

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the system of communication, only possessed by human beings. It is extremely complex, highly versatile code used for human communication. It is open that allows human beings to express their thoughts, feelings, emotions, desire ideas and experiences.

Language is not an end in itself” ... it is a way of connection between souls, a means of communication. Jespersen (1904; 4)

Similarly, Hornby defines it is a system of sounds and words used; by humans to express their thoughts and feelings.

There are varieties of languages which are used in the world. Among them English is the most widely used language in the world because it has gained the status of international language.

Approximately three hundred million people of this world speak English. More than fifty percent of textbooks of the world in any discipline are published in this language. Seminars, meetings and workshops are held in English language nationally or internationally. Today English language has become a key of friendship, professional advancement, social adjustment and individual prestige. Further study in any subject is not possible without a sound knowledge of the English language. Therefore, to learn English is unquestionably a must for all who want to show their personal identity in this world

English language teaching programme started with the establishment of Durbar High School this is the first education institute in

Nepal to the English language education. Today various academic and non academic sectors are contributing a lot to its further development. The history of English language teaching is as long as the history of formal education. Due to its day to day importance in the world, it has grown as an essential language to everybody. It is taught as a compulsory subject from pre-primary to bachelors level. Moreover we find today language is taught as a major subject. To get mastery over language everybody needs to have the ability in each skill and aspect i.e. listening, speaking, reading and writing, vocabulary, grammar, and communicative functions.

Language teaching and language testing are two sides of a coin. One would be meaningless in the absence of other. Heaton (1988:5) puts: “ teaching and testing are so closely related that it is a virtually impossible to work in either field without being constantly concerned with the other ”. It means that teaching is influenced by testing and vice versa. Testing is one of the means of evaluating students, language ability or language capacity. Likewise Nunan et al.(2001:) define test as a “ method of eliciting a sample of an individual language behaviour under standardized conditions”. His definition limits the test within standardized condition but it is not the case always. Testing can be done in an informal setting as well but the purpose may be different.

For McGraph (1996: 60) “teaching without testing is like painting in bad light”. He strongly maintains that teaching cannot do without testing for it gets light from testing. With the help of testing we can find areas that need more attention and we can manage it for remedial teaching if it were diagnostic test. In case of achievement test, it depends on what has been taught.

From the above discussions, we are now in apposition to say that teaching and testing are mutually inclusive and complementary to each other.

### **1.1.1 Communicative proficiency and language ability:**

The terms communicative proficiency Bachman and Palmar (1981), communicative language proficiency, Bachman Savignan (1983) and communicative ability, Bachman and Clark (1987), Batchman (1988) have been used to describe this broader view of language proficiency, whose meanings and connotation in different contexts. Therefore in order to forestall misinterpretation and if possible to facilitate the discussion on the issue of concern to language testing. I prefer to use is simply language ability. Hymes (1974) describes language use as the performance of a person is not identical with the behavioural records. It takes into account the interaction between competences (Knowledge and ability for use) the competence of others and the cybernetics and emergent properties of event themselves.

Communicative language ability is the recognition that communicative language use involves a dynamic interaction between the situation, the language user and the discourse, in which communication is something more than the simple transfer of information. This is also called 'Pragmatic Mapping' by Oller between the elements of discourse and the extra linguistic context (1979b)

Similarly Sauvignon, S.J. (1983) characterizes communication as:

Dynamic rather than .... Static... it depends on the negotiation of meaning between two or more persons. It is context specific.

Sthapit (2003) mentioned the view that language is the part and parcel of human beings. This means that every kind of sharing between human beings is possible due to language. By using language or by communicating we can share our feelings, emotions, attitudes through it, means we solve our thirst of feelings with anybody. So, today communicative test has become unquestionable issue.

The goal of most of the approaches and methods is to make the student able to communicate in the target language. In other words, all the approaches and methods to language teaching are communicative in some extent. They are varied only in the degree of communicative nature. Communicative language teaching is the cry of the day. It is recently developed approach to language teaching. In communicative language teaching, main emphasis is given on training students to use the target language for communication. In other words, it gives emphasis on developing communicative competence in the students. Communicative competence is that kind of competence that enables a learner to communicate with the speaker of the target language in such a way that s/he is accepted as one of the members of that speech community. Being able to communicate requires more than linguistic competence, it requires communicative competence, knowing when, how, what and whom to talk. A communicatively competent speaker should use not only grammatically correct sentences but also contextually appropriate, for example, the language which we use to communicate with our close friends cannot be used with our superior or boss. The use of language varies from the person with whom we are talking to and the topic on which we are talking to. The speaker, therefore, need to know how to produce not only grammatically correct utterances but also socially acceptable utterances in appropriate situation.

The communicative approach to language teaching recommended a basis for language teaching methodology. It 1980s and continues to be considered as the most plausible basis for language teaching today. Communicative language teaching means little more than an integration of grammatical and functional teaching. Littlewood (1981:1) states one of the most characteristic features of communicative language teaching is that it pays systematic attentions to functional as well as structural aspects of language for other scholars, they defined differently and communicative language teaching is the procedure of the pair of group of the learners to solve the problems by using the available language resource.

Communicative tests are concerned primarily with how language is used in communication.

Although, different scholars described communicative proficiency differently, all definitions sense the same. It is more than transferring, negotiation of meaning between the two speakers. This is the part of human being. Communicative competence enables individual to communicate in the community. It requires not only grammatically correct but situationally appropriate sentences which are not restricted to one skill or aspect. Communication can be done by using four skills. For the successful communication all four language skills and aspects must be integrated. So in my view communicative proficiency means ability to communicate. To be a proficient in communication one must have the capacity to comprehend, interpret, and negotiate situationally.

### **1.1.2. Competence and Performance**

Competence is the store of the knowledge that is underlying and inherent capacity. It is hidden and invisible skill where as performance is

practical based knowledge. It is the expression of ideas, thoughts and attitudes. Performance is based on competence but whatever competence we have competence, it is not possible in performance. If we combine competence with communication then it makes a fun. Once communicative competence appeared to be synonymous with progressive, innovative teaching, everyone wanted to use the term to describe what he or she was doing. A helpful perspective on the term competence comes from outside the language teaching field performance without competence may not be complete well.

Competence is the store of knowledge where as performance is expression of competence. Competence is the underlying capacity where as performance is fully out expression. Competence makes performance well and appropriate based on the situation. Competence is invisible unseen or inherent ability where as performance is manifestation of it. Competence is system of grammatical rules or system of language whereas performance is a process of expression, interpretation and negotiation. Competence is the knowledge by birth whereas performance refers to thoughts and feelings to their symbolic representation in written or spoken words, gesture and design, colour, movement or sound choices. Competence is stored in the mind and performance is used in behaviour which shows the identity if a person by actual demonstration in the demand of need.

Competence, if used in communication, becomes communicative competence. Communicative competence is a dynamic rather than a static concept. It depends in the negotiation of meaning between two or more persons who share to some degree of the same symbolic system. It can be said to be an interpersonal rather than intra-personal trail.

