

**DEVELOPING SPEAKING PROFICIENCY OF SQC BASED
AND NON - SQC STUDENTS : A COMPARATIVE STUDY**

**A Thesis Submitted to the Department of English Education
In partial Fulfilment for the Master of Education in English**

**Submitted By
Khem Bahadur Saru**

**Faculty of Education
Tansen Multiple Campus
Tansen, Palpa, Nepal
2015**

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TU Reg. No.: 6-1-49-182-96

Exam Symbol No.- 3080144/2065

Date of approval of the

Thesis Proposal: 2014-12-08

Date of submission: 2015-04-05

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

April 5, 2015

Khem Bahadur saru

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Khem Bahadur Saru has prepared the thesis entitled **Developing Speaking Proficiency Of SQC Based and Non - SQC Students : A Comparative Study** under my guidance and supervision.

I recommend the thesis for acceptance.

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iv

DEDICATION

Dedicated to

my parents and teachers.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and hearty gratitude to my highly respected teacher and thesis supervisor **Mr. Ram Nath Neupane**, Lecturer, Department of English Education, Tansen Multiple Campus, Palpa. He is the person who encouraged me to undertake research on such a relatively less explored field, i.e. Students' Quality Circle(SQC). He revealed his unending curiosity to know being explored something new which inspired me to develop deep into the area of my study. Furthermore, his scholarly guidance, suggestion, co-operation, encouragement, inspiration and supervision enabled me to bring the present work in this form.

I would like to express my hearty gratitude to **Mrs. Shanti Sharma**, lecturer and head Department of English Education, Tansen Multiple Campus, Palpa for her cooperation , instruction and valuable suggestion to develop this work.

I am immensely thankful to respected **Prof. Dr. Govida Raj Bhattarai**, the Department of English Education University Campus Kritipur for his co-operation to bring the research study in this final form.

Similarly , I am extremely grateful to my respected teacher **Mr. Gopal Prasad Bashyal**, Lecturer Department of English Education, Tansen Multiple Campus, Palpa for his constructive and invaluable suggestion and encouragement to accomplish this work.

I am grateful to respected Campus Chief **Mr. Radheshyam Gyawali** for his invaluable inspiration and constant inspiration throughout this study. Similarly I am really grateful to assistant campus chief **Mr. Puskar Raj Regmi**.

I would like to express my hearty gratitude to **Mr. Shiv Kumar Mishra** lecturer of Tansen Multiple Campus, Palpa for cooperation , instruction and valuable suggestion to develop this work.

I am equally indebted to all the school principals , SQC facilitators, English teachers and all students of the concerned schools of my study.

I am immensely thankful to **Mr. Dinesh Chapagai, Patron of QUEST Nepal, President Tejendra Prakash Rajbhandari, General Secretary Nirajan Adhikari, Secretary Rabi Bhattarai** of Quest-Nepal who assisted and encouraged me to undertake research on such less explored field and providing materials as well.

Words fail to convey the depth of my gratitude to my parents and thanks to other family members, especially to my better-half Tulsi Saru , son Birish for their regular support

Khem Bahadur Saru

ABSTRACT

The present study entitled **Developing Speaking Proficiency of SQC Based and Non - SQC Based Students : A Comparative Study** is an attempt to develop students' speaking skill through Students' Quality Circles. In order to accomplish the work ,the researcher used both primary and secondary sources of data. The sixty students from three different schools of Tansen, Palpa were selected purposively on the proficiency testing in speaking by administering speaking test items. They were tested on the basis of organization and content, accuracy, fluency, pronunciation and body language following Brown's(1997) model of evaluating speaking skills . After analyzing and interpreting the data, the researcher found that SQC based students were better in their level of interpersonal skills along with leadership qualities and communication skills, rise in confidence level. SQC based students seemed better competent, self-disciplined, creative thinker, proactive with good interpersonal skills. It is however, recommended that the concerned body should pay more attention towards speaking proficiency of the learners by applying the project based student centered methods like SQC in schools.

The study consists of four chapters. The first chapter introduces the study in terms of general background, review of related literature, objectives and significance of the study .The second chapter deals with the methodology which is sub-chaptered as the sources of data, sampling procedures, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the scores on test-items. The fourth chapter has the findings and recommendations of the study in which some pedagogical implications have been recommended. Finally it includes the references and appendices.

TABLE OF CONTENTS

	Page No
Declaration	i
Recommendation for acceptance	ii
Recommendation for evaluation	iii
Evaluation and approval	iv
Dedication	v
Acknowledgements	vi, vii
Abstract	viii
Abbreviation and symbols	
List of table	
Table of contents	

CHAPTER ONE INTRODUCTION

1.1 General Background	1
1.1.1 Reason for Speaking	4
1.1.2 Problems with Speaking	4
1.1.3 Components of Speaking Skill	5
1.1.4 Speaking Proficiency	7
1.1.5 Some Activities to Promote Speaking	8
1.1.6 What Makes Speaking Difficult?	12
1.1.7 The Evaluation Grading Scale of Speaking Skills	13
1.1.8 Students' Quality Circle: An Introduction	14
1.1.9 QUEST-Nepal (Quality Circles in Education for Students' Personality Development- Nepal)	16
1.2 Review of Related Literature	17
1.3 Objectives of the Study	20
1.4 Significance of the Study	20

CHAPTER TWO:

METHODOLOGY

2.1 Sources of Data	22
2.1.1 Primary Sources of Data	22
2.1.2 Secondary Sources of Data	22
2.2 Population of the study	22
2.3 Sampling Procedure	22
2.4 Tools for data collection	22
2.5 Process of data collection	23
2.6 Limitations of the study	23

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

3.1 Analysis and Interpretation of the SQC Activities and Data	24
3.1.1 Total Proficiency of the Students in Panel Discussion	25
3.1.2 Total Proficiency of the Students in Composing Dialogue	25
3.1.3 Total Proficiency of the Students in Giving Instruction	26
3.1.4 Total Proficiency of the Students in Speech	27
3.1.5 Total Proficiency of the Students in Picture Description	27
3.1.6 Analysis and Comparison of Items-wise Proficiency of 3 Schools	28
3.1.7 Calculation of the mean of SQC based & non SQC students of 3 Schools	29

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings	31
4.2 Recommendations	33
References	34 - 36
Appendixes	37 - 45

LIST OF ABBREVIATIONS

SQC	:	Students' Quality Circle
T.U	:	Tribhuvan University
TQM	:	Total Quality management
TQP	:	Total Quality People
UNESCO	:	United National Educational Scientific & Cultural Organization
BS	:	Bikram Sambat
QC	:	Quality Circles
CMS	:	City Montessori School
ELT :	:	English Language Teaching
ICSQCC	:	International Conventional on Students' Quality Control Circles
MOE	:	Ministry of Education
NCSQC	:	National Convention on Students' Quality Circles
NELTA	:	Nepal English Language Teachers' Association
PP	:	Pages
P	:	Page
Ph.D.	:	Doctor of Philosophy
Prof.	:	Professor
QCC	:	Quality Control Circle
QUEST	:	Quality Circles in Education for Personality Development
UK	:	United Kingdom
USA	:	United States of America
FM	:	Full Mark
Diff.	:	Difference
No	:	Number
Σfx	:	Sum of Frequency Marks
HSS	:	Higher Secondary School
Viz	:	namely
ICT	:	Information Communication Technology
SS	:	Students

LIST OF TABLES

- Table No. 1 : Analysis of Total Proficiency of The students in Panel Discussion
- Table No. 2 :Analysis of Total Proficiency of The students in Composing Dialogue
- Table No. 3 : Analysis of Total Proficiency of The students in Giving Instruction
- Table No. 4 : Analysis of Total Proficiency of The students in Giving Speech
- Table No. 5 : Analysis of Total Proficiency of The students in Picture Description
- Table No. 6 : Analysis and Comparison of Item-wise Proficiency of 3 schools
- Table No. 7 : Calculation of the mean of SQC based students of 3 schools
- Table No. 8 : Calculation of the mean of Non-SQC based students of 3 schools

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language consists of four skills viz. speaking, reading, listening and writing.

