

CHAPTER- ONE

INTRODUCTION

This is an introductory part . It includes general background, the English language in Nepal, language teaching and learning, teaching language skills, components of speaking skills, speaking proficiency, review of related literature, objective of the study and methodology.

1.1 Background

Language is an inseparable part of human communication “Out of different modes of communication, language is the most widely used means of communication which is common to all and only human beings. It is the unique gift that helps to share ideas, feelings, thoughts, desires, emotion and experience” Varsheny (2008, p.4). Every human being possesses at least a language in orders to make a purposeful communication with other people so language is an inseparable part of human communication. According to Richards, et al. (1999, p.196), “Language is the system of human communication which consists of structured arrangement of sounds for their written representation into larges unit e.g. :-Morphemes, words, Phrases, Sentences and Utterances”. Similarly, Crystal (2003,p.255) states that “Language, at its most specific level, refers to the concrete act of speaking, writing or singing in a given situation”.

Various scholars have defined language variously but none of the definitions are absolutely complete in themselves. However, different definition given by different scholars share some characteristics of language. Language is a set of structurally related elements for encoding and decoding of the message. It is also a voluntary vocal system of human communication. Out of different languages, English is the most prestigious and important language. Most of the books, newspapers, journals, articles etc. in the world are published in English

language. It is also an international language and functions as a lingua franca in the world.

Language is a unique gift given to any human being which distinguishes him from animals. Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. These symbols are in the first instances auditory and they are produced by the so called organs of speech.

There are two ways of gaining mastery over language: acquisition and learning. The acquisition is the subconscious process and usually applicable to master first language, whereas learning is a conscious process of knowing rules of a second language in a formal or classroom settings.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one to Master's level at different universities of the country. English plays a vital role for Nepalese students to become successful in local and international communication.

1.1.1 The Situation of English Language in Nepal

English, an international language, is widely used in Nepal for a long time. However, it was formally included into the educational field with the establishment of Durbar High School in 1889 A.D., it was included in the higher education with the establishment of Tri-Chandra College. English has occupied its vital position in the field of education in Nepal. It has also been prescribed as a compulsory subject up to bachelor's level.

Due to number of facts the English language is flourished in both rural and urban areas of Nepal at present days. Nepal has established its diplomatic relation with 128 countries. It has been connected with different NGOs, INGOs, World Bank and so on. Besides, Nepal is going to establish itself as one of the most important tourist center of the world. So, English is needed as a medium of science and technology as well as in other fields have been

introduced and described in English. English is also needed to be aware of the world's latest news. It has occupied its vital position also in the field of mass communication. A great deal of journal, newspapers and magazine are being published in English. Most of the private educational institutions have accepted English as a medium of instruction. People in Nepal are giving more importance to English rather than Nepali itself. By this fact we can say that English has occupied a great position in Nepal.

1.1.2 Language Teaching and Learning

The language which is most to survive in the society is acquired by the human being in infancy by a process that does not require any help. When there comes a need of the extra language for other purpose then there will be the need of teaching and learning of those languages.

Whenever a society wants skills which human beings are not equipped with by nature, to acquire them learning is a must . In language, there are two instances of such needs. Asher(1994, p.202) states:

First, there are the skills that involve the written language. All literate civilizations since deep antiquity have made provision for appropriate training in reading and writing. The second, teaching is required when foreign language are learned in a orthodox classrooms with a teacher and a set of text books, i.e. when lineage teaching takes on some of the features of the literary instruction.

Traditionally language teaching means to make the learners able to read and write in that particular language. The two skills of language speaking and listening were totally ignored. But today language teaching means to teach all these four basic skills: listening, speaking, reading and writing. None of the skills are ignored. Since spoken for of language is considered as the primary

form and written considered as secondary, the least preferred skills also are started to be given equal priority.

So, teaching language means teaching of all the skills and aspects of language. Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied and procedure for the design of teaching method and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Richards and Rodgers (2002,p.19), “Language teaching in the twentieth century is characterized by frequent change and innovation and by the development of competing language teaching ideologies”.

The teaching of language is directly influenced by the way as to how language is defined and it is also directly influenced by the different philosophical, psychological and linguistic schools of thought developed in different countries and in different times. Different approaches, methods and techniques came into use and practiced in teaching foreign language.

Teaching and learning of English in Nepal was started with the establishment of Durbar school in 1889 A.D. and the formal beginning of English in higher education started with the opening of Tri-Chandra College in 1918A.D. At that time literature was the focus of the study and the reading and writing skills were more emphasized.

Teaching and learning of English could not be satisfactory due to different reasons. Such as lack of trained teachers, lack of sufficient materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems were the selection of appropriate teaching approach, method and technique.

Before the implementation of New Education System Plan’ (NESP 2028 B.S.) the grammar translation method was widely used. The medium of instruction at that time was mother tongue of the students. Students were asked to recite the

rules of the language which they failed to apply in actual communication. Because of the world wide influence of the audio lingual method, NESP 2028 adopted the method for teaching English in our country, too, which emphasized the spoken form of language as well as inductive teaching of grammar. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the new curricula for schools have been designed on the basis of the communicative approach in which grammar is supposed to be taught inductively and through communicative activities.

1.1.3 Teaching Language Skills

A child gradually starts acquiring language from the early of his childhood and becomes adult in the field of language when he is five or six years. He acquires his mother tongue (L 1) in his family first and continues acquiring language from his neighboring friends and school. He listens to varieties of languages in different situations. He spends much time for hearing and speaking language. He follows the natural order of language skills, i.e. listening, speaking, reading and writing. Listening and reading skills are receptive skills and speaking and writing are productive skill of language. In natural setting of language acquisition, natural order of language skill is followed. First, the child listens to the language used by his family, friends and so on and he comprehends it. Then after, he starts speaking. Reading and writing are complex skills in comparison to those of two primary skills: listening and speaking.

