



**Daffodil**  
*International*  
**University**

Report on  
**Grammatical Competence of EFL Learners at  
Tertiary Level: A Survey at DIU**

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## **Abstract**

Grammatical competence is defined as the linguistic skill that is necessary for producing language accurately in a given situation. This research is intended to explore the grammatical competence of the students of the tertiary level with special focus on Daffodil International University. In Bangladesh, English is a foreign language and in most of the cases, students remain weak in grammar despite years of learning efforts. For this reason, they fail to write English correctly as students and later as employees. It is the teachers' responsibility to prepare students in such a way that they become capable of using the English language accurately. In this respect it is important to understand the nature of grammatical competence/incompetence of the students. The present research has been adopted for this purpose. For fact finding, a survey was conducted among the first year first/second semester students of different departments in different campuses of DIU. The opinion of the English language teachers' were also collected regarding the grammatical competence of the students they teach and some pedagogical issues. Data was collected through questionnaire and analyzed with competent software. Numerical values of students' grammatical competence were calculated and relative strengths and weaknesses in certain grammatical elements (considered variables) were also measured. Students' and teachers' feedbacks were compared with a view to understanding the nature of assessments. The findings of this research could be utilized in developing a need-based syllabus for the students of English at the tertiary level.

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## Introduction

Students face various difficulties in English, which is a needed foreign language in Bangladesh, at tertiary level. Though they have already studied twelve years in schools and colleges, with much exposure to English, they do not show much proficiency in it. They often commit mistakes while using the language for academic and other purposes. They show special weakness in grammar. Grammatical weakness continues throughout their lives if it is not addressed by proper instructional designs at the institutional level. English language syllabus, if properly designed based on the analysis of students' needs, can help students to a great extent to overcome this weakness. Students may increase their level of grammatical competence with conscious efforts under the guidance and training of instructors/teachers.

The purpose of the present research has been to explore the state of grammatical competence of the students at the tertiary level with special focus to Daffodil International University. For the purpose a survey has been conducted among the students of different departments of DIU under different faculties during Spring-2014 semester. The departments are Computer Science and Engineering (CSE), Multimedia Technology and Creative Arts (MTCA) under the Faculty of Science and Information Technology (FSIT); Textile Engineering (TE), Electronics and Electrical Engineering (EEE) and Electronics and Telecommunication Engineering (ETE) under the Faculty of Engineering (FE); Pharmacy under the Faculty of Allied Health Science (FAHS); Bachelor of Business Administration (BBA) and Tourism and Hospitality Management (THM) under the Faculty of Business and Economics (FBE); and English, Law and Journalism and Mass Communication (JMC) under the Faculty of Humanities and Social Science (FHSS).

A total number of 850 students and 17 teachers took part in survey, which covered four campuses – Dhanmondi, Uttara and Ashulia – of DIU. Mainly the first year first semester students were brought under survey who have usually basic English course, namely English-I and English-II. Of them, 626 students were from Dhanmondi campuses (Shukrabad and Sobhanbag), 155 from Uttara campus and 69 from Ashulia campus. Under FSIT, the number of students was 277, under FE 228, under FAHS 25, under FBE 228 and under FHSS 92.

The survey had two parts. The first part was done with students and second part was done with teachers of English language. A carefully designed questionnaire was provided to the students and teachers. There were 26 questions for students and 28 questions for teachers. From the answers, we have tried to ascertain in which areas of grammar the students face problems and in areas they feel easy. Teachers have also assessed the grammatical competence of students based on their experiences of practical teaching and checking students' answer scripts. Their feedback and insight have been useful in taking decisions on students' grammatical competence levels.

This report covers theoretical as well statistical aspects of grammatical competence of students. Theoretical aspects cover explanations of relevant concepts and defining variables. Statistical aspects cover data structure and analysis, which run across department/faculties and campuses. Calculations have been made on various strata to find

out values, for examples, percentages and means. To make facts clear, necessary tables and graphs have been used.

It is a comprehensive study of the grammatical competence of the target population, i.e., DIU entry level students. The study has adopted a statistical approach. This research provides a better understanding of the student needs in the realm of grammar, paving the way for developing an effective syllabus for them, in subsequent phases. Some recommendations have been provided based on the findings of the research. The recommendations could be utilized in the development of curriculum of English language of the university across departments, which will benefit students most, making them highly competent in using language correctly.

## **Aims and Objectives of the Research**

The research entitled “Grammatical Competence of EFL Learners at Tertiary Level: A Survey at DIU” has been adopted with some clear aims and objectives. The ultimate goal is to enhance the English language skills of students with the design and implementation of an effective teaching program in line with the research findings coming out of observations and reflecting ground realities.

### **Aims:**

1. To assess the level of grammatical competence of the students of DIU;
2. To identify the problematic areas of English grammar faced by students;
3. To suggest ways of overcoming the grammatical problems faced by the students;
4. To outline a grammatical syllabus that might be effective for the targeted students.
5. To develop a teaching method with a modification of the traditional Grammar-Translation Method.

### **Objectives:**

1. To collect data from the students and teachers through questionnaires;
2. To analyze data to find out realities of grammar teaching/learning;
3. To calculate values, like sums, means and percentages, regarding grammatical competence;
4. To extract values from the student data and teacher data and make a comparison.
5. To systematically tabulate data and graphically present data analysis.

## **Methodology**

The research is a comprehensive quantitative study. It was conducted in two ways: survey and literature analysis. Survey was conducted among the students of different departments of Daffodil International University, who have to attend English courses in the first year first/second semester as per their syllabus, and the teachers who teach students in different departments under different faculties located at scattered campuses. These students and teachers constituted our sample. From them necessary information was collected through questionnaire. The information was then analyzed with competent software.

The research also required sufficient reading for background study and theoretical grounding. For reading, available DIU library resources were used. Other books and journals were purchased from the market.

The research has investigated the grammatical competence of DIU students, alongside studying others related aspects of grammar teaching/learning. A statistical approach has been adopted for the sake of objectivity.

## Aspects of Grammar

Grammar is the most fundamental part of a language. It is generally assumed to be the collective rules of a language that govern its structure and use. Grammar shows how different types of words function and are put words together to make meaningful sentences. Grammar is defined in literature in the following terms:

- i) Grammar is the study of how words and their component parts combine to form sentences.
- ii) Grammar is the written official rules, and unwritten common-knowledge rules, governing how words are put together to form a written and spoken language.
- iii) Grammar is the branch of linguistics that deals with syntax and morphology (and sometimes semantics).
- iv) Grammar includes pragmatics, that is, the appropriate use of spoken language.
- v) Grammar is not restricted to a particular language but it makes generalisation about all human languages.

The fourth definition points to the fact that grammar is not simply rules of a language but it melts down to social, semantic and discourse factors. The fifth definition claims the existence of universal grammar.

There are various types of grammar: Prescriptive grammar, Formal grammar, Descriptive grammar and Functional grammar. Prescriptive grammar is a grammar which prescribes the rules for every one to follow without questioning. Formal grammar focuses exclusively on the forms of language. In teaching such grammars, the ever changing nature of the language and using it meaningfully is totally ignored. Grammar which allows usage, as it develops and describes from time to time, is called Descriptive grammar. Functional grammar exclusively focuses on the functions of grammar. They take note of new usage as it appears from time to time in communication.

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children—in a sense doing grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences, we have to know grammar. Knowing grammar offers a window into the human mind and into our amazingly complex mental capacity.

Grammar gives the language users a great confidence in using the language correctly. Only a sound knowledge of grammar can help one to edit texts. It provides an explanation of why a sentence is right or wrong. Our students need the knowledge of grammar most. It will not only ensure their good grades in examinations but also better performance in career and life.



## What is Grammatical Competence?

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence as defined by Noam Chomsky would include phonological competence. For examples, learners of English need to know that 's/es' is added to the verb which is in present indefinite tense following a subject which is third person singular. With this, a person knows how words of a language would be used, what type of changes would take place when words are put in sequence.

Grammatical competence is considered to be a part of communicative competence. Communicative competence covers phonological competence, lexical competence and discourse competence besides grammatical competence.

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including: consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns, and any other suprasegmental features that carry meaning. Related to phonological competence is orthographic competence, or the ability to decipher and write the writing system of a language.

Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent, and other elements which are used to make important points distinctive or prominent. Learning a language involves learning how to relate these different types of discourse in such a way that hearers or readers can understand what is going on and see what is important. Likewise it involves being able to relate information in a way that is coherent to the readers and hearers.

Researchers also talk of sociolinguistic competence as a distinct part of total linguistic competence. Language is principally a social phenomenon and people in society use it for communicating with one another. Therefore language has to maintain certain social rules besides pure linguistic rules. Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. For example, when greeting someone in a very formal situation an American might say, *Hello, how are you?* or *Nice to see you again*, but if he were meeting a friend in an informal situation it would be much more appropriate to say *Hi*, or *Hey, whatcha been doing?*

In the present research we are mainly concerned with the grammatical competence of English: the knowledge of how words of English are arranged into meaningful sequences. This competence, though, borders other competences. It closely interacts particularly with lexical and phonological competence.

## **English as a Foreign Language (EFL)**

EFL is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. It is an academic discipline found in schools, colleges and universities. The EFL courses attempt to impart English language knowledge to the learners who feel the need to communicate in that language.

EFL is contrasted with ESL (English as a Second Language).

ESL (English as a Second Language) is mostly out of use as it is only appropriate where the student has only one other language, which is not always the case.

EFL (English as a Foreign Language (definitely not First, see the Wikipedia link)) is also becoming outdated as it is only useful if the language is not an official language of the country of residence.

The Term EAL (English as an Additional Language) is more encompassing as it applies to the maximum number of situations.

The mission of the EFL program is to train students in English through quality language instruction and cultural orientation to students who require English for their academic, professional or personal needs. It supports students with different language backgrounds and learning styles by helping them acquire:

- the ability to use English effectively when speaking, listening, reading and writing the ability to communicate in culturally appropriate ways.
- an awareness of the distinctive qualities of English speaking culture in comparison with their own and other cultures.

We consider English as a foreign language in Bangladesh. Therefore, our survey is a part of EFL study. Our focus is on EFL at the tertiary level, i.e., university. Like other universities, Daffodil International University has also an English Department which offers programs at undergraduate and graduate levels. Though these programs are mainly centered on English literature, it has a language part in it. The language-related courses prepare the students for using English in 'proper way'. This 'proper way' includes accuracy, which directly calls for grammar. Therefore, grammar teaching is an important and necessary part of tertiary level English curricula.

Even when teachers are teaching literature at the tertiary level, they try to teach language in an indirect way. This is called 'language through literature'. Students learn literature not for the sake of literature but also for the sake of improving their language. DIU English Department syllabus combines the purposes of literature and language. In other departments, only the English language is learnt and taught as the entry levels (in the first and second semesters), as they do not need literature that much.

## Areas of Grammatical Competence

For survey, 23 areas of grammatical competence were chosen. These are our variables in study. These involve the most necessary aspects of grammar, which are assumed to constitute the foundation of any language use. A brief discussion of the selected grammatical competence areas is presented below:

- 1. Use of articles:** There are three articles in English: 'a', 'an' and 'the'. The first two are indefinite article and third one is definite article. Indefinite articles are used when something is referred to indirectly or in an unspecific way. As a general rule, 'a' is used before vowel sound and 'an' is used before consonant sound. Definite article is used when something is referred to as directly or in a specific way. For example:  
A bird is flying over the sky.  
This is an ordinary house.  
I enjoyed the film.
- 2. Subject-verb agreement:** In English, verbs need to agree with preceding subjects. For example, in present indefinite tense, 's/es' is added to the verb if the subject is third person singular. 'Has' is used with third person singular subject and 'have' with plural subjects. Normally 'shall' is used with first person pronouns and 'will' with all other pronouns. Examples:  
He goes to school.  
She has finished her work.  
We shall watch television.
- 3. Forms of verb:** In English there are four forms of verb: present, past, present participle and past participle. Present is the base form of verb and usually used for present tense. The past form of verb is used for past tenses. The past participle form of verb is used for perfect tenses. Present participle form of verb is used for continuous tenses. Examples:  
I eat a mango. (Present)  
I ate a mango. (Past)  
I am eating a mango. (Present participle)  
I have eaten a mango. (Past participle)
- 4. Tenses:** Tense indicates the time of happening. In English there are twelve tenses. Primarily there are present, past and future, and then each of them have indefinite, continuous, perfect and perfect continuous. Examples:  
Present Indefinite: He writes a letter.  
Present Continuous: He is writing a letter.  
Present Perfect: He has written a letter  
Present Perfect Continuous: He has been writing a letter for two hours.  
Past Indefinite: He wrote a letter.  
Past Continuous: He was writing a letter.  
Past Perfect: He had written a letter before I met him.  
Past Perfect Continuous: He had been writing a letter before going to sleep.  
Future Indefinite: He will write a letter.  
Future Continuous: He will be writing a letter.

Future Perfect: He will have written a letter.

Future Perfect Continuous: He will have been writing a letter.

5. **Structure of Simple Sentence:** A sentence should have a subject and a predicate. The subject is the noun to which the sentence's verb refers; the predicate is the verb plus whatever other parts modify or elaborate on it. There are common structural rules of English simple sentences. In an English simple sentence, subject appears at the beginning, followed by verb. The verb may be followed by object if the verb is transitive. Therefore, the sentence pattern is: Subject + Verb + Object. The subject and object are usually noun or noun phrases. Adverbial elements are often added to extend the sentence.

Ratan (Subject) reads (Verb) a book (Object) quietly (Adverb).

Hafiz (Subject) left (Verb) Dhaka (Object) yesterday (Adverb).

6. **Complex Sentence:** A Complex Sentence has two clauses: one is dependent clause / subordinate clause and other is independent clause / main clause. Relative pronoun or adverb is used to make a clause subordinate or dependent. In a complex sentence, the clauses have their own finite verbs and subjects.

I know the person who is a teacher.

As he was sick, he could not attend the meeting.

7. **Conjunction and Compound Sentence:** In a Compound Sentence, there are two or more independent clauses connected by conjunctions like 'and', 'or', 'but'. All the clauses have their finite verbs and expressed or implied subjects. A sentence may combine the features of both the complex and compound sentence, which would be called 'Complex-Compound Sentence'.

He is a teacher and I know him.

He is a teacher and I know him, but we never met.

She was an actress and liked dancing. (The second clause has implied subject 'he'.)

As he was outside, he was ignorant of the incident and could not do anything about it. (Complex-Compound Sentence)

8. **Affirmative and Negative Sentences:** Affirmative Sentence contains a positive message while Negative Sentence contains a negative message usually stated with 'no' or 'not'. Formation of a Negative Sentence often requires the operator 'do', which agrees with the subject and carries the marker of tense. If the sentence has an auxiliary or modal verb, the negative particle is used just after it.

He speaks well.

He does not speak well.

They have not yet arrived.

We will not compromise.

9. **Declarative/Assertive Sentence:** Declarative/Assertive Sentence is simply an affirmative or negative statement in any tense. Simply, a declarative sentence makes a statement. It is contrasted with interrogative and imperative sentence. The majority of sentences in any language are declarative.

I know him.

I want an apple.

The students were not attentive.

You will be happy.

10. **Interrogative Sentence:** Interrogative sentence is used to ask a question. It may be affirmative or negative. There are usually two types of question – ‘yes/no’ and information-seeking. The first type of question starts with the auxiliary, i.e. any form of ‘do’, ‘be’ or ‘have’ verb. The second type starts with an interrogative pronoun like ‘who’, ‘which’, ‘what’, ‘why’, etc. Examples:  
Do you know him?  
What do you want?  
Didn’t you go there?  
Do you understand that?  
Which of these sentences is correct?
11. **Imperative Sentence:** Imperative sentence is used to make a request or command. It usually starts with the base form of verb. An imperative sentence does not require a subject; the pronoun ‘you’ is implied. Example:  
Finish your homework.  
Get out of the room.
12. **Conditional Sentence:** Conditional sentence expresses a condition. It is a complex sentence, in which we get a dependent clause starting with ‘if’ or ‘unless’ beside an independent clause.  
If you come, I will go with you.  
Unless you read, you won’t pass the exam.
13. **Direct and Indirect Speech:** Speech mode is of two kinds – Direct Speech and Indirect Speech. Direct Speech is the exact wording as uttered by the speaker and Indirect Speech is a different wording of the uttered sentence. Direct Speech is put within inverted commas. The tense of the reported speech is changed according to the reporting verb found with the reporter subject.  
He said to me, “You are a good man.”  
He said that I was a good man.
14. **Active and Passive Voice:** Voice is of two kinds – Active and Passive. In active voice, subject is the doer of the action. In passive voice, subject is the sufferer of the action. In Active voice, active form of verb is used; in Passive voice, passive form of verb is used, where ‘be’ verb is exploited in association with the past participle form of verb. A verb is active when the subject performs the verb. A verb is passive when the subject is the recipient of the verb. The doer of the action is marked with ‘by’.  
The tiger killed the deer. (Active voice)  
The deer was killed by the tiger. (Passive voice)  
He has won the prize. (Active voice)  
The prize has been won by him. (Passive voice)
15. **Noun and Noun Phrase:** Noun is the name of any concrete or abstract object - a person, place, or thing. A noun can be replaced by a pronoun. A noun is combined with other words like adjective and article and they together form a Noun Phrase (NP). Noun and Noun Phrase may take the slots of subject, object or complement in a sentence.

Pond (Noun)

the large pond (Noun Phrase)

We like the large pond. (used a object)

More NPs: the black cat, a galloping horse, an affectionate mother

16. **Adjective and Degree:** Adjectives are qualifying words and they are used with nouns, which they describe or modify. Most adjectives have degree – Positive, Comparative and Superlative. Positive degree does not imply any comparison. Comparative degree implies a comparison between two things and Superlative Degree implies a comparison among many things. Superlative is the highest degree of measurement. Many adjectives have also synonyms and antonyms.

Adjectives: big, hard, cold, soft, large, small, clear, black, round, funny, boring, happy, dangerous

good (Positive), better (Comparative), best (Superlative)

short: small (Synonym), tall (Antonym)

17. **Adverb:** Adverbs are of three kinds – manner, place and time. Manner adverbs modify verbs. An adverb sometimes modifies an adjective, for example, ‘very’ in ‘very tall’. Many adverbs can be identified with the suffix ‘ly’, for example, ‘quickly’, ‘smartly’, ‘gladly’, etc., though ‘ly’ is not the reliable marker of adjective. For example, the words ‘friendly’ and ‘deadly’ are in fact adjectives despite having ‘ly’. Some adjectives without ‘ly’ can function as adverb. For example: ‘Strike hard’; ‘Open the door wide’.

Manner: She behaved smartly.

Place: They no more live here.

Time: You may go now.

18. **Prepositions:** Preposition (literally ‘pre-position’) is used in front of a noun or noun phrase (NP) and establishes a relationship with other noun/pronoun in the sentence. The use of preposition should be appropriate in an English sentence. Some examples of preposition are: at, in, out, for, by, to, from.

We are listening to his speech.

Father is proud of his son’s success.

His words are not relevant to the topic.

He is not qualified for the post.

We are responsible for our actions.

Karim is senior to Rahim.

The child has been suffering from fever for three days.

19. **Prepositional Phrases:** A Prepositional Phrase is constituted with a preposition along with noun or noun phrase. Prepositional phrases may mean location or time, and these are frequently used to extend sentences.

Bats fly at night.

He shot the arrow at the bird.

The leaves of the tree are green and large.

His family lives in this village.

We walked by the river.

The bus is running towards city.

The fox is hiding inside the bushes

20. **Phrasal Verbs:** A Phrasal Verb is the combination of a verb and preposition. Phrasal verbs make strong collocation and are often idiomatic. In some phrasal verbs, the verb and preposition may be separated by other words while for some, it is not possible. For example, 'give up' can be separated by an object: 'give it up'.  
 pay for = You have to pay 500 taka for the shirt.  
 stand by = Who is standing by the wall?  
 look at = Look at the beautiful moon.
21. **Verbal Noun and Verbal Adjective:** Verbal Nouns are technically called gerund, which is the 'ing' form of verb, functioning as noun. Verbal Adjective may also be 'ing' form of verb (Present Participle) but functioning as modifier. The Past Participle form of verb can also function as Verbal Adjective.  
Swimming is a good exercise. (Gerund)  
 The running car collided with a bus. (Present Participle)  
 They are picking up the pieces of the broken glass. (Past Participle)
22. **Idioms:** There are many idioms in English. In fact, idioms are so widely used that English is often called an idiomatic language. The meaning of the idioms cannot be deduced from the individual words, which together make a different meaning. For example:  
 black sheep = a spoiled child of a family  
 kick the bucket = to die
23. **Introductory 'it' and 'there':** Introductory 'it' and 'there' are named so as they introduce a sentence though they do not have any meaning in themselves. They function as dummy subjects.  
 It is hot.  
 There was a king.

Some other relevant concepts which have been used in the survey are:

**Inductive and Deductive Approach to Teaching Grammar:** Induction and deduction are logical concepts. It is a dichotomy based on the motion between particular and general. Generally, induction is going from instances to general statement and deduction is going from general statement to instances. This logic is applied to grammar teaching. Grammar can be taught inductively or deductively. Inductive grammar teaching needs presentation of language instances first and then explanation of the underlying rules. Deductive grammar teaching necessitates the introduction of grammar rules first, followed by examples. The first approach is applied to Communicative Language Teaching and Direct Methods. The second approach is applied to Grammar-Translation Method and Audiolingual Method.

**Monolingual and Bilingual Grammar Book:** Monolingualism and bilingualism is trait of using one and two languages respectively. In classroom, monolingual (using only one language) and bilingual (using two languages) grammar books may be used as texts. In Bangladesh context, monolingual grammar books, written in English, for example, can pose problem to the students as it is a foreign language, in which they may not have sufficient proficiency. Bilingual grammar books, on the other hand, use mother tongue

(Bangla) explanations which help students to understand the grammatical rules in a better way.

**Conscious Grammar Vs. Unconscious/Subconscious Grammar:** Grammatical knowledge can be conscious or unconscious/subconscious. Rule-dictated learning of language leads to conscious grammar and natural way of learning (avoiding explicit grammar rules) results in unconscious/subconscious grammar. In a sense, unconscious/subconscious grammar is better as it works from within (spontaneously like the native speakers) and the language users may derive great facility from it. But unfortunately, in case of second/foreign language learning, as it is the case in our country, unconscious / subconscious grammar is really rare. Unconscious/subconscious grammar can be developed from ample reading and listening and long-term exposure to real life interactions.



# Survey and Data Analysis

## Survey with Students

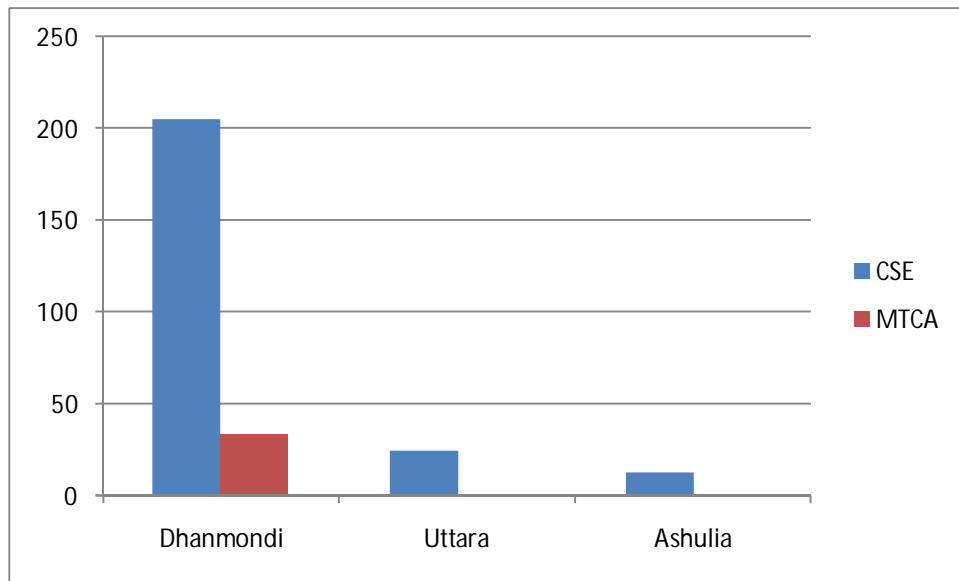
The main purpose of the study has been to measure the grammatical competence of the DIU students, to arrive at a mathematical value through statistical measures. The survey covered all the campuses of DIU located in Dhanmondi, Uttara and Ashulia. It covered 11 departments under five faculties. The departments are Computer Science and Engineering (CSE), Multimedia Technology and Creative Arts (MTCA) under the Faculty of Science and Information Technology (FSIT); Textile Engineering (TE), Electronics and Electrical Engineering (EEE) and Electronics and Telecommunication Engineering (ETE) under the Faculty of Engineering (FE); Pharmacy under the Faculty of Allied Health Science (FAHS); Bachelor of Business Administration (BBA) and Tourism and Hospitality Management (THM) under the Faculty of Business and Economics (FBE); and English, Law and Journalism and Mass Communication (JMC) under the Faculty of Humanities and Social Science (FHSS). A total number of 850 students of first year semester I and II took part in the survey and provided their feedback. Of them, 626 students were from Dhanmondi campuses (Shukrabad and Sobhanbag), 155 from Uttara campuses and 69 from Ashulia campus. Under FSIT, the number of students was 277, under FE 228, under FAHS 25, under FBE 228 and under FHSS 92. The distribution of samples (number of student) is shown in the following table:

**Table 1: Distribution of Sample**

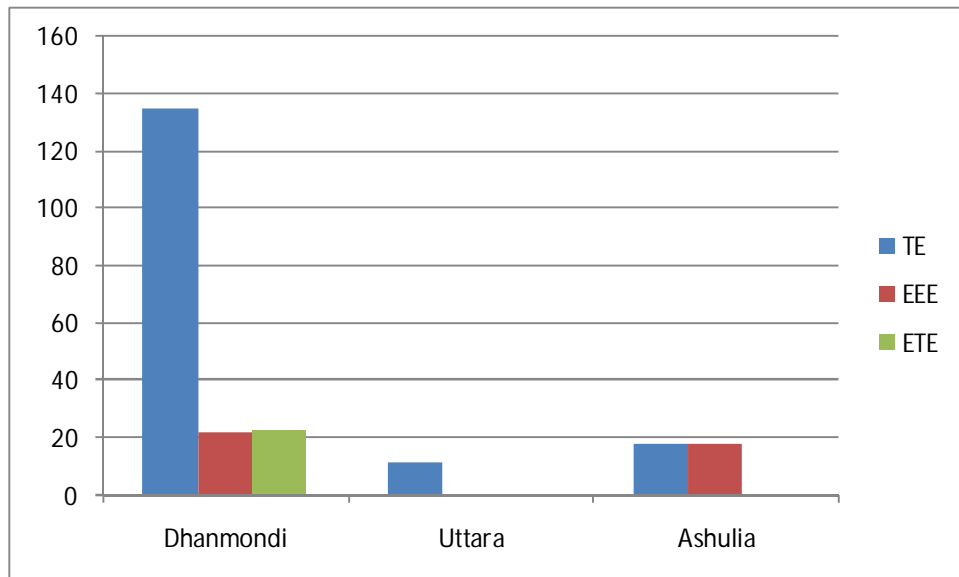
Department	Faculty	Dhanmondi campus	Uttara campus	Ashulia campus	Total
CSE	FSIT	205	25	13	243
MTCA	FSIT	34			34
TE	FE	135	12	18	165
EEE	FE	22		18	40
ETE	FE	23			23
Pharmacy	FAHS	25			25
BBA	FBE	116	82	20	218
THM	FBE	10			10
English	FHSS	15	18		33
Law	FHSS	23	18		41
JMC	FHSS	18			18
	<b>Total=</b>	<b>626</b>	<b>155</b>	<b>69</b>	<b>850</b>

The faculty-wise distribution of sample is presented in the following diagrams:

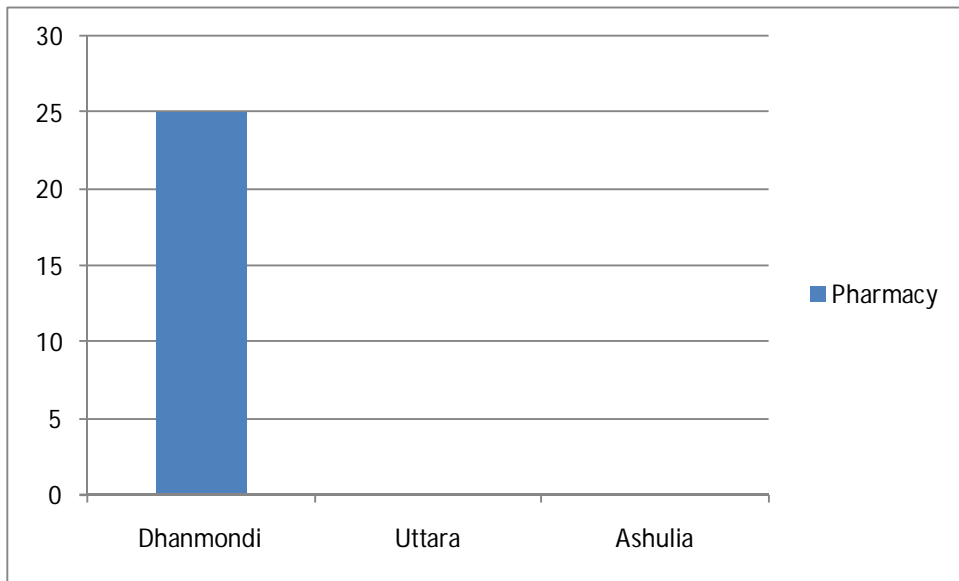
**Graph 1: Distribution of Sample (FSIT)**



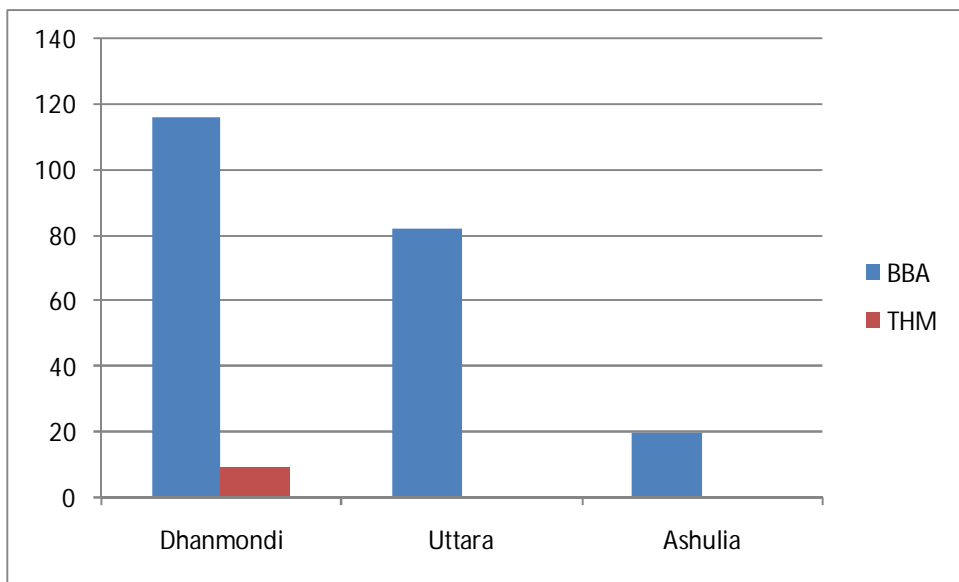
**Graph 2: Distribution of Sample (FE)**



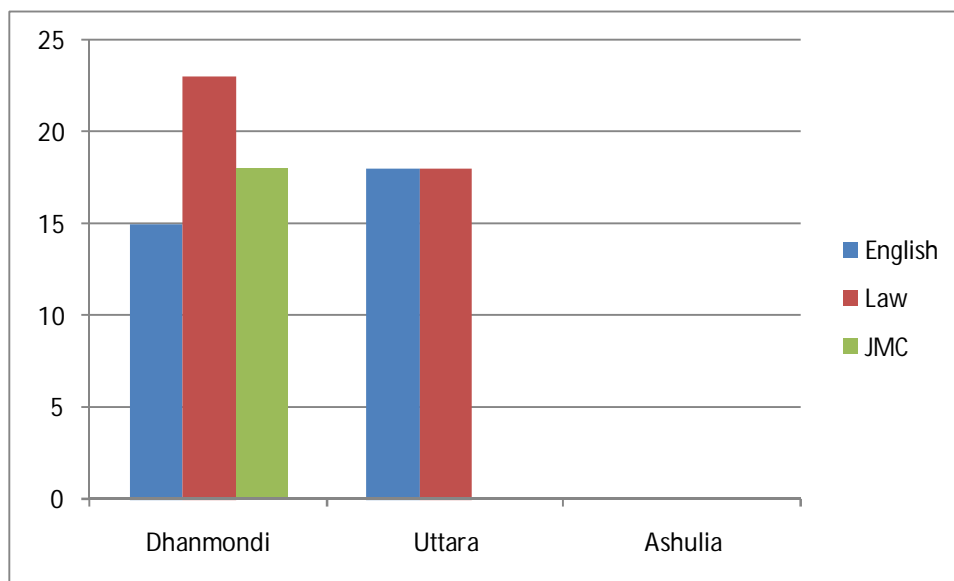
**Graph 3: Distribution of Sample (FAHS)**



**Graph 4: Distribution of Sample (FBE)**



**Graph 5: Distribution of Sample (FHSS)**



For conducting the survey, a questionnaire was prepared carefully so that student and teacher feedback may be elicited. The questionnaire included 26 questions, 23 being competence-centric and 3 opinion-centric. The competence-centric questions (with grammatical items examples were given for easy comprehension) were as follows:

1. Use of articles (a, an, the)
2. Subject-verb agreement (He goes to school)
3. Forms of verb (do, did, done, doing)
4. Tense (present, past, future, indefinite, continuous, perfect)
5. Structure of simple sentence (Subject + Verb + Object)
6. Complex sentence (I know the person who is a teacher)
7. Conjunction (and, or, but) and compound sentence (I know him and he is a teacher.)
8. Affirmative and negative sentences (He speaks well. He does not speak well)
9. Declarative/assertive sentence (I know him. I want an apple.)
10. Interrogative sentence (Do you know him? What do you want?)
11. Imperative sentence (Finish your homework.)
12. Conditional sentence (If you come, I will go with you.)
13. Direct and indirect speech (He said to me, "You are a good man." He said that I was a good man.)
14. Active and passive voice (The tiger killed the deer. The deer was killed by the tiger)
15. Noun and noun phrase (pond, the large pond)
16. Adjective (big, hard, cold, etc.) and degree (good, better, best)
17. Adverb (smartly, here, now, etc.)
18. Preposition (at, to, of, in, out, by, etc.)
19. Prepositional phrase (in the room, at night)
20. Phrasal verb (pay for, stand by, look at)
21. Verbal noun (Swimming is a good exercise) and verbal adjective (a running car)
22. Idiom (black sheep, kick the bucket, etc.)
23. Introductory 'it' (It is hot) and 'there' (There was a king).