Listening and reading are receptive skills whereas speaking and writing are productive skills. In this reference, Harmer (1991) has mentioned "Speaking and writing involve language production, and are, therefore, often referred as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skill"(p.25). Speaking is one of the basic skills that require communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving in order to build a good communication Similarly Kayi (2006) opined:

Speaking is the primary productive skill in oral mode. It is a thinking process of cognitive type and conveying message in its own right. It demands conscious intellectual behaviors. It is the first human activity which has been practiced by human beings since memorable time. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context. (p. 1)

These elements are needed to measure the capability of the students in speaking using appropriate technique. In this regard, Bygate (1997) stated:

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they may make or lose their friends. It is a vehicle par excellence of social ranking, professional advancement and business. It is

also a medium through which much language is learnt, and which for many each particularly conducive for learning. (p.vii)

Speaking is the most important of all language skill but it hasn't got much priority in our schooling system. Our text books, workbooks and classroom teaching mostly concentrate on reading and writing. Speaking skill requires having mastery over different sub skills. It requires good pronunciation skill such as knowledge of consonants, vowels, stress and intonation and so on. Speaking is a complex task that calls for the student's ability to explore and to formulate the relations between formal events of grammar (words, phrases, sentences, and their categories and structure and the conditions of their meanings and use.). In another category, these four skills are grouped under primary and secondary skills. Listening and speaking are said to be the primary skills, where as reading and writing are the secondary skills.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language .

What is meant by "teaching speaking" is to teach ESL learners to:

- J Produce the English speech sounds and sound patterns
- J Use word and sentence stress, intonation patterns and the rhythm of the second language.
- J Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- J Organize their thoughts in a meaningful and logical sequence.
- J Use language as a means of expressing values and judgments.

J Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003)

Speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. Thus, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. By speaking with others, we are able to know what kinds of situations are there in the world.

Speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts. Speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

Brown, G. and Yule, G.(1983) stated : "Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them".

Based on the previous definitions, the researcher concludes that speaking is not only pronouncing utterances correctly but also the process of expressing with other persons, one's knowledge, interests, attitudes, opinions or ideas contextually and appropriately. These are important aspects of the process of speaking which the speaker's ideas become real to him and his listener. In general, speaking skill is the ability to say, to address, to make known, to use or be able to use a given language in the actual communication. So, in the light of these highlighted definitions, the

researcher can compose an operational definition of speaking skill in this study as Speaking is a skill of comprehending, pronouncing, and being fluent and accurate in using grammar and vocabulary.

1.1.1 Reasons for Speaking

The principal goal of speaking skill is to develop communicative competence in the learners. According to Harmer (1984), there are three basic reasons for speaking. They are:

i. Rehearsal:

When we allow the students to have discussion in the classroom, this gives them a chance to have discussion in English outside the classroom. The ample opportunities provided them help to act in the real life situation. Actually rehearsal doesn't require more detailed practice however it creates a sense of what oral communication feels like.

ii. Feedback:

The speaking task where students are trying to use all and any language they know provided feedback for both teachers and students. The teacher can evaluate themselves how their speaking is working and what type of language problems are encountered. The teachers can evaluate themselves how well their class is doing and what language problem they are facing. The speaking activities can give the students enormous confidence and satisfaction.

iii. Engagement:

The purposeful and well designed type of speaking task creates good speaking activities. The activities for speaking should be highly motivating. When they are participating in the task, they must have satisfaction from it and should enjoy it.

1.1.2 Problems with Speaking

Speaking is not an easy task. The problem may lie with teaching speaking in the classroom. Ur (1996) found the following problems with speaking:

i. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom. But they are worried about making mistakes, criticism or simply shy of the attention that their speech attract.

ii. Nothing to say

Even if learners are inhibited, we often hear them complain that they cannot think of anything to say. They have no motives to express themselves.

iii. Low or uneven participation

We often find in our classroom that there are only very few students who actively participate in the discussion. The problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

iv. Mother tongue use

The use of mother tongue while taking part in speaking activities is very frequent and usual in foreign language context. This has been seen as a learner problem associated with speaking skill.

v. Classroom size

One of the problems with speaking is unmanageable classroom size. If the class is very large and crowded, it is very difficult to conduct pair work and group work to promote speaking skill.

vi. Time of exposure

The next problem associated with speaking is lack of time or exposure given to the students in foreign language.

1.1.3 Components of Speaking Skill

Language proficiency is not a one-dimensional construct but a multi-faceted modality consisting of various levels of abilities and domains. (Carrasquillo, 1994, as cited in Richards and Renandya 2002, p.206). L2 learners need to know not only linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships. Similarly, Canale and Swain (1980) found the following components of speaking proficiency (as cited in Richards and Renandya 2002, p.206).

i. Grammatical competence

Grammatical competence refers to the expertise in grammar (morphology and syntax), vocabulary and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation and stress.

ii. Discourse competence

In addition to grammatical competence, the learners must develop a discourse competence, which is concerned with inter sentential relationship. In discourse, whether formal or informal, the rule of cohesion and coherence apply which aid in holding the communication together in meaningful way. In communication both the production and comprehension of a language require one's ability to perceive and process stretches of discourse.

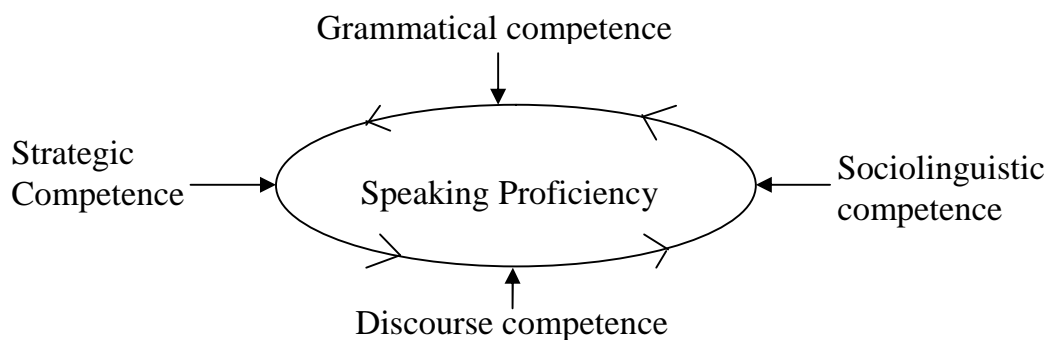
iii. Socio-linguistics competence

The knowledge of language alone doesn't adequately prepare learners for effective and appropriate use of target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language, that is learners must acquire the rule and norms governing the appropriate timing and realization of speech act. Understanding the socio linguistic side of language helps the learners know what components are appropriate, how to ask question during interaction and how to respond non- verbally.

iv. Strategic competence

Strategic competence is the way the learners manipulate language in order to meet communicative goals. It is the ability to compensate for imperfect knowledge of linguistics, socio linguistics and discourse rules. With reference to speaking strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate conversation and how to clear up communication breakdown as well as comprehension problem.

The whole idea regarding the fundamental components underlying speaking proficiency are shown graphically as follows,



Source: Richard & Renandya (2002,p.206)

1.1.4 Speaking Proficiency

Generally speaking, speaking proficiency refers to the ability to express one's own ideas, thoughts, feelings, information and emotions without any difficulty in real language use situation. Speaking is a primary and productive skill in oral mode. Speaking is the production of language sounds in audible and meaningful form. It has the second position in its order of presentation. People speak when they want to express their ideas, opinions, desires and to establish social relationship and friendship. Speaking is equated with communicative competence itself.

