CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is the effective means of communication used only by human beings to communicate thoughts, ideas and feelings. It is a distinctively human possession. It is used to convey meaning from one person to another and from one generation to another. Thus, it is the system of communication that is used by people for a particular purpose. The main function of language is to communicate human ideas and thoughts. Sound, form and meaning are the basic components of language as a system of communication.

Language can be said to be organized at three levels: phonological, syntactic and semantic. The phonological aspect deals with sounds and their organization. The syntactic aspect deals with forms and their organization. The semantic aspect deals with meaning and its manifestation in the phonological and syntactic patterns of language. Thus, language is a tool of communication. In order to share our ideas, feelings and thoughts, there is need of language.

Richards et al. (1985, p.3) defines language as, "the system of human communication by means of a structured arrangement of sounds". It is one of the most important characteristic forms of human behaviour. So the study of language has occupied a great place in education all over the world. Every one communicates his/her ideas, emotions, desire and feelings by the means of language if there is no speech disorder.   It is a unique property which plays a vital role to distinguish human beings from other animals. Language is viewed differently from the eyes of different linguist and scholars.
Similarly, to quote Sapir (1978 p.8), "language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". He emphasized in the method of communicating ideas and emotions. But Wardhaugh (1986, p. 1) defines

"language is what the members of a particular society speak". It can be said that language is a conventional, communicative signaling system used only among human beings.Similarly, Chomsky (1957, p. 13) emphasized "language as a set of sentences, each time finite in length and constructed out of a finite set of elements." He mentioned language as finite sets of sentences. On the other hand, John Lyons (1995, p. 4) defines "human beings are the unique product of their creation and evolution. In contrast to other terms of animal life their more highly developed sound and symbols. That mean possible the communication and recording of their questions, observations and experiences."

From the above definitions of language, it can be said that language is a conventional, communicative signaling system used only among human beings. Human feelings, thoughts and emotions are expressed by the use of symbols which are constructed out of a finite set of rules. It can obviously be said that no linguist can define language exactly, comprehensively and satisfactorily as can be seen. One point common in defining language is uniformity that it is a species-specific to mankind.

Language is totally purposeful, if we have no purpose in our mind, we do not use any language. It is not genetically inbuilt, but culturally transmitted through listening and learning. Language is a system of communication by sound operating through the organs of speech and hearing among the members of a given community and using vocal symbols possessing arbitrary conventional meaning.

In this regard, we come to the conclusion that language is limited to human beings. So, undoubtedly we can say that it is species specific. Hence, human languages whether spoken or written can be described as a system of symbols and the grammar by which the symbols are manipulated.

1.1.1. The Elements of Language

Language is a system of communication in speech and writing which is used by people of particular place or country. It is a means of communication through which we can communicate our ideas feelings, emotions, desire, thought and so on. Linguists have defined the term language differed the term language differently but the ideas to be understood are the same. Sapir (1971, p. 8) defines language as. 'A purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols'. In the same way Lyons (1970, p.5) opines "Languages are the principal systems of communications used by particular groups of human beings with the particular society (Linguistic society) of which they are the members."

Thus language is a systematic, purely human and non instinctive method of communication. Language has some structures which are used for communication. Communication is the overall global function of language. Therefore, we can say that language is a system of system. The combination of different unites makes a language meaningful. Putting it another way, different elements are combined together to make a language meaningful. Language elements, here, refer to pronunciation and spelling, vocabulary, grammar, communicative function. These language elements are shortly described below.

i. Pronunciation and spelling

Pronunciation and spelling are very important elements of language. Pronunciation refers to the spoken shape of language and spelling refers to the written shape of language. Simply speaking, pronunciation refers to the pronunciation of words and spelling also refers to the spelling of words. But pronunciation includes the pronunciation of segmental sounds (Vowels and consonants) and the pronunciation of supra segmental sounds/features like stress, intonation, pitch and length. The two sub branches of linguistics-phonetics and phonology- deal with pronunciation. Phonetics deals with

physical properties of all the human sounds and phonology deals with sound system of particular language. Phonetics and phonology provide information about supra segmental features which are significant to bring change in meaning. For example, stress, intonation, length, pitch etc. are very important in English, which can change the meaning of utterance. Similarly, spelling also plays very important role in a language.

ii. Vocabulary

Vocabulary is one of the building blocks of language. We can also say that vocabularies are vital organs and the flesh to manipulate the structure and convey the message. If we analyze the meaning of different words, we can find different cases: Different words have different meanings (book, cat, dog etc.), two different words may have same meanings (father, daddy) and the same word may have different meanings (the leaf is green. He is green today.). It is, therefore, very difficult to find out the meanings of words. We should have knowledge and information to play with words. Vocabulary includes single words, compound words, and idioms. A word is the smallest linguistic form which can occur on its own in speech or writing which may be single or compound. An idiom is an expression (phrase of sentence) which functions as single semantic unit whose meaning cannot be worked out from its separate parts. The meaning of an idiom is not clear from the meaning of its individual words.

iii. Meaning:

There are different kinds of words meaning: for example, literal, metaphorical etc. And the words have different connotations. Therefore, it is very important to be familiar with such aspects. We need to know the meanings of different words and their use in different context. Meaning is the main things of language. We use language to convey the meaning. The words or sentences without meaning are not the language.

iv. Grammar

Grammar has its own importance in language teaching. Grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of language. Tense, voice, person, number etc. are the aspects of grammar. Grammar includes sentences grammar (called syntax) and word grammar (called morphology). Grammar plays vital role in communication. Without good knowledge of grammar, we cannot communicate effectively in different context.

v. Communicative functions

Communicative function refers to the purpose for which an utterance is used. Therefore this includes the knowledge of how to make use of the vocabulary in the structures or how to manipulate the structure to make use of words for the sake of communication. Communicative function of language is its communicative function. There are different communicative functions of a language. Some of them are: offer, request, greeting, suggestion, promise etc. Thus, what we can do through the use of language is its function. We can communicate through the use of language; therefore communication is the overall global function of language. This function of language is also reflected in the definitions of language system of communication and a vehicle used for the sake of communication.

A function in language refers to the purpose for which an utterance or a unit of language is used such functions are often described as categories of behaviors e.g. asking, requesting, narrating etc. The functional use of language can not be determined simply by studying the grammatical structures of sentence but also the purpose for which they are used. Grammatical function is the relationship among different constituent whereas communicative function is the purpose for which an utterance is used. Communicative function is a social phenomena and grammatical function is a linguistic phenomena.

1.1.2. An Introduction to English Language

Language is viewed as a unique asset of human beings. Language is man made system. There are many languages used by many people in the world for communication in their day to day life. No language is superior or inferior in terms of communicating ideas. However, some languages play dominant role in the society. It is a branch of Indo-European language family. It is said that six thousand languages exist in the world today.

Among the various languages, English is the most widely spoken language of the world. It is an international language which functions as Lingua-Franca and also used as an official language in several countries like India, Hong Kong, the Philippines, Singapore, South Africa, Ireland, New Zealand and so on. It is one of the most widely used languages among the six UN official languages. It has the largest body of vocabulary and the richest body of literature as it has taken many words from most of the other languages with which it has had contact.

It has taken many expressions from the ancient languages viz. Latin, Greek and these borrowings usually have academic or literary associations.' Similarly, from French, English has taken lots of words to do with cooking, the arts and a more sophisticated life style in general. From Italian words come the words connected with music and plastic arts. German expressions in English have been coined either by tourists bringing back words for new things they saw or by philosophers or historians describing German concepts or experiences. In the same way, there are borrowings from other wide range of languages usually which relates the things which English speakers experienced for the first time aboard.

English is also a mother tongue for many people in the world, though as we shall see, such native speaker are increasingly out numbered by people who have English as a second or third language and use it for international

communication. Crystal (1990:130) writes, "Over two thirds of the world's scientists write in English. Three quarters of the world mail is written in English." Sthapit et al. (1994:85) write "one in every seven human binges can speak English. More than half of the world's books and three quarters of international mails are in English."

So, English can also be viewed as a way to get a better job or to improve social standing to solve economic problem." He adds "the importance of English language in the present day world of science, technology, commerce, business and trade need not to be over emphasized."

Braj Kachru cited in Harmer (1992, p. 18) estimated that there were between 320 and 380 million people speaking English first language and any where between 250 and 380 million speaker of English as a second language, English is now used more often as a lingua franca then as a native language and since the majority of competent English speakers are not native speakers but second language users. English is taken as a global language because of its effects on global communication in terms of science, technology, information exchange, travel popular culture. We have noted that English in spoken by at least a quarter of the world's population.

Hence, it claims to have the largest vocabulary than other languages in the world. It is not only language for international communication but also a gateway to the world body of knowledge. We can have access to the advanced scientific technology, world civilization, medicine, economics and other areas of knowledge by means of English.

So, it is the English language through which non-English communities have imported foreign inventions, ideas, culture, literature, modern technology etc. from source communities. So, English is regarded as an inevitable means to link with the outer world.

1.1.3. The English Language Situation in Nepal

The origin of the English Language Teaching (ELT) goes back to the Prime Minister Janga Bahadur Rana (the founder of Rana regime), who thought the importance of English language in different levels of school and universities. After he had conducting a tour in England, he established the first school at the ground floor of Thapathali Durbar in 1910. It was the first initiation of ELT in Nepal. Then after, other Rana prime ministers also incorporated the English language in different academic fields. Prime Minister Chandra Samsher established the Tri-Chandra College in 1975 B.S.

