

**SPEAKING PROFICIENCY OF GRADE TEN STUDENTS**

**A Thesis Submitted to the Department of Education  
In Partial Fulfillment for Master of Education in English**

**Submitted by  
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Faculty of Education  
Tribhuvan University**

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A thesis Submitted to the Department of English Education

In partial fulfillment for the Master of Education in English

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*RECOMMENDATION FOR ACCEPTANCE*

This is to certify that **BishalKattel** has completed this thesis entitled  
**SPEAKING PROFICIENCY OF GRADE TEN STUDNETNS** under my guidance  
and supervision. I recommended this thesis for approval and acceptance.

Date: 5<sup>th</sup> Sept. 2023

\_\_\_\_\_  
**Rishi Ram Khanal(Supervisor)**

Lecturer

Department of English Education

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**DECLARATION**

I hereby declare that 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.

Date: 2080-05-25/ 11-09-2023

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BishalKattel

**DEDICATION**

To my family and gurus  
Who nurtured my growth,  
Shaped my dreams,  
And filled my journey  
With wisdom and love.

## ACKNOWLEDGEMENTS

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I am indebted to the Janta Multiple Campus library for providing me with the resources necessary to conduct my research and complete this thesis.

Special thanks are due to my family members, whose support and conducive environment have been invaluable in my thesis work. Additionally, I would like to express my gratitude to the advancements in technology and the internet, which have played a pivotal role in my investigation, data processing, and thesis preparation.

Finally, I want to express my thanks to all those who have supported and facilitated the environment necessary for me to successfully complete this thesis.

Bishal Kattel

## ABSTRACT

This research, titled "Speaking Proficiency of Grade 10 Students," aims to assess the speaking proficiency of grade 10 students in Urlabari Municipality. The study further examines variations in speaking proficiency based on gender (boys and girls) and the type of educational institutions (community and institutional). Employing a quantitative and comparative research design, 24 students participated, with an equal distribution of boys and girls. These students were selected from six different schools, evenly divided between community and institutional institutions.

To measure speaking proficiency, interviews were conducted, recorded on cellphones, transcribed, and analyzed for fluency and coherence, lexical resources, grammar and accuracy, and pronunciation utilizing the IELTS speaking test criteria. Interviews followed the IELTS format, ensuring a standardized evaluation process.

A comparative analysis of speaking proficiency levels revealed intriguing patterns among genders and types of educational institutions. 't-tests' were conducted to determine the significance of these patterns.

A mean score of overall speaking proficiency of the participants' cohort achieved scores of 5.63, reflecting a solid and moderate level of English language proficiency. These students can proficiently communicate in familiar contexts, though they may face occasional difficulties with more complex language structures. On the other hand, the analysis found no significant gender-based differences in overall speaking proficiency (Table 3), fluency and coherence (Table 4), lexical resources (Table 5), grammar and accuracy (Table 6), or pronunciation (Table 7). However, an interesting observation emerged regarding the nature of the institution: institutional school students displayed higher speaking proficiency compared to their counterparts in community schools (Table 8).

The thesis consists of five chapters. The first chapter, the introduction, covers the general background, study objectives, research question, significance, and scope. The second chapter is dedicated to the literature review. In the third chapter, we delve into data sources, including primary and secondary sources, the sampling population and procedure, data collection tools, data collection process, and study limitations. The fourth chapter focuses on data analysis and interpretation, utilizing statistical tools like average marks, standard deviation, t-tests, and a descriptive



approach. Finally, the fifth chapter presents findings and recommendations drawn from the analysis. The study concludes with a bibliography and appendix.

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## **ABBREVIATIONS AND SYMBOLS**

IELTS: International English Language Testing System

NELTA: Nepal English Language Teachers' Association

NESP: National Educational System Plan

PTE: Pearson's Test of English

TOEFL: Test of English as a Foreign Language

TPD: Teacher Professional Development

## **CHAPTER ONE**

### **INTRODUCTION**

This is a study entitled "Speaking Proficiency of grade 10 students". This chapter consists of the background of the study, statements of the problem, research questions, objectives of the study, significance of the study, and delimitations of the study.

#### **Background of the Study**

Language is a means of communication which consist four skills,i.e., reading, writing,listening and speaking.

According to Wardraugh (1986, p.1), "Language is what the members of the particular society speak". We use language in terms of four skills, i.e., listening, speaking, reading and writing and their sub skills. Generally, listening and reading are receptive skills, whereas, speaking and writing are productive skills.

Among thousands of the languages around the worldEnglish is a global language. A language is called a "global language" when it achieves the official position and education preference in every nation, that language will finally come to be used by more people than any other language. The essential reason to make a language global or international is the power of its people. The power includes the power of military, politic and economic. Military power, political power and economic power are the three essential factors to make a language global and to keep its status (Culpepper, 1997).

English language involves four skills among which speaking skill is considered as important skill. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008).

Speaking skill involves the fluent and appropriate ability to express in target language. Speaking refers to the learners' ability to express target language fluently and appropriately using the combined form of grammatical pattern and vocabulary, suprasegmental features and meaning (Sharma, 1010).

Similarly, speaking is considered as a complex skill. Syakur (1987, p.5) states that speaking is a complex skill because it is concerned at least with components of pronunciation, grammar, vocabulary and fluency. According to Bailey (2004), speaking skill involves Conversational Discourse, Accuracy and Fluency and The Interlocutor Effect. Speaking has acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). English has become primordial worldwide for it has become a lingua franca. Therefore, it is the main source for communicating in many fields. Richards (1990) states, that the mastery of speaking skill in English is seen as a priority for many EFL learners across the world. Moreover, he adds that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their spoken language skill.

In Nepal English has been used as a medium of instruction in the private schools and even some public schools. Due to the global spread of English, there has been a paradigm shift from teaching English as a foreign language to adopting it as a medium of instruction (EMI) in many non-native English speaking countries including Nepal (Saud, 2020).

This thesis explored the speaking proficiency of the grade 10 students and difference in speaking proficiency in terms of gender and nature of institutions.

### **Statement of the Problems**

Over my seven years of teaching English at the secondary level, I have observed a significant issue regarding the speaking proficiency of students in English. Many students, both in and out of the classroom, experience heightened speaking anxiety, leading to hesitance in engaging in English conversations, difficulty in responding effectively to questions in class, and a tendency to resort to unintelligible utterances when conversing with peers. Recognizing the vital importance of proficient English speaking skills, I was curious to investigate the current state of speaking proficiency among grade 10 students and whether there is a difference in speaking proficiency in terms of gender and the nature of institutions they attended.



The ultimate goal of this research is to shed light on the current speaking proficiency levels of grade 10 students, providing valuable insights for educators, school administrators, and English language tutors and practitioners. Through this investigation, I aim to empower stakeholders to take informed steps in enhancing the speaking skills of students. By addressing these issues, we can collectively work towards improving students' English speaking proficiency and reducing speaking anxiety, which, in turn, will contribute to their overall language development and academic success.

### **Objectives of the Study**

The objectives of the present study were as follows:

- i. To find out speaking proficiency of grade 10 students in terms of fluency and coherence, lexical resource, grammar and accuracy and pronunciation.
- ii. To compare speaking proficiency of students in terms of gender (boys and girls) and types of institutions (community and institutional schools).

### **Research Questions**

The following research questions were used in the study:

- i. What is the speaking proficiency of grade 10 students in terms of fluency and coherence, lexical resource, grammar and accuracy and pronunciation?
- ii. What is the difference between the students' speaking proficiency in terms of gender?
- iii. Is there a difference in speaking proficiency between boys and girls in terms of fluency and coherence?
- iv. Is there a difference in speaking proficiency between boys and in terms of lexical resources?
- v. Is there a difference in speaking proficiency between boys and girls in terms of grammar and accuracy?
- vi. Is there a difference in speaking proficiency between boys and girls in terms of pronunciation?

- vii. What is the difference between the students' speaking proficiency in terms of nature of institutions?

### **Significance of the Study**

This is the research study which provided insight about the grade 10 top performing students' speaking proficiency and comparison over gender and nature of institution. So, teacher may take the results as a reference for grade 10 top performing students' speaking ability. Students can use as a motivation to expand the horizon of their own interlanguage. Also, further quests are possible to explore the speaking proficiency of low performing students and shortcomings in their speaking proficiency; this study raised the curiosity towards that dimension.

That is why this study will be useful for the teachers, students and other researchers who are interested in the field of English.

### **Delimitations of the Study**

The area of the study was limited as follow:

- i. This study was limited to the community and institutional schools in Uurlabari Municipality, Morang.
- ii. The sample size of the study was 24 students of grade 10 from six different schools in Uurlabari Municipality.
- iii. The respondents were randomly selected out of the group of top-performing students who enthusiastically participated in the research.
- iv. The study was limited to IELTS based speaking proficiency in terms of fluency and coherence, lexical resource, grammar and accuracy and pronunciation in their speech in the taken interview.

### **Definitions of key terms**

**Community schools:** here, community schools refer to government aided public schools in Uurlabari Municipality.

**Institutional schools:** here, institutional schools refer to private schools in Uurlabari Municipality.

**IELTS** (International English Language Testing System): IELTS is a globally recognized English language proficiency test that assesses the language skills of individuals who wish to study, work, or immigrate to English-speaking countries. It typically includes sections on reading, writing, listening, and speaking.

**Band Score (Speaking):** In the context of IELTS, a band score for the speaking section represents an individual's level of English language proficiency in spoken communication. It is part of the overall IELTS score, which ranges from 0 to 9, with 9 indicating the highest level of speaking proficiency. This score assesses the test-taker's ability to articulate thoughts, ideas, and opinions effectively during a structured interview with a trained examiner.

**Speaking Proficiency:** Speaking proficiency refers to a person's ability to communicate effectively in spoken English. It encompasses factors such as pronunciation, fluency, vocabulary usage, and grammatical accuracy. In the context of IELTS, speaking proficiency is evaluated through a structured interview with a trained examiner as part of the speaking section of the test.

## **CHAPTER - TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes some of the related theoretical literature, empirical literature, and conceptual framework of the study.

#### **Review of Theoretical Literature**

This sub-chapter deal with different theoretical perspectives related to the factors that is directly and indirectly associated with the English language development of the students. Theories are formulated to explain predict and understand the phenomena and extend existing knowledge within the limit of the critical bounding assumptions. The theoretical review of the literature related to my topic is mentioned below.

#### **The Components of Speaking Proficiency**

The main components of speaking proficiency are Fluency and Coherence, Lexical Resources, Grammar and Accuracy and Pronunciation. Assessing students' speaking proficiency these key components will be judged.

#### **Fluency and Coherence**

In the pursuit of becoming proficient speakers, students aspire to attain fluency, which is an essential component of speaking proficiency. It involves the ability to converse smoothly by linking words together coherently without errors or undue effort. According to Hedge (2000), fluency is a term associated with speech production and it refers to the capacity to link speech units effortlessly and without any inappropriate hesitation (p.54). Similarly, Hughes (2002) defines fluency as the ability to communicate in an understandable, logical, and accurate manner without excessive hesitation, as hesitation can lead to a loss of listener interest and communication breakdown (p.80).

#### **Lexical Resource**

It is one of the most important aspects of the speaking skill. EFL students should have a good background vocabulary so that they can choose the appropriate words when expressing their thoughts and be able to communicate effectively in a given context. In this respect, Harmer (2001) states that, “the knowledge of the word classes also allows speakers to perform well formed utterances.”

## **Grammar and Accuracy**

Grammar pertains to the principles of the language, the study of the formation of words, and the structure of phrases and sentences. It is crucial for students to have the ability to construct full, intricate sentences, phrases, and subordinate clauses that are grammatically well-structured. Spoken grammar has been characterized by Thornbury (2005, p. 220) as consisting of various features such as the clause being the fundamental unit of construction, co-ordinated clauses, head+ body+ tail structure, preference for direct speech, numerous ellipses, many tag questions, and performance effects like hesitation, repetition, false starts, and incomplete syntactic blends. In second or foreign language learning contexts, accuracy refers to how proficiently students can produce the target language. Students must produce the language carefully and precisely, which necessitates their awareness of the grammatical structures, vocabulary use, and pronunciation. As Harmer (2001) suggests, accuracy is about "the correct use of vocabulary, grammar and pronunciation" (p.104). Furthermore, according to Skehan (1996, p.23), accuracy refers to "how well one's speech is produced in relation to the rule system of the target language" (as cited in Ellis & Barkhuizen, 2005, p.139).

