CHAPTER-ONE

INTRODUCTION

This study is about "Developing Proficiency in Spoken English by Grade Ten Students". This chapter consists of general background of language, situation of the English language in Nepal, speaking as a language skill, an overview of second language teaching, the direct method, review of the related literature, objectives and significance of the study.

1.1   General Background

Language is a system of communication consisting of a set of small parts i.e. linguistic units and a set of rules which decide the way in which these parts can be combined to produce message that has meaning. According to Sapir (1978, p. 8) "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols. These symbols are in the first instance auditory and they are produced by the so called organs of speech." Among several modes of communication, language is regarded as the most commonly and widely used means of communication. It is human species specific property and not possessed by other living beings. So, it is unique property of human beings. It is unique property of human beings which makes mankind as the supreme creature in the world. Defining language perfectly is impossible due to its complex nature. It is purely human property. So, it is arbitrary system of human communication which consists of structured arrangement of sounds or their written representation into larger units through which social groups participations in cultural interact and communicate. In one sentence, Wardhaugh (1998, p. 1) defines "A language is what the member of a particular society speak."

According to Richards, et al. (1985, p. 161) language is the system of human communication which consists of structural arrangement of words into larger unit e.g. morphemes, words. Language is a strong, versatile, dynamic and

spices specific means of communication which is used by human beings to share their emotions, feelings, ideas, thoughts, etc. through phonic or graphic code. So, all the languages have equal status; there are various languages in the world that are used for communication and no one has fixed yet the exact number of languages spoken in the world. Among them English is the most dominant and widely used language in the world. It is internationally recognized world language too. It is called international language; most of the books, newspapers, journals, magazines, related with science and technology, business, medicine, philosophy psychology and books, journals are published in the world through the medium of English. Thus, it is the most popular language in the world as an international language. The importance of English is seen in every body's eye today. So, the craze of English in Nepal is growing rapidly. It plays an important role even in the educational system of Nepal.

1.1.1 Situation of English Language in Nepal : A Brief Account

The need of English was not realized though it was introduced quite earlier. With the changing context, it is taught compulsorily from grade one to bachelor level. Now- a -days, it has occupied an important place in both public and private sectors in Nepal. It has changed people's learning habit day by day.

Teaching and learning English in Nepal was started with the establishment of Durbar High School in 1984 A.D. (B.S. 1910) by the Rana regime in Nepal. It was the first English school in Nepal. The opening of this school in 1948 A.D. showed the formal begining of English in higher education in Nepal.

Together with the establishment of democracy in 2007 B.S., the door for participation in education was open for the public. Many schools were opened. A commission, the 'Nepal Educational Commission' was formed in 2009 B.C. to bring all the schools under a system. In this report, it is stated that English should be taught compulsorily from the elementary level. Teaching and learning English is not satisfactory due to different reasons such as lack of trained teachers, lack of sufficient teaching materials, lack of academic,

problems in curriculum designing and so on. Selection of appropriate teaching learning approaches, methods and techniques is one of the major problems in teaching and learning of English in Nepal.

Before, the implementation of the 'New Education System Plan' (NESP 2028), the grammar translation method was widely used. It mainly focused grammar and translation. The grammatical rules were taught deductively and the medium of instruction was mother tongue of the students. The students were taught through this method could recite the rules of the target language but generally failed to apply them in actual communication.

Because of the world wide influence of audio lingual method, as well as direct method, NESP 2028 adopted these methods for teaching English in our country too. It was also against the Grammar Translation method and emphasized the spoken form of language as well as target language as the medium of instruction and used inductive kind of teaching in grammar. Communicative method was also used in teaching and learning English. It emphasized on communicative competence, i.e. grammatical competence, sociolinguistic competence, discourse competence, strategic competence (Canale and Swain, 1980, 1983, p. 1-71). Communicative method depends upon functional use of language. Communicate function refers to what a learner uses language for rather that how it is used.

In the present day world, English has been prescribed as a compulsory subject from elementary to bachelor's degree. English is taught from the very beginning of schooling in private schools. Moreover, it is the medium on instruction of various technical disciplines in higher level. Now, the new syllabi for schools have been designed on the basis of communicative method as well as direct method in which grammar is supposed to be taught inductively.

1.1.2 Speaking as a Language Skill

Language is basically a means of communication through which one can express ones feelings, emotions, desires, etc. Among the four language skills Listening and reading are receptive skills; speaking and writing are productive skills. Among four skills, speaking is one of the most significant skills in the acquisition of new language. So, study speaking is designed to improve student's speaking skill in English by:

1. activating and extending their linguistic competence,
2. increasing their confidence using spoken English,
3. developing their ability to analyze and evaluate spoken performance,
4. sharpening their strategic competence in face to face interaction.

<div align="right">- Anderson , et al. (2004, p. 8).</div>

A language is used in two ways; in speech and in writing. Each newly born child is biologically equipped with speech. So, speaking is acquired earlier than writing. Almost all the living languages have spoken form but not all of them have written form. Therefore, language is primarily speech and teaching language refers to teaching speaking skill. That is why speaking is the main point of language teaching. A particular type of speaking or writing felt to be typical or appropriate to a given type of situation may also popularly be language.

According to Harmar (1999, p. 85), literate people who use language have a number of various abilities. They will be able to speak on different types of activities like writing letters, talking in telephone, listening to the radio or reading books and so on. Among four skills, speaking skill is the most interactive one. It involves face to face interaction since speaking occurs before writing. It is important that a learner of language can understand and use the language orally before he or she learns to read or write it. The skills, listening and speaking, were neglected in traditional English teaching. But new English

courses have given little emphasis on the oral skills and provided the learners many opportunities to communicate orally or to talk.