With the establishment of democracy in 2007 B.S., Nepal National Education Commission (NNEC) was formed in 2010 B.S., meanwhile along with the establishment of Tribhuvan University (T. U.) in 2013 B.S., the education system in Nepal was formally established in each and every faculties. Similarly the National Education System Plan (NESP, 2028 B.S.) strongly prioritized and developed a curriculum of English language teaching and learning in education faculty, literature learning in faculty of humanities and social sciences and as a compulsory subject in all schools and other faculties of universities as well.

After the implementation of the NESP (1971-1976) a great change was brought in the field of English curriculum. The curriculum allotted 100 full marks for English subject at the school level from grade four onwards. There was also the provision of optional English at secondary grades. English was applied in both compulsory and specification subjects in the curriculum.

The importance of English language is increasing each day not only other countries, in Nepal too. Now, the government of Nepal has made compulsory subject to English language from primary level to bachelor's level in education. Even after one completes his bachelor degree he has to use English language as a library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it

has got a high position in our curriculum. Now, it is standing as a prestigious language in both government and non-government sector in Nepal.

Nepal has got the membership of the international organizations like UNO, SAARC, UNESCO, and so on. In this community all people use English as a common language. We use English names for all the products of foods, clothes, machines, equipment and the manuals, instruments as a common language. Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Most of the prescribed books of campus level are written in English. In the lack of English language knowledge, it is very difficult to get success in higher levels of education.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development by providing financial assistance and technicians. We can able to deal with such technicians through English language, only. Being international language English has become very prominent language for all over the world. We need English language as a primary factor to involve in tourism, foreign affair and international trade field and so on. Tourism is a main source of economic source to our country to get foreign currency.

English is the appropriate international language for Nepal and vital tool for any student to be become successful in national and international communication. English language is taught in Nepal as foreign language in different levels of Nepal. The secondary level's English curriculum has been developed in Nepal to nurture the personality and inherent talents of each person. The main purpose of secondary level's English curriculum is to enable students to exchange ideas with English speaking people.

1.1.4. Objectives of Secondary Level English Curriculum

1.1.4.1. General Objectives of Secondary Level English Curriculum

General objectives of teaching English in secondary level of Nepal are:

a. to develop an understanding competence in spoken English.

b. to communicate fluently and accurately with other speaker of English.

c. to develop competence in understanding variety of reading texts.

d. to gain the skill necessary to write English appropriately.

e. to develop an ability to use simple references materials.

f. to read appreciate and enjoy literary texts.

g. to develops an awareness of cultural and ethical values relevant to Nepal.

1.1.4.2. Specific Objectives of Speaking in Secondary level

At the end of secondary level (Grade 9 and 10), Students should be able to speak fluently and accurately with other speaker of English in a variety of authentic situations. Specifically, they should be able to.

i. Speak intelligibly within the structural and lexical levels of eh secondary curriculum.

ii. Engage effectively in frontal spoken discourse, using appropriate discourse devices (e.g. pauses, tags, questions, hedges etc.)

iii. Communicate appropriately in a variety of formal and informal situations.

iv. Engage in group discussion and arguing a point of view effectively.

v. Narrate a sequence of events.

vi. Describe an object or process.

vii. Convey simple message effectively.

viii. Produce and respond to different questions types (e.g. closed, open, alternative), and

ix. Express a range of emotion using the appropriate phonology features.

1.1.5. Language Skills

Language is viewed as a versatile, dynamic and specific instrument through which human beings communicate with each other. When we learn a language there are four skills that we need for complete communication. They are:

- **Listening**
- **Speaking,**
- **Reading**
- **Writing.**

These skills are integrated not only while we are teaching or learning a language but also in real life situation while, we are using it for various purposes. A language is basically used in real life situation in order to receive information. To grasp information, we have to listen someone or something, or read a written text. Therefore listening and reading are referred to as respective skills. It means that we receive a message through listening and reading. On the other hand, a language is used to express our feelings, thoughts and so on in terms of speaking and writing. So, speaking and writing are known as productive skills. It means that speaking and writing are involved in production.

Human beings learn to listen and speak automatically and naturally. They do not have other options. They are situational, compelled or obliged to listen and speak. They acquire these two basic skills without any conscious efforts. Listening and speaking are therefore, referred to as primary and obligatory language skills. On the other hand, reading and writing are called secondary or optional language skills because we human beings are not compelled to acquire or learn these skills to conduct our life. We have to learn through conscious efforts.

We might also want to question a once commonly held view that respective skills are somehow passive, where as productive skills are in some way more active. We can't access meaning unless our brains are fully engaged with the

texts we are interacting with. In other words, we have to think to understand using any or all of our language knowledge to get meaning from what we are seeing or hearing. It makes little sense to talk about skills in isolation since as (Hinkel 2006:113) cited in Harmer (1967) points out, "in meaningful communication, people employ incremental language skill not in isolation, but in tandem." Four language skills are integrated or they can't be separated in real life situation. It is very often true that one skill can't be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading even if they only read what they have just written.

'People use different skills when dealing with the same subjects for all sorts of reasons. Often our activities will have a focus on a particular skill it is true, so that at a certain stage the student will concentrate on reading abilities. But the focus can later shift to one or more of the other skills.' (Harmer 1992: p.52) Thus, four language skills are inextricably interrelated and integrated. Perfect and complete language learning refers to learning and acquiring these skills in integration.

Listening is a receptive skill. We receive message or information through listening. Everybody who is normal is obliged to listen; therefore, listening is an obligatory or a primary language skill to acquire the native language or to learn a foreign language. Listening is a primary requirement. Simply, listening refers to the ability that enables the learner to identify and understand the natural or recorded speech of someone.

Speech involves pronunciation of consonant and vowel sounds stress, rhythm and intonation. Therefore, listening is directly related to these aspects of speech. Furthermore, listening is related to grammar and vocabulary. To receive real information, the listeners are obliged to identify and understand the sounds, stress, rhythm, intonation, grammar and vocabulary of the language being learnt.

Speech comprehension or listening is a receptive process. Stored knowledge is necessary for segmentation and interpretation of utterances. That is why comprehension of speech is the process of decoding utterances. It involves perceiving a systematic message through a continuous stream of sound. Each segment has a distinctive structure and is combined with other segments within a more extensively organized system. T

he listeners try to seek the message from the structured system through listening. Listeners are also involved in a continuous cognitive process which is related to the factors of attention and memory. It is said that listening involves active cognitive processing. It involves the construction of a message from a phonic material. According to Venkateswaran (1999:67), there are three stages in the aural reception of a message. They are given be below:

Listeners must recognize the phonic substance, the sound patterns in bound segments related to phrase structure. This stage is called sensing or segmenting. Then, the listeners recapitulate the material they have organized through their memory and build up on auditory memory of it theta helps them retain the segments they are processing. This stage is called rephrasing and recording. Listening is a creative process. Listeners receive linguistic and extra-linguistic input as they listen and create or perceive a message from the stream of sound and situation. The speaker certainly has a message or meaning to convey to the listeners. It is willingly expressed in terms of certain segments of sounds. The listeners are expected to receive the same message that is intended to by the speaker.

Speaking is primarily a productive skill because language is primarily manifested in speech. Of all the four language skills, speaking seems intuitively the most important as people who know a language is referred to as 'speakers' of that language. Second language learners seem to be primarily eager and interested in learning to speak as if 'speaking' included all the skills required for learning a language completely.

Speech consists of pronunciation of vowel and consonant sounds, stress, rhythm, juncture and intonation. Teaching 'speaking' does not only mean to teach those factors separately but to teach the not speak without any purpose: there must be an internal motive to make him speak, He speaks as he want to express his desires, opinions, experiences and to establish social relationship as well. Speaking is directly related to listening because without listening speaking cannot be learnt or acquired.

Therefore, listening is pre-requisite to speaking. Listening and speaking always go together. Communication between two participants is an extremely complex and ever changing phenomenon. Many variables seem to be responsible and are involved in communication. At least two participants are involved in communication. There must be some reasons why they are doing so.

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. It is also an active receptive skill because the reader has to be actively involved in reading in order to receive information. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language.

Reading is the total understanding of a message contained in a text. The reader must understand that reading the message involves his own efforts and those of the writer's as well. The reader expects that he and the writer are using the same code, the writer has a message, and the writer wants the reader to understand the message.

Reading is a process used for extracting information from a printed or written text. Here information means the content which is cognitive or intellectual, referential and affective or emotional, Referential materials are read in order to foster intellectuality. Reading also refers to interpretation of a message, the value of an utterance' 'What is, when and why' depend on the situations and the

content in which it is spoken or written. Reading can also be defined as the process of getting specific questions answered. Thus, the reading skill is viewed to enable the learners to further their studies, to be employed and to entertain by reading a variety of reading materials of the target language as well. He term reading can be defined in many ways.

Writing is the skill associated with the productive aspect of language. It is immensely important because it is the permanent and powerful medium of expression. It is the fourth or last skill of language in natural order. When we write, we use graphic symbols i.e. letters or combinations of letters which are related to the speech sounds.

Writing is much more than the production of graphic symbols. While we are writing something purposefully, we do not write just one sentence or even a number of unrelated sentences. We have to produce a sequence of sentences arranged in a particular order and linked together in a certain ways. The sequence can be very short sentences should form a coherent whole by establishing order and link. What the ordered and linked sentences form a coherent whole in called a text.

Our writings are expected to impart the message to the readers. Writing involves the encoding of a message of some kind that is why it is said that we are writing for the readers. While we are writing a text, we aim at translating our thoughts into language. Generally our writing is read by others who try to decode the message because reading involves the decoding or interpretation of the message. But our writing is not always for a reader, for instance 'shopping list' is prepared for our purpose.