Teaching English as a foreign language, all the language skills should be taught. While teaching these skills, the teacher should follow the natural order as the child follows to acquire his mother tongue. There are four language skills:

- (a) Listening Skill
- (b) Speaking Skill
- (c) Reading Skill
- (d) Writing Skill

(a) Listening Skill

Listening skill is the first skill for those who are acquiring their first language. It is a receptive skill where we get the information through the oral mode. Underwood (1989, p.16) says, "Listening is an activity of paying attention to and trying to get meaning from what we hear". At the time listening, we are listening to someone's voice/accent to know what the speaker is saying.

To be efficient listener, the listener should have the knowledge of both linguistics and non-linguistic aspects. In this regard, in listening, the listener receives the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. So, the ways of expression make difference in meaning of the original ones. We need to be able to listen to a variety of things in a number of different ways. In this concern, Ur (2001, p.105) includes some listening situations as "interview, instructions, radios, news, telephone chat, conversation, storytelling, and so on". A regular practice on listening to a variety of things makes us to develop our listening skills. We can be perfect in listening to different things in different ways in our learning languages.

(b) Speaking Skill

Speaking occupies second position in the natural order of language skills, first being listening. Speaking is a productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking.

Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how he wants to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people. Speaking is based on

successful interaction. This process involves both production and comprehension.

The major objectives of most of the language programmes are to prepare the learner for meaningful interaction, making them able to use and understand natural speech forms. Genuine interaction speech differs from class room discourse in many ways. Ur (1996, p.118) identifies four characteristics of successful speaking activity: Learner's task, participation is even, motivation is high, and language is of an acceptable level.

Speaking is crucial part of second language teaching and learning. Despite its importance, for many years teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues, however, today's world requires that the goal of teaching speaking should improve students' communicative skills because, only in that way students can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstances', Teaching and learning speaking Kayi (2006, p.7) means to make the learners able to:

- i. Produce English speech sounds and sound pattern.
- ii. Use words and sentence stress. Intonation patterns and the rhythm of the second language.
- iii. Select appropriate words and sentences according to the proper social setting,
- iv. Organize their thought in a meaningful and logical sequence.
- v. Use the language quickly and confidently with few unnatural pauses.

(c) Reading Skill

Reading skill is a skill by which we can read the text of language. It is a receptive skill in written mode. Grellet (1992, p.3) states, "Reading comprehension is interpreted as extracting the required information from a written text as efficiently as possible". Similarly, reading is "understanding a text". Here, understanding the text means comprehending the text. Reading

makes us understand or make sense of a given text. In reading, there are also various types of reading. So, reading may be taken for different purposes like reading for pleasure, reading for information. Regarding reading skill, Rivers (1998, p.214) writes:

The reading skill, once developed, is the one which can be most easily maintained at a high level by the student himself without further help from his teacher. Through its exercise, he can increase his knowledge and understanding of the culture of the speakers of language, their ways of thinking, and their contribution to many fields of artistic and intellectual endeavor.

This skill is not only regarded as absorbing the printed information, it is also known as guessing, predicting, and checking and so on. If the reader really becomes a perfect reader of a language, he/she does not need help from others. He/she is able to recognize the cultural pattern, different views of different scholars and so on of the particular language.

(d) Writing Skill

There is no doubt that writing is a complex skill not only for second/foreign language learners even to the native speakers. Widdowson (1978, p.147) states:

Writing is the use of visual medium to manifest the geographical and grammatical system of the language and another that writing is the act of making of correct sentences and transmitting them through the visual medium as marks on paper.

Writing is a difficult skill than other skills. Knowing about graphic symbols is not sufficient; we need to put them in correct order. The grammatical system differs according to languages. Thus, graphic symbols should be put in the right way to give intended sense. In this concern, Rivers (1968, p.254) writes, "To be able to write in the foreign language the student must be trained systematically through five stages of development: copying, reproduction, recombination, guided writing and composition". From the above description, we can conclude that we must follow the stages of writing to make our writing ability perfect.

Traditionally, two primary skill of language viz. listening and speaking were ignored while teaching English as a foreign language though the people knew the importance of learning language. Obviously, it is possible to learn a foreign language without learning how to write in it because reading and writing are the skills which are difficult to acquire and communication is not disturbed without reading and writing skills. Unless one is able to listen, i.e. perceive or comprehend the language, s/he cannot speak or use it. Therefore, listening and speaking are interrelated.

1.1.4 Components of Speaking Skill

Hymes (1972, p.34) assumes that L2 learners need to have not only the linguistic knowledge, but also the culturally acceptable way of interacting with others in different situations and relationships. The ability to speak in a foreign language consists of the following components which are important from pedagogical point of view:

- i. Articulation and production of sounds and sound sequences
- ii. Production of stress and intonation patterns.
- iii. Connected speech, Communicative skills and Phatic communion.

Regarding teaching speaking skill, the government has invested different materials. Different trainings and seminars have been conducted but the expected result has not been achieved yet. The objectives of speaking have not been fulfilled in the case of the lower secondary level. If it is so, there are some

hidden problems to interfere for the achievement of the objectives of speaking. Some studies have been done in the field of speaking skill. The researchers have studied the speaking ability of the Nepalese learners. These research works are concentrated on communicative ability, exposure, activities and the use of different materials for teaching speaking and so on. No study has been done to evaluate problems of the text of the lower secondary level and about the problems which the teachers and students are facing with. Realizing this value, the researcher is attempting to assess the problems of teaching speaking and suitable recommendation for solving those problems. Thus, trail is to be done for finding out the areas of problems existing in teaching and learning speaking skill. This work will help the concerned body to take effective initiatives to solve the problems. Therefore, it is necessary to carryout a research work to find out the real problems which are referring to teaching / learning speaking at lower secondary level.

1.1.5 Speaking proficiency

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. According to Stern (1983, p.78):

Proficiency can be looked as a goal and thus be defined in terms of objectives or standards. These can be served as criteria by which to assess proficiency as an empirical fact, that is the actual performance of given individual learners or groups of learners. Proficiency ranges from zero to native-like proficiency. The zero is not absolute because second language learners as speaker of at least one other language, his first language, knows language and how it functions. Complete competence whatever its definition, is hardly ever reached by second language learner."

The proficiency refers to the examinee's ability in a particular area of competency in order to determine the extent to which they can function in a real language use situation (Farhady et al.,1983, p.167).