Communicative competence applies to both written and spoken language, as well as too many other symbolic systems. It is context specific where communication takes place in an infinite situation. There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability and performance as the one manifestation of that ability. Competence is what one knows and performance is what one does, only performance is observable and competence can be developed, maintained and evaluated. Communicative competence is relative, not absolute. It depends on the cooperation of all the participants involved.

There are two elements basically involved in communicative competence.

- Underlying knowledge of system.
- Implementation of knowledge in particular situation.

### **1.1.3 Communicative Language Testing**

It is said that communicative language teaching has been the cry of day so it is the case with communicative language testing. If teaching is communicative, testing should also be communicative otherwise there would be no meaning of communicative teaching. Same is the case if we see it from another direction.

Kelley (1978:350) had argued that “ to take part in communicative event is to produce and / or comprehend discourse in the context of situation and under the performance condition that obtain. It is the purpose of proficiency test to access whether or not candidates are indeed capable of participating in typical communication events from the

specified communication situation(s) “ According to him, a communicative test should be performance oriented.

Morrow (1979) Quoted in Khaniya (1990) felt that a distinction need to be made between communicative competence and communicative performance, the distinguishing feature of the latter being that performance is the realization of competence in actual production and comprehension of utterances

Heaton (1988:19 ) writes: “ the communicative approach to language testing is sometimes linked with how language is used in communication. Consequently, must aim to incorporate tasks which approximate as closely as possible those facing the students in real life. In the same page he goes on saying ... Communicative test must be reflect the culture of particular country because of their emphasis on context and use of authentic materials ... communicative testing has introduced qualitative mode of assessment in preference to quantitative ones”. He clearly maintains that communicative test should reflect real life tasks, should be contextual and qualitative. Authentic materials are necessary in communicative language testing. Since examination itself is some how artificial, it may not be possible to use all authentic materials but they must seem authentic.

B.J. Carrol as quoted in Weir (1988) argued “ The prime need of most learners is not for theoretical or analytical knowledge of target language but for an ability to understand and to be understood in that language with in the context and constraints particular language using circumstances. His opinion (1989:7) is that the ultimate criterion of language mastery is therefore the learner effectiveness in communication

for the setting he finds himself in” He emphasizes on the use of language rather than usages. So language should be tested based on this principle.

Weir (1993) maintains that “the validity of test which claims to be communicative is a function of degree of understanding of communication and communicative ability on the part of test constructor. It is naive to assume that one can develop valid tests of communicative language ability without reference to construct which one is attempting to measure”. So, before constructing a test., one should be clear about the constructs of communicative ability. Later we will discuss what it means by communicative ability. Directly or indirectly it also emphasizes along with competence (usage).

Hughes (1995:19) in “ argues the discussions have cantered on the desirability of measuring the ability to take part in act of communication ( including reading and listening ) and the way to do this ”. What he means to say is that all skills should be tested appropriately by a communicative test.

Though we have not discussed yet what constitutes communicative language ability of a learner, by now, it has been clear what it cannot be tested with the help of paper and pencil only, a learner should be placed in a situation and his performance or communicative ability should be tested in terms of effectiveness of communication.

According to Morrow 1977, quoted in Khaniya (1970:125) the features that make language tasks communicative are: interactiveness, unpredictability, context, purpose, performance, authenticity and behaviour base.

Though Haliday, Widdowson, Coopers have also provided different models of communicative competence a more pedagogically influential model of communicative competence is found in Canale and Swain (1980) which is also called strategic competence to compensate the lacking in the second language context because learner has limitation in socio-cultural and grammatical competence. The model developed by Canale and Swain (1980) and revised by Canale (1983) which distinguishes communicative competence and communicative performance.

The Canale and Swain (1980) model includes three main competences, grammatical competence, sociolinguistic competence and strategic competence. The revised model by Canale (1983) gives more comprehensive description of communicative competence model including the four component of language competence, i.e. grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

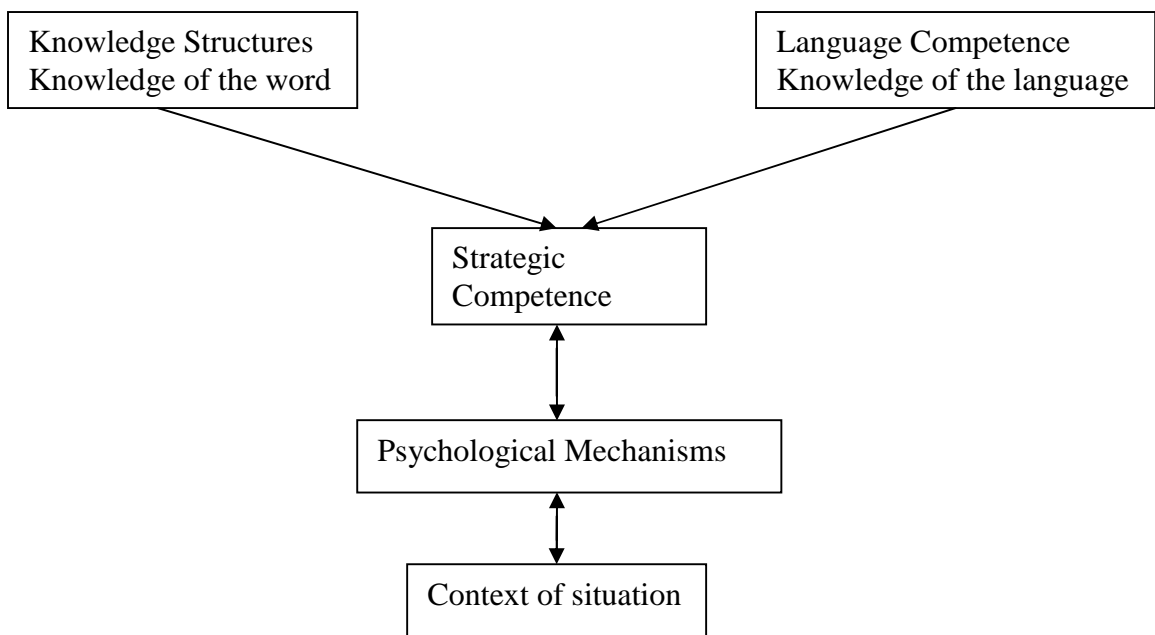
Candling (1987) has described communicative competence as the ability to create meanings by exploring the potential inherent in any language to continue modification in response to change, negotiating the value of convention rather than confirming to establish principle. The sum coming together of organised knowledge structure with a set of procedure, for adapting this knowledge to some problems of communication that do not have readymade solution.