For Rivers (1978), every act of communication doesn't involve a rapid fire exchange. There are hesitations, cliché expressions which fill in pauses much repetition and frequent indefinites as the emitter seeks the most suitable combination of elements of express meaning" (p. 191).

To develop speaking proficiency Rivers in her book 'Speaking in Many Tongues Rivers (1978). Teaching Foreign Language Skills. Chicago: University of Chicago explained :

'We must find what our students are interested in. This is our subject matter. As language teachers we are the most fortunate of teachers - all subjects are ours. Whatever the children want to communicate about, whatever they want to read about is our subject matter. The 'informal classroom' we hear so much of these days are ours if we are willing to experiment. Do our students watch TV ? (p. 68).

From her definition we can draw the conclusion that as language teachers we should motivate the students to develop speaking proficiency according to their interest. We must find out what they are interested in either in reading or we can develop their fluency by giving chance to watch television. Because some programmes in television are very useful for learners. Using the motivation we can increase our student's knowledge.

1.1.5 Some Activities to Promote Speaking

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here are some activities that can be done in the speaking class to,

i. Discussions

For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

ii. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

iii. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role

and do not have to speak for themselves, which means they do not have to take the same responsibility.

iv. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

v. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

vi. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

vii. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the

class. Moreover, students can interview each other and "introduce" his or her partner to the class.

viii. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

ix. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

x. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

xi. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

xii. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

xiii. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures

Nunan(1989,Cited in Hedge , 2008) provided a lists of features of natural oral communication . According to him , successful oral communication (or, speech) involves developing the following components or elements:

- The ability to articulate phonological features of the target language;
- Mastery of stress , rhythm and intonation patterns;
- An acceptable degree of fluency;
- Transactional and interpersonal management;
- Skills in taking turns;
- Skills in interaction management;
- Skills in negotiating meaning through the strategies such as comprehension checks, repetition requests, clarification requests, and so on;

Harmer (2007) elaborates the ideas about the elements of speaking, and writes that:

If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and

speak in connected speech. But there is more to it than that. Speakers of English - especially where it is a second language - will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.

In this way, in addition to pronunciation and expression based elements, there are three additional elements of speaking that the learners of a second language need to master over.

1. Speaking situations
2. Conversational strategies
3. Functional language

1.1.6 What Makes Speaking Difficult?

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. It is a foreign language and the use of it is very seldom. We can see easily of many things in our life using English in the written form and it doesn't need to be read aloud, so we don't need to be embarrassed. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult according to Nunan (2003:P.270):

i. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

ii. Redundancy

It is a repetition of messages to reduce the probability of errors in transmission. Sometimes it is used to make meaning clearer.

iii. Reduced forms

It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.

iv. Performance variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct

the language when they have to speak with it.

v. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

vi. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

vii. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

viii. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

1.1.7 The Evaluation Grading Scale of Speaking Skills

Brown (1997, PP: 44-59). explained the five components of testing speaking skills as follows:

i. Comprehension: for oral communication certainly requires a subject to respond to speech as well as to initiate it.

ii. Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

iii. Vocabulary: one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

iv. Pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

v. Fluency: fluency can be defined as the ability to speak fluently and accurately.

1.1.8 An Introduction to Students' Quality Circle

“Quality” is a word favoured by everyone, whether it is the goods and services we as consumers purchase, or the quality of life we strive to achieve as stakeholders in a community as a whole. It seems that quality is a given and that “better quality” is always welcomed. But what exactly entails the definition of “quality” is still a matter of great confusion among the professionals aiming to achieve this elusive term. (Hutchins, 2012) To add to this confusion, there seem to exist two contradictory approaches to perceiving and managing quality, the first being quality as compliance and the second as empowerment. In the first approach, Quality is set to be attained through conformance carried out by periodic inspections in an organization whereas in the second approach, it is perceived as an essential part of working life and of the organization concerned which can only be achieved by empowering the people involved through a bottom-up approach. (Ennals, 2012)

Students’ Quality Circle (SQC) is a team of self motivated and proactive students with a common purpose working together;

- to identify recurring problems, analyze their root causes and solve them permanently leading to continuous improvements
- using systematic, scientific and analytical Quality Circle (QC) approaches, tools and techniques

Over time however, there seems to have been a gradual shift in the perception of quality towards the bottom-up approach. This has mainly been due to more and more firms seeking to acknowledge stakeholders’ roles in a firm’s development and sustainability by incorporating their interests into the firms’ quality management and business models. The stakeholder theory forwarded by Edward Freeman has led to many proponents attempting to investigate the roles stakeholders play, leading to new concepts and theories of quality management. These changes in perspectives are important because they address issues that surround a wider social and business context, and provide a crucial link between quality management and corporate social responsibility. (Foster & Jonker, 2007)

While the conformance based quality management approach has its origins in the scientific management theories that was made popular mostly in the West, the empowerment approach, made pronounced by Kaoru Ishikawa in Japan through his concept of Quality Circles was spreading its influence in the East. (Hutchins, 2012) Students' Quality Circles (SQC) is one such exemplary model of Quality Circles applied to the educational sector. It is defined as a small group of voluntary students of the same educational institute who meet regularly to identify, analyse and solve problems for mutual development over a period of time. In the process, they not only gain valuable applicable skills, but develop other intangible personality traits resulting in students that possess Total Quality Personality. (Chapagain , 2006)

History of SQCs

Quality People are not a matter of chance, but a constant and conscious effort is required to groom them. Student quality circles work on the original philosophy of Total Quality Management. The idea of SQCs was presented by City Montessori School (CMS) Lucknow India at a conference in Hong Kong in October 1994. It was developed and mentored by duo engineers of Indian Railways PC Bihari and Swami Das in association with Principal Dr. Kamran of CMS Lucknow India. They were inspired and facilitated by Jagdish Gandhi, the founder of CMS after his visit to Japan where he learned about Kaizen. The world's first SQC was made in CMS Lucknow with then 13-year- old student, Ms. Sucheta Bihari as its leader. CMS conducts international conventions on student quality circles which it has repeated every 2 years to the present day.

After seeing its utility, the visionary educationalists from many countries started these circles. The World Council for Total Quality & Excellence in Education was established in 1999 with its Corporate Office in Lucknow and head office at Singapore. It monitors and facilitates student quality circle activities to its member countries which are more than a dozen. SQCs are considered to be a co-curricular activity. They have been established in India, Bangladesh, Pakistan, Nepal, Sri Lanka, Turkey, Mauritius, Iran, UK (Kingston University and started in University of Leicester), and USA.

1.1.9 QUEST-Nepal (Quality Circles in Education for Students' Personality Development- Nepal)

In Nepal, formal education has a very short history and moreover, an initiative like Students' Quality Circles is a much recent phenomenon. Starting out in 1999 with the first SQC comprising of seven students from Himalaya Vidhya Mandir, a school in Kathmandu, the Students' Quality Circles movement has been consistently gaining momentum in Nepal ever since. At present, there are more than 200 schools implementing SQC in Nepal under QUEST-Nepal.

QUEST-Nepal, acronym of **Quality Circles in Education for Students' Personality Development-Nepal**, is a non-profit, non governmental organization established and formally registered in Nepal in 2005(2063 BS) by like minded educationists who believes in developing **Total Quality People** by implementing Students' Quality Circle as co-curricular activity in educational institutions. It aims at developing Total Quality People (TQP) and believes that Quality People are not just a matter of chance but a result of a constant and continuous effort of grooming them. The mission of QUEST-Nepal is to introduce SQC from primary to university level academic institutions in Nepal to make every student a highly productive social and competitive future citizen having smart as well as good personality.