Speaking proficiency refers to the ability to express one's own ideas, thoughts, feelings, information and emotions accurately, fluently and confidently in a real language use situation.

In the field of second language, the native like proficiency is rare but one can have near native proficiency of speaking. The term proficiency is not the absolute term. It is a matter of various levels as low speaking proficiency, mid speaking proficiency and advance speaking proficiency with regards to proficiency. Harris (1969, p. 84) states:

Pronunciation

- Has few traces of foreign accent.
- Always intelligible though one is conscious of the definite accent.
- Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- Pronunciation problem so severe as to make speech virtually unintelligible.

Grammar

- Makes few (if any noticeable errors of grammar)
- Occasionally makes grammatical errors which do not, however obscure meaning.
- Makes frequent errors of grammar which occasionally obscure meaning.
- Grammar and word order make comprehensive difficult, most often rephrase sentences.
- Errors in grammar so severe as to make speech virtually unintelligible.

Vocabulary

- Use of vocabulary is virtually that native speaker.
- Sometimes uses inappropriate term because of lexical inadequacies.
- Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary,
- Misuse of words and very limited vocabulary make comprehension quite difficult.
- Vocabulary limitation so extreme as to make conversation virtually impossible.

Fluency

- Speech as fluent and effortless as that of native speaker.
- Speed of speech seems to be slightly affected by language problems.
- Speech of fluency is rather strongly affected by language problems.
- Usually hesitant, often forced into silence by language limitations.
- Speech is so halting and fragmentary as to make conversation virtually impossible.

Rivers (1968, p.191) opines that every act of communication does not involve a rapid fire exchange. There are hesitation, cliché expression which fill pauses much frequent indefiniteness as the emitter seeks the most suitable combination of elements to express meaning.

1.1.6 Problems in Teaching Learning Speaking Skill

Communicative approach focuses on listen and responds rather than listen and repeat. Therefore, listen and understand are important. In this regard, we can say that a student listens a lot of sentences in a foreign language is no guarantee that he will speak.

There are some reasons why this skill is not given much attention. Firstly, most of the teachers think that this skill is automatically acquired by the learners as she/he tries to speak language. Secondly, incompetence in it is easy to hide

saying 'Yes' and 'No'. Thirdly audiolingualism may give impression that they are teaching speaking when infact they are teaching other skills.

1.1.7 What Makes Speaking Difficult ?

According to Ur (1996, p.121),there are factors which make the speaking difficult. The difficulties may lie with the teaching process or with the students or with the material itself. They are as follows:

Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simple of the attention that their speech attracts.

Nothing to say

Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Low or uneven participation

We often find in our classroom that there are only very few students who actively participate in the discussion.

Mother tongue use

In situations where learners, share a common mother tongue - they often tend to use it for a communication purpose. They feel unnatural to speak to one another in a foreign language. It is mostly unmanageable when the students are assigned a pair work or group work.

Classroom size

A classroom containing forty students prevents from teaching and practicing speaking .

Time of exposure

How much time do you devote for speaking practice? Merely emphasizing structure and vocabulary practice does not automatically develop speaking of the students. Few numbers of hours available for speaking is not enough to develop speaking habit of the learners.

Syllabus / examination system

Our syllabus and examination system underestimates the importance of speaking skill. Reflecting students' communicative ability through paper-pencil work is not genuine way of testing. In the Nepalese context, testing speaking is just for formality, not for reality.

Pronunciation problems

Pronunciation problems are real problems regarding the spoken language.

Common problems that are likely to occur are:

- i. Difficulty in pronouncing sounds which do not exist in the students' own language, e.g. for many Nepalese students, the consonants /θ/, /f/, /v/, are difficult.
- ii. Confusion of similar sounds, e.g. /i:/, /i/ and / r/ or / s /, /ʃ/.
- iii. Use of simple vowels instead of diphthongs, e.g. /i:/ instead of / Ið/.
- iv. Difficulty in pronouncing consonant cluster, e.g. 'desks'/ desks /, 'twelfths'/ twel fθs /.
- v. Tendency to give all syllables equal stress and 'flat' intonation.

1.2 Review of Related Literature

Several research studies have been carried out by the various researchers which are directly or indirectly concerned with teaching speaking skill. Thus, I have made the foundation of my research work based on those previously carried out

research studies related to teaching speaking skill. Some of them are reviewed below:

Cullen (1998) conducted his research on the topic "Brainstorming before Speaking tasks". In this research study, his main concern was how brainstorming was beneficial for teaching conversation in language classes. The finding of the study showed that brainstorming was very helpful activity to introduce language classes. This study indicates that the use of brainstorming became better tool for making the better speakers. Additionally it also gave the pleasure and enjoyment in teaching.

Sook (2003) in her research, "The types of speaking assessment tasks used by Korean junior secondary school English teachers" aimed to reveal the types of speaking assessment tasks and the ways in which assessment were administrated by Korean junior secondary school English teachers in teaching speaking. She found out that due to the some practical constraints like large classes, excessive work for face to face classroom teaching, and lack of training in conducting speaking assessment, lack of efficient and effective assessment instruments were responsible for differing in speaking assessment.

Oli (2003) carried out the research entitled "The proficiency in speaking skill of the 9th grade". The main objectives of the study to find out the proficiency of speaking skill of the 9th graders from the public school of Dang and Rukum district and to compare the speaking proficiency of the 9th graders of the Dang and Rukum district on basis of the variables such as school wise, district wise and urban vs. rural. Test item was used as the research tool in the study. He found that situation of speaking proficiency of the students from the public secondary schools in our country is not satisfactory and adequate to meet the specified objectives of the English Curriculum

Timilsina (2005) conducted his research entitled "A study on the student's ability to communicate orally in English". He was interested to determine the students' ability to communicate orally in English and to compare the'

achievement of the students in terms of different variables. He observed and analyzed the abilities of the students' performances and he found no such reasonable differences between male and female students' skill in communicating in English but the students of urban area uttered more acceptable sentences than that of semi-urban and rural area.