## **Pronunciation**

Pronunciation encompasses the articulation of sounds utilized for conveying meaning. According to Richards, Platt, and Weber (1992, p. 296), pronunciation involves not only the production of individual language sounds (segments) but also extends to elements of speech beyond individual sounds, encompassing intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), voice projection (voice quality), and even broader aspects related to gestures and expressions that complement our spoken language. Our manner of speaking instantly communicates aspects of our identity to those around us. Different pronunciations or variations in sounds can convey different meanings. Failing to pay attention to pronunciation can disrupt communication and lead to misunderstandings in the intended message. Learners who master proper English pronunciation are more likely to be understood, even if they make grammatical errors in other areas. Conversely, learners with challenging pronunciation may not be comprehensible, even if their grammar is flawless.

## **Speaking in Secondary English Curriculum**

English is the principal international language of diplomacy, knowledge, business and tourism. Thus, it has a dominant position in international media, science, and modern technology. A high percentage of world publications in science, technology and commerce are published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. Through learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing English that will enable them to participate actively in a global society.

Due to the belief of the importance of learning a foreign language, and the importance of English language in particular, it is being taught at all levels of the school educational system (1-12)

The learning of English opens up the world for our children and youth. It gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in.

A curriculum that maximizes the learning of all students is one that recognizes and celebrates diversity and engages all students in intellectually challenging learning experiences. It provides students with clear guidelines on what they are learning and how they will be assessed. It involves a range of teaching strategies to meet different learning needs and explicit teaching to scaffold students; learning so that they develop and consolidate the required knowledge and skills to meet the anticipated future demands of work and citizenship: This curriculum primarily focuses on language skills. In the revision of this curriculum, level-wise competencies have been devised for this level. These competencies relate to listening to and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology.

To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some

elaboration of indicators, Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child friendly learning facilitation and assessment processes.

But in the present secondary level English curriculum of 2071 has not mentioned the general objectives of the level. However, the competencies of English as mentioned in proposed secondary English curriculum (2071) are to enable the learners to:

- Understand spoken English for general purposes with good degree of precision.
- Use spoken English for general purposes with a good degree of fluency and accuracy.
- Interact, communicate and collaborate effectively with others orally in pair, groups and whole class discussion.
- Read a range of fiction and non-fiction texts, in a range of media understanding the ideas and information they convey with a good degree of precision.
- Write descriptive, narrative and imaginative texts in a range of different forms and media with a fair degree of accuracy.
- Use all four language skills in a variety of personal, social and academic contexts and
- Use English language to think creatively, critically and to solve problems the crop up in the real life and to promote tolerance and maintain sociocultural harmony.

### **Learning Outcomes in terms of Speaking**

Communicate appropriately in a variety of formal and informal situations:

- Convey simple messages effectively using common phrases, proverbs, idioms and metaphorical expressions.
- Use grade-appropriate verbal and nonverbal forms of communication in wholeclass group and pair oral activities.
- Be aware of social etiquette and apply in conversation.
- Give a simple speech to reflect own ideas.
- Participate in debates concerning current events/ issues.

Seek and provide required information using appropriate language.

- Determine the relative importance and reliability of the main ideas in texts.
- Distinguish between facts and opinions and pass judgment.

Engage in group discussion, expressing opinions effectively:

- Engage in critical discussion of given topics/current events.

Describe an object or event appropriately:

- Use graphic organizers to describe sequence of events.

Understand and apply the practices and values of both national and target cultures:

- Express tolerance and respect of age appropriate cultural issues.
- Explain social and democratic practices.
- Discuss widely known contributions from national and international cultures.

Present information, ideas and express feelings clearly and coherently:

- Participate in group projects(dramatization, role play etc).
- Present ideas, suggestions, plans, descriptive, narrative and argumentative information in a coherent sequence.
- Share feelings and ideas with others informally.

Practice thinking skills while speaking:

- Participate in debates on topics of personal general interest.
- Suggest compromises for various opinions/solutions.
- Express the mood/intentions of a speaker.
- Discuss and evaluate the feelings, behavior and intentions of characters from books or films.

### **What is IELTS?**

IELTS (International English Language Testing System) is a renowned assessment of English language proficiency that is recognized worldwide. This test is owned and operated through a partnership between the British Council, IDP Education Australia, IELTS Australia, and the University of Cambridge ESOL examination. The British Council has extensive knowledge of test administration and



a wide network of examination offices in over 100 countries. The University of Cambridge ESOL examination is an internationally recognized body in the provision of academic and vocational examination. IELTS is a test for individuals who need to demonstrate their English language ability for academic and employment purposes in countries where English is the primary language. The test consists of two modules: the Academic Module, designed for those who want to study at universities in the UK, Australia, Canada, New Zealand, and the USA, and the General Training Module, meant for those who wish to undertake secondary education, work experience, training programs, or immigration purposes in those countries. The test assesses four language skills: listening, reading, speaking, and writing. In particular, IELTS is highly recognized by tertiary institutions in the UK and Australia.

IELTS speaking band scores are determined on the basis of following IELTS band descriptor.

## IELTS Band descriptor (Public version)

Band Score	Fluency and Coherence
9	<ul style="list-style-type: none"> <li>• speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar</li> <li>• speaks coherently with fully appropriate cohesive features</li> <li>• develops topics fully and appropriately</li> </ul>
8	<ul style="list-style-type: none"> <li>• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>• develops topics coherently and appropriately</li> </ul>
7	<ul style="list-style-type: none"> <li>• speaks at length without noticeable effort or loss of coherence</li> <li>• may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>• uses a range of connectives and discourse markers with some flexibility</li> </ul>
6	<ul style="list-style-type: none"> <li>• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>• uses a range of connectives and discourse markers but not always appropriately</li> </ul>
5	<ul style="list-style-type: none"> <li>• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>• may over-use certain connectives and discourse markers</li> <li>• produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>
4	<ul style="list-style-type: none"> <li>• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>• links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>
3	<ul style="list-style-type: none"> <li>• speaks with long pauses</li> <li>• has limited ability to link simple sentences</li> <li>• gives only simple responses and is frequently unable to convey basic message</li> </ul>
2	<ul style="list-style-type: none"> <li>• pauses lengthily before most words</li> <li>• little communication possible</li> </ul>
1	<ul style="list-style-type: none"> <li>• no communication possible</li> <li>• no ratable language</li> </ul>
0	<ul style="list-style-type: none"> <li>• does not attend</li> </ul>

## IELTS Band descriptor (Public version)

Band Score	Lexical Resource
9	<ul style="list-style-type: none"> <li>• uses vocabulary with full flexibility and precision in all topics</li> <li>• uses idiomatic language naturally and accurately</li> </ul>
8	<ul style="list-style-type: none"> <li>• uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>• uses less common and idiomatic vocabulary skillfully, with occasional inaccuracies</li> <li>• uses paraphrase effectively as required</li> </ul>
7	<ul style="list-style-type: none"> <li>• uses vocabulary resource flexibly to discuss a variety of topics</li> <li>• uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>• uses paraphrase effectively</li> </ul>
6	<ul style="list-style-type: none"> <li>• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inaccuracies</li> <li>• generally paraphrases successfully</li> </ul>
5	<ul style="list-style-type: none"> <li>• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>• attempts to use paraphrase but with mixed success</li> </ul>
4	<ul style="list-style-type: none"> <li>• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>• rarely attempts paraphrase</li> </ul>
3	<ul style="list-style-type: none"> <li>• uses simple vocabulary to convey personal information</li> <li>• has insufficient vocabulary for less familiar topics</li> </ul>
2	<ul style="list-style-type: none"> <li>• only produces isolated words or memorized utterances</li> </ul>
1	
0	

## IELTS Band descriptor (Public version)

Band Score	Grammar and Accuracy
9	<ul style="list-style-type: none"> <li>• uses a full range of structures naturally and appropriately</li> <li>• produces consistently accurate structures apart from ‘slips’ characteristic of native speaker speech</li> </ul>
8	<ul style="list-style-type: none"> <li>• uses a wide range of structures flexibly</li> <li>• produces a majority of error-free sentences with only very occasional inappropriacies or basic/nonsystematic errors</li> </ul>
7	<ul style="list-style-type: none"> <li>• uses a range of complex structures with some flexibility</li> <li>• frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>
6	<ul style="list-style-type: none"> <li>• uses a mix of simple and complex structures, but with limited flexibility</li> <li>• may make frequent mistakes with complex structures, though these rarely cause comprehension problems</li> </ul>
5	<ul style="list-style-type: none"> <li>• produces basic sentence forms with reasonable accuracy</li> <li>• uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>
4	<ul style="list-style-type: none"> <li>• produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>• errors are frequent and may lead to misunderstanding</li> </ul>
3	<ul style="list-style-type: none"> <li>• attempts basic sentence forms but with limited success, or relies on apparently memorized utterances</li> <li>• makes numerous errors except in memorized expressions</li> </ul>
2	<ul style="list-style-type: none"> <li>• cannot produce basic sentence forms</li> </ul>
1	
0	

## IELTS Band descriptor (Public version)

Band Score	Pronunciation
9	<ul style="list-style-type: none"> <li>• uses a full range of pronunciation features with precision and subtlety</li> <li>• sustains flexible use of features throughout</li> <li>• is effortless to understand</li> </ul>
8	<ul style="list-style-type: none"> <li>• uses a wide range of pronunciation features</li> <li>• sustains flexible use of features, with only occasional lapses</li> <li>• is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
7	<ul style="list-style-type: none"> <li>• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>
6	<ul style="list-style-type: none"> <li>• uses a range of pronunciation features with mixed control</li> <li>• shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
5	<ul style="list-style-type: none"> <li>• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>
4	<ul style="list-style-type: none"> <li>• uses a limited range of pronunciation features</li> <li>• attempts to control features but lapses are frequent</li> <li>• mispronunciations are frequent and cause some difficulty for the listener</li> </ul>
3	<ul style="list-style-type: none"> <li>• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>
2	<ul style="list-style-type: none"> <li>• speech is often unintelligible</li> </ul>
1	
0	

## **Review of Empirical Literature**

Several studies have been carried out to find out the proficiency on different aspects of language in the Department of English Education. Regarding speaking skill, a number of studies had been carried out and some of them are revisited below:

In the year 2008, Shrestha conducted a study titled 'Assessing the Speaking Proficiency of 10th-Grade Students.' Her research focused on a sample of 40 students selected from four different schools in the Kapilvastu district. The methodology employed for her investigation was a survey-based approach, with the primary objective of assessing the speaking proficiency of 10th-grade students in terms of pronunciation, fluency, accuracy, and vocabulary usage. The findings of the study highlighted challenges related to the clarity of pronunciation, the ability to maintain fluent communication, grammatical precision, and the utilization of an extensive vocabulary. Shrestha's research findings serve to emphasize the intricate nature of developing effective speaking skills within the context of this educational setting.

In 2011, Aryal conducted a study aimed at comparing the speaking proficiency of students attending private and public schools in Nawalparashi district. The research sample consisted of sixty students drawn from six different schools. The assessment criteria included pronunciation, grammatical accuracy, and fluency. Aryal utilized a survey-based approach in the research methodology. The study's findings revealed that students attending public schools exhibited lower proficiency in speaking when compared to their counterparts in private schools.

Mutialona(2021) compared the gender on speaking ability of tenth grade students of senior high school ujungBatu. Twenty male students and twenty female students were randomly selected who were asked for describing pictures. The comparative research was done by calculating t-test to figure out the difference instudents' speaking ability in describing pictures between male and female. The findings of the study showed male students fell into "Less" category with 63.75 score whereas female students fell into "Enough" with 69 score.

Wafidin(2022) researched to find out of there was significant difference between male and female students in speaking fluency of SMA Muhammadiyah 1 Pekanbaru. The research was quantitative with a causal-comparative method. Respondents were 23 students consisting of 10 male and 13 female students at class

ten selected through stratified and random sampling techniques. To determine the comparison between two variables investigated the researcher employed non-parametric mann-whitney through spss version 25.0 to analyse the data. The conclusion found no significant difference between male and female students' speaking fluency at SMA Muhammadiyah 1 Pekanbaru.

Paudel (2007) carried out research on "A Study on the Proficiency of Grade Twelve Students in the Speaking skill" using survey method. His main objective was to compare the speaking proficiency of grade 12 students. He found the speaking skill proficiency of Nepal is not satisfactory and adequate to meet the specified objectives of English curriculum.

Giri (1981) conducted research on "A Comparative Study of English Language Proficiency of the Students Studying in Grade Ten in Secondary Schools of Doti and Kathmandu". Hundred students who were studying in grade ten from Doti as well as Kathmandu were the sample population. He employed 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 Kathmandu were more proficient in making use of English than the students of Doti.