(QUEST-Nepal, 2012) Since 2005, 10 national conventions and 1 international convention on SQC have been organized by QUEST-Nepal, and since 2010, Four SQC Master Laboratory among SQC facilitators (teachers) have been organized and till date has produced 96 SQC Master Trainers, more than 500 SQC facilitators and at present, more than 7000 students are actively participating in SQC activities.

In Nepal, the founder president of QUEST-Nepal, Prof. Dinesh P. Chapagain, has contributed immensely to the field of SQC and through the publication of Guide to Students' Quality Circles: an Approach to Prepare *Total Quality People* has managed to garner a wider audience to this relatively new approach to Quality as Empowerment. His activities concerning SQC in Nepal has managed to mobilize school principals and former students, and created an organizational structure which reflects the objectives of the Nepal national chapter. (Ennals, 2012).

The first quality circle of students "Jai Jagat" received great recognition when the young children from CMS presented their case in the international conferences of Quality Control Circles held in Hong Kong in 1994. Quality experts around the world observed the personality development of students through quality circles. CMS first promoted the concept in its school and presented quality circle cases in international conference held in different cities of the world. Different international conferences have been organized for the promotion of it.

In 1997 CMS organized the 1st international convention on Students Quality Control circles and second also was held in 1999 at the same school. Mauritius hosted the 3rd ICSQCC in 2000, the 4th, 6th and 8th in India and 5th in USA and 7th in Bangladesh. Similarly 9th, 10th, 11th and 12th in Turkey, India, Shrilanka and India respectively.

Thirteenth international convention was hosted by Nepal in 2010 November 1-3 in St. Xavier's School, Jawalakhel. Like wise 17th international convention was held at Kingston University in the UK.

Regarding national convention on Students' Quality Circle, the first convention was held at St. Xavier School, Jawalakhel, Lalitpur Nepal on 26-28 October 2005 where 37 schools with 500 students were participated and the tenth National convention was held at Kathmandu University /KUHS Kavre, Nepal on 29 & 30 November 2014. There also held the programs at 14 hubs in 10 zones and 22 districts with the participation of 2065 students from 137 schools.

In context of Nepal 1999 December, First Students' Quality Circle was formed with seven students of the Himalaya Vidya Mandir, Sifal Kathmandu. The Circle participated in the second International Convention on Students Quality Control Circle held in Lucknow, India.

1.2 Review of Related Literature

Since SQC has adopted as an approach to prepare Total Quality People for Total Quality Management, some how research works started to carry out on this topic. In the department of English education, some studies have been carried out in "speaking

proficiency and comparative studies" those are more or less related to this study and reviewed as follows:

Parajuli (2011) carried out research on 'Developing writing skills through Students' Quality Circle ' in the thirty students of grade seven, eight and nine of Green Village Secondary School in Kathmandu aiming to develop students' writing skill through Students' Quality Circles. The main objective of the study was to develop the writing skill through students' Quality Circles and to identify the role of SQC to develop writing skill. After analyzing and interpreting the data the researcher found that the use of SQC activities is an effective technique in developing writing skill in the case of lower secondary and secondary level students. It is further found that SQC activities are helpful to develop students' creativity to develop ability to express their ideas as well as build confidence and make students self disciplined

Gurung (2013) carried a research on ' An analysis of Students' Quality Circles in Nepal to develop an innovative perspective in Corporate Social Responsibility'; M.Sc. in Management Consultancy Dissertation , Faculty of Business and Law , Kingston University London. The primary purpose of this research was to provide a better understanding of the effectiveness of Students' Quality Circles movement in Nepal through the concept of Quality as Empowerment. It further attempts at determining Students' Quality Circles are indeed true mechanisms for creating collaborative advantage and continuous quality management. The findings show that Students' Quality Circles have proven in most cases to have empowered its members resulting in smarter students with a higher sense of social responsibility developed.

Giri (1981) conducted a research on "A Comparative Study of English Language Proficiency of the Students Studying in Grade Ten in Secondary Schools of Doti and Kathmandu". As a sample population, he took 100 students studying in grade ten from Doti as well as Kathmandu. He used survey method. His main objective was to compare the language proficiency of the students of Doti and Kathmandu in making use of English. His major finding was the students of Kathmdu were more proficient in making use of English than the students of Doti.

Aryal (2010) conducted a research entitled "Speaking Proficiency of Private and Public School Students". This thesis has been carried out to compare the speaking proficiency of eighth graders of private and public schools in Nawalparasi district. To conduct the research Sixty students from Six schools were selected from Nawalparasi district. They were tested on the basis of pronunciation, grammar and fluency. From the study he found that the students of public schools had low proficiency in speaking than the students of private schools. The concerned body should pay more attention towards speaking proficiency of the learners as well as the syllabus designers, testing experts, the teacher and the students themselves should be conscious enough on the speaking skill.

Timilsina (2005) carried a research on "A Study on Student's Ability to Communicative Skills in English". He selected 90 students, who were preparing for SLC in nine different schools from three districts of Kathmandu Valley. His main objective was to find out the communicative ability of urban and rural students. He undertook survey method. From the study he found that the performances of the urban students were comparatively better than the rural students.

Oli (2007) carried out a research on "The Impact of Information Gaps in Developing Speaking Skill: A Practical Study". To carry out this research he selected 50 students of grade ten studying at Rukum as a sample population. He conducted experimental research. His main objective was to find out the impact of information gaps in developing speaking skill. He used non-random sampling procedure.

Pandey (2007) carried out a research on "Teaching Speaking at the Secondary Level: An Analysis of Classroom Activities". She used survey method to conduct the research. Her main objective was to find out problem of speaking at the secondary level. She found that teaching speaking was more problematic because of less time allotment, large number of students, inhibition, lack of physical facility etc.

Shrestha (2008) carried out a research on "Proficiency of Grade 10 students in speaking skill". She conducted her research in Kapilvastu district. The sample populations of her study were 40 students of four different schools. She used survey method to conduct her research. The main objective of her study was to find out the

speaking proficiency of grade 10 in terms of pronunciation, fluency, accuracy and vocabulary. She found that the proficiency of the students in speaking skill is not satisfactory.

Regarding speaking skill, a number of studies had been carried out but the research works mentioned above related to SQC and speaking skill show that none of the research has been carried out on development of speaking skill through SQC in secondary level. So the researcher is interested to carry out research on this very topic.

1.3 Objectives of the Study

The study has the following objectives:

- i. To compare the speaking proficiency of SQC and non SQC based students of secondary level from private schools in terms of:
 - Organization/ Content
 - Grammar/Accuracy
 - Fluency
 - Pronunciation
 - Body language
- ii. To develop students' speaking skill through SQC approach and analyze the effectiveness of Students Quality Circles
- iii. To suggest pedagogical implications .

1.4 Significance of the Study

Nobody can deny the fact that speaking is one of the important and essential skills that needs a lot of practice to communicate. People who have ability in speaking will receive the information better. Therefore, students of English must be able to speak English well because people identify the English mastery with their English speaking. Many teachers teach student passively as they let the students only memorize the vocabulary, ask the students to open the exercise book, read the task, and then do the exercise. Then the teacher asks the students to write the words without asking the student to use it in real communication. Hence some students do not know the function of this language exercise. As a result, the students are not interested in the

English learning process. They become passive in English learning and they are not able to speak. Therefore, this English teaching / learning process is not effective.

In the current study, the researcher tries to propose a solution for the teachers to implement one of the teaching techniques and help students to develop their oral communication skills in English. The students' involvement in interactive events like SQC is an interesting technique and it can improve students' ability. Accordingly, the researcher decides to investigate the effectiveness SQC approach on developing speaking skills for the secondary level students in schools.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology.

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data were 60 students from 3 different private schools of Tansen, Palpa (see in Appendix II)

2.1.2 Secondary Sources of Data

The secondary source of data of this research were the related books such as English Text book of grade 9 and 10 , Chapagain (2006), journal articles, websites articles, Anderson., Maclean., & Lynch. (2013). Baker., & Westrup. (2003).