Paudel (2007) undertook research on “ A study on the proficiency of grade twelve students in the speaking skill”. The main objectives of the study to find out the proficiency of speaking skill of the grade twelve students in Kailali district. He took the students of grade 12 of Kailali district and his population of study was 40 students studying in grade 12 in four H.S.S of Kailali district. In his research study, it has been found that the situation of speaking skill proficiency of the students of grade 12 in our country is not satisfactory and adequate to meet the specified objectives of the English curriculum.

Pandey (2007) in her study "Teaching speaking at secondary level class: an analysis of the classroom activities" aimed to identify the activities for teaching speaking in secondary level classroom and to investigate practical constraints in conducting speaking activities in the classroom. For her research, she mainly focused on the classroom activities applied by the teachers in teaching speaking where description, pair work, group discussion, were the most commonly used activities. She found that less time, large number of students and no sound knowledge for speaking created the problems in teaching speaking.

Malla (2011) carried out the research entitled “Developing proficiency in spoken English by grade ten students”. The main objectives of the study to find out the impact of direct method on the proficiency of the students’ of grade ten in speaking skill. He used only one tool “test items’ to elicit on required information for the study. His study were the 50 students of grade 10 studying at Shree Mahakali Namuna H.S.S, in Mugu district as primary sources of data. He found that use of direct method in teaching language functions as a

classroom technique has been found better in the proficiency of the students' in speaking skill.

Although a number of researches have been conducted in teaching and learning speaking skill , none of them deals with the Speaking Proficiency of grade eight students. Therefore, I realized the need of the present research.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the speaking proficiency of grade eight students in terms of:
 - Pronunciation
 - Accuracy (grammar)
 - Fluency and Vocabulary
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. In the same way, this study will be significant to the students, teachers and those who are engaged in speaking skill to design appropriate materials to facilitate the classroom teaching. Similarly, it will be equally important for textbook writers, syllabus designers, and other personals interested in this field to design the course book and curriculum according to the need and interests of the teachers. This thesis work will be significant for the other interested persons who want to carry out research in the other aspects of the same topic accordingly.

CHAPTER - TWO

METHODOLOGY

Any kind of research needs to adopt the certain framework to achieve the desired goals of the research work. Kumar (2006, p. 7) says, "to qualify as research, the process must have certain characteristics: It must be as for as possible, be controlled, rigorous, systematic, valid, verifiable, empirical and critical". To make this research as scientific as well as valid, I followed the following tools, techniques and procedure to gather the required data for the study.

2.1 Research Design

I adopted survey research design to conduct it. Survey is the most commonly used method of investigation in Educational research which can be carried out either by a group of researchers or by an individual. Data is collected only at a single point of time aiming to obtain overview of phenomenon, event, issue or a situation. The sample should be the representative of the study population as a whole. The finding of survey is generalizable and applicable to the whole group.

According to Cohen, Manion and Morrison (2007, p. 205):

Survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying students against which existing conditions can be compared or determining the relationships that exist between specific event.

Similarly, Bryman (1989, p. 183) says:

Educational survey involved the collection of data from the associates (student, teachers, and other concerns) and its analysis to eliminate the problems related to Education. Education survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specific target population. It is a single time data gathering procedure and examination of those data to discern to pattern of association. The quantifiable data is assumed to obtain by using the structured tools and analyzed to find out the pattern of association.

Thus, survey is the best research design carried out to find out public opinion and attitudes of different professionals to assess certain activities and study certain trends almost at a single point of time. It generally addresses a large group of population. The sample should be the representative of the study population as a whole. Selection of a representative sample from the population as a whole is a difficult but very important and sensitive task. Sampling is done to obtain the practicability of the study and finding will be generalizable to the whole group.

2.2 Sources of Data

To carry out the research study, I used both sources: primary and secondary.

2.2.1 Primary Sources of Data

The require data was collected from four lower secondary schools of Sarlahi district. Ten students from each lower secondary school were taken as primary sources of data.

2.2.2 Secondary Sources of Data

My major focus was on primary sources of data. Though, I gave more emphasis on primary sources of data, many books that were directly or indirectly related to the topic, theses, articles, journals etc. written on ELT, text books and teacher's guide of lower secondary level were used as secondary sources of data.. Some of them were: Bygate (1987), Cross (1992), Ur (1996), Cullen (1998) and Harmer (2008).

2.3 Sample Population and Sampling Procedure

The sample population consisted of forty students from four different lower secondary schools of Sarlahi district. They were selected through non-random sampling procedure.

2.4 The Research Tool

The test items were used to collect the data to accomplish my research work.

Two different sets of test items were prepared to collect the opinion of the students. The test items consisted of both objectives and subjective questions.

2.5 Stepwise Procedure of Data Collection

- i) Firstly, different sets of best items were prepared.
- ii) Then, I went to the field and visited the selected lower secondary schools of Sarlahi district, took permission from the authority, contacted with the teachers and students, distributed the test items and requested for reply.
- iii) I recorded some conversation of the students and consulted District Education office Sarlahi for secondary data if needed.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i) The population of the study was limited to the students of Sarlahi district.
- ii) The research was conducted to the students of the lower secondary level.
- iii) The proficiency of speaking was found out only on the basis of pronunciation, accuracy, fluency and vocabulary.
- iv) The primary sources of data collection were emphasized.
- v) The primary aim of the study was to list the problems.
- vi) The test items were used for collecting data.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data collected from the students. The objective of the research was to find out the proficiency of speaking skill of lower secondary students studying in Sarlahi district.

The students' responses were collected, and then analyzed.. The performance of the students was analyzed on the basis of the score they received.

3.1 Overall Proficiency of the Grade Eight Students

Table No. 1

The Average Scores of Grade Eight Students on Various Components of Language

| School Components | School | | | | Mean Scores | Percentage |
|-------------------|--------|------|------|------|-------------|------------|
| | A | B | C | D | | |
| Pronunciation | 15.3 | 12.6 | 14.7 | 14.8 | 14.3 | 57 |
| Accuracy | 13.5 | 10.9 | 11.8 | 13.6 | 12.4 | 49.6 |
| Fluency | 14 | 13.8 | 11.9 | 14.2 | 13.5 | 54 |
| Vocabulary | 14.8 | 13.7 | 11 | 15.4 | 13.3 | 55.4 |

As presented in the table no. 1, it was found that the average score from the four LSS in pronunciation was 14.3 out of 25 (57%). Likewise, the average score in accuracy was 12.4 (49.6%). In the same way, the average score in fluency and vocabulary were respectively 13.5 (54%) and 13.3 (53.2%). It was found that the proficiency of pronunciation was better than other components. i.e. accuracy, fluency and vocabulary.