There were four options for students to answer: ‘no problem’, ‘a little problem’, ‘considerable problem’ and ‘great problem’. These indicate the level of students’ grammatical competence. The summary of students’ feedback (**total participants 850**) on the 23 questions is presented in the following table:

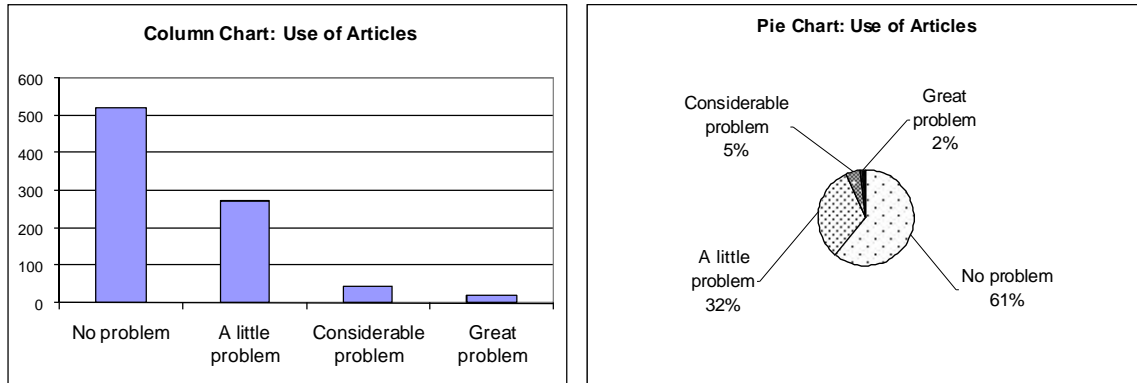
**Table 2: Students’ assessment of their grammatical competence (count and percentage)**

	<b>Grammatical item/question</b>	<b>No problem</b>	<b>A little problem</b>	<b>Considerable problem</b>	<b>Great problem</b>
1.	Use of articles	520 (61.18%)	271 (31.88%)	42 (04.94%)	17 (02.00%)
2.	Subject-verb agreement	358 (42.12%)	320 (37.65%)	112 (13.18%)	60 (07.06%)
3.	Forms of verb	440 (51.76%)	282 (33.18%)	85 (10.00%)	43 (05.06%)
4.	Tenses	402 (47.29%)	261 (30.71%)	121 (14.24%)	66 (07.76%)
5.	Structure of simple sentence	487 (57.29%)	219 (25.76%)	94 (11.06%)	50 (05.88%)
6.	Complex sentence	222 (26.12%)	326 (38.35%)	174 (20.47%)	128 (15.06%)
7.	Conjunction and compound sentence	323 (38.00%)	298 (35.06%)	150 (17.65%)	79 (09.29%)
8.	Affirmative and negative sentences	524 (61.65%)	219 (25.76%)	81 (09.53%)	26 (03.06%)
9.	Declarative/assertive sentence	333 (39.18%)	307 (36.12%)	134 (15.76%)	76 (08.94%)
10.	Interrogative sentence	525 (61.76%)	210 (24.71%)	76 (08.94%)	39 (04.59%)
11.	Imperative sentence	389 (45.76%)	286 (33.65%)	112 (13.18%)	63 (07.41%)
12.	Conditional sentence	267 (31.41%)	318 (37.41%)	162 (19.06%)	103 (12.12%)
13.	Direct and indirect speech	239 (28.12%)	266 (31.29%)	179 (21.06%)	166 (19.53%)
14.	Active and passive voice	270 (31.76%)	291 (34.24%)	159 (18.71%)	130 (15.29%)
15.	Noun and noun phrase	165 (19.41%)	341 (40.12%)	204 (24.00%)	140 (16.47%)
16.	Adjective and degree	305 (35.88%)	325 (38.24%)	146 (17.18%)	74 (08.71%)
17.	Adverb	214 (25.18%)	356 (41.88%)	177 (20.82%)	103 (12.12%)
18.	Prepositions	292 (34.35%)	295 (34.71%)	148 (17.41%)	115 (13.53%)
19.	Prepositional phrase	164 (19.29%)	305 (35.88%)	209 (24.59%)	172 (20.24%)
20.	Phrasal verb	136 (16.00%)	300 (35.29%)	223 (26.24%)	191 (22.47%)
21.	Verbal noun and verbal adjective	142 (16.71%)	283 (33.29%)	202 (23.76%)	223 (26.24%)
22.	Idioms	191 (22.47%)	318 (37.41%)	206 (24.24%)	135 (15.88%)
23.	Introductory ‘It’ and ‘There’	232 (27.29%)	270 (31.76%)	196 (23.06%)	152 (17.88%)

From the frequency distribution of above data matrix, we may get a picture of students' competence in individual grammatical items (variables).

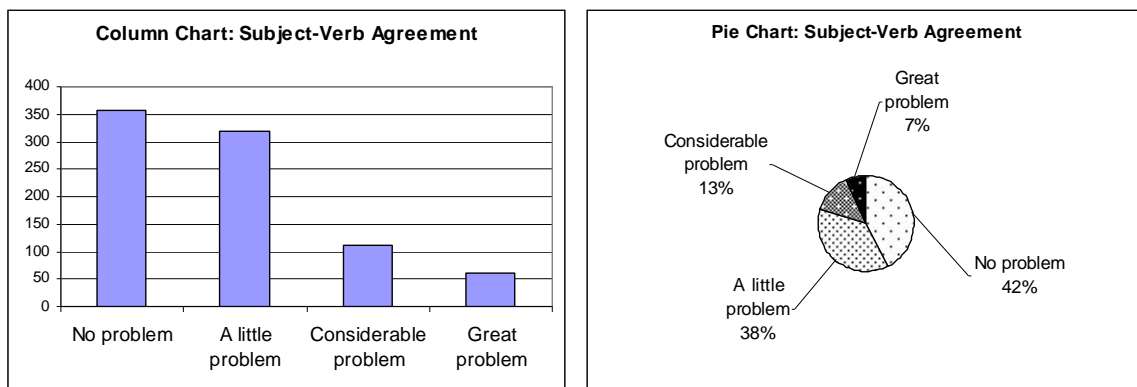
In question no. 1 (articles), 520 students (61.18%) said they have no problem, 271 students (31.88%) said they have a little problem, 42 students (04.94%) said they have considerable problem and 17 students (02.00%) said they have great problem.

**Graph 6: Competence in Articles (Students' Assessment)**



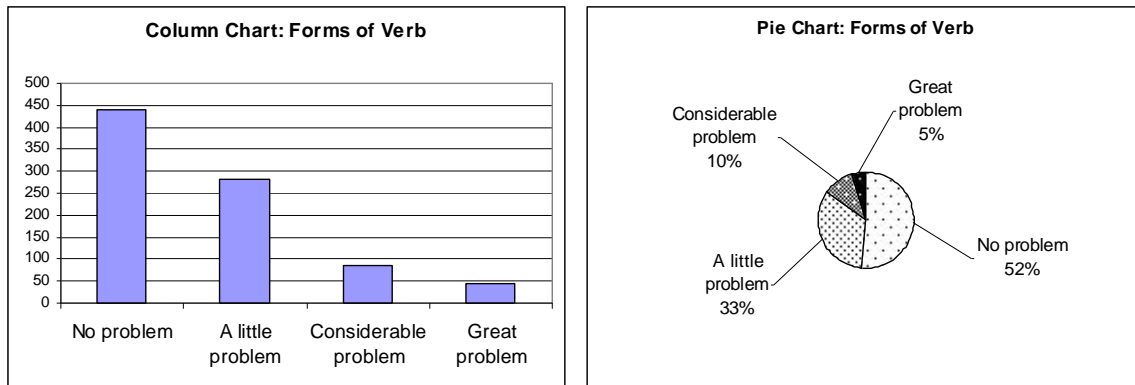
In question no. 2 (Subject-verb agreement), 358 students (42.12%) said they have no problem, 320 students (37.65%) said they have a little problem, 112 students (13.18%) said they have considerable problem and 60 students (07.06%) said they have great problem.

**Graph 7: Competence in Subject-Verb Agreement (Students' Assessment)**



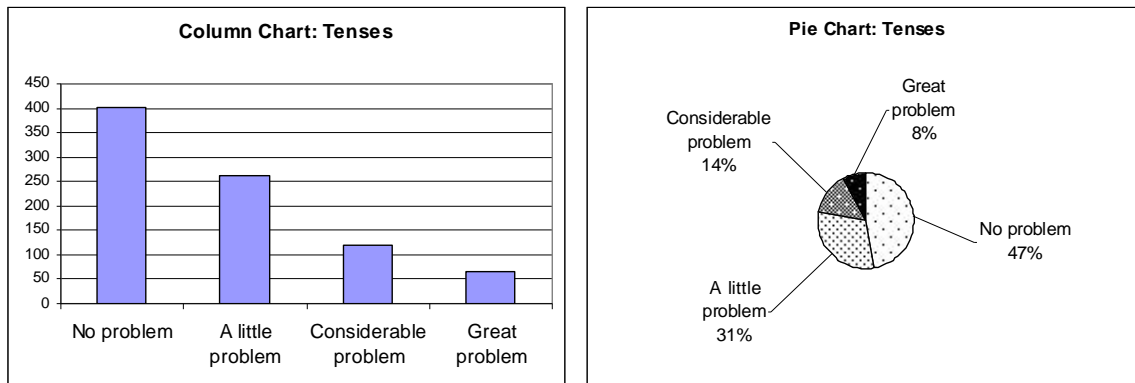
In question no. 3 (Forms of verb), 440 students (51.76%) said they have no problem, 282 students (33.18%) said they have a little problem, 85 students (10.00%) said they have considerable problem and 43 students (05.06%) said they have great problem.

**Graph 8: Competence in Forms of Verb (Students' Assessment)**



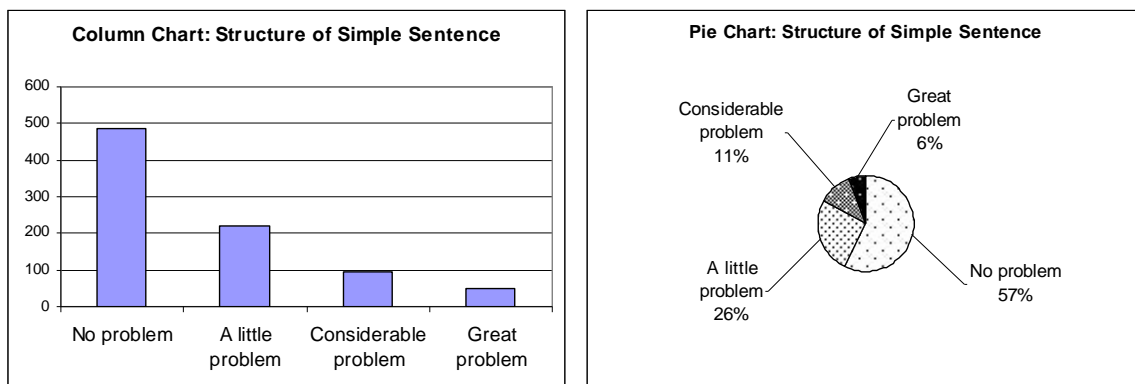
In question no. 4 (Tenses), 402 students (47.29%) said they have no problem, 261 students (30.71%) said they have a little problem, 121 students (14.24%) said they have considerable problem and 66 students (07.76%) said they have great problem.

**Graph 9: Competence in Tenses (Students' Assessment)**



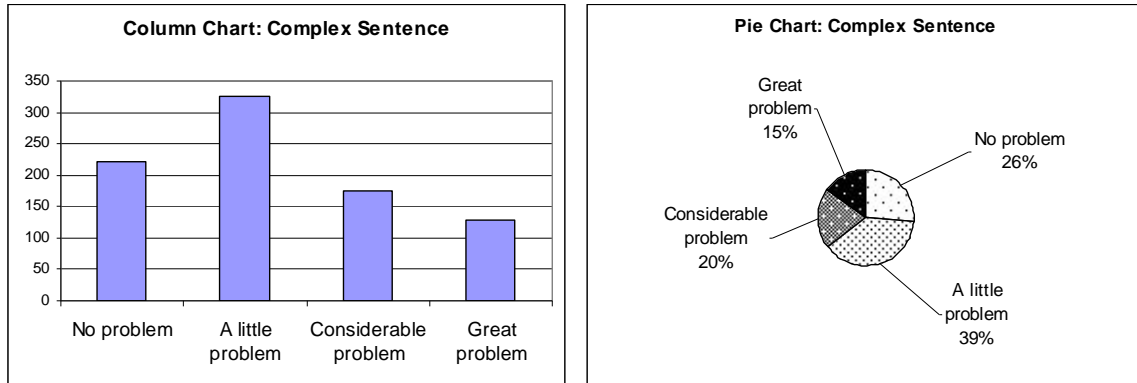
In question no. 5 (Structure of simple sentence), 487 students (57.29%) said they have no problem, 219 students (25.76%) said they have a little problem, 94 students (11.06%) said they have considerable problem and 50 students (05.88%) said they have great problem.

**Graph 10: Competence in Structure of Simple Sentence (Students' Assessment)**



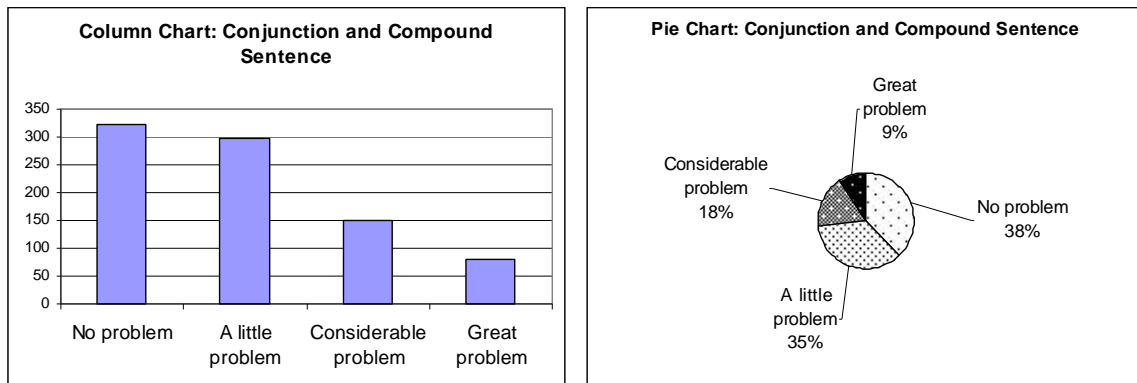
In question no. 6 (Complex sentence), 222 students (26.12%) said they have no problem, 326 students (38.35%) said they have a little problem, 174 students (20.47%) said they have considerable problem and 128 students (15.06%) said they have great problem.

**Graph 11: Competence in Complex Sentence (Students' Assessment)**



In question no. 7 (Conjunction and compound sentence), 323 students (38.00%) said they have no problem, 298 students (35.06%) said they have a little problem, 150 students (17.65%) said they have considerable problem and 79 students (09.29%) said they have great problem.

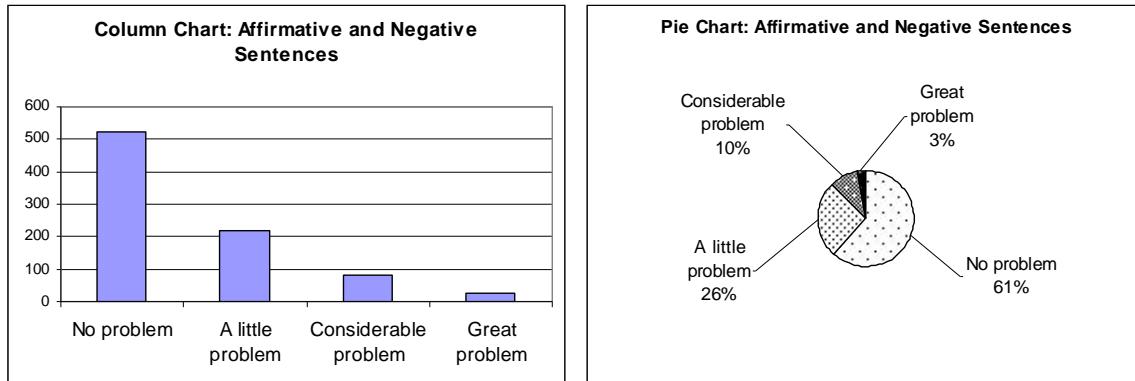
**Graph 12: Competence in Conjunction and Compound Sentence (Students' Assessment)**



In question no. 8 (Affirmative and negative sentences), 524 students (61.65%) said they have no problem, 219 students (25.76%) said they have a little problem, 81 students (09.53%) said they have considerable problem and 26 students (03.06%) said they have great problem.

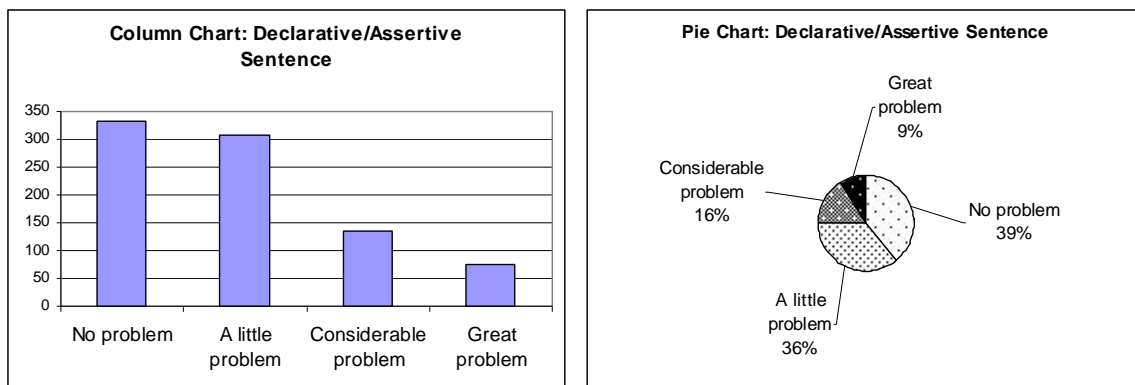


**Graph 13: Competence in Affirmative and Negative Sentences (Students' Assessment)**



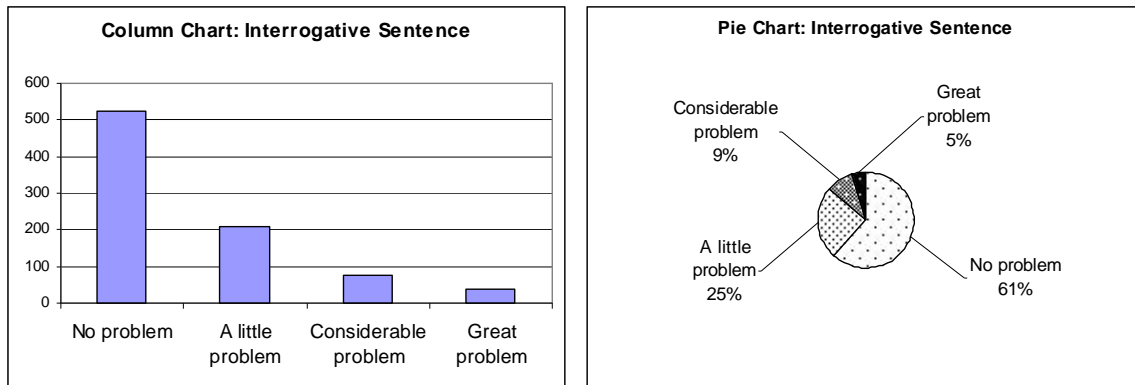
In question no. 9 (Declarative/assertive sentence), 333 students (39.18%) said they have no problem, 307 students (36.12%) said they have a little problem, 134 students (15.76%) said they have considerable problem and 76 students (08.94%) said they have great problem.

**Graph 14: Competence in Declarative/Assertive Sentence (Students' Assessment)**



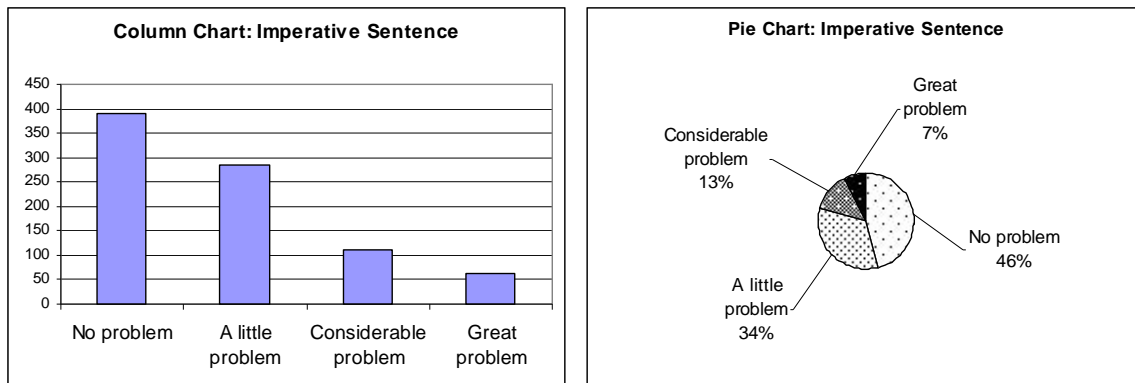
In question no. 10 (Interrogative sentence), 525 students (61.76%) said they have no problem, 210 students (24.71%) said they have a little problem, 76 students (08.94%) said they have considerable problem and 39 students (04.59%) said they have great problem.

**Graph 15: Competence in Interrogative Sentence (Students' Assessment)**



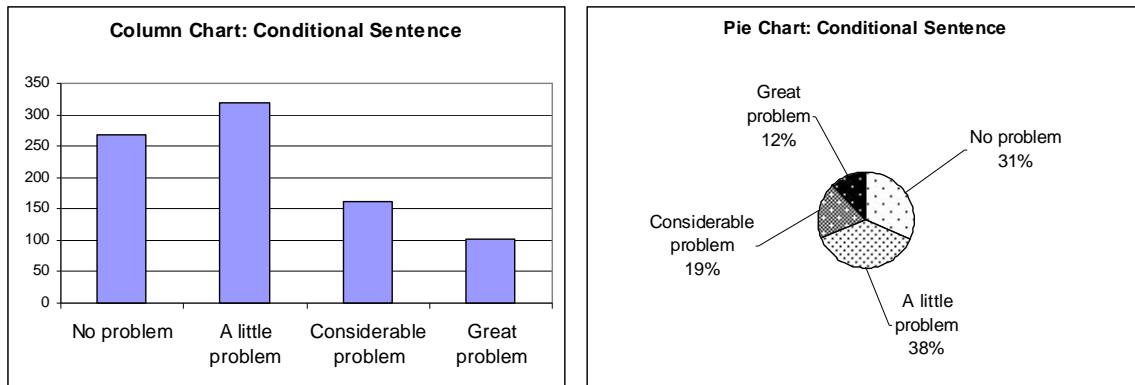
In question no. 11 (Imperative sentence), 389 students (45.76%) said they have no problem, 286 students (33.65%) said they have a little problem, 112 students (13.18%) said they have considerable problem and 63 students (07.41%) said they have great problem.

**Graph 16: Competence in Imperative Sentence (Students' Assessment)**



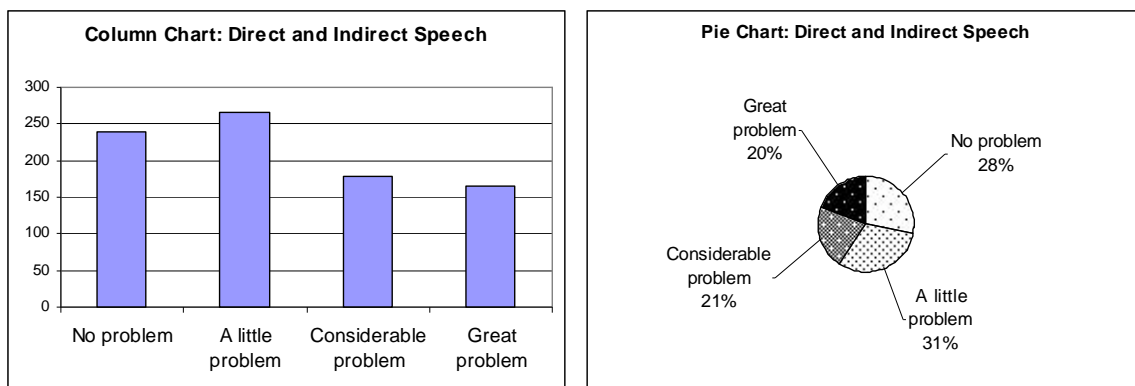
In question no. 12 (Conditional sentence), 267 students (31.41%) said they have no problem, 318 students (37.41%) said they have a little problem, 162 students (19.06%) said they have considerable problem and 103 students (12.12%) said they have great problem.

**Graph 17: Competence in Conditional Sentence (Students' Assessment)**



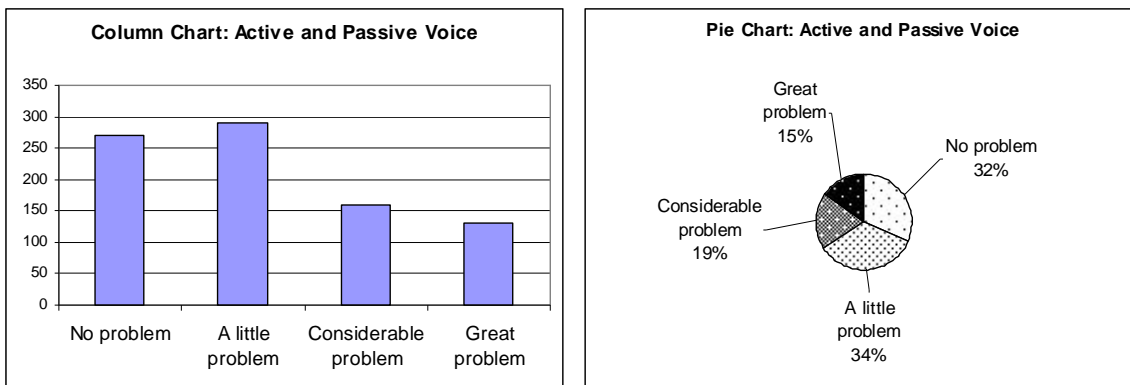
In question no. 13 (Direct and indirect speech), 239 students (28.12%) said they have no problem, 266 students (31.29%) said they have a little problem, 179 students (21.06%) said they have considerable problem and 166 students (19.53%) said they have great problem.

**Graph 18: Competence in Direct and Indirect Speech (Students' Assessment)**



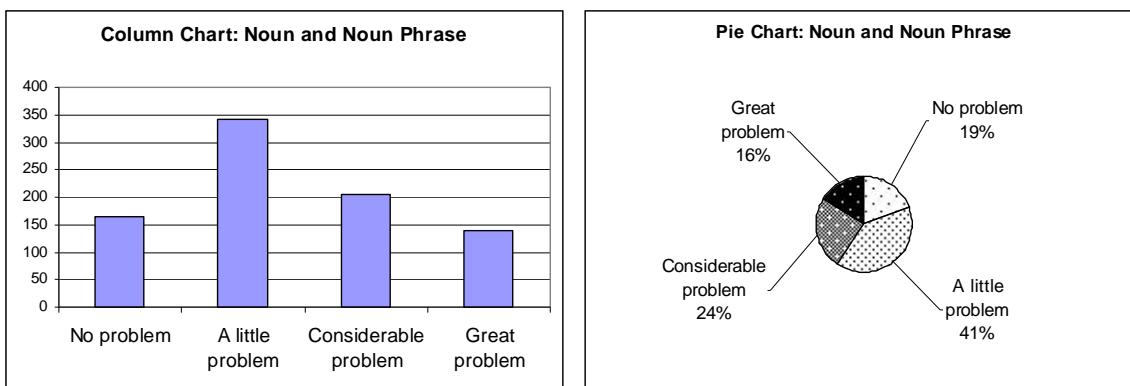
In question no. 14 (Active and passive voice), 270 students (31.76%) said they have no problem, 291 students (34.24%) said they have a little problem, 159 students (18.71%) said they have considerable problem and 130 students (15.29%) said they have great problem.

**Graph 19: Competence in Active and Passive Voice (Students' Assessment)**



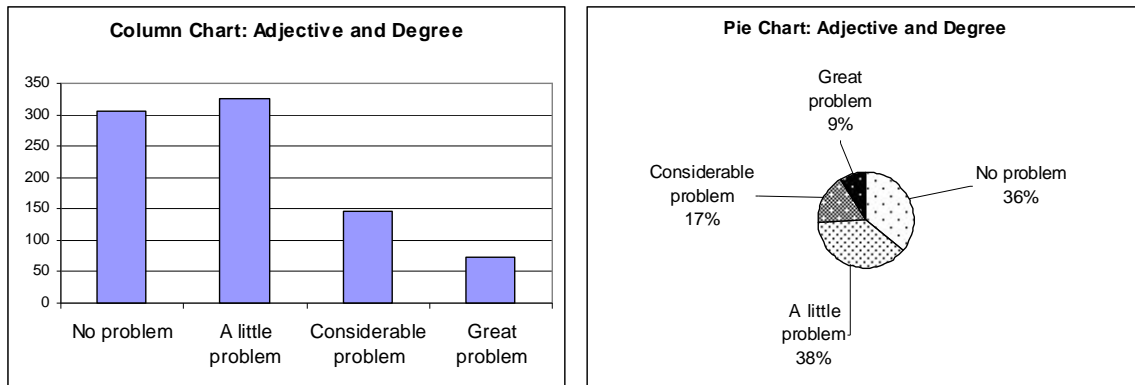
In question no. 15 (Noun and noun phrase), 165 students (19.41%) said they have no problem, 341 students (40.12%) said they have a little problem, 204 students (24.00%) said they have considerable problem and 140 students (16.47%) said they have great problem.

**Graph 20: Competence in Noun and Noun Phrase (Students' Assessment)**



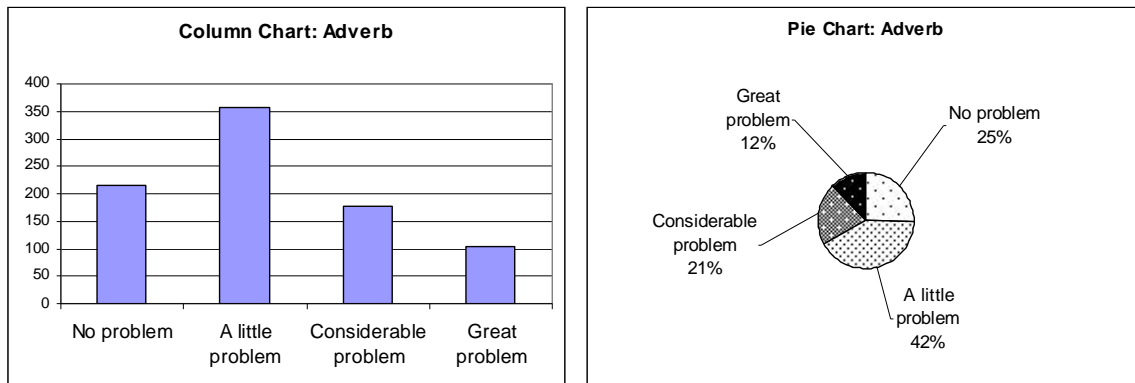
In question no. 16 (Adjective and degree), 305 students (35.88%) said they have no problem, 325 students (38.24%) said they have a little problem, 146 students (17.18%) said they have considerable problem and 74 students (08.71%) said they have great problem.

**Graph 21: Competence in Adjective and Degree (Students' Assessment)**



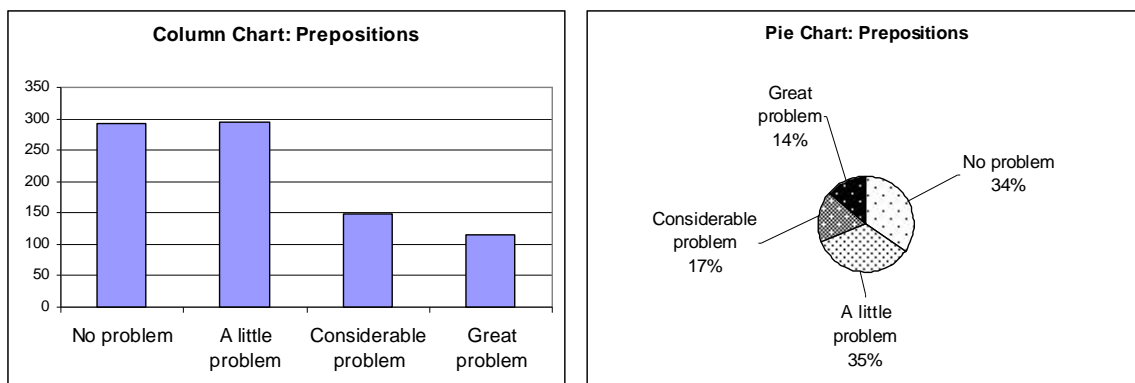
In question no. 17 (Adverb), 214 students (25.18%) said they have no problem, 356 students (41.88%) said they have a little problem, 177 students (20.82%) said they have considerable problem and 103 students (12.12%) said they have great problem.

**Graph 22: Competence in Adverb (Students' Assessment)**



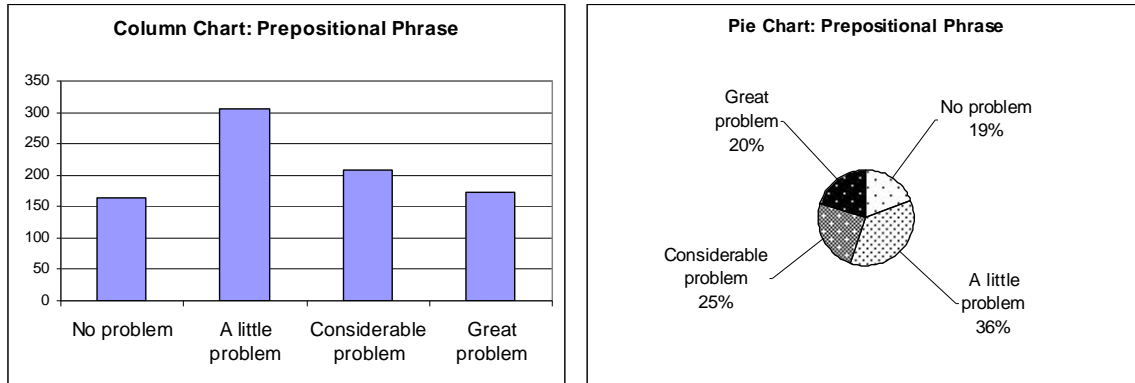
In question no. 18 (Prepositions), 292 students (34.35%) said they have no problem, 295 students (34.71%) said they have a little problem, 148 students (17.41%) said they have considerable problem and 115 students (13.53%) said they have great problem.