Husnaidar (2020) investigated students' speaking proficiency level of the students in Indonesia using quantitative research design. The sample population was 8 students from Department of English Language Education of UIN Ar-Raniry state Islamic university. IELTS speaking test format was used to draw data whereas, American Council on the Teaching of Foreign Languages (ACTEL) guidelines were used for the explanation of levels of speaking proficiency. The results showed the proficiency of the respondents was at a good level, where all research respondents have a speaking proficiency level above the specified minimum standard, namely the intermediate level.

Pandey (2007) carried out research on "Teaching Speaking at the Secondary Level: An Analysis of Classroom Activities". She undertook 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.

In 2005, Timilsina conducted a study titled 'An Examination of Students' English Communicative Skills.' The research involved a sample of 90 students who were preparing for the School Leaving Certificate (SLC) examination, selected from nine schools across Kathmandu, Lalitpur, and Bhaktapur districts within the Kathmandu Valley. The primary objective of the research was to assess the communicative abilities of students from urban and rural areas. Timilsina employed a survey methodology, and the findings revealed that urban students demonstrated comparatively stronger performance in their communicative skills compared to their rural counterparts.

Thapa (2004) carried out survey research on pronunciation proficiency of the students at secondary level. His study showed that the overall pronunciation ability of the Nepalese learners of English of Kathmandu valley was 53.68%. It also showed that the students of Tibeto-Burman language background had an edge over their Indo-Aryan language counterparts. Similarly, his study showed that the performance of the boys was better than those of the girls.

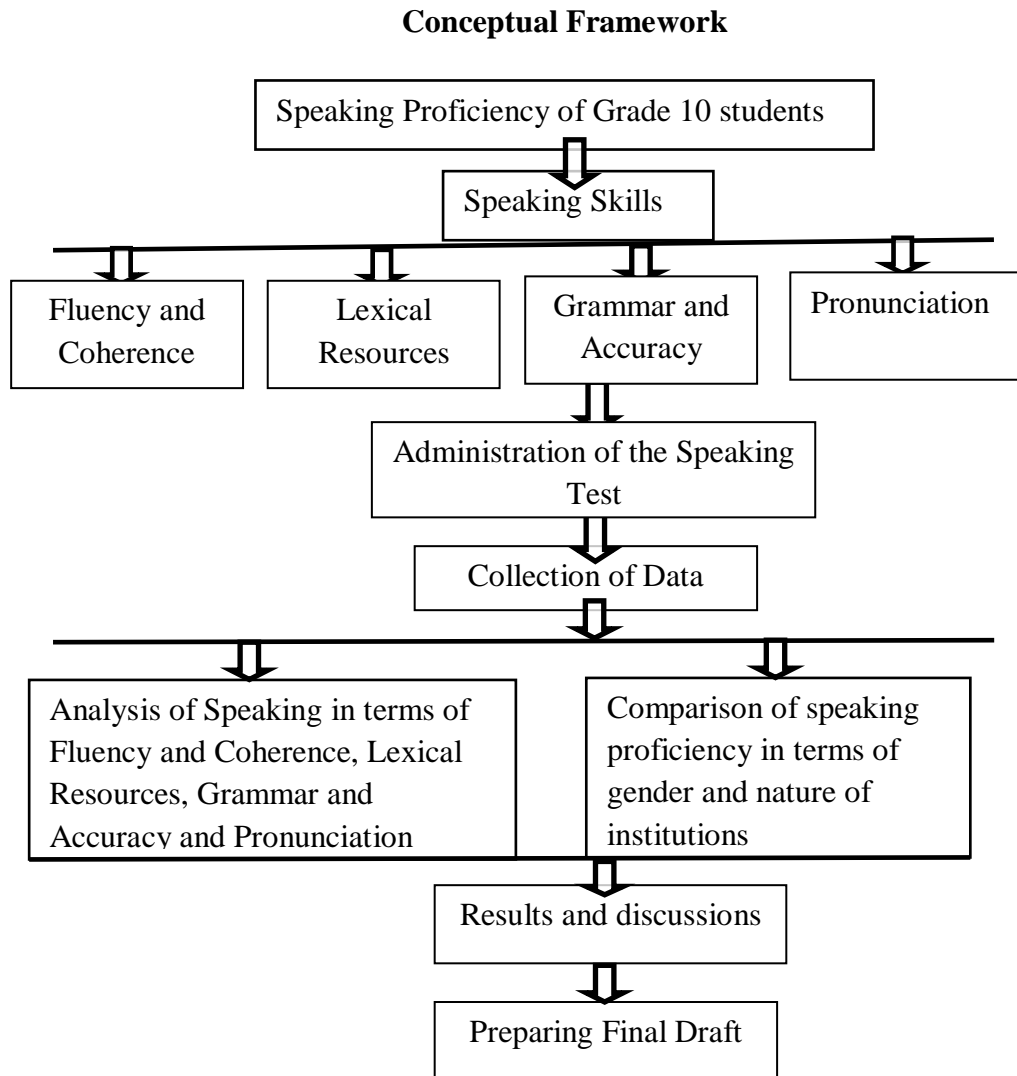
### **Research Gap**

In 1981, Giri conducted a study comparing English language proficiency among grade ten students in Doti and Kathmandu. In 2004, Thapa examined pronunciation proficiency among secondary-level students, revealing variations based on language background and gender. In 2005, Timilsina examined the communicative abilities of students from urban and rural areas in Kathmandu Valley. In 2007, both Paudel and Pandey carried out research on speaking skill proficiency among Grade Twelve students in Nepal and teaching speaking challenges at the secondary level, respectively. In 2008, Shrestha explored the speaking proficiency of 10th-grade students in the Kapilvastu district. In 2011, Aryal compared the speaking proficiency of private and public school students in Nawalparashi district. Mutialona (2021) examined gender-based differences in speaking ability among tenth-grade students in Ujung Batu, while Husnaidar (2020) assessed students' speaking proficiency in Indonesia. Finally, Wafidin (2022) investigated speaking fluency disparities between male and female students in SMA Muhammadiyah 1 Pekanbaru.

Though, several studies have been carried out in order to find out the speaking proficiency and speaking abilities of students, I couldn't find the researches that



figured out IELTS based speaking proficiency of top performing students and compared in terms of gender and nature of institution. Therefore, the present study attempted to determine the speaking proficiency of grade 10 top performing students and compared the speaking proficiency between the students in terms of community and institutional schools, boys and girls.



*Figure 1*

*Conceptual framework flowchart*

## **CHAPTER - THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **Design of the Study**

As the concern of this study, was to find out students' speaking proficiency in terms of fluency and coherence, lexical resource, grammar and accuracy and pronunciation in English for which quantitative and comparative research design was employed. My thesis dealt with determining students speaking proficiency and comparing their scores in terms of gender (boys and girls) and nature of institution (community and institutional), which required mathematical calculations like t-test. So, I undertook quantitative and comparative research design.

The selection of the Independent Samples t-test in this study is entirely appropriate, given the distinct and independent nature of the groups being compared. This statistical approach aligns with the study's objectives, as it enables a rigorous examination of potential differences in test scores between boys and girls and between community and institutional school students.

Furthermore, this research did not preconceive any specific directional hypotheses regarding the expected differences in speaking proficiency between boys and girls, and community and institutional school students. Consequently, I selected a two-tailed t-test, which allows for the examination of statistically significant differences in either direction, without any bias toward superiority or inferiority. This method reflects the principles of impartiality and comprehensive analysis, remaining open to the possibility of observing effects in both directions.

#### **Sources of Data**

I utilized both primary and secondary sources of information in this study. This research was basically based on the primary sources of data that was extracted from the students through interviews. Respondents were interviewed and recorded for marking purposes and evidences. While, I used different books, articles, journals and online materials as a secondary source of data collection for the conceptual and the theoretical framework.

### **Population and sample of the Study**

Urlabari municipality has altogether 28 secondary schools; 9 Community and 19 institutional as per the education branch of Urlabari municipality. The population of this study was the students studying in grade 10 in different 28 secondary Community and Institutional schools.

### **Sample size and Sampling Procedure**

This research took data from 24 students, half of whom were boys and the other half girls. These students were chosen from six different schools, with three schools being from the community and the other three from institutional schools. From each of these schools, I selected 2 boys and 2 girls to participate in the study.

I used random sampling method to identify my sample size with an equal number of boys and girls, representing both community and institutional schools. This approach aimed to create a sample that was diverse and reflective of the broader population of interest while minimizing potential biases in the data.

### **Tools for Data Collection**

I based the speaking test on IELTS format to collect data from the students that comprised three parts. The first part included personal introductions followed by further questions about the family, hobbies and interests. In the second part, I gave a topic to speak for one to two minutes without any interruption for which they got two minutes for brainstorming and preparing their answer just before speaking on the topic. Finally, I asked some follow up questions related to part two.

In the context of a quantitative and comparative research framework aimed at assessing and comparing speaking proficiency, interviews emerge as a crucial methodological component that contextualize and elucidate the quantitative outcomes.

### **Data Collection Procedure**

In order to collect the primary data, first, I visited the selected schools with official letter from the Department of English Education, T.U., Janta Multiple Campus, Itahari, Sunsari, and talked to the concerned authority for permission to carry out the research. Secondly, I made the students familiar about the research and selected respondents through lottery method. I took help from the teacher and set up an

appropriate place for taking the test. Then, I conducted the interviews and recorded in cellphone, transcribed and sent them for their final member checking.

### **Data Analysis and Interpretation Procedure**

In order to measure the respondents' speaking proficiency, I took interviews and recorded in cellphone which were transcribed and analyzed in terms of fluency and coherence, lexical resource, grammar and accuracy, and pronunciation for which IELTS based speaking test was employed. I used IELTS speaking assessment criteria to analyze the data. Similarly, scores were calculated using t-test to compare the speaking proficiency of respondents in terms of gender and nature of institution.

### **Ethical Considerations**

I obtained informed consent from the participants in my study, promising to keep their information confidential and to only use it for the purpose of my research. I did not use the data for any other purposes without their permission, nor did I manipulate or harm the participants while collecting the data. In analyzing the data, I maintained objectivity and focused on accuracy, honesty, and truthfulness.

Furthermore, to avoid plagiarism, I properly credited the authors of books, journals, articles, and research works that I used in my study.

## CHAPTER - FOUR

### ANALYSIS AND INTERPRETATION

#### **Analysis and Interpretation**

This section presents a comprehensive analysis and interpretation of the data collected to achieve the objectives of this study, which focused on assessing the speaking proficiency of grade 10 students in terms of fluency and coherence, lexical resource, grammar and accuracy and pronunciation. Additionally, the section aims to compare the speaking proficiency of students based on gender (boys and girls) and the types of institutions they attended (community and institutional). The data collection procedure involved the participation of 24 top performing students, equally divided between genders, and drawn from six different schools in Uralbari Municipality. Among these schools, three were community-based, while the other three were institutional, offering a diverse representation of educational settings. To ensure a balanced representation, two boys and two girls were selected from each of the six schools.

To begin, I personally visited each school, talked to the students, and spent time in canteen with them to create a comfortable environment that encouraged students to overcome the hesitation and anxiety to participate in speaking test. I conducted interviews based on the IELTS format and recorded the conversations. These recorded interviews were then transcribed to capture and analyze the details of speaking. Using the transcripts, I evaluated the speaking proficiency according to the IELTS band descriptors. This allowed for a standardized assessment, ensuring that each student was evaluated consistently.

Furthermore, a comparative analysis of speaking proficiency levels between boys and girls and types of educational institutions (community and institutional schools) was figured out utilizing t-tests as part of the analysis. I formulated null hypotheses positing no significant difference in speaking proficiency with respect to gender and the nature of the institution. The t-test analysis of these hypotheses produced noteworthy results. In terms of gender, the analysis failed to reject the null hypothesis, suggesting no substantial difference in speaking proficiency between boys and girls.

However, in relation to the nature of the institution, the analysis revealed contrasting outcomes. The null hypothesis was rejected, indicating a significant

difference in speaking proficiency between students from community and institutional schools.

First, I have displayed students' speaking proficiency based on IELTS band scores in Table 1 and visually represented it in Figure 2. Similarly, Table 2 presents the mean scores of participants' speaking proficiency. Furthermore, Table 3 compares speaking proficiency between boys and girls students. Tables 4, 5, 6, and 7 provide a gender-wise comparison of speaking proficiency in terms of fluency and coherence, lexical resource, grammar and accuracy, and pronunciation, respectively. Additionally, Table 8 presents a comparison based on the nature of the institution.