2.2 Population of the study

The population of this study were the students involving SQC based activities from 3 private schools of Palpa.

2.3 Sampling Procedure

The sample population of this study were 60 students from different 3 private schools of Palpa district . 30 SQC based and 30 non - SQC students were selected by using purposive sampling procedure.

2.4 Tools for Data Collection

I prepared a test based on English textbook of grade 9 and 10 and daily communicative activities to identify their performance in speaking (See Appendix I). I used test items as a main tool for data collection. The test items consisted of panel discussion, composing a dialogue, giving instruction, short speech, picture description for making the analysis convenient as shown below .

SN	Test	Marks distribution
1	Panel discussion,	10
2	Composing a dialogue	10
3	Giving instruction	10
4	Short speech	10
5	Picture description	10
	Total	50

2.5 Process of Data Collection

First of all the test items were developed for the spoken test then I visited the principals, SQC facilitators and English teachers of the selected schools where Students' Quality Circle was already formed and introduced and talked for permission to carry out this research in those schools and then with their help I picked up 60 students from the purposive sampling procedure with the help of SQC facilitators of the concerned schools. Along with the help of principals and SQC facilitator, the researcher took the students into separate room and told my purpose and gave orientation to the students. I provided the students with the test items and gave them some times for thinking. I asked them to speak on certain test items and recorded their speech on the basis of their organization/ content, grammar/accuracy, fluency, pronunciation and body language in a comfortable situation within the limitation of time. The nature of testing was completely oral was recorded in video and marked accordingly using appropriate statistical tools in order to find out result.

2.6 Limitations of the study

The present study had the following limitations.

- i. This study was limited to 30 SQC based and 30 non-SQC students of Palpa
- ii. The study was further limited to speaking skills.
- iii. The time boundary of the study was only 6 weeks.
- iv. It was limited to only 3 private schools of Tansen,
- v. Among various techniques of teaching speaking, only panel discussion, giving instruction, speech, dialogue and picture description test item will be used.
- vi. The marks was designed according to Brown.(1994) model.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data obtained mainly from the primary sources. The main objective of this study was to compare the speaking proficiency of SQC based and non - SQC students from 3 SQC activity introduced private schools of Palpa district. For this purpose the researcher presented and analyzed the data in the given ways.

3.1 Analysis and Interpretation of the SQC Activities and Data

Students' Quality Circle (SQC) is an approach adopted from the universally acclaimed philosophy of Total Quality Management (TQM) that has already proved its success in corporations, but is a relatively new terminology when it came to the students level in educational institutes. SQC is indeed a wonderful approach for creating a Total Quality Person where volunteer group of students under the facilitation of a trained facilitator who are trained to identify, analyze and solve their own recurring problems.

Similarly, the students of Bethel School, St. Capitanio School and New Horizon schools have involved in different activities of SQC by forming quality circles. They have had the case studies in their respective schools and presented case studies in their own schools, at SQC's hub conference as well as in national Conferences of Student's quality Circle organized every year in the initiation of QUEST Nepal. The researchers have tried to find out the proficiency of students involved in SQC and the condition of non- SQC students on speaking skill. To evaluate their existing performance the researcher administrated different tests such as panel discussion, composing dialogue, giving instruction, speech and picture description on speaking skill.

I have, throughout the study, used statistical as well as descriptive tools of measurement to analyze and interpret the data. The performance of the students was analyzed on the basis of the score they received.

3.1.1 Total Proficiency of the Students in Panel Discussion

Table No. 1 : Total Proficiency of the Students in Panel Discussion

S N	Schools	Total Sample	FM	Average Marks Obtained				Diff
				SQC based	Percent	Non - SQC	Percent	
1	Bethel Boarding School Tansen	10+10=20	10	7.56	75.6%	5.88	58.8%	1.68
2	St. Capitanio School Tansen	10+10=20	10	7.39	73.9%	6.01	60.1%	1.38
3	New Horizon HSS Tansen	10+10=20	10	7.06	70.6%	6.21	62.1%	0.85

Table no. 1 above concerns with the performance of students in Panel Discussion which compares the proficiency of SQC based students and non SQC students. The sample size of each variable was 10 SQC based and 10 non SQC students of three different schools. The SQC based students of Bethel Boarding school Tansen scored 75.6% marks and non SQC based students scored 58.8% marks out of 10 as well as SQC based students of St. capitano school Tansen scored 73.9% marks and non SQC based students scored 60.1% marks out of 10 and the SQC based students of New Horizon HSS Tansen scored 70.6% marks and non SQC based students scored 62.1% marks out of 10. The score differed by 1.68, 1.38 and 0.85 respectively indicates that the SQC based students of all three schools were better than the non SQC students in item test no 1.

3.1.2 Total Proficiency of the Students in Composing Dialogue

Table No. 2 : Total Proficiency of the Students in Composing Dialogue

S N	Schools	Total Sample	F M	Average Marks Obtained				Diff
				SQC based	Percent	Non SQC	Percent	
1	Bethel Boarding School Tansen	10+10=20	10	7.42	74.2%	5.93	59.3%	1.49
2	St. Capitanio School Tansen	10+10=20	10	7.49	74.9%	6.1	61%	1.39
3	New Horizon HSS Tansen	10+10=20	10	7.31	73.1%	6.06	60.6%	1.25

Table above table concerns with the performance of students in Composing Dialogue which compares the proficiency of SQC based students and non - SQC students. The SQC based students of Bethel Boarding school Tansen scored 74.2% marks and non SQC students scored 59.3% marks out of 10 as well as SQC based students of St. Capitanio school Tansen scored 74.9% marks and non SQC students scored 61% marks out of 10 and the SQC based students of New Horizon HSS Tansen scored 73.1% marks and non SQC students scored 60.6% marks out of 10. The score differed by 1.49, 1.39 and 1.25 respectively indicates that the SQC based students of all three schools were better than the non SQC students in item test no 2.

3.1.3 Total Proficiency of the Students in Giving Instruction

Table No. 3 :Total Proficiency of the Students in Giving Instruction

SN	Schools	Total Sample	FM	Average Marks Obtained				Diff
				SQC based	Percent	Non SQC	Percent	
1	Bethel Boarding School Tansen	10+10=20	10	7.6	76%	6.24	62.4%	1.36
2	St. Capitanio School Tansen	10+10=20	10	7.58	75.8%	6.11	61.1%	1.47
3	New Horizon HSS Tansen	10+10=20	10	7.28	72.8%	6.1	61%	1.18

The above table relates with the students' performance in Giving Instruction. The overall performance in this question from the SQC based students of Bethel Boarding school Tansen scored 76% marks and non SQC students scored 62.4% marks out of 10 as well as SQC based students of St. Capitanio school Tansen scored 75.8% marks and non SQC students scored 61.1% marks and the SQC based students of New Horizon HSS Tansen scored 72.8% marks and non SQC students scored 61% marks out of 10. The score differed among SQC based and non SQC students of Bethel School was 1.36, St. Capitanio was 1.47 and New Horizon was 1.18 respectively which indicates the SQC based students of all three schools were better than the non SQC students in item test no 3.

3.1.4 Total Proficiency of the Students in Speech

Table No. 4 : Total Proficiency of the Students in Speech

S N	Schools	Total Sample	FM	Average Marks Obtained				Diff
				SQC based	Percent	Non SQC	Percent	
1	Bethel Boarding School Tansen	10+10=20	10	7.53	75.3%	6.21	62.1%	1.32
2	St. Capitanio School Tansen	10+10=20	10	7.5	75%	5.98	59.8%	1.52
3	New Horizon HSS Tansen	10+10=20	10	7.33	73.3%	6.24	62.4%	1.09

The table relates with Speech. Regarding this, the average score obtained by students the SQC based students of Bethel Boarding school Tansen is 75.3% and non SQC students is 62.1% where as SQC based students of St. Capitanio school Tansen scored 75% marks and non SQC students scored 59.8% marks and the SQC based students of New Horizon HSS Tansen scored 73.3% marks and non SQC students scored 62.4% marks out of 10. The score differed among SQC based and non SQC students of Bethel School was 1.32, St. Capitanio was 1.52 and New Horizon was 1.09 respectively which indicates the SQC based students of all three schools were better than the non SQC students in item test no 4 as well.