**Graph 23: Competence in Prepositions (Students' Assessment)**



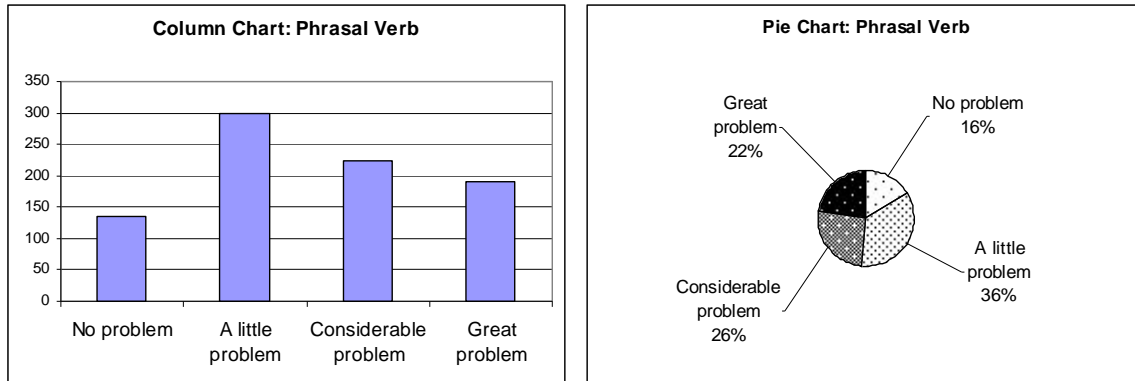
In question no. 19 (Prepositional phrase), 164 students (19.29%) said they have no problem, 305 students (35.88%) said they have a little problem, 209 students (24.59%) said they have considerable problem and 172 students (20.24%) said they have great problem.

**Graph 24: Competence in Prepositional Phrase (Students' Assessment)**



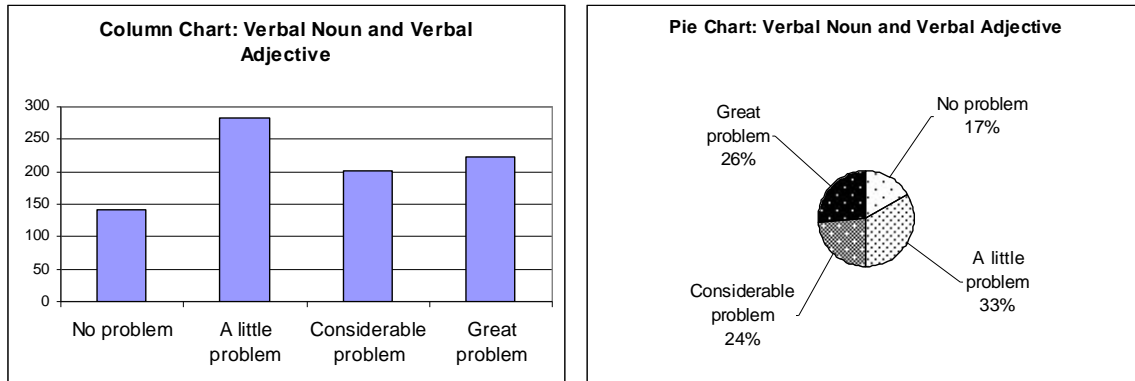
In question no. 20 (Phrasal verb), 136 students (16.00%) said they have no problem, 300 students (35.29%) said they have a little problem, 223 students (26.24%) said they have considerable problem and 191 students (22.47%) said they have great problem.

**Graph 25: Competence in Phrasal Verb (Students' Assessment)**



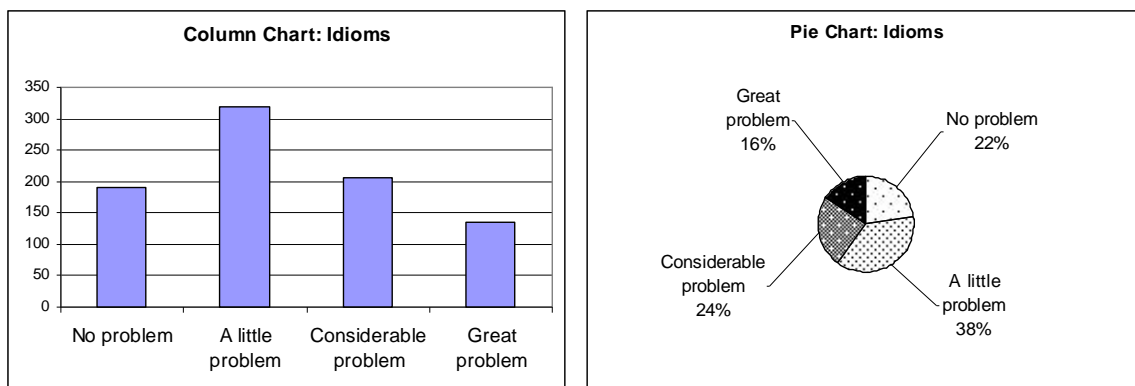
In question no. 21 (Verbal noun and verbal adjective), 142 students (16.71%) said they have no problem, 283 students (33.29%) said they have a little problem, 202 students (23.76%) said they have considerable problem and 223 students (26.24%) said they have great problem.

**Graph 26: Competence in Verbal Noun and Verbal Adjective (Students' Assessment)**



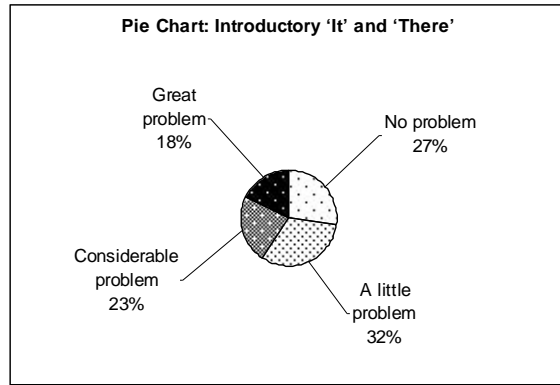
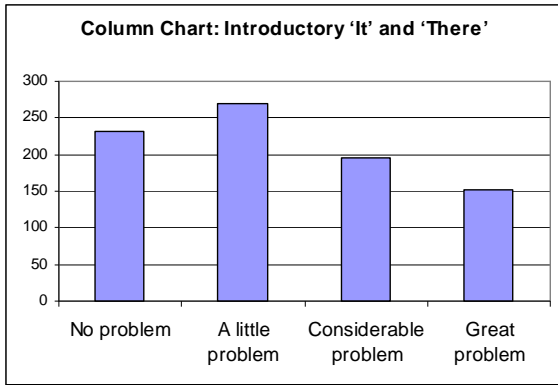
In question no. 22 (Idioms), 191 students (22.47%) said they have no problem, 318 students (37.41%) said they have a little problem, 206 students (24.24%) said they have considerable problem and 135 students (15.88%) said they have great problem.

**Graph 27: Competence in Idioms (Students' Assessment)**



In question no. 23 (Introductory 'it' and 'there'), 232 students (27.29%) said they have no problem, 270 students (31.76%) said they have a little problem, 196 students (23.06%) said they have considerable problem and 152 students (17.88%) said they have great problem.

**Graph 28: Competence in Introductory 'It' and 'There' (Students' Assessment)**





## Students' Opinions on Aspects of Grammar Teaching

There were three opinion-seeking questions for the students. These are:

1. Do you think grammar is important for you?
2. Are you satisfied with your grammar lessons?
3. What kind of grammar book would you like?

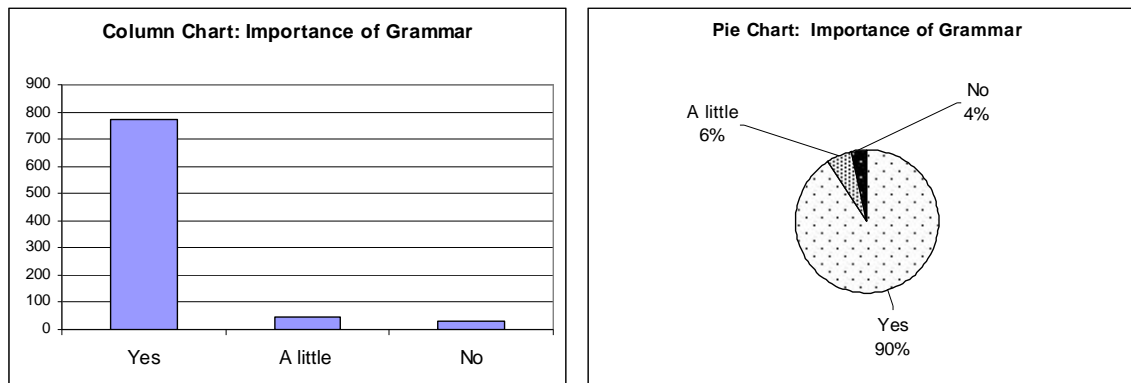
For the first question (importance of grammar) and second question (satisfaction with grammar lessons), there were three answer slots: 'yes', 'a little' and 'no'. For the third question (type of grammar book), there were two answer slots: 'monolingual' and 'bilingual'. Students' (850) answer frequencies were as follows:

**Table 3: Students' opinions on grammar teaching (number and percentage)**

1.	Do you think grammar is important for you?	Yes: 772 (90.82%) A little: 48 (05.65%) No: 30 (03.53%)
2.	Are you satisfied with your grammar lessons?	Yes: 434 (51.06%) A little: 280 (32.94%) No: 136 (16.00%)
3.	What kind of grammar book would you like?	Monolingual (Only English): 200 (23.53%) Bilingual (English and Bangla): 650 (76.47%)

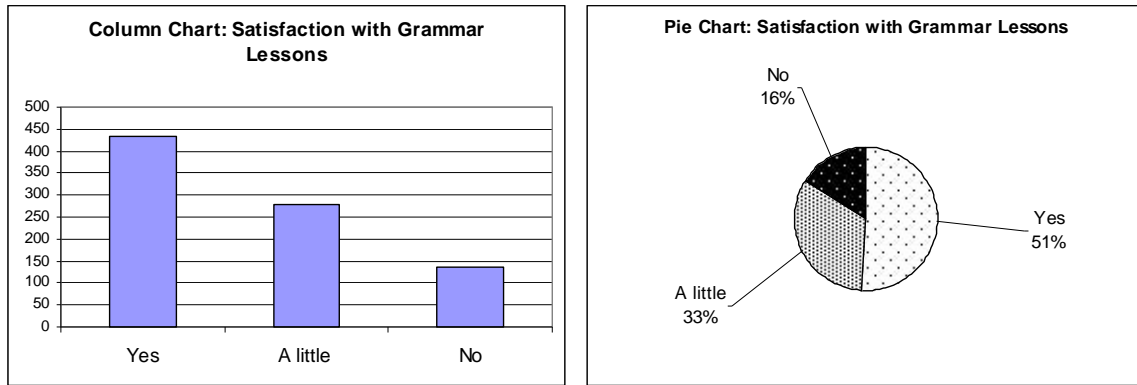
In question no. 1 (importance of grammar), 772 students (90.82%) think grammar is important, 48 students (05.65%) think it is a little important and 30 students (03.53%) think it is not important.

**Graph 29: Importance of Grammar (Students' Opinion)**



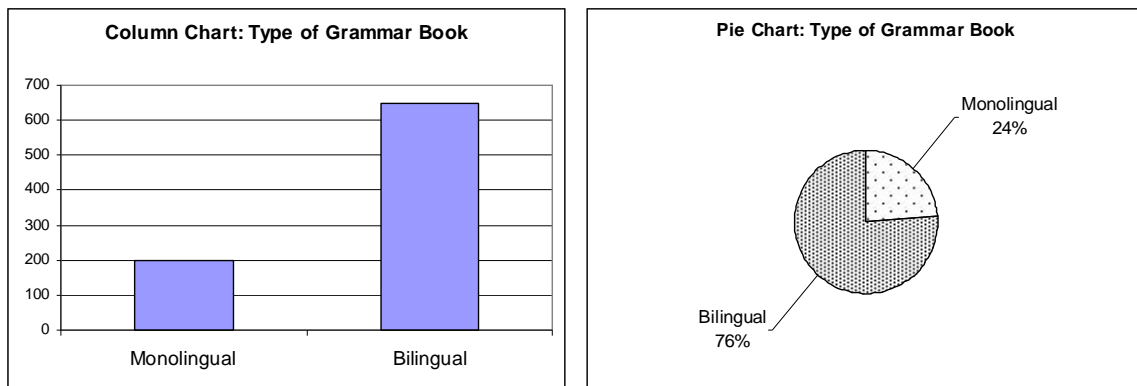
In question no. 2 (satisfaction with grammar lessons), 434 students (51.06%) said they are satisfied, 280 students (32.94%) say they are a little satisfied and 136 students (16.00%) say they are not satisfied.

**Graph 30: Satisfaction with Grammar (Students' Opinion)**



In question no. 3 (type of grammar book), 200 students (23.53%) say they would like to follow monolingual grammar book and 650 students (76.47%) say they would prefer bilingual grammar book for students.

**Graph 31: Type of Grammar Book (Students' Opinion)**



## Department-wise Data Structure

We can look at the range of data department-wise and understand the strength and weakness in individual grammatical elements. The mass of data has been broken down according to faculty, department and campus. (Note: D=Dhanmondi, U=Uttara, A=Ashulia)

**Table 4: Use of Articles (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	134	51	13	7	<b>205</b>
CSE (U)	22	3	0	0	<b>25</b>
CSE (A)	9	4	0	0	<b>13</b>
MTCA (D)	29	5	0	0	<b>34</b>
TE (D)	70	54	8	3	<b>135</b>
TE (U)	4	4	2	2	<b>12</b>
TE (A)	14	2	1	1	<b>18</b>
EEE (D)	17	5	0	0	<b>22</b>
EEE (A)	13	5	0	0	<b>18</b>
ETE (D)	10	13	0	0	<b>23</b>
Pharmacy (D)	11	10	4	0	<b>25</b>
BBA (D)	51	58	6	1	<b>116</b>
BBA (U)	56	21	3	2	<b>82</b>
BBA (A)	12	7	1	0	<b>20</b>
THM (D)	9	1	0	0	<b>10</b>
Eng (D)	4	10	1	0	<b>15</b>
Eng (U)	18	0	0	0	<b>18</b>
Law (D)	9	11	3	0	<b>23</b>
Law (U)	15	3	0	0	<b>18</b>
JMC (D)	13	4	0	1	<b>18</b>
<b>Total</b>	<b>520</b>	<b>271</b>	<b>42</b>	<b>17</b>	<b>850</b>

**Table 5: Subject-Verb Agreement (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	109	66	22	8	<b>205</b>
CSE (U)	13	4	4	4	<b>25</b>
CSE (A)	3	7	2	1	<b>13</b>
MTCA (D)	18	12	1	3	<b>34</b>
TE (D)	35	67	21	12	<b>135</b>
TE (U)	2	6	2	2	<b>12</b>
TE (A)	14	2	0	2	<b>18</b>
EEE (D)	15	6	1	0	<b>22</b>
EEE (A)	9	9	0	0	<b>18</b>
ETE (D)	7	13	3	0	<b>23</b>
Pharmacy (D)	9	7	4	5	<b>25</b>
BBA (D)	39	43	22	12	<b>116</b>
BBA (U)	36	26	13	7	<b>82</b>
BBA (A)	6	9	5	0	<b>20</b>
THM (D)	5	5	0	0	<b>10</b>
Eng (D)	0	12	3	0	<b>15</b>
Eng (U)	15	3	0	0	<b>18</b>
Law (D)	6	12	3	2	<b>23</b>
Law (U)	8	8	2	0	<b>18</b>
JMC (D)	9	3	4	2	<b>18</b>
<b>Total</b>	<b>358</b>	<b>320</b>	<b>112</b>	<b>60</b>	<b>850</b>

**Table 6: Forms of Verb (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)	119	58	14	14	<b>205</b>
CSE (U)	18	5	0	2	<b>25</b>
CSE (A)	6	5	1	1	<b>13</b>
MTCA (D)	22	10	0	2	<b>34</b>
TE (D)	63	51	17	4	<b>135</b>
TE (U)	4	5	1	2	<b>12</b>
TE (A)	16	2	0	0	<b>18</b>
EEE (D)	15	2	2	3	<b>22</b>
EEE (A)	9	7	1	1	<b>18</b>
ETE (D)	16	5	2	0	<b>23</b>
Pharmacy (D)	12	8	4	1	<b>25</b>
BBA (D)	44	54	12	6	<b>116</b>
BBA (U)	37	28	13	4	<b>82</b>
BBA (A)	9	11	0	0	<b>20</b>
THM (D)	3	4	3	0	<b>10</b>
Eng (D)	4	5	5	1	<b>15</b>
Eng (U)	15	3	0	0	<b>18</b>
Law (D)	11	6	5	1	<b>23</b>
Law (U)	7	7	3	1	<b>18</b>
JMC (D)	10	6	2	0	<b>18</b>
<b>Total</b>	<b>440</b>	<b>282</b>	<b>85</b>	<b>43</b>	<b>850</b>

**Table 7: Tenses (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	99	69	26	11	<b>205</b>
CSE (U)	20	3	1	1	<b>25</b>
CSE (A)	5	6	2	0	<b>13</b>
MTCA (D)	15	15	3	1	<b>34</b>
TE (D)	75	34	16	10	<b>135</b>
TE (U)	5	3	2	2	<b>12</b>
TE (A)	13	2	1	2	<b>18</b>
EEE (D)	14	7	0	1	<b>22</b>
EEE (A)	9	6	2	1	<b>18</b>
ETE (D)	9	12	2	0	<b>23</b>
Pharmacy (D)	12	8	4	1	<b>25</b>
BBA (D)	43	34	25	14	<b>116</b>
BBA (U)	26	28	16	12	<b>82</b>
BBA (A)	10	5	4	1	<b>20</b>
THM (D)	4	3	3	0	<b>10</b>
Eng (D)	4	6	4	1	<b>15</b>
Eng (U)	11	5	2	0	<b>18</b>
Law (D)	12	5	3	3	<b>23</b>
Law (U)	10	4	2	2	<b>18</b>
JMC (D)	6	6	3	3	<b>18</b>
<b>Total</b>	<b>402</b>	<b>261</b>	<b>121</b>	<b>66</b>	<b>850</b>

**Table 8: Structure of Simple Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	130	58	12	5	<b>205</b>
CSE (U)	14	7	3	1	<b>25</b>
CSE (A)	8	4	0	1	<b>13</b>
MTCA (D)	23	6	1	4	<b>34</b>
TE (D)	66	41	14	14	<b>135</b>
TE (U)	7	0	3	2	<b>12</b>
TE (A)	14	3	0	1	<b>18</b>
EEE (D)	20	1	1	0	<b>22</b>
EEE (A)	12	1	4	1	<b>18</b>
ETE (D)	18	5	0	0	<b>23</b>
Pharmacy (D)	15	5	4	1	<b>25</b>
BBA (D)	51	34	24	7	<b>116</b>
BBA (U)	41	19	13	9	<b>82</b>
BBA (A)	12	5	2	1	<b>20</b>
THM (D)	2	6	2	0	<b>10</b>
Eng (D)	6	4	4	1	<b>15</b>
Eng (U)	15	3	0	0	<b>18</b>
Law (D)	12	7	3	1	<b>23</b>
Law (U)	10	8	0	0	<b>18</b>
JMC (D)	11	2	4	1	<b>18</b>
<b>Total</b>	<b>487</b>	<b>219</b>	<b>94</b>	<b>50</b>	<b>850</b>

**Table 9: Complex Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)	70	74	34	27	<b>205</b>
CSE (U)	7	10	3	5	<b>25</b>
CSE (A)	1	8	1	3	<b>13</b>
MTCA (D)	13	15	2	4	<b>34</b>
TE (D)	24	68	30	13	<b>135</b>
TE (U)	1	7	1	3	<b>12</b>
TE (A)	11	3	1	3	<b>18</b>
EEE (D)	11	7	4	0	<b>22</b>
EEE (A)	5	5	4	4	<b>18</b>
ETE (D)	5	11	5	2	<b>23</b>
Pharmacy (D)	7	5	7	6	<b>25</b>
BBA (D)	12	44	34	26	<b>116</b>
BBA (U)	19	29	21	13	<b>82</b>
BBA (A)	6	8	2	4	<b>20</b>
THM (D)	2	3	2	3	<b>10</b>
Eng (D)	1	4	6	4	<b>15</b>
Eng (U)	12	1	5	0	<b>18</b>
Law (D)	2	8	9	4	<b>23</b>
Law (U)	8	8	1	1	<b>18</b>
JMC (D)	5	8	2	3	<b>18</b>
<b>Total</b>	<b>222</b>	<b>326</b>	<b>174</b>	<b>128</b>	<b>850</b>



**Table 10: Conjunction and Compound Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	88	59	34	24	<b>205</b>
CSE (U)	12	6	3	4	<b>25</b>
CSE (A)	6	5	2	0	<b>13</b>
MTCA (D)	17	15	0	2	<b>34</b>
TE (D)	40	61	19	15	<b>135</b>
TE (U)	4	4	2	2	<b>12</b>
TE (A)	13	2	1	2	<b>18</b>
EEE (D)	13	8	1	0	<b>22</b>
EEE (A)	10	5	2	1	<b>18</b>
ETE (D)	11	10	1	1	<b>23</b>
Pharmacy (D)	6	13	4	2	<b>25</b>
BBA (D)	27	41	33	15	<b>116</b>
BBA (U)	31	23	22	6	<b>82</b>
BBA (A)	9	4	4	3	<b>20</b>
THM (D)	2	2	6	0	<b>10</b>
Eng (D)	2	8	5	0	<b>15</b>
Eng (U)	13	4	1	0	<b>18</b>
Law (D)	5	10	6	2	<b>23</b>
Law (U)	7	10	1	0	<b>18</b>
JMC (D)	7	8	3	0	<b>18</b>
<b>Total</b>	<b>323</b>	<b>298</b>	<b>150</b>	<b>79</b>	<b>850</b>

**Table 11: Affirmative and Negative Sentences (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	143	42	13	7	<b>205</b>
CSE (U)	15	6	1	3	<b>25</b>
CSE (A)	7	3	3	0	<b>13</b>
MTCA (D)	21	10	2	1	<b>34</b>
TE (D)	86	38	10	1	<b>135</b>
TE (U)	8	2	0	2	<b>12</b>
TE (A)	16	1	0	1	<b>18</b>
EEE (D)	19	2	1	0	<b>22</b>
EEE (A)	13	2	3	0	<b>18</b>
ETE (D)	21	2	0	0	<b>23</b>
Pharmacy (D)	14	6	5	0	<b>25</b>
BBA (D)	51	42	19	4	<b>116</b>
BBA (U)	47	24	11	0	<b>82</b>
BBA (A)	8	6	4	2	<b>20</b>
THM (D)	3	3	3	1	<b>10</b>
Eng (D)	5	9	0	1	<b>15</b>
Eng (U)	14	4	0	0	<b>18</b>
Law (D)	15	5	3	0	<b>23</b>
Law (U)	9	7	2	0	<b>18</b>
JMC (D)	9	5	1	3	<b>18</b>
<b>Total</b>	<b>524</b>	<b>219</b>	<b>81</b>	<b>26</b>	<b>850</b>

**Table 12: Declarative/Assertive Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	101	65	28	11	<b>205</b>
CSE (U)	8	11	1	5	<b>25</b>
CSE (A)	5	6	2	0	<b>13</b>
MTCA (D)	15	15	3	1	<b>34</b>
TE (D)	46	61	16	12	<b>135</b>
TE (U)	5	4	0	3	<b>12</b>
TE (A)	10	4	2	2	<b>18</b>
EEE (D)	18	4	0	0	<b>22</b>
EEE (A)	9	5	1	3	<b>18</b>
ETE (D)	13	9	0	1	<b>23</b>
Pharmacy (D)	7	7	8	3	<b>25</b>
BBA (D)	31	38	32	15	<b>116</b>
BBA (U)	23	29	20	10	<b>82</b>
BBA (A)	0	12	5	3	<b>20</b>
THM (D)	0	5	2	3	<b>10</b>
Eng (D)	4	5	6	0	<b>15</b>
Eng (U)	12	5	1	0	<b>18</b>
Law (D)	13	7	2	1	<b>23</b>
Law (U)	8	8	1	1	<b>18</b>
JMC (D)	5	7	4	2	<b>18</b>
<b>Total</b>	<b>333</b>	<b>307</b>	<b>134</b>	<b>76</b>	<b>850</b>

**Table 13: Interrogative Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	143	47	10	5	<b>205</b>
CSE (U)	9	9	1	6	<b>25</b>
CSE (A)	8	3	1	1	<b>13</b>
MTCA (D)	18	5	4	7	<b>34</b>
TE (D)	84	32	18	1	<b>135</b>
TE (U)	7	3	0	2	<b>12</b>
TE (A)	14	2	1	1	<b>18</b>
EEE (D)	18	2	1	1	<b>22</b>
EEE (A)	13	4	0	1	<b>18</b>
ETE (D)	18	4	1	0	<b>23</b>
Pharmacy (D)	10	9	4	2	<b>25</b>
BBA (D)	59	38	17	2	<b>116</b>
BBA (U)	45	23	8	6	<b>82</b>
BBA (A)	11	7	1	1	<b>20</b>
THM (D)	3	3	3	1	<b>10</b>
Eng (D)	6	8	1	0	<b>15</b>
Eng (U)	18	0	0	0	<b>18</b>
Law (D)	16	3	3	1	<b>23</b>
Law (U)	16	1	1	0	<b>18</b>
JMC (D)	9	7	1	1	<b>18</b>
<b>Total</b>	<b>525</b>	<b>210</b>	<b>76</b>	<b>39</b>	<b>850</b>

**Table 14: Imperative Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	99	75	22	9	<b>205</b>
CSE (U)	12	8	5	0	<b>25</b>
CSE (A)	9	3	1	0	<b>13</b>
MTCA (D)	23	10	0	1	<b>34</b>
TE (D)	61	38	23	13	<b>135</b>
TE (U)	6	0	3	3	<b>12</b>
TE (A)	14	3	0	1	<b>18</b>
EEE (D)	8	6	5	3	<b>22</b>
EEE (A)	10	3	2	3	<b>18</b>
ETE (D)	16	7	0	0	<b>23</b>
Pharmacy (D)	10	9	4	2	<b>25</b>
BBA (D)	31	58	19	8	<b>116</b>
BBA (U)	34	29	12	7	<b>82</b>
BBA (A)	9	6	3	2	<b>20</b>
THM (D)	1	5	3	1	<b>10</b>
Eng (D)	5	0	2	8	<b>15</b>
Eng (U)	14	3	1	0	<b>18</b>
Law (D)	12	7	3	1	<b>23</b>
Law (U)	8	8	2	0	<b>18</b>
JMC (D)	7	8	2	1	<b>18</b>
<b>Total</b>	<b>389</b>	<b>286</b>	<b>112</b>	<b>63</b>	<b>850</b>

**Table 15: Conditional Sentence (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	81	68	30	26	<b>205</b>
CSE (U)	11	9	4	1	<b>25</b>
CSE (A)	4	4	2	3	<b>13</b>
MTCA (D)	21	10	2	1	<b>34</b>
TE (D)	29	63	26	17	<b>135</b>
TE (U)	2	6	2	2	<b>12</b>
TE (A)	6	5	4	3	<b>18</b>
EEE (D)	8	4	2	8	<b>22</b>
EEE (A)	8	8	1	1	<b>18</b>
ETE (D)	10	12	0	1	<b>23</b>
Pharmacy (D)	6	8	8	3	<b>25</b>
BBA (D)	21	37	34	24	<b>116</b>
BBA (U)	23	28	25	6	<b>82</b>
BBA (A)	5	9	3	3	<b>20</b>
THM (D)	1	4	4	1	<b>10</b>
Eng (D)	3	7	5	0	<b>15</b>
Eng (U)	7	9	2	0	<b>18</b>
Law (D)	10	12	1	0	<b>23</b>
Law (U)	5	7	4	2	<b>18</b>
JMC (D)	6	8	3	1	<b>18</b>
<b>Total</b>	<b>267</b>	<b>318</b>	<b>162</b>	<b>103</b>	<b>850</b>

**Table 16: Direct and Indirect Speech (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	79	65	33	28	<b>205</b>
CSE (U)	10	8	2	5	<b>25</b>
CSE (A)	2	3	2	6	<b>13</b>
MTCA (D)	18	9	1	6	<b>34</b>
TE (D)	31	42	31	31	<b>135</b>
TE (U)	2	2	2	6	<b>12</b>
TE (A)	10	4	1	3	<b>18</b>
EEE (D)	7	8	4	3	<b>22</b>
EEE (A)	4	11	1	2	<b>18</b>
ETE (D)	5	10	7	1	<b>23</b>
Pharmacy (D)	8	6	6	5	<b>25</b>
BBA (D)	16	28	39	33	<b>116</b>
BBA (U)	19	21	23	19	<b>82</b>
BBA (A)	5	7	6	2	<b>20</b>
THM (D)	0	3	1	6	<b>10</b>
Eng (D)	2	6	4	3	<b>15</b>
Eng (U)	5	9	2	2	<b>18</b>
Law (D)	11	5	5	2	<b>23</b>
Law (U)	3	10	3	2	<b>18</b>
JMC (D)	2	9	6	1	<b>18</b>
<b>Total</b>	<b>239</b>	<b>266</b>	<b>179</b>	<b>166</b>	<b>850</b>

**Table 17: Active and Passive Voice (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	83	65	30	27	<b>205</b>
CSE (U)	10	6	4	5	<b>25</b>
CSE (A)	1	5	2	5	<b>13</b>
MTCA (D)	15	11	6	2	<b>34</b>
TE (D)	40	56	24	15	<b>135</b>
TE (U)	1	3	4	4	<b>12</b>
TE (A)	11	4	1	2	<b>18</b>
EEE (D)	11	7	4	0	<b>22</b>
EEE (A)	4	10	1	3	<b>18</b>
ETE (D)	8	12	3	0	<b>23</b>
Pharmacy (D)	11	6	5	3	<b>25</b>
BBA (D)	20	41	29	26	<b>116</b>
BBA (U)	13	27	20	22	<b>82</b>
BBA (A)	5	10	3	2	<b>20</b>
THM (D)	0	3	3	4	<b>10</b>
Eng (D)	2	3	6	4	<b>15</b>
Eng (U)	10	2	6	0	<b>18</b>
Law (D)	17	5	0	1	<b>23</b>
Law (U)	4	6	4	4	<b>18</b>
JMC (D)	4	9	4	1	<b>18</b>
<b>Total</b>	<b>270</b>	<b>291</b>	<b>159</b>	<b>130</b>	<b>850</b>



**Table 18: Noun and Noun Phrase (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	42	88	47	28	<b>205</b>
CSE (U)	9	9	3	4	<b>25</b>
CSE (A)	2	6	3	2	<b>13</b>
MTCA (D)	12	18	2	2	<b>34</b>
TE (D)	18	53	39	25	<b>135</b>
TE (U)	1	6	1	4	<b>12</b>
TE (A)	5	8	3	2	<b>18</b>
EEE (D)	3	13	3	3	<b>22</b>
EEE (A)	3	7	5	3	<b>18</b>
ETE (D)	4	13	6	0	<b>23</b>
Pharmacy (D)	1	9	7	8	<b>25</b>
BBA (D)	16	41	35	24	<b>116</b>
BBA (U)	11	27	24	20	<b>82</b>
BBA (A)	6	5	4	5	<b>20</b>
THM (D)	4	2	3	1	<b>10</b>
Eng (D)	0	6	8	1	<b>15</b>
Eng (U)	7	8	1	2	<b>18</b>
Law (D)	10	11	1	1	<b>23</b>
Law (U)	5	4	5	4	<b>18</b>
JMC (D)	6	7	4	1	<b>18</b>
<b>Total</b>	<b>165</b>	<b>341</b>	<b>204</b>	<b>140</b>	<b>850</b>

**Table 19: Adjective and Degree (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	95	60	35	15	<b>205</b>
CSE (U)	13	10	0	2	<b>25</b>
CSE (A)	6	4	2	1	<b>13</b>
MTCA (D)	11	20	2	1	<b>34</b>
TE (D)	48	48	28	11	<b>135</b>
TE (U)	3	7	0	2	<b>12</b>
TE (A)	7	8	0	3	<b>18</b>
EEE (D)	5	13	2	2	<b>22</b>
EEE (A)	6	9	3	0	<b>18</b>
ETE (D)	12	10	1	0	<b>23</b>
Pharmacy (D)	9	9	3	4	<b>25</b>
BBA (D)	35	43	25	13	<b>116</b>
BBA (U)	16	33	24	9	<b>82</b>
BBA (A)	8	4	6	2	<b>20</b>
THM (D)	1	7	1	1	<b>10</b>
Eng (D)	0	11	3	1	<b>15</b>
Eng (U)	16	2	0	0	<b>18</b>
Law (D)	5	12	3	3	<b>23</b>
Law (U)	5	7	4	2	<b>18</b>
JMC (D)	4	8	4	2	<b>18</b>
<b>Total</b>	<b>305</b>	<b>325</b>	<b>146</b>	<b>74</b>	<b>850</b>

**Table 20: Adverb (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	56	93	35	21	<b>205</b>
CSE (U)	9	11	3	2	<b>25</b>
CSE (A)	4	6	2	1	<b>13</b>
MTCA (D)	8	20	4	2	<b>34</b>
TE (D)	29	55	29	22	<b>135</b>
TE (U)	0	4	5	3	<b>12</b>
TE (A)	5	10	1	2	<b>18</b>
EEE (D)	2	14	2	4	<b>22</b>
EEE (A)	5	9	3	1	<b>18</b>
ETE (D)	10	9	4	0	<b>23</b>
Pharmacy (D)	9	5	7	4	<b>25</b>
BBA (D)	20	50	26	20	<b>116</b>
BBA (U)	24	29	12	17	<b>82</b>
BBA (A)	4	10	5	1	<b>20</b>
THM (D)	3	3	4	0	<b>10</b>
Eng (D)	0	7	7	1	<b>15</b>
Eng (U)	9	5	4	0	<b>18</b>
Law (D)	5	3	15	0	<b>23</b>
Law (U)	6	6	6	0	<b>18</b>
JMC (D)	6	7	3	2	<b>18</b>
<b>Total</b>	<b>214</b>	<b>356</b>	<b>177</b>	<b>103</b>	<b>850</b>

**Table 21: Prepositions (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	77	73	28	27	205
CSE (U)	7	10	4	4	25
CSE (A)	5	2	4	2	13
MTCA (D)	14	11	6	3	34
TE (D)	40	48	30	17	135
TE (U)	1	6	1	4	12
TE (A)	5	6	4	3	18
EEE (D)	4	11	2	5	22
EEE (A)	10	4	3	1	18
ETE (D)	7	11	3	2	23
Pharmacy (D)	6	7	4	8	25
BBA (D)	33	37	23	23	116
BBA (U)	32	32	11	7	82
BBA (A)	6	7	3	4	20
THM (D)	5	2	3	0	10
Eng (D)	0	11	2	2	15
Eng (U)	14	4	0	0	18
Law (D)	14	4	5	0	23
Law (U)	5	5	6	2	18
JMC (D)	7	4	6	1	18
<b>Total</b>	<b>292</b>	<b>295</b>	<b>148</b>	<b>115</b>	<b>850</b>