According to L F Bachman (1989:87) Communicative Language Activities can be described as consisting of both knowledge, or competence and the capacity for implementing and executing that

competence in appropriate, contextualised communication language use. In his theoretical framework of communicative language activity he has included the three components:

- i. Language competence
- ii. Strategic component
- iii. Psychological mechanisms

Language competence comprises essentially a set of specific knowledge component that are utilized in communication via language strategic competence is the term used to characterize the mental capacity for implementing the component of language competence in contextual communicative language use. Strategic competence thus provides the means for relating language competencies to features of the context of situation in which language use takes place and to the language user's knowledge structures (socio-cultural knowledge and real world knowledge). Psychological mechanism refers to the neurological and psychological processes involved in the actual refers to the neurological and psychological processes evolved in the actual execution of language as a physical phenomenon (sound, light). The interaction of these components of communicative language activities with the language use context and language users knowledge structures are illustrated in the following figures.



#### **1.1.4 Measurement of Communicative Proficiency**

Here in this study the researcher tested overall communicative proficiency. The researcher believes that testing communicative proficiency of the second language learners is an obstruct phenomenon in the sense that no one can measure the language proficiency fully as the hundred percent valid test where the researcher intends to test communicative ability by testing,

- i. Comprehension ability
- ii. Creative ability
- iii. Interpretative ability

Although various linguists have defined communicative proficiency differently in their own way, in my view communicative proficiency means ability to use language so that one should have the power of expressing ideas, thoughts, emotion and feelings depending upon the situation. It could be either oral or written. To be called a proficient one should know various skills and aspects. It does not mean

that everyone should equally master all the skills and aspects but must have the power of comprehension, creation & interpretation.

Here in this study the researcher intends to test communicative ability by testing the following things.

- i. Comprehension power
- ii. Creativity power
- iii. Interpretive power

#### **i. Comprehension Power**

In general comprehension is the ability to understand speech and comprehend it. The task requires a good comprehension of complex instruction. It can be listening and reading. Unless one understands the given ideas he can never respond it. Here researcher tries to measure the comprehension power by asking them to read a passage and answer the questions. Comprehension is interpreted as “extracting the required information from a written text as effectively as possible”. Reading varies according to the purpose of reading and the type of text. Here reading comprehension builds the power of grabbing the information so that one can make his /her communication short and catchy. Communication can be done by various means: oral, written or by body language. In this study the researcher wanted to check the communicative capability by asking the students to comprehend a written text.

#### **ii. Creativity**

This is another strong weapon to build up the communicative proficiency. It refers to involving the use of skills and imagination to produce something new or a work of art : It can be essays, stories, plays and poems. It builds creative thinking, thinking about problems in a new

way or thinking of new ideas. It is the skill and ability to produce something new. Creativity and originality are more important than technical skill. In this study researcher asked the students to create an essay about their best friend to measure the flow of heart

### **iii. Interpretation**

It refers to the way in which something is understood or explained.

It can be within a language or in different languages. Here researcher wanted to measure the student's capacity whether they can explain the events in their own flow to make the people understand it.

In this study, a dialogue was given to the students and they were asked to explain what had happened in the event for their teacher.

## **1.2 Review of Related Literature**

As every new task requires the knowledge of previous background which can help and direct to reach the new target for finding out new things or ideas, the researcher went through some of the related works and areas of the following people. The purpose of citing the opinions of the following writers is to deepen this study with their main idea.

Prasai (2001) has carried out a research on : “ A study on formal and communicative competence acquired by Ninth Grade students ” the setting of the study was Makawanpur District. Her finding shows that majority of students were weaker in using the particular language functions in appropriate situations and students functional competence was weaker than formal competence.

Sharma, (2004) has conducted a study on ‘A study on the proficiency in the communicative functions and their exponents’

This was a comparative study. The setting of the study was Parbat district. One hundred 10th grade students were selected for the purpose of study. He has come up with the following findings that students were weak in listening and speaking skills in comparison to written skill in the use of communication functions and their exponents.

Giri (1981), carried out the research on 'English language proficiency' and found that the urban school students had greater proficiency in the English language than the rural school students. According to him secondary level students of urban schools had better ability in reading and comprehending English.

Subedi (2000), carried out the research on 'Reading comprehension of Grade nine students of Kathmandu and Jhapa District to test the practicability of unseen passages for reading comprehension and found the government aid Schools of Kathmandu district i.e. Urban region has higher reading comprehension level.

Singh (2000), carried out the research on 'Listening proficiency' and found that the students of public schools were poor in their listening comprehension compared to that of private schools.

Kansakar (1977), emphasizes all the skills in teaching learning process and says that while teaching language only one skill can not be taught by neglecting other skills. There should be interrelationship between language skills and balanced approach to teaching should be adopted.

Guragai, (2003) has conducted a study on 'The learners ability to use colloquial communicative expressions' 'The setting of study was Kathmandu valley. One hundred and twenty students were selected from three different faculties and three different institutes. The findings of the

study show that students from Education faculties did better than students from other faculties institute.

- Faculties as a whole did better than institute as a whole
- Female students did better than male students.
- Students without teaching experience did better than students with teaching experience.
- Students graduated from Kathmandu valley did better than other students.

K.C (2006), has conducted a study on 'Proficiency in Adverbs' in this study was conducted in Repundehi District and the finding shows that students from urban area performed better than rural area ; boys were found better than the girls and private schools performed better than public.

### 1.3 Hypothesis

#### T- Test

significance difference between two variables.

Set up null hypothesis:  $H_0 = u_0 = u_1$  i.e. There is no significance difference between two variables. Set up alternative:  $H_1 = u_0 \neq u_1$  i.e. There is significance difference between two variables.

Observation of the first variable = X

Observation of the second variable = Y

Sample mean of first variable =  $\bar{X}$

Sample mean of second variable =  $\bar{Y}$

Test statistics is,

$$t = \frac{\bar{X} - \bar{Y}}{S\sqrt{1/n + 1/m}}$$

Where,

S is the standard deviation.

n is the sample size of first variable and  
m is the sample size of second variable.

also,

$$s^2 = \frac{(\bar{X} - X)^2 + (\bar{Y} - Y)^2}{n + m - 2}$$

#### **1.4 Objective of the Study**

The general objective of the study is to examine communicative proficiency of grade 9 students.

The specific objectives of the study were:

- i. To determine the communicative proficiency of private and public school students at grade 9.
- ii. To compare the proficiency of students in term of the following variables:
  - a. Private and public
  - b. Male and female
  - c. Urban and Rural
- iii. To give the Pedagogical Implications

#### **1.5 Significance of the Study**

The study will be useful for all those who are directly and indirectly involved in English language learning and teaching. It will be particularly useful to those teachers and students who are teaching in private and public schools. If the students can perform satisfactorily even if they had no time to make adequate preparations, it can be argued that theoretical introduction of language skills will be pretty beneficial, contrary to this, if their proficiency was found inadequate the researcher will try to put forward some useful suggestions and recommendations which will apparently contribute to the private and public school students.

## **CHAPTER TWO**

### **METHODOLOGY**

The study was conducted with the following procedures for the data collection.

#### **2.1 Source of Data**

In order to carry out this research, the researcher has used both primary and secondary sources of data.

##### **2.1.1 Primary Sources**

The primary sources of data for the study were students of grade 9 from different eight schools of Kathmandu district. The data consisted of 80 students from four private and four public schools.

