	Prakiti Niroula	15	14	12	9	50
7.	Anish Poudel	17	16	15	16	64	Puja Dulal	12	10	12	8	42
8.	Avinag Poudel	13	16	15	12	56	Merina Majhi	13	14	12	9	48
9.	Himal Niroula	14	8	10	12	44	Rakshya Subedi	11	7	9	10	37
10.	Ishwor Subedi	12	10	8	11	41	Rasina Dulal	4	5	3	2	14
Total		134	129	123	115	501	Total	104	99	95	77	375

Total Scores of the Students of Private Schools of Morang District.

7. Bright Angel Secondary School, Shiva mandir, Biratnagar.

Boys							Girls					
S.	Name	Ite	Ite	Ite	Ite	Tot	Name	Ite	Ite	Ite	Ite	Tot

N.		m No. 1.	m No. 2.	m No. 3.	m No. 4.	al		m No. 1.	m No. 2.	m No. 3.	m No. 4.	al
1.	Amir Khan	12	14	8	7	41	Renuma Khan	10	8	9	7	34
2.	Rohit Paswan	10	10	12	11	43	Shova Choudhary	11	12	14	13	50
3.	Shad Khan	9	12	11	8	40	Kushi Khatun	8	9	12	11	40
4.	Ankit Paswan	10	12	14	12	48	Sandhaya Mandal	13	10	11	12	46
5.	Ganesh Kamat	9	11	13	12	45	Swsatika Poddar	11	9	7	8	35
6.	Smile Ali	9	10	12	11	42	Swsatika Thapa	9	12	11	10	42
7.	Prawal Dangol	14	12	11	13	50	Prenana Tamang	11	10	8	9	38
8.	Prasiddha Rai	9	12	11	7	39	Sanskriti Niroula	11	8	7	10	35
9.	Sohav Hak	12	14	15	16	57	Jaynak Khatun	12	10	8	9	39
10.	Karan Rajbansi	13	14	15	16	58	Jasmin Khan	9	8	10	12	39
	Total	107	121	122	113	463	Total	105	98	97	101	398

Total Scores of the Students of Public Schools of Morang District.

8. Shree Naragram Higher Secondary School, Tankisinwari, Biratnagar.

		Boys					Girls					
S. N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Biplov Mehta	20	18	17	19	74	Bunu Shah	16	15	14	13	58
2.	Rudra Shrestha	14	15	17	16	62	Anita Rijal	14	15	16	10	55
3.	Birendra Gurung	12	11	7	9	39	Prabha Bhattarai	12	11	10	8	41
4.	Amit Chhetri	13	14	15	12	54	Manju Magar	15	8	10	7	40
5.	Dinesh Subedi	18	16	14	12	60	Nisha Das	5	4	3	5	17
6.	Santohs Niraula	12	16	14	10	52	Titu Giri	12	13	10	9	44
7.	Rajeev Baral	10	12	11	8	41	Sabina Mahat	16	14	12	10	52
8.	Jhamak Pokhre	14	12	10	7	43	Muna Luitel	14	12	10	8	44

	l										
9.	Shyam Basnet	5	6	3	1	15	Babita Adhika ri	19	20	16	16	71
10.	Rohan Yadav	10	8	5	3	26	Laxmi Koirala	18	17	16	15	66
	Total	128	128	113	97	466	Total	141	129	117	101	488

Total Scores of the Students of Private Schools of Morang District.

9. Budhanilkanth Secondary School, Shankarpur, Biratnagar.

		Boys					Girls					
S. N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Ashif Khan	16	14	9	10	49	Shristhi Shrestha	18	14	16	15	63
2.	Prithvi Khaws	18	16	15	12	61	Pritha Nepal	17	15	12	11	55
3.	Yash Jain	17	16	15	14	62	Pooja Nepal	16	15	14	13	58
4.	Abishek Roy	15	16	17	10	58	Sabnam Thandar	13	12	11	10	46
5.	Abishek Bhagat	12	12	10	8	42	Aswina Ghimire	10	10	8	8	36
6.	Amush Rai	8	5	4	4	21	Swastik a Karki	7	6	5	3	21

S.N.	Name					Total	Name					Total
7.	Prabesh Khadka	7	8	6	5	26	Swastika Choudhary	16	12	14	11	53
8.	Arjun Khadka	16	15	14	12	57	Prishankha Gautam	18	20	19	17	74
9.	Manish Choudhary	18	19	16	17	70	Ankita Thapa	15	16	14	12	57
10.	Sujit Choudhary	15	14	12	12	53	Annie Nawang	13	12	10	10	45
Total		142	135	118	104	499	Total	143	132	123	110	508

Total Scores of the Students of Public Schools of Morang District.

10. Shree Buddheswari Secondary School, Buddhanagar, Biratnagar.

	Boys						Girls					
S.N.	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Chandan yadab	20	18	19	17	74	Sunita Kumari Ram	17	15	16	12	60
2.	Ashok	16	14	10	12	52	Rubi	16	12	8	10	46

	Mandal						Yadav					
3.	Ram Ku.Ram	18	16	14	12	60	Preeti Yadav	15	14	12	10	51
4.	Krishna Mallick	17	15	14	12	58	Suman Kumari Ram	14	12	10	8	44
5.	Shyam Yadav	12	10	10	8	40	Babita Kumari Mallick	16	12	11	9	48
6.	Hari Mallick	15	12	14	10	51	Amita Kumari Mandal	10	12	14	8	44
7.	Kishor Ku.Ram	16	10	8	12	46	Kabita Kumari Yadav	4	5	3	2	14
8.	Binod Ku.Yadav	12	9	10	8	39	Kiran Kumari Yadav	10	8	8	7	33
9.	Sunil Ku.Yadav	10	12	14	10	46	Sabita Kumari	8	7	6	5	26

						Mallick					
10.	Arjun Ku. Ram	8	7	5	3	23	Rina Kumari Yadav	10	12	14	8	44
	Total	144	123	118	104	489	Total	120	109	102	79	410