Writing and speaking are clearly different activities. Writing is more difficult than reading although listening, speaking and reading skills are said to be pre-requisite to writing. Normally writing beings from copying and the ultimate goal of it is to compose creative writing.

1.1.6. What speaking is?

Among four language skills, speaking is one of the productive skills. It involves manipulating, structuring, communicating, pronouncing and use of supra-segmental features. Speaking skill needs proper handling of structure to make meaningful sentences or utterances. Speaking skill is also taken as an out put of listening skill. Speaking is not possible without listening someone or something. Because of speaking skill we can express our knowledge and experiences to others accurately. Therefore teaching speaking should be focused more than other skills. One should hear sounds before he produce utterance.

Speaking is conveying meaning through the use of speech organs that represent a language. All kinds of sounds are not language so; the sounds must be meaningful to be a language. It manipulates the sounds, words and structures into sensible sentences and texts.

A number of feature of communication take place outside the formal system of language (sounds & grammar). These paralinguistic features falls into two board categories, those that involve the voice and those that involve the body. The first one is vocal paralinguistic features in which we choose how we say something through the organ of speech in different situation. In this category, we study sounds, stress, structures, intonations etc. On the other hand, physical paralinguistic features also convey the meaning of the language it involves facial expression, gesture, proximity and posture.

There is also evidence that we use verbs or tense structures differently in speaking and writing. In speaking, we used more connected word then in writing. Simple verb forms are significantly more common in speech then in writing. In order for communication to be successful, we have to structure our discourse in such a way that will be understood by our listeners. Conventional discourse, often appears considerable more chaotic. This is partly because it is jointly constructed.

In order for this construction to be successful participant needs to know how to take turns and what discourse markers. Thornbury (2005:14).

Speech consists of pronunciation of vowel and consonant sounds, stress, rhythm, juncture and intonation. Teaching 'speaking' does not only mean to teach those factors separately but to teach the not speak without any purpose: there must be an internal motive to make him speak, He speaks as he want to express his desires, opinions, experiences and to establish social relationship as well. Speaking is directly related to listening because without listening speaking cannot be learnt or acquired. Therefore, listening is pre-requisite to speaking.

Listening and speaking always go together. Communication between two participants is an extremely complex and ever changing phenomenon. Many variables seem to be responsible and are involved in communication. At least two participants are involved in communication or conversation. There must be some reasons why they are doing so. If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech and in a correct structure. Speaker of English have to be able to speak in a range of different genres, situations and in typical functional exchanges.

 Harmer (1992) in his book of speaking, suggest various dimensions of different speaking events in order to describe different speaking genres. Whatever, the purpose of the speaking event we can characterize it as interactive or non-interactive. We might make differences between speaking that is planed as a lecture and speaking that is unplanned such as a conversation that takes places spontaneously when we bump into someone on the street.

'When we discuss structuring discourse, we said that successful face to face interaction depended on a knowledge of turn taking further more, speaker use various discourse markers to buy time e.g. ummn..., well…,anyway…,now… etc'. Harmer (1992, p. 123).

Students are often hesitate to speak because they are shy and are not predisposed to expressing themselves in front of the other people, especially when they are being asked to gibe personal information or opinions. In such situation there are number of thing we can do to help them. They are preparation of the students, the value of repetition and single participation. The role of the teacher in speaking must be as a prompter, participant and feedback provider. Students can improve there speaking activities in classroom by acting from a script or text book, by real acting and acting through dialogues.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students everyone can see how well they are doing.

Finally the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of this elements become. As a result, students gradually become autonomous language user.

1.1.6.1 Characteristics of a successful speaking skill

Classroom activities that develop learners' ability to express their thought and feelings in term of speech seem to be important components while teaching and learning a second language. Although it is very difficult to design and administer adequate activities in the class, the teacher is obliged to mange it because of the importance of speaking skill. Different scholars have different concepts in defining characteristics.

According to Doff (1988) some common characteristics of a successful speaking activity are, in brief, discussed here.

i). Learners talk a lot

The learner is provided with adequate opportunity to talk in order to develop speaking skill. The teacher is the proper guide to them. Most of the class period is allotted to the activity in which the learners are involved.

ii). Participation is even

All the learners are provided with equal opportunity to speak. Classroom discussion is not dominated by minority talkative learners. The role of the teacher is to distribute and balance the time span for all the participants fairly. Furthermore, some shy learners are aptly encouraged by the teacher.

iii). Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it. The participants want to contribute to achieving a task objective. In a successful activity, the participants are highly motivated to the task and interested in the subject matter.

iv). Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other. An acceptable level of language accuracy is found in the speech. Every participant can understand the speech easily. Speakers use the acceptable language structures.

v). Learners talk for a purpose

All the participants talk because of their purpose. They must have particular objective to meet through talking. The participants are directed to the destination or purpose.

1.1.6.2 Elements of the Speaking Skills

Speech is a primary skill used to express our idea, opinions, and desires and to establish social relationships and friendship. Language is a system for the expression of meaning. The primary function of language is to interact and communicate. The structures of language reflect functional and communicative uses. The primary units of language are not only its grammatical and structural features but also categories of functional and communication, we try to express our desires and opinions in terms of interactional language. Interactional language is used to convey the message and establish social relations.

'Elements of the speaking skill' refer to the skills or processes involved in speech. To teach the speaking skill, it is necessary to have a clear understanding of the process involved in speech. Through speech, man expresses his emotions, communications his intentions, reacts to other person and situations, and influences other human beings.

Spoken language is then, a tool for man. In the teaching of the speaking skill, we are engaged in two processes: forging an instrument and giving the student guided practice in its use. The teaching of the speaking skill involves two levels of activity. They are forging an instrument and practice in its use. "The foreign of the instrument requires much practice in the arbitrary associations of the new language: lexical items, morphological and syntactical patterns, sentence types. According to Rivers (1964:162) the elements of the speaking skill are in brief, discussed here.

i). Knowledge of grammar and vocabulary of language

First the speaker is supposed to possess linguistic competence which involves knowledge of grammar and vocabulary. Generally grammar consists of morphology and syntax. Vocabulary is related to semantics and lexis. Furthermore, grammar includes sentence types of language. Therefore, speaking skill involves the knowledge of morphology, syntax, semantics and lexis.

ii). Knowledge of rules of speaking

Speaking skill should include the knowledge of rules of speaking. The aspects of rules of speaking involve knowing how to use and being different types of speech events, knowing which address forms should be used with different situation, and knowing how to use different types of speech acts such as requests, apologies, thanks etc.

iii). Knowledge of appropriate use of language

Knowledge of grammar, vocabulary and rules of speaking will not be sufficient to develop complete speaking skill. The knowledge of appropriate of language in a particular situation is also required.

Speaking skill requires the knowledge of social context in which language is used. The speakers should know the rules and use of them to communicate appropriately in various social contexts. Therefore, the knowledge of the appropriate use to language is inevitable to the speaking skill of language.

iv). Knowledge of pronunciation

Pronunciation involves sounds, stress, intonation, rhythm, ascent etc. The Knowledge of pronunciation refers to knowing these components. Pronunciation plays a vital role in speaking skill because same word can convey different meaning if it is pronounced different or shifting stress from one syllable to next; for instance.

1.1.6.3 Stages of speaking

Teaching speaking skill means making the students achieve all the elements of the speaking skill. The main aim of a speaking lesson is two-fold. On one hand, the learners are required to achieve the knowledge of phonology grammar, and vocabulary. On the other hand, they need to practice the structures to express their opinions.

The speaking lesson is the combination of teacher-centered activities designed to provide practice in pronunciation and grammar and learner-centered activities where language is produced and communication is achieved. The main emphasis is given on the later because speaking is a productive skill through which one expresses his desires, emotions, opinions etc. The learners are required to speak the target language spontaneously.

According to the Harmer (1992, p. 23) the role of the teacher is

- first as an information,
- then as a guide, and
- Finally a supervisor.

Similarly, the role of the learners is

- First as receivers of the information,
- Then as role-players in controlled situations, and
- Finally as participants in natural communicative activities.

According to Harmer (1992, p. 126) 'The teaching of the speaking skill requires systematic progression from essay to complex stage and aim at developing all the elements of the skill. Speaking lessons precede though three progressive stages'. These stages are early stage: presentation of new language items, controlled conversation: practice for accuracy, and Free conversation: production for spontaneous and fluent speech. Each of these stages is, in short, mentioned here:

A). Early Stage

 This stage is called presentation stage. At this stage, the teacher presents the learners' new language items having communicative functions. The main purpose of this stage is to make the learner understand the forms, meaning, function and the degree of formality of the newly presented language items. Different language forms can be used to express a function. Purpose of this

stage is to focus on accuracy of the new language items and to pay attention to pronunciation, spelling and language items.

B). Controlled conversation stage

This stage is called practice stage. At this stage, students practice the newly presented and felicitated language items in order to internalize the structures and to be habitual to use the vocabulary. Various types of drills can be used at this stage to make the learners repeat the desired language forms/structures. Gradually dialogues and role playing can be used as the techniques in order to make learning process natural. Written practice is optional at this stage. The teacher plays the role of a guide providing some cues to use the desired language structures. Activities for this stage are mechanical drills, meaningful drill and discourse chain.

C). Free conversation stage

This is called production stage. At this stage, the learners are required to perform as desired independently in a de-controlled situation. The teacher plays the role of the supervisor at this stage. The learners produce their utterances on the basis of what they have learnt; they are not in a controlled situation now. They are required to correct their opportunity to experiment their achievement. They have obtained at previous stages especially at the controlled conversation stage. Furthermore, this stage allows the learner to see how much they are able to produce the language items they have learnt in a free and near-real situation.