It is quite difficult to teach speaking skill in common classroom. It is because speaking skill is not a single skill rather it is more than the production of speech sounds. It ranges from pronunciation to phatic communion. Thus, speaking skill includes the following components:

(i) Linguistic component

(ii) Communicative component

(iii) Social component

Linguistic component refers to pronunciation aspect. This component deals with how to use or produce sounds, stress and intonation in the language.

Communicative component refers to as to how to communicate things for conveying a message by using language.

> Social component is totally non-communicative component of speaking skill. We keep on speaking to serve the function of maintaining social relationship. Speaking a foreign language, therefore, becomes specially difficult because effective communication requires not only the knowledge but also the ability to use language appropriately in social context (Khaniya, 2005, p. 135).

Munby (1978) identifies the following sub- skills of speaking:

(i) articulating sound in isolate forms,
(ii) articulating sound is connected speech,
(iii) manipulating variation in stress in connected speech,
(iv) manipulating use of stress in connected speech

Thus, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is an

important part of second language learning and teaching. Despite its importance for many years, English language teachers have continued to teach speaking just as repetition drills or memorization of dialogue. However, nowadays, twenty first century's teaching and learning English 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 the social and cultural rules appropriate in each communicative circumstances. So, speaking skill should be in as a heart of learning and teaching English.

1.1.3 English Language Teaching Approaches, Methods and Techniques

Approaches, methods and techniques are three key points of procedures of language teaching and learning. They play a vital role to make foreign language teaching and learning efficient and effective.   Different approaches, methods and techniques have been practiced in teaching a foreign language. An approach refers to theories about the nature of language and language learning. These theories serve as the source of practices and principles in language teaching. According to Anthony (1963, pp. 63-67) "An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught." There are some approaches used in language teaching. Some of them are: behaviorist approach, nativist approach, functional approach, communicative approach, natural approach, developmental approach, etc. None of the approaches can be taken singly as a sufficient approach in teaching a second or foreign language.

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be mainly concerned with teacher and student's roles and behaviors and secondarily with such features as linguistic and subject matter, objectives, sequencing and materials. So that, according to Richards and Rodgers (2001, p. 19). "Method is an overall plan for the orderly

presentation of language materials, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural, within one approach, there can be many method. . ." It is concerned with the classroom procedures. Different methods came into use in different time and situation but they did not exist for long. The Grammar Translation method (G.T. method) of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth centuries. It emphasizes on language learning by learning grammatical rules along with some exceptions and vocabulary items and apply them into practice and translation. Reading and writing skills are more emphasized ignoring listening and speaking skills. It was popular is foreign language teaching in the 18th century then direct method came into existence in the 19th century as a reaction to Grammar Translation Method which gives emphasis on translation and use the mother tongue as a medium of instruction. But direct method gives emphasis on the use of foreign language teaching and learning foreign language.

It emphasizes that meaning is taught by making a direct connection in the mind of learners through demonstration and action. Foreign language utterances are directly associated with the devoted objects, actions, ideas, feelings and expression. Grammar is taught inductively. Then, the audio-lingual method of language teaching was developed fully at the end of the 1960s as an implication of structural linguistics and behavioral psychology in language teaching. The audio-lingual method emphasized on the teaching speaking and listening before reading and writing made maximum use of dialogues and drills. Audio-lingual method was raised the slogan in that period. Moulton (1961, as cited in Rivers 1978, pp. 36-40) has summarized the five slogans of the day on which the audio-lingual method is based on. These slogans are as follows:

(i)   Language is speech not writing

(ii)   Language is a set of habit.

(iii)   Teach language not about language.

(iv)   The language is what its native speakers say not what someone thinks they out to say.

(v)   Languages are different.

Above slogans are the theoretical basis of the audio-lingual method. Based on those theories, audio-lingual method was developed. Communicative method came into practice in the late 1960s in British language tradition. This method advocates language as an instrument for convey meaning in the social setting. Communicative method is directly related to communicative approach to foreign language teaching. The communicative method is based on the notion of communicative competence. Canale and Swain (1980 and 1983) give the following four components of communicative competence:

(i)   Grammatical competence: It refers to mastery of grammatical structures. It is related to accuracy aspect of communication.

(ii)   Sociolinguistic competence: It refers to appropriateness of utterances with respect to meaning and form. It is concerned with an understanding of the social context.

(iii)   Discourse competence: It refers to mastery of how to combine grammatical forms and meanings to achieve unity of written and spoken text. It is generally related to coherence and cohesion.

(iv)   Strategic competence: It refers to the mastery of verbal and non-verbal strategies used to compensate for breakdown in communication and to make communication more effective. Thus, communicative method of language teaching emphasizes that the goal of language learning is communicative competence.

Technique, on the other hand, is a classroom activity, a pedagogical device, a part of actual classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. It is a real classroom procedure

or activity that the teacher and students implement to carryout certain teaching tasks effectively.

> A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach as well (Anthony 1963,p p. 63-67,as cited in Richard and Rodgers, 2001).

Techniques is the level at which classroom procedures are described. This reflects the facts that the procedure we implement in our classroom teaching is a technique.

1.1.4 The Direct Method

Towards the end of the late 1800, a revolution in language teaching philosophy took place that is seen by many as the 'dawn' of modern foreign language teaching. Teachers, frustrated by the limits of Grammar Translation method in terms of its inability to create 'Communicative competence' in students began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a new ways that was more similar to the first language acquisition. Direct Method incorporated techniques designed to address all the areas that the Grammar Translation did not-namely oral communication more spontaneous use of the language, and developing the ability to 'think' in the target language. The appearance of Direct Method (D.M.) thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only and emphasis on linking meaning to the language being learned. This method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively.