**Table 22: Prepositional Phrase (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)	38	81	46	40	<b>205</b>
CSE (U)	3	13	3	6	<b>25</b>
CSE (A)	3	4	2	4	<b>13</b>
MTCA (D)	12	13	5	4	<b>34</b>
TE (D)	18	39	36	42	<b>135</b>
TE (U)	0	3	5	4	<b>12</b>
TE (A)	1	10	3	4	<b>18</b>
EEE (D)	2	9	4	7	<b>22</b>
EEE (A)	3	9	3	3	<b>18</b>
ETE (D)	9	7	6	1	<b>23</b>
Pharmacy (D)	2	9	6	8	<b>25</b>
BBA (D)	19	35	40	22	<b>116</b>
BBA (U)	25	29	16	12	<b>82</b>
BBA (A)	6	5	6	3	<b>20</b>
THM (D)	2	5	3	0	<b>10</b>
Eng (D)	0	5	7	3	<b>15</b>
Eng (U)	6	8	2	2	<b>18</b>
Law (D)	6	10	5	2	<b>23</b>
Law (U)	5	4	7	2	<b>18</b>
JMC (D)	4	7	4	3	<b>18</b>
<b>Total</b>	<b>164</b>	<b>305</b>	<b>209</b>	<b>172</b>	<b>850</b>

**Table 23: Phrasal Verb (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	40	73	56	36	<b>205</b>
CSE (U)	1	13	5	6	<b>25</b>
CSE (A)	3	5	1	4	<b>13</b>
MTCA (D)	6	17	5	6	<b>34</b>
TE (D)	17	43	36	39	<b>135</b>
TE (U)	1	2	5	4	<b>12</b>
TE (A)	3	7	5	3	<b>18</b>
EEE (D)	5	5	2	10	<b>22</b>
EEE (A)	3	6	5	4	<b>18</b>
ETE (D)	4	7	9	3	<b>23</b>
Pharmacy (D)	3	4	5	13	<b>25</b>
BBA (D)	10	32	38	36	<b>116</b>
BBA (U)	22	36	14	10	<b>82</b>
BBA (A)	4	7	3	6	<b>20</b>
THM (D)	2	2	5	1	<b>10</b>
Eng (D)	0	8	6	1	<b>15</b>
Eng (U)	4	12	1	1	<b>18</b>
Law (D)	3	6	10	4	<b>23</b>
Law (U)	1	8	8	1	<b>18</b>
JMC (D)	4	7	4	3	<b>18</b>
<b>Total</b>	<b>136</b>	<b>300</b>	<b>223</b>	<b>191</b>	<b>850</b>

**Table 24: Verbal Noun and Verbal Adjective (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	51	67	47	40	205
CSE (U)	6	8	2	9	25
CSE (A)	1	5	2	5	13
MTCA (D)	11	14	4	5	34
TE (D)	10	45	35	45	135
TE (U)	0	4	2	6	12
TE (A)	3	6	5	4	18
EEE (D)	4	9	2	7	22
EEE (A)	3	9	2	4	18
ETE (D)	4	13	4	2	23
Pharmacy (D)	4	4	10	7	25
BBA (D)	6	35	31	44	116
BBA (U)	15	25	22	20	82
BBA (A)	3	3	5	9	20
THM (D)	1	5	2	2	10
Eng (D)	1	4	5	5	15
Eng (U)	10	4	2	2	18
Law (D)	5	9	6	3	23
Law (U)	1	8	8	1	18
JMC (D)	3	6	6	3	18
<b>Total</b>	<b>142</b>	<b>283</b>	<b>202</b>	<b>223</b>	<b>850</b>

**Table 25: Idioms (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	49	78	47	31	<b>205</b>
CSE (U)	4	14	5	2	<b>25</b>
CSE (A)	4	6	1	2	<b>13</b>
MTCA (D)	10	15	4	5	<b>34</b>
TE (D)	21	58	37	19	<b>135</b>
TE (U)	0	6	1	5	<b>12</b>
TE (A)	6	6	2	4	<b>18</b>
EEE (D)	5	7	6	4	<b>22</b>
EEE (A)	4	5	7	2	<b>18</b>
ETE (D)	6	12	4	1	<b>23</b>
Pharmacy (D)	7	7	6	5	<b>25</b>
BBA (D)	19	43	28	26	<b>116</b>
BBA (U)	27	20	22	13	<b>82</b>
BBA (A)	4	3	7	6	<b>20</b>
THM (D)	4	2	3	1	<b>10</b>
Eng (D)	1	10	3	1	<b>15</b>
Eng (U)	7	7	2	2	<b>18</b>
Law (D)	7	8	7	1	<b>23</b>
Law (U)	1	6	9	2	<b>18</b>
JMC (D)	5	5	5	3	<b>18</b>
<b>Total</b>	<b>191</b>	<b>318</b>	<b>206</b>	<b>135</b>	<b>850</b>



**Table 26: Introductory ‘It’ and ‘There’ (Frequency Distribution)**

Department (campus)	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)	77	63	38	27	<b>205</b>
CSE (U)	5	12	5	3	<b>25</b>
CSE (A)	1	7	3	2	<b>13</b>
MTCA (D)	17	10	4	3	<b>34</b>
TE (D)	23	49	35	28	<b>135</b>
TE (U)	4	1	3	4	<b>12</b>
TE (A)	7	5	2	4	<b>18</b>
EEE (D)	7	8	4	3	<b>22</b>
EEE (A)	6	6	4	2	<b>18</b>
ETE (D)	9	9	4	1	<b>23</b>
Pharmacy (D)	5	7	10	3	<b>25</b>
BBA (D)	18	31	32	35	<b>116</b>
BBA (U)	23	25	18	16	<b>82</b>
BBA (A)	3	2	7	8	<b>20</b>
THM (D)	0	3	3	4	<b>10</b>
Eng (D)	2	8	4	1	<b>15</b>
Eng (U)	11	5	2	0	<b>18</b>
Law (D)	10	5	6	2	<b>23</b>
Law (U)	1	7	8	2	<b>18</b>
JMC (D)	3	7	4	4	<b>18</b>
<b>Total</b>	<b>232</b>	<b>270</b>	<b>196</b>	<b>152</b>	<b>850</b>

**Table 27: Importance of Grammar (Frequency Distribution)**

Department (campus)	Yes	A little	No	Total
CSE (D)	182	16	7	205
CSE (U)	25	0	0	25
CSE (A)	12	1	0	13
MTCA (D)	34	0	0	34
TE (D)	107	11	17	135
TE (U)	10	1	1	12
TE (A)	17	1	0	18
EEE (D)	22	0	0	22
EEE (A)	17	1	0	18
ETE (D)	23	0	0	23
Pharmacy (D)	24	1	0	25
BBA (D)	115	0	1	116
BBA (U)	70	9	3	82
BBA (A)	17	2	1	20
THM (D)	9	1	0	10
Eng (D)	15	0	0	15
Eng (U)	18	0	0	18
Law (D)	23	0	0	23
Law (U)	17	1	0	18
JMC (D)	15	3	0	18
<b>Total</b>	<b>772</b>	<b>48</b>	<b>30</b>	<b>850</b>

**Table 28: Satisfaction with Grammar Lessons (Frequency Distribution)**

Department (campus)	Yes	A little	No	Total
CSE (D)	119	66	20	205
CSE (U)	9	8	8	25
CSE (A)	10	2	1	13
MTCA (D)	26	5	3	34
TE (D)	61	57	17	135
TE (U)	4	4	4	12
TE (A)	14	3	1	18
EEE (D)	15	7	0	22
EEE (A)	12	6	0	18
ETE (D)	9	11	3	23
Pharmacy (D)	7	9	9	25
BBA (D)	47	37	32	116
BBA (U)	42	23	17	82
BBA (A)	9	4	7	20
THM (D)	2	4	4	10
Eng (D)	7	5	3	15
Eng (U)	12	2	4	18
Law (D)	12	11	0	23
Law (U)	10	7	1	18
JMC (D)	7	9	2	18
<b>Total</b>	<b>434</b>	<b>280</b>	<b>136</b>	<b>850</b>

**Table 29: Type of Grammar Book (Frequency Distribution)**

Department (campus)	Monolingual	Bilingual	Total
CSE (D)	68	137	205
CSE (U)	4	21	25
CSE (A)	3	10	13
MTCA (D)	5	29	34
TE (D)	16	119	135
TE (U)	4	8	12
TE (A)	5	13	18
EEE (D)	8	14	22
EEE (A)	1	17	18
ETE (D)	6	17	23
Pharmacy (D)	5	20	25
BBA (D)	31	85	116
BBA (U)	19	63	82
BBA (A)	6	14	20
THM (D)	0	10	10
Eng (D)	4	11	15
Eng (U)	7	11	18
Law (D)	0	23	23
Law (U)	5	13	18
JMC (D)	3	15	18
<b>Total</b>	<b>200</b>	<b>650</b>	<b>850</b>

## Section-wise Frequency Distribution

Here we have broken down the responses of the students into sections under various departments. From this, we can compare and contrast the strength and weakness of stated groups of students in the given variables (grammatical items). (Note: D=Dhanmondi, U=Uttara, A=Ashulia; attached numbers mean sections). The sections are distributed across departments and campuses in the following way:

Department	Campus	Number of sections
Computer Science and Engineering (CSE)	Dhanmondi	9
	Uttara	2
	Ashulia	2
MTCA	Dhanmondi	2
Textile Engineering (TE)	Dhanmondi	4
	Uttara	1
	Ashulia	2
Electrical and Electronic Engineering (EEE)	Dhanmondi	1
	Ashulia	2
Electronics and Telecommunication Engineering (ETE)	Dhanmondi	2
Pharmacy	Dhanmondi	1
Bachelor of Business Administration (BBA)	Dhanmondi	5
	Uttara	3
	Ashulia	2
Tourism and Hospitality Management (THM)	Dhanmondi	1
English	Dhanmondi	1
	Uttara	1
Law	Dhanmondi	1
	Uttara	1
Journalism and Mass Communication (JMC)	Dhanmondi	1
	<b>Total =</b>	<b>44</b>

**Table 30: Use of Articles (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	22	8	0	0	<b>30</b>
CSE (D)-2	17	8	9	6	<b>40</b>
CSE (D)-3	14	2	0	0	<b>16</b>
CSE (D)-4	15	5	0	0	<b>20</b>
CSE (D)-5	6	0	0	0	<b>6</b>
CSE (D)-6	20	4	2	1	<b>27</b>
CSE (D)-7	9	14	2	0	<b>25</b>
CSE (D)-8	26	2	0	0	<b>28</b>
CSE (D)-9	5	8	0	0	<b>13</b>
CSE (U)-1	17	3	0	0	<b>20</b>
CSE (U)-2	5	0	0	0	<b>5</b>
CSE (A)-1	6	2	0	0	<b>8</b>
CSE (A)-2	3	2	0	0	<b>5</b>
MTCA (D)-1	15	5	0	0	<b>20</b>
MTCA (D)-2	14	0	0	0	<b>14</b>
TE (D)-1	25	24	7	3	<b>59</b>
TE (D)-2	20	7	1	0	<b>28</b>
TE (D)-3	13	15	0	0	<b>28</b>
TE (D)-4	12	8	0	0	<b>20</b>
TE (U)	4	4	2	2	<b>12</b>
TE (A)-1	9	1	0	0	<b>10</b>
TE (A)-2	5	1	1	1	<b>8</b>
EEE (D)	17	5	0	0	<b>22</b>
EEE (A)-1	6	3	0	0	<b>9</b>
EEE (A)-2	7	2	0	0	<b>9</b>
ETE (D)-1	7	9	0	0	<b>16</b>
ETE (D)-2	3	4	0	0	<b>7</b>
Pharmacy (D)	11	10	4	0	<b>25</b>
BBA (D)-1	10	3	0	0	<b>13</b>
BBA (D)-2	13	8	0	0	<b>21</b>
BBA (D)-3	4	18	6	1	<b>29</b>
BBA (D)-4	7	18	0	0	<b>25</b>
BBA (D)-5	17	11	0	0	<b>28</b>
BBA (U)-1	16	11	1	1	<b>29</b>
BBA (U)-2	14	8	2	1	<b>25</b>
BBA (U)-3	26	2	0	0	<b>28</b>
BBA (A)-1	10	2	0	0	<b>12</b>
BBA (A)-2	2	5	1	0	<b>8</b>
THM (D)	9	1	0	0	<b>10</b>
Eng (D)	4	10	1	0	<b>15</b>
Eng (U)	18	0	0	0	<b>18</b>
Law (D)	9	11	3	0	<b>23</b>
Law (U)	15	3	0	0	<b>18</b>
JMC (D)	13	4	0	1	<b>18</b>
<b>Total</b>	<b>520</b>	<b>271</b>	<b>42</b>	<b>17</b>	<b>850</b>

**Table 31: Subject-Verb Agreement (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	16	12	2	0	<b>30</b>
CSE (D)-2	18	11	6	5	<b>40</b>
CSE (D)-3	12	3	1	0	<b>16</b>
CSE (D)-4	16	3	1	0	<b>20</b>
CSE (D)-5	5	1	0	0	<b>6</b>
CSE (D)-6	12	9	6	0	<b>27</b>
CSE (D)-7	11	8	3	3	<b>25</b>
CSE (D)-8	16	12	0	0	<b>28</b>
CSE (D)-9	3	7	3	0	<b>13</b>
CSE (U)-1	10	3	3	4	<b>20</b>
CSE (U)-2	3	1	1	0	<b>5</b>
CSE (A)-1	2	4	2	0	<b>8</b>
CSE (A)-2	1	3	0	1	<b>5</b>
MTCA (D)-1	13	4	1	2	<b>20</b>
MTCA (D)-2	5	8	0	1	<b>14</b>
TE (D)-1	9	27	11	12	<b>59</b>
TE (D)-2	16	9	3	0	<b>28</b>
TE (D)-3	5	22	1	0	<b>28</b>
TE (D)-4	5	9	6	0	<b>20</b>
TE (U)	2	6	2	2	<b>12</b>
TE (A)-1	9	0	0	1	<b>10</b>
TE (A)-2	5	2	0	1	<b>8</b>
EEE (D)	15	6	1	0	<b>22</b>
EEE (A)-1	5	4	0	0	<b>9</b>
EEE (A)-2	4	5	0	0	<b>9</b>
ETE (D)-1	3	10	3	0	<b>16</b>
ETE (D)-2	4	3	0	0	<b>7</b>
Pharmacy (D)	9	7	4	5	<b>25</b>
BBA (D)-1	5	5	3	0	<b>13</b>
BBA (D)-2	11	8	2	0	<b>21</b>
BBA (D)-3	5	10	9	5	<b>29</b>
BBA (D)-4	8	9	4	4	<b>25</b>
BBA (D)-5	10	11	4	3	<b>28</b>
BBA (U)-1	18	6	3	2	<b>29</b>
BBA (U)-2	3	13	5	4	<b>25</b>
BBA (U)-3	15	7	5	1	<b>28</b>
BBA (A)-1	4	7	1	0	<b>12</b>
BBA (A)-2	2	2	4	0	<b>8</b>
THM (D)	5	5	0	0	<b>10</b>
Eng (D)	0	12	3	0	<b>15</b>
Eng (U)	15	3	0	0	<b>18</b>
Law (D)	6	12	3	2	<b>23</b>
Law (U)	8	8	2	0	<b>18</b>
JMC (D)	9	3	4	2	<b>18</b>
<b>Total</b>	<b>358</b>	<b>320</b>	<b>112</b>	<b>60</b>	<b>850</b>

**Table 32: Forms of Verb (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	18	12	0	0	<b>30</b>
CSE (D)-2	20	8	6	6	<b>40</b>
CSE (D)-3	12	4	0	0	<b>16</b>
CSE (D)-4	17	3	0	0	<b>20</b>
CSE (D)-5	5	1	0	0	<b>6</b>
CSE (D)-6	17	10	0	0	<b>27</b>
CSE (D)-7	9	9	4	3	<b>25</b>
CSE (D)-8	15	9	2	2	<b>28</b>
CSE (D)-9	6	2	2	3	<b>13</b>
CSE (U)-1	13	5	0	2	<b>20</b>
CSE (U)-2	5	0	0	0	<b>5</b>
CSE (A)-1	5	3	0	0	<b>8</b>
CSE (A)-2	1	2	1	1	<b>5</b>
MTCA (D)-1	14	5	0	1	<b>20</b>
MTCA (D)-2	8	5	0	1	<b>14</b>
TE (D)-1	21	27	7	4	<b>59</b>
TE (D)-2	22	5	1	0	<b>28</b>
TE (D)-3	12	11	5	0	<b>28</b>
TE (D)-4	8	8	4	0	<b>20</b>
TE (U)	4	5	1	2	<b>12</b>
TE (A)-1	9	1	0	0	<b>10</b>
TE (A)-2	7	1	0	0	<b>8</b>
EEE (D)	15	2	2	3	<b>22</b>
EEE (A)-1	3	4	1	1	<b>9</b>
EEE (A)-2	6	3	0	0	<b>9</b>
ETE (D)-1	11	4	1	0	<b>16</b>
ETE (D)-2	5	1	1	0	<b>7</b>
Pharmacy (D)	12	8	4	1	<b>25</b>
BBA (D)-1	7	6	0	0	<b>13</b>
BBA (D)-2	11	7	2	1	<b>21</b>
BBA (D)-3	6	12	7	4	<b>29</b>
BBA (D)-4	10	12	2	1	<b>25</b>
BBA (D)-5	10	17	1	0	<b>28</b>
BBA (U)-1	15	10	3	1	<b>29</b>
BBA (U)-2	6	7	10	2	<b>25</b>
BBA (U)-3	16	11	0	1	<b>28</b>
BBA (A)-1	7	5	0	0	<b>12</b>
BBA (A)-2	2	6	0	0	<b>8</b>
THM (D)	3	4	3	0	<b>10</b>
Eng (D)	4	5	5	1	<b>15</b>
Eng (U)	15	3	0	0	<b>18</b>
Law (D)	11	6	5	1	<b>23</b>
Law (U)	7	7	3	1	<b>18</b>
JMC (D)	10	6	2	0	<b>18</b>
<b>Total</b>	<b>440</b>	<b>282</b>	<b>85</b>	<b>43</b>	<b>850</b>



**Table 33: Tenses (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)-1	12	13	3	2	30
CSE (D)-2	12	16	10	2	40
CSE (D)-3	8	6	2	0	16
CSE (D)-4	17	3	0	0	20
CSE (D)-5	5	0	1	0	6
CSE (D)-6	12	11	4	0	27
CSE (D)-7	7	7	5	6	25
CSE (D)-8	18	8	1	1	28
CSE (D)-9	8	5	0	0	13
CSE (U)-1	15	3	1	1	20
CSE (U)-2	5	0	0	0	5
CSE (A)-1	4	3	1	0	8
CSE (A)-2	1	3	1	0	5
MTCA (D)-1	10	8	1	1	20
MTCA (D)-2	5	7	2	0	14
TE (D)-1	28	13	12	6	59
TE (D)-2	22	4	1	1	28
TE (D)-3	13	10	2	3	28
TE (D)-4	12	7	1	0	20
TE (U)	5	3	2	2	12
TE (A)-1	7	2	0	1	10
TE (A)-2	6	0	1	1	8
EEE (D)	14	7	0	1	22
EEE (A)-1	4	3	1	1	9
EEE (A)-2	5	3	1	0	9
ETE (D)-1	8	8	0	0	16
ETE (D)-2	1	4	2	0	7
Pharmacy (D)	12	8	4	1	25
BBA (D)-1	6	6	0	1	13
BBA (D)-2	7	7	5	2	21
BBA (D)-3	6	9	9	5	29
BBA (D)-4	11	6	7	1	25
BBA (D)-5	13	6	4	5	28
BBA (U)-1	6	13	5	5	29
BBA (U)-2	1	7	10	7	25
BBA (U)-3	19	8	1	0	28
BBA (A)-1	7	3	2	0	12
BBA (A)-2	3	2	2	1	8
THM (D)	4	3	3	0	10
Eng (D)	4	6	4	1	15
Eng (U)	11	5	2	0	18
Law (D)	12	5	3	3	23
Law (U)	10	4	2	2	18
JMC (D)	6	6	3	3	18
<b>Total</b>	<b>402</b>	<b>261</b>	<b>121</b>	<b>66</b>	<b>850</b>

**Table 34: Structure of Simple Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	20	10	0	0	<b>30</b>
CSE (D)-2	15	15	7	3	<b>40</b>
CSE (D)-3	13	3	0	0	<b>16</b>
CSE (D)-4	18	2	0	0	<b>20</b>
CSE (D)-5	6	0	0	0	<b>6</b>
CSE (D)-6	19	8	0	0	<b>27</b>
CSE (D)-7	14	6	3	2	<b>25</b>
CSE (D)-8	16	12	0	0	<b>28</b>
CSE (D)-9	9	2	2	0	<b>13</b>
CSE (U)-1	12	4	3	1	<b>20</b>
CSE (U)-2	2	3	0	0	<b>5</b>
CSE (A)-1	5	3	0	0	<b>8</b>
CSE (A)-2	3	1	0	1	<b>5</b>
MTCA (D)-1	13	4	0	3	<b>20</b>
MTCA (D)-2	10	2	1	1	<b>14</b>
TE (D)-1	34	16	8	1	<b>59</b>
TE (D)-2	18	5	3	2	<b>28</b>
TE (D)-3	5	10	3	10	<b>28</b>
TE (D)-4	9	10	0	1	<b>20</b>
TE (U)	7	0	3	2	<b>12</b>
TE (A)-1	8	2	0	0	<b>10</b>
TE (A)-2	6	1	0	1	<b>8</b>
EEE (D)	20	1	1	0	<b>22</b>
EEE (A)-1	5	0	3	1	<b>9</b>
EEE (A)-2	7	1	1	0	<b>9</b>
ETE (D)-1	13	3	0	0	<b>16</b>
ETE (D)-2	5	2	0	0	<b>7</b>
Pharmacy (D)	15	5	4	1	<b>25</b>
BBA (D)-1	9	3	1	0	<b>13</b>
BBA (D)-2	13	4	4	0	<b>21</b>
BBA (D)-3	6	10	9	4	<b>29</b>
BBA (D)-4	12	8	5	0	<b>25</b>
BBA (D)-5	11	9	5	3	<b>28</b>
BBA (U)-1	15	4	7	3	<b>29</b>
BBA (U)-2	5	8	6	6	<b>25</b>
BBA (U)-3	21	7	0	0	<b>28</b>
BBA (A)-1	8	2	1	1	<b>12</b>
BBA (A)-2	4	3	1	0	<b>8</b>
THM (D)	2	6	2	0	<b>10</b>
Eng (D)	6	4	4	1	<b>15</b>
Eng (U)	15	3	0	0	<b>18</b>
Law (D)	12	7	3	1	<b>23</b>
Law (U)	10	8	0	0	<b>18</b>
JMC (D)	11	2	4	1	<b>18</b>
<b>Total</b>	<b>487</b>	<b>219</b>	<b>94</b>	<b>50</b>	<b>850</b>

**Table 35: Complex Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	6	16	4	4	<b>30</b>
CSE (D)-2	13	8	8	11	<b>40</b>
CSE (D)-3	8	7	1	0	<b>16</b>
CSE (D)-4	12	7	0	1	<b>20</b>
CSE (D)-5	3	2	0	1	<b>6</b>
CSE (D)-6	10	10	6	1	<b>27</b>
CSE (D)-7	6	5	8	6	<b>25</b>
CSE (D)-8	9	15	2	2	<b>28</b>
CSE (D)-9	3	4	5	1	<b>13</b>
CSE (U)-1	5	8	2	5	<b>20</b>
CSE (U)-2	2	2	1	0	<b>5</b>
CSE (A)-1	0	6	1	1	<b>8</b>
CSE (A)-2	1	2	0	2	<b>5</b>
MTCA (D)-1	5	12	1	2	<b>20</b>
MTCA (D)-2	8	3	1	2	<b>14</b>
TE (D)-1	10	29	13	7	<b>59</b>
TE (D)-2	5	17	4	2	<b>28</b>
TE (D)-3	2	15	9	2	<b>28</b>
TE (D)-4	7	7	4	2	<b>20</b>
TE (U)	1	7	1	3	<b>12</b>
TE (A)-1	6	2	1	1	<b>10</b>
TE (A)-2	5	1	0	2	<b>8</b>
EEE (D)	11	7	4	0	<b>22</b>
EEE (A)-1	1	2	3	3	<b>9</b>
EEE (A)-2	4	3	1	1	<b>9</b>
ETE (D)-1	3	8	4	1	<b>16</b>
ETE (D)-2	2	3	1	1	<b>7</b>
Pharmacy (D)	7	5	7	6	<b>25</b>
BBA (D)-1	2	4	4	3	<b>13</b>
BBA (D)-2	4	12	4	1	<b>21</b>
BBA (D)-3	3	4	10	12	<b>29</b>
BBA (D)-4	0	9	11	5	<b>25</b>
BBA (D)-5	3	15	5	5	<b>28</b>
BBA (U)-1	8	4	8	9	<b>29</b>
BBA (U)-2	1	12	8	4	<b>25</b>
BBA (U)-3	10	13	5	0	<b>28</b>
BBA (A)-1	5	5	0	2	<b>12</b>
BBA (A)-2	1	3	2	2	<b>8</b>
THM (D)	2	3	2	3	<b>10</b>
Eng (D)	1	4	6	4	<b>15</b>
Eng (U)	12	1	5	0	<b>18</b>
Law (D)	2	8	9	4	<b>23</b>
Law (U)	8	8	1	1	<b>18</b>
JMC (D)	5	8	2	3	<b>18</b>
<b>Total</b>	<b>222</b>	<b>326</b>	<b>174</b>	<b>128</b>	<b>850</b>

**Table 36: Conjunction and Compound Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	Total
CSE (D)-1	11	4	4	11	30
CSE (D)-2	16	9	8	7	40
CSE (D)-3	10	5	0	1	16
CSE (D)-4	12	5	3	0	20
CSE (D)-5	5	1	0	0	6
CSE (D)-6	9	12	5	1	27
CSE (D)-7	5	9	8	3	25
CSE (D)-8	15	11	2	0	28
CSE (D)-9	5	3	4	1	13
CSE (U)-1	8	5	3	4	20
CSE (U)-2	4	1	0	0	5
CSE (A)-1	4	3	1	0	8
CSE (A)-2	2	2	1	0	5
MTCA (D)-1	12	7	0	1	20
MTCA (D)-2	5	8	0	1	14
TE (D)-1	17	24	11	7	59
TE (D)-2	12	10	3	3	28
TE (D)-3	4	17	4	3	28
TE (D)-4	7	10	1	2	20
TE (U)	4	4	2	2	12
TE (A)-1	6	2	1	1	10
TE (A)-2	7	0	0	1	8
EEE (D)	13	8	1	0	22
EEE (A)-1	5	1	2	1	9
EEE (A)-2	5	4	0	0	9
ETE (D)-1	7	8	1	0	16
ETE (D)-2	4	2	0	1	7
Pharmacy (D)	6	13	4	2	25
BBA (D)-1	3	6	2	2	13
BBA (D)-2	2	11	6	2	21
BBA (D)-3	3	3	19	4	29
BBA (D)-4	9	12	2	2	25
BBA (D)-5	10	9	4	5	28
BBA (U)-1	7	6	12	4	29
BBA (U)-2	7	9	8	1	25
BBA (U)-3	17	8	2	1	28
BBA (A)-1	7	2	2	1	12
BBA (A)-2	2	2	2	2	8
THM (D)	2	2	6	0	10
Eng (D)	2	8	5	0	15
Eng (U)	13	4	1	0	18
Law (D)	5	10	6	2	23
Law (U)	7	10	1	0	18
JMC (D)	7	8	3	0	18
<b>Total</b>	<b>323</b>	<b>298</b>	<b>150</b>	<b>79</b>	<b>850</b>

**Table 37: Affirmative and Negative Sentences (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	26	2	0	2	<b>30</b>
CSE (D)-2	22	10	5	3	<b>40</b>
CSE (D)-3	13	3	0	0	<b>16</b>
CSE (D)-4	19	0	1	0	<b>20</b>
CSE (D)-5	6	0	0	0	<b>6</b>
CSE (D)-6	19	6	2	0	<b>27</b>
CSE (D)-7	11	7	5	2	<b>25</b>
CSE (D)-8	18	10	0	0	<b>28</b>
CSE (D)-9	9	4	0	0	<b>13</b>
CSE (U)-1	11	5	1	3	<b>20</b>
CSE (U)-2	4	1	0	0	<b>5</b>
CSE (A)-1	4	3	1	0	<b>8</b>
CSE (A)-2	3	0	2	0	<b>5</b>
MTCA (D)-1	14	4	1	1	<b>20</b>
MTCA (D)-2	7	6	1	0	<b>14</b>
TE (D)-1	35	17	6	1	<b>59</b>
TE (D)-2	24	3	1	0	<b>28</b>
TE (D)-3	16	9	3	0	<b>28</b>
TE (D)-4	11	9	0	0	<b>20</b>
TE (U)	8	2	0	2	<b>12</b>
TE (A)-1	9	1	0	0	<b>10</b>
TE (A)-2	7	0	0	1	<b>8</b>
EEE (D)	19	2	1	0	<b>22</b>
EEE (A)-1	6	0	3	0	<b>9</b>
EEE (A)-2	7	2	0	0	<b>9</b>
ETE (D)-1	15	1	0	0	<b>16</b>
ETE (D)-2	6	1	0	0	<b>7</b>
Pharmacy (D)	14	6	5	0	<b>25</b>
BBA (D)-1	6	5	2	0	<b>13</b>
BBA (D)-2	12	6	2	1	<b>21</b>
BBA (D)-3	6	15	7	1	<b>29</b>
BBA (D)-4	14	8	2	1	<b>25</b>
BBA (D)-5	13	8	6	1	<b>28</b>
BBA (U)-1	15	9	5	0	<b>29</b>
BBA (U)-2	10	9	6	0	<b>25</b>
BBA (U)-3	22	6	0	0	<b>28</b>
BBA (A)-1	6	3	2	1	<b>12</b>
BBA (A)-2	2	3	2	1	<b>8</b>
THM (D)	3	3	3	1	<b>10</b>
Eng (D)	5	9	0	1	<b>15</b>
Eng (U)	14	4	0	0	<b>18</b>
Law (D)	15	5	3	0	<b>23</b>
Law (U)	9	7	2	0	<b>18</b>
JMC (D)	9	5	1	3	<b>18</b>
<b>Total</b>	<b>524</b>	<b>219</b>	<b>81</b>	<b>26</b>	<b>850</b>

**Table 38: Declarative/Assertive Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	16	4	5	5	<b>30</b>
CSE (D)-2	17	10	10	3	<b>40</b>
CSE (D)-3	9	7	0	0	<b>16</b>
CSE (D)-4	12	7	1	0	<b>20</b>
CSE (D)-5	3	3	0	0	<b>6</b>
CSE (D)-6	11	9	5	2	<b>27</b>
CSE (D)-7	12	6	6	1	<b>25</b>
CSE (D)-8	12	16	0	0	<b>28</b>
CSE (D)-9	9	3	1	0	<b>13</b>
CSE (U)-1	4	10	1	5	<b>20</b>
CSE (U)-2	4	1	0	0	<b>5</b>
CSE (A)-1	4	3	1	0	<b>8</b>
CSE (A)-2	1	3	1	0	<b>5</b>
MTCA (D)-1	8	10	2	0	<b>20</b>
MTCA (D)-2	7	5	1	1	<b>14</b>
TE (D)-1	19	24	8	8	<b>59</b>
TE (D)-2	13	11	2	2	<b>28</b>
TE (D)-3	9	15	4	0	<b>28</b>
TE (D)-4	5	11	2	2	<b>20</b>
TE (U)	5	4	0	3	<b>12</b>
TE (A)-1	7	1	1	1	<b>10</b>
TE (A)-2	3	3	1	1	<b>8</b>
EEE (D)	18	4	0	0	<b>22</b>
EEE (A)-1	3	3	1	2	<b>9</b>
EEE (A)-2	6	2	0	1	<b>9</b>
ETE (D)-1	9	7	0	0	<b>16</b>
ETE (D)-2	4	2	0	1	<b>7</b>
Pharmacy (D)	7	7	8	3	<b>25</b>
BBA (D)-1	5	5	1	2	<b>13</b>
BBA (D)-2	4	9	6	2	<b>21</b>
BBA (D)-3	2	5	13	9	<b>29</b>
BBA (D)-4	7	12	6	0	<b>25</b>
BBA (D)-5	13	7	6	2	<b>28</b>
BBA (U)-1	8	5	12	4	<b>29</b>
BBA (U)-2	5	7	7	6	<b>25</b>
BBA (U)-3	10	17	1	0	<b>28</b>
BBA (A)-1	0	8	2	2	<b>12</b>
BBA (A)-2	0	4	3	1	<b>8</b>
THM (D)	0	5	2	3	<b>10</b>
Eng (D)	4	5	6	0	<b>15</b>
Eng (U)	12	5	1	0	<b>18</b>
Law (D)	13	7	2	1	<b>23</b>
Law (U)	8	8	1	1	<b>18</b>
JMC (D)	5	7	4	2	<b>18</b>
<b>Total</b>	<b>333</b>	<b>307</b>	<b>134</b>	<b>76</b>	<b>850</b>

**Table 39: Interrogative Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	25	3	1	1	<b>30</b>
CSE (D)-2	21	9	6	4	<b>40</b>
CSE (D)-3	15	1	0	0	<b>16</b>
CSE (D)-4	17	2	1	0	<b>20</b>
CSE (D)-5	6	0	0	0	<b>6</b>
CSE (D)-6	16	10	1	0	<b>27</b>
CSE (D)-7	14	10	1	0	<b>25</b>
CSE (D)-8	17	11	0	0	<b>28</b>
CSE (D)-9	12	1	0	0	<b>13</b>
CSE (U)-1	4	9	1	6	<b>20</b>
CSE (U)-2	5	0	0	0	<b>5</b>
CSE (A)-1	4	3	0	1	<b>8</b>
CSE (A)-2	4	0	1	0	<b>5</b>
MTCA (D)-1	7	3	4	6	<b>20</b>
MTCA (D)-2	11	2	0	1	<b>14</b>
TE (D)-1	30	17	12	0	<b>59</b>
TE (D)-2	23	2	3	0	<b>28</b>
TE (D)-3	18	6	3	1	<b>28</b>
TE (D)-4	13	7	0	0	<b>20</b>
TE (U)	7	3	0	2	<b>12</b>
TE (A)-1	7	2	0	1	<b>10</b>
TE (A)-2	7	0	1	0	<b>8</b>
EEE (D)	18	2	1	1	<b>22</b>
EEE (A)-1	5	3	0	1	<b>9</b>
EEE (A)-2	8	1	0	0	<b>9</b>
ETE (D)-1	13	2	1	0	<b>16</b>
ETE (D)-2	5	2	0	0	<b>7</b>
Pharmacy (D)	10	9	4	2	<b>25</b>
BBA (D)-1	9	2	2	0	<b>13</b>
BBA (D)-2	13	5	2	1	<b>21</b>
BBA (D)-3	7	15	6	1	<b>29</b>
BBA (D)-4	15	7	3	0	<b>25</b>
BBA (D)-5	15	9	4	0	<b>28</b>
BBA (U)-1	13	9	5	2	<b>29</b>
BBA (U)-2	10	8	3	4	<b>25</b>
BBA (U)-3	22	6	0	0	<b>28</b>
BBA (A)-1	8	3	1	0	<b>12</b>
BBA (A)-2	3	4	0	1	<b>8</b>
THM (D)	3	3	3	1	<b>10</b>
Eng (D)	6	8	1	0	<b>15</b>
Eng (U)	18	0	0	0	<b>18</b>
Law (D)	16	3	3	1	<b>23</b>
Law (U)	16	1	1	0	<b>18</b>
JMC (D)	9	7	1	1	<b>18</b>
<b>Total</b>	<b>525</b>	<b>210</b>	<b>76</b>	<b>39</b>	<b>850</b>