This stage gives the learners an opportunity to integrate the newly learnt linguistic context, on both the receptive and productive levels. Here they are able to draw on their own achievement of linguistic competence. This stage aim at developing linguistic competence by giving priority to experimentation, creative language use, spontaneity, motivation, confidence-building and fluency.

1.1.6.4 Problems with speaking skill

While teaching a language, the teacher certainly faces with many problems on how he can manage the time for effective and appropriately successful teaching activities, a teacher can observe the following problems. According to the Harmer (1967, p. 129) the problems of speaking skill are as follows:

i) Inhibition

The learners feel shy to speak a foreign language. Students are found worried about their possible mistakes. The students are often inhibited about trying to say things in a hesitation and nervousness of the speakers are hindrances in a foreign language class.

ii) Nothing to say

Students are not motivated to speak. They feel they do not have any motive to express themselves. So happens even if they are not inhibited. They are found complaining that they cannot think of anything to say. By the result, they do not speak. It happens due to the lack of appropriate motivation.

iii) Low or uneven participation

Only active and talkative learners speak occupying most of the class period. Majority of the students do not speak at all. Thus, only minorities of the learners occupy most of the time and by the result speaking practice will be imbalanced. The talkative students can have the tendency to dominate other students. The majority of the students get normally discouraged to take part in the classroom speaking activity.

iv) Mother-tongue use

The learners feel easier and more comfortable to talk mother-tongue. They feel to talk the target language is unnatural. This situation is highly problematic in a large class because the teacher cannot pay attention to all the learners.

If the learners are less disciplined or motivated, they highly share their mother-tongue to speak. By the result, the learners are found less exposed in the target language. Furthermore, the learners speak their mother tongue because they feel difficult to speak the target language.

V). Testing Problems

Testing is the judgment of something performed by others. The judgment should have the reliability and validity. Here, our concern is about the testing of speaking skills. Testing the ability to speak is a most important aspect of testing. It is a difficult skill to test, as it is far to complex a testing. In many tests of oral production it is neither possible not desirable to separate the speaking skills from the listening skills.

The speaking skill includes the correct pronunciation stress intonation patterns use language functions super-segmental teachers and structure of the spoken language. Among the various aspects of speaking tests, structure of the spoken language is one of the most important points in speaking test. But it is difficult to test. According to the objectives of secondary level English curriculum we should measure the proficiency of students in terms of sentence structures.

Speaking tests are related to the students are the students able to give information about him? Can he/she describe about his favorite place or person? Can they describe shown picture? Are they able to narrate the study or are they able to give the answer of the answer of the cued situation? There are the major questions of speaking test for the students of secondary level.

There are various types of oral tests. Some of them are: picture descriptions, oral interview, and reading aloud of the texts, conversational exchanges, the

short talk, cued situation, group discussion and role playing. But, the testing spoken is the difficult to measure the actual performance of the students.

1.1.7 Functions of Language

A 'function' in language refers to the purpose for which an utterance or a unit of language is used. In other words, it refers to eh ways in which an utterance is used as a means of communication. A simple linguistic form can express a number of functions and conversely a single communicative function can also be expressed by a number of linguistic forms. The words, phrases and sentences which are used to serve a function are called exponents. According to Johns Lyon (1986, p.73) language functions can be broadly classified as follows:

A). Grammatical function:

Grammatical function deals with the relationship that a constituent in sentences. It is also called as syntactic function: they are subject, predicate, object, complement and adjunct. According to Arts and Arts (1986) the sentences constituents can have the function of subject, predicate and adverbials. The first two functions are obligatory and third one is optional.

B). Communicative functions

The main function of language is its communication function. Communication function of language refers to the communicative goal for which a language is used in community. Through there are two types of functions: grammatical and communicative, the term function of language generally refers to the communicative function of the language.

To quote John lyons (1986) 'a thing can be said to have at list three facets: substance form and function.' Similarly, a language can be said to have the three facts: substance means sours, letters and punctuation marks, form means, patterns of sounds and phrases and function means communicating massage.

Thus, what we can do through the use of language is its function. We can communicate through the use of language; therefore communication is the overall global function of language. This function of language is also reflected in the definitions of language or language system of communication and a vehicle used for the sake of communication. A function in language refers to the purpose for which an utterance or a unit of language is used such functions are often described as categories of behaviors e.g. asking, requesting, narrating etc.

The functional use of language can not be determined simply by studying the grammatical structures of sentence but also the purpose for which they are used. Grammatical function is the relationship among different constituent where as communicative function is the purpose for which an utterance is used. Communicative function is a social phenomena and grammatical function is a linguistic phenomena

1.1.7.1 Classification of communicative functions

By communication use mean the exchange of ideas, feelings, information etc. between two or more persons. In case of communication, the speaker sends the message to a person by means of an established code and the hearer receives the message. This can be shown as.

CONTEXT

ADDRESSER-   **MASSAGE-**   **ADDRESSEE**

(Speaker)   **CONTENT CODE**   **(Hearer)**
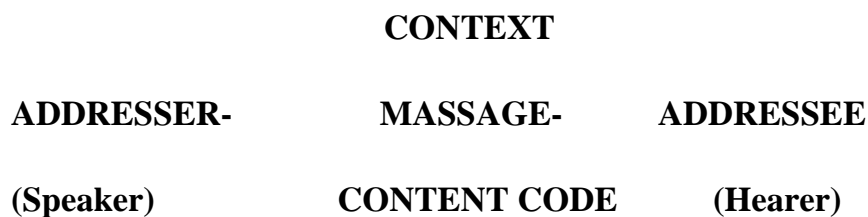
Communication function refers to the way in which a language is used in a community. For example, 'good morning' is used for 'greeting' 'I'm very sorry' is used for apologizing. 'It's round and fleshy" is used for describing. Different scholars have been classified communicative functions differently. Such as:

According to David Crystal (1987) communicative functions have been categorized into the following categories.

-) Communicating ideas among the persons.
-) Emotional expression.
-) Social interaction.
-) Enjoyment with sound.
-) Controlling the reality.
-) Recording the facts.
-) Instrument the thought.
-) Expressing identity.

The classification of Crystal is related to the uses of language. According to Crystal our use of language can tell our listeners or readers a grate deals about ourselves in particular about our regional origins, occupation, age, sex and personality.

Similarly, Malinowski (1884-1942) maintains that language is dependent on its society in two senses: A language involves in response to the specific demands of the society in which it is used. And its use is entirely context- dependent because utterance and situation are bound up inextricably with each other and the context of situation is indispensable for the understanding of the words. He classifies language function into the following three categories.

-) The pragmatic functions
-) The magical functions
-) The narrative functions

Malinowski best has known for the use of 'plastic communication' which serves the function of creating or maintaining 'bonds of sentiment' between speakers. He maintains that language is dependent on its society in two senses: demand of the society and context of the situation is indispensable for the understanding of the words.

Likewise another linguist Halliday(1973) discusses seven initial functions:

) Instrumental-satisfying needs by material.

) Regulatory- controlling the behaviors others.

) Interactional- getting along with other people.

) Personal-identifying and expressing the self

) Heuristic- the self exploring the world around and inside one.

) Imaginative- creating a word of one's own.

) Informative- communicating now information.

Halliday puts the above functions into the three micro-categories: the identical, the interpersonal, and the textual function. He defines the identical function is to organize the speaker's experience of the real world. The interpersonal function is indicating establish social relationship between people. The textual function is to create written or spoken texts which cover within themselves. Similarly, Wilkins (1973, p. 44) lists the following functions.

) Modality: certainty, necessity, conviction, obligation, and tolerance

) Moral discipline and evaluation: judgment, approval, and disapproval,

) Suasion: persuasions, predictions.

) Argument: relating to the exchange of information & views.

) Rational inquiry and exposition: author's note: similar in subcategories.

) Personal relations: positive and negative.

) Emotional relations: greeting, hostility etc.

) Interpersonal relations: politeness and status.

On the other hand, Finocchiaro(1983, p. 1) groups communicative functions into following five board categories.

) Personal: (clarifying or arranging one's ideas and feelings.

) Interpersonal: enabling us to establish and maintain desirable social and working relationship.

⟩ Directive: attempting to influence the actions of other accepting or refusing direction.

⟩ Referential: talking or reporting about things, actions, events or people in the environment.

⟩ Imaginative: discussing expressing ideas, suggesting, giving advice, solving problems.

Another scholar Van EK (1975, p. 19) distinguishes six main functions of communication. His classification is distinctive than other's classification of language functions.

⟩ Imparting and seeking factual information (identifying, describing reporting, correcting asking etc.

⟩ Expressing and finding out intellectual attitudes inquiring.

⟩ Expressing and finding out emotional attitudes (pleasure or displeasure, surprise hope intention etc.

⟩ Expressing and finding out moral attitudes (apologizing, expressing approval or disapproval).

⟩ Getting things have done (suggesting a course of action, advising, warring etc.

⟩ Socializing getting and learning and leaving people, attracting attention, proposing a toast.

Van Ek. maintains that in the classification of communicative function the learner will be expected to play the neutral social and psychological roles. The learners will have to be able to understand more than they can produce themselves. According to Van Ek imparting factual information is a category which is related to identify, describing, reporting and asking.

1.1.7.2 Imparting factual information

Communication is the major function of language. From the above classification of different scholars, we can be concluded that all the communicative functions are studied under different board categories. .A function in language refers to the purpose for which an utterance or a unit of language is used such functions are often described as categories of behaviors e.g. asking, requesting, narrating etc.