Table No. 2

The Mean Value of the overall Result of the Students of Grade Eight

| Test score | No. of students (F) | Mid values (x) | Fx |
|------------|---------------------|----------------|-------|
| 90-99 | - | 94.5 | - |
| 80-89 | - | 84.5 | - |
| 70-79 | 3 | 74.5 | 223.5 |
| 60-69 | 10 | 64.5 | 645 |
| 50-59 | 10 | 54.5 | 545 |
| 40-49 | 14 | 44.5 | 623 |
| 30-39 | 3 | 34.5 | 103.5 |
| 20-29 | - | 24.5 | - |
| 10-29 | - | 14.5 | - |
| 0-09 | - | 04.5 | - |
| Total | 40 | | 2140 |

$$\bar{X} = \frac{\sum fx}{N} = \frac{2140}{40} = 53.5$$

The mean value was 53.5

The overall result secured by the students of grade eight has been graded according to Table no.12.

Table No. 3

The Overall Result Obtained by the Students of Grade Eight

| Test scores | No.of students(f) | Mid values(x) | Fx | Grade | Percentages |
|-------------|-------------------|---------------|-------|-------|-------------|
| 80-100 | - | 90 | - | A | - |
| 60-79 | 13 | 69.5 | 903.5 | B | 32.5 |
| 40-59 | 24 | 49.5 | 1188 | C | 60 |
| 20-39 | 3 | 29.5 | 88.5 | D | 7.5 |
| 0-19 | - | 9.5 | - | E | - |
| Total | 40 | | 2180 | | 100 |

$$\bar{X} = \frac{\sum fx}{N} = \frac{2180}{40} = 54.5$$

The mean value was 54.5.

As shown in the table no 3. It was found that the proficiency level of the students was average. 32.5 percent students obtained good remarks and were assigned under 'B' category. 60 percent students were categorized under 'C' category i.e. average level only 7.5 percent students were placed under below average or 'D' category. The average speaking proficiency of the students of Sarlahi district was of 'C' grade or average.

3.2 School wise Proficiency of the Students of School A

Table No. 4

The Students' Proficiency in Speaking Skill of School A

| S.N. | Pronunciation F.M. 25 | Accuracy F.M. 25 | Fluency F.M. 25 | Vocabulary F.M. 25 | Total F.M.100 |
|---------------|--------------------------|---------------------|--------------------|-----------------------|------------------|
| 1 | 19 | 17 | 17 | 19 | 72 |
| 2 | 16 | 14 | 14 | 16 | 60 |
| 3 | 18 | 17 | 19 | 16 | 70 |
| 4 | 17 | 16 | 18 | 16 | 67 |
| 5 | 12 | 10 | 12 | 12 | 46 |
| 6 | 11 | 06 | 11 | 10 | 38 |
| 7 | 14 | 13 | 14 | 13 | 54 |
| 8 | 10 | 10 | 10 | 10 | 40 |
| 9 | 14 | 10 | 14 | 15 | 53 |
| 10 | 12 | 12 | 11 | 11 | 46 |
| Total | 143 | 125 | 140 | 138 | 546 |
| Mean Score | 14.3 | 12.5 | 14 | 13.8 | 54.6 |

As stated in the above table, most of the students were able to respond to the oral questions asked by the researcher. They tried to answer all types of test items. Their pronunciation was found to be better than that of their accuracy, fluency and the vocabulary.

Table No. 5**The Students' Proficiency in Speaking Skill of School A**

| Test-scores | No.of students(f) | Mid values(x) | fx | Percentage |
|-------------|-------------------|---------------|-------|------------|
| 80-100 | - | 90 | - | - |
| 60-79 | 4 | 69.5 | 278 | 40 |
| 40-59 | 5 | 49.5 | 247.5 | 50 |
| 20-39 | 1 | 29.5 | 29.5 | 10 |
| 0-19 | - | 9.5 | - | - |
| Total | 10 | | 555 | |

As shown in the above table, most of the students' proficiency was average (i.e. 40-59). 40 percent of the total students were under the proficiency level 'B' i.e. good proficiency level and 10 percent of the students were below average proficiency i.e. 'D' category. No students had got the excellent and poor proficiency level. The mean value was 55.5.

Table No. 6**The Students' Proficiency in Speaking Skill of School B**

| S.N. | Pronunciation F.M. 25 | Accuracy F.M. 25 | Fluency F.M. 25 | Vocabulary F.M. 25 | Total F.M. 100 |
|---------------|--------------------------|---------------------|--------------------|-----------------------|-------------------|
| 1 | 12 | 10 | 14 | 10 | 46 |
| 2 | 17 | 16 | 17 | 16 | 66 |
| 3 | 12 | 11 | 11 | 11 | 45 |
| 4 | 18 | 16 | 18 | 18 | 70 |
| 5 | 10 | 11 | 12 | 11 | 44 |
| 6 | 11 | 10 | 11 | 10 | 42 |
| 7 | 12 | 13 | 14 | 14 | 54 |
| 8 | 10 | 10 | 10 | 10 | 40 |
| 9 | 16 | 11 | 15 | 15 | 57 |
| 10 | 17 | 11 | 16 | 14 | 58 |
| Total | 136 | 119 | 138 | 129 | 522 |
| Mean Score | 13.6 | 11.9 | 13.8 | 12.9 | 52.2 |

As shown in the table no. 4, the students of this school were found to be satisfactory in fluency. They could speak rather fluently without any hesitation, fillers and pauses. Their pronunciation was better than accuracy and vocabulary. The students vocabulary were very limited. The accuracy of their utterances were very poor. They missed some grammatical categories such as articles, prepositions, verbs and appropriate tense. The total proficiency in the speaking skill was in average category. There were 65 students studying in grade eight.