**Table 40: Imperative Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	16	11	2	1	<b>30</b>
CSE (D)-2	10	11	11	8	<b>40</b>
CSE (D)-3	14	2	0	0	<b>16</b>
CSE (D)-4	11	8	1	0	<b>20</b>
CSE (D)-5	6	0	0	0	<b>6</b>
CSE (D)-6	16	10	1	0	<b>27</b>
CSE (D)-7	10	12	3	0	<b>25</b>
CSE (D)-8	10	15	3	0	<b>28</b>
CSE (D)-9	6	6	1	0	<b>13</b>
CSE (U)-1	9	6	5	0	<b>20</b>
CSE (U)-2	3	2	0	0	<b>5</b>
CSE (A)-1	5	3	0	0	<b>8</b>
CSE (A)-2	4	0	1	0	<b>5</b>
MTCA (D)-1	12	8	0	0	<b>20</b>
MTCA (D)-2	11	2	0	1	<b>14</b>
TE (D)-1	21	16	13	9	<b>59</b>
TE (D)-2	20	6	2	0	<b>28</b>
TE (D)-3	10	10	5	3	<b>28</b>
TE (D)-4	10	6	3	1	<b>20</b>
TE (U)	6	0	3	3	<b>12</b>
TE (A)-1	8	2	0	0	<b>10</b>
TE (A)-2	6	1	0	1	<b>8</b>
EEE (D)	8	6	5	3	<b>22</b>
EEE (A)-1	3	1	2	3	<b>9</b>
EEE (A)-2	7	2	0	0	<b>9</b>
ETE (D)-1	12	4	0	0	<b>16</b>
ETE (D)-2	4	3	0	0	<b>7</b>
Pharmacy (D)	10	9	4	2	<b>25</b>
BBA (D)-1	5	7	1	0	<b>13</b>
BBA (D)-2	7	10	2	2	<b>21</b>
BBA (D)-3	2	11	10	6	<b>29</b>
BBA (D)-4	8	11	6	0	<b>25</b>
BBA (D)-5	9	19	0	0	<b>28</b>
BBA (U)-1	12	7	7	3	<b>29</b>
BBA (U)-2	3	14	4	4	<b>25</b>
BBA (U)-3	19	8	1	0	<b>28</b>
BBA (A)-1	6	3	1	2	<b>12</b>
BBA (A)-2	3	3	2	0	<b>8</b>
THM (D)	1	5	3	1	<b>10</b>
Eng (D)	5	0	2	8	<b>15</b>
Eng (U)	14	3	1	0	<b>18</b>
Law (D)	12	7	3	1	<b>23</b>
Law (U)	8	8	2	0	<b>18</b>
JMC (D)	7	8	2	1	<b>18</b>
<b>Total</b>	<b>389</b>	<b>286</b>	<b>112</b>	<b>63</b>	<b>850</b>



**Table 41: Conditional Sentence (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	12	12	5	1	<b>30</b>
CSE (D)-2	7	9	8	16	<b>40</b>
CSE (D)-3	11	3	1	1	<b>16</b>
CSE (D)-4	14	4	1	1	<b>20</b>
CSE (D)-5	5	1	0	0	<b>6</b>
CSE (D)-6	7	13	5	2	<b>27</b>
CSE (D)-7	10	5	7	3	<b>25</b>
CSE (D)-8	11	15	1	1	<b>28</b>
CSE (D)-9	4	6	2	1	<b>13</b>
CSE (U)-1	7	8	4	1	<b>20</b>
CSE (U)-2	4	1	0	0	<b>5</b>
CSE (A)-1	1	4	1	2	<b>8</b>
CSE (A)-2	3	0	1	1	<b>5</b>
MTCA (D)-1	12	6	1	1	<b>20</b>
MTCA (D)-2	9	4	1	0	<b>14</b>
TE (D)-1	12	19	16	12	<b>59</b>
TE (D)-2	10	15	2	1	<b>28</b>
TE (D)-3	3	21	2	2	<b>28</b>
TE (D)-4	4	8	6	2	<b>20</b>
TE (U)	2	6	2	2	<b>12</b>
TE (A)-1	3	3	2	2	<b>10</b>
TE (A)-2	3	2	2	1	<b>8</b>
EEE (D)	8	4	2	8	<b>22</b>
EEE (A)-1	3	4	1	1	<b>9</b>
EEE (A)-2	5	4	0	0	<b>9</b>
ETE (D)-1	5	11	0	0	<b>16</b>
ETE (D)-2	5	1	0	1	<b>7</b>
Pharmacy (D)	6	8	8	3	<b>25</b>
BBA (D)-1	3	5	4	1	<b>13</b>
BBA (D)-2	5	5	8	3	<b>21</b>
BBA (D)-3	4	5	10	10	<b>29</b>
BBA (D)-4	3	12	6	4	<b>25</b>
BBA (D)-5	6	10	6	6	<b>28</b>
BBA (U)-1	8	7	11	3	<b>29</b>
BBA (U)-2	2	8	12	3	<b>25</b>
BBA (U)-3	13	13	2	0	<b>28</b>
BBA (A)-1	4	5	1	2	<b>12</b>
BBA (A)-2	1	4	2	1	<b>8</b>
THM (D)	1	4	4	1	<b>10</b>
Eng (D)	3	7	5	0	<b>15</b>
Eng (U)	7	9	2	0	<b>18</b>
Law (D)	10	12	1	0	<b>23</b>
Law (U)	5	7	4	2	<b>18</b>
JMC (D)	6	8	3	1	<b>18</b>
<b>Total</b>	<b>267</b>	<b>318</b>	<b>162</b>	<b>103</b>	<b>850</b>

**Table 42: Direct and Indirect Speech (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	12	9	3	6	<b>30</b>
CSE (D)-2	10	10	6	14	<b>40</b>
CSE (D)-3	8	6	1	1	<b>16</b>
CSE (D)-4	9	9	2	0	<b>20</b>
CSE (D)-5	3	3	0	0	<b>6</b>
CSE (D)-6	12	9	5	1	<b>27</b>
CSE (D)-7	7	6	6	6	<b>25</b>
CSE (D)-8	15	8	5	0	<b>28</b>
CSE (D)-9	3	5	5	0	<b>13</b>
CSE (U)-1	7	7	1	5	<b>20</b>
CSE (U)-2	3	1	1	0	<b>5</b>
CSE (A)-1	1	1	1	5	<b>8</b>
CSE (A)-2	1	2	1	1	<b>5</b>
MTCA (D)-1	11	5	1	3	<b>20</b>
MTCA (D)-2	7	4	0	3	<b>14</b>
TE (D)-1	14	13	14	18	<b>59</b>
TE (D)-2	7	10	5	6	<b>28</b>
TE (D)-3	2	12	9	5	<b>28</b>
TE (D)-4	8	7	3	2	<b>20</b>
TE (U)	2	2	2	6	<b>12</b>
TE (A)-1	7	1	0	2	<b>10</b>
TE (A)-2	3	3	1	1	<b>8</b>
EEE (D)	7	8	4	3	<b>22</b>
EEE (A)-1	2	4	1	2	<b>9</b>
EEE (A)-2	2	7	0	0	<b>9</b>
ETE (D)-1	3	7	6	0	<b>16</b>
ETE (D)-2	2	3	1	1	<b>7</b>
Pharmacy (D)	8	6	6	5	<b>25</b>
BBA (D)-1	3	3	5	2	<b>13</b>
BBA (D)-2	6	2	8	5	<b>21</b>
BBA (D)-3	1	10	9	9	<b>29</b>
BBA (D)-4	4	4	7	10	<b>25</b>
BBA (D)-5	2	9	10	7	<b>28</b>
BBA (U)-1	7	4	7	11	<b>29</b>
BBA (U)-2	0	8	13	4	<b>25</b>
BBA (U)-3	12	9	3	4	<b>28</b>
BBA (A)-1	5	4	2	1	<b>12</b>
BBA (A)-2	0	3	4	1	<b>8</b>
THM (D)	0	3	1	6	<b>10</b>
Eng (D)	2	6	4	3	<b>15</b>
Eng (U)	5	9	2	2	<b>18</b>
Law (D)	11	5	5	2	<b>23</b>
Law (U)	3	10	3	2	<b>18</b>
JMC (D)	2	9	6	1	<b>18</b>
<b>Total</b>	<b>239</b>	<b>266</b>	<b>179</b>	<b>166</b>	<b>850</b>

**Table 43: Active and Passive Voice (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	15	4	6	5	<b>30</b>
CSE (D)-2	8	14	4	14	<b>40</b>
CSE (D)-3	12	2	2	0	<b>16</b>
CSE (D)-4	14	3	1	2	<b>20</b>
CSE (D)-5	4	1	1	0	<b>6</b>
CSE (D)-6	11	12	4	0	<b>27</b>
CSE (D)-7	3	12	6	4	<b>25</b>
CSE (D)-8	13	11	4	0	<b>28</b>
CSE (D)-9	3	6	2	2	<b>13</b>
CSE (U)-1	6	5	4	5	<b>20</b>
CSE (U)-2	4	1	0	0	<b>5</b>
CSE (A)-1	0	3	1	4	<b>8</b>
CSE (A)-2	1	2	1	1	<b>5</b>
MTCA (D)-1	9	5	5	1	<b>20</b>
MTCA (D)-2	6	6	1	1	<b>14</b>
TE (D)-1	18	21	13	7	<b>59</b>
TE (D)-2	8	11	4	5	<b>28</b>
TE (D)-3	5	17	5	1	<b>28</b>
TE (D)-4	9	7	2	2	<b>20</b>
TE (U)	1	3	4	4	<b>12</b>
TE (A)-1	6	3	1	0	<b>10</b>
TE (A)-2	5	1	0	2	<b>8</b>
EEE (D)	11	7	4	0	<b>22</b>
EEE (A)-1	1	5	1	2	<b>9</b>
EEE (A)-2	3	5	0	1	<b>9</b>
ETE (D)-1	6	9	1	0	<b>16</b>
ETE (D)-2	2	3	2	0	<b>7</b>
Pharmacy (D)	11	6	5	3	<b>25</b>
BBA (D)-1	3	5	3	2	<b>13</b>
BBA (D)-2	5	9	4	3	<b>21</b>
BBA (D)-3	3	10	10	6	<b>29</b>
BBA (D)-4	4	7	5	9	<b>25</b>
BBA (D)-5	5	10	7	6	<b>28</b>
BBA (U)-1	2	4	7	16	<b>29</b>
BBA (U)-2	1	10	11	3	<b>25</b>
BBA (U)-3	10	13	2	3	<b>28</b>
BBA (A)-1	5	4	2	1	<b>12</b>
BBA (A)-2	0	6	1	1	<b>8</b>
THM (D)	0	3	3	4	<b>10</b>
Eng (D)	2	3	6	4	<b>15</b>
Eng (U)	10	2	6	0	<b>18</b>
Law (D)	17	5	0	1	<b>23</b>
Law (U)	4	6	4	4	<b>18</b>
JMC (D)	4	9	4	1	<b>18</b>
<b>Total</b>	<b>270</b>	<b>291</b>	<b>159</b>	<b>130</b>	<b>850</b>

**Table 44: Noun and Noun Phrase (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	4	13	10	3	<b>30</b>
CSE (D)-2	9	10	12	9	<b>40</b>
CSE (D)-3	1	13	1	1	<b>16</b>
CSE (D)-4	10	8	2	0	<b>20</b>
CSE (D)-5	3	3	0	0	<b>6</b>
CSE (D)-6	3	14	7	3	<b>27</b>
CSE (D)-7	3	7	8	7	<b>25</b>
CSE (D)-8	6	17	3	2	<b>28</b>
CSE (D)-9	3	3	4	3	<b>13</b>
CSE (U)-1	7	6	3	4	<b>20</b>
CSE (U)-2	2	3	0	0	<b>5</b>
CSE (A)-1	2	3	2	1	<b>8</b>
CSE (A)-2	0	3	1	1	<b>5</b>
MTCA (D)-1	3	15	0	2	<b>20</b>
MTCA (D)-2	9	3	2	0	<b>14</b>
TE (D)-1	10	27	14	8	<b>59</b>
TE (D)-2	2	10	8	8	<b>28</b>
TE (D)-3	3	11	9	5	<b>28</b>
TE (D)-4	3	5	8	4	<b>20</b>
TE (U)	1	6	1	4	<b>12</b>
TE (A)-1	2	4	2	2	<b>10</b>
TE (A)-2	3	4	1	0	<b>8</b>
EEE (D)	3	13	3	3	<b>22</b>
EEE (A)-1	0	5	2	2	<b>9</b>
EEE (A)-2	3	2	3	1	<b>9</b>
ETE (D)-1	2	9	5	0	<b>16</b>
ETE (D)-2	2	4	1	0	<b>7</b>
Pharmacy (D)	1	9	7	8	<b>25</b>
BBA (D)-1	1	6	3	3	<b>13</b>
BBA (D)-2	5	6	5	5	<b>21</b>
BBA (D)-3	2	11	8	8	<b>29</b>
BBA (D)-4	3	8	7	7	<b>25</b>
BBA (D)-5	5	10	12	1	<b>28</b>
BBA (U)-1	2	7	9	11	<b>29</b>
BBA (U)-2	2	5	10	8	<b>25</b>
BBA (U)-3	7	15	5	1	<b>28</b>
BBA (A)-1	5	3	2	2	<b>12</b>
BBA (A)-2	1	2	2	3	<b>8</b>
THM (D)	4	2	3	1	<b>10</b>
Eng (D)	0	6	8	1	<b>15</b>
Eng (U)	7	8	1	2	<b>18</b>
Law (D)	10	11	1	1	<b>23</b>
Law (U)	5	4	5	4	<b>18</b>
JMC (D)	6	7	4	1	<b>18</b>
<b>Total</b>	<b>165</b>	<b>341</b>	<b>204</b>	<b>140</b>	<b>850</b>

**Table 45: Adjective and Degree (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	13	9	6	2	<b>30</b>
CSE (D)-2	16	10	9	5	<b>40</b>
CSE (D)-3	9	6	1	0	<b>16</b>
CSE (D)-4	15	4	1	0	<b>20</b>
CSE (D)-5	5	1	0	0	<b>6</b>
CSE (D)-6	9	11	5	2	<b>27</b>
CSE (D)-7	4	7	9	5	<b>25</b>
CSE (D)-8	18	7	2	1	<b>28</b>
CSE (D)-9	6	5	2	0	<b>13</b>
CSE (U)-1	9	9	0	2	<b>20</b>
CSE (U)-2	4	1	0	0	<b>5</b>
CSE (A)-1	5	2	1	0	<b>8</b>
CSE (A)-2	1	2	1	1	<b>5</b>
MTCA (D)-1	7	11	1	1	<b>20</b>
MTCA (D)-2	4	9	1	0	<b>14</b>
TE (D)-1	21	19	11	8	<b>59</b>
TE (D)-2	13	10	3	2	<b>28</b>
TE (D)-3	6	16	6	0	<b>28</b>
TE (D)-4	8	3	8	1	<b>20</b>
TE (U)	3	7	0	2	<b>12</b>
TE (A)-1	3	6	0	1	<b>10</b>
TE (A)-2	4	2	0	2	<b>8</b>
EEE (D)	5	13	2	2	<b>22</b>
EEE (A)-1	1	5	3	0	<b>9</b>
EEE (A)-2	5	4	0	0	<b>9</b>
ETE (D)-1	6	9	1	0	<b>16</b>
ETE (D)-2	6	1	0	0	<b>7</b>
Pharmacy (D)	9	9	3	4	<b>25</b>
BBA (D)-1	10	2	0	1	<b>13</b>
BBA (D)-2	7	8	5	1	<b>21</b>
BBA (D)-3	6	8	9	6	<b>29</b>
BBA (D)-4	5	12	6	2	<b>25</b>
BBA (D)-5	7	13	5	3	<b>28</b>
BBA (U)-1	6	13	5	5	<b>29</b>
BBA (U)-2	1	6	15	3	<b>25</b>
BBA (U)-3	9	14	4	1	<b>28</b>
BBA (A)-1	4	4	3	1	<b>12</b>
BBA (A)-2	4	0	3	1	<b>8</b>
THM (D)	1	7	1	1	<b>10</b>
Eng (D)	0	11	3	1	<b>15</b>
Eng (U)	16	2	0	0	<b>18</b>
Law (D)	5	12	3	3	<b>23</b>
Law (U)	5	7	4	2	<b>18</b>
JMC (D)	4	8	4	2	<b>18</b>
<b>Total</b>	<b>305</b>	<b>325</b>	<b>146</b>	<b>74</b>	<b>850</b>

**Table 46: Adverb (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	4	19	5	2	<b>30</b>
CSE (D)-2	10	10	11	9	<b>40</b>
CSE (D)-3	0	13	2	1	<b>16</b>
CSE (D)-4	10	10	0	0	<b>20</b>
CSE (D)-5	6	0	0	0	<b>6</b>
CSE (D)-6	7	15	4	1	<b>27</b>
CSE (D)-7	3	7	8	7	<b>25</b>
CSE (D)-8	13	11	3	1	<b>28</b>
CSE (D)-9	3	8	2	0	<b>13</b>
CSE (U)-1	5	10	3	2	<b>20</b>
CSE (U)-2	4	1	0	0	<b>5</b>
CSE (A)-1	4	4	0	0	<b>8</b>
CSE (A)-2	0	2	2	1	<b>5</b>
MTCA (D)-1	4	11	4	1	<b>20</b>
MTCA (D)-2	4	9	0	1	<b>14</b>
TE (D)-1	12	26	13	8	<b>59</b>
TE (D)-2	6	6	8	8	<b>28</b>
TE (D)-3	7	16	2	3	<b>28</b>
TE (D)-4	4	7	6	3	<b>20</b>
TE (U)	0	4	5	3	<b>12</b>
TE (A)-1	1	8	0	1	<b>10</b>
TE (A)-2	4	2	1	1	<b>8</b>
EEE (D)	2	14	2	4	<b>22</b>
EEE (A)-1	2	5	1	1	<b>9</b>
EEE (A)-2	3	4	2	0	<b>9</b>
ETE (D)-1	6	7	3	0	<b>16</b>
ETE (D)-2	4	2	1	0	<b>7</b>
Pharmacy (D)	9	5	7	4	<b>25</b>
BBA (D)-1	4	5	3	1	<b>13</b>
BBA (D)-2	4	7	8	2	<b>21</b>
BBA (D)-3	5	7	8	9	<b>29</b>
BBA (D)-4	3	13	5	4	<b>25</b>
BBA (D)-5	4	18	2	4	<b>28</b>
BBA (U)-1	6	9	5	9	<b>29</b>
BBA (U)-2	2	8	7	8	<b>25</b>
BBA (U)-3	16	12	0	0	<b>28</b>
BBA (A)-1	3	7	1	1	<b>12</b>
BBA (A)-2	1	3	4	0	<b>8</b>
THM (D)	3	3	4	0	<b>10</b>
Eng (D)	0	7	7	1	<b>15</b>
Eng (U)	9	5	4	0	<b>18</b>
Law (D)	5	3	15	0	<b>23</b>
Law (U)	6	6	6	0	<b>18</b>
JMC (D)	6	7	3	2	<b>18</b>
<b>Total</b>	<b>214</b>	<b>356</b>	<b>177</b>	<b>103</b>	<b>850</b>

**Table 47: Prepositions (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	9	10	7	4	<b>30</b>
CSE (D)-2	19	8	10	3	<b>40</b>
CSE (D)-3	7	4	2	3	<b>16</b>
CSE (D)-4	12	6	1	1	<b>20</b>
CSE (D)-5	5	1	0	0	<b>6</b>
CSE (D)-6	7	14	1	5	<b>27</b>
CSE (D)-7	0	10	5	10	<b>25</b>
CSE (D)-8	16	11	0	1	<b>28</b>
CSE (D)-9	2	9	2	0	<b>13</b>
CSE (U)-1	4	9	3	4	<b>20</b>
CSE (U)-2	3	1	1	0	<b>5</b>
CSE (A)-1	5	0	2	1	<b>8</b>
CSE (A)-2	0	2	2	1	<b>5</b>
MTCA (D)-1	10	6	3	1	<b>20</b>
MTCA (D)-2	4	5	3	2	<b>14</b>
TE (D)-1	15	21	15	8	<b>59</b>
TE (D)-2	12	8	4	4	<b>28</b>
TE (D)-3	8	13	5	2	<b>28</b>
TE (D)-4	5	6	6	3	<b>20</b>
TE (U)	1	6	1	4	<b>12</b>
TE (A)-1	1	4	3	2	<b>10</b>
TE (A)-2	4	2	1	1	<b>8</b>
EEE (D)	4	11	2	5	<b>22</b>
EEE (A)-1	4	2	2	1	<b>9</b>
EEE (A)-2	6	2	1	0	<b>9</b>
ETE (D)-1	4	8	3	1	<b>16</b>
ETE (D)-2	3	3	0	1	<b>7</b>
Pharmacy (D)	6	7	4	8	<b>25</b>
BBA (D)-1	2	5	0	6	<b>13</b>
BBA (D)-2	10	5	3	3	<b>21</b>
BBA (D)-3	6	9	9	5	<b>29</b>
BBA (D)-4	8	8	4	5	<b>25</b>
BBA (D)-5	7	10	7	4	<b>28</b>
BBA (U)-1	10	13	2	4	<b>29</b>
BBA (U)-2	4	10	9	2	<b>25</b>
BBA (U)-3	18	9	0	1	<b>28</b>
BBA (A)-1	4	5	1	2	<b>12</b>
BBA (A)-2	2	2	2	2	<b>8</b>
THM (D)	5	2	3	0	<b>10</b>
Eng (D)	0	11	2	2	<b>15</b>
Eng (U)	14	4	0	0	<b>18</b>
Law (D)	14	4	5	0	<b>23</b>
Law (U)	5	5	6	2	<b>18</b>
JMC (D)	7	4	6	1	<b>18</b>
<b>Total</b>	<b>292</b>	<b>295</b>	<b>148</b>	<b>115</b>	<b>850</b>

**Table 48: Prepositional Phrase (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	4	10	9	7	<b>30</b>
CSE (D)-2	11	7	12	10	<b>40</b>
CSE (D)-3	6	6	0	4	<b>16</b>
CSE (D)-4	4	12	2	2	<b>20</b>
CSE (D)-5	2	4	0	0	<b>6</b>
CSE (D)-6	2	12	9	4	<b>27</b>
CSE (D)-7	2	6	6	11	<b>25</b>
CSE (D)-8	4	18	4	2	<b>28</b>
CSE (D)-9	3	6	4	0	<b>13</b>
CSE (U)-1	2	10	3	5	<b>20</b>
CSE (U)-2	1	3	0	1	<b>5</b>
CSE (A)-1	2	3	2	1	<b>8</b>
CSE (A)-2	1	1	0	3	<b>5</b>
MTCA (D)-1	6	9	3	2	<b>20</b>
MTCA (D)-2	6	4	2	2	<b>14</b>
TE (D)-1	5	14	18	22	<b>59</b>
TE (D)-2	3	10	7	8	<b>28</b>
TE (D)-3	6	10	8	4	<b>28</b>
TE (D)-4	4	5	3	8	<b>20</b>
TE (U)	0	3	5	4	<b>12</b>
TE (A)-1	1	5	1	3	<b>10</b>
TE (A)-2	0	5	2	1	<b>8</b>
EEE (D)	2	9	4	7	<b>22</b>
EEE (A)-1	1	5	2	1	<b>9</b>
EEE (A)-2	2	4	1	2	<b>9</b>
ETE (D)-1	6	4	5	1	<b>16</b>
ETE (D)-2	3	3	1	0	<b>7</b>
Pharmacy (D)	2	9	6	8	<b>25</b>
BBA (D)-1	4	6	1	2	<b>13</b>
BBA (D)-2	4	5	11	1	<b>21</b>
BBA (D)-3	4	8	11	6	<b>29</b>
BBA (D)-4	4	8	7	6	<b>25</b>
BBA (D)-5	3	8	10	7	<b>28</b>
BBA (U)-1	5	13	3	8	<b>29</b>
BBA (U)-2	3	8	13	1	<b>25</b>
BBA (U)-3	17	8	0	3	<b>28</b>
BBA (A)-1	5	4	3	0	<b>12</b>
BBA (A)-2	1	1	3	3	<b>8</b>
THM (D)	2	5	3	0	<b>10</b>
Eng (D)	0	5	7	3	<b>15</b>
Eng (U)	6	8	2	2	<b>18</b>
Law (D)	6	10	5	2	<b>23</b>
Law (U)	5	4	7	2	<b>18</b>
JMC (D)	4	7	4	3	<b>18</b>
<b>Total</b>	<b>164</b>	<b>305</b>	<b>209</b>	<b>172</b>	<b>850</b>



**Table 49: Phrasal Verb (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	4	9	11	6	<b>30</b>
CSE (D)-2	12	11	10	7	<b>40</b>
CSE (D)-3	3	7	6	0	<b>16</b>
CSE (D)-4	6	9	4	1	<b>20</b>
CSE (D)-5	2	3	1	0	<b>6</b>
CSE (D)-6	1	12	7	7	<b>27</b>
CSE (D)-7	0	8	8	9	<b>25</b>
CSE (D)-8	8	12	5	3	<b>28</b>
CSE (D)-9	4	2	4	3	<b>13</b>
CSE (U)-1	1	10	3	6	<b>20</b>
CSE (U)-2	0	3	2	0	<b>5</b>
CSE (A)-1	2	4	1	1	<b>8</b>
CSE (A)-2	1	1	0	3	<b>5</b>
MTCA (D)-1	3	11	2	4	<b>20</b>
MTCA (D)-2	3	6	3	2	<b>14</b>
TE (D)-1	7	21	14	17	<b>59</b>
TE (D)-2	6	10	3	9	<b>28</b>
TE (D)-3	3	8	12	5	<b>28</b>
TE (D)-4	1	4	7	8	<b>20</b>
TE (U)	1	2	5	4	<b>12</b>
TE (A)-1	3	3	3	1	<b>10</b>
TE (A)-2	0	4	2	2	<b>8</b>
EEE (D)	5	5	2	10	<b>22</b>
EEE (A)-1	1	5	2	1	<b>9</b>
EEE (A)-2	2	1	3	3	<b>9</b>
ETE (D)-1	1	4	8	3	<b>16</b>
ETE (D)-2	3	3	1	0	<b>7</b>
Pharmacy (D)	3	4	5	13	<b>25</b>
BBA (D)-1	1	7	3	2	<b>13</b>
BBA (D)-2	2	5	5	9	<b>21</b>
BBA (D)-3	2	3	13	11	<b>29</b>
BBA (D)-4	2	9	7	7	<b>25</b>
BBA (D)-5	3	8	10	7	<b>28</b>
BBA (U)-1	2	8	9	10	<b>29</b>
BBA (U)-2	6	15	4	0	<b>25</b>
BBA (U)-3	14	13	1	0	<b>28</b>
BBA (A)-1	2	5	3	2	<b>12</b>
BBA (A)-2	2	2	0	4	<b>8</b>
THM (D)	2	2	5	1	<b>10</b>
Eng (D)	0	8	6	1	<b>15</b>
Eng (U)	4	12	1	1	<b>18</b>
Law (D)	3	6	10	4	<b>23</b>
Law (U)	1	8	8	1	<b>18</b>
JMC (D)	4	7	4	3	<b>18</b>
<b>Total</b>	<b>136</b>	<b>300</b>	<b>223</b>	<b>191</b>	<b>850</b>

**Table 50: Verbal Noun and Verbal Adjective (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	8	5	8	9	<b>30</b>
CSE (D)-2	10	9	8	13	<b>40</b>
CSE (D)-3	7	6	3	0	<b>16</b>
CSE (D)-4	6	10	2	2	<b>20</b>
CSE (D)-5	3	3	0	0	<b>6</b>
CSE (D)-6	3	11	7	6	<b>27</b>
CSE (D)-7	3	4	11	7	<b>25</b>
CSE (D)-8	9	14	4	1	<b>28</b>
CSE (D)-9	2	5	4	2	<b>13</b>
CSE (U)-1	3	6	2	9	<b>20</b>
CSE (U)-2	3	2	0	0	<b>5</b>
CSE (A)-1	0	4	2	2	<b>8</b>
CSE (A)-2	1	1	0	3	<b>5</b>
MTCA (D)-1	7	8	2	3	<b>20</b>
MTCA (D)-2	4	6	2	2	<b>14</b>
TE (D)-1	7	23	10	19	<b>59</b>
TE (D)-2	1	7	8	12	<b>28</b>
TE (D)-3	0	11	11	6	<b>28</b>
TE (D)-4	2	4	6	8	<b>20</b>
TE (U)	0	4	2	6	<b>12</b>
TE (A)-1	0	4	3	3	<b>10</b>
TE (A)-2	3	2	2	1	<b>8</b>
EEE (D)	4	9	2	7	<b>22</b>
EEE (A)-1	0	4	1	4	<b>9</b>
EEE (A)-2	3	5	1	0	<b>9</b>
ETE (D)-1	1	9	4	2	<b>16</b>
ETE (D)-2	3	4	0	0	<b>7</b>
Pharmacy (D)	4	4	10	7	<b>25</b>
BBA (D)-1	0	5	4	4	<b>13</b>
BBA (D)-2	2	9	6	4	<b>21</b>
BBA (D)-3	0	6	9	14	<b>29</b>
BBA (D)-4	2	8	4	11	<b>25</b>
BBA (D)-5	2	7	8	11	<b>28</b>
BBA (U)-1	3	7	5	14	<b>29</b>
BBA (U)-2	0	5	14	6	<b>25</b>
BBA (U)-3	12	13	3	0	<b>28</b>
BBA (A)-1	3	2	2	5	<b>12</b>
BBA (A)-2	0	1	3	4	<b>8</b>
THM (D)	1	5	2	2	<b>10</b>
Eng (D)	1	4	5	5	<b>15</b>
Eng (U)	10	4	2	2	<b>18</b>
Law (D)	5	9	6	3	<b>23</b>
Law (U)	1	8	8	1	<b>18</b>
JMC (D)	3	6	6	3	<b>18</b>
<b>Total</b>	<b>142</b>	<b>283</b>	<b>202</b>	<b>223</b>	<b>850</b>

**Table 51: Idioms (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	5	13	8	4	<b>30</b>
CSE (D)-2	7	12	9	12	<b>40</b>
CSE (D)-3	2	7	6	1	<b>16</b>
CSE (D)-4	8	7	1	4	<b>20</b>
CSE (D)-5	4	2	0	0	<b>6</b>
CSE (D)-6	5	13	8	1	<b>27</b>
CSE (D)-7	3	8	7	7	<b>25</b>
CSE (D)-8	10	13	4	1	<b>28</b>
CSE (D)-9	5	3	4	1	<b>13</b>
CSE (U)-1	3	10	5	2	<b>20</b>
CSE (U)-2	1	4	0	0	<b>5</b>
CSE (A)-1	3	5	0	0	<b>8</b>
CSE (A)-2	1	1	1	2	<b>5</b>
MTCA (D)-1	7	8	3	2	<b>20</b>
MTCA (D)-2	3	7	1	3	<b>14</b>
TE (D)-1	8	26	17	8	<b>59</b>
TE (D)-2	7	9	7	5	<b>28</b>
TE (D)-3	2	16	6	4	<b>28</b>
TE (D)-4	4	7	7	2	<b>20</b>
TE (U)	0	6	1	5	<b>12</b>
TE (A)-1	2	5	1	2	<b>10</b>
TE (A)-2	4	1	1	2	<b>8</b>
EEE (D)	5	7	6	4	<b>22</b>
EEE (A)-1	1	5	3	0	<b>9</b>
EEE (A)-2	3	0	4	2	<b>9</b>
ETE (D)-1	5	7	3	1	<b>16</b>
ETE (D)-2	1	5	1	0	<b>7</b>
Pharmacy (D)	7	7	6	5	<b>25</b>
BBA (D)-1	3	5	1	4	<b>13</b>
BBA (D)-2	4	6	7	4	<b>21</b>
BBA (D)-3	2	10	10	7	<b>29</b>
BBA (D)-4	4	11	5	5	<b>25</b>
BBA (D)-5	6	11	5	6	<b>28</b>
BBA (U)-1	6	7	8	8	<b>29</b>
BBA (U)-2	3	5	13	4	<b>25</b>
BBA (U)-3	18	8	1	1	<b>28</b>
BBA (A)-1	4	1	6	1	<b>12</b>
BBA (A)-2	0	2	1	5	<b>8</b>
THM (D)	4	2	3	1	<b>10</b>
Eng (D)	1	10	3	1	<b>15</b>
Eng (U)	7	7	2	2	<b>18</b>
Law (D)	7	8	7	1	<b>23</b>
Law (U)	1	6	9	2	<b>18</b>
JMC (D)	5	5	5	3	<b>18</b>
<b>Total</b>	<b>191</b>	<b>318</b>	<b>206</b>	<b>135</b>	<b>850</b>

**Table 52: Introductory ‘It’ and ‘There’ (Section-wise Frequency Distribution)**

Dept/campus/ section	No problem	A little problem	Considerable problem	Great problem	<b>Total</b>
CSE (D)-1	13	9	5	3	<b>30</b>
CSE (D)-2	10	13	10	7	<b>40</b>
CSE (D)-3	8	4	3	1	<b>16</b>
CSE (D)-4	8	8	3	1	<b>20</b>
CSE (D)-5	5	1	0	0	<b>6</b>
CSE (D)-6	4	11	6	6	<b>27</b>
CSE (D)-7	5	5	8	7	<b>25</b>
CSE (D)-8	15	8	3	2	<b>28</b>
CSE (D)-9	9	4	0	0	<b>13</b>
CSE (U)-1	2	10	5	3	<b>20</b>
CSE (U)-2	3	2	0	0	<b>5</b>
CSE (A)-1	1	5	2	0	<b>8</b>
CSE (A)-2	0	2	1	2	<b>5</b>
MTCA (D)-1	11	8	0	1	<b>20</b>
MTCA (D)-2	6	2	4	2	<b>14</b>
TE (D)-1	7	21	16	15	<b>59</b>
TE (D)-2	8	9	5	6	<b>28</b>
TE (D)-3	3	13	8	4	<b>28</b>
TE (D)-4	5	6	6	3	<b>20</b>
TE (U)	4	1	3	4	<b>12</b>
TE (A)-1	4	2	2	2	<b>10</b>
TE (A)-2	3	3	0	2	<b>8</b>
EEE (D)	7	8	4	3	<b>22</b>
EEE (A)-1	2	2	3	2	<b>9</b>
EEE (A)-2	4	4	1	0	<b>9</b>
ETE (D)-1	4	8	4	0	<b>16</b>
ETE (D)-2	5	1	0	1	<b>7</b>
Pharmacy (D)	5	7	10	3	<b>25</b>
BBA (D)-1	1	4	4	4	<b>13</b>
BBA (D)-2	3	5	7	6	<b>21</b>
BBA (D)-3	3	3	11	12	<b>29</b>
BBA (D)-4	6	8	4	7	<b>25</b>
BBA (D)-5	5	11	6	6	<b>28</b>
BBA (U)-1	8	8	5	8	<b>29</b>
BBA (U)-2	0	9	10	6	<b>25</b>
BBA (U)-3	15	8	3	2	<b>28</b>
BBA (A)-1	3	1	5	3	<b>12</b>
BBA (A)-2	0	1	2	5	<b>8</b>
THM (D)	0	3	3	4	<b>10</b>
Eng (D)	2	8	4	1	<b>15</b>
Eng (U)	11	5	2	0	<b>18</b>
Law (D)	10	5	6	2	<b>23</b>
Law (U)	1	7	8	2	<b>18</b>
JMC (D)	3	7	4	4	<b>18</b>
<b>Total</b>	<b>232</b>	<b>270</b>	<b>196</b>	<b>152</b>	<b>850</b>