### **Speaking proficiency of grade 10 students in Urlabari Municipality**

To evaluate the students' speaking proficiency, the assessment was conducted using the IELTS format. This internationally recognized framework allowed for a structured and standardized evaluation of the students' speaking skills. The format considered four key criteria: fluency and coherence, lexical resources, grammar and accuracy and pronunciation. These criteria provided a comprehensive framework to assess various dimensions of spoken language, offering insights into both the students' linguistic competence and their ability to communicate effectively. This approach of breaking down the assessment into distinct criteria and deriving an overall score provides a nuanced view of the students' strengths and areas for improvement in their speaking proficiency.

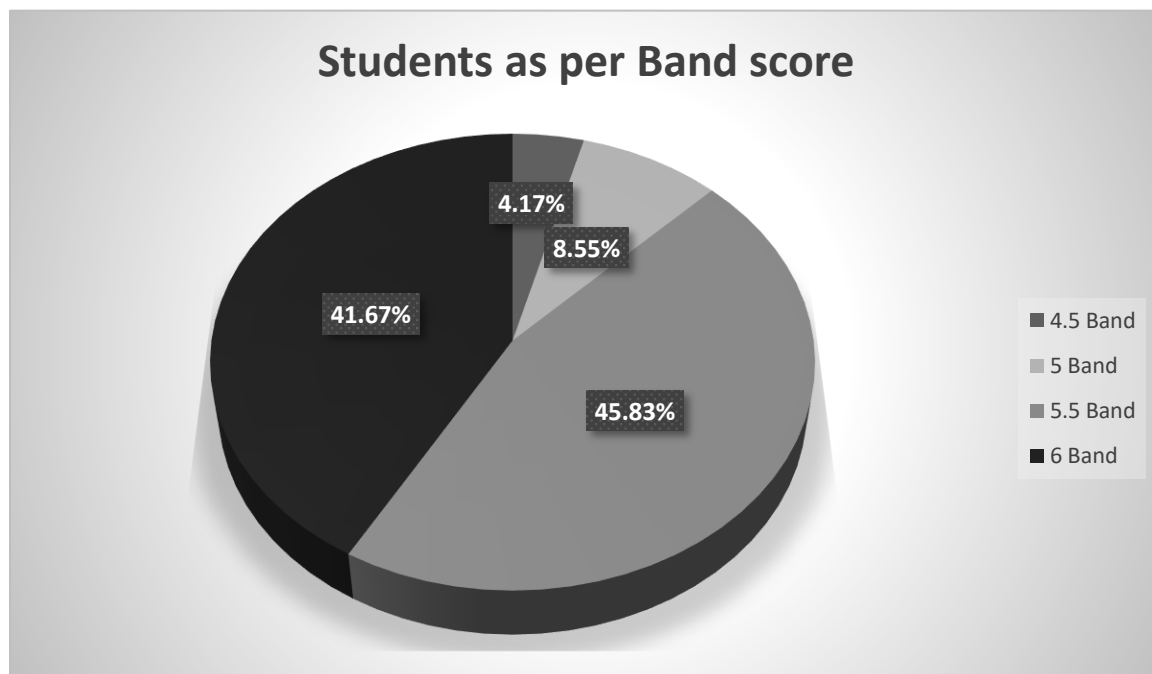
Table: 1

#### *Participants as per IELTS speaking band score*

Number of respondents out of 24	Band Score	Students in Percentage	Degree
1	4.5	$\frac{1}{24} \times 100 = 4.17\%$	$4.17 \times 3.6 = 15.01^\circ$
2	5	$\frac{2}{24} \times 100 = 8.33\%$	$8.33 \times 3.6 = 29.99^\circ$
11	5.5	$\frac{11}{24} \times 100 = 45.83\%$	$50 \times 3.6 = 164.99^\circ$
10	6	$\frac{10}{24} \times 100 = 41.67\%$	$37.5 \times 3.6 = 150.01^\circ$

Table 1 shows the number of participants with their IELTS based speaking band scores. Out of 24 students, one student (4.17%) achieved a score of 4.5, two students (8.55%) attained scores of 5.0, while a significant portion, eleven students (45.83%), secured scores of 5.5, and ten students (41.67%) demonstrated their proficiency with scores of 6.0. These data are further shown in figure 2 for clarity.

#### Participants as per their IELTS speaking band score



*Figure 2*

#### *Participants as per IELTS speaking band score*

Figure 2 demonstrates the English language speaking proficiency of 24 top performing students studying in different schools in Urlabari municipality as per their IELTS based test scores. This presentation aims to provide an understanding of these scores, offering insights into the students' varying degrees of English language competency.

Our dataset comprises IELTS scores from 24 top performing students, which can be summarized as follows:

One student (4.17%) achieved a score of 4.5, two students (8.55%) attained scores of 5.0, while a significant portion, eleven students (45.83%), secured scores of 5.5, and ten students (41.67%) demonstrated their proficiency with scores of 6.0.



Within the context of the IELTS examination, a score of 4.5 signifies limited English language capabilities, indicating potential challenges in basic communication and comprehension. Students with scores of 5.0 exhibit a moderate level of proficiency, enabling them to competently navigate simple communication tasks and engage in elementary interactions. A substantial portion of the student cohort achieved scores of 5.5, reflecting a solid and moderate level of English language proficiency. These students can proficiently communicate in familiar contexts, though they may face occasional difficulties with more complex language structures. Those students who received scores of 6.0 are deemed competent in English, showcasing their ability to handle a diverse range of language-related tasks and navigate various communicative situations. While proficient, they may occasionally make minor language errors.

The interpretation of scores is based on established IELTS scoring criteria and relevant literature in the field.

### **Overall speaking proficiency of grade 10 students**

Table 2

*Overall speaking proficiency of grade 10 students in Urlabari Municipality*

<i>Population</i>	<i>Total score</i>	<i>Mean</i>
24	135	5.63

The cumulative data and analysis presented in table 2 offers valuable insights into the speaking proficiency of grade 10 students in Urlabari Municipality. With a mean score of 5.63, the average speaking proficiency level indicates the collective performance of the students across the assessed criteria. The mean score displays a strong and intermediate degree of English speaking competence, these students can effectively engage in communication within familiar settings, yet they might encounter occasional challenges when dealing with more intricate language constructs.

## Comparing speaking proficiency between boys and girls in Uurlabari Municipality

This section comprises a comparison of speaking proficiency between boys and girls students within the context of Uurlabari municipality. The comparison is based on the scores attained in the speaking test by 12 boys and 12 girls who study in six different schools within Uurlabari municipality. To initiate the process of calculating and analyzing students' speaking proficiency, a set of hypotheses was formulated. For instance:

Null Hypothesis (H<sub>0</sub>): There is no significant difference in speaking proficiency between the genders (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

The results of the mean, standard deviation, and t-score calculations for both boys' and girls' speaking proficiency are presented in Table 3.

Table 3

*Comparison of speaking proficiency between boys and girls in Uurlabari Municipality*

Gender	Population	Total marks	Mean	Standard deviation	Calculate d value	Tabulated value
Boys	12	67	5.58	0.47	-0.506	±2.074
Girls	12	68	5.67	0.33		

The table 3 provides an overview of the speaking performance of students in Uurlabari Municipality, Morang district. In total, boys achieved speaking proficiency scores of 67 whereas, girls achieved 68. Furthermore, the mean score of boys' speaking proficiency is 5.58, while girls' mean score is 5.67, indicating a difference of 0.09. This slight variance suggests a marginally better speaking proficiency among girls.

Additionally, the standard deviation for boys' scores is 0.47, while for girls, it's 0.33. A lower standard deviation for girls indicates that their speaking proficiency scores are less variable and cluster closer to the mean, demonstrating a higher degree of consistency among girls' speaking proficiency scores.

To evaluate the significance of these findings, a paired t-test was conducted with degrees of freedom ( $df = n_1 + n_2 - 2 = 12 + 12 - 2 = 22$ ) at a 5% significance level for a two-tailed test. The tabulated value is ( $\pm 2.074$ ). Since the calculated t-value ( $-0.51$ ) falls below the tabulated value ( $\pm 2.074$ ), we do not have sufficient evidence to reject the null hypothesis. Consequently, it is not statistically proven that speaking proficiency differs between boys and girls students.

### **Comparison of speaking proficiency between boys and girls on fluency and coherence**

This study involved a comparison of speaking proficiency between 12 boys and 12 girls, all students from six different schools in Urlabari municipality, Morang district. The primary focus was on assessing fluency and coherence in their speech. Before conducting the analysis, I formulated the null hypothesis ( $H_0: \mu_1 = \mu_2$ ), suggesting that there would be no significant difference in fluency and coherence competency between genders.

The results of the analysis, including mean scores, standard deviations, and t-test scores, are presented in Table 4.

Table 4

*Comparison of speaking proficiency between boys and girls on fluency and coherence*

Gender	Population	Total marks	Mean	Standard deviation	Calculate d value	Tabulated value
Boys	12	69	5.75	0.58	-0.596	$\pm 2.074$
Girl	12	70.5	5.88	0.43		

Table 4 provides an overview of the speaking performance of both boys and girls in terms of fluency and coherence. In total, boys scored 69 points, while girls scored 70.5 points. The table 4 reveals that the boys' mean score is 5.75, whereas the girls' mean score is 5.88, indicating a difference of 0.13 points. This suggests a slight advantage for girls in terms of fluency and coherence.

Furthermore, the standard deviation for boys is 0.58, whereas for girls, it is 0.43. This indicates that girls' scores are less dispersed from the mean compared to boys.

In addition, i calculated the tabulated value for the t-test (degree of freedom,  $df= 12+12-2 = 22$ ) at a 5% level of significance for a two-tailed test, which is ( $\pm 2.074$ ). The calculated value is (-0.596), falling within the range defined by the tabulated value of ( $\pm 2.074$ ). Consequently, we cannot reject the null hypothesis, as the calculated value does not exceed the tabulated value. In other words, we lack significant evidence to conclude that girls' speaking proficiency in terms of fluency and coherence is superior to that of boys.

### **Comparison of speaking proficiency between boys and girls on lexical resource**

In this comparison of students speaking proficiency particularly based on lexical resource includes overall comparison of the scores obtained in speaking test by 12 boys and 12 girls studying in six different schools of Uralbari municipality in Morang district. Before calculating and analyzing the students' scores, the null hypothesis built for the study was; there is no significant difference in lexical Resource competency across the gender. ( $H_0: \mu_1 = \mu_2$ ).

The results obtained from the calculation of mean, standard deviation and t-score of the boys' and the girls' lexical resource competency has been presented in table 5.

Table 5

*Comparison of speaking proficiency between boys and girls on lexical resource*

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	12	66	5.5	0.48	-1	$\pm 2.074$
Girl	12	68	5.67	0.33		

The table 5 shows the speaking performance of the boys' and the girls' based on the lexical resource from six selected schools. On the whole, boys' and girls' total scores are 66 and 68 respectively. Similarly, table 5, also, reveals that the boys' mean

score is 5.5 and the girls' mean score is 5.67 which are different by 0.17. The mean score of the girls is greater by 0.17 which indicates that the girls' performance on lexical resource is slightly better than that of boys. Similarly, standard deviation score obtained by the boys is 0.48 and by the girls is 0.33. This indicates that the girls' spread of marks from the mean is closer than that of boys.

In addition, the tabulated value of the t test for degree of freedom ( $df = n_1 + n_2 - 2 = 12 + 12 - 2 = 22$ ) at 5% level of significance for two tail test is ( $\pm 2.074$ ). Since, calculated value (-1) fall within the range defined by tabulated value of ( $\pm 2.074$ ). The null hypothesis can't be rejected because the calculated value couldn't exceed the tabulated value. We do not have significant evidence that the girls' speaking proficiency on lexical resource is better than of boys.

### **Comparison of speaking proficiency between boys and girls on grammar and accuracy**

In this comparison of students speaking proficiency based on grammar and accuracy includes overall comparison of the scores obtained in speaking test by 12 boys and 12 girls studying in six different schools of Uurlabari municipality in Morang district. Before calculating and analyzing the students' scores, the null hypothesis built for the study was; there is no significant difference in grammar and accuracy competency between boys and girls students. ( $H_0: \mu_1 = \mu_2$ ).

Table 6

*Comparison of speaking proficiency between boys and girls on grammar and accuracy*

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	12	66.5	5.54	0.58	0	$\pm 2.074$
Girl	12	66.5	5.54	0.40		

The table 6 illustrates the speaking performance of the boys and the girls students based on the grammar and accuracy from six selected schools. On the whole, boys' and girls' total scores in grammar and accuracy are exactly same i.e., 66.5.