Table No. 7

The Students' Proficiency in Speaking Skill of School B

| Test scores | N0.of students (f) | Mid values (X) | fx | Percentages | Grade |
|-------------|--------------------|----------------|-----|-------------|-------|
| 80-100 | - | 90 | - | - | A |
| 60-79 | 2 | 69.5 | 139 | 20 | B |
| 40-59 | 8 | 49.5 | 396 | 80 | C |
| 20-39 | - | 29.5 | - | - | D |
| 0-19 | - | 9.5 | - | - | C |
| Total | 10 | | 535 | | |

Most of the students obtained average mark and were assigned under 'C' grade. Only 20 percent of the students obtained good mark. It revealed the average performance of the students in speaking skill. The mean value was 53.5.

Table No. 8

The Students' Proficiency in Speaking Skill of School C

| S.N. | Pronunciation F.M. 25 | Accuracy F.M. 25 | Fluency F.M. 25 | Vocabulary F.M. 25 | Total F.M. 100 |
|---------------|--------------------------|---------------------|--------------------|-----------------------|----------------------|
| 1 | 15 | 14 | 10 | 10 | 49 |
| 2 | 13 | 10 | 12 | 12 | 47 |
| 3 | 12 | 9 | 11 | 12 | 44 |
| 4 | 14 | 10 | 13 | 12 | 49 |
| 5 | 15 | 10 | 15 | 12 | 52 |
| 6 | 16 | 14 | 15 | 16 | 61 |
| 7 | 12 | 7 | 9 | 9 | 37 |
| 8 | 18 | 15 | 12 | 18 | 63 |
| 9 | 11 | 12 | 12 | 8 | 43 |
| 10 | 11 | 7 | 10 | 11 | 39 |
| Total | 137 | 108 | 119 | 120 | 484 |
| Mean Score | 13.7 | 10.8 | 11.9 | 12.0 | 48.4 |

On the basis of table no. 8, the proficiency of the students in speaking seemed average. It was found that the pronunciation of the students was better than their accuracy, fluency and vocabulary. Misuse of the words and very limited vocabulary made comprehension very difficult. There were forty students studying in grade eight.

Table No. 9

The Students' Proficiency in Speaking Skill of School C

| Test scores | No.of students(f) | Mid values(x) | fx | Percentages |
|-------------|-------------------|---------------|-----|-------------|
| 80-100 | - | 90 | - | - |
| 60-79 | 2 | 69.5 | 139 | 20 |
| 40-59 | 6 | 49.5 | 297 | 60 |
| 20-39 | 2 | 29.5 | 59 | 20 |
| 0-19 | - | 9.5 | - | - |
| Total | 10 | | 495 | |

As shown in table no. 9, 20 percent students were graded under 'B' category i.e. they performed good. 60 percent students were of average proficiency and were graded under 'C' i.e. and 20 percent students were graded below average or under 'D' category. They had very limited vocabulary. They had wrongly used vocabulary and their structural accuracy was limited. The mean value was 49.5.

Table No. 10

The Students' Proficiency in Speaking Skill of School D

| S.N. | Pronunciation F.M. 25 | Accuracy F.M. 25 | Fluency F.M. 25 | Vocabulary F.M. 25 | Total F.M.100 |
|---------------|--------------------------|---------------------|--------------------|-----------------------|------------------|
| 1 | 18 | 16 | 15 | 17 | 66 |
| 2 | 17 | 16 | 15 | 15 | 63 |
| 3 | 13 | 13 | 14 | 12 | 52 |
| 4 | 14 | 12 | 13 | 12 | 51 |
| 5 | 16 | 16 | 16 | 15 | 63 |
| 6 | 16 | 14 | 14 | 15 | 59 |
| 7 | 19 | 17 | 16 | 17 | 69 |
| 8 | 12 | 11 | 11 | 12 | 46 |
| 9 | 18 | 17 | 15 | 16 | 66 |
| 10 | 15 | 14 | 13 | 16 | 58 |
| Total | 158 | 146 | 142 | 147 | 593 |
| Mean Score | 15.8 | 14.6 | 14.2 | 14.7 | 59.3 |

On the basis of table no. 8, it was found that the student of this school were good at pronunciation. The pronunciation was intelligible. The students' speaking skill seemed average

The students were found fluent in the oral presentation which they had already practiced in grade seven. Most of the students tried to respond all the questions of the test items. There were 145 students studying in grade 8.

Table No. 11
The Students' Proficiency in Speaking of School D

| Test scores | No.of students(f) | Mid values(x) | fx | Percentages |
|-------------|-------------------|---------------|-------|-------------|
| 80-100 | - | 90 | - | - |
| 60-79 | 5 | 69.5 | 347.5 | 50 |
| 40-59 | 5 | 49.5 | 247.5 | 50 |
| 20-39 | - | 29.5 | - | - |
| 0-19 | - | 9.5 | - | - |
| Total | 10 | | 595 | |

As shown in table no. 11, 50 percent students were graded under 'B' category i.e. they performed well in speaking. 50 percent students were graded as average. The mean value was 59.5.

3.3 The Criteria of Gradation

On the basis of proficiency description of Harris (1969,p.89), the criteria of grading and students' proficiency result are mentioned below.

Pronunciation

- Excellent-Has few traces of foreign accent.
- Good-Always intelligible though one is conscious of the definite accent.
- Average-Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.

- Below Average-Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- Poor-Pronunciation problem so severe as to make speech virtually unintelligible.

Grammar

- Excellent-Makes few (if any noticeable errors of grammar)
- Good-Occasionally makes grammatical errors which do not, however, obscure meaning.
- Average-Makes frequent errors of grammar which occasionally obscure meaning.
- Below Average-Grammar and word order make comprehensively difficult, most often rephrase sentences.
- Poor-Errors in grammar so severe as to make speech virtually unintelligible.

Vocabulary

- Excellent-Use of vocabulary is virtually like the native speaker.
- Average-Sometimes uses inappropriate term because of lexical inadequacies.
- Average-Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
- Below Average - Misuse of words and very limited vocabulary make comprehension quite difficult.
- Poor-Vocabulary limitation to extreme as to make conversation virtually impossible.