It is also called reform method, natural method, psychological method, phonetic method etc. but the must persistent term is Direct method (Stern 1983, p. 457). This method was partly attributed to practical language learning in the new world of industry and international trade and travel. Historically, the development of the direct method is closely linked with the introduction of phonetics into language pedagogy. Both phonetics and the direct method emphasized the use of the spoken language. In Britain, also, this method had great impact on language teaching. The language teachers adapted it and its techniques. They give emphasis. On spoken language but not translation and grammatical explanation in the first language. In several European educational systems the translation of text was totally replaced by the direct study of oral and printed texts, re-narration, and writing of composition based on pictures episodes told by the teacher.

By the late 1920s, the method was starting to go into its decline and there was even a return to the Grammar Translation method, which guaranteed were in the way of 'scholastic' language learning oriented around reading and grammar skills. But the direct method, continuous to enjoy a popular following in private language school coincides and it was one of the foundations upon which the well known Audio-lingual method expanded from starting half way through the 20th century. According to Ricker (1969, pp.19-20 as cited in Stern, 1983), theoretical assumptions of the direct method can be summarized as follows:

(i)   Language teaching is to be based on phonetics and on a scientifically established coherent grammar.

(ii)   Learning language is view as analogous to the first language acquisition

(iii)   Learning process is interpreted in terms of an associated psychological (that explain complex thought and feelings in terms of associated with simpler element).

(iv)   Emphasis is given on found and sentence and direct association of language with objects / person of the immediate environment.

The direct method is characterized by the use of the target language as a means of communication in the language classroom. It avoids the use of mother tongue and translation. According to Richards and Rodgers (2001) and Larsen-Freeman (2000), the principal features of the direct method are as follows:

- Target language is used as a means of communication and instruction in classroom.

- Avoidance of translation and use of native language.

- Language is primarily speech. Reading in the target language should be taught from the beginning of language instruction; however the reading skill will be developed through practice with speaking.

- Sufficient use of teaching materials and demonstration is used but not explanation or translation; It is desirable that students make association between the target language and meaning.

- Language is primarily speech, reading in the target language should be taught from the beginning of language instruction: however, the reading skill will be developed through practice with speaking

- Demonstration is used but not explanation or translation. It is desirable that students make a direct association between the target language and meaning.

- Students should learn to think in target language. Vocabulary is best acquired naturally if students use it in full sentences rather than memorizing word lists.

- Language learning is for communication.

- Pronunciation should be worked on right from the beginning of the language instruction and self correction facilitates language learning.

- Self-correction facilitates language learning.

- Grammar should be taught inductively.

- Lesson should contain some conversational activity some opportunity should be given for students to use language in next contexts.

- Learning another language also involves learning the culture of that language speakers and nation.

- Writing should be developed from the beginning

- The syllabus should be based on situations or topics, not usually on linguistic structures.

- New teaching points are introduced orally.

- Only everyday vocabulary and sentences are taught and both speech and listening are main focus.

The normal classroom technique involves presentation of a text by the teacher in the classroom and difficult world/phrase are explained in the target language with the help of paraphrase, demonstration, context, etc.

According to Larsen-Freeman, (2000, pp.26-27) provides some typical techniques closely associated with direct method like reading aloud, question and answer exercise, students, self correction, conversation practice, fill in the blanks exercise, dictation and paragraph writing etc. So, some activities are as follows:

a) Loud Reading

Reading in the target language sections of passage, plays, or dialogs should be read loud. So, it develops the reading skill through practice with speaking skill. The teacher role should be motivated in the English language learning.

b) Question and answer techniques

The students should be asked some related questions in the target language and students answer them in the full sentences.

c)Students self-correction

Teacher facilitates opportunities for students to self correct using follow-up questions, tone, etc.

d)Conversation practice

Teacher asks students and students ask students questions using the target language.

e)Fill in the blanks exercise

Items use target language only and inductive rather than explicit grammar rules.

f)Dictation

Teacher reads passage aloud various amount of times at various tempo, students writing down what they hear.

g)Paragraph writing

Students write paragraphs in their own words using the target language and various models.

Direct method provides a lot of exposure in the target language than G.T. method. It advocates the use of language not only usage of language. Direct method develops the capacity to think and express in the target language. Direct method, basically advocates an integration of four languages skills. The

goal of language learning is for communication. So, it helps to develop student's fluency. Thus, direct method would help to developed the students' speaking skill.

1.1.5 Language Functions

Language function is one of the most important language aspects in teaching language. It includes both grammatical function and communication function of language. Language function is the role played by language in the social situation, how it is used to express attitudes, feelings and so on. The role of that languages in the context of society or the individual is referred as function. Richards et al. (1985, p. 113) states

> In language teaching, language functions are often described as categories of behavior e.g. requests, apologies, complaints, offers, complements etc. The functional use of language can not be determined by studying the grammatical structure of sentences. It considers the individual as a social being and investigates the way in which he or she acquires language and uses it in order to communicate with others in his or her social environment. For example, sentence is the imperative for may perform a variety of different functions.

Imperative forms	Communication function
Give me that book	order
Pass the jam	request
Turn right at the corner	instructions
Come round on Sunday	invitation
Try the smoked salesmen	suggestion

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In communication approach to language teaching, a syllabus is often organized in terms of the different language functions the learner needs to express or understand.

Language functions can be realized through language items. In other words, language function refers to the purpose for which an utterance or a piece of language is used and any possible utterance or piece of language that can be used for the function is its exponents. So, language survives in a society and gets perfection in the real field of its use. Language forms and functions are two fundamental determines of language. Language function is any of the kind of thing that can be done in or through the use of language.

Language functions have been classified in different ways by several applied linguistics in the field of language teaching. Among them, the following classification have their special significance in language teaching.