Similarly, this table demonstrates that there are no differences on the boys' mean and the girls' mean score which indicates that there is no difference in grammar and accuracy performance over gender. So, it was not relevant to calculate the t test as it is shown by the mean score that there is no difference at all between boys and girls students' speaking grammar and accuracy proficiency. However, standard deviation score obtained by the boys is 0.58 and by the girls is 0.40. The lower standard deviation for girls suggests that their scores are more consistent or less variable, while the higher standard deviation for boys suggests that their scores vary more from student to student.

### **Comparison of speaking proficiency between boys and girls on pronunciation proficiency**

In this section, I compared speaking proficiency between genders, focusing particularly on pronunciation. I compared the scores of 12 boys and 12 girls from six different schools in Urlabari municipality, Morang district. The null hypothesis ( $H_0: \mu_1 = \mu_2$ ) stated that there would be no significant difference in pronunciation competency between genders.

Table 7

*Comparison of speaking proficiency between boys and girls on pronunciation*

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	12	66.5	5.54	0.26	-0.841	$\pm 2.074$
Girl	12	67.5	5.63	0.23		

Table 7 provides insights into the speaking performance of boys and girls students concerning pronunciation across the selected schools. Boys achieved total score of 66.5, while girls scored 67.5. The table indicates that the mean score for boys is 5.54, while for girls; it is 5.56, showcasing a marginal difference of 0.02 points in favor of girls regarding pronunciation.

Furthermore, the standard deviation for boys is 0.26, and for girls, it is 0.23, indicating that scores are closely clustered around the mean for both genders with minimal gender-based variation.

To evaluate the significance of these findings, I computed the tabulated value (degree of freedom,  $df = 12 + 12 - 2 = 22$ ) at a 5% level of significance for a two-tailed test, which is  $\pm 2.074$ . The calculated value is  $(-0.4841)$ , falling within the range defined by the tabulated value of  $\pm 2.074$ . Thus, we cannot reject the null hypothesis, as the calculated value does not exceed the tabulated value. In essence, we lack statistically significant evidence to conclude that girls' speaking proficiency in pronunciation is superior to that of boys.

### **Comparing Speaking Proficiency between Nature of Institution**

This section involves a comparison of speaking proficiency between community and institutional school students within the context of Urlabari municipality. The comparison is based on the IELTS band scores attained in the speaking test by 12 students from three community schools and 12 students from three institutional schools within Urlabari municipality. To initiate the process of calculating and analyzing students' speaking proficiency, a set of hypotheses was formulated. For instance:

Null Hypothesis ( $H_0$ ): There is no significant difference in speaking proficiency between community and institutional schools. ( $H_0: \mu_1 = \mu_2$ ).

The results of the mean, standard deviation, and t-score calculations for both community and institutional schools students' speaking proficiency are presented in Table 8.

Table 8

*Comparison of speaking proficiency between community and institutional schools*

Nature of Institution	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Community	12	64.5	5.38	0.38	-3.94	$\pm 2.074$
Institutional	12	70.5	5.88	0.23		

Table 8 provides an insightful comparison of speaking proficiency between students from community and institutional schools within Uurlabari Municipality, Morang district. In the context of community schools, the total score is 64.5, with a mean speaking proficiency score of 5.38 and a standard deviation of 0.38. In contrast, students from institutional schools achieved a total score of 70.5, with a mean speaking proficiency score of 5.88 and a remarkably smaller standard deviation of 0.23.

The data showcases significant differences between these two school types. Students from institutional schools exhibit a higher mean speaking proficiency score, suggesting a stronger overall performance in this aspect. The notably smaller standard deviation among institutional school students indicates a higher degree of consistency in their speaking proficiency scores.

Conducting an independent samples t test with degrees of freedom ( $df = n_1 + n_2 - 2 = 12 + 12 - 2 = 22$ ) and a 5% significance level for a two-tailed test, the tabulated value is ( $\pm 2.074$ ). In this comparison, the calculated t-value (-3.94) exceeds the defined range of tabulated value. As a result, the null hypothesis is rejected, indicating a significant difference in speaking proficiency between students from community and institutional schools. This substantial difference in mean values implies that students from institutional schools outperform their counterparts from community schools in terms of speaking proficiency.



## **CHAPTER: FIVE**

### **FINDINGS AND RCOMMENDATIONS**

#### **Findings**

On the basis of the analysis and interpretation, I came up with the following findings:

1. **Overall Speaking Proficiency Levels:** The study assessed the speaking proficiency of grade 10 students using IELTS band score criteria. The findings are as follows:
  - A single student (4.17%) achieved a score of 4.5, indicating limited English language capabilities, implying potential challenges in basic communication and comprehension.
  - Two students (8.55%) attained scores of 5.0, signifying a moderate level of proficiency, enabling them to competently handle simple communication tasks and engage in elementary interactions.
  - A significant portion, comprising eleven students (45.83%), secured scores of 5.5, reflecting a solid and moderate level of English language proficiency. These students can proficiently communicate in familiar contexts, albeit with occasional difficulties in complex language structures.
  - Ten students (41.67%) demonstrated their proficiency with scores of 6.0, indicating competence in English. They showcased their ability to handle a diverse range of language-related tasks and navigate various communicative situations, though with occasional minor language errors.
2. **Gender-Based Differences:** The analysis revealed that the overall speaking proficiency did not exhibit significant differences based on gender, as demonstrated in Table 3.
3. **Fluency and Coherence:** The speaking proficiency in terms of fluency and coherence also did not exhibit statistically significant differences between genders, as indicated in Table 4.
4. **Lexical Resources:** Similarly, there were no statistically significant differences in speaking proficiency related to lexical resources when considering gender, as presented in Table 5.

5. **Grammar and Accuracy:** The analysis indicated that gender did not play a significant role in speaking proficiency concerning grammar and accuracy, as shown in Table 6.
6. **Pronunciation:** In the context of pronunciation, there were no statistically significant differences in speaking proficiency between genders, as outlined in Table 7.
7. **Nature of Institution:** Interestingly, speaking proficiency did exhibit differences concerning the nature of the institution. Institutional school students demonstrated superior speaking proficiency compared to community school students, as evidenced in Table 8.

These findings collectively provide insights into the speaking proficiency of grade 10 students, highlighting various aspects of language proficiency and their associations with gender and the nature of the educational institution attended.

### **Implication**

The implications at policy, practice, and further research levels offer a comprehensive guide for policymakers, educators, and researchers to make informed decisions for improving language education and fostering equitable language development among students.

#### **Policy related**

This study serves as a valuable metric to gauge the overall effectiveness of language education and provides a basis for potential future improvements in language instruction and curriculum development.

Overall, this comprehensive assessment, informed by the IELTS framework and taking into account factors such as school type and gender representation, contributes to a deeper understanding of the speaking proficiency landscape among grade 10 student in Urlabari Municipality.

#### **Practice related**

On the basis of the findings of the current study, the following recommendations have been made to the concerned authority.

- Tailored Assistance for Lower Achievers: Identify students who scored lower (e.g., 4.5 or 5.0) and offer customized language support.
- Enhance Communication Abilities: Foster practical communication skills through activities like debates, discussions, and presentations.
- Diversify Learning Resources: Provide a variety of materials to address different proficiency levels.
- Continuous Teacher Development: Invest in ongoing training for educators to improve language instruction.
- Inclusive Language Programs: Ensure language initiatives are accessible to all students, irrespective of gender.
- Strengthen Institutional Schools: Explore and share effective practices from schools with higher speaking proficiency.
- Regular Evaluation and Feedback: Implement frequent speaking assessments and provide constructive feedback.
- Encourage Extracurricular Involvement: Promote language-related clubs and activities to facilitate skill development.
- Engage Parents: Encourage parental support for language learning within the home environment.

### **Future research related**

This research determined speaking proficiency of grade 10 top performing students and compared in terms of gender (boys and girls), nature of institution (community and institutional) in Urlabari Municipality. Future research can explore the following dimensions.

- Speaking proficiency of grade ten low performing students
- Regional comparison of speaking proficiency
- Reasons behind the difference in speaking proficiency in terms of nature of institutions
- Study on affective factors of the learners in respect to speaking

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**APPENDIX-I**

## Consent Letter

Dear Sir/Madam,

I am writing to request your participation in my research project titled "Assessing the Speaking Proficiency of Grade 10 Students," which is being conducted under the guidance of Lecturer Rishi Ram Khanal in the Department of English Education.

Your cooperation in completing the test items and providing your responses is of utmost importance to the successful completion of my research. I deeply appreciate your willingness to contribute, and I want to assure you that your responses will be used exclusively for this study. Furthermore, please rest assured that all responses will be treated with the utmost confidentiality and will remain anonymous. Thank you for your valuable assistance.

Thank you for your valuable assistance.

Researcher

BishalKattel

Department of English Education

**APPENDIX-II**

The questions for the interview

Student's name: .....

School's name: .....

**Warm up questions: set-1**

1. Where is your home town?
2. Do you like your hometown?
3. Do you enjoy your birthdays?
4. What kind of clothes do you usually wear?
5. Do you often watch TV?
6. What sorts of things do you watch in TV?

**Warm up questions: set-2**

1. Can you tell me your full name, please?
2. Where are you from?
3. Can you describe your family?
4. Who do you like the most in your family?
5. What have you learnt from your grandparents?
6. Is family important to you?
7. Would you prefer to stay home and relax or go out with friends on weekends?  
Why?

**Question set 'A'****Festival****Part-1**

1. What is the most important festival in your society?
2. What special foods are associated with festivals in your society?
3. Do you think festivals are important in society?
4. How do people celebrate festivals in your society?

**Part-2**

5. Describe a festival that is important in your country.

You should say:

- When the festival occurs
- What you did during it
- What you like or dislike about it

and explain why this festival is important.

**Part-3**

6. Why do people celebrate festivals?

7. What is the difference between the way festivals are celebrated now and in the past?

8. Do you think western festivals are replacing traditional festivals in Nepal?

9. Do you think it is wrong for young people to not celebrate traditional festivals?

10. How do you celebrate festivals?

**Question set 'B'****Sports****Part-1**

1. Do you like sports?
2. Do you enjoy participating in any sports?
3. Do you enjoy watching sports?
4. Which sports are most popular in your locality?
5. Who is your favourite sports star?

**Part-2**

6. Describe your favourite sport

You should say:

- What sport it is



- How often you play it or watch it
- How you play it

and explain why this is your favorite sport.

### **Part-3**

7. Do you think that it is important to play a sport?
8. Do you think famous sports people are good role models for children?
9. Do you agree that sports stars earn too much money?
10. What benefits do international sporting events bring?
11. Is it important for a country to win lots of medals?

### **Question set 'C'**

#### **Hobby**

### **Part-1**

1. What do teenagers like doing in Nepal?
2. Do you have any hobbies?
3. How much time do you spend on hobbies?
4. Are there any hobbies you would like to have in future?
5. What are some advantages of having hobbies?

### **Part-2**

6. Describe a hobby that you enjoy doing

You should say:

- What the hobby is
- How you got interested in it
- What do you do when you engage in this hobby

and explain why you enjoy doing this hobby and how it benefits you

### **Part-3**

7. Why do people have hobbies?

8. How important is it to encourage children to take up hobbies?
9. How are hobbies now different from the hobbies in the past?
10. Has modern life limited the time we spend on hobbies?
11. Can hobbies have any negative effect?
12. Do you think it is important for people to have hobbies?

**APPENDIX-III****(Sample transcriptions of the interview)****Transcription 1**

**Examiner:** This is a speaking test for a research work to find out English speaking proficiency of grade 10 students taking place in ABC English boarding secondary school Urlabari, Morang.

The examiner is BishalKattel. I am recording this conversation for marking purposes. Is that okay?

**Student:** Okay sir.

**Examiner:** This test involves three parts. I will give you instructions for each of the parts. Good afternoon. My name is BishalKattel. Can you tell me your full name?

**Student:** My name is DarpanDhital.

**Examiner:** Where are you from Darpan?

**Student:** I am from Letang, Morang.

**Examiner:** In this first part I will ask you some general questions. Can you describe your family?

**Student:** I have a nuclear family. My family consist of father, mother or me and my younger brother.

**Examiner:** Who do you like the most in your family?

**Student:** I like my younger brother the most.

**Examiner:** What have you learnt from your grandparents?

**Student:** I have learned the way of livings and various culture and cel celebrating festival in traditional ways from my grandparents.

**Examiner:** Is family important to you?

**Student:** Yes. Family is very important for me.

**Examiner:** Would you prefer to stay home and relax or go out with friends at weekends? Why?

**Student:** I prefer to go out with friends because this friends are important in our life and making friends is a also one of my greatest hobby.

(Now, let's talk about festival)

**Examiner:** What is the most important festival in your society?

**Student:** I think, Dashain is the most important festival but other festivals are also equally important as they promote our culture.