Fluency

- Excellent-Speech as fluent and effortless as that of native speaker.
- Good-Speed of speech seems to be slightly affected by language problems.

- Average-Speech of fluency is rather strongly affected by language problems.
- Below Average-Usually hesitant, often forced into silence by language limitations.
- Poor-Speech is so halting and fragmentary as to make conversation virtually impossible.

The proficiency of the students was categorized and graded as below:

Table No. 12
Five-Point Rank Scale for Gradation

| Percentage | Grade | Proficiency level |
|------------|-------|-------------------|
| 80-100 | A | Excellent |
| 60-79 | B | Good |
| 40-59 | C | Average |
| 20-39 | D | Below average |
| 0-19 | E | Poor |

As shown in the table no.12, for testing students' speaking in term of variable pronunciation, the students who had native like pronunciation were assigned 80-100 percentage and grouped under 'A' category but no students were found to be under this category. Similarly, the students, whose pronunciation was intelligible, obtained 60-79 percentage and categorized under 'B' or good.

e.g smoking is not allowed (/↔laud/)

English language is important because (/bikauz/).....

Students who had pronunciation problems and whose utterance was intelligible if listened carefully received 40-59 percent and graded under 'C' category or average.

e.g. English is an international language. (/lɔ̃ngwidz/)

It has a high prestige. (/pristi:z /)

Students whose pronunciation was quite erroneous were given 20-39 percent and were grouped under category 'D' or below average.

e.g. I am suffering (/sɔ̃rfin/) from headache (/hedzek/)

Students whose pronunciation problem was so severe as to make speech virtually unintelligible were assigned 0-19 percent or grouped under category 'E'. However, no students were found to be under the category.

Regarding the assessment of the students in term of variable accuracy, the students who made few noticeable errors obtained 80-100 percent and were categorized under 'A' or excellent, but none of the students were found to be in this category.

Similarly those students who occasionally made grammatical errors obtained 60-79 percent and were grouped under 'B' category or good.

e.g. *Excuse me, I feeling very hot. Please open the window.

Once upon time, there *is two donkeys.

Likewise, those students who made frequent errors of grammar which made the meaning unintelligible were given 40-59 percent and grouped under category 'C' or average.

e.g. I was eat your cake for I ate your cake.

I can understood for I can understand.

I am not come in your birthday for I can not come in your birthday.

The students who used wrong word order and made the utterance difficult to understand obtained 20-39 percent and were graded under 'D' category or below average.

e.g. You'd better that you go to dentist for

You'd better go to the dentist.

In our village is 1600 people for there are 1600 people in my village.

Similarly, the students whose errors in grammar were so severe as to make speed virtually unintelligible were given 0-19 percentage and were grouped under 'E' grade but no student was found to be under this category.

While testing student's speaking proficiency in term of their fluency 80-100 percent were given to those students who performed fluent and effortless speech and were categorized under 'A' or excellent. However, no students were found to be under this category. In the same way, the students whose speed of speech seemed slightly affected by language problem obtained 60-79 percent and were graded under 'B' or good.

e.g. I'm very sorry (short pause) I have taken your cake.

Because it is an international (short pause) language similarly, students whose speech and fluency were rather strongly affected by language problem obtained 40-59 percent and were grouped under 'C' category or average.

e.g. I think..... I hope..... I refuse.

Taking photo.....taking photo is not allowed

Students who spoke hesitantly often with pause obtained 20-39 percent and were graded under 'D' category or below average.

e.g. My village ...umm... beautiful village.

I'm feeling ...umm.... Very hot.

Once there were two donkeys ..umm... tied... with a rope.

Likewise, students whose speech was so halting as to make conversation virtually impossible were given 0-19 percentage and were placed under category 'E' but no students were found to be under this category.

For testing students' speaking in term of vocabulary those students who used the vocabulary virtually like native speakers were grouped under 'A' grade. However, no students performance was found to be under this category.

Similarly, the students who used inappropriate terms because of lexical inadequacies received 60-79 percent and grouped under 'B' category or good.

e.g. will you mind opening the window? for
Would you mind opening the window?
I'm not come in your birthday for
I can not come in your birthday.

Likewise, students who used wrong words because of limited vocabulary were given 40-59 percentage and were grouped under 'C' category.

e.g. My headache I can go home for
I have got headache may I go home?
No catch fish for fishing is not allowed.

Students who misused the words which made the utterance unintelligible were assigned 20-39 percentage and graded under category 'D' or below average.

e.g. I'm suffering a hot for I'm feeling hot
How about get permission for how about asking for permission?
No catch fish for fishing is not allowed.

Similarly, students whose vocabulary limitation was so severe as to make conversation virtually impossible were assigned 0-19 percentage but no students were found to be under this category.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

This chapter deals with findings and recommendations. The findings of the study were derived from the analysis and interpretation of the data collected from the primary sources. The major findings of my study were as follows:

- The pronunciation proficiency was found to be satisfactory as the score of the students in pronunciation was 14.3 (i.e. 57%) which was higher than proficiency in accuracy, fluency and vocabulary.
- The students' pronunciation was comprehensible though it was not native like.
- It was found that the mean score in accuracy was 12.4 (i.e.49.65%) which showed the poor and least proficiency compared to other components.
- The students committed errors in the use of auxiliaries, subject- verb agreement, tense and voice.
- The mean score in fluency was 13.5 (i.e.54%) which showed the average proficiency of the students. Their proficiency in fluency was found to be better than the other two components; accuracy and vocabulary.
- In their utterance, repetitions, pauses (both silent and filled), hesitation were found to occur.
- The mean score obtained by the students in vocabulary was 13.3 (i.e.53.2%) which showed the average proficiency of the students in vocabulary.
- The students often used inappropriate vocabulary. Their utterances were halting because of their limited vocabulary which also affected their fluency.

From the analysis and interpretation, it was found that the proficiency of the students of lower secondary in the speaking skill was comparatively not satisfactory.