1.   Wilkins, (1976) has mentioned eight functions of language in his notional syllabus under the categories of communicative functions. They are:

   i.   Modality : to express degree of certainty necessary, etc.

   ii.   Moral discipline and evaluation: Judgments, approval, disapproval, etc.

   iii.   Suasion : Persuasion, recommendation prediction, etc.

   iv.   Agreement: Agreement, disagreement, denial,etc.

   v.   Rational inquiry and exposition: National organization of thought and speech.

   vi.   Personal emotions: Positive negative speech ,etc.

   vii.   Emotional alterations: Greeting, flattering, hostility,etc.

   viii.   Interpersonal relations: Politeness and status, degree of formality and informality.

2.   Van EK' (1976)Classification

Van EK distinguishes six functions of communication. They are :

i.   Imparting and seeking factual information: Identification, reporting, correcting, asking, etc.

ii. Expressing and finding our intellectual attitudes: Expressing and inquiring about agreement and disagreement.

iii. Expressing and finding out emotional attitudes: Pleasure, displeasure, surprise hope, intention, etc.

iv. Expressing and finding out word attitudes: apologizing, granting, forgiveness.

v.   Getting things done: Suggesting, advising, warning.

vi. Socializing: Greeting attracting, attention, etc.

3.   Finocchariro's Classification

Finocchario (1983) defines communicative functions into the following five categories:

i.   Personal: Clarifying or arranging one's ideas expressing one's thoughts of feeling.

ii. Interpersonal: Establishing and maintaining desirable, social and writing relationships.

iii. Directive : Attempting to influence the section of others, accepting or refusing direction.

iv. Referential: Talking or reporting about things, action, or people in environment in the part or in the future, talking about language.

v.   Imaginative: Discussing, expressing, ideas, suggestion, solving problems, etc.

4.   Sthapit's Classification (based on Van Ek's Classification)

Using Van Ek's classification, Sthapit (2000) has classified language functions into the following eight types in the course of designing a syllabus called 'English for Day-to-Day communication'.

      i.   Socializing

      ii.   Making questions

      iii.   Getting things done

      iv.   Expressing moral and emotional attitudes.

      v.   Expressing modal attitudes.

      vi.   Importing factual information.

      vii.   Expressing intellectual attitudes.

      viii. Using telephone.

To teach language functions, there are several activities such as role plays, simulation, group work, games, interview, problems solving, information gap etc. These activities are done in the classroom activities through the using of direct method for the proficiency of speaking skill of the students. So, this activities are given emphasis in the study.

1.1.6 Experimental Research

As the name suggests, experimental research is also based on practical based research design both the researcher and population of the study should be active in research work. The researcher should play the role of a motivator to make effective research work as a catalyst. So, the experimental research design is an approach to educational research in which certain hypothesis is verified or tested by setting up experimental situation. The focus in an experimental research is given on the variable relationship. Deliberate control and manipulation of variable is a part of an experimental method, according to Richards et al. (1985, p. 133), the description of the purposes of the research, its plan, the statistical procedures used etc. in an experimental study is called

the experimental design. Best and Kahn (2006, p, 164) say, "The experimenters manipulate certain stimuli treatments or environmental conditions are observe the condition or behavior of the subject is affected or changed." If a researcher studies the effectiveness of a program by introducing an intervention, this type of study is generally known as experimental study.

As we know, experimental research conducts the research experiment matches with testing. Testing is done to discover or verify the truth. Experiment is a scientific method of discussing truth in the laboratory setting. However, the experiment carried out in the science and the social sciences are not same and similar. Experimental research in social sciences needs an artificial situation to test or verify its presumptions which is created by introducing an independent variable.

Experimental research is a systematic and logical method for answering the research questions. It verifies the hypothesis and discovers the truth being based on the collected data. According to Best and Kahn (1993, p. 146) "It is a blueprint of the procedure that enables the researcher to test hypothesis by reaching valid conclusion about relationship between independent and dependent variables".

Kumar (2005, p. 100) says, "In an experimental study the independent variable can be observed, introduced, controlled or manipulated by the researcher where as in non experimental stud this can not happen as the assumed cause has already occurred." On the basis of this definition, we can clearly say that an experimental research is a research in which the researcher introduces an intervention and studies the effects of intervention. The main purpose of experimental research is to find out the cause-effect relationship between the dependent and independent variables either by testing the hypothesis or by verifying the existing theory. The change that is attributed by introducing the independent variables is the key measure in an experimental research. It makes use of two groups of subjects: control group and treatment (experimental)

group. Independent variable is introduced on the treatment group and the change that attributed by its presence in measured calculating in contrast to a control group.

1.1.7 Process of Experimental Research

An experimental study can be carried out either in natural or in controlled environment. The main purpose of experimental research is to find out the cause-effect relationship between dependent and independent variables either by testing the hypothesis or verifying the existing theory.

Experimentation is a complex common work (enterprise). However, it can be systematic and scientific, if the order of its procedures is followed. The process of experimentation, here, refers to the step wise procedure of different activities that are carried out while analyzing some hypothesis through experiment. They are as follows:

- Formulation of research title.
- Hypothesis construction.
- Determining the objectives of the study.
- Expanding theoretical knowledge on techniques, tools and materials.
- Reviewing the related literature.
- Writing the related literature.
- Writing the research proposal.
- Preparing research tools and collecting other materials for study.
- Field visit.
- Sampling.
- Conducting a pre-test
- Statistical analysis of the pre-test.
- Intervention (introduction experiment)
- Statistical analysis of the sources of the post-test obtaining the score in pre-test and post-test.
- Find the cause-effect relationship between them.