Among them, According to Van EK (1975, p. 20) Imparting and seeking factual information is one of the most important categories of language function which includes identifying, describing, reporting, correcting and asking etc. In other words, imparting factual information is the kind of language function which includes identifying, describing, narrating, reporting, illustrating and expressing intention. It gives the factual information's about the object, place and person. This function of language is included in the curriculum of secondary level. It plays the vital role in day to day communication also.

When person or things are unfamiliar to us, we like to know about them. In order to identity them, we ask different questions like, who is he? What is this? The answer of these questions helps us identify person or objects. In order to get factual information about things and objects, we inquire about their size shape, color, length, light, width, depth, looks, use and function, made and so on.

Describing is a major sub- function of communicative language. It gives necessary information about places, persons, things, use, purpose, and process. The curriculum of secondary level has included the following criteria in describing someone or something.

A) Describing Persons

While describing people, a better way is to say what short of person he or she is. It is better to mention some striking characteristics and perhaps give an assessment of his or her character. Here are some of the characteristics you may use to describe someone.

Age, Height, Weight, build or figure

Face, hair, eyes, complexion, Clothes,

Character, interests, sports and hobbies,

Job and their life so far: achievements, family background etc.

For Example: **'My friend Lusy'**

She is my best friend Lucy.

She is quite tall and slim and really in good- looking.

She likes listening to music. She is intelligent.

She's got good personality. She wears sari.

B) Describing Things

In order to get factual information about things and objects, we inquire about their size, shape, color, length, height, width, and depth, look, and use, function, made, and so on. In describing an object we often have to answer questions like these:

What size is it? What color is it?

What shape is it? What's made of?

What does it look like?

What's does it work?

For Example: **'Pen'**

It's quite small. It'll fit into my bag.

It's made of plastic.

It looks/seems like a stick.

There are various kinds of pen.

It helps in writing.

C) Describing Place

Describing place is one of the activity which plays the vital role in describing functions. While describing places, we have to answer some of the following questions:

Where is it? What does it look like?

How do you get there?

What is the importance of it?

What's interesting or remarkable about it?

What's pleasant or unpleasant about it?

What other building age around it?

What's it used for? How old is it? Etc.

For Example: **'Lumbini'**

I've just visited Lumbini.

It is the birth place of Lord Buddha.

There are various types of buildings and trees.

It is situated in Kapilbastu district.

D). Describing Process

'Describing process' means telling something about how to do the actions or activities. It plays the vital role in describing functions. While describing process, we tell how a certain works is done, a certain things is made or prepared. The words like first, then, after that, after, finally, are useful for describing a process.

For Example: **'how to open films'**

> First, switch on the TV.
> Then press video on remote control.
> After that, select the films from the list and use arrows
> on the remote control to go up or down,
> then press ok.

E). Describing Use and Purpose

Describing use and purpose means telling the purpose or use of something. It plays the vital role in describing functions. While describing use and purpose, we have to answer some of the following questions.

> What's the use of selected thing?
>
> What's the purpose of using thing?
>
> What's thing for?
>
> Why we need the things and activity?

For Example:

Dictionary is used for looking up the information about words.

Spade is used for digging fields.

Telephone is used for communication.

Glasses are used to save our eye.

1.2 Review of the Related Literature

Many researches have been carried out on proficiency of students in different skills of language in different levels. However, not a single research has ever been carried out to find out the spoken proficiency of the grade ten and eleven students in describing function of language. The researchers reviewed the following research by different individuals.

Heaton (1975) suggests that in his book 'Learning language skills' how to speak with students and how to get response of the students in classroom. He concluded that students must be encourage in speaking if there is not suitable environment to speak something for the students in classroom. They can not express their knowledge. They are being obilighted to hide their knowledge because of the classroom situation.

Subedi (2000) carried out a study on 'Reading comprehension of grade ix students.' He has compared the grade nine students of Kathmandu and Jhapa. He found out that the students studying in the schools of Kathmandu district performed better and got higher marks in newspaper and magazine articles than the students of Jhapa did.

Ghimre (2003) carried out a research work entitled 'Pronunciation proficiency of the students of lower secondary level.' He tried to find out the pronunciation proficiency of the students of lower secondary level. He compared the students' pronunciation in terms of Indo-Aryans vs. Tibeto-Burman native speakers'. He concluded that Tibeto-Burman native speakers (41.28) where better than Indo-Aryan native speakers (38-37%). He has not mentioned whether the population belonged to bilingual or multilingual.

Adhikari (2004) carried out a study entitled 'English language proficiency of bilingual students.' In her study she has compared the language proficiency of nonaligned and bilingual learners and found that Nepali students excelled to all the other languages. Speaking students expect Newari speaking students. Nepali speaking student's language proficiency was fond to be better on the

basis of average scone, though Newari speaking students are better on the average proficiency. With in bilingual students, Newari speaking students English language proficiency was fond better Gurung speaking students were fond to be more proficient than the Tamang and Magar speaking students.

Dhakal (2004) studied on 'Proficiency in expressing communicative language functions.' The main objective of his thesis was to find out the overall proficiency of communicative language functions. He collected the data from students and teachers using interview. The result showed that the students from the native Nepali speakers and educated family background were better than the students from the non-native Nepali speakers and uneducated family background. All students showed excellent performance in reporting, commands and requests. They performed very well in expressing likes and dislikes and asking for the giving reasons. Narrating function was their poor aspect.

Pandey (2007) carried out a study on 'Proficiency of grade ten students on the use of conditions sentences.' He tried to find out the total proficiency of the students in if conditional sentences and he did the gender and school wise comparison of the students. He found that the proficiency of grade ten students from coming school in conditional was found good in general. He further found that boys appeared to be slightly better than girls. He recommended that conditional sentence type 3 is most difficult for the student so teacher must give more emphasis on the type on 3.

Harmer (2008) in his book 'How to teach English' suggests that students are often hesitate to speak because they are shy and are not predisposed to expressing themselves in front of the other people, especially when they are being asked to give personal information or opinions. In such situation there are number of thing we can do to help them. They are preparation of the students, the value of repetition and single participation. The role of the teacher in speaking must be as a prompter, participant and feedback provider. Students

can improve their speaking activities in classroom by acting from a script or text book, by real acting and acting through dialogues

Bhatta (2009) carried out a study entitled 'Proficiency in mechanics of writing. In his study he has compared the writing proficiency of the students in terms of district and levels of the students and found that students of urban area excelled then remote area. The objective of his study was to find out student's proficiency in using mechanics of writing. The finding of his study shows that total proficiency of the student in using mechanics of writing was 53 percent. That was satisfactory performance in writing.

On the other hand, present study is different from others since it has attempted to find out total and gender wise spoken proficiency of the learners from Government schools comparatively. Although, all the four language skills are inseparable from the teaching learning process, the above mentioned researcher emphasized in writing skills rather than speaking English.

Till now no practical studies have been carried out in the Department of English Language Education to find out the proficiency of the students in the language function describing and to find out the problems faced by students in speaking English language. Therefore, this research attempts to assess the problems faced by students in speaking English language.

On the other hand, it helps to find out actual achievement of the students. Thus, this study was carried out to find out the proficiency in speaking English. This study shows the proficiency of grade ten and eleven students in Kalikot district in terms of gender, class and schools. This study differs from the other study in its objectives, sample population, area of study, and topic of the study and statistical analysis of the data.

1.3 Objective of the study

The objectives of the present study are as follows:

a. to find out the spoken proficiency of grade X and XI students in language function of describing.(Person, Place, Things, Purpose and Process)
b. to compare the spoken proficiency of the students in terms of following variables:
   - ʃ Gender- wise
   - ʃ   Level-wise
   - ʃ School-wise
   - ʃ Item-wise
c. to suggest some pedagogical implications.

1.1.4 Significance of the study

This study will be significant to all those who are directly or indirectly related to teaching\learning process of language. Language skills play the vital role in real life situations. Among the four skills of language, speaking   is the most significant skill to express knowledge and information to others. The study on spoken proficiency of grade eleven students in sentence structures is a refresh work, this study will be very beneficial to the language teachers and students who want to know the actual condition of the students in speaking.

The learners will be guided on the structure of spoken English. It will help them to enhance the proficiency of the learners. The recommendations of the study will help the learners for overcoming problems emerged in this field. It will be also the great asset for the English teachers who are teaching in the remote area to take the findings of the study seriously in their class and teach students giving high priority in speaking skills.

This study will further be useful to the parents, policy makers, administrator's subject experts and language teachers.   This study will show the proficiency of the students in spoken structures of language and it will be helpful for the further improvement. It will be useful as reference materials for other research works also.

1.4 Definition of the Specific Terms

Spoken proficiency: The ability to speak about something, somebody, or some processes.

Describing: Explanation, expressing fact about something or somebody or some processes or some use.

Student: The learners of secondary and higher secondary levels.

Gender: The term 'gender' is used for the boys and the girls.

SLC Model: The questions that are being asked in SLC Board of Nepal at the end of secondary level; class 10.

Study: The term 'study' is used for the Research work in spoken proficiency.

Grade X: The class admitted after passing the 9th class exam.

Grade XI: The class admitted after passing SLC\class ten.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1. Source of data

The researcher made use of the following sources of data to accomplish the study.

2.1.1. Primary source of data

The researcher went to the field, met the population and got the information from there. Here, primary data of the study were collected administering the spoken test of the students from grade X and XI who were studying in Panchadev H.S.S, NandadeviH.S.S, Mahadev H.S.S, Kalika H.S.S and Badhimalika H.S.S. in Kalikot district.