4.2 Recommendations

The following recommendations have been made on the basis of the findings of the research:

- The curriculum of English for Lower Secondary level should be designed to develop the students' accuracy, fluency and vocabulary
- The curriculum of compulsory English for Lower Secondary level has given greater emphasis on developing speaking skill. So, steps should be taken to improve teaching and learning process in order to enhance the effectiveness of the course.
- Group work, pair work, and role play techniques are suggested to be applied effectively in the class.
- Audio-videos, techniques should be used to teach speaking skills.
- The students should be encouraged to be active participants in speaking activities.
- The proficiency of speaking can not be evaluated by the written exam. If it happens so it is for formality not for reality. So the performance of the students' speaking should be evaluated and recorded regularly.
- English class should be student centered rather than teacher centered.
- To improve the students' speaking skill, the students should be given sufficient exposure to language. So the English language can be applied as the medium language to teach other subjects of school except teaching mother tongue so that the students can get adequate exposure.
- The language teachers should be given special training to teach speaking skill effectively.

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APPENDIX-A

SAMPLE TEST QUESTIONNAIRE

SUBJECTIVE QUESTIONS

Student's Name:

Full marks:

School's Name:

Pass marks:

Class:

Roll No. :

Answer the following questions:

- 1) How will you pronounce the following words:-
- Allowed - Because - prestige - village
- Suffering - Beautiful - Language - Hot

Ans:-.....

- 2) Give speech on "Discipline" for two minutes.

Ans:-

- 3) Describe your School using the following clues:-
- Building - Room - Number of students and teacher
- Tap - Toilet - Environment

Ans:-

- 4) Look at the pictures and tell a story using following words:-
- Trekker - Telephone - Police -Report to
- Injured - Unconscious - Helicopter - Rescue

Ans:-

- 5) One of your pen friend is coming your village. Direct him to reach your village.

Ans:-

- 6) "Smoking is injurious to health" argue against or for the statement for three minutes.

Ans:-

7) Imagine that you are a teacher. One of your students asks you to go out to drink water. Give permission to the student.

Ans;-

8) One of your classmates always go to the temple but you don't know why he/she goes there. Ask him/her why he/she goes there.

Ans;-

9) You were a regular students of class eight but you missed your class the day before. Your class teacher asked you about why you didn't come. Give him/her any one reason.

Ans:-

10) Read the conversation between two friends and narrate what they are saying.

Ram:- Hi Sita! What are you doing now?

Sita :- Oh, Ram ! I didn't know you are here. I have just finished writing a story.

Ram :- A story what you are always write a story, aren't you?

Sita :- No, some time when I am free. It is about Janki temple.

Ans :-

11) Find the single word which mean:

- People who fly balloons (.....)

- A place for making films (.....)

- All the school meeting together (.....)

- Used for making candles (.....)

- Very bad, not nice (.....)

- A safe place, where animals can't be killed (.....)

12) Write the synonyms of the following words:

Ability, Answer, Buy, Close, Edge, Good

Ans :-

Thanking

OBJECTIVE QUESTIONS

Student's name :

School's name :

Class :

Full mark :

Roll No. :

Time :

Tick () the best answer.

- 1) What is the opposite meaning of the word 'advantage'
a) disadvantage b) benefit
c) disagree d) deny
- 2) How will you pronounce the word 'Photo'
a) /pə t ə/ b) /fəʊtə/ c) /fəʊtə/ d) /fəʊtə/
- 3) How will you pronounce the word 'Hate'
a) /heit/ b) /het/
c) /həit/ d) /hetə/
- 4) 'The long horns of deer' is called:
a) spotted b) antlers
c) horned d) noticed
- 5) 'Part of a tree under the ground' is called :
a) branch b) leafs
c) root d) fruits
- 6) 'Field where apple trees grow' is called:
a) orchard b) field
c) round d) hill
- 7) He didn't come last week,.....?
a) haven't they? b) did he?
c) do they? d) does he?

- 8) My friends can come,.....?
- a) can't they? b) can he?
c) do they? d) does she?
- 9) How will you pronounce the word 'Hate'
- a) b)
c) d)
- 10) What is the synonym of word 'angry'
- a) happy b) furious
c) sorry d) excuse

Thanking You !

APPENDIX-B
SAMPLE TEST QUESTIONNAIRE

SUBJECTIVE QUESTIONS

Student's Name:

Full marks:

School's Name:

Class:

Roll No. :

Answer the following questions:

1) How will you pronounce the following words:-

- Allowed - Because - prestige - village
- Suffering - Beautiful - Language - Hot

Ans:-.....
.....
.....

2) Give speech on "Discipline" for two minutes.

Ans:

3) Describe your School using the following clues:-

- Building - Room - Number of students and teacher
- Tap - Toilet - Environment

Ans:-

4) Look at the pictures and tell a story using following words:-

- Trekker - Telephone - Police -Report to
- Injured - Unconscious - Helicopter - Rescue

Ans:-

5) One of your pen friend is coming your village. Direct him to reach your house.

Ans:-

6) “ Smoking is injurious to health” argue against or for the statement for three minutes.

Ans:-

7) Imagine that you are a teacher. One of your students asks you to go out to drink water. Give permission to the student.

Ans;-

8) One of your classmates always go to the temple but you don't know why he/she goes there. Ask him/her why he/she goes there.

Ans;-

9) You were a regular students of class eight but you missed your class the day before. Your class teacher asked you about why you didn't come. Give him/her any one reason.

Ans:-

10) Read the conversition between two friends and narrate what they are saying.

Ram:- Hi Sita! What are you doing now?

Sita :- Oh, Ram ! I didn't know you are here. I have just finished writing a story.

Ram :- A story what you are always write a story, aren't you?

Sita :- No, some time when I am free. It is about Janki temple.

Ans :-

11) Find the single word which mean:

- People who fly balloons (.....)
- A place for making films (.....)
- All the school meeting together (.....)
- Used for making candles (.....)
- Very bad, not nice (.....)
- A safe place, where animals can't be killed (.....)

12) Write the synonyms of the following words:

Ability, Answer, Buy, Close, Edge, Good

Ans :-

Thanking you !