1.1.8 Design of Experimental Research

There are many designs of experimental research. Various scholars have given various experimental designs. Best and Kahn (2006, p. 117) have divided the experimental design into three categories. They are as follows:

a)   Pre-experimental Design

It is the least effective one, for it provide for control group or no way of equating the groups that are used.

b)   True Experimental Design

It employs randomization to provide for control of equivalence of groups and exposure to treatment. It is the strongest type of design.

c)   Quasi-Experimental Design

It provides a less satisfactory degree of control, used only when randomization is not feasible. Experimental research is a systematic and logical method for answering the research question. It is one of the strong design, we normally understand experimental research as a experimental design. Best and Kahn (2006, p. 179) say "In a true experimental the equivalence of the experimental and control group is provided by random assignment of subject and control treatment. There are other designs of true experimental research". They are as follows:

a)   The post- test only equivalent group design
b)   The post-s test only equivalent groups design
c)   The pre-test post -test equivalent groups design
d)   The Solomon four group design

a)   The post- test only equivalent groups design

The post - test of both the controlled and experimental groups is made equivalent to find out the change resulted by the introduction of change variable. Population is randomly selected and assigned on controlled and treatment groups. Then, the experimental groups is conducted by introducing change variable (independent variable) but the control group is conducted though the usual concept. It is assumed that the mean score is found that in four of the experimental group. This can be shown diagrammatically as follows:

$$R \qquad X \qquad O_1$$
$$R \qquad C \qquad O_2$$

$$\begin{bmatrix} R = \text{Randomly sampled} \\ X = \text{Experimental sampled} \\ C = \text{Controlled group} \\ O = \text{Observation sampled} \end{bmatrix}$$

Finding $O_1 - O_2$

b)   The post- test only equivalent groups design

In this design the researcher devise the population into two groups and administers the pre-test to both before the treatment . After pre-test one group is taught with special treatment while another is not. After treatment post-test is administered and the difference between the groups is obtained. This design is different from the first one only in terms of the pre-test administered to the subject. This design can be shown diagrammatically as follows:

$$R \qquad X \qquad O_1 \text{ (treatment group)}$$
$$R \qquad X \qquad O_2 \text{ (control group)}$$

Finding $= O_1 - O_2$

c)   The pre-test, post -test equivalent groups design

The population is randomly selected and assigned to the groups: a controlled group and an experimental group. A pre-test is conducted before the application of the experimental group and controlled group. A post-test is conducted in both the group after the intervention and the result of both the groups are taken as a matter of study. The pre-test conducted to find out the initial differences whereas, post-test differences would not be due to initial differences prior to training. Finding of the study is desired by subtracting the score obtained by the controlling group with the experimental group. This can be shown as follows:

	Pre-test	Post-test
R	O_1	X
R	O_2	C

Finding :

$$\begin{bmatrix} O_2 & - & O_1 \\ O_4 & - & O_3 \end{bmatrix}$$

d)   The Solomon four group design

In this design, the post- test only equipment-groups design and the pre-test, post-test equivalent-group design. Subject are randomly selected and assigned to four groups. Out of four two groups receive special treatment but two groups do not. Pre- test is administered to one control and one experimental group. Whereas post-test is administered to all the groups . Slomons has presented his design diagrammatically as follows:

	Pre-test		Post-test
R	O_1	X	O_2
R	O_3	C	O_4
R		X	O_4
R		C	O_6

Finding :

$$\begin{bmatrix} O_2 & - & O_1 \\ O_4 & - & O_3 \\ O_6 & - & O_5 \end{bmatrix}$$

In this study, experimental research is mainly concerned with educational activities. So that, experimental research is systematic and logical method for answering the research questions. Its main purpose is to find out the cause-effect relationship between the dependent and independent variables either by testing the hypothesis and or by verifying the existing theory. In this research design it helps to compare between experimental and controlled group. The pre-test - post-test equivalent- groups design." The research work is administered between both groups controlled and experimental group. The research work used in the pre-test, post-test equivalent-group design for the proficiency of the students' in speaking skill.

1.2   Review of the Related Literature

Many research works have been carried out the proficiency of different techniques to teach different aspects and skills in the Department of English Education. Each and to find out the true experiment on different aspects of language teaching But none of the single research work is carried out on the impact of direct method in developing language skills in any department under T.U. Therefore, I have tried to carry out my research work in this topic. The review of the related literature to the present study is as follows:

Pokharel (2000) has carried out a research on "Teaching communicative functions inductively and deductively." The main objectives of the study to develop the communicative abilities on the part of the learners through classroom teaching by using inductive and deductive language teaching and to major the development of the communicative abilities on the part of the learners and to find out which method inductive or deductive to teach the

selected communicative functions. Questionnaire was used as the research tools in the study. It has been found that the inductive method is more effective than the deductive for teaching the communicative functions of English.

Karki (2001) has carried out a research entitled "A Study on the effectiveness of peer-correction technique." The main objectives of the study were to measure the effectiveness of peer correction technique of errors in the students of public school and to establish a hierarchy of errors that cannot be corrected by the student on the basis of their frequency. Questionnaire was used as the research tools in the study. It has been found that the correction of spelling error is the most effective where as the correction of word order is the least effective.

Sharma (2003) has carried out a research entitled "Effectiveness on role play technique in teaching communicative functions". The main objectives of the study to find out the effectiveness of role play in teaching communicative functions. Test item was used as the research tools in the study. The researcher has found that teaching using role-play techniques is more effective than teaching using only direct method included in text book.

Oli (2003) has 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 districts and to compare the speaking proficiency of the 9th graders of the Dang and Rukum district on basis of the variables such as schools wise, district-wise and urban vs rural. Test item was used as the research tools in the study. He found that situation of speaking (skill) 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.

Adhikari (2005) has carried out a research entitled "The Effectiveness of Strip-Story in Developing Writing Skills". The main objectives of the study to find out the effectiveness of strip story in developing writing skills. Test item was

used as the research tools in the study. The researcher has found that strip story techniques is relatively effective for developing writing skill.