##### **2.1.2 Secondary Sources**

The researcher used various research reports, journals previous thesis, books of grade 9 for the preparation of questionnaire and for the refreshment of her knowledge in the related area.

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

The population of this study consisted of the 9<sup>th</sup> graders from different schools in Kathmandu district including private and public.

#### **2.3 Sampling Procedure**

The sampling population of the study was 80 students from different 8 schools in Kathmandu districts, ten from each school ( five boys and five girls ). The simple random sampling procedure was used to

select the sample. The size of the sample population was equal in number from all the selected schools..

## **2.4 Tools for Data Collection**

The researcher used questions to collect the data. She elicited comprehension, creative & interpretative questions.

Test items to test the communicative proficiency was prepared on the basis of English text book of grade nine and other related books of school level to collect the data for this study. The test contained 3 different items as mentioned above comprehension, creative and interpretative tests.

The first item (comprehension test) contained two questions No 1 is a passage where students had to answer on the basis of given passage, for the same comprehension test question No 2 is a passage for which students had to summarize; these two questions carried twenty marks ten for each.

The second item (creative test) i.e. question No 3 required the students to create a dialogue in their own words, which carries 10 marks for five exchanges in which a situation is given in picture containing of a boy and a girl conversing on telephone, for the same item question No 4 is an essay that students had to write on their best friend in hundred words which intended to measure their innate capacity.

The third item (interpretative test), question No 5 is about to say or describe the event which tested individuals' interpretative ability that is considered to be vital in the communicative proficiency.

## **2.5 Pilot Study**

In order to carry out this work, the researcher first prepared a set of test items. Then she conducted a pilot test on a small group of students in order to determine the time duration and the appropriateness of the test items.

The researcher randomly selected twelve students who were not to be included in the final study. Then she administered the test without facing any problems. As the 50% marks in the test was taken as the point of satisfaction, all the students secured between 50% to 70% marks in all items. Therefore, the researcher did not have to change the items first drafted.

## **2.6 Process of Data Collection**

After taking the pilot test, the researcher went to the purposively selected schools i.e. Gyaniketan English Boarding School, Atom English School, Guheshowari Secondary School, & Ratna Rajya Secondary School from urban area and Navaratna Boarding School, Bhanu Bhakta Mamorial, Shree Sarswoti Secondary School and Shree Ganesh Secondary School from the Rural area in Kathmandu District. She contacted the headmaster of the schools giving the letter from The Department of English Education and asked their permission to carry out the study. After getting permission, she went to classroom with the English teachers of those schools. Then she introduced herself and explained her purpose to the students. After that she selected the required number of the students, in equal number of girls and boys on the basis of the sample random sampling procedure. Then, the selected students were taken to a separate room for the test. Then she introduced them very

carefully about the time limitation and the activities they were supposed to do. Then, she administered the test with proper guidance.

The time duration of the test was 1:30 hours. All the students finished the test with in the allotted time. After that, the researcher collected the same answer sheets of the students and thanked them for their co-operation. She checked the answer sheets very carefully and tabulated the marks for analysis. The tabulated data were analyzed, interpreted & compared for the accurate results.

## **2.7 Limitation of the Study**

- i. The subject area is limited to comprehension, creation & interpretation.
- ii. The study was based solely on written language
- iii. The population of the study was limited to:
  - a. Grade 9 students of Kathmandu district.
  - b. Four schools from government and four from private sector.
  - c. 80 Students from eight different schools both rural and urban, and from government and private sectors.
  - d. Equal number of boys and girls were involved in this study.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data. For the analysis and interpretation of the data, both quantitative and descriptive methods were used. Quantitative methods included simple statistical tools of average and percentage and the descriptive method included simple explanation of the data computed.

In analyzing and interpreting the data 50% marks in the test was taken as the point of satisfaction so, the students securing above 50% marks were considered to be satisfactory and below were considered to be unsatisfactory in their performance.

In the study the first objective was to compare the communicative proficiency of private and public students for grade 9. For that, the researcher first analyses items that can be used to test the communicative proficiency. Then she selects the items to test comprehension ability, creativity and interpretative ability.

On the other hand, according to the second objective of the study, the researcher marked the responses of the students very carefully and tabulated the scores systematically. Then on the basis of tabulated scores, the analysis and interpretation were carried out. While going through the English textbook of grade 9 the researcher found several items included to test various aspects and skills but the researcher only chose the items which are fit to test the communicative proficiency, they are passage, creative writing, an essay, creative dialogue and item for the interpretation.

Analysis and interpretation of the data is done in the following way:

### 3.1 Analysis of the Total Communicative Proficiency

**Table 1**

**Total communicative proficiency of the students**

Total Sample	Average Marks	Percentage(out of 4000)
80	35.6	71.2

Private	Public	Public	Private
Rural		Urban	
Nava, Bhanu, sharswoti,Ganesh,		Geheshwori, Ratna R., Atom, Gyaniketon	
366+365+290+309		329+362+411+416=2848	

The above table shows the total proficiency of 80 students in communicative proficiency. There were five questions carrying 50 marks the students secured 35.6 marks i.e. 71.2 % Out of the total they secured more then 60% their overall proficiency was found good.

**Table2**

**Comprehension of Different Variables**

variables	Sample Size	Average Marks	Percentage (out of 2000)
Government	40	32.25	64.5
Private	40	38.95	77.9
Urban	40	37.95	75.9
Rural	40	33.25	66.5
Boys	40	35.6	71.2
Girls	40	35.1	70.2

The above table compares the proficiency of the students school wise, area wise and sexwise.

The sample size of variables was 40 out of total marks; government aided students school obtained 64.5 marks whereas private schools students obtained 77.9.

Hence, the private schools were found better than the government school.

Similarly, the mark secured by urban area students was 75.9 whereas rural area students secured 66.5% marks. Hence, the students of urban area were found more proficient than the students of rural area.

Similarly, out of total marks, boys obtained 71.2, girls 70.2%.It is seen that boys were slightly competent than the girls.

### **3.2 Item Analysis of Total Proficiency.**

#### **3.2.1 Analysis of the Total Proficiency in Item no 1**

**Table 3**

**Analysis of the Total Proficiency in Item no 1**

Total Sample	Average Marks	Percentage(out of 1600)
80	3.75	75.18

The above table shows the total proficiency of 80 sample students in item no 1. Item 1 consists two questions each carrying 10 marks No 1 is a film review where students had to read the passage and answer the given questions. No 2 is also about the passage but the students had to summarize it. Out of the 20 marks, the students secured 3.75 marks i.e. 75.18 5% of the marks in the test. Hence, the students performance in item no 1 was found highly satisfactory.