2.1.2. Secondary source of data

The researcher also was based on the secondary source of data. He studied various books, journals, articles, and websites that that was related to the study directly or indirectly. Some of them were Harmer (1967), Saraswathi(2004), Heaton(1985), Rivers(1968), Arts and Arts (2005). Hockett (1970), crystal (2003), Bhattarai (2005), J. Lyons ((1986),Van Ek(1975),(2003), Kumar (1999) Venkateswarn (1995) ,websides and curriculum of English for secondary level related to the research topic as secondary sources of data.

2.2 Population of the Study

The sample population of the study was all the students of grade X and XI of Kalikot district. The number of total sample was 80. Among them 50 % were boys and 50 % were girls and 40 students were selected from grade X and 40 were selected from grade XI.

2.3. Sampling procedure

Five different schools of Kalikot district were selected through purposive sampling procedure. Sixteen students from each school were selected by using random sampling procedure. Among them 40 were girls and 40 were boys. The random sampling procedure was used to collect the data.

2.4. Tools for Data Collection

Questionnaire for the interview was used as major tool for data collection. It carried out 20 marks. To make the analysis convenient, the spoken test items was categorized into, "Describing Person", "Describing Process", "Describing Place" "Describing things" and "Describing Use and Purpose." The following table depicts the test categories with the marks allotted to them.

Table No: 1

Marking Scheme

S.N.	Test Categories	Number of Questions	Mark
1	Describing Person	1	4
2	Describing Place	1	4
3	Describing Object\things	1	4
4	Describing Process	1	4
5	Describing Use and Purpose	1	4
	Total	5	20

2.5. Process of Data Collections

To collect the primary data, the following procedures were followed:

- First of all the questionnaire was developed for the spoken test of the students based on SLC model of speaking test.
- The proposed school was visited and the authority was requested for the permission to carry out the study.
- The rapport was established with subject teachers; students and the purpose and process of the research was explained.
- The students were made feel comfortable by greeting, encouraging them to respond by smiling at them and being friendly.
- The spoken test in five selected schools was conducted to test the proficiency of the students on different date.
- The students were marked based on the marking schedule.

2.6 Limitations of the Study

As this was the first research in this particular field with specific purpose, the researcher attempted to carry out the research under the following limitations and considerations to make the study precise and systematic.

- The study was limited to only five schools: the Panchadev H.S.S., Nandadevi H.S.S., Mahaev H.S.S.,KalikaH.S.S., and Badhimalika in Kalikot.
- The primary data was collected only from the spoken tests with students.
- The respondents were only 80 selected students i.e. only 40 boys and only 40 girls from grade X and XI.
- The tool was limited to find out spoken proficiency in describing function only of the students.
- Only the publicSchools were selected for the study.

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CHAPTER-THREE
ANALYSIS AND INTERPRETATION

Introduction

This chapter is related with the analysis and interpretation of data. The collected data using the spoken test from the students of different schools were analyzed and interpreted in terms of different variables like gender, class and items with the view to making the study more objective. The main objective of this study was to find out spoken proficiency of the students in describing. The analysis and interpretation has been carried out by using the simple statistical tools: mean and percentage. The researcher visited five different schools of kalikot and conducted spoken test in order to collect data. Then, correct responses given by the respondents in the test were evaluated properly.

Thus, assessed data have been tabulated and interpreted descriptively, analytically and comparatively. The data have been presented in tabular form. The marks obtained by the respondents from different schools are listed and their performance has been presented in terms of proficiency. The data is presented comparatively in holistic, group-wise and item-wise forms, respectively. The collected data are analyzed and interpreted using appropriate statistical tools, tables and diagrams. The data have been grouped under four main headings and they are analyzed separately. They are as follows.

- Overall Analysis of Spoken Proficiency of the Students
- Level-wise Analysis of Spoken Proficiency of the Students
- Gender-wise Analysis of Spoken Proficiency of the Students
- School-wise Analysis of Spoken Proficiency of the Students
- Item- wise Analysis of Spoken Proficiency of the Students

3.1. Overall Analysis of Proficiency of the Students

There were a total of 80 respondents and each of them answered a set of 5 questions in the test conducted in order to collect the data. Each question carried 4 marks and the full mark was 20. So the full marks of the all respondents remained 1600 only. The total correct responses given by the all respondents as a whole were found by adding their obtained marks. The following formula was used to find out the total proficiency of the students.

$$\text{Total proficiency percentage of all respondents} = \frac{\text{Total obtained Marks}}{\text{Total Full Marks}} \times 100$$

The overall proficiency of the grade XI and X Students is given in the following table;

Table No: 2

Overall Proficiency of the Students

Total Sample	Total Full Marks	Total Obtained Marks	Total Percentage	Proficiency
80	1600	946.5	59.16%	Satisfactory

The above table shows the overall proficiency of the students of grade X and XI in describing function of language. Total 80 students scored 946.5 marks (i.e. 59.16%) out of 1600 full marks. So the proficiency of the grade X and XI students was satisfactory. There were a total of 80 respondents and each of them scored 59.16% marks on average. The overall proficiency of the selected students was found satisfactory.

3.2 Level-wise Analysis of the Proficiency

There are three levels of secondary education in Nepal. Mainly, secondary and higher secondary level's objectives are related in describing. Students of grade X from secondary level and students of grade XI from Higher Secondary level were selected by comparing the proficiency it was found that there was minor gap between these two grades. The proficiency of the students in describing in terms of level: secondary Vs higher secondary is given in the following table:

Table No: 3

Level-wise Proficiency of the Students

Level	Total Sample	Total Full Marks	Total Marks Obtained	Total Percentage	Proficiency	Differences Marks
H.S.L.	40	800	493	61.63%	Good	
S.L.	40	800	453.5	56.69%	Satisfactory	40 (4.94%)
Total	80	1600	946.5	59.16%	Satisfactory	

The above table shows the total proficiency of the students from two different levels. Grade XI was taken from higher secondary level and grade X was taken from secondary level. The sample size of each level was 40. The higher secondary level students scored 493 (i.e. 61.63%) marks whereas the student of secondary level scored 453.5 (i.e. 56.69%). The proficiency gap between two levels is 4.94 percent. While comparing the marks obtained by the students of two levels, it is found that there is a very slight difference in the average marks. Students of higher secondary level were more proficient than students of secondary level.

3.3. Gender-wise Analysis of the Proficiency

Out of total sample population 50 percent were boys and 50 percent were girls. Their proficiency in describing person, place, things, process, use and purpose is shown in the following table.

Table No: 4

Gender-wise Analysis of the Proficiency

S.N	Gender	Total Sample	Total Full Marks	Total Obtained Marks	Obtained Marks Percentage	Proficiency	Differ. %
1.	Boys	40	800	530	66.25%	Good	
2.	Girls	40	800	416.5	52.06%	Satisfactory	14.19%
Total		80	1600	946.5	59.16%	Satisfactory	

The above table shows the total proficiency of boys and girls. The number of boys and girls was equal. The boys obtained 530 (i.e. 66.25%) marks out of 800 full marks whereas the girls obtained 416.5 (i.e. 52.06%) marks. Hence, the data proves that the proficiency of the boys is little bit higher then the proficiency of the girl.

The differences percent of girls and boys were 14.19 percent. The proficiency of the boy students was good but the proficiency of the girl students was satisfactory. So, the average result of boys and girls became satisfactory because of the poor performance of the girls.

3.4 School-wise Analysis of the Proficiency

The spoken proficiency of the students of five selected school of Kalikot district is presented in the given table.

Table No: 4

School-wise Proficiency of the students

S.N.	Name of School	Total Sample	Total Full Marks	Total Obtained Marks	Total %	Proficiency
1.	P.H.S.S.	16	320	182	56.88%	Satisfactory
2.	K.H.S.S	16	320	176.5	55.17%	Satisfactory
3.	B.H.S.S.	16	320	198.5	62.03%	Good
4.	N.H.S.S	16	320	199	62.19%	Good
5.	M.H.S.S	16	320	190.5	59.53%	Satisfactory
Total		80	1600	946.5	59.16%	Satisfactory

The above table shows the School-wise proficiency of the students who are studying there in grade X and XI. Out of 320 full marks, the students of P.H.S.S, Mamna Kalikot, obtained 182 (i.e. 56.88%) marks, the students of K.H.S.S Gela Kalikot obtained 176.5 (i.e. 55.17%) marks, the students of M.H.S.S obtained 190.5 (i.e. 59.53%) marks, the students of B.H.S.S. Raskot Kalikot and the students of N.H. S.S. were found equally proficient (i.e. 62%). The difference between these two schools is 0.16% only.

In overall the students of N.H.S.S scored the highest marks. The students of N.H.S.S. and B.H.S.S getting nearly equally mark. The students of Kalika Higher Secondary School, Gela scored the lowest proficiency of all.