Oli (2007) conducted a research entitled "The impact of information gaps in developing speaking skill;' practical study. The main objectives of the study to find out the impact of information gap activities. He compared the different variables in his research i.e. holistic comparison and function and item based comparison. He has used non-random sampling to conduct test in the study. Similarly, Pandey (2007) carried out research entitled "Teaching speaking at secondary level class. An analysis of the classroom activities". Her main objectives of the study faced by the teacher in conducting speaking activities, to identify the activities used for teaching speaking. She used non-random sampling procedure for her research. She found that pair work, group work and picture description are common activities and she was found the teaching speaking is more problematic because of less time allotment. Large number of students studied in the same class and disturbed in learning them.

My study was to find out the impact the proficiency of students' in speaking skill. Therefore, this research work is completely new. No, research has been carried out in this department about the proficiency of students' speaking skill using direct method at secondary level. So, the researcher was very enthusiastic to find out the impact of direct method in teaching speaking skill. Therefore, this research study played crucial role to carry out the research under this department.

1.3   Objectives of the Study

The objectives of the present study were as follows:

1)   to find out the impact of direct method on the proficiency of the students' of grade ten in speaking skill.

2)   to list some pedagogical implications on the basis of the findings of the study.

1.4   Significance of the Study

The finding of this research will be beneficial to all teachers of English Language Teaching (ELT), syllabus designers, text book writers, and all those who are interested in language teaching and learning. They will be beneficial with this research and specially in the proficiency of students' in speaking skill using direct method in teaching. . They will also know the role of direct method to increase student's participation in English as Foreign Language (EFL) classroom. More specially, it will be significant to those teachers and students who are directly or indirectly involved in teaching and learning language for communicative purpose. At last, this study will give valuable ideas in language teaching that will be fruitful to any academician.

1.5   Definition of Specific Terms

1.   **Approach :** Approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

2.   **Impact:** The powerful effect that something has on something or somebody.

3.   **Method:** Method is an overall plan for the orderly presentation of language materials, no part of which contradicts and all of which of which is based upon the selected approach.

4.   **Techniques:** A technique is implementation which actually takes place in classroom. It is a particular trick, strategies or contrivance, used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well (Anthony, 1963,p p. 63-67).

CHAPTER-TWO
METHODOLOGY

This chapter briefly describes the methods and procedures adopted to carry out this study. The population, sampling procedures, research tools and their preparation, administration and other procedures are described below. Hence, to achieve the objectives of the study, the following methodology was adopted while conducting the research work.

2.1   Sources of Data.

Both the primary and secondary sources were used to collect the data.

2.1.1   Primary Sources

The primary sources of data for the study were the fifty students of grade 10 studying at Shree Mahakali Namuna Higher Secondary School, Gamgadi, Mugu.

2.1.2   Secondary Sources

In order to collect secondary data, the researcher used the text book of grade ten. The various books which were related with the topic were , Clark (1982), Nunan (1982), Brown and Yule (1983), Larsen-Freeman (1986), Crystal (1989), Brown (1994), Cross (1996), Sharma and Phyak (2004) and research reports. Journals and articles related to the topic were used as the secondary sources of data.

2.2   Population of the Study

The total population of the study was fifty (50) students of grade ten of a government aided school of Gumgadi, Mugu named Shree Mahakali Namuna Higher Secondary school, Gamgadi, Mugu district.

2.3   Sampling Procedures

The total fifty (50) students of grade ten were selected as the sample population by non-random judgmental sampling procedure who were studying at Shree Mahakali Namuna Higher Secondary School, Gamgadi, Mugu district.

2.4   Tools for Data Collection

The research design of the study was experimental one. The researcher used only one tool 'test items' to elicit the required information for the study. The test items consisted of both pre-test and post- test of the English language functions. Almost all the test items were subjective in nature. The test items were ten (10) in number and each item carried 10 marks. It was 100 marks as full marks. The following table describes the nature, number and weighting of the test items:

S.N.	Nature of the test items	Type of language functions	Number test items	Marks allocated
1	Subjective	Describing places, things and people	3	30
2	Subjective	Expressing opinions feeling and thoughts	2	20
3	Subjective	Directing	1	10
4	Subjective	Interpreting charts	1	10
5	Subjective	Speculating	1	10
6	Subjective	Arguing	1	10
7	Subjective	Narrating	1	10
	Total		10	100

See the Appendix.

The researcher took the test of students' speaking skill by administering a set of oral test items of 100 marks. He measured or judged them on the basis of their

fluency, grammar accuracy, pronunciation in peaceful situation in the limitation of time. The researcher focused on communicative aspect.

The same set of test was conducted in both pre-test and post-test, whereas lesson plans and some teaching aids were other supporting tools.

2.5   Process of Data Collection

The researcher collected the data by adopting the following process:

a)   At first, the researcher prepared the research tools. After preparing them he went to the field and established rapport with concerned authority and subjects.

b)   Then the researcher asked for permission; he administered a set of pre-test orally in order to find out required information from the students in the suitable environment. Students were interview individually. The test was taken for five days. Ten students were taken interviewed in a day and it took 30 minutes per student. The students' responses were recorded and he took his personal judgment as well . Before asking the questions the students were asked some information about them and then he took a test according to the objectives. The raw scores of the students were distributed for fluency, pronunciation, grammar, accuracy and meanings. After completing the test of 50 students the researcher calculated the raw scores of each student and marked them in descending order from 1 to 50. Then the researcher divided the students into two groups on the basis of odd-even ranking of individual scores as follows:

Ranking number	Group A	Group B
1-50	Odd	Even

c.   After dividing the students into two groups the researcher calculated the mean scores of both groups and found out the differences between them.

d.   The students divided into two groups were taught separately. Group 'A' was taught through direct method and Group 'B' was taught using usual techniques. Each group was taught six days a week, one period a day and each period at least of 40 minutes. The researcher took almost one month to finish the experiment.

e.   After completing the experiment, the researcher conducted the same set of test items as post-test. He calculated the mean scores.

f.   At last, the results of the two tests of both groups were compared to determine the relative impact of direct method in developing speaking skills.