**Table 4**  
**Comparison of Different Variables in Item no.1**

Variables	Sample Size	Total Marks	Average Marks	Percentage (out of 800)
Government	40	523	3.32	66.5
Private	40	671	4.19	83.87
Urban	40	641	4.0	80.12
Rural	40	562	3.51	70.25
Boys	40	605	3.78	75.62
Girls	40	598	3.6	72.12

The above table shows the comparison of the proficiency in item no 1 in terms of school wise, area wise and sex wise. The sample size of each of the variables was 40. Government aided schools students secured 66.5% marks whereas the private school students secured 83.87%. Therefore, the private schools displayed better performance in item no.1 than the government schools.

Similarly, the students of urban area obtained 80.12 marks whereas rural area students obtained 70.25%marks. Thus, the students of urban area were better than the students of rural area.

Likewise, the marks obtained by the boys was 75.62 whereas the girls obtained 74.75 marks. Hence boys performed better than girls in item no 1.

### **3.2.2 Analysis of the Total Proficiency in Item No 2**

**Table :5**  
**Total Proficiency in Item No 2**

Total Sample	Average Marks	Percentage(out of 1600)
80	3.44	68.93

The above table shows the proficiency of the students in item no 2. In this item, the students were given two questions carrying 10 for each. Out of total marks, the students secured 3.44 marks i.e. 68.93% of the marks in the test, Hence the students performance in item no 2 was also found better but they are found better in item one in comparison to item two.

**Table 6**  
**Comparison of Different Variables in Item no. 2**

Variables	Sample Size	Total Marks	Average Marks	Percentage (out of 800)
Government	40	484	3.25	60.5
Private	40	619	3.86	77.37
Urban	40	515	3.67	73.5
Rural	40	588	3.21	64.37
Boys	40	561	3.5	70.12
Girls	40	542	3.38	67.75

The above tables compares the students' performance in item no2 in terms of school wise, area wise, and sex wise. The table shows that the government aided schools students secured 60.5% marks out of the total marks where as the private school students secured 77.37% marks. Thus it can be concluded that the private schools were found better than the government aided schools.

Similarly, while comparing area wise, the students of urban area obtained 73.5 marks out of total marks whereas rural area students obtained 64.37 out of total. Hence, the urban areas schools performed better than the rural area.

Likewise, the boys obtained 70.12 % marks whereas girls obtained 67.75 out of the total. Therefore, boys performed better than girls in item no2

### 3.2.3 Analysis so the Total Proficiency in Item No 3

**Table 7**

**Total Proficiency in Item no. 3**

Total Sample	Average Marks	Percentage(out of 800)
80	3.26	65.37

The above table shows the performance of the of 80 students in item no 3. There was a dialogue in which the students had to interpret it to their teacher as to what had happened in that dialogue and it carried 10 marks. The students secured 3.26 marks i.e. 65.37 Thus, it can be said that the performance of the students was satisfactory as they crossed 60% marks but the students were found very good in item 1,good in item 2, satisfactory in item 3.

**Table 8**

**Comparison of different variables in item no 3**

Variables	Sample Size	Total Marks	Average Marks	Percentage (out of 400)
Government	40	252	3.15	63
Private	40	271	3.38	67.75
Urban	40	293	3.66	73.25
Rural	40	230	2.87	57.5
Boys	40	258	3.22	64.5
Girls	40	266	3.32	66.5

The above table is meant for the comparison of the students performance in terms of school wise, area wise and sex wise in item no 3. The table shows that the government aided school students secured 63% marks out of the total marks, whereas the private school secured 67.75marks out of the total marks. Therefore, private schools performed better than government aided schools.

Similarly, urban schools obtained 73.25 and rural schools obtained 57.5 % marks out of the total marks. Hence, urban schools performed far better than the rural area schools in this item.

Likewise, boys obtained 64.5% marks whereas 66.5 marks were obtained by girls. So it suggests that the girls performed slightly better than the boys in this item.

### **3.3 Comparison of the Total Communicative Proficiency of Different Sexes both with in and Between the Government and Private Schools**

**Table 9**  
**Comparison of Different Sexes Both with in and Between the Government and Private Schools**

Variables	Sample size	Total Mark	Average marks	Percentage out of 1000
Government	Boys 20	642	32.1	64.2
	Girls 20	624	31.2	62.4
Private	Boys 20	782	39.1	78.2
	Girls 20	776	38.8	77.6

The above table shows various facts. It compares the proficiency of the boys and girls within government aided and private schools and between government aided and private schools.

The sex ratio was equal.

In Government schools, the boys obtained 64.2%marks and the girls obtained 62.4% marks. Thus, the proficiency of both the boys and the girls in government aided schools was satisfactory while comparing the

proficiency of boys and girls in the government aided schools, the boys were found better than girls.

In Private schools, the boys obtained 78.2 marks and the girls obtained 77.6marks, Hence, the proficiency of both the boys and girls was found better.

In comparison, boys were slightly better than the girls.

Likewise while comparing the proficiency of the boys between government aided and private schools, the boys of the government obtained 64.2% and the boys of the private school obtained 78.2%. so, the boys of private school were found better than the boys of government aided schools.

Similarly, the girls of government aided schools obtained 62.4% marks whereas the girls of private schools obtained 77.6% marks. Therefore, the girls of private schools performed far better than those of government aided schools.

### **3.4 Comparison of Total Proficiency of Different Sexes within and Between the Urban and Rural Area**

**Table 10**  
**Comparison of Total Proficiency of Different Sexes within and Between the Urban and Rural Area**

Variables	Sample size	Total Marks	Average marks	Percentage out of 1000
Urban	Boys 20	758	37.9	75.8
	Girls 20	760	38.0	76.0
Rural	Boys 20	666	33.1	66.6
	Girls 20	640	32.0	64

The above table reveals various facts. It basically compares the proficiency of the boys and girls within urban and rural area and between urban and rural area,. The sex ratio was equal each i.e. 20.

In the urban area, the boys obtained 75.8% marks and the girls obtained 76 marks. Thus, the proficiency of both the boys and girls in urban area was quite satisfactory since both crossed 60% marks. While comparing the proficiency of the boys between rural and urban area, the boys of urban area obtained 75.8 marks and the boys of rural area obtained 66.6. So, the boys of urban were found better than the boys of rural areas schools.

Similarly, the girls of urban schools obtained 76%marks whereas the girls of rural area obtained 64% marks.

Therefore, the girls of urban area performed for better than girls from rural.

### **3.5 T- Test**

Set up null hypothesis:  $H_0 = u_0 = u_1$  i.e. There is significance difference between two variables.

Set up alternative:  $H_1 = u_0 \neq u_1$  i.e. There is no significance difference between two variables.