3.4.1 Intra and Inter School Comparison in term of Gender

School-wise specific comparison of the respondents of the criteria of gender can be seen in the following table:

Table No: 5

School-wise Proficiency of Boys and Girls

S. N.	Name of School	Boys			Girls			Differ %	Proficiency	
		F.M.	O.M	%	FM	O.M	%		Boys	Girls
1.	P.H.S.S.	160	100.5	62.18	160	81.5	50.94	11.24	Good	Satisfactory
2.	K.H.S.S.	160	98.5	61.56	160	78	48.75	12.81	Good	poor
3.	B.H.S.S.	160	118.5	74.06	160	80	50	15.06	Good	Satisfactory
4.	N.H.S.S.	160	111	69.38	160	88	55	14.38	Good	Satisfactory
5.	M.H.S.S	160	101.5	63.44	160	89	55.63	7.81	Good	Satisfactory
	Total	800	530	66.25	800	416.5	52.06	14.19	Good	Satisfactory

The above table shows the School-wise proficiency of the students in terms of Gender. Out of 160 full marks, the boy students of P.H.S.S. obtained 100.5 (i.e. 62.18%) marks whereas the girl students obtained 81.5 (i.e. 50.94%). So the boys were more proficient than girls in P.H.S.S. The boy students of K.H.S.S. obtained 98.5 (i.e. 61.56%) marks whereas the girl students of same school obtained 78 (i.e. 48.75%). So, girl students were more proficient in K.H.S.S. Similarly, the boy students of M.H.S.S. obtained 101.5 (i.e. 63.44%) marks whereas the girl students obtained 89 (i.e. 55.63%). The boys students of B.H.S.S. obtained 118.5 (i.e. 74.06%) and the girls obtained 80 (i.e. 50%) only. The boys students of N.H.S.S. obtained 111(i.e. 69.38%) but girl students obtained 88 (i.e. 55%) only.So, boy students of these three schools were more proficient than girls. In overall the students of N.H.S scored the highest marks.

The boy students of B.H.S.S. obtained highest marks than all other schools and girl students of K.H.S.S. scored the lowest proficiency.

3.5 Item- wise Analysis of the Proficiency

There were all together five items in this spoken test. Where the first item was describing person, second was describing place, third was describing things, fourth was describing use and purpose and fifth was describing process. By comparing their scores in all these items, it was found that highest proficiency was in describing use and lowest was in describing process. However student proficiency was not so remarkable in all items. Items-wise proficiency is given in the following table;

Table No: 6

Item-wise Proficiency of the students

S.N.	Items	Total F. M.	Total O. M	Percentage	Proficiency
1.	Describing Person	320	220.5	68.91 %	Good
2.	Describing Place	320	204	63.75%	Good
3.	Describing Use	320	230.5	72.3%	Very Good
4.	Describing Object	320	186	58.13%	satisfactory
5.	Describing Process	320	105.5	32.9%	Poor
Total		1600	946.5	59.16%	Satisfactory

The above table shows the items-wise proficiency of the students of grade X and XI in describing function of language. Total 80 students scored 946.5 (i.e. 59.16%) marks out of 1600 full marks in five items of describing function. The number of each item was equal. Each item covered 320 full marks. The students obtained 220.5 (i.e. 68.91%) marks out of 320 full marks in describing

person whereas they obtained 204 (i.e. 63.75%) marks in describing place. Similarly, they obtained 230.5 (i.e. 72.03%) marks in describing use and they obtained 186 (5 i.e. 8.13%) in describing things. The students obtained lowest marks 105.5 (i.e. 32.96%) in describing process whereas the students obtained 230.5 (i.e. 72.03%) in describing use and purpose. Hence, the students are proficient in describing use and purpose than others four items.

3.5.1 Item-wise analysis in terms of picture

The following table shows the items –wise spoken proficiency on the basis of picture. Here, among the 5 items, 4 items were asked without picture (Non-pictorial) and 1 was asked with picture (Pictorial)

Table No: 7

Proficiency of students in Pictorial and Non- pictorial items

S.N.	Items	Marks			Differ %
		F.M.	O.M.	Per.%	
1.	Pictorial	320	230.5	72.03	16.09 %
2.	Non pictorial	1280	716	55.94	
	Total	1600	946.5	59.16	

The above table shows the items-wise proficiency of the students of grade X and XI in describing function of language in terms of pictorial Vs non-pictorial. Total 80 students scored 230.5 (i.e. 72.03%) marks out of 320 full marks in pictorial item of describing function. But they scored 716 (i.e. 55.94%) marks out of 1280 in non-pictorial items. So, they were more proficient in pictorial item than in non-pictorial items.

3.5.2 Analysis and Comparison of Items-wise Proficiency of five Schools and Grades

Table No: 8

Items-wise Proficiency of five Schools and Grades

S. N.	School's Name	Grade	F.M.	Describing Person		Describing Place		Describing Use		Describing Object		Describing Process	
				O.M	Per.%	O.M	Per.%	O.M	Per.%	O.M	Per.%	O.M	Per.%
1.	B. H.S.S.	XI	32	26.5	82.81	24	75	26.5	82.81	18.5	57.81	11	34.38
		X	32	22	68.75	20	62.5	22.5	70.31	17.5	54.69	10	31.25
2.	M.H.S.S.	XI	32	23	71.88	20.5	64.06	24	75	19	59.38	8.5	26.56
		X	32	19.5	60.94	20.5	64.06	23	71.88	19	59.38	14.5	45.31
3.	N. H.S.S.	XI	32	24.5	76.56	18	56.25	25	78.13	22	68.75	12.5	39.06
		X	32	22	68.75	21.5	67.19	23.5	73.44	19.5	60.94	10.5	32.81
4.	K. H.S.S.	XI	32	23	71.88	22	68.75	22	68.75	20	64.06	10.5	32.81
		X	32	21	65.63	19	59.38	16	50	14.5	45.31	8.5	26.56
5.	P. H.S.S.	XI	32	20.5	64.06	16.5	51.56	24	75	18.5	57.81	13.5	42.19
		X	32	19.5	60.94	22	68.75	24	75	17.5	54.69	6	18.75
Total			320	221.5	69.22	204	63.75	230.5	72.03	126	39.37	105	32.96

The above table shows the items-wise Proficiency of five Schools and Grades in describing person, place, things, use, and process. The XI grader students of B.H.S.S. scored 26.5 (82.81%) marks in describing person, 24 (75%) marks in describing place, 26.5 (82.81%) marks in describing use, 18.5 (57.81%) in describing things and 11 (34.38%) marks in describing process but, the

students of the same school studying in grade X scored 22 (68.75%) marks in describing person, 20 (62.5%) marks in describing place, 22.5 (70.31%) marks in describing use, 17.5 (54.69%) in describing things and 10(31.25%) marks in describing process. So, grade Xi students of this school were more proficient in all five items than the students of grade X.

The XI grader students of M.H.S.S. scored 23 (71.88%) marks in describing person, 20.5 (64.06%) marks in describing place, 24 (75%) marks in describing use, 19 (59.381%) in describing things and 8.5 (26.56%) marks in describing process but, the students of the same school studying in grade X scored 19.5 (60.94%) marks in describing person, 23 (71.88%) marks in describing place, 19 (59.38%) marks in describing use, 20.5 (64.06%) in describing things and 14.5 (45.31%) marks in describing process. So, grade Xi students of this school were more proficient in describing person, place, things and use than the students of grade X, but the students of grade X were more proficient in describing process items than the students of grade XI.

The XI grader students of N.H.S.S., K.H.S.S. and P.H.S.S scored higher marks in describing person, describing place, describing use, describing things and describing process but, the students of the same school studying in grade X scored describing person describing place marks in describing use in describing things and describing process. So, grade Xi students of these schools were more proficient in all five items: describing person, place, things process and use than the students of grade X. Hence, the students of grade XI were found to be better then the students of grade X in describing different items but the students of X were found to be better in some school and items only.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATION

The major focus of this research was to find out the spoken proficiency of the students in describing different items. The data were analyzed in terms of total proficiency, level-wise proficiency, gender-wise proficiency, item-wise proficiency and school-wise proficiency which were done using the simple statistical tools. The following finding was deducted after the analysis and interpretation of data:

4.1 Findings

i) The finding of the study shows that total proficiency of the students of Grade XI and X in Kalikot district in describing function was found 59.16 percentages that was a 'satisfactory' performance in speaking skill.

ii) The proficiency of the students in describing person was found 69.22 percent, 63.75 percent was found in describing place and 39.37 percent was found in describing things. The proficiency of the students in describing process was found only 32.96 percent whereas, their proficiency in describing use and purpose was 72.03 percent respectably. That was poorer performance of students in describing process than in other items. The students of grade XI and X got the highest marks in describing use and purpose and the lowest marks in describing process.

iii) The proficiency level of boys was found better i.e. 66.25 percent whereas 52.06% percent proficiency was found in girls but there was 14.19 percent differences between boys and girls.

iv) The proficiency in Higher Secondary level was 61.63 whereas the proficiency of Secondary level's students was founded 56.69 percent. The differences between these two levels were 4.94 percent only. the students of

grade x were found to be better in Mahaev Higher Secondary school but the students of XI were better in other four school.

v) Among the five samples school Nandadevi Higher Secondary school was found (62.19%) to be the best and Kalika Higher Secondary school was found (55.17%) the lowest performing school among them. But there was no significant difference between five governmental schools.

vi) The girl students of Mahadev Higher secondary school obtained 65% marks whereas the boy students of the same school obtained 63.44% marks. So the girl students were found to be better only in Mahadev Higher Secondary school then boys students.

vii) The proficiency in pictorial description was 72.03% whereas in non-pictorial description was 55.94% only. The difference was found 16.09%.