2.6   Limitations of the Study

This study had the following limitations:

(a)   This study was based on only fifty (50) students of grade ten studying at Shree Mahakali Namuna Higher Secondary School, Gumgadi, Mugu district.

(b)   This study was limited to the language function extracted from text of grade 10 only.

(c)   Among those other method, this study was limited to direct method only.

(d)   The primary data for the study were collected only from set of an oral test of 100 marks.

(e)   The study focused on the communicative aspect only.

CHAPTER - THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. The main objective of this study was to find out the impact of direct method for the proficiency of speaking skill in grade ten and to given some list of pedagogical implications. The primary sources of this research were the fifty students of grade ten of Shree Mahakali Namuna Higher secondary school, Gamgadi Mugu. The data was collected through the test items. The pre-test and pot- test were administered to both the groups (i.e. experimental and controlled). The same materials, methods and time were used while teaching both groups. The only difference in teaching is that the experimental group was taught through the direct method. Thus, data have been interpreted and analyzed with the help of descriptive and statistical tools like percentage, mean, table, diagram, charts etc. The data have been analyzed under the following headings.

(i) Holistic Comparison
(ii) Function and item-based comparison.

In this first heading the overall result of the study is presented. The result of group 'A' and group 'B' in both pre-test and post-test have been shown.

The second is divided into sub-headings. The individual scores taken from the tests (pre-test and post-test) were tabulated under each sub-heading group-wise. The average scores were computed out of the individual scores tabulated. The difference between the average scores of the pre-test and post-test were computed. If it was higher than zero, it showed the progress of the group. The difference was converted into percentage. The two groups were compared on the basis of the percentage.

The group which got higher increment percentage was considered to be better than the one which got lower percentage. Group 'A' was taught using the direct method, whereas the group 'B' with usual methods and materials.

 Marks obtained by individual students in each test items have given in Appendix II, on the basis of individual scores, average score for both groups and for each categories of language functions. The researcher calculated and to compare the achievements of both groups. If the difference (D) between average score of both groups in pre-test and post-test obtained less than five and the increment is supposed to be in significant.

The analysis and interpretation of the study are given below.

[Note: Throughout, the study, group 'A' refers to the experimental group which was taught through direct method and group 'B' refers to the control group which was taught using usual classroom techniques.]

3.1   Holistic Comparison

In this holistic comparison the result of group 'A' and group 'B' for the compared in communicative language functions and items are shown in general in a single table. This table shows only the average increment of group 'A' and 'B' in the percentage.

Table No. 1

Item wise Comparison of the Students Marks

Group	Full mark	Total obtained marks in pre-test	Percentage	Total obtained marks in post-test	Percentage	D	D%
A	1000	552	55.20	996	99.60	44.40	44.58
B	1000	526	52.60	643	64.30	11.70	18.20

The above table shows that the different in average score in all the test items of group 'A' is 44.40 (i.e. 44.58%) whereas the differences of group 'B' is 11.70 (i.e. 18.20%). Group 'B' obtained less score than group 'A'. The difference between 'A' and 'B' is 32.70 (i.e. 26.38) while shows that the experimental group learned through direct method better than the controlled group. So, the proficiency of speaking skill through direct method is better technique rather than the usual classroom teaching techniques.

3.1.1 Functions Based Comparison of the Students Marks

In comparison in a holistic way, this test item consisted of 10 different subjective types of questions from the language functions. The full marks of these items were 100. The average score in this test item is presented in the given table.

Table No. 2

Functions Based Comparison Marks

Group	Av. marks in pre-test	Av. marks in post-test	D	D%
A	22.08	39.84	17.76	44.58
B	21.04	25.72	4.68	18.20

The above table clearly shows the fact that the average marks obtained by group 'A' in the pre-test is 22.08 and in the post test is 39.84. The group has increased its average mark by 17.76 or by 44.58 percent However, the average mark obtained by group 'B' in the pre-test is 21.04 and in the post- test is 25.72. The group 'B' has increased its average mark is 4.68 or by 18.20 percent.

This analysis clearly helps to conclude that in general performance displayed by group scores of 'A' and 'B' in difference is 13.08 (i.e. 26.38%). So, 'A' is relatively greater than group 'B'. This clearly showed that the direct method is relatively more effective than the usual classroom techniques for teaching speaking skill.

3.2 Function and Item Based Comparison

3.2.1 Describing Place

Table No. 3

Marks of Students in Describing Place

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.12	4.4	2.28	51.82
B	2.16	2.84	0.68	23.94

This category consisted of one item. This item is allocated 10 marks. Group 'A' has the average score of 2.12 in the pre-test and 4.4 in the post-test. This group has improved its average mark by 2.28 or by 51.82 percent. Group 'B' has the average mark of 2.16 in the pre-test and 2.84 in the post-test. This group has improved its average score by 0.68 or by 23.94 percent.

This clearly shows that group 'A' and 'B' have increased the difference of score of 1.60 (i.e. 27.88%). So, this analysis is clearly shows than group 'A' performed better than that 'B'. The direct method will be useful for developing their proficiency in speaking skill in the function of describing place.