3.1.5 Total Proficiency of the Students in Picture Description

Table No. 5 : Total Proficiency of the Students in Picture description

S N	Schools	Total Sample	FM	Average Marks Obtained				Diff
				SQC based	Percent	Non SQC	Percent	
1	Bethel Boarding School Tansen	10+10=20	10	7.33	73.3%	6.38	63.8%	0.95
2	St. Capitanio School Tansen	10+10=20	10	7.48	74.8%	6.09	60.9%	1.39
3	New Horizon HSS Tansen	10+10=20	10	7.36	73.6%	6.11	61.1%	1.25

As regards Picture description in table no. 5, the average score obtained by students the SQC based students of Bethel Boarding school Tansen is 73.3% and non SQC students is 63.8% where as SQC based students of St. Capitanio school Tansen scored 74.8% marks and non SQC students scored 60.9% marks and the SQC based students of New Horizon HSS Tansen scored 73.6% marks and non SQC students scored 61.1% marks out of 10. The score differed among SQC based and non SQC students of Bethel School was 0.95, St. Capitanio was 1.39 and New Horizon was 1.25 respectively. This table also indicates that the SQC based students excelled the non SQC students of all three school

3.1.6 Analysis and Comparison of Items-wise Proficiency of 3 Schools

Table : 6

S.N	Schools	Category	Marks Obtained					Total [50]	Per. %
			Panel Discussion	Composing Dialogue	Giving Instruction	Speech	Picture Description		
1	Bethel School	SQC Based SS	7.56	7.42	7.6	7.53	7.33	37.44	74.88%
		Non SQC SS	5.88	5.93	6.24	6.21	6.38	30.64	61.28%
2	St. Capitanio School	SQC Based SS	7.39	7.49	7.58	7.5	7.48	37.44	74.88%
		Non SQC SS	6.01	6.1	6.11	5.98	6.09	30.29	60.58%
3	New Horizon School	SQC Based SS	7.06	7.31	7.28	7.33	7.36	36.34	72.68%
		Non SQC SS	6.21	6.06	6.1	6.24	6.11	30.72	61.44%
SQC Based SS			22.01 73.36%	22.22 74.06%	22.46 74.86%	22.36 74.53%	22.17 73.9%	111.2 74.13%	74.14%
Non- SQC SS			18.1 60.33%	18.09 60.3%	18.45 61.5%	18.43 61.43%	18.58 61.93%	91.65 61.1%	61.10%

As presented in this table, it was found that the average score from the three SQC activity involved schools in Panel Discussion, Composing Dialogue, Giving instruction, Speech and Picture description. The average score from the all three schools in Panel discussion by SQC based students was 22.01 (73.36%) marks and non SQC students scored 18.1 (60.33%) , in Composing dialogue, the SQC based students o scored 22.22 (74.06%) marks and non SQC students scored 18.09 (60.3%), in Giving instruction, the SQC based students scored 22.46 (74.86%) marks and non SQC students scored 18.45 (61.5%) ,in Speech, the SQC based students scored 22.36 (74.53%) marks and non SQC students scored 18.43 (61.43%) and finally in Picture description , the SQC based students of all three schools scored 22.17 (73.9%) marks and non SQC students scored 18.58 (61.93%). and final average proficiency of SQC based students was 74.13% and non students SQC obtained 61.1% marks .

It was also found that the proficiency of SQC based students were better in giving instruction item with 74.86% marks than the other components where as the proficiency of non SQC students seemed better in picture description item with 61.93% marks.

In conclusion, I found that the SQC based students of all three schools had greater proficiency in Panel Discussion, Composing Dialogue, Giving instruction, Speech and Picture description than the non SQC students.

3.1.7 Calculation of the mean of SQC based & non -SQC students of 3 Schools

Table No. 7: Calculation of the mean of SQC - based students of 3 Schools

Test Item	Mid value (x)	No. of students (f)	fx
Panel Discussion	22.01	30	660.3
Composing Dialogue	22.22	30	666.6
Giving Instruction	22.46	30	673.8
Speech	22.36	30	670.8
Picture Description	22.17	30	665.1
		N=150	fx=3336.6

$$\begin{aligned}\bar{X} &= \frac{fx}{N} \\ &= \frac{3336.6}{150} \\ &= 22.244\end{aligned}$$

The mean value is 22.244

Table No. 8: Calculation of the mean of non - SQC students of 3 Schools

Test Item	Mid value (x)	No. of students (f)	fx
Panel Discussion	18.1	30	543
Composing Dialogue	18.09	30	542.7
Giving Instruction	18.45	30	553.5
Speech	18.43	30	552.9
Picture Description	18.58	30	557.4
		N=150	fx=2749.5

$$\begin{aligned}\bar{X} &= \frac{fx}{N} \\ &= \frac{2749.5}{150} \\ &= 18.33\end{aligned}$$

The mean value is 18.33

The calculated mean value of SQC based students of 3 schools of Tansen, Palpa district is 22.244 where as the calculated mean value of non SQC students of the same schools 18.33. So, the mean value in the speaking proficiency of SQC based students of 3 schools of Tansen, Palpa district has been found greater than the mean value in the speaking proficiency of non SQC students of the same schools.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this study was to find out the speaking proficiency and compare the proficiency of SQC based students and non-SQC students of three institutional schools of Palpa district. The test items was administered to the students and the findings of the study was derived from the analysis and interpretation of the collected data and on the basis of them , some recommendations and pedagogical implications are made. The findings of the study have been put as follows:

4.1 Findings

i. The SQC based students of all three schools scored 22.01 (73.36%) marks in panel discussion and non-SQC students scored 18.1 (60.33%) with 3.91 difference out of 30 marks which shows that the SQC based students were more proficient than non -SQC students in this item.

ii. In Composing dialogue, the SQC based students of all three schools scored 22.22 (74.06%) marks and non SQC students scored 18.09 (60.3%) with 4.13 difference out of 30 marks . This shows that the SQC based students were found better than non -SQC students in this item.

iii. In giving instruction, the SQC based students of all three schools scored 22.46(74.86%) marks and non -SQC students scored 18.45 (61.5%) with 4.01 difference out of 30 marks . In this item, it shows that the SQC based students were found better than non -SQC students in this item.

iv. In Speech, the SQC based students of all three schools scored 22.36 (74.53%) marks and non -SQC students scored 18.43 (61.43%) with 3.93 difference out of 30 marks . The SQC based students seemed more proficient in speech items than non -SQC students in this item.

v. In Picture description , the SQC based students of all three schools scored 22.17(73.9%) marks and non -SQC students scored 18.58 (61.93%) with 3.59 difference out of 30 marks . The SQC based students seemed more proficient in speech items than non -SQC students in this item.

vi. final average proficiency of SQC based students was 74.13% and non students SQC obtained 61.1% marks which showed the SQC based students were better performed.

vii. Among the three sampled schools Bethel Boarding school's SQC based students scored 74.88% marks, St. Capitanio's scored 74.88% and New Horizon Higher Secondary School's SQC based students scored 72.68% which shows that the first two schools seemed better performed but there was no significant difference among the students of three schools.

viii. From the calculated mean value, the researchers have found that the SQC based students have got 22.244 mean values and on the other hand, the mean value of the non SQC students was found 18.33 .

ix. Out of a total 30 SQC based students made involved in test, expressed that involvement in SQC increased their level of interpersonal skills along with leadership qualities and communication skills, rise in confidence level which ultimately increased their Speaking proficiency.

x. This research showed that involvement of students in SQC increased their creative thinking ability, and made them more proactive in nature.

xi. By analyzing the SQC based and non SQC students' speaking activities, it is clear that SQC based students seemed better competent, self-disciplined, creative thinker, proactive with good interpersonal skills.