**Table 53: Importance of Grammar (Section-wise Frequency Distribution)**

Dept/campus/ section	Yes	A little	No	Total
CSE (D)-1	28	1	1	30
CSE (D)-2	36	0	4	40
CSE (D)-3	14	2	0	16
CSE (D)-4	19	1	0	20
CSE (D)-5	6	0	0	6
CSE (D)-6	25	2	0	27
CSE (D)-7	18	7	0	25
CSE (D)-8	27	0	1	28
CSE (D)-9	9	3	1	13
CSE (U)-1	20	0	0	20
CSE (U)-2	5	0	0	5
CSE (A)-1	7	1	0	8
CSE (A)-2	5	0	0	5
MTCA (D)-1	20	0	0	20
MTCA (D)-2	14	0	0	14
TE (D)-1	34	9	16	59
TE (D)-2	27	1	0	28
TE (D)-3	26	1	1	28
TE (D)-4	20	0	0	20
TE (U)	10	1	1	12
TE (A)-1	10	0	0	10
TE (A)-2	7	1	0	8
EEE (D)	22	0	0	22
EEE (A)-1	8	1	0	9
EEE (A)-2	9	0	0	9
ETE (D)-1	16	0	0	16
ETE (D)-2	7	0	0	7
Pharmacy (D)	24	1	0	25
BBA (D)-1	13	0	0	13
BBA (D)-2	21	0	0	21
BBA (D)-3	29	0	0	29
BBA (D)-4	25	0	0	25
BBA (D)-5	27	0	1	28
BBA (U)-1	29	0	0	29
BBA (U)-2	16	6	3	25
BBA (U)-3	25	3	0	28
BBA (A)-1	10	2	0	12
BBA (A)-2	7	0	1	8
THM (D)	9	1	0	10
Eng (D)	15	0	0	15
Eng (U)	18	0	0	18
Law (D)	23	0	0	23
Law (U)	17	1	0	18
JMC (D)	15	3	0	18
<b>Total</b>	<b>772</b>	<b>48</b>	<b>30</b>	<b>850</b>

**Table 54: Satisfaction with Grammar Lessons (Section-wise Frequency Distribution)**

Dept/campus/ section	Yes	A little	No	Total
CSE (D)-1	17	10	3	30
CSE (D)-2	22	15	3	40
CSE (D)-3	8	8	0	16
CSE (D)-4	6	8	6	20
CSE (D)-5	5	1	0	6
CSE (D)-6	18	4	5	27
CSE (D)-7	17	6	2	25
CSE (D)-8	21	7	0	28
CSE (D)-9	5	7	1	13
CSE (U)-1	7	5	8	20
CSE (U)-2	2	3	0	5
CSE (A)-1	6	2	0	8
CSE (A)-2	4	0	1	5
MTCA (D)-1	16	3	1	20
MTCA (D)-2	10	2	2	14
TE (D)-1	12	35	12	59
TE (D)-2	27	1	0	28
TE (D)-3	9	14	5	28
TE (D)-4	13	7	0	20
TE (U)	4	4	4	12
TE (A)-1	9	1	0	10
TE (A)-2	5	2	1	8
EEE (D)	15	7	0	22
EEE (A)-1	8	1	0	9
EEE (A)-2	4	5	0	9
ETE (D)-1	7	8	1	16
ETE (D)-2	2	3	2	7
Pharmacy (D)	7	9	9	25
BBA (D)-1	9	2	2	13
BBA (D)-2	12	6	3	21
BBA (D)-3	12	6	11	29
BBA (D)-4	6	12	7	25
BBA (D)-5	8	11	9	28
BBA (U)-1	9	12	8	29
BBA (U)-2	12	6	7	25
BBA (U)-3	21	5	2	28
BBA (A)-1	9	3	0	12
BBA (A)-2	0	1	7	8
THM (D)	2	4	4	10
Eng (D)	7	5	3	15
Eng (U)	12	2	4	18
Law (D)	12	11	0	23
Law (U)	10	7	1	18
JMC (D)	7	9	2	18
<b>Total</b>	<b>434</b>	<b>280</b>	<b>136</b>	<b>850</b>

**Table 55: Type of Grammar Book (Section-wise Frequency Distribution)**

Dept/campus/ section	Monolingual	Bilingual	Total
CSE (D)-1	13	17	30
CSE (D)-2	17	23	40
CSE (D)-3	8	8	16
CSE (D)-4	7	13	20
CSE (D)-5	4	2	6
CSE (D)-6	9	18	27
CSE (D)-7	4	21	25
CSE (D)-8	1	27	28
CSE (D)-9	5	8	13
CSE (U)-1	3	17	20
CSE (U)-2	1	4	5
CSE (A)-1	2	6	8
CSE (A)-2	1	4	5
MTCA (D)-1	3	17	20
MTCA (D)-2	2	12	14
TE (D)-1	5	54	59
TE (D)-2	2	26	28
TE (D)-3	2	26	28
TE (D)-4	7	13	20
TE (U)	4	8	12
TE (A)-1	1	9	10
TE (A)-2	4	4	8
EEE (D)	8	14	22
EEE (A)-1	1	8	9
EEE (A)-2	0	9	9
ETE (D)-1	2	14	16
ETE (D)-2	4	3	7
Pharmacy (D)	5	20	25
BBA (D)-1	3	10	13
BBA (D)-2	4	17	21
BBA (D)-3	7	22	29
BBA (D)-4	4	21	25
BBA (D)-5	13	15	28
BBA (U)-1	10	19	29
BBA (U)-2	3	22	25
BBA (U)-3	6	22	28
BBA (A)-1	6	6	12
BBA (A)-2	0	8	8
THM (D)	0	10	10
Eng (D)	4	11	15
Eng (U)	7	11	18
Law (D)	0	23	23
Law (U)	5	13	18
JMC (D)	3	15	18
<b>Total</b>	<b>200</b>	<b>650</b>	<b>850</b>

## Measuring Grammatical Competence Level (GCL)

As we have necessary data at hand, we can now attempt to measure the grammatical competence of the students in numerical terms. For this, we will attach the numerical values 4, 3, 2, 1 to ‘no problem’, ‘a little problem’, ‘considerable problem’ and ‘great problem’ respectively and calculate means. The means are the Grammatical Competence Level (GCL) scores of the students.

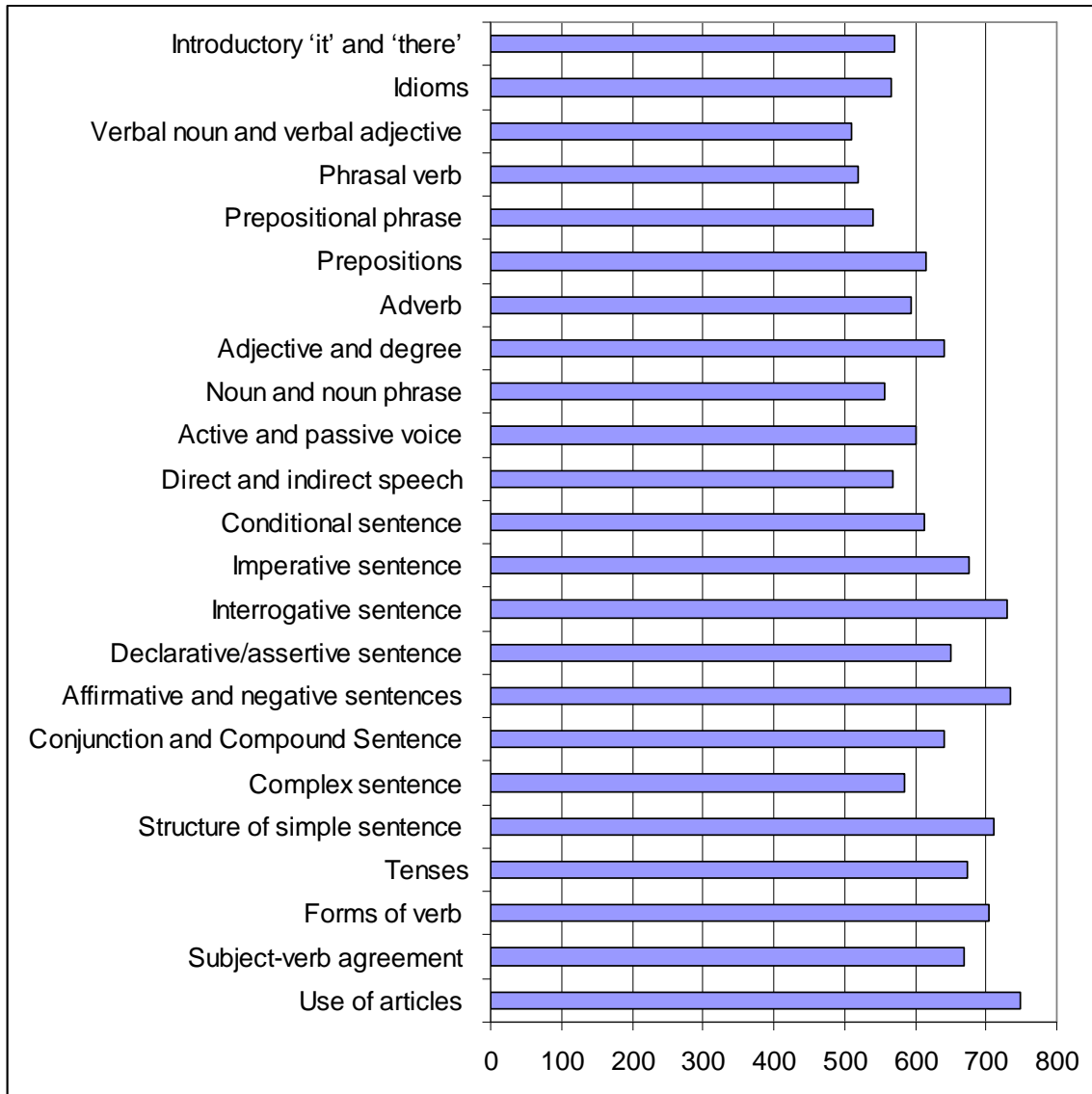
**Table 56: GCL Scores (Students’ Self-Assessment)**

	Variable	No problem (4)	A little problem (3)	Considerable problem (2)	Great problem (1)	Mean
1.	Use of articles	2080	813	84	17	<b>748.5</b>
2.	Subject-verb agreement	1432	960	224	60	<b>669</b>
3.	Forms of verb	1760	846	170	43	<b>704.75</b>
4.	Tenses	1608	783	242	66	<b>674.75</b>
5.	Structure of simple sentence	1948	657	188	50	<b>710.75</b>
6.	Complex sentence	888	978	348	128	<b>585.5</b>
7.	Conjunction and Compound Sentence	1292	894	300	79	<b>641.25</b>
8.	Affirmative and negative sentences	2096	657	162	26	<b>735.25</b>
9.	Declarative/assertive sentence	1332	921	268	76	<b>649.25</b>
10.	Interrogative sentence	2100	630	152	39	<b>730.25</b>
11.	Imperative sentence	1556	858	224	63	<b>675.25</b>
12.	Conditional sentence	1068	954	324	103	<b>612.25</b>
13.	Direct and indirect speech	956	798	358	166	<b>569.5</b>
14.	Active and passive voice	1080	873	318	130	<b>600.25</b>
15.	Noun and noun phrase	660	1023	408	140	<b>557.75</b>
16.	Adjective and degree	1220	975	292	74	<b>640.25</b>
17.	Adverb	856	1068	354	103	<b>595.25</b>
18.	Prepositions	1168	885	296	115	<b>616</b>
19.	Prepositional phrase	656	915	418	172	<b>540.25</b>
20.	Phrasal verb	544	900	446	191	<b>520.25</b>
21.	Verbal noun and verbal adjective	568	849	404	223	<b>511</b>
22.	Idioms	764	954	412	135	<b>566.25</b>
23.	Introductory ‘it’ and ‘there’	928	810	392	152	<b>570.5</b>
	<b>Total</b>	<b>28560</b>	<b>20001</b>	<b>6784</b>	<b>2351</b>	<b>14424</b>

In the rightmost column, we get the grammatical competence level (GCL) scores of the students against different variables (grammatical items) given in the left column. From the series of means, we can make a histogram of GCL scores, which will help us to get a bird’s eye view of the total scene of grammatical competence of the students. It will show the comparative strength and weakness of students in different grammatical elements under consideration. The taller the bar, the stronger the knowledge of grammar and the shorter the bar, the weaker the knowledge of grammar.

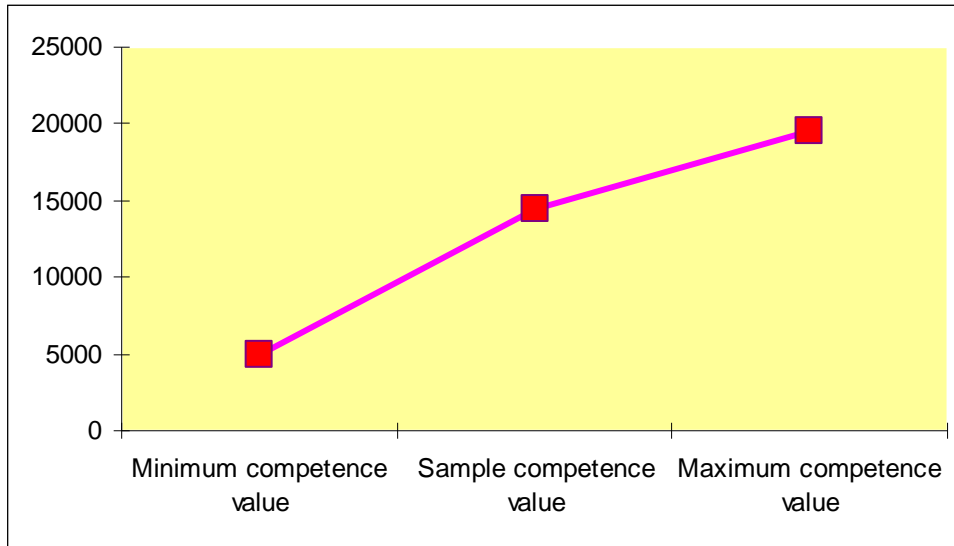


**Graph 32: Histogram of GCL Scores**



Adding the individual scores, we get the collective GCL score. For our samples, it is **14423** and the mean is **627.13**. In our case, the maximum score possible is 19550 and the minimum score possible is 4887.5. We can locate the collective GCL score of students in the competence continuum (ranging over the values of 4887.5-19550). We will call it the **sample competence value**, which is the aggregate of all competence values.

**Graph 33: Sample Competence Value**



## Survey with Teachers

A total number of 17 English language teachers of Daffodil International University, who teach in different campuses (Sobbanbag, Shukrabad, Uttara and Ashulia) took part in the survey. These teachers are not restricted to English department only but they teach foundation English courses (English-I & English-II) in all the departments of the university. Their assessments will act as the confirming or disconfirming test for the students' self-assessment results. Discrepancy between the two results may indicate errors in assessments.

From their experiences of teaching in the classroom and script checking, the teachers will assess the grammatical competence of the students. There were 28 questions for them, which functioned as the variables for our statistical survey. Of them, 23 were assessment types and 5 were opinion types. The assessment questions were on different grammatical items and their answers will presumably reveal the difficulty level of the students with those items. There were four slots for their answer: no problem, a little problem, considerable problem, great problem, which indicate the extent of difficulty/ease. The questions (grammatical items) are as follows:

1. Use of articles (a, an, the)
2. Subject-verb agreement (He goes to school)
3. Forms of verb (do, did, done, doing)
4. Tenses (present, past, future, indefinite, continuous, perfect)
5. Structure of simple sentence (Subject + Verb + Object)
6. Complex sentence (I know the person who is a teacher)
7. Conjunction (and, or, but) and compound sentence (I know him and he is a teacher.)
8. Affirmative and negative sentences (He speaks well. He does not speak well)
9. Declarative/assertive sentence (I know him. I want an apple.)
10. Interrogative sentence (Do you know him? What do you want?)
11. Imperative sentence (Finish your homework.)
12. Conditional sentence (If you come, I will go with you.)
13. Direct and indirect speech (He said to me, "You are a good man." He said that I was a good man.)
14. Active and passive voice (The tiger killed the deer. The deer was killed by the tiger)
15. Noun and noun phrase (pond, the large pond)
16. Adjective (big, hard, cold, etc.) and degree (good, better, best)
17. Adverb (smartly, here, now, etc.)
18. Preposition (at, to, of, in, out, by, etc.)
19. Prepositional phrase (in the room, at night)
20. Phrasal verb (pay for, stand by, look at)
21. Verbal noun (Swimming is a good exercise) and verbal adjective (a running car)
22. Idiom (black sheep, kick the bucket, etc.)
23. Introductory 'It' (It is hot) and 'There' (There was a king).

We can look at the feedback of the 17 teachers. Their answers to 23 questions have been summarized in the following table:

Their answers have been summarized in the following table:

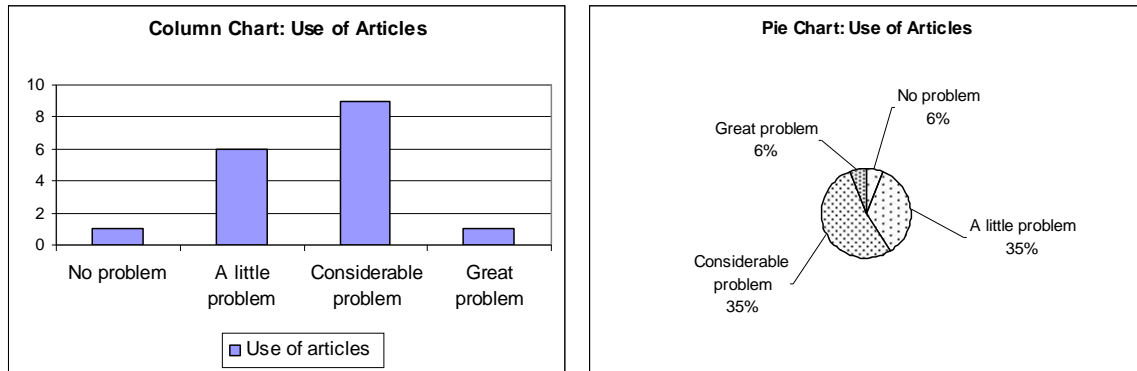
**Table 57: Teachers' Assessment of Students' Grammatical Competence**

	Grammatical item/question	No problem	A little problem	Considerable problem	Great problem
1.	Use of articles	1 (5.88%)	6 (35.29%)	9 (52.94%)	1 (05.88%)
2.	Subject-verb agreement	0 (0.00%)	1 (5.88%)	7 (41.17%)	9 (52.94%)
3.	Forms of verb	0 (0.00%)	3 (17.54%)	7 (41.14%)	7 (41.14%)
4.	Tenses	0 (0.00%)	2 (11.76%)	6 (35.29%)	9 (52.94%)
5.	Structure of simple sentence	1 (5.88%)	8 (47.05%)	8 (47.05%)	0 (0.00%)
6.	Complex sentence	0 (0.00%)	0 (0.00%)	8 (47.05%)	9 (52.94%)
7.	Conjunction and compound sentence	3 (17.64%)	6 (35.29%)	6 (35.29%)	2 (11.76%)
8.	Affirmative and negative sentences	3 (17.64%)	7 (41.17%)	5 (29.41%)	2 (11.76%)
9.	Declarative/assertive sentence	6 (35.29%)	9 (52.94%)	2 (11.76%)	0 (0.00%)
10.	Interrogative sentence	1 (05.88%)	8 (47.05%)	5 (29.41%)	3 (17.64%)
11.	Imperative sentence	3 (17.64%)	10 (58.82%)	3 (17.64%)	1 (05.88%)
12.	Conditional sentence	0 (0.00%)	2 (11.76%)	9 (52.94%)	6 (35.29%)
13.	Direct and indirect speech	0 (0.00%)	4 (23.52%)	5 (29.41%)	8 (47.05%)
14.	Active and passive voice	1 (05.88%)	2 (11.76%)	9 (52.94%)	5 (29.41%)
15.	Noun and noun phrase	1 (05.88%)	9 (52.94%)	5 (29.41%)	2 (11.76%)
16.	Adjective and degree	2 (11.76%)	4 (23.52%)	10 (58.82%)	1 (05.88%)
17.	Adverb	1 (05.88%)	4 (23.52%)	10 (58.82%)	2 (11.76%)
18.	Prepositions	0 (0.00%)	2 (11.76%)	9 (52.94%)	6 (35.29%)
19.	Prepositional phrase	0 (0.00%)	3 (17.64%)	7 (41.17%)	7 (41.17%)
20.	Phrasal verb	0 (0.00%)	4 (23.52%)	5 (29.41%)	8 (47.05%)
21.	Verbal noun and verbal adjective	1 (05.88%)	2 (11.76%)	7 (41.17%)	7 (41.17%)
22.	Idiom	0 (0.00%)	4 (23.52%)	4 (23.52%)	9 (52.94%)
23.	Introductory 'It' and 'There'	2 (11.76%)	4 (23.52%)	8 (47.05%)	3 (17.64%)

From frequency distribution of the above data matrix, we may get an overview of students' competence in individual grammatical items (variables).

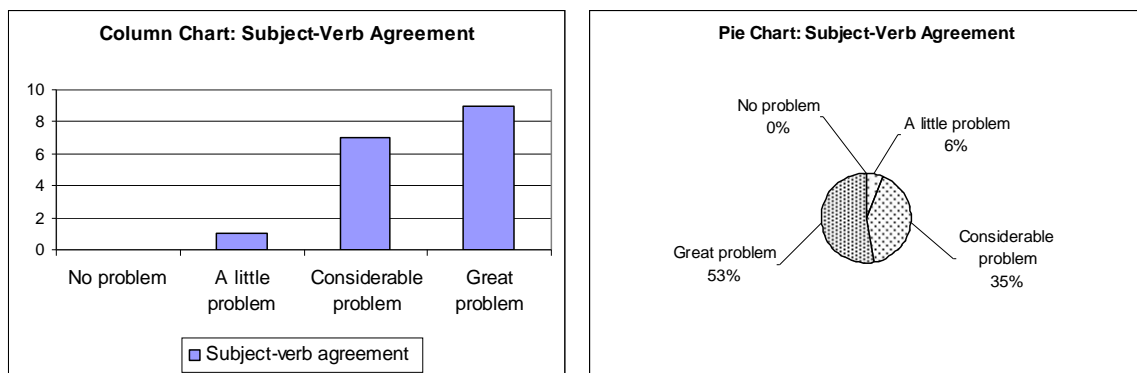
For question no. 1 (articles), 5.88% teachers think students have no problem, 35.29% think they have a little problem, 52.94% think they have considerable problem and 5.88% think they have great problem.

**Graph 34: Students' Competence in Articles (Teachers' Assessment)**



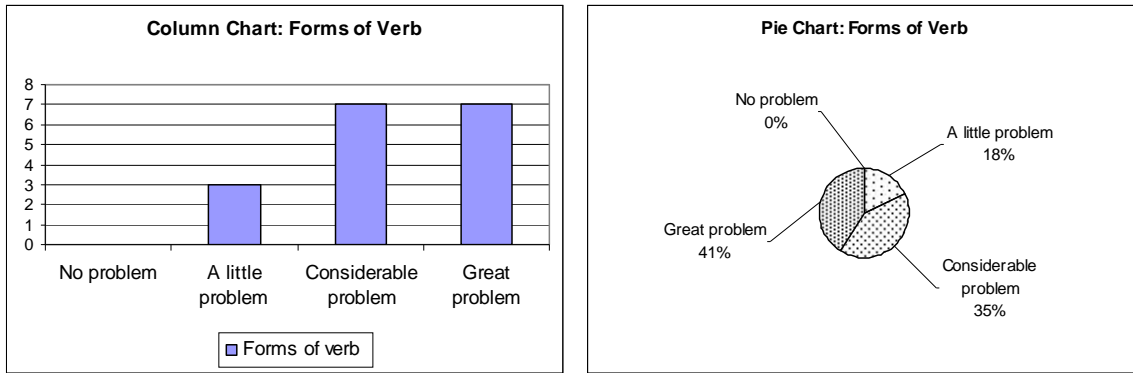
For question no. 2 (Subject-verb agreement), 0% teachers think students have no problem, 5.88% think they have a little problem, 41.17% think they have considerable problem and 52.94% think they have great problem.

**Graph 35: Students' Competence in Subject-Verb Agreement (Teachers' Assessment)**



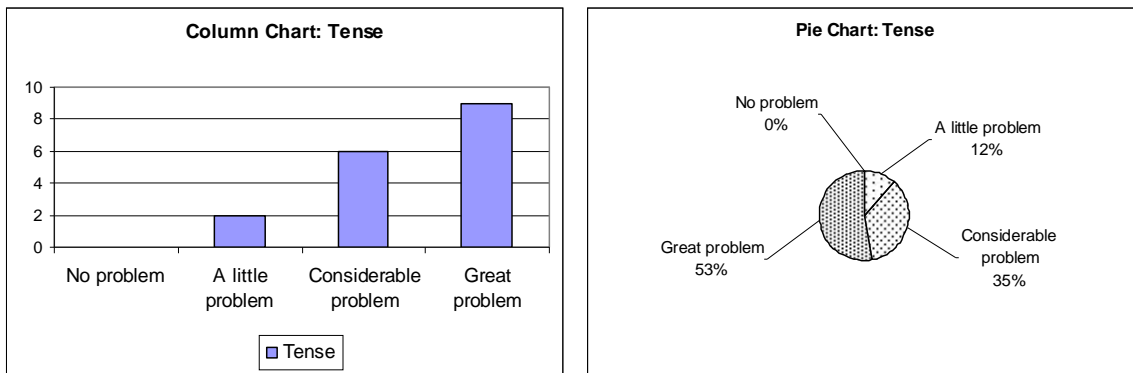
For question no. 3 (Forms of verb), 0% teachers think students have no problem, 17.54% think they have a little problem, 41.14% think they have considerable problem and 41.14% think they have great problem.

**Graph 36: Students' Competence in Forms of Verb (Teachers' Assessment)**



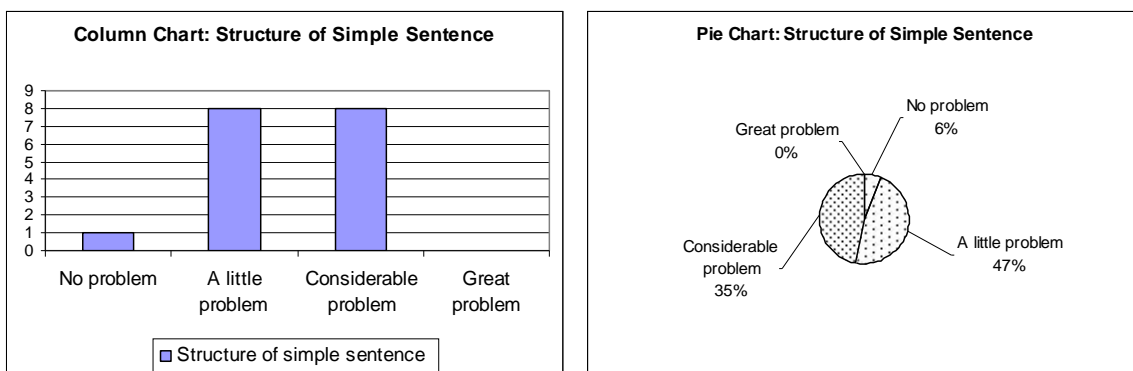
For question no. 4 (Tenses), 0% teachers think students have no problem, 11.76% think they have a little problem, 35.29% think they have considerable problem and 52.94% think they have great problem.

**Graph 37: Students' Competence in Tense (Teachers' Assessment)**



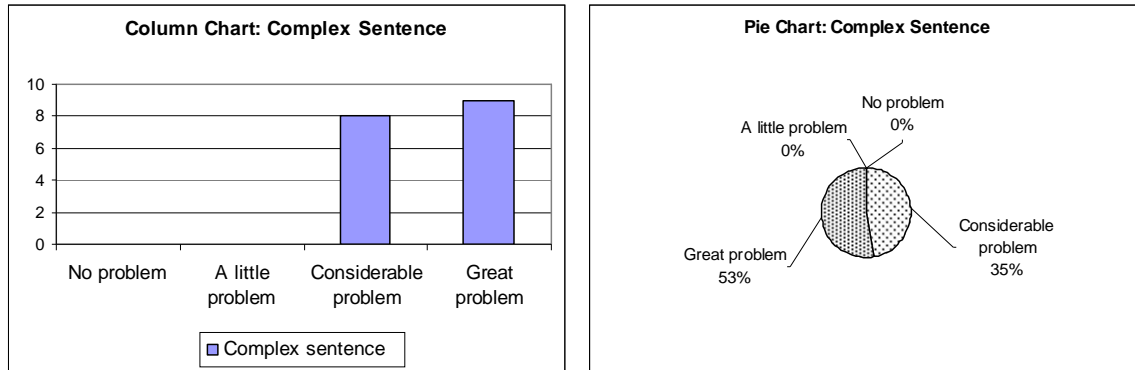
For question no. 5 (Structure of simple sentence), 5.88% teachers think students have no problem, 47.05% think they have a little problem, 47.05% think they have considerable problem and 0% think they have great problem.

**Graph 38: Students' Competence in Structure of Simple Sentence (Teachers' Assessment)**



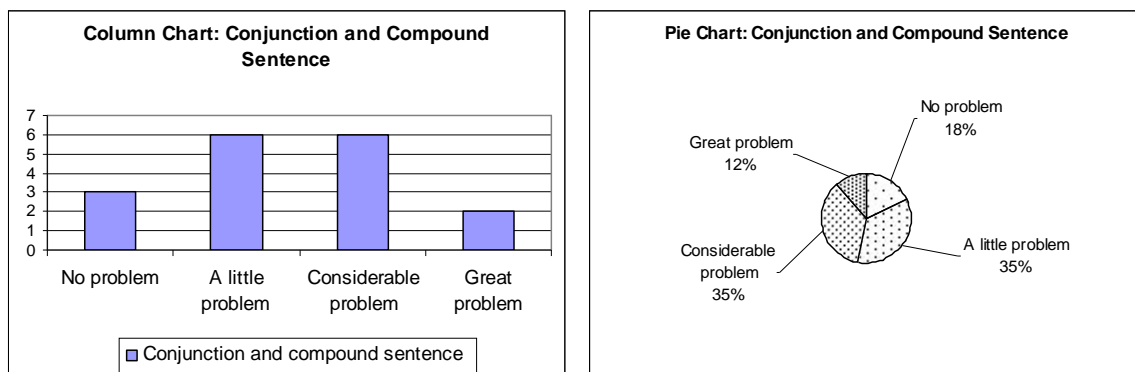
For question no. 6 (Complex sentence), 0% teachers think students have no problem, 0% think they have a little problem, 47.05% think they have considerable problem and 52.94% think they have great problem.

**Graph 39: Students' Competence in Complex Sentence (Teachers' Assessment)**



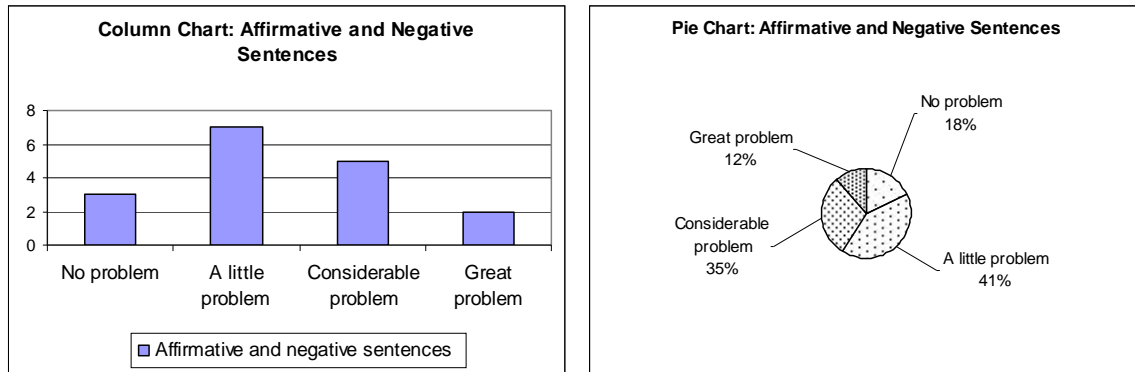
For question no. 7 (Conjunction and Compound Sentence), 17.64% teachers think students have no problem, 35.29% think they have a little problem, 35.29% think they have considerable problem and 11.76% think they have great problem.

**Graph 40: Students' Competence in Conjunction and Compound Sentence (Teachers' Assessment)**



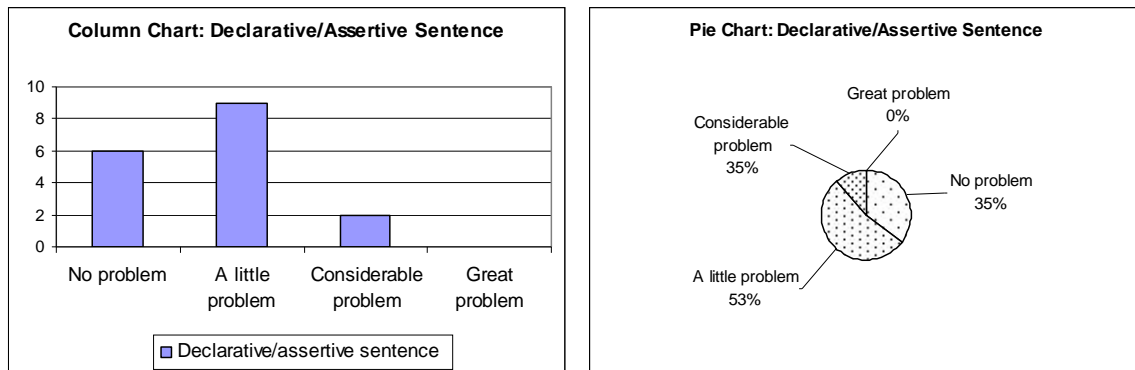
For question no. 8 (Affirmative and negative sentences), 17.64% teachers think students have no problem, 41.17% think they have a little problem, 29.41% think they have considerable problem and 11.76% think they have great problem.

**Graph 41: Students' Competence in Affirmative and Negative Sentences (Teachers' Assessment)**



For question no. 9 (Declarative/assertive sentences), 35.29% teachers think students have no problem, 52.94% think they have a little problem, 0% think they have considerable problem and 11.76% think they have great problem.