3.2.2 Describing Things

Table No. 4

Marks of Students in Describing Things

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.28	3.8	1.52	40.0
B	1.92	2.64	0.72	27.27

This category consisted of one item. This item is allocated 10 marks. Group 'A' has the average score of 2.28 in the pre-test and 3.8 in the post-test. This group has improved its average score by 1.52 or by 40.0 percent. Group 'B' has the

average score of 1.92 in the pre-test and 2.64 the post- test and its average score by 0.72 or by 27.27%.

This analysis clearly identified that group 'A' and 'B' have improved   scores with a difference of 0.80 (i.e. 12.73%). Similarly, the direct method will be helpful for the proficiency in speaking skill.

3.2.3 Describing People

Table No. 5

Marks of Students in Describing People

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.16	3.72	1.56	41.93
B	2.00	2.56	0.56	21.88

This category also consisted of one item. This item is allocated 10 marks. Group 'A' has the average score by 2.16 in the pre-test and 3.72 in the post-test. Group 'A' has the improvement in its average score with a difference of 1.56 (i.e. 41.93%). Group 'B' has the average score of 2.00 in the pre-test and 2.56 in the post-test. This group 'B' has improved it average score with a difference of 0.56 (i.e. 21.88%).

This analysis is clearly showed that group 'A' and 'B' have progressed score with difference of 1.00 (i.e. 20.05%). In this way, using the direct method as a classroom teaching technique is more effective in developing proficiency of speaking skill.

Table No. 6

Marks of students in Expressing Opinion

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.24	3.28	1.04	34.64
B	1.88	2.52	0.64	25.30

This category also consisted of one item. This is allocated 10 marks. Group 'A' has the average score of 2.24 in the pre-test and 3.28 in the post-test. This

group has increased its average score by 1.04 or by 34.64 percent. Group 'B' has the average score of 1.88 in the pretest and 2.52 in the post-test. This group has increased in average score by 0.64 or by 25.30%.

This analysis is clearly analyzed that group 'A' has increased the score with a difference of 0.40 (i.e. 9.34%). So, this result showed that the group 'A' made more progress than group 'B' in the expression of opinion.

3.2.4 Expressing Thought

Table No. 7

Marks of Student in Expressing Thought

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.12	4.00	1.88	47.00
B	1.8	2.32	0.52	22.41

This category is also made of one item. It is allocated 10 marks. Group 'A' has the average score of 2.12 in the pre-test and 4.00 in the post-test. This group has improved its average score by 1.88 or by 47.00%. Group 'B' has the average score of 1.8 in the pre-test and 2.32 in the post-test. This group has improved its average marks by 0.52 or by 22.41 percent.

This analysis identified that group 'A' and 'B' have improved in their scores difference of 1.36 (i.e. 24.59%). This clearly showed that using the direct method is useful for developing proficiency of students' in speaking skill using expressing thought.

3.2.5 Directing

Table No. 8

Marks of the Students in Directing

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.00	3.80	1.8	47.37
B	1.96	2.2	0.24	10.91

This category is made of 1 item. The item is allocated 10 mark. Group 'A' has the average score of 2.00 in the pre-test and 3.80 in the post- test. The group 'A' has made the improvement in its average mark by 1.8 or by 47.37%. Group 'B' has the average score of 1.96 in the pre-test and 2.2 in the post-test. This group has made the improvement only by 0. 24 or by 10.91 percent.

This result clearly showed that the group 'A' has improved the difference of score of 1.56 (i.e. 36.46%). This analysis showed that group 'A' has learnt more effectively than that the group 'B'.

3.2.6 Interpreting Charts

Table No. 9

Marks of the Students in Interpreting Charts

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.76	5.08	2.32	45.67
B	2.88	3.00	0.12	4.00

This language function consisted of one item. The item is allocated 10 marks. Group 'A' has the average score of 2.76 in the pre-test and 5.08 in the post-test. This group has made the improvement in its average mark by 2.32 or by 45.67%. Group 'B' has the average mark of 2.88, in the pre-test and 3.00 in the post-test. This group has made the improvement scores by 0.12 or by 4.00 percent. This analysis clearly showed that the group 'A' has progressed with difference of score by 2.20 (i.e. 41.67%). This is clearly showed that group 'A' learnt more effectively than the group 'B' in interpreting charts.

3.2.7 Speculating

Table No. 10

Marks of the Students in Speculating

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.00	4.24	2.24	52.83
B	2.2	2.68	0.48	17.91

This category was made of one item. This item was allocated 10 marks. The average score of group 'A' is 2.00 in pre-test and 4.24 in the post-test. This group has improved its average mark by 2.24 or by 52.83 percent. The average score of group 'B' by 2.2 in the pre-test and 2.68 in the post-test. This group has increased its average mark by 0.48 or by 17.91 percent.

This result clearly stated that the group 'A' has improved the score by 1.76 (i.e. 34.92%). This result shows that group 'A' has made better improvement in speculating than group 'B'. Thus, group 'A' learnt better than group 'B' in speculating language function.

3.2.8 Arguing

Table No. 11

Marks of the Students in Arguing

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.12	3.76	1.64	43.362
B	2.16	2.44	0.28	11.47

This category was made of one item. The item was allocated 10 marks. Group 'A' has the average score of 2.12 in the pre-test and 3.76 in the pos-test. This group has improved its average mark by 1.64 or by 43.62 percent. Group 'B' has the average score of 2.16 in the pre-test and 2.44 in the post-test. This group has improved its average mark by 0.28 or by 11.47 percent.

This analysis clearly showed that the group 'A' has increased score by 1.36 (i.e. 32.15%). This clearly showed that group 'A' showed better performance in arguing than group 'B' using the direct method as a classroom technique for development of the proficiency in speaking skill.

3.2.9 Narrating

Table No. 12

Marks of the Students in Narrating

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.24	3.76	1.52	40.48
B	2.12	2.52	0.4	15.87

This category consisted one of item. The item was allocated 10 marks. Group 'A' has the