Observation of the first variable = x

Observation of the second variable = y

Sample mean of first variable =  $(\bar{X})$

Sample mean of second variable =  $(\bar{Y})$

Test statistics is,

$$t = \frac{\bar{X} - \bar{Y}}{S \sqrt{1/n + 1/m}}$$

Where,

S is the standard deviation.

n is the sample size of first variable and

m is the sample size of second variable.

also,

$$S^2 = \frac{(\bar{X} - X)^2 + (\bar{Y} - Y)^2}{n+m-2}$$

### 3.5.1 1st item

#### a. Private and Public School

$$n = m = 4$$

**Table 11**

**Comparison of Public and Private in Item No 1.**

School	Public(x)	(x - $\bar{x}$ )	(x - $\bar{x}$ ) <sup>2</sup>	Private (y)	(y - $\bar{y}$ )	(y - $\bar{y}$ ) <sup>2</sup>
1	121	-112	12544	161	-6.75	45.56
2	119	-14	196	161	-6.75	45.56
3	138	5	25	173	5.25	27.56
4	154	21	441	176	8.25	68.06
Total	532	-	13206	671	-	186.74

Sample mean of first variable ( $\bar{X}$ ) = 13206/ 4 = 133

Sample mean of second variable ( $\bar{Y}$ ) = 671/ 4 = 167.75

Calculations:

$$\begin{aligned} S^2 &= (1326 + 186.75) / 4+4-2 \\ &= 13392.75/6 \\ &= 2232.12 \end{aligned}$$

$$S = 47.24$$

$$t = (133 - 167.75) / 47.24 \sqrt{(1/4 + 1/4)}$$

$$= -34.75/ 33.39$$

$$= -1.040$$

Hence,

$$t_{(\text{calculated})} = 1.040$$

$$t_{(\text{tabulated, 6 df})} = 1.440$$

$$t_{\text{calculated}} = 1.040 < t_{\text{tabulated}} = 1.440$$

Hence, we accept null hypothesis i.e. there is a significance difference in communicative Proficiency test of item 1 between the students of public and private schools.

**b. Boys and Girls**

$$n = m = 8$$

Comparison of Boys and Girls in item no 1.

**Table 12**

**Comparison of Boys and Girls in Item no. 1**

School	Boys	$(x - \bar{x})$	$(x - \bar{x})^2$	Girls	$(y - \bar{y})$	$(y - \bar{y})^2$
1	56	-19.65	386.12	65	-9.75	95.06
2	58	-17.65	310.46	61	-13.75	189.06
3	80	4.38	19.18	81	6.25	39.06
4	86	10.38	107.74	75	0.25	0.06
5	76	0.38	0.144	87	12.25	150.06
6	86	10.38	107.74	89	14.25	203.06
7	76	0.38	0.144	62	-12.75	162.56
8	87	11.38	129.50	78	3.25	10.56
Total	605		1061.03	598		849.48

Sample mean of first variable  $(\bar{X}) = 605/8 = 75.62$

Sample mean of second variable  $(\bar{Y}) = 598/8 = 74.75$

Calculations:

$$S^2 = (1061.03 + 1849.48) / 8+8-2$$

$$= 1910.51/14$$

$$= 136.46$$

$$S = 11.68$$

$$t = (75.62 - 74.75) / 11.68 \sqrt{(1/8+1/8)}$$

$$= 0.87 / 5.84$$

$$= 0.148$$

Hence,

$$t_{(\text{calculated})} = 1.048$$

$$t_{(\text{tabulated, 14 d.f.})} = 1.761$$

$$t_{\text{calculated}} = 1.048 < t_{\text{tabulated}} = 1.761$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency test of item 1 between the boys and girls.

**c. Rural and Urban**

$$n = m = 4$$

**Table 13**

**Comparison of Rural and Urban in Item no 1.**

School	Rural	(X - $\bar{X}$ )	(X - $\bar{X}$ ) <sup>2</sup>	Urban	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	121	-19.5	380.25	138	-22.25	495.06
2	119	-21.5	462.25	154	-6.25	39.06
3	161	20.5	420.25	173	12.75	162.56
4	161	20.5	420.25	176	15.75	248.06
Total:	562		380.25	641		944.74

Sample mean of first variable ( $\bar{X}$ ) = 562/4 = 140.5

Sample mean of second variable ( $\bar{Y}$ ) = 641/4 = 160.25

Calculations:

$$\begin{aligned}
S^2 &= (380.25 + 944.74) / 4 + 4 - 2 \\
&= 1324.99 / 6 \\
&= 220.83 \\
S &= 14.86
\end{aligned}$$

$$\begin{aligned}
t &= (140.5 - 160.25) / 14.86 \sqrt{(1/4 + 1/4)} \\
&= - 19.75 / 10.50 \\
&= -1.880 \\
&= 1.880
\end{aligned}$$

Hence,

$$t_{(\text{calculated})} = 1.880$$

$$t_{(\text{tabulated, 6 d.f.})} = 1.440$$

$$t_{\text{calculated}} = 1.880 > t_{\text{tabulated}} = 1.440$$

Hence, we reject null hypothesis i.e. there is no significant difference in communicative proficiency test of item 1 between the students of rural and urban areas.

### 5.3.2 2nd Item

#### a. Private and Public

$$n = m = 4$$

**Table 14**  
**Comparison of Public and Private in item no 2.**

School	Public	$(X - \bar{X})$	$(X - \bar{X})^2$	Private	$(Y - \bar{Y})$	$(Y - \bar{Y})^2$
1	108	-13	169	148	-6.75	45.56
2	113	-8	64	146	-8.75	76.56
3	131	10	100	157	2.25	5.06
4	132	11	121	168	13.25	175.56
Total	484		454	619		302.74

Sample mean of first variable ( $\bar{X}$ ) = 484/4 = 121

Sample mean of second variable ( $\bar{Y}$ ) = 619/4 = 154.75

Calculations:

$$\begin{aligned} S^2 &= (454 + 302.74) / 4 + 4 - 2 \\ &= 756.74 / 6 \\ &= 126.12 \end{aligned}$$

$$S = 11.23$$

$$\begin{aligned} t &= (121 - 154.75) / 11.23 \sqrt{(1/4 + 1/4)} \\ &= -33.75 / 7.94 \\ &= 4.25 \end{aligned}$$

Hence,

$$t_{\text{calculated}} = 4.25$$

$$t_{\text{tabulated, 6 d.f.}} = 1.943$$

Hence, we reject null hypothesis i.e. there is no significant difference in communicative proficiency test of item 2 between private and public.

**b. Boys and Girls**

$$n = m = 4$$

**Table 15**  
**Comparison of Boys and girls in item no 2.**

School	Boys	(X - $\bar{X}$ )	(X - $\bar{X}$ ) <sup>2</sup>	Girls	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	54	-16.12	259.85	54	13.75	189.06
2	56	-14.12	199.37	57	10.75	115.56
3	75	4.88	23.81	56	11.75	138.06
4	64	-6.12	37.45	68	0.25	0.062
5	80	9.88	97.61	68	.25	0.062
6	77	6.88	47.33	69	1.25	1.56
7	77	6.88	47.33	80	12.25	150.06
8	78	7.88	62.09	90	22.25	495.06
Total	561		774.84	542		1089.48

Sample mean of first variable ( $\bar{X}$ ) =  $561/8 = 70.12$

Sample mean of second variable ( $\bar{Y}$ ) =  $542/8 = 67.75$

Calculations:

$$S^2 = (774.84 + 1089.48) / 8+8-2$$

$$= 1864.32/14$$

$$= 133.16$$

$$S = 11.53$$

$$t = (70.12 - 67.75) / 11.53 \sqrt{(1/8+1/8)}$$

$$= 2.37 / 5.76$$

$$= 0.411$$

Hence,

$$t_{\text{calculated}} = 0.411$$

$$t_{\text{tabulated, 14 d.f}} = 1.761$$

$$t_{\text{cal}} < t_{\text{tab}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency test of item 2 between the boys and girls.