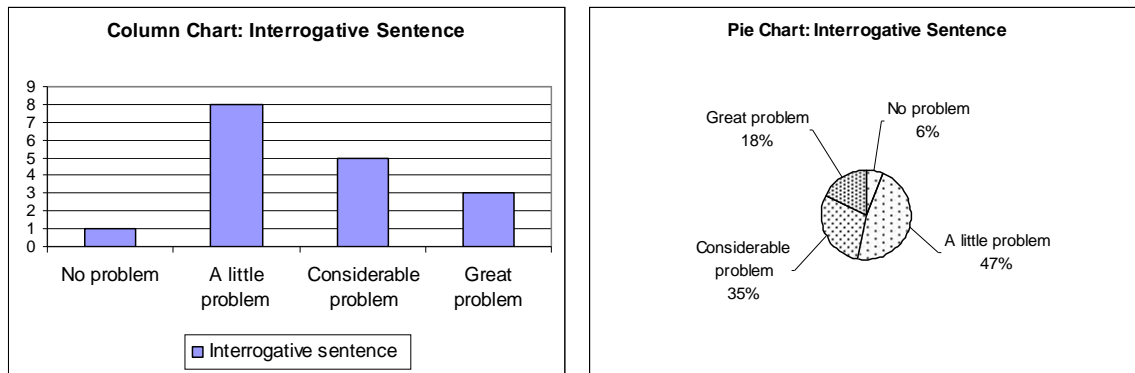
**Graph 42: Students' Competence in Declarative/Assertive Sentence (Teachers' Assessment)**



For question no. 10 (Interrogative sentences), 5.88% teachers think students have no problem, 47.05% think they have a little problem, 29.41% think they have considerable problem and 17.64% think they have great problem.

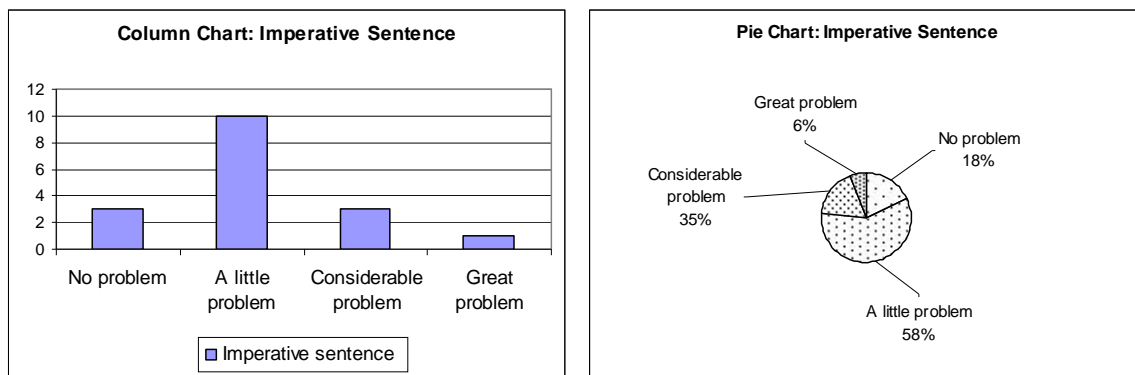


**Graph 43: Students' Competence in Interrogative Sentence (Teachers' Assessment)**



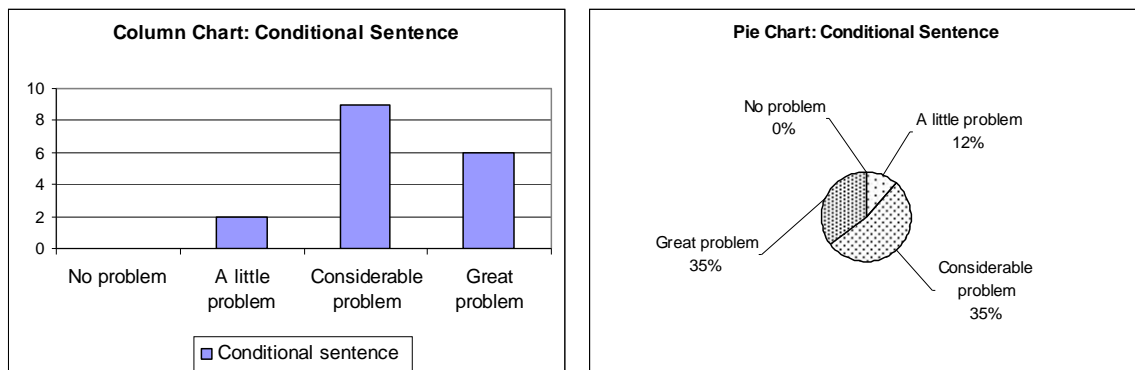
For question no. 11 (Imperative sentence), 17.64% teachers think students have no problem, 58.82% think they have a little problem, 17.64% think they have considerable problem and 5.88% think they have great problem.

**Graph 44: Students' Competence in Imperative Sentence (Teachers' Assessment)**



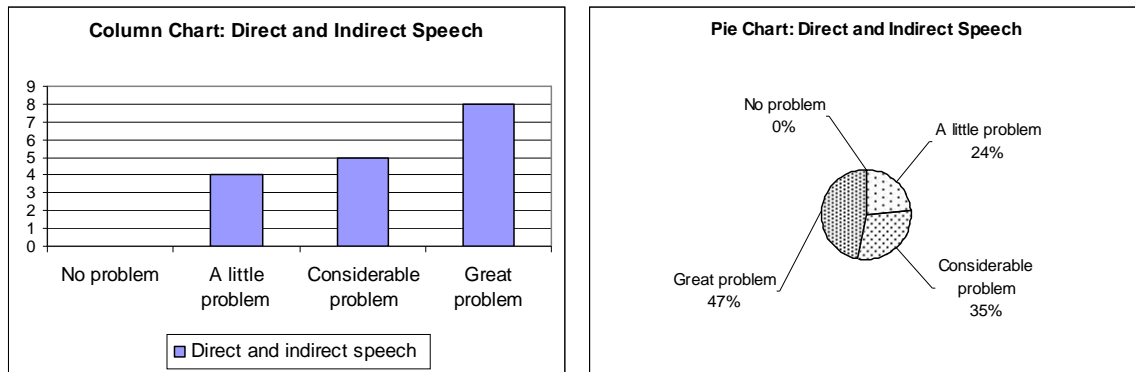
For question no. 12 (Conditional sentence), 0% teachers think students have no problem, 11.76% think they have a little problem, 52.94% think they have considerable problem and 35.29% think they have great problem.

**Graph 45: Students' Competence in Conditional Sentence (Teachers' Assessment)**



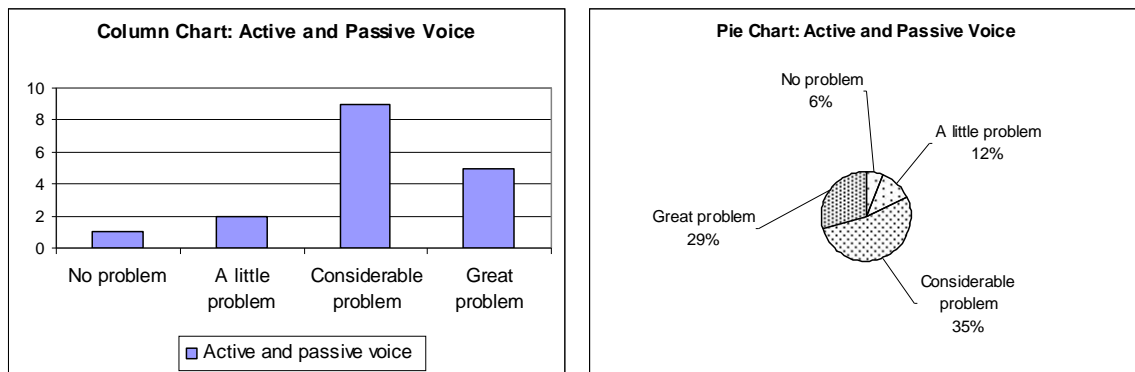
For question no. 13 (Direct and indirect speech), 0% teachers think students have no problem, 23.52% think they have a little problem, 29.41% think they have considerable problem and 47.05% think they have great problem.

**Graph 46: Students' Competence in Direct and Indirect Speech (Teachers' Assessment)**



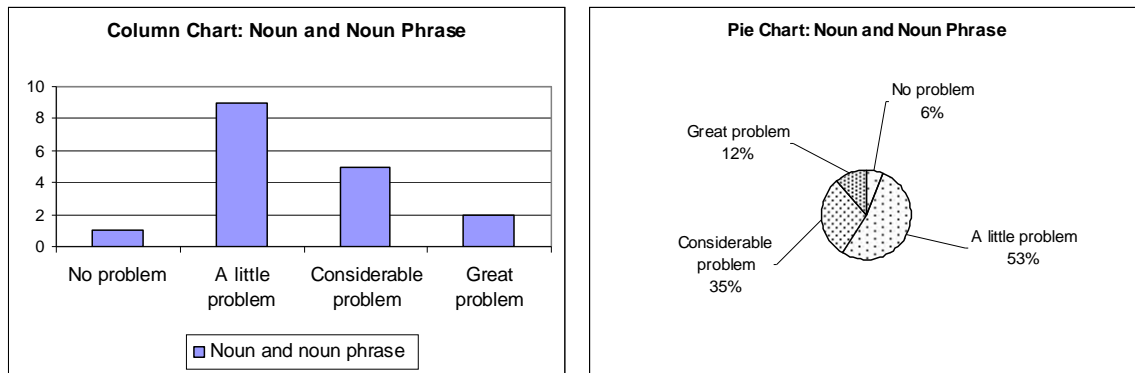
For question no. 14 (Active and passive voices), 5.88% teachers think students have no problem, 11.76% think they have a little problem, 52.94% think they have considerable problem and 29.41% think they have great problem.

**Graph 47: Students' Competence in Active and Passive Voice (Teachers' Assessment)**



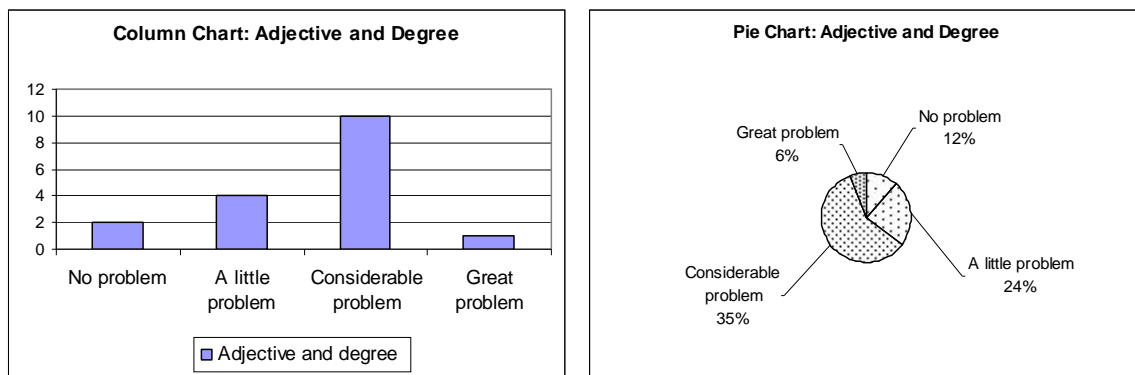
For question no. 15 (Noun and noun phrase), 5.88% teachers think students have no problem, 52.94% think they have a little problem, 29.41% think they have considerable problem and 11.76% think they have great problem.

**Graph 48: Students' Competence in Noun and Noun Phrase (Teachers' Assessment)**



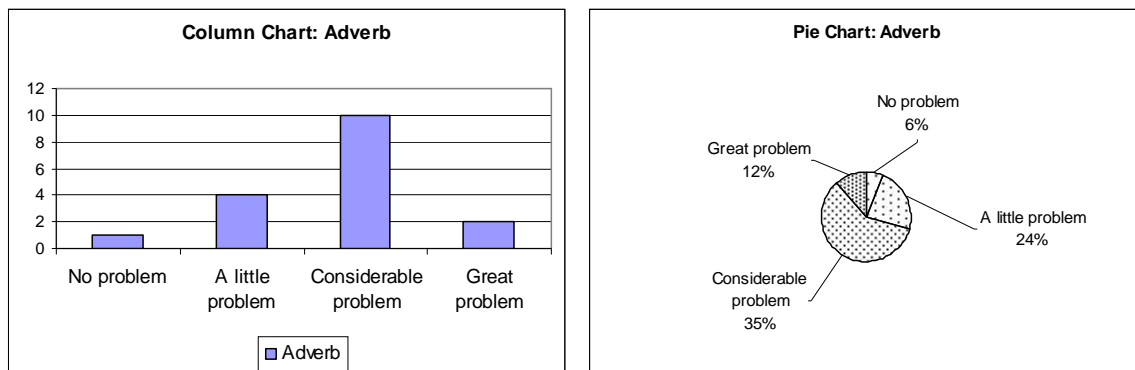
For question no. 16 (Adjective and degree), 11.76% teachers think students have no problem, 23.52% think they have a little problem, 58.82% think they have considerable problem and 5.88% think they have great problem.

**Graph 49: Students' Competence in Adjective and Degree (Teachers' Assessment)**



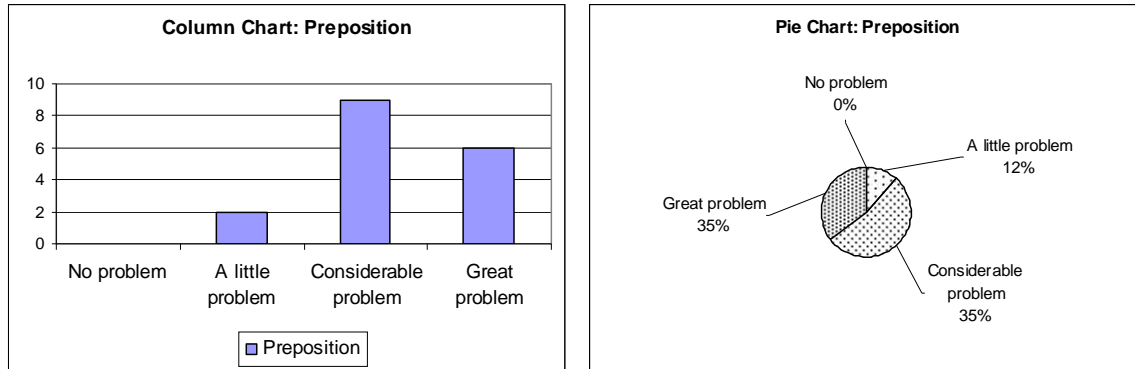
For question no. 17 (Adverb), 5.88% teachers think students have no problem, 23.52% think they have a little problem, 58.82% think they have considerable problem and 11.76% think they have great problem.

**Graph 50: Students' Competence in Adverb (Teachers' Assessment)**



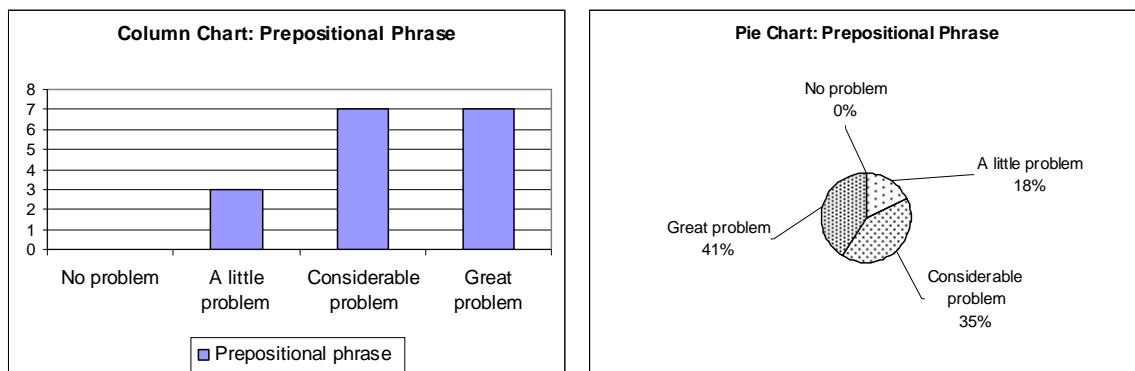
For question no. 18 (Prepositions), 0% teachers think students have no problem, 11.76% think they have a little problem, 52.94% think they have considerable problem and 35.29% think they have great problem.

**Graph 51: Students' Competence in Preposition (Teachers' Assessment)**



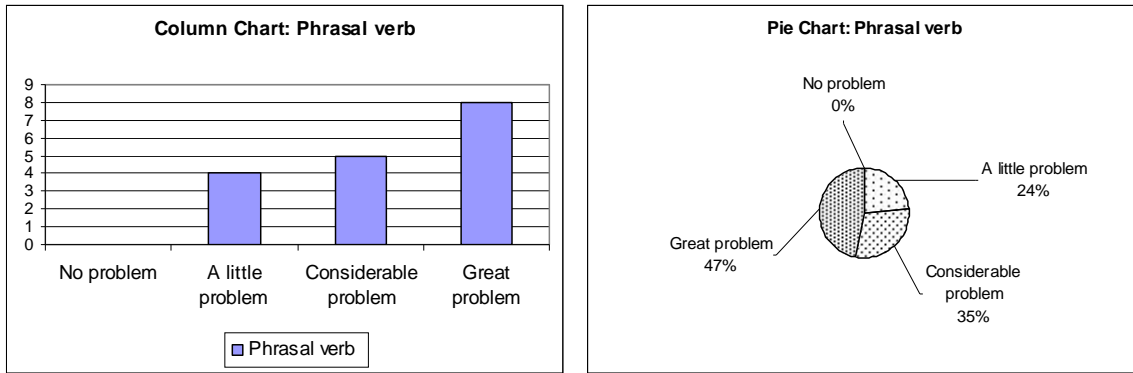
For question no. 19 (Prepositional phrases), 0% teachers think students have no problem, 17.64% think they have a little problem, 41.17% think they have considerable problem and 41.17% think they have great problem.

**Graph 52: Students' Competence in Prepositional Phrase (Teachers' Assessment)**



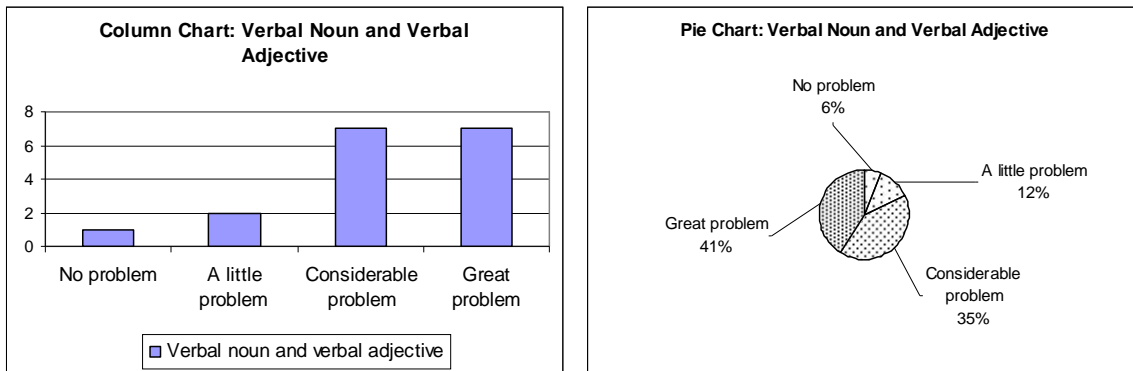
For question no. 20 (Phrasal verb), 0% teachers think students have no problem, 23.52% think they have a little problem, 29.41% think they have considerable problem and 47.05% think they have great problem.

**Graph 53: Students' Competence in Phrasal Verb (Teachers' Assessment)**



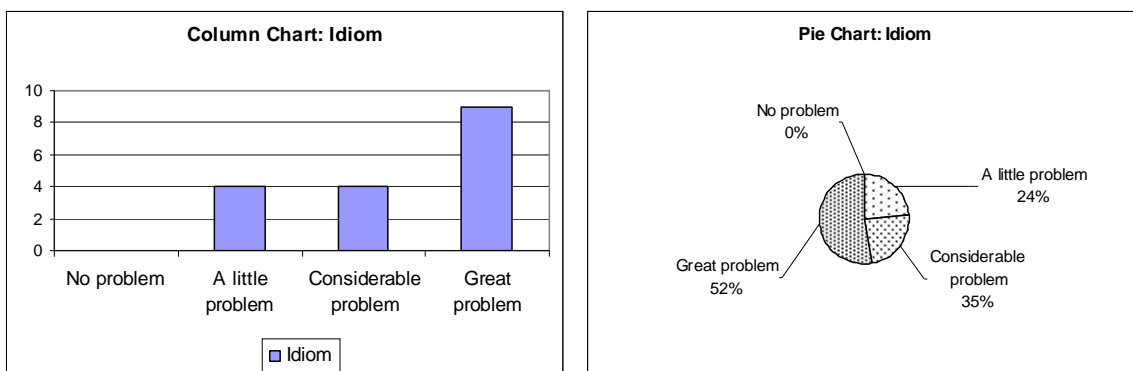
For question no. 21 (Verbal noun and verbal adjective), 5.88% teachers think students have no problem, 11.76% think they have a little problem, 41.17% think they have considerable problem and 41.17% think they have great problem.

**Graph 54: Students' Competence in Verbal Noun and Verbal Adjective (Teachers' Assessment)**



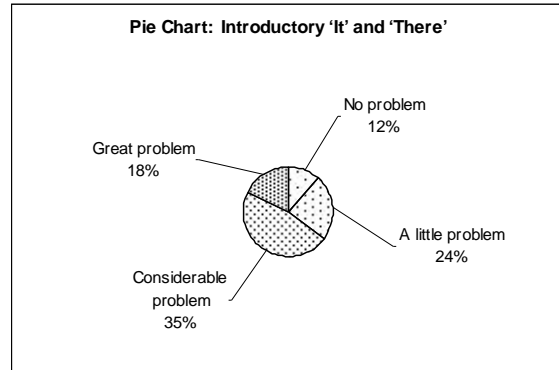
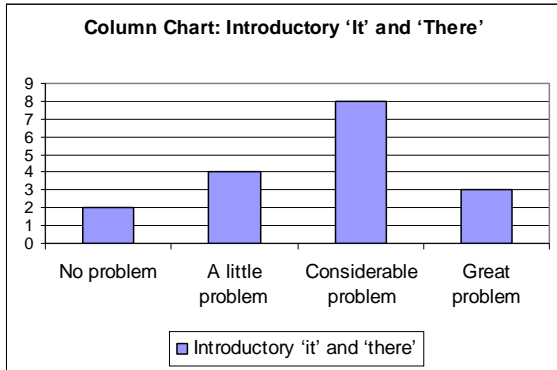
For question no. 22 (Idioms), 0% teachers think students have no problem, 23.52% think they have a little problem, 23.52% think they have considerable problem and 52.94% think they have great problem.

**Graph 55: Students' Competence in Idioms (Teachers' Assessment)**



For question no. 23 (Introductory 'it' and 'there'), 11.76% teachers think students have no problem, 23.52% think they have a little problem, 47.05% think they have considerable problem and 17.64% think they have great problem.

**Graph 56: Students' Competence in Introductory 'It' and 'There' (Teachers' Assessment)**



## Teachers' Opinions on Aspects of Grammar Teaching

There were five opinion-seeking questions for the teachers focusing on various aspects of grammar teaching. The questions were:

1. Do students think grammar important for them?
2. Are you satisfied with their grammatical competence (average)?
3. What kind of grammar book would you suggest?
4. How can grammar be taught better?
5. What is more beneficial?

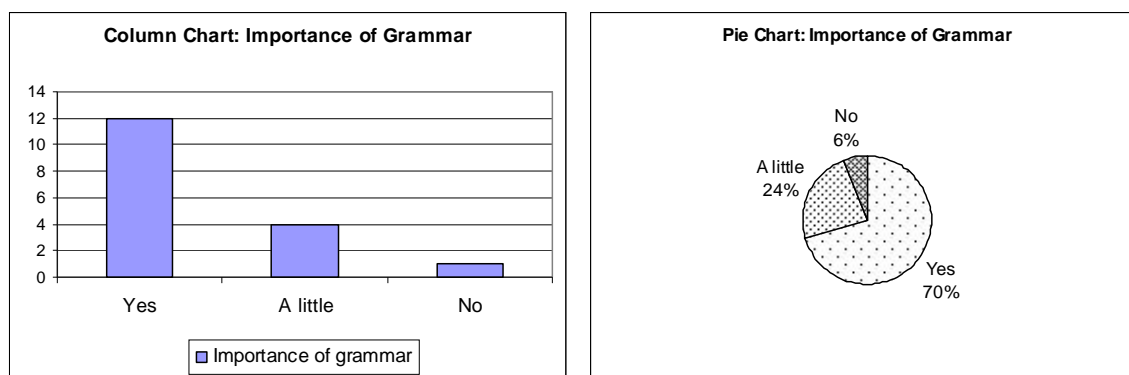
Here we have tried to elicit teachers' opinion regarding following affairs of grammar teaching: importance of grammar, satisfaction with students' grammatical competence, type of grammar book, approach to teaching grammar and grammatical consciousness. Teachers' (17) answers were as follows:

**Table 58: Teachers Opinions on Grammar Teaching (Count and Percentage)**

1.	Do students think grammar important for them?	Yes: 12 (70.58%) A little: 4 (23.52%) No: 1 (5.88%)
2.	Are you satisfied with their grammatical competence (average)?	Yes: 0 (0%) A little: 7 (41.17%) No: 10 (58.82%)
3.	What kind of grammar book would you suggest?	Monolingual (Only English): 8 (47.05%) Bilingual (English and Bangla): 9 (52.94%)
4.	How can grammar be taught better?	Inductively: 8 (47.05%) Deductively: 9 (52.94%)
5.	What is more beneficial?	Conscious grammar: 4 (23.52%) Unconscious/ subconscious grammar: 13 (76.47%)

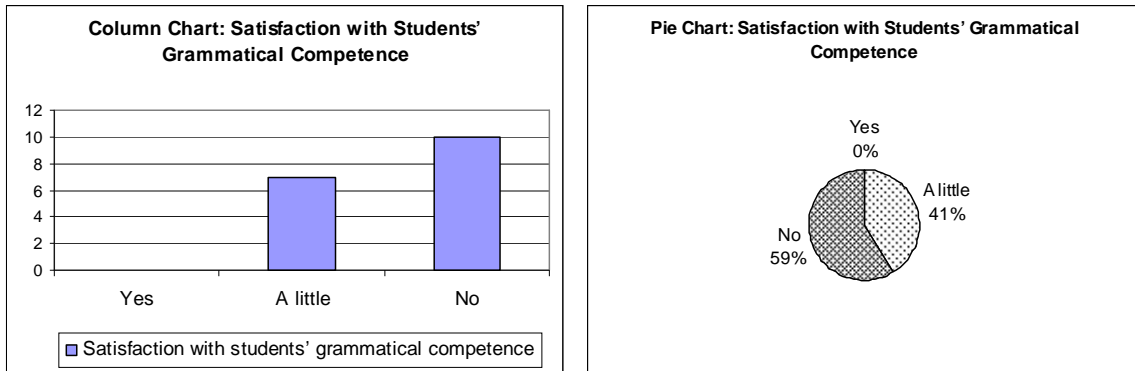
For question no. 1 (importance of grammar), 70.58% teachers think grammar is important, 23.52% think it is a little important and 5.88% think it is not important.

**Graph 57: Importance of Grammar (Teachers' Opinion)**



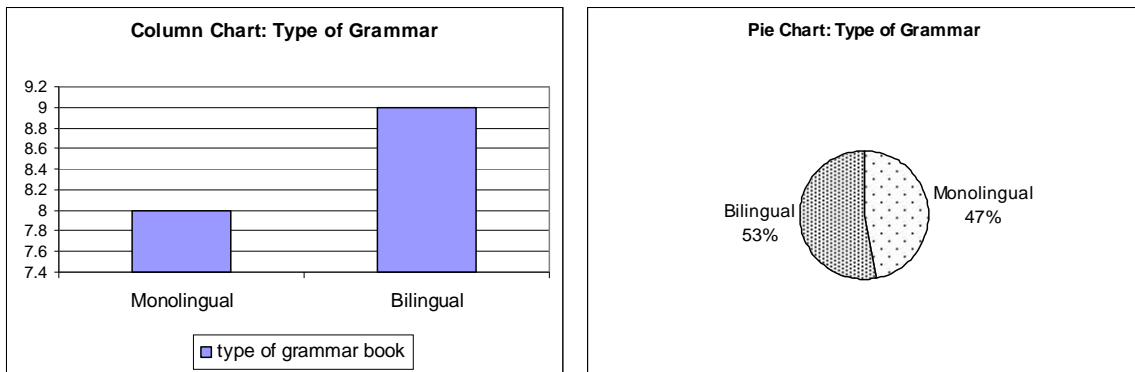
For question no. 2 (satisfaction with students' grammatical competence), 0% teachers say they are satisfied, 41.17% say they are a little satisfied and 58.82% say they are not satisfied.

**Graph 58: Satisfaction with Students' Grammatical Competence (Teachers' Opinion)**



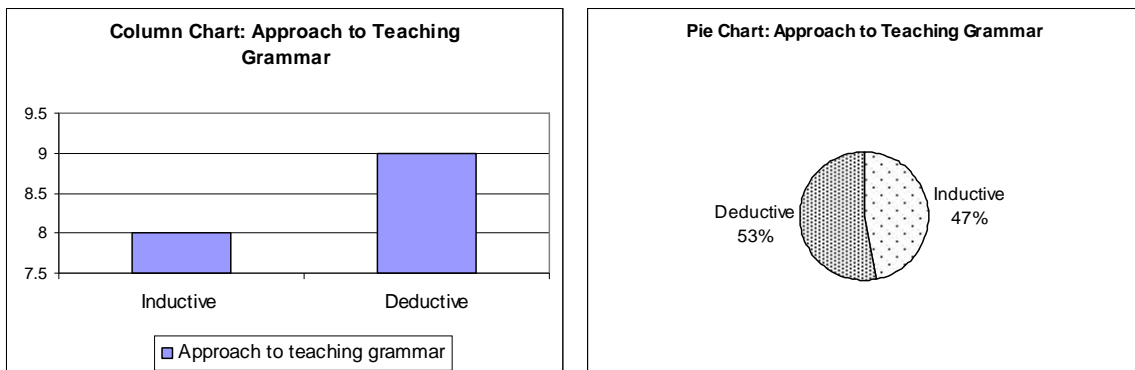
For question no. 3 (type of grammar book), 47.05% teachers say they would suggest monolingual grammar book and 52.94% say they would suggest bilingual grammar book for students.

**Graph 59: Type of Grammar Book (Teachers' Opinion)**



For question no. 4 (approach to teaching grammar), 47.05% teachers say they would like to teach grammar inductively and 52.94% say they would like to teach grammar deductively.

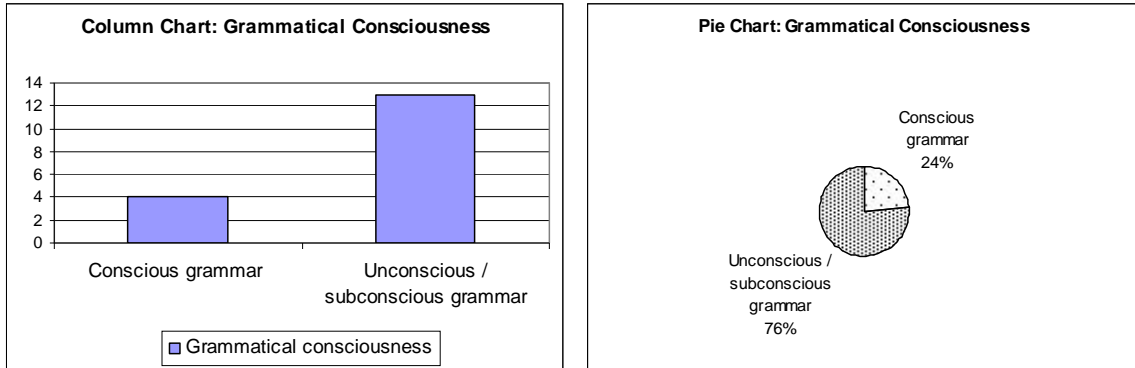
**Graph 60: Approach to Grammar Teaching (Teachers' Opinion)**





For question no. 5 (grammatical consciousness), 13% teachers say conscious grammar is beneficial for students and 73.47% say unconscious/subconscious grammar is beneficial for students.