**Examiner:** What special foods are associated with festivals in your society?

**Student:** Various foods like Gwathi are is and tradi cultural different cultures and different races prefer different foods according to their cast.

**Examiner:** Do you think festivals are important for the society?

**Student:** Yes. Festivals are important because it makes people refreshed and also promotes our cultures.

**Examiner:** How do people celebrate festivals in your society?

**Student:** Most of the festival includes activities like fasting and gathering with their family members for the celebration purposes and so on.

(Thank you that brings us to the end of part one.)

**Examiner:**

Now, I am going to give you a topic and I would like you to talk about it for 1 to 2 minutes. Before you talk, you will have 2 minutes to think about what you are going to say. You can make some notes if you wish. Do you understand?

**Student:** Yes sir. I do.

**Examiner:** Here is some paper and a pen for making notes and here is a topic.

(Preparation time 2 minutes given) Alright, remember you have 1 to 2 minutes for this. So, don't worry if I stop you. I will tell you when the time is up. Can you start speaking now, please?

**Student:** Yes sir. I like the Tihar I like Tihar festival the most. It is celebrated for 5 days. Tihar is a cultural festival that makes people aware about the animals, birds and so on. In our society various animals like crow dogs and cows are worshipped. It is celebrated in the belief that the crows were the messenger in ancient days. And dogs

are still.. still guarding our houseeees cow is considered as as the cow is considered to be a mother for a youth or as its mother its milk is very nutritious and a and it also makes people aware to not to be it also makes people aware about the traditional values and so on. And it is mostly cee celebrated because it increases the wisdom and also increases people to promote animal rights and and helps animal help animal in various ways. .... It provides us opportunities to meet and our meet with our family members. And it is also impor... Thank you.

**Examiner:** Thank you. Can I have the task card and the paper and the pen back please.

**Student:** Here you go.

**Examiner:** I would like to discuss with you some more general questions related to part 2.

**Student:** Yes sir.

**Examiner:** Why do people celebrate festivals?

**Student:** People celebrate festival mostly for the purpose of refreshments.

**Examiner:** What's the difference between the ways festivals are celebrated now and in the past?

**Student:** In the past festival were celebrated in traditional way then in the present traditional festivals are celebrated in modern ways.

**Examiner:** Do you think western festivals are replacing the traditional festivals in Nepal?

**Student:** Yes. I believe western festivals are replacing traditional festivals.

**Examiner:** Do you think it is wrong for young people for not celebrating traditional festivals.

**Student:** No. I don't think it is noo. Wrong for people not to celebrate traditional festivals.

**Examiner:** How do you celebrate festivals?

**Student:** We celebrate festivals mostly, by gathering with our families and fasting activities and also refre..enjoying the festivals with activities like dancing and so on.

**Examiner:** Thank you. That is the end of speaking test.

**Student:** You are welcome.

### **Transcription 2**

**Examiner:** This is a speaking test for a research work to find out English speaking proficiency of grade 10 students taking place in BCD secondary school Uurlabari, Morang.

The examiner is BishalKattel. I am recording this conversation for marking purposes. Is that okay?

**Student:** Okay.

**Examiner:** This test involves three parts. I will give you instructions for each of the parts. Good morning. My name is BishalKattel. Can you tell me your full name? Please.

**Student:** My name is Monika khatiwada.

**Examiner:** Where are you from Monika?

**Student:** I am from Uurlabari-4, Morang.

**Examiner:** In this first part I will ask you some general questions. Can you describe your family?

**Student:** I have a nuclear family. There are 4 members in my family. Me, my mother, father and my brother.

**Examiner:** Who do you like the most in your family?

**Student:** I like them all equally.

**Examiner:** What have you learnt from your grandparents?

**Student:** I have learned many things from my grandparents such as; about the tradisna..traditions and cultures and about good manners etc.

**Examiner:** Is family important to you?

**Student:** Yes. Family is very important for me.

**Examiner:** Would you prefer to stay home and relax or go out with friends at weekends? Why?

**Student:** I would like to go out with friends because I like spending times with friends.

(Ok. Now, let's talk about festival)

**Examiner:** What is the most important festival in your society?

**Student:** Dashain is the main festival of my society.

**Examiner:** What special foods are associated with festivals in your society?

**Student:** Foods such as rice, roti, daal etc. are associated with festivals in my society.

**Examiner:** Do you think festivals are important for the society?

**Student:** Yes. I think, festivals are important for the society.

**Examiner:** How do people celebrate festivals in your society?

**Student:** Actually, people celebrate aw..festival according to their religion and culture. Like, Christian people celebrate Christmas by going in temple and we celebrate by going in Aaaa.. Christian celebrate by going in church and we celebrate by going in temples etc.

(Thank you that brings us to the end of part one.)

**Examiner:**

Now, I am going to give you a topic and I would like you to talk about it for 1 to 2 minutes. Before you talk, you will have 2 minutes to think about what you are going to say. You can make some notes if you wish. Do you understand?

**Student:** Yes.

**Examiner:** Here is some paper and a pen for making notes and here is a topic.

(Preparation time 2 minutes given) Alright, remember you have 1 to 2 minutes for this. So, don't worry if I stop you. I will tell you when the time is up. Can you start speaking now, please?

**Student:** Yes. Dashain is the greatest festival of..Dashain is the greatest festival.

Aw.. It is celebrated as the victory of good over evil. It is celebrated every year with great joy. Aw, The first day of Dashain is known at is known as ghatasthapghatasthapana. And, on this very day people go to the holy river aw and bring sand or sand or mud and keep it in the corner of their homes. And, on the same

mud or sand they sow S they sow aww barley or maize, seed and the young plant is called jamara which they put on the tenth day of Dashain. Aww since then, the since then goddess Bhagawati also known as the goddess power of goddess is worshipped for 9 days. This is also called Navaratri. And eighth, ninth and tenth days of Dashain are very important. On eighth and ninth days aww..go.. goats and buffalo are sacrificed to the Bhagawati ae in every in every homes and temples. On the aee, Tenth day is the laa last and most important day of Dashain. aw On this day aw seniors or a superiors or elders people give blessing of life la long life and prosperity to the juniors by putting tika on their forehead and jamara on their head. Specially, aw people specially people aw clean their home and decorate decorate their house on this day. Many people play cards and children fly flies kite. And um every institution non governmentalnon government and government offices are closed on this festival. Aww..it unites people so it is also known as the festival of unity, aw it should be practiced because it promote culture to the up coming generation. Thank you.

**Examiner:** Thank you. Can I have the task card and the paper and the pen back please.

**Student:** (silence)

**Examiner:** I would like to discuss with you some more general questions related to part 2.

**Student:** (silence)

**Examiner:** Why do people celebrate festivals?

**Student:** People celebrate festival because it helps in aw it also helps in sharing the happiness joy and joy and also helps to build the bond between other people.

**Examiner:** What's the difference between the ways festivals are celebrated now and in the past?

**Student:** In the past festival use to be celebrated by different cultural dan dances but in now but nowadays people are not doing so. And and in the past celebrate festival but now they festival are in the past hmm people use to aw ... people use to... aee people use to gather together. And a were celebrated in traditional way then in the present traditional festivals are celebrated in modern ways.



**Examiner:** Do you think western festivals are replacing the traditional festivals in Nepal?

**Student:** Yes. I believe western festivals are replacing traditional festivals.

**Examiner:** Do you think it is wrong for young people for not celebrating traditional festivals.

**Student:** No. I don't think it is noo. Wrong for people not to celebrate traditional festivals.

**Examiner:** How do you celebrate festivals?

**Student:** We celebrate festivals mostly, by gathering with our families and fasting activities and also refre..enjoying the festivals with activities like dancing and so on.

**Examiner:** Thank you. That is the end of speaking test.

**Student:** You are welcome.

### **Transcription 3**

**Examiner:** This is a speaking test for a research work to find out English speaking proficiency of grade 10 students taking place in XYZ secondary school Urlabari, Morang.

The examiner is BishalKattel. I am recording this conversation for marking purposes. Is that okay?

**Student:** Yes.

**Examiner:** This test involves three parts. I will give you instructions for each of the parts. Good afternoon. My name is BishalKattel. Can you tell me your full name?

**Student:** My name is Soniya Limbu. Just you can call me Soniya. I am from Urlabari, Morang.

**Examiner:** In this first part I will ask you some general questions. Can you describe your family?

**Student:** Aw there are five members in my family. They are my father, mother, sister, brother and me. Aw my ok.

**Examiner:** Who do you like the most in your family?

**Student:** I like my mom most in my family because she helps me to do various work. She understand my feelings, joys, sorrow. I share everything with her. So I think its her.

**Examiner:** What have you learnt from your grandparents?

**Student:** Aw I have learnt about the social norms and values to various aw various moral characters like to be patient, to be hardworking and to achieve goal and success in my life.

**Examiner:** Is family important to you?

**Student:** yeah. Family members are very important for me because they helps me in every phase of my life.

**Examiner:** Would you prefer to stay home and relax or go out with friends at weekends? Why?

**Student:** Normally, I like to stay aw in home with my family because I love spending time with them. I share all my feelings, joy, the thing I did in the past about it to my with them.

(Now, let's talk about sports)

**Examiner:** Do you like sports?

**Student:** yes I do.

**Examiner:** Do you like participating in any sport?

**Student:** yeah. I love participating in various sports like volleyball, football.

**Examiner:** Do you like watching sports?

**Student:** aw of course. I love aw watching sport with my family members.

**Examiner:** Which sports are most popular in your locality?

**Student:** in my locality aw people not only plays various sport but among them cricket volleyball, football are mostly more popular.

**Examiner:** Who is your favorite sport star?

**Student:** aw I like all of them but ... Cristiano Ronaldo is my favorite football player because he is hardworking, patient and because of his hardwork he got success in his life.

(Thank you that brings us to the end of part one.)

**Examiner:**

Now, I am going to give you a topic and I would like you to talk about it for 1 to 2 minutes. Before you talk, you will have 2 minutes to think about what you are going to say. You can make some notes if you wish. Do you understand?

**Student:**

**Examiner:** Here is some paper and a pen for making notes and here is a topic.

(Preparation time 2 minutes given) Alright, remember you have 1 to 2 minutes for this. So, don't worry if I stop you. I will tell you when the time is up. Can you start speaking now, please?

**Student:** aw I like to play badminton most because ... aw it bb it brings memories when I used to play with my fathers in my childhood. Normally, it is played at home two players. In this game we need cock and bat. It is separated by a net between them. Aw people use people used to people used to play this game in winter season because you have to burn our calories and make our body warm. When I play this game it makes my mind fresh. And mostly, I aw it enhance good relationship with my brother and sister when I play with them. I can spend quality time ...aw among them... many countries participate in various badminton tournament in the world. It brings good relation between the players. They can make good relation between the countries. Aw people who won has had won various medals play this sports and had a lot of money and fame too. Thank you.

**Examiner:** Thank you. Can I have the task card and the paper and the pen back please.

**Student:**

**Examiner:** I would like to discuss with you some more general questions related to part 2.

**Student:**

**Examiner:** Why do people celebrate festivals?

**Student:** People celebrate festival mostly for the purpose of refreshments.

**Examiner:** What's the difference between the ways festivals are celebrated now and in the past?

**Student:** In the past festival were celebrated in traditional way then in the present traditional festivals are celebrated in modern ways.

**Examiner:** Do you think western festivals are replacing the traditional festivals in Nepal?

**Student:** Yes. I believe western festivals are replacing traditional festivals.

**Examiner:** Do you think it is wrong for young people for not celebrating traditional festivals.

**Student:** No. I don't think it is noo. Wrong for people not to celebrate traditional festivals.

**Examiner:** How do you celebrate festivals?

**Student:** We celebrate festivals mostly, by gathering with our families and fasting activities and also refre..enjoying the festivals with activities like dancing and so on.