**c. Rural and Urban**

$$n = m = 4$$

**Table 16**

**Comparison of Rural and Urban in item no 2.**

School	Rural	( $X - \bar{X}$ )	( $X - \bar{X}$ ) <sup>2</sup>	Urban	( $Y - \bar{Y}$ )	( $Y - \bar{Y}$ ) <sup>2</sup>
1	108	-20.75	430.56	131	-16	256
2	113	-15.75	248.06	132	-15	225
3	148	19.25	370.56	157	10	100
4	146	17.25	297.56	168	21	441
Total	515		1346.74	588		1022

Sample mean of first variable ( $\bar{X}$ ) =  $515 / 4 = 128.75$

Sample mean of second variable ( $\bar{Y}$ ) =  $588 / 4 = 147$

Calculations:

$$S^2 = (1346.74 + 1022) / 4 + 4 - 2$$

$$= 2368.74 / 6$$

$$= 394.79$$

$$S = 19.86$$

$$t = (128.75 - 147) / 19.86 \sqrt{(1/4 + 1/4)}$$

$$= -18.25 / 9.93$$

$$= -1.837$$

$$= 1.837$$

Hence,

$$t_{\text{calculated}} = 1.837$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{cal}} < t_{\text{tab}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency test of item 2 between the students of rural and urban area.

### 5.3.3 3<sup>rd</sup> Item

#### a. Private and Public school

$$n = m = 4$$

**Table 17**

**Comparison of Private and Public in item no m3.**

School	Public (x)	(X - $\bar{X}$ )	(X - $\bar{X}$ ) <sup>2</sup>	Private(y)	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	61	-2	4	58	-9.75	95.06
2	53	-10	100	58	-9.75	95.06
3	62	-1	1	81	13.25	175.56
4	76	13	169	74	6.25	39.06
Total	252		274	271		404.74

Sample mean of first variable ( $\bar{X}$ ) = 252/ 4 = 63

Sample mean of second variable ( $\bar{Y}$ ) = 271/ 4 =67.75

Calculations:

$$S^2 = (274 + 404.74) / 4+4-2$$

$$= 678.74/6$$

$$=113.12$$

$$S =1.63$$

$$t = (63 - 67.75) / 10.63 \sqrt{(1/4 + 1/4)}$$

$$= -4.75/7.51$$

$$= -0.63$$

Hence,

$$t_{\text{calculated}} = 0.63$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{calculated}} < t_{\text{tabulated}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency test of item 3 between Private and public schools.

**b. Boys and Girls**

$$n = m = 8$$

**Table 18**  
**Comparison of Boys and Girls in item no 3.**

School	Boys (x)	( X- $\bar{X}$ )	( X- $\bar{X}$ ) <sup>2</sup>	Girls (y)	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	33	0.75	0.56	28	-5.25	27.56
2	26	-6.25	39.06	27	-6.25	39.06
3	29	-3.25	10.56	29	-4.25	18.06
4	38	5.75	33.06	26	-7.25	40.50
5	39	6.75	45.56	33	-0.25	0.06
6	32	-0.25	0.06	38	4.75	22.56
7	41	8.75	76.56	41	7.75	60.06
8	30	-2.25	5.06	44	10.75	115.56
Total	258		210.48	266		323.42

Sample mean of first variable ( $\bar{X}$ ) =  $258/8 = 32.25$

Sample mean of second variable ( $\bar{Y}$ ) =  $266/8 = 33.25$

Calculations:

$$S^2 = (210.48 + 323.42) / 8 + 8 - 2$$

$$= 533.90/14$$

$$= 38.13$$

$$S = 6.17$$

$$t = (32.25 - 33.25) / 6.13 \sqrt{(1/8 + 1/8)}$$

$$= -1 / 3.06$$

$$= -0.326$$

Hence,

$$t_{\text{calculated}} = 0.326$$

$$t_{\text{tabulated, 14 d.f}} = 1.761$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency test of item 3 between the boys and girls.

**c. Rural and Urban**

$$n = m = 8$$

**Table 19**

**Comparison of Rural and Urban in item no 3.**

School	Rural	( $X - \bar{X}$ )	( $X - \bar{X}$ ) <sup>2</sup>	Urban	( $Y - \bar{Y}$ )	( $Y - \bar{Y}$ ) <sup>2</sup>
1	61	3.5	12.25	62	-11.25	126.56
2	53	-4.5	20.25	76	2.75	7.56
3	58	0.5	0.25	81	7.75	60.06
4	58	0.5	0.25	74	0.75	0.56
Total	230		33	293		194.74

Sample mean of first variable ( $\bar{X}$ ) =  $230/4 = 57.5$

Sample mean of second variable ( $\bar{Y}$ ) =  $293/4 = 73.25$

Calculations:

$$S^2 = (33 + 194.74) / 4 + 4 - 2$$

$$= 227.74 / 6$$

$$= 37.95$$

$$S = 6.16$$

$$t = (57.5 - 73.25) / 6.16 \sqrt{(1/4 + 1/4)}$$

$$= -15.75 / 4.35$$

$$= -3.62$$

$$= 3.62$$

Hence,

$$t_{\text{calculated}} = 3.62$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{calculated}} > t_{\text{tabulated}}$$

Hence, we reject null hypothesis i.e. there is significant difference in communicative proficiency test of item 3 between the rural and urban areas.

### 5.3.4 Government

$$n = m = 4$$

**Table 20**

**Comparison of Boys and Girls in Government Schools.**

School	Boys (x)	(X - $\bar{X}$ )	(X - $\bar{X}$ ) <sup>2</sup>	Girls (y)	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	143	-17.5	306.25	147	-9	81
2	140	-20.5	420.25	145	-11	121
3	179	18.5	342.25	180	24	576
4	180	19.5	380.25	182	26	676
Total	642		1449	624		1454

Sample mean of first variable ( $\bar{X}$ ) =  $642/4 = 160.5$

Sample mean of second variable ( $\bar{Y}$ ) =  $624/4 = 156$

Calculations:

$$S^2 = (1449 + 1454) / 4 + 4 - 2$$

$$= 2903 / 6$$

$$= 483.83$$

$$S = 21.99$$

$$t = (160.5 - 150) / 21.99 \sqrt{(1/4 + 1/4)}$$

$$= -10.5 / 15.54$$

$$= 0.675$$

Hence,

$$t_{\text{calculated}} = 0.675$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{calculated}} < t_{\text{tabulated}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency between the boys and girls of public schools.