4.2 Recommendations

Based on the findings of the study the following recommendations have been made for pedagogical purposes.

i. Since the students' have shown the progressive result in the different speaking test items , it can be inferred that SQC proved an effective technique or way in developing speaking skill. So the schools and teachers are advised to conduct SQC activities and students are suggested to participate in SQC activities and apply SQC to improve different skills.

ii. SQC is a project based and student-centered approach because students have major role in it so, the first priority should be given to the students in course of learning and top level executives and quality facilitators should implement SQC effectively in school's main stream.

iii. Encourage more students to join by including it as a co-curricular activity as well as extend SQC activities to junior level classes and provide more resources and conduct case studies on a regular basis for SQC to sustain.

iv. SQC not only develops speaking proficiency but also the it develops confidence and personality, problem solving methods and procedures, time management, increase their level of interpersonal skills along with leadership qualities, creative thinking ability and communication skills so Students' Quality Circles should be carried out as curricular and co-curricular activities in the schools.

v. The present text book has ignored many aspects of speaking like Panel discussion, copying sounds, speech, information gap activity, structured interview, to practice English speech sounds, stress and intonation, so separate exercises including some phonological rules should be mentioned in the text book.

vi. English teachers should be provided with required resources and materials. Audio-Visual documents and teachers should be proactive and updated with the current phenomena of ICT based teaching learning .

vii. The students should be encouraged to organize various English competitive activities to enhance speaking activities.

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Appendix I

Test Items

Name of the student :

Class:

School

Category :

.....

1. Pane Discussion :

Topic: Why is it important to have friends in high school?

2. Composing a dialogue :

Topic : Causes and solution of "Lack of English speaking problem"

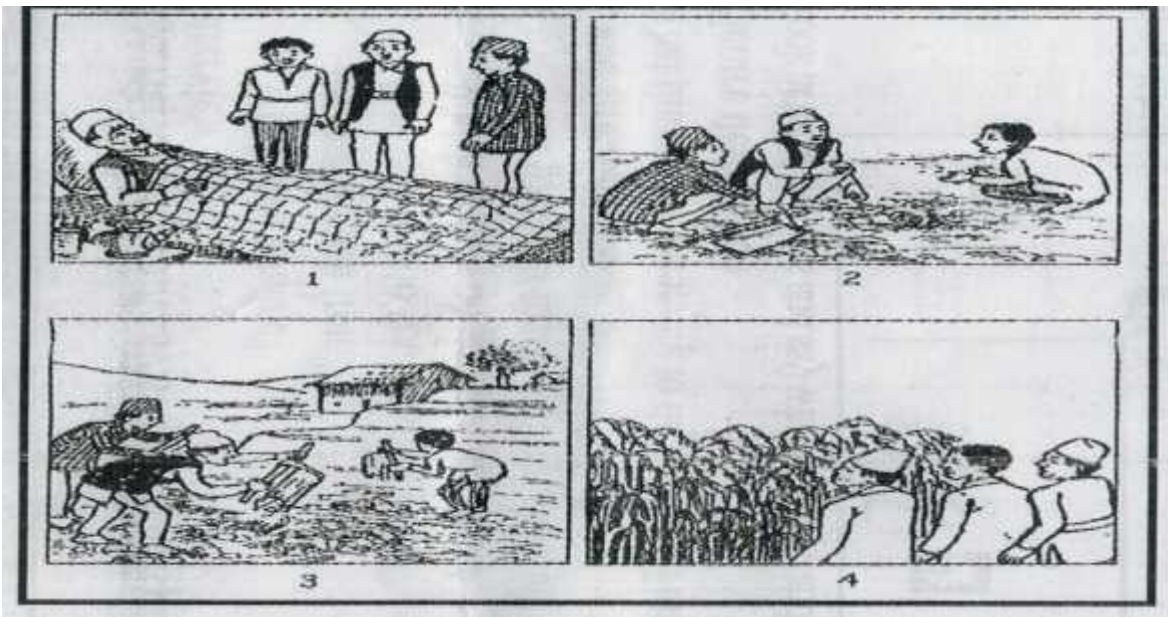
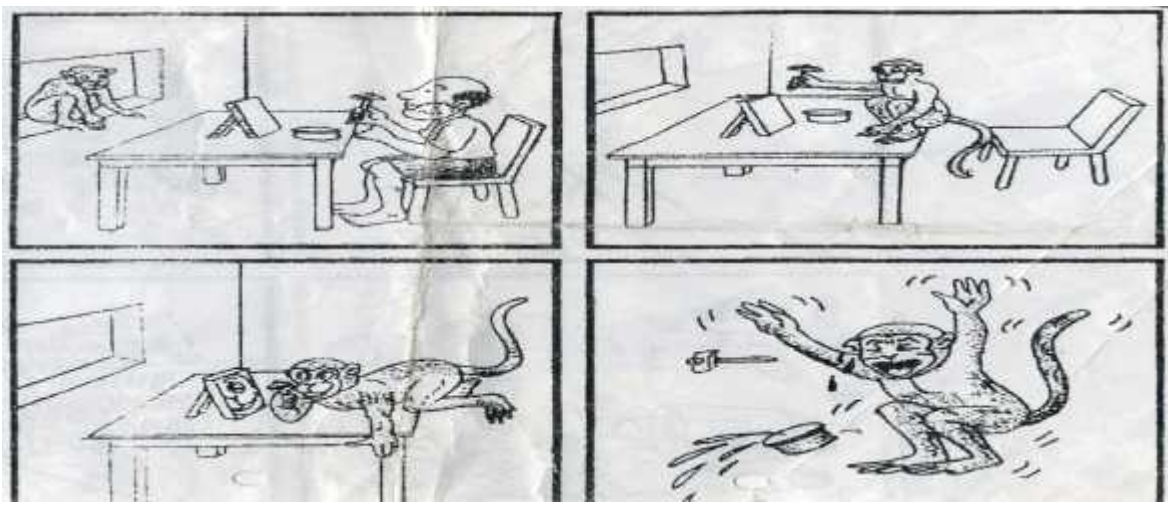
3. Giving Instruction :

- i. making a cup of tea
- ii. making a lemon juice
- iii. how to manage wastes in classroom
- iv. preparing a boiled egg
- v. sharpening a pencil
- vi. making an omelet
- vii. how to remain physically fit
- viii. making momo
- ix. how to make yomari(typical newari dish)
- x. how to make bara(typical magari dish)
- xi. how to make chhoila

4. Speech :

- i. My family
- ii. Dowry system
- iii. My plans after SLC
- iv. Village / town life
- v. Educated people should/shouldn't work in field
- vi. Importance of ICT in modern life
- vii. My aim in life
- viii. How did you spend last vacation?
- ix. Effects of deforestation
- x. Importance of education
- xi. My hobby
- xii. Importance of English language
- xiii. Importance of mother tongue
- xix. Importance of physical exercise
- xx. Why do we have to respect our parents?
- xxi. How do you help your parents?