**Examiner:** Thank you. That is the end of speaking test.

**Student:** You are welcome.

## APPENDIXIV

## Tabulation of Data

S.N.	Student ID	Nature of Institution	Gender	Fluency and Coherence	Lexical Resource	Grammar and Accuracy	Pronunciation	Overall band score
1	L-Basu	Community	Boy	5.5	5	5	5.5	5.5
2	L-Purna	Community	Boy	6	5.5	5.5	5.5	5.5
3	L-Durga	Community	Girl	6	5.5	5.5	5.5	5.5
4	L-Punam	Community	Girl	5	5	5	5.5	5
5	R-Roshan	Community	Boy	6.5	6	6	6	6
6	R-Kishan	Community	Boy	4.5	4.5	4.5	5	4.5
7	R-Tanuja	Community	Girl	5.5	5.5	5	5.5	5.5
8	R-Rojina	Community	Girl	5.5	6	5.5	5.5	5.5
9	Sun-Utsav	Community	Boy	5.5	5.5	5	5.5	5.5
10	Sun-Ramesh	Community	Boy	5	5	5	5.5	5
11	Sun-Sneha	Community	Girl	6	5.5	5.5	5.5	5.5
12	Sun-Bindu	Community	Girl	5.5	5.5	5	5.5	5.5
13	Sap-Darpan	Institutional	Boy	6	5.5	5.5	5.5	5.5
14	Sap-Sarthak	Institutional	Boy	6	6	6.5	5.5	6
15	Sap-Ayuska	Institutional	Girl	6	6	5.5	6	6
16	Sap-Monika	Institutional	Girl	6	6	6	5.5	6
17	B-Shreyash	Institutional	Boy	6.5	6	6	6	6
18	B-Bibek	Institutional	Boy	6	5.5	6	5.5	6
19	B-Sayuka	Institutional	Girl	6.5	6	6	6	6
20	B-Soniya	Institutional	Girl	6	5.5	6	5.5	6
21	Suv-Nischal	Institutional	Boy	5.5	6	5.5	5.5	5.5
22	Suv-Ashul	Institutional	Boy	6	5.5	6	5.5	6
23	Suv-Grishma	Institutional	Girl	6.5	6	6	6	6
24	Suv-Nisha	Institutional	Girl	6	5.5	5.5	5.5	5.5

**Individual IELTS speaking band scores of boys**

<b>S.N.</b>	<b>Student ID</b>	<b>Nature of Institution</b>	<b>Gender</b>	<b>Fluency and Coherence</b>	<b>Lexical Resource</b>	<b>Grammar and Accuracy</b>	<b>Pronunciation</b>	<b>Overall band score</b>
1	L-Basu	Community	Boy	5.5	5	5	5.5	5.5
2	L-Purna	Community	Boy	6	5.5	5.5	5.5	5.5
3	R-Roshan	Community	Boy	6.5	6	6	6	6
4	R-Kishan	Community	Boy	4.5	4.5	4.5	5	4.5
5	Sun-Utsav	Community	Boy	5.5	5.5	5	5.5	5.5
6	Sun-Ramesh	Community	Boy	5	5	5	5.5	5
7	Sap-Darpan	Institutional	Boy	6	5.5	5.5	5.5	5.5
8	Sap-Sarthak	Institutional	Boy	6	6	6.5	5.5	6
9	Bid-Shreyash	Institutional	Boy	6.5	6	6	6	6
10	Bid-Bibek	Institutional	Boy	6	5.5	6	5.5	6
11	Suv-Nischal	Institutional	Boy	5.5	6	5.5	5.5	5.5
12	Suv-Ashul	Institutional	Boy	6	5.5	6	5.5	6

**Individual IELTS speaking band scores of girls**

<b>S.N.</b>	<b>Student ID</b>	<b>Nature of Institution</b>	<b>Gender</b>	<b>Fluency and Coherence</b>	<b>Lexical Resource</b>	<b>Grammar and Accuracy</b>	<b>Pronunciation</b>	<b>Overall band score</b>
1	L-Durga	Community	Girl	6	5.5	5.5	5.5	5.5
2	L-Punam	Community	Girl	5	5	5	5.5	5
3	R-Tanuja	Community	Girl	5.5	5.5	5	5.5	5.5
4	R-Rojina	Community	Girl	5.5	6	5.5	5.5	5.5
5	Sun-Sneha	Community	Girl	6	5.5	5.5	5.5	5.5
6	Sun-Bindu	Community	Girl	5.5	5.5	5	5.5	5.5
7	Sap-Ayuska	Institutional	Girl	6	6	5.5	6	6
8	Sap-Monika	Institutional	Girl	6	6	6	5.5	6
9	B-Sayuka	Institutional	Girl	6.5	6	6	6	6
10	B-Soniya	Institutional	Girl	6	5.5	6	5.5	6
11	Suv-Grishma	Institutional	Girl	6.5	6	6	6	6
12	Suv-Nisha	Institutional	Girl	6	5.5	5.5	5.5	5.5

**Individual IELTS speaking band scores of community schools**

<b>S.N.</b>	<b>Student ID</b>	<b>Nature of Institution</b>	<b>Gender</b>	<b>Fluency and Coherence</b>	<b>Lexical Resource</b>	<b>Grammar and Accuracy</b>	<b>Pronunciation</b>	<b>Overall band score</b>
1	L-Basu	Community	Boy	5.5	5	5	5.5	5.5
2	L-Purna	Community	Boy	6	5.5	5.5	5.5	5.5
3	L-Durga	Community	Girl	6	5.5	5.5	5.5	5.5
4	L-Punam	Community	Girl	5	5	5	5.5	5
5	R-Roshan	Community	Boy	6.5	6	6	6	6
6	R-Kishan	Community	Boy	4.5	4.5	4.5	5	4.5
7	R-Tanuja	Community	Girl	5.5	5.5	5	5.5	5.5
8	R-Rojina	Community	Girl	5.5	6	5.5	5.5	5.5
9	Sun-Utsav	Community	Boy	5.5	5.5	5	5.5	5.5
10	Sun-Ramesh	Community	Boy	5	5	5	5.5	5
11	Sun-Sneha	Community	Girl	6	5.5	5.5	5.5	5.5
12	Sun-Bindu	Community	Girl	5.5	5.5	5	5.5	5.5



**Individual IELTS speaking band scores of institutional schools**

<b>S.N.</b>	<b>Student ID</b>	<b>Nature of Institution</b>	<b>Gender</b>	<b>Fluency and Coherence</b>	<b>Lexical Resource</b>	<b>Grammar and Accuracy</b>	<b>Pronunciation</b>	<b>Overall band score</b>
1	Sap-Darpan	Institutional	Boy	6	5.5	5.5	5.5	5.5
2	Sap-Sarthak	Institutional	Boy	6	6	6.5	5.5	6
3	Sap-Ayuska	Institutional	Girl	6	6	5.5	6	6
4	Sap-Monika	Institutional	Girl	6	6	6	5.5	6
5	B-Shreyash	Institutional	Boy	6.5	6	6	6	6
6	B-Bibek	Institutional	Boy	6	5.5	6	5.5	6
7	B-Sayuka	Institutional	Girl	6.5	6	6	6	6
8	B-Soniya	Institutional	Girl	6	5.5	6	5.5	6
9	Suv-Nischal	Institutional	Boy	5.5	6	5.5	5.5	5.5
10	Suv-Ashul	Institutional	Boy	6	5.5	6	5.5	6
11	Suv-Grishma	Institutional	Girl	6.5	6	6	6	6
12	Suv-Nisha	Institutional	Girl	6	5.5	5.5	5.5	5.5

## APPENDIX V

### Testing statistical significance

$$\text{Independent samples t-test (t)} = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{s_1^2(n_1-1) + s_2^2(n_2-1)}{n_1+n_2-2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where,

$\bar{x}$  = Mean of the obtained band scores of boys

$\bar{y}$  = Mean of the obtained band scores of girls

$N_1$  = Number of boys

$N_2$  = Number of girls

(S.D) = Standard deviation

$s^2$  = Sample variance

### Procedure of testing hypothesis

- Null hypothesis: There is no significant difference in speaking proficiency between boys and girls students. ( $H_0: \mu_1 = \mu_2$ )
- Alternative hypothesis: There is significant difference in speaking proficiency between boys and girls students. ( $H_1: \mu_1 \neq \mu_2$ )

**Level of significance** ( $\alpha$ ) = 0.05 or 5%

**Degree of freedom** (U) =  $n_1 + n_2 - 2$

**Conclusion:** If calculated value of independent samples t-test falls within the range of tabulated values, accept the null hypothesis.

If calculated value of independent samples t-test exceeds the range of tabulated value, reject the null hypothesis.

**Independent samples t test on speaking proficiency in terms of boys and girls**

Nature of Institution	Marks of Boys(x)	Marks of Girls(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Community-1	5.5	5.5	0.0833	0.1667	0.0069	0.0278
Community-1	5.5	5	0.0833	0.667	0.0069	0.4445
Community-2	6	5.5	-0.4167	0.1667	0.1736	0.0278
Community-2	4.5	5.5	1.0833	0.1667	1.1735	0.0278
Community-3	5.5	5.5	0.0833	0.1667	0.0069	0.0278
Community-3	5	5.5	0.5833	0.1667	0.3402	0.0278
Institutional-1	5.5	6	0.0833	-0.3333	0.0069	0.1111
Institutional-1	6	6	-0.4167	-0.3333	0.1736	0.1111
Institutional-2	6	6	-0.4167	-0.3333	0.1736	0.1111
Institutional-2	6	6	-0.4167	-0.3333	0.1736	0.1111
Institutional-3	5.5	6	0.0833	-0.3333	0.0069	0.1111
Institutional-3	6	5.5	-0.4167	0.1667	0.1736	0.0278
Total	$\sum x=67$	$\sum y=68$			$\sum(\bar{x} - x)^2=2.4162$	$\sum(\bar{y} - y)^2=1.1668$

From boys,

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{67}{12}$$

$$= 5.5833$$

From girls,

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{68}{12}$$

$$= 5.6667$$

From boys,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{x}-x)^2}{N_1-1}}$$

$$= \sqrt{\frac{2.4162}{12-1}}$$

$$= \sqrt{\frac{2.4162}{11}}$$

$$= \sqrt{0.2197}$$

$$= 0.4687$$

$$s_1^2 = 0.2197$$

From girls,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{y}-y)^2}{N_2-1}}$$

$$= \sqrt{\frac{1.1668}{12-1}}$$

$$= \sqrt{\frac{1.1668}{11}}$$

$$= \sqrt{0.1061}$$

$$= 0.3257$$

$$s_2^2 = 0.1061$$

$$\text{T test} = \frac{\bar{x}-\bar{y}}{\sqrt{\frac{s_1^2(n_1-1)+s_2^2(n_2-1)}{n_1+n_2-2} X \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{5.5833 - 5.6667}{\sqrt{\frac{0.2197(12-1) + 0.1061(12-1)}{22} X \left(\frac{1}{12} + \frac{1}{12}\right)}} \\
&= \frac{-0.0834}{\sqrt{\frac{2.4167 + 1.1671}{22} X \left(\frac{2}{12}\right)}} \\
&= \frac{-0.0834}{\sqrt{\frac{3.5838}{22} X \left(\frac{1}{6}\right)}} \\
&= \frac{-0.0834}{\sqrt{\frac{3.5838}{132}}} \\
&= \frac{-0.0834}{\sqrt{0.0272}} \\
&= \frac{-0.0834}{0.1649} \\
&= -0.5058
\end{aligned}$$

Since calculated 't' (-0.5058) falls within the range of tabulated 't' ( $\pm 2.074$ ) there is no significant difference between boys' and girls' speaking proficiency.

**Independent samples t test on speaking fluency and coherence proficiency in terms of boys and girls**

Nature of Institution	Marks of Boys(x)	Marks of Girls(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Community-1	5.5	6	0.25	-0.125	0.0625	0.0278
Community-1	6	5	-0.25	0.875	0.0625	0.4445
Community-2	6.5	5.5	-0.75	0.375	0.5625	0.0278
Community-2	4.5	5.5	1.25	0.375	1.5625	0.0278
Community-3	5.5	6	0.25	-0.125	0.0625	0.0278
Community-3	5	5.5	0.75	0.375	0.5625	0.0278
Institutional-1	6	6	-0.25	-0.125	0.0625	0.1111
Institutional-1	6	6	-0.25	-0.125	0.0625	0.1111
Institutional-2	6.5	6.5	-0.75	-0.625	0.5625	0.1111
Institutional-2	6	6	-0.25	-0.125	0.0625	0.1111
Institutional-3	5.5	6.5	-0.25	-0.625	0.0625	0.1111
Institutional-3	6	6	-0.25	-0.125	0.0625	0.0278
Total	$\sum x=69$	$\sum y=70.5$			$\sum(\bar{x} - x)^2=3.75$	$\sum(\bar{y} - y)^2=2.0622$

From boys,

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{69}{12}$$

$$= 5.75$$

From girls,

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{70.5}{12}$$

$$= 5.875$$

From boys,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{x}-x)^2}{N_1-1}}$$

$$= \sqrt{\frac{3.75}{12-1}}$$

$$= \sqrt{\frac{3.75}{11}}$$

$$= \sqrt{0.3409}$$

$$= 0.5839$$

$$s_1^2 = 0.3409$$

From girls,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{y}-y)^2}{N_2-1}}$$

$$= \sqrt{\frac{2.0622}{12-1}}$$

$$= \sqrt{\frac{2.0622}{11}}$$

$$= \sqrt{0.1875}$$

$$= 0.433$$

$$s_2^2 = 0.1875$$

$$\text{T test} = \frac{\bar{x}-\bar{y}}{\sqrt{\frac{s_1^2(n_1-1)+s_2^2(n_2-1)}{n_1+n_2-2} X \left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{5.75 - 5.875}{\sqrt{\frac{0.3409(12-1) + 0.1875(12-1)}{22} X \left(\frac{1}{12} + \frac{1}{12}\right)}} \\
&= \frac{-0.125}{\sqrt{\frac{3.7499 + 2.0625}{22} X \left(\frac{2}{12}\right)}} \\
&= \frac{-0.125}{\sqrt{\frac{5.8124}{22} X \left(\frac{1}{6}\right)}} \\
&= \frac{-0.125}{\sqrt{\frac{8.8124}{132}}} \\
&= \frac{-0.125}{\sqrt{0.044}} \\
&= \frac{-0.125}{0.2098} \\
&= -0.5958
\end{aligned}$$

Since calculated 't' (-0.5958) falls within the range of tabulated 't' ( $\pm 2.074$ ) there is no significant difference between boys' and girls' speaking fluency and coherence proficiency.