### 5.3.5 Private

$$n = m = 4$$

**Table 21**

**Schools Comparison of Boys and Girls in Private**

School	Boys	( $X - \bar{X}$ )	( $X - \bar{X}$ ) <sup>2</sup>	Girls	( $Y - \bar{Y}$ )	( $Y - \bar{Y}$ ) <sup>2</sup>
1	188	-7.5	56.25	178	-16	256
2	195	-0.5	0.25	170	-24	576
3	204	8.5	72.25	207	13	169
4	195	-0.5	0.25	221	27	729
Total	782		129	776		1730

Sample mean of first variable ( $\bar{X}$ ) = 782 / 4 = 195.5

Sample mean of second variable ( $\bar{Y}$ ) = 776/4 = 194

Calculations:

$$S^2 = (129 + 1730) / 4 + 4 - 2$$

$$= 1859 / 6$$

$$= 309.83$$

$$S = 17.60$$

$$t = (195.5 - 194) / 17.60 \sqrt{(1/4 + 1/4)}$$

$$= - 1.5 / 12.44$$

$$= 0.1205$$

Hence,

$$t_{\text{calculated}} = 0.1205$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{calculated}} < t_{\text{tabulated}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency between the boys and girls of private school.

### 5.3.6 Rural

$$n = m = 8$$

**Table 22**

**Comparison of Boys and Girls in Rural area.**

School	Boys (x)	(X - $\bar{X}$ )	(X - $\bar{X}$ ) <sup>2</sup>	Girls (y)	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	143	-23.5	552.25	147	-13	169
2	140	-26.5	702.25	145	-15	225
3	188	21.5	462.25	178	18	324
4	195	28.5	812.25	170	10	100
Total	666		2529	640		818

Sample mean of first variable ( $\bar{X}$ ) = 666/4 = 166.5

Sample mean of second variable ( $\bar{Y}$ ) =  $640/4 = 160$

Calculations:

$$S^2 = (2529 + 818) / 4 + 4 - 2$$

$$= 3347 / 6$$

$$= 55.83$$

$$S = 23.61$$

$$t = (166.5 - 160) / 23.61 \sqrt{(1/4 + 1/4)}$$

$$= 6.5 / 16.69$$

$$= 0.389$$

Hence,

$$t_{\text{calculated}} = 0.389$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{calculated}} > t_{\text{tabulated}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency between the boys and girls of rural.

### 5.3.7 Urban

$$n = m = 4$$

**Table 23**

**Comparison of Boys and Girls in Urban area.**

School	Boys (x)	(X - $\bar{X}$ )	(X - $\bar{X}$ ) <sup>2</sup>	Girls (y)	(Y - $\bar{Y}$ )	(Y - $\bar{Y}$ ) <sup>2</sup>
1	179	-10.5	110.25	150	-40	1600
2	180	-9.5	92.25	182	-8	64
3	204	14.5	210.25	207	17	289
4	195	5.5	30.25	221	31	961
Total	758		441	760		2914

Sample mean of first variable ( $\bar{X}$ ) =  $758/4 = 189.5$

Sample mean of second variable ( $\bar{Y}$ ) =  $760/4 = 190$

Calculations:

$$S^2 = (441 + 2914) / 4 + 4 - 2$$

$$= 3355 / 6$$

$$= 559.16$$

$$S = 23.64$$

$$t = (189.5 - 190) / 23.64 \sqrt{(1/4 + 1/4)}$$

$$= -0.5 / 16.71$$

$$= -0.029$$

$$= 0.029$$

Hence,

$$t_{\text{calculated}} = 0.029$$

$$t_{\text{tabulated, 6 d.f}} = 1.943$$

$$t_{\text{calculated}} < t_{\text{tabulated}}$$

Hence, we accept null hypothesis i.e. there is significant difference in communicative proficiency between the boys and girls of urban areas.

## CHAPTER FOUR

### FINDING AND RECOMMENDATION

#### 4.1 Findings

- 1 The major concern of this study was to identify the communicative proficiency in comprehended, creative& interpretative items. The students were taken from the eight different {four private & four public, rural & urban} of Kathmandu District. The data were collected by administering a test to 80 students. The data were tabulated on the basis of various variables according to the objectives. The data were also analyzed by using simple statistical tools. On the basis of this analysis, the following findings were drawn.
  
- 2 While comparing the total proficiency of different sexes both within and between the government and private schools.
  - I While comparing the proficiency of the boys between government aided and private schools, the boys of private schools secured 78.2% whereas the boys from government aided schools 64.2% so, the boys from private schools did better than government schools. Similarly girls of private schools obtained 77.6% but the government aided girls 62.4% so, here in this study the girls of private school performed better.
  
  - II The boys secured 64.2% and the girls secured 62.4% in the same government aided schools so, boys performed better. Boys secured 64.2% in the government aided and boys of private secured 78.2% it showed that boys of private performed better.

3 The girls secured 76% and boys 75.8% in urban area so, girls performed slightly better than boys. The boys secured 66.6 % and the and girls secured 64% in rural area so, boys performed better than the girls of rural area. The boys of urban secured 75.8% and the boys of rural secured only 66.6% so, boys of urban performed better than boys of rural.

4 Findings on the basis of items:

I Regarding the item wise findings, the students obtained the highest score in the first item (comprehension test) their total performance in the item was 75.18% and the average score was 3.75

II In the second item the total performance was 68.93% where their average score was 3.44.

III In the third item, the score was the test of all where there total performance was 65.37% and average score was 3.26

5 The total communicative proficiency of the students.

- The overall proficiency of the students was found highly satisfactory because they secured 71.2% of the marks.
- While comparing the different variables private schools were found far better than the government schools. Since private school obtained 77.9% of the marks whereas government schools obtained 64.5% marks of the total.
- Boys displayed slightly better than girls'. Boys obtained 71.2% marks whereas girls 70.2% marks of the total.

- Urban school students performed far better than the rural school. Since urban schools obtained 75.9% marks whereas rural schools obtained 66.5% marks of the total marks.

## **4.2 Recommendations**

- 1 Teaching should be solely 'students centred' and test should be 'activity based'
- 2 Teaching should be real life oriented rather than examination oriented.
- 3 Effective training should be conducted for the teachers to update them with new approaches, methods and techniques in language teaching.
- 4 Competition plays a vital role in producing good result of any work. Therefore, there should be a healthy competition among the students as well as among the schools.
- 5 Interaction is the key term in teaching and learning activities. Therefore, three way 'interaction among teachers, students and parents should be time to time in schools.
- 6 Adequate exercises on the basis of comprehension, creation & interpretation should be given and taught in context appropriately and clearly.
- 7 Communicative use of language should be emphasized in the language course rather than the literature and grammar.

- 8 If possible, the school level teachers should be native speakers to teach the related language and because the second language teacher is always learner and never be perfect.
- 9 Teaching and learning activities should be done by using visual but not by the translation for their longer remembrance.
- 10 The most important for the student in learning is to make them involve in learning in four skills equally.

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