5. Picture Description :





Look and say what you can have done at these places:



Saloon



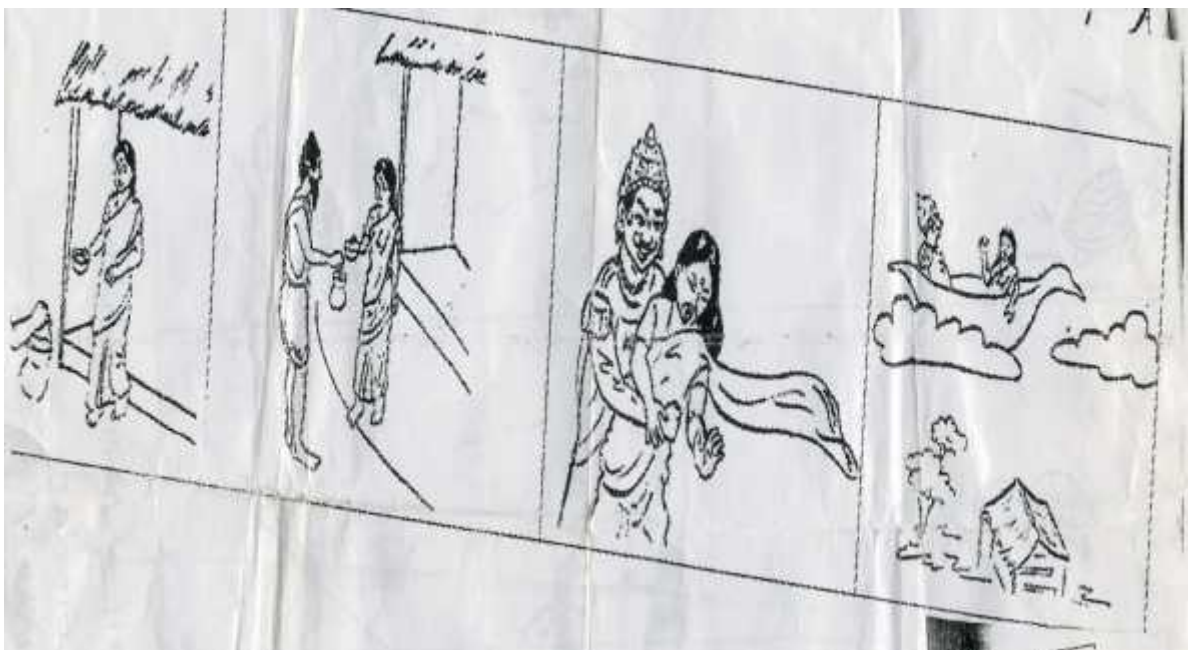
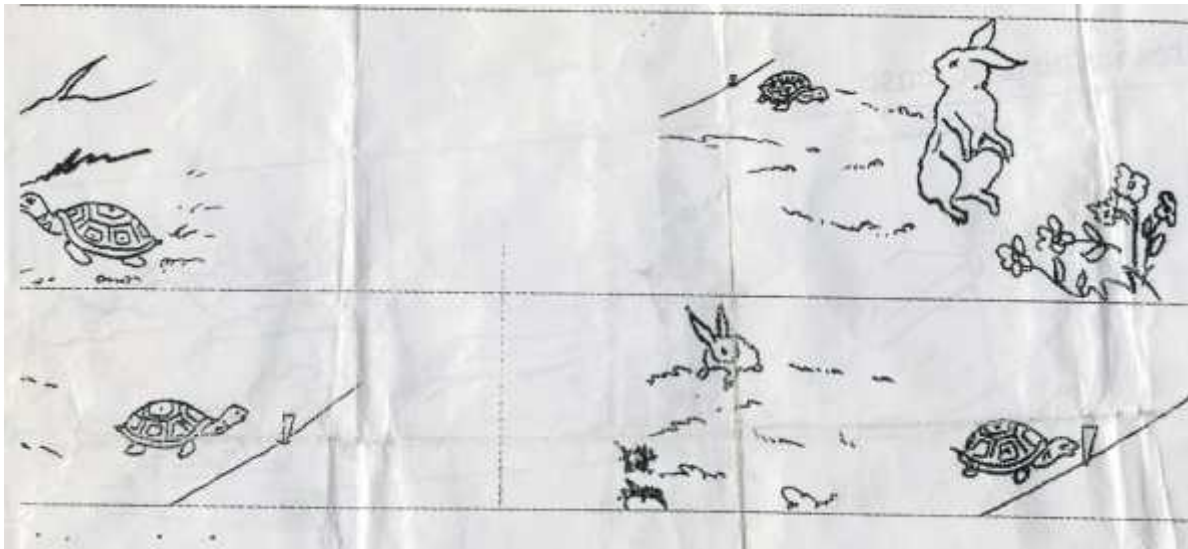
Dentist



Workshop



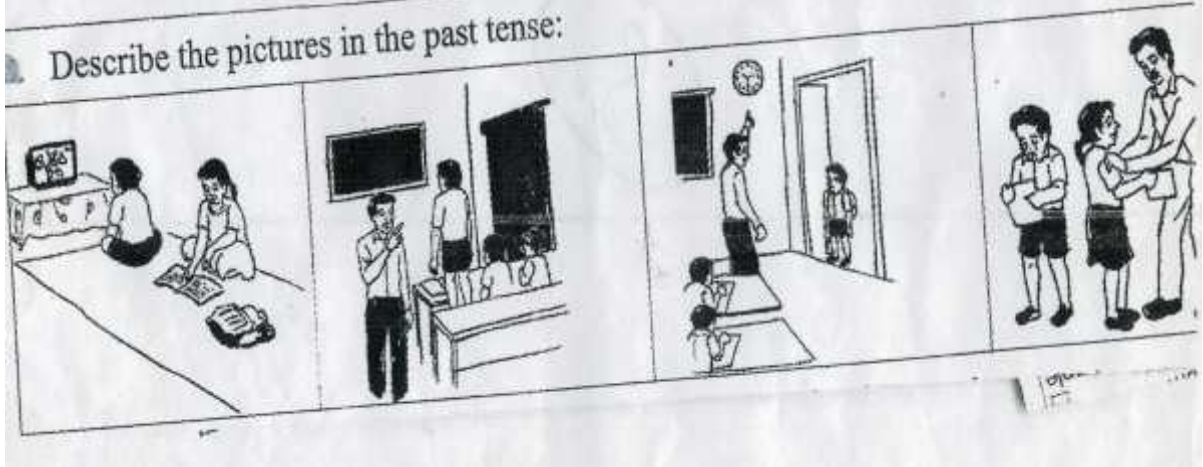
Photo Studio



Describe the pictures in the past tense:



Describe the pictures in the past tense:



(1)



(2)



Appendix - II

List of Selected Schools

1. Bethel English Boarding Secondary School Tansen, Palpa
2. St. Capitanio School Tansen, Palpa
3. New Horizon Higher Secondary School Tansen, Palpa

Appendix III Photos

Bethel School Students



St. Capitanio School students



New Horizon Higher Secondary School Tansen, Palpa

Appendix IV
Student's Individual result obtained from each test item

			Marks Obtained						
S.N	Schools' Name	Category	Panel Discussion	Composing Dialogue	Giving Instruction	Speech	Picture Description	Total [50]	Per. %
1	Bethel School	SQC Based SS	7.56	7.42	7.6	7.53	7.33	37.44	74.88%
		Non SQC SS	5.88	5.93	6.24	6.21	6.38	30.64	61.28%
2	St. Capitano School	SQC Based SS	7.39	7.49	7.58	7.5	7.48	37.44	74.88%
		Non SQC SS	6.01	6.1	6.11	5.98	6.09	30.29	60.58%
3	New Horizon School	SQC Based SS	7.06	7.31	7.28	7.33	7.36	36.34	72.68%
		Non SQC SS	6.21	6.06	6.1	6.24	6.11	30.72	61.44%
SQC Based SS			22.01	22.22	22.46	22.36	22.17	111.2	74.14%
Non SQC SS			18.1	18.09	18.45	18.43	18.58	91.65	61.10%
Difference			3.91	4.13	4.01	3.93	3.59	19.57	