**Independent samples t test on speaking lexical resource proficiency in terms of boys and girls**

Nature of Institution	Marks of Boys(x)	Marks of Girls(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Community-1	5	5.5	0.5	0.1667	0.25	0.0278
Community-1	5.5	5	0	0.6667	0	0.4445
Community-2	6	5.5	-0.5	0.1667	0.25	0.0278
Community-2	4.5	6	-1	-0.3333	1	0.1111
Community-3	5.5	5.5	0	0.1667	0	0.0278
Community-3	5	5.5	0.5	0.1667	0.25	0.0278
Institutional-1	5.5	6	0	-0.3333	0	0.1111
Institutional-1	6	6	-0.5	-0.3333	0.25	0.1111
Institutional-2	6	6	-0.5	-0.3333	0.25	0.1111
Institutional-2	5.5	5.5	0	0.1667	0	0.0278
Institutional-3	6	6	-0.5	-0.3333	0.25	0.1111
Institutional-3	5.5	5.5	0	0.1667	0	0.0278
Total	$\sum x=66$	$\sum y=68$			$\sum(\bar{x} - x)^2=2.5$	$\sum(\bar{y} - y)^2=1.1668$

From boys,

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{66}{12}$$

$$= 5.5$$

From girls,

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{68}{12}$$

$$= 5.6667$$

From boys,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{x}-x)^2}{N_1-1}}$$

$$= \sqrt{\frac{2.5}{12-1}}$$

$$= \sqrt{\frac{2.5}{11}}$$

$$= \sqrt{0.2273}$$

$$= 0.4768$$

$$s_1^2 = 0.2273$$

From girls,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{y}-y)^2}{N_2-1}}$$

$$= \sqrt{\frac{1.1668}{12-1}}$$

$$= \sqrt{\frac{1.1668}{11}}$$

$$= \sqrt{0.1061}$$

$$= 0.3257$$

$$s_2^2 = 0.1061$$

$$\text{T test} = \frac{\bar{x}-\bar{y}}{\sqrt{\frac{s_1^2(n_1-1)+s_2^2(n_2-1)}{n_1+n_2-2} X \left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{5.5 - 5.6667}{\sqrt{\frac{0.2273(12-1) + 0.1061(12-1)}{22} X \left( \frac{1}{12} + \frac{1}{12} \right)}} \\
&= \frac{-0.1667}{\sqrt{\frac{2.5003 + 1.1671}{22} X \left( \frac{2}{12} \right)}} \\
&= \frac{-0.1667}{\sqrt{\frac{3.6674}{22} X \left( \frac{1}{6} \right)}} \\
&= \frac{-0.1667}{\sqrt{\frac{3.6674}{132}}} \\
&= \frac{-0.1667}{\sqrt{0.0278}} \\
&= \frac{-0.1667}{0.1667} \\
&= -1
\end{aligned}$$

Since calculated 't' (-1) falls within the range of tabulated 't' ( $\pm 2.074$ ) there is no significant difference between boys' and girls' speaking lexical resource proficiency.

**Independent samples t test on speaking grammar and accuracy proficiency in terms of boys and girls**

Nature of Institution	Marks of Boys(x)	Marks of Girls(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Community-1	5	5.5	0.5417	0.0417	0.2934	0.0017
Community-1	5.5	5	0.0417	0.5417	0.0017	0.2934
Community-2	6	5	-0.4583	0.5417	0.21	0.2934
Community-2	4.5	5.5	1.0417	0.0417	1.0851	0.0017
Community-3	5	5.5	0.5417	0.0417	0.2934	0.0017
Community-3	5	5	0.5417	0.5417	0.2934	0.2934
Institutional-1	5.5	5.5	0.0417	0.0417	0.0017	0.0017
Institutional-1	6.5	6	-0.9583	-0.4583	0.9183	0.21
Institutional-2	6	6	-0.4583	-0.4583	0.21	0.21
Institutional-2	6	6	-0.4583	-0.4583	0.21	0.21
Institutional-3	5.5	6	0.0417	-0.4583	0.0017	0.21
Institutional-3	6	5.5	-0.4583	0.0417	0.21	0.0017
Total	$\sum x=66.5$	$\sum y=66.5$			$\sum(\bar{x} - x)^2=3.7287$	$\sum(\bar{y} - y)^2=1.7287$

From boys,

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{66.5}{12}$$

$$= 5.5417$$

From girls,

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{66.5}{12}$$

$$= 5.5417$$

From boys,

$$\begin{aligned}
 \text{Standard deviation (S.D)} &= \sqrt{\frac{(\bar{x}-x)^2}{N_1-1}} \\
 &= \sqrt{\frac{3.7287}{12-1}} \\
 &= \sqrt{\frac{3.7287}{11}} \\
 &= \sqrt{0.339} \\
 &= 0.5822 \\
 s_1^2 &= 0.339
 \end{aligned}$$

From girls,

$$\begin{aligned}
 \text{Standard deviation (S.D)} &= \sqrt{\frac{(\bar{y}-y)^2}{N_2-1}} \\
 &= \sqrt{\frac{1.7287}{12-1}} \\
 &= \sqrt{\frac{1.7287}{11}} \\
 &= \sqrt{0.1572} \\
 &= 0.3965 \\
 s_2^2 &= 0.1572
 \end{aligned}$$

As there is no difference in the mean scores, the t-test calculation is not relevant.

**Independent samples t test on speaking pronunciation proficiency in terms of boys and girls**

Nature of Institution	Marks of Boys(x)	Marks of Girls(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Community-1	5.5	5.5	0.0417	0.125	0.0017	0.0156
Community-1	5.5	5.5	0.0417	0.125	0.0017	0.0156
Community-2	6	5.5	-0.4583	0.125	0.21	0.0156
Community-2	5	5.5	0.5417	0.125	0.2934	0.0156
Community-3	5.5	5.5	0.0417	0.125	0.0017	0.0156
Community-3	5.5	5.5	0.0417	0.125	0.0017	0.0156
Institutional-1	5.5	6	0.0417	-0.375	0.0017	0.1406
Institutional-1	5.5	5.5	0.0417	0.125	0.0017	0.0156
Institutional-2	6	6	-0.4583	-0.375	0.21	0.1406
Institutional-2	5.5	5.5	0.0417	0.125	0.0017	0.0156
Institutional-3	5.5	6	0.0417	-0.375	0.0017	0.1406
Institutional-3	5.5	5.5	0.0417	0.125	0.0017	0.0156
Total	$\sum x=66.5$	$\sum y=67.5$			$\sum(\bar{x} - x)^2=0.7287$	$\sum(\bar{y} - y)^2=0.5622$

From boys,

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{66.5}{12}$$

$$= 5.5417$$

From girls,

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{67.5}{12}$$

$$= 5.625$$

From boys,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{x}-x)^2}{N_1-1}}$$

$$= \sqrt{\frac{0.7287}{12-1}}$$

$$= \sqrt{\frac{0.7287}{11}}$$

$$= \sqrt{0.0662}$$

$$= 0.2573$$

$$s_1^2 = 0.0662$$

From girls,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{y}-y)^2}{N_2-1}}$$

$$= \sqrt{\frac{0.5622}{12-1}}$$

$$= \sqrt{\frac{0.5622}{11}}$$

$$= \sqrt{0.0511}$$

$$= 0.2261$$

$$s_2^2 = 0.0511$$

$$\text{T test} = \frac{\bar{x}-\bar{y}}{\sqrt{\frac{s_1^2(n_1-1)+s_2^2(n_2-1)}{n_1+n_2-2} X \left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{5.5417 - 5.625}{\sqrt{\frac{0.0622(12-1) + 0.0511(12-1)}{22} X \left( \frac{1}{12} + \frac{1}{12} \right)}}$$

$$= \frac{-0.0833}{\sqrt{\frac{0.7282 + 0.5621}{22} X \left( \frac{2}{12} \right)}}$$

$$= \frac{-0.0833}{\sqrt{\frac{1.2903}{22} X \left( \frac{1}{6} \right)}}$$

$$= \frac{-0.0833}{\sqrt{\frac{1.2903}{132}}}$$

$$= \frac{-0.0833}{\sqrt{0.0098}}$$

$$= \frac{-0.0833}{0.099}$$

$$= -0.8414$$

Since calculated 't' (-0.8414) falls within the range of tabulated 't' ( $\pm 2.074$ ) there is no significant difference between boys' and girls' speaking pronunciation proficiency.



**Independent samples t test on speaking proficiency in terms community and institutional schools**

Gender	Marks of community schools(x)	Marks of institutional schools(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Boy	5.5	5.5	-0.125	0.375	0.0156	0.1406
Boy	5.5	6	-0.125	-0.125	0.0156	0.0156
Girl	5.5	6	-0.125	-0.125	0.0156	0.0156
Girl	5	6	0.375	-0.125	0.1406	0.0156
Boy	6	6	-0.625	-0.125	0.3906	0.0156
Boy	4.5	6	0.875	-0.125	0.7656	0.0156
Girl	5.5	6	-0.125	-0.125	0.0156	0.0156
Girl	5.5	6	-0.125	-0.125	0.0156	0.0156
Boy	5.5	5.5	-0.125	0.375	0.0156	0.1406
Boy	5	6	0.375	-0.125	0.1406	0.0156
Girl	5.5	6	-0.125	-0.125	0.0156	0.0156
Girl	5.5	5.5	-0.125	0.375	0.0156	0.1406
Total	$\sum x=64.5$	$\sum y=70.5$			$\sum(\bar{x} - x)^2=1.5622$	$\sum(\bar{y} - y)^2=0.5622$

From community schools,

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{64.5}{12}$$

$$= 5.375$$

From institutional schools,

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{70.5}{12}$$

$$= 5.875$$

From community schools,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{x}-x)^2}{N_1-1}}$$

$$= \sqrt{\frac{1.5622}{12-1}}$$

$$= \sqrt{\frac{1.5622}{11}}$$

$$= \sqrt{0.1420}$$

$$= 0.3768$$

$$s_1^2 = 0.1420$$

From institutional schools,

$$\text{Standard deviation (S.D)} = \sqrt{\frac{(\bar{y}-y)^2}{N_2-1}}$$

$$= \sqrt{\frac{0.5622}{12-1}}$$

$$= \sqrt{\frac{0.5622}{11}}$$

$$= \sqrt{0.0511}$$

$$= 0.2261$$

$$s_2^2 = 0.0511$$

$$\text{T test} = \frac{\bar{x}-\bar{y}}{\sqrt{\frac{s_1^2(n_1-1)+s_2^2(n_2-1)}{n_1+n_2-2} X \left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{5.375 - 5.875}{\sqrt{\frac{0.1420(12-1) + 0.0511(12-1)}{22} X \left(\frac{1}{12} + \frac{1}{12}\right)}} \\
&= \frac{-0.5}{\sqrt{\frac{1.562 + 0.5621}{22} X \left(\frac{2}{12}\right)}} \\
&= \frac{-0.5}{\sqrt{\frac{2.1241}{22} X \left(\frac{1}{6}\right)}} \\
&= \frac{-0.5}{\sqrt{\frac{2.1241}{132}}} \\
&= \frac{-0.5}{\sqrt{0.0161}} \\
&= \frac{-0.5}{0.1269} \\
&= -3.9401
\end{aligned}$$

Since calculated 't' (-3.9401) exceeds the range of tabulated 't' ( $\pm 2.074$ ) there is significant difference between the speaking proficiency of community and institutional schools.