**Graph 61: Grammatical Consciousness (Teachers' Opinion)**



## Students' GCL Scores in Teachers' Assessment

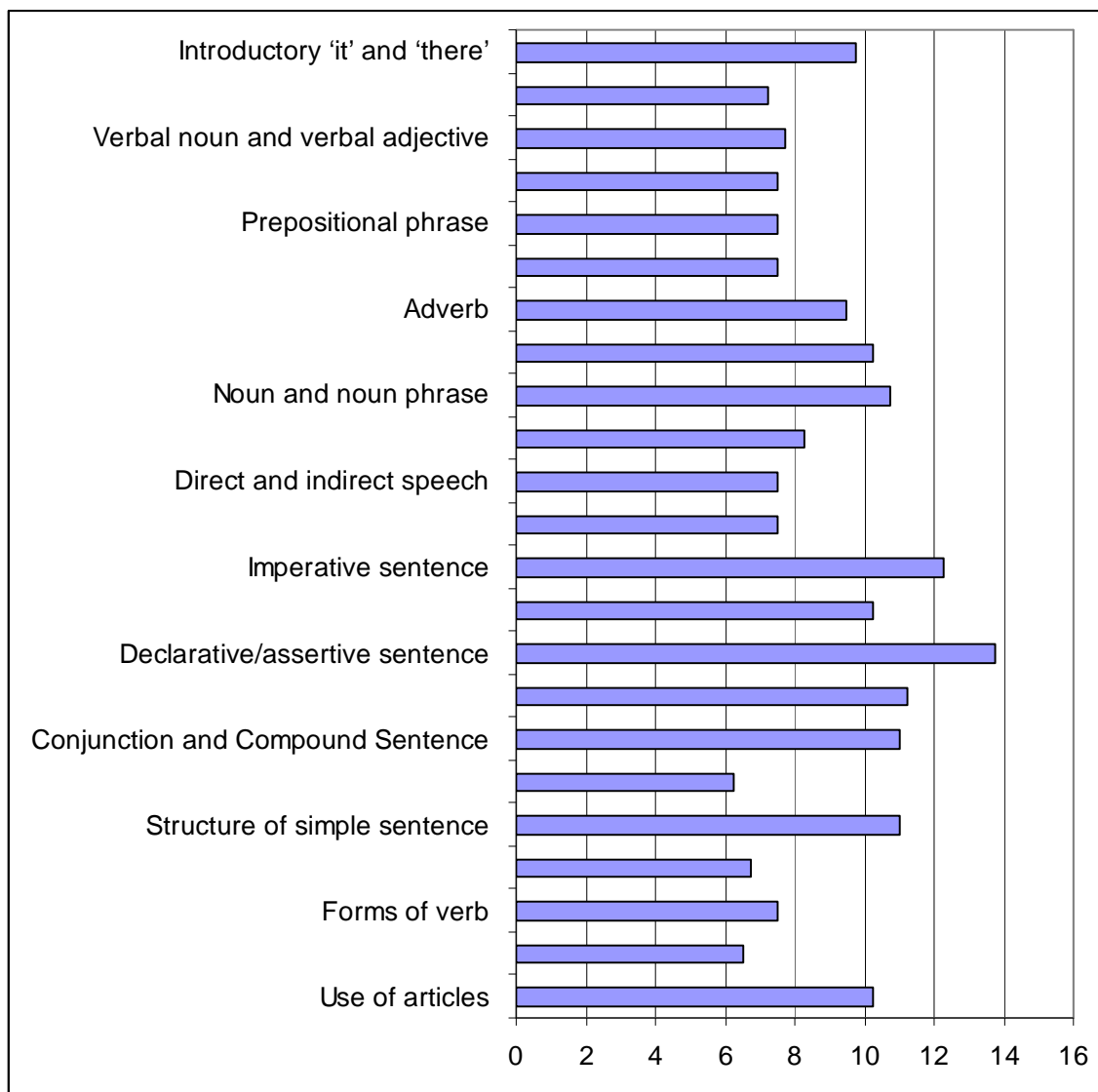
As we did for the students, we will measure the grammatical competence level (GCL) and find out scores from teachers' assessment. Providing all the values, we will get the following score table:

**Table 59: Students' GCL Scores (Teachers' Assessment)**

	Variable	No problem (4)	A little problem (3)	Consider able problem (2)	Great problem (1)	<b>Mean</b>
1.	Use of articles	4	18	18	1	<b>10.25</b>
2.	Subject-verb agreement	0	3	14	9	<b>6.5</b>
3.	Forms of verb	0	9	14	7	<b>7.5</b>
4.	Tenses	0	6	12	9	<b>6.75</b>
5.	Structure of simple sentence	4	24	16	0	<b>11</b>
6.	Complex sentence	0	0	16	9	<b>6.25</b>
7.	Conjunction and Compound Sentence	12	18	12	2	<b>11</b>
8.	Affirmative and negative sentences	12	21	10	2	<b>11.25</b>
9.	Declarative/assertive sentence	24	27	4	0	<b>13.75</b>
10.	Interrogative sentence	4	24	10	3	<b>10.25</b>
11.	Imperative sentence	12	30	6	1	<b>12.25</b>
12.	Conditional sentence	0	6	18	6	<b>7.5</b>
13.	Direct and indirect speech	0	12	10	8	<b>7.5</b>
14.	Active and passive voice	4	6	18	5	<b>8.25</b>
15.	Noun and noun phrase	4	27	10	2	<b>10.75</b>
16.	Adjective and degree	8	12	20	1	<b>10.25</b>
17.	Adverb	4	12	20	2	<b>9.5</b>
18.	Prepositions	0	6	18	6	<b>7.5</b>
19.	Prepositional phrase	0	9	14	7	<b>7.5</b>
20.	Phrasal verb	0	12	10	8	<b>7.5</b>
21.	Verbal noun and verbal adjective	4	6	14	7	<b>7.75</b>
22.	Idioms	0	12	8	9	<b>7.25</b>
23.	Introductory 'it' and 'there'	8	12	16	3	<b>9.75</b>
	<b>Total</b>	<b>104</b>	<b>312</b>	<b>308</b>	<b>107</b>	<b>831</b>

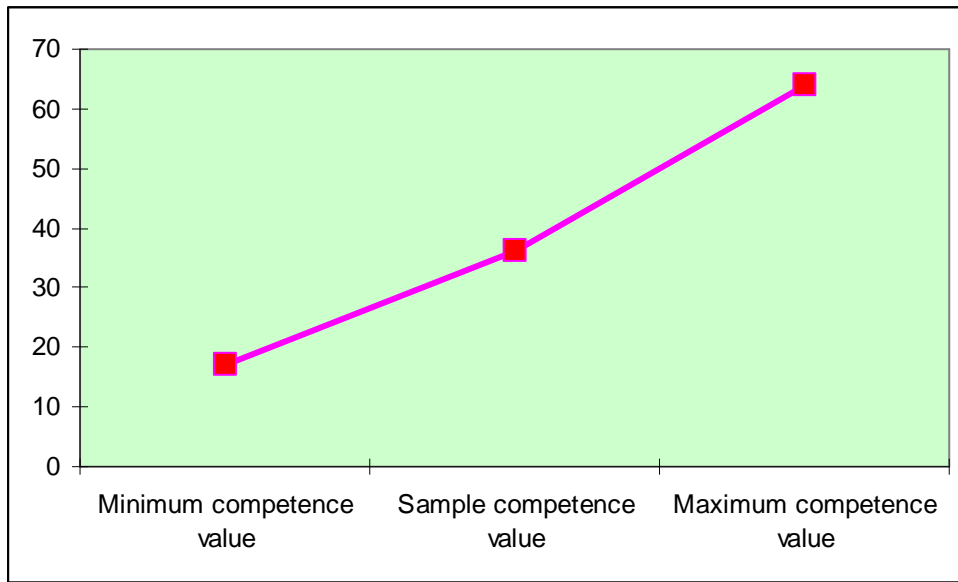
As we know the grammatical competence level (GCL) scores of the students as assessed by the teachers, we can now make, as we did with the students' data, a histogram of GCL scores, which will show the comparative strength and weakness of students in different grammatical elements.

**Graph 62: Histogram of Students' GCL Scores (Teachers' Assessment)**



Adding the individual scores from teachers' assessment, we get the collective GCL score: **831**, whereby the mean is **36.13**. In our case, the maximum score possible is 68 and the minimum score possible is 17. We can locate the GCL score (sample competence value) of students in the competence continuum (ranging over the values of 17-68).

**Graph 63: Sample Competence Value (Teachers' Assessment)**



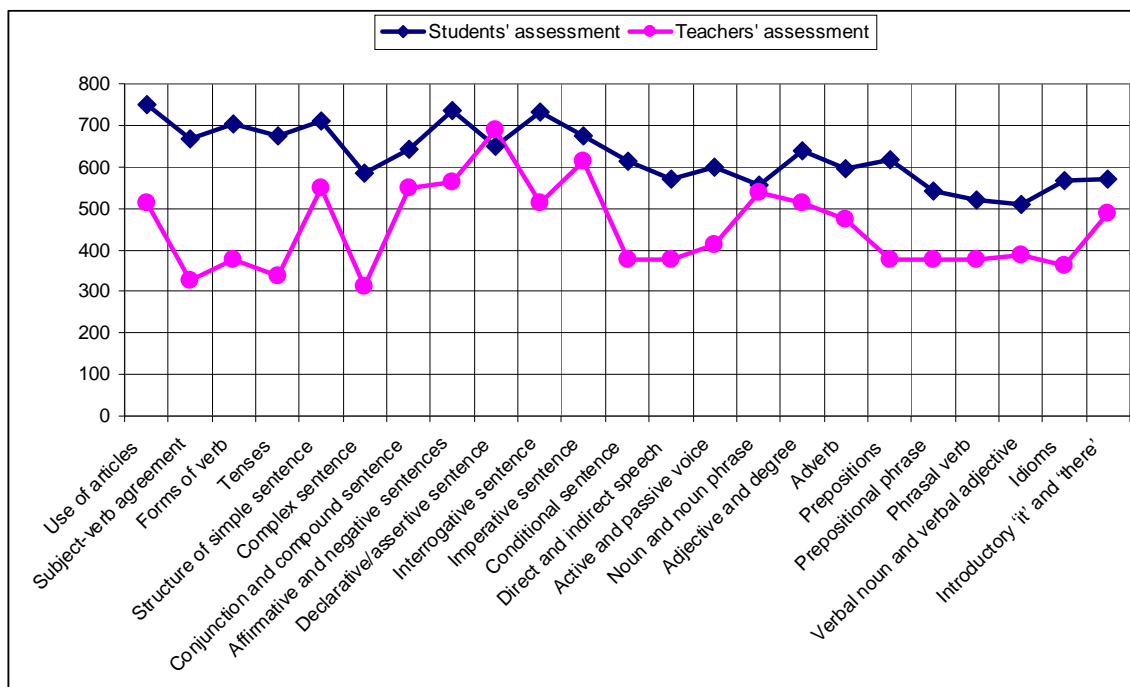
## Comparison of Students' and Teachers' Assessments

We can compare grammatical competence assessments done by students and teachers. We will present the GCL score means resulting from students' and teachers' assessments in table and line diagram. We magnify the proportion of teacher-given averages 50 times so that we may get two lines on close levels.

**Table 60: Comparison of Students' and Teachers' Means**

Variable	GCL score means from students' assessment	GCL score means from teachers' assessment
Use of articles	748.5	512.5
Subject-verb agreement	669	325
Forms of verb	704.75	375
Tenses	674.75	337.5
Structure of simple sentence	710.75	550
Complex sentence	585.5	312.5
Conjunction and compound sentence	641.25	550
Affirmative and negative sentences	735.25	562.5
Declarative/assertive sentence	649.25	687.5
Interrogative sentence	730.25	512.5
Imperative sentence	675.25	612.5
Conditional sentence	612.25	375
Direct and indirect speech	569.5	375
Active and passive voice	600.25	412.5
Noun and noun phrase	557.75	537.5
Adjective and degree	640.25	512.5
Adverb	595.25	475
Prepositions	616	375
Prepositional phrase	540.25	375
Phrasal verb	520.25	375
Verbal noun and verbal adjective	511	387.5
Idioms	566.25	362.5
Introductory 'it' and 'there'	570.5	487.5

**Graph 64: Comparison of Students' and Teachers' Means**

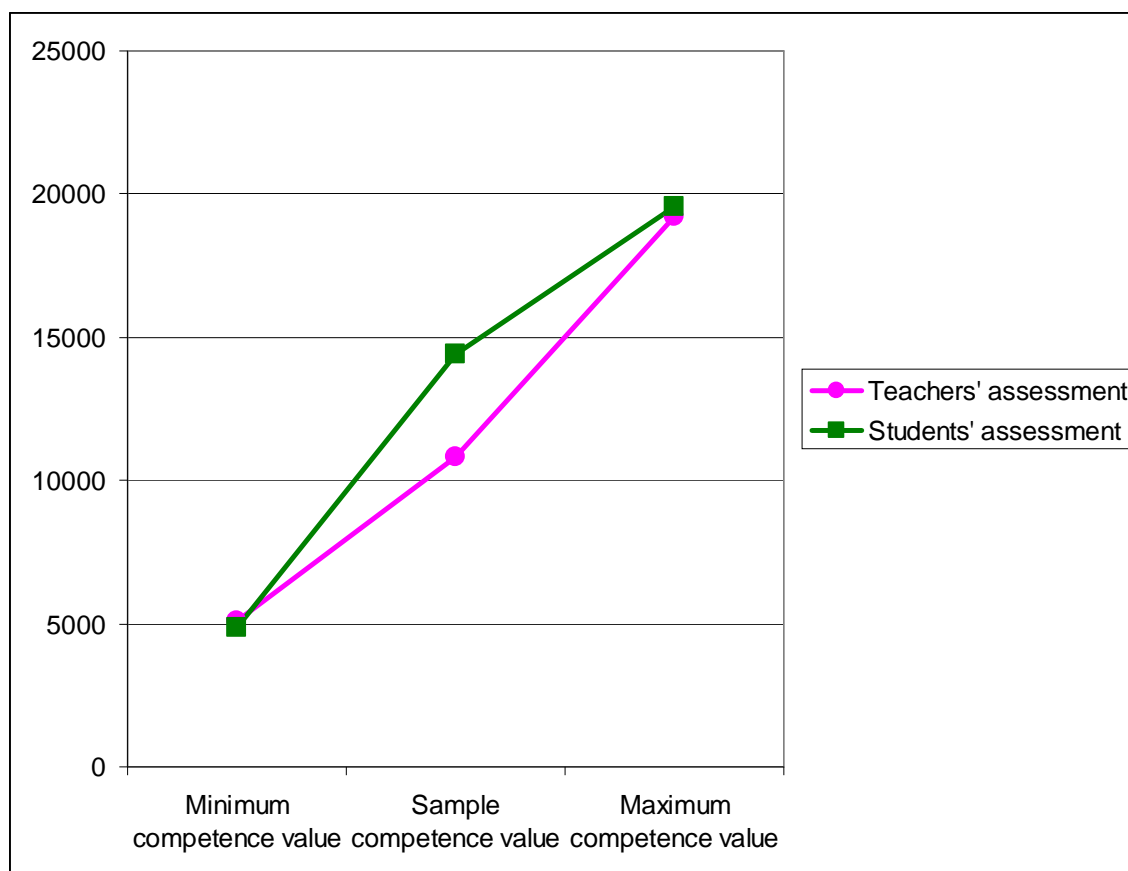


We may notice the points of convergence and divergence in the table and graph. In the variables like 'descriptive/assertive sentence' and 'noun and noun phrase' both students' and teachers' assessments come very close while in other variables like 'subject-verb agreement' and 'tenses' the two assessments are very distant. But overall, we can see a consistency in the up-down of the figures.

## Comparison of Sample Competence Values

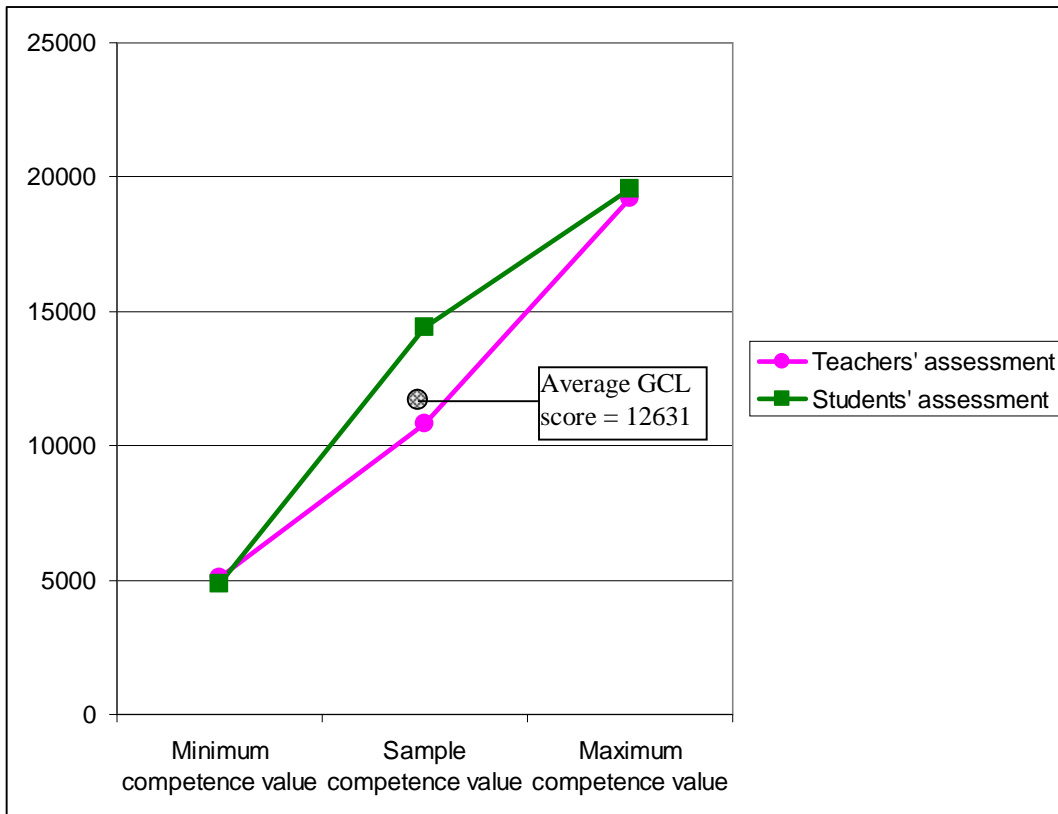
We can now compare the collective GCL scores (sample competence values) obtained from students' assessment and teachers' assessment. According to students' assessment, minimum competence value, sample competence value and maximum competence value are 4887.5, 14423 and 19550 respectively. And according to teachers' assessment, minimum competence value, sample competence value and maximum competence value are 17, 36.13 and 64 respectively. The comparison is displayed by a line diagram. We have magnified the teachers' values 300 times (hence minimum 5100, mean 10839 and maximum 19200) so that the lines are placed on the close levels.

**Graph 65: Comparison of Sample Competence Values**



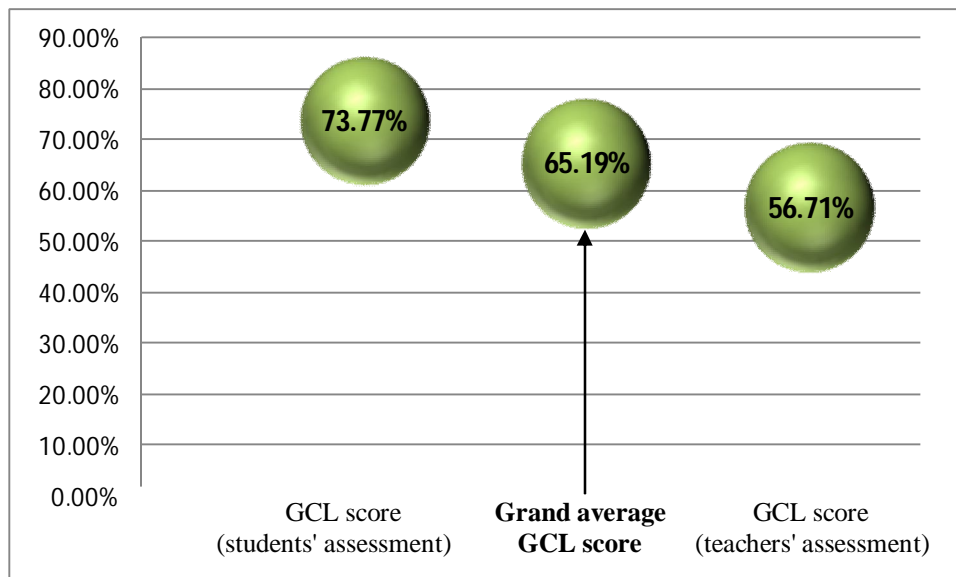
We may notice from the comparison that there is a sizable gap between the sample competence value determined by the students and that determined by the teachers. In students' assessment, the GCL score is 14423 and in teachers' assessment, the GCL score is 36.13 (10839). Why is this difference? It seems that the students have overscored their own competence and the teachers have underscored students' competence. Students' overscoring may be due to the prestige concern, i.e., they wanted to show off better than they actually are. On the other hand, teachers' underscoring might be influenced by their attitude to undermining students' knowledge level. However, we may take both the scores into account to get a **grand average GCL score**. If we calculate, we will see that **average GCL score** is **12631**. It should be in the middle of the distance line.

**Graph 66: Grand Average GCL Score**



We may express the value in percentage. We can calculate percentage against average maximum competence value 19375. The **grand average GCL score is 65.19%**. In students' assessment, the average GCL score is 73.77% and in teachers' assessment, the average GCL score is 56.71%.

**Graph 67: Grand Average GCL Score (Percentage)**





## Findings and Recommendations

We have calculated the grammatical competence level (GCL) scores of our sample, part of the targeted population that we have studied. We have found that the grand average GCL score of DIU entry level students is **12631 (65.19%)**. It is not bad or discouraging. It is more than 50%, which gives the authorities more confidence in running educational programs through the medium of English. One may just ask: if our students have so much capacity, why do they not perform well in interviews and competitive exams? There may be two possible answers to the question. First, may be we only notice the bad instances, failures and weaknesses; we just ignore the good instances, successes and strengths. Second, in our present project we have studied exclusively the grammatical skill, which is only a part (of course, an important part) of total language skills, composed of listening, speaking, reading and writing skills and sub-skills like pronunciation and vocabulary apart from grammar skill (covered in our investigation).

We fixed 23 elements of grammar (23 variables), on which the students have assessed their own command. The teachers have also assessed students' grammar command, responding to those 23 questions. We have analyzed data and the result is in our hand. Now we are in a position to say about students' average grammatical competence and also element-wise strength and weakness. If we look at the derived figures, we see that students are more competent/incompetent in certain grammatical elements than others. We can prepare a chart of comparative strength/weakness in grammatical elements. It will look like this (order from high to low scores):

**Table 61: Grammatical Competence Index**

	Students' assessment		Teachers' assessment	
1.	Use of articles	748.5	Use of articles	10.25
2.	Affirmative and negative sentences	735.25	Declarative/assertive sentence	13.75
3.	Interrogative sentence	730.25	Imperative sentence	12.25
4.	Structure of simple sentence	710.75	Affirmative and negative sentences	11.25
5.	Forms of verb	704.75	Structure of simple sentence	11
6.	Imperative sentence	675.25	Conjunction and compound sentence	11
7.	Tenses	674.75	Noun and noun phrase	10.75
8.	Subject-verb agreement	669	Interrogative sentence	10.25
9.	Declarative/assertive sentence	649.25	Adjective and degree	10.25
10.	Conjunction and compound sentence	641.25	Introductory 'it' and 'there'	9.75
11.	Adjective and degree	640.25	Adverb	9.5
12.	Prepositions	616	Active and passive voice	8.25
13.	Conditional sentence	612.25	Verbal noun and verbal adjective	7.75
14.	Active and passive voice	600.25	Forms of verb	7.5
15.	Adverb	595.25	Conditional sentence	7.5
16.	Complex sentence	585.5	Direct and indirect speech	7.5
17.	Introductory 'it' and 'there'	570.5	Prepositions	7.5
18.	Direct and indirect speech	569.5	Prepositional phrase	7.5
19.	Idioms	566.25	Phrasal verb	7.5

20.	Noun and noun phrase	557.75	Idioms	7.25
21.	Prepositional phrase	540.25	Tenses	6.75
22.	Phrasal verb	520.25	Subject-verb agreement	6.5
23.	Verbal noun and verbal adjective	511	Complex sentence	6.25

According to students' assessment, they are strongest in the 'use of articles' and weakest in 'verbal noun and verbal adjective'. According to teachers' assessment, students are strongest in 'use of articles' and weakest in 'complex sentence'. In other variables, the strength/weakness is in between. Fixing **median** (616 for students and 8.25 for teachers) as the dividing point, we can find the areas of comparative strength and weakness.

**Table 62: Areas of Strength/Weakness (Students' Assessment)**

Sl.	Areas of comparative strength	Areas of comparative weakness
1.	Use of articles	Conditional sentence
2.	Affirmative and negative sentences	Active and passive voice
3.	Interrogative sentence	Adverb
4.	Structure of simple sentence	Complex sentence
5.	Forms of verb	Introductory 'it' and 'there'
6.	Imperative sentence	Direct and indirect speech
7.	Tenses	Idioms
8.	Subject-verb agreement	Noun and noun phrase
9.	Declarative/assertive sentence	Prepositional phrase
10.	Conjunction and compound sentence	Phrasal verb
11.	Adjective and degree	Verbal noun and verbal adjective
12.	Strength/weakness mid-line: Prepositions	

**Table 63: Areas Strength/Weakness (Teachers' Assessment)**

Sl.	Areas of comparative strength	Areas of comparative weakness
1.	Use of articles	Verbal noun and verbal adjective
2.	Declarative/assertive sentence	Forms of verb
3.	Imperative sentence	Conditional sentence
4.	Affirmative and negative sentences	Direct and indirect speech
5.	Structure of simple sentence	Prepositions
6.	Conjunction and compound sentence	Prepositional phrase
7.	Noun and noun phrase	Phrasal verb
8.	Interrogative sentence	Idioms
9.	Adjective and degree	Tenses
10.	Introductory 'it' and 'there'	Subject-verb agreement
11.	Adverb	Complex sentence
12.	Strength/weakness mid-line: Active and passive voice	

**Opinions on grammar teaching and learning:** We solicited opinions of students and teachers on certain aspects of grammar teaching and learning. There were three questions

for students and five questions for teachers, two being common. We can look at the summary of the opinions.

**Table 64: Importance of Grammar (Students and Teachers)**

Question	Yes		A little		No	
	Students	Teachers	Students	Teachers	Students	Teachers
Do you think grammar is important?	772 (90.82%)	12 (70.58%)	48 (05.65%)	4 (23.52%)	30 (03.53%)	1 (5.88%)

**Table 65: Satisfaction with Grammar Teaching/Learning (Students and Teachers)**

Question	Yes		A little		No	
	Students	Teachers	Students	Teachers	Students	Teachers
Are you satisfied with your grammar lessons? (Asked to students)	434 (51.06%)		280 (32.94%)		136 (16.00%)	
Are you satisfied with students' current grammatical competence? (Asked to teachers)		0 (0%)		7 (41.17%)		10 (58.82%)

**Table 66: Type of Grammar Book (Students and Teachers)**

Question	Monolingual (Only English)		Bilingual (English and Bangla)	
	Students	Teachers	Students	Teachers
What kind of grammar book would you like/suggest?	200 (23.53%)	8 (47.05%)	650 (76.47%)	9 (52.94%)

**Table 67: Approach to Grammar Teaching (Teachers)**

Question	Inductively	Deductively
How can grammar be taught better?	8 (47.05%)	9 (52.94%)

**Table 68: Consciousness of Grammar (Teachers)**

Question	Conscious grammar	Unconscious/ subconscious grammar:
What is more beneficial?	4 (23.52%)	13 (76.47%)

We see that both students and teachers attached great importance to grammar. Of the students, 90.82% and of the teachers, 70.58% thought grammar was important. It implies that they accepted and understood the necessity of learning/teaching grammar. Teachers are trying to teach grammar to students in their own way and capacity.

Are the students satisfied with the grammar lessons, as it is found in texts and taught by teachers? Most of the students (51.06%) said, they are satisfied with grammar lessons. That means they have confidence in texts and teaching. But are the teachers satisfied with the level of grammar knowledge of the students? About 59% teachers said they are satisfied with grammatical competence of students. This means that teachers expected students to know more grammar and teachers are out there to help them.

In the classroom, monolingual (only English) and bilingual (mixing English and Bangla) grammar books may be used as texts. What do the students and teachers prefer? Majority of students (76.47%) and teachers (52.94%) had a preference for bilingual books. This is because bilingual books have Bangla explanations which help them to understand the grammatical rules in a better way.

Grammar can be taught inductively or deductively. Inductive grammar teaching needs presentation of language instances first and then explanation of the underlying rules. Deductive grammar teaching necessitates the introduction of grammar rules first, followed by examples. The first approach is applied to Communicative Language Teaching and Direct Methods. The second approach is applied to Grammar-Translation Method and Audiolingual Method. Most of the teachers (52.94%) thought grammar would be better taught deductively. That means they are still traditional in grammar teaching.

Grammatical knowledge can be conscious or unconscious/subconscious. Rule-dictated learning of language leads to conscious grammar and natural way of learning (avoiding explicit grammar rules) results in unconscious/subconscious grammar. Which one is better? Most of the teachers (76.47%) went for the second choice. That means they want grammar to work from within (spontaneously like the native speakers) and would not like to bring it to conscious level. But unfortunately, in case of second/foreign language, as it is the case in our country, unconscious/subconscious grammar is really rare.

## Recommendations:

In light of the above analysis and finding, we would like to put forward the following recommendations:

1. **Boosting up grammar learning:** The students of Daffodil International University want to learn grammar and the teachers also think grammar is important. Grammatical competence will make our students more accurate, particularly in writing and editing. The study has shown that our students, contrary to widespread apprehension, are not weak in grammar. They have sound foundational knowledge. What is most desirable, they should be systematically guided by the teachers to overcome the existing problems and attain the highest level of competence.
2. **Addressing the areas of comparative weakness:** While teaching grammar, the areas of comparative weakness should be addressed with priority. The priority grammatical elements are (combining the lower segments of student- and teacher-identified areas of comparative weakness): Complex sentence, Idioms, Noun and noun phrase, Phrasal verb, Prepositional phrase, Subject-verb agreement, Tenses, Verbal noun and verbal adjective. Other areas of grammar may be touched upon with shorter practices.
3. **Inclusion of bilingual textbooks in syllabus:** Bilingual textbooks, which use both English and Bangla, should be included in the syllabus of grammar courses as they ensure students' better comprehension of lessons. Monolingual textbooks should only be used when bilingual ones are not available in market. The university may also take initiatives for writing and publishing most necessary textbooks of different disciplines in bilingual format. An expert panel of text writers may be engaged in this enterprise.
4. **Implicit learning of grammar:** Students should be engaged in ample reading activities as well as watching movies and, if possible, practical interactive events so that unconscious/subconscious grammar develops in them. Unconscious/subconscious grammar works in brain automatically and it is not necessary to invoke with conscious thinking during the time of language production. This will considerably increase the fluency of speaking and writing. With the development of this implicit type of grammar, one can attain the native-like proficiency and perform language jobs with confidence.
5. **Research on other language skills:** Like the present research on 'grammatical competence', the DIU authorities may take initiatives to conduct research on other areas of English language skills, e.g. listening, speaking, reading, writing, vocabulary, pronunciation, etc. This will provide a complete picture of English language competencies and suggest ways to increase capacities of the students. It can be done phase by phase (longitudinal study) or collectively at a time (synchronic study). The second choice will require a large pool of experts in the field. Being cross-sectional statistical study, it may be successfully completed with the collaboration between the language experts and the statisticians or professional data analysts.

## Conclusion

This study is not a conclusive one. The values we have found through statistical analysis are just estimates and we can be confirmed about them only through further studies. We selected a vast sample population so that the results come close to the realities. The findings reveal facts of grammar teaching/learning in Daffodil International University at the entry levels of different programs. The grammatical competence has been estimated and the areas of strength and weakness have been identified through necessary computations. Some pedagogical questions like teaching approach, consciousness of grammar and bilingualism of texts were also taken into account with a view to cogent resolution of the problem raised.

The more we understand the teaching/learning practices, the better we can shape our educational programs. This kind of statistical research can be applied to other areas of education to derive facts objectively. Researches may be conducted on listening, speaking, reading, writing, vocabulary and pronunciation skills with a view to finding better ways of learning and teaching, as suggested in the recommendations section.

This kind of research acts as the needs analysis of the students. The authorities can know what the students need most in concerned courses or affairs. And this information is of great use in designing and accommodating syllabus under a wide scope of curriculum development and also in practical teaching. It may eventually help in creating a congenial academic atmosphere consistent with realities. The ultimate beneficiaries of such research will be the students, teachers and university alike.

**Appendix**  
(Questionnaire for students and teachers)

## Questionnaire (for students)

Please tick ✓ the suitable slots. For most of the questions, the left column lists different grammatical items. The rest four columns indicate varying levels of difficulty. The students will identify the extent to which they face the difficulty in particular areas of grammar.

Department:

Level (Year/Semester):

	Grammatical item/question	No problem	A little problem	Considerable problem	Great problem
1.	Use of articles (a, an, the)				
2.	Subject-verb agreement (e.g. He goes to school)				
3.	Form of verb (e.g. do, did, done, doing)				
4.	Tense (e.g. present, past, future, indefinite, continuous, perfect)				
5.	Structure of simple sentence (e.g. Subject + Verb + Object)				
6.	Complex sentence (e.g. I know the person who is a teacher)				
7.	Conjunction (e.g. and, or, but) and compound sentence (e.g. I know him and he is a teacher.)				
8.	Affirmative and negative sentences (e.g. He speaks well. He does not speak well)				
9.	Declarative/assertive sentence (e.g. I know him. I want an apple.)				
10.	Interrogative sentence (e.g. Do you know him? What do you want?)				
11.	Imperative sentence (e.g. Finish your homework.)				
12.	Conditional sentence (e.g. If you come, I will go with you.)				
13.	Reporting verb and reported speech (e.g. He said to me, "You are a good man." He said that I was a good man.)				
14.	Active and passive voice (e.g. The tiger killed the deer. The deer was killed by the tiger)				
15.	Noun and noun phrase (e.g. pond, the large pond)				
16.	Adjective (e.g. big, hard, cold, etc.) and Degree (e.g. good, better, best)				
17.	Adverb (smartly, here, now, etc.)				
18.	Prepositions (e.g. at, to, of, in, out, by, etc.)				
19.	Prepositional phrase (e.g. in the room, at night)				
20.	Phrasal verb (e.g. pay for, stand by, look at)				
21.	Verbal noun (e.g. <i>Swimming</i> is a good exercise) and verbal adjective (e.g. a <i>running</i> car)				
22.	Idiom (e.g. black sheep, kick the bucket, etc.)				
23.	Introductory 'it' (e.g. It is hot) and 'there' (e.g. There was a king).				
24.	Do you think grammar is important for you?	Yes <input type="checkbox"/>	A little <input type="checkbox"/>	No <input type="checkbox"/>	
25.	Are you satisfied with your grammar lessons?	Yes <input type="checkbox"/>	A little <input type="checkbox"/>	No <input type="checkbox"/>	
26.	What kind of grammar book would you like?	Monolingual (Only English) <input type="checkbox"/> Bilingual (English and Bangla) <input type="checkbox"/>			



## Questionnaire (for teachers)

The teachers will identify the level of grammatical competence of students from their own teaching experience, particularly script checking. They will tick ✓ the slots as they feel about students' average competence level regarding various grammar items listed below.

	Grammatical item/question	No problem	A little problem	Considerable problem	Great problem
1.	Use of articles (a, an, the)				
2.	Subject-verb agreement (e.g. He goes to school)				
3.	Form of verb (e.g. do, did, done, doing)				
4.	Tense (e.g. present, past, future, indefinite, continuous, perfect)				
5.	Structure of simple sentence (e.g. Subject + Verb + Object)				
6.	Complex sentence (e.g. I know the person who is a teacher)				
7.	Conjunction (e.g. and, or, but) and compound sentence (e.g. I know him and he is a teacher.)				
8.	Affirmative and negative sentences (e.g. He speaks well. He does not speak well)				
9.	Declarative/assertive sentence (e.g. I know him. I want an apple.)				
10.	Interrogative sentence (e.g. Do you know him? What do you want?)				
11.	Imperative sentence (e.g. Finish your homework.)				
12.	Conditional sentence (e.g. If you come, I will go with you.)				
13.	Reporting verb and reported speech (e.g. He said to me, "You are a good man." He said that I was a good man.)				
14.	Active and passive voice (e.g. The tiger killed the deer. The deer was killed by the tiger)				
15.	Noun and noun phrase (e.g. pond, the large pond)				
16.	Adjective (e.g. big, hard, cold, etc.) and Degree (e.g. good, better, best)				
17.	Adverb (smartly, here, now, etc.)				
18.	Prepositions (e.g. at, to, of, in, out, by, etc.)				
19.	Prepositional phrase (e.g. in the room, at night)				
20.	Phrasal verb (e.g. pay for, stand by, look at)				
21.	Verbal noun (e.g. <i>Swimming</i> is a good exercise) and verbal adjective (e.g. a <i>running</i> car)				
22.	Idiom (e.g. black sheep, kick the bucket, etc.)				
23.	Introductory 'it' (e.g. It is hot) and 'there' (e.g. There was a king).				
24.	Do students think grammar important for them?	Yes <input type="checkbox"/>	A little <input type="checkbox"/>	No <input type="checkbox"/>	
25.	Are you satisfied with their grammatical competence (average)?	Yes <input type="checkbox"/>	A little <input type="checkbox"/>	No <input type="checkbox"/>	
26.	What kind of grammar book would you suggest?	Monolingual (Only English) <input type="checkbox"/> Bilingual (English and Bangla) <input type="checkbox"/>			
27.	How can grammar be taught better?	Inductively <input type="checkbox"/> Deductively <input type="checkbox"/>			
28.	What is more beneficial?	Conscious grammar <input type="checkbox"/> Unconscious/subconscious grammar <input type="checkbox"/>			