4.2. Recommendations

On the basis of these findings the following recommendations and suggestions are given.

i. Spoken proficiency of the students needs to be tasted frequently. Describing is the most significant items for students so it should be adapted in teaching learning process. Enough practice should be provided in school and the students have to be active in speaking English language in school.

ii. Describing function should be use and practice regularly in classroom. Teachers should give special concept of describing (person, place, things, use and process) and students should use this function in their real life.

iii. The teacher should give simultaneously opportunities to both boys and girls. And he should give more attention to the girls to avoid their anxiety, hesitation and fear.

iv. The students were found less proficient in describing process then others .So especial attention should give in describing process.

v. There may be several reason behind the poor performance of the students in describing so concern authorities in the field of education, need to pay a serious attention to bring these problems into the main focus and minimize them. Text book writers should involve many exercises related to develop spoken proficiency.

vi. Since the spoken practice of the students in classroom was found neglected. So adequate attention related to this area should be given.

vii.   Effective training should be conducted to build up the teaching career of teachers, which may give newness to the students and increase the confidence of the teacher in teaching language skills.

viii.   The researchers are recommended to carry out research in other areas of spoken proficiency as done in describing function.

ix.   As the describing function is the most useful in daily life, it's should be developed excellent proficient level. So, concerned authorities are recommended to play the significant role.

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APPENDIX-II

Scoring Sheet of Different Selected Schools

APPENDIX- II.A

Scoring Sheet of Nandadevi Higher Secondary school kotbada Kalikot

S.N.	Name of students	Gender	Grade	F.M.	O.M.	O.M. %	Proficiency
1	Mangal Batala	Boy	XI	20	16	80	Excellent
2	Ramesh B.K.	Boy	XI	20	13.5	67.5	Good
3	Hari Bahadur Bista	Boy	XI	20	13	65	Good
4	Kamal Shahi	Boy	XI	20	12.5	62.5	Good
5	Sita kumara Batala	Girl	XI	20	9.5	47.5	poor
6	Mina Shahi	Girl	XI	20	16	80	Excellent
7	Sarita Bista	Girl	XI	20	13	65	Good
8	Sangita Naupane	Girl	XI	20	8.5	42.5	Poor
9	Nirajan Batala	Boy	X	20	11.5	57.5	Satisfactory
10	Ram Bdr. Sahakari	Boy	X	20	14.5	72.5	Very Good
11	Parba B.K.	Boy	X	20	16	80	Excellent
12	Mohan Bista	Boy	X	20	14	70	Very Good
13	Amrita Batala	Girl	X	20	3	15	Very Poor
14	Kamala Bista	Girl	X	20	11.5	57.5	Satisfactory

15	Radha Kumari Shahi	Girl	X	20	13	65	Good
16	Hajari Nepali	Girl	X	20	13.5	67.5	Good
	Total	**G-8, B-8**	**XI-8** **X-8**	**320**	**199**	**62.18**	**Good**

APPENDIX- II.B

Scoring Sheet of Mahadev Higher Secondary school Rarakatiya Kalikot

S.N.	Name of students	Gender	Grade	F.M.	O.M.	O.M. %	Proficiency
1	Ana Parasd Acharya	Boy	XI	20	**10.5**	**50.5**	Satisfactory
2	Bhim Prasad Adakhari	Boy	XI	20	**8.5**	**42.5**	poor
3	Purna Badhur B.K.	Boy	XI	20	**16**	**80**	Excellent
4	Katak Shahi	Boy	XI	20	**14**	**70**	Very Good
5	Sunita Shahi	Girl	XI	20	**8**	**40**	poor
6	Bimala Chaulagain	Girl	XI	20	**14**	**70**	Very Good
7	Abishara Bohara	Girl	XI	20	**12.5**	**62.5**	Good
8	Basanti Khatri	Girl	XI	20	**10.5**	**50.5**	Satisfactory
9	Omparkash Acharya	Boy	X	20	**13.5**	**67.5**	Good
10	Prem B.K	Boy	X	20	**14**	**70**	Very Good
11	Lanka Badhur Shahi	Boy	X	20	**13.5**	**67.5**	Good
12	Laxman Khatri	Boy	X	20	**11.5**	**57.5**	Satisfactory
13	Jayanti Shahi	Girl	X	20	**8**	**40**	poor
14	Puja Adhakari	Girl	X	20	**11**	**55**	Satisfactory

15	Bina Kumari Bohara	Girl	X	20	**14**	**70**	Very Good
16	Muna Kumari Karki	Girl	X	20	**11**	**55**	Satisfactory
	Total	**G-8,B-8**	**XI-8,X-8**	**320**	**119.5**	**37.34**	**poor**

APPENDIX- II.C

Scoring Sheet of Panchadev Higher Secondary school Manma Kalikot

S.N.	Name of students	Gender	Grade	F.M.	O.M.	O.M. %	Proficiency
1	Dharma Raj Shahi	Boy	XI	20	14	70	Very Good
2	Bikash Baral	Boy	XI	20	12	60	Good
3	Dhani Ram Malla	Boy	XI	20	12	60	Good
4	Raju Thapa	Boy	XI	20	14	70	Very Good
5	Radika Baral	Girl	XI	20	8.5	42.5	poor
6	Kamala Malla	Girl	XI	20	11.5	57.5	Satisfactory
7	Sunkisha Bista	Girl	XI	20	11	55	Satisfactory
8	Hari Maya Nepali	Girl	XI	20	10	50	Satisfactory
9	Bishal Bhattrai	Boy	X	20	12.5	62.5	Good
10	ManiKrishna Acharya	Boy	X	20	12	60	Good
11	Jibalal Adakhari	Boy	X	20	12.5	62.5	Good
12	Krishna Badhur Shahi	Boy	X	20	11.5	57.5	Satisfactory
13	Tara Kumari Shahi	Girl	X	20	9.5	47.5	poor

14	Jibana Kumari Baral	Girl	X	20	11	55	Satisfactory
15	Bishnu Kumari Malla	Girl	X	20	10.5	52.5	Satisfactory
16	Pabitra Bhandari	Girl	X	20	9.5	47.5	poor
Total		**G-8** **B-8**	**XI-8** **X-8**	**320**	**182**	**56.87**	**Satisfactory**

APPENDIX- II.D

Scoring Sheet of Kalika Higher Secondary school Gela Kalikot

S.N	Name of students	Gender	Grad	F.M.	O.M.	O.M. %	Proficiency
1	Jagga Bdr. Sejuwal	Boy	XI	20	12	60	Good
2	Bhagiram Pokheral	Boy	XI	20	16	80	Excellent
3	Dhirendra Bhandari	Boy	XI	20	14	70	Very Good
4	Bhim Raj Shahi	Boy	XI	20	10.5	52.5	Satisfactory
5	Surja Mahatara	Girl	XI	20	13	65	Good
6	Sushila Shahi	Girl	XI	20	12	60	Good
7	Basanti shahi	Girl	XI	20	10	50	Satisfactory
8	Sunita Shahi	Girl	XI	20	10	50	Satisfactory
9	Pram Thapa	Boy	X	20	11	55	Satisfactory
10	Kamal Pariyar	Boy	X	20	13.5	67.5	Good
11	Santosh Shahi	Boy	X	20	11.5	57.5	Satisfactory

12	Bibek Pokheral	Boy	X	20	10	50	Satisfactory
13	Malati Adakhari	Girl	X	20	3.5	17.5	Very poor
14	Dhanrupa Mahara	Girl	X	20	10.5	52.5	Satisfactory
15	Ramita Pokheral	Girl	X	20	9	45	poor
16	Durga Ku. Shahi	Girl	X	20	10	50	Satisfactory
Total		**G-8 B-8**	**XI-8, X-8**	**320**	**176.5**	**55.16**	**Satisfactory**

APPENDIX-II.E

Scoring Sheet of Badhi Malika Higher Secondary school Raskot Kalikot

S.N.	Name of students	Gender	Grade	F.M.	O.M.	O.M. %	Proficiency
1	Ganash Shahi	Boy	XI	20	14.5	72.5	Very Good
2	Birendra Badhur Bom	Boy	XI	20	17	85	Excellent
3	Anil Sanjayal	Boy	XI	20	14.5	72.5	Very Good
4	Upendra Baral	Boy	XI	20	16	80	Excellent
5	Maya Davi Shahi	Girl	XI	20	12.5	62.5	Good
6	Manisha Baral	Girl	XI	20	11.5	57.5	Satisfactory
7	Kamala Budha	Girl	XI	20	11	55	Satisfactory
8	Sirjana Kumari Nepali	Girl	XI	20	9.5	47.5	poor
9	Hari Chandra Baral	Boy	X	20	16	80	Excellent

10	Mani Ram Chaulagain	Boy	X	20	13.5	67.5	Good
11	Basanta Sejuwal	Boy	X	20	12	60	Good
12	Kaluram Rokaya	Boy	X	20	15	75	Very Good
13	Maya Kumari Shahi	Girl	X	20	13.5	67.5	Good
14	Partima Baral	Girl	X	20	3.5	17.5	Very poor
15	Junkala Sanjyal	Girl	X	20	5.5	27.5	Very poor
16	Radika Naupane	Girl	X	20	13	65	Good
	Total		**XI-8, X-8**	**320**	**198.5**	**62.03**	**Good**

APPENDIX- III

Indicators used to analyze and interpret spoken proficiency

Analyzing and interpreting in research is a difficult task. We need certain norms, criteria and indicators to find out something. So, researcher had made the following indicators to find out the result. Taking the standard norms of 32 age pass percentage of our national curriculum of the secondary level, the researcher developed a checklist for determining or indicating the proficiency of the respondents on the basis of their performance or total marks obtained by them: 'very poor', 'poor', 'good',' very good', and 'excellent' are the indicators of spoken proficiency used in the checklist. The table given below shows that at a glance.

Indicators of spoken proficiency

Proficiency Indicators	Very Poor	Poor	Satisfactory	Good	Very Good	Excellent
Ranges of marks %	<32 (Below 32)	32-49	50-59	60-69	70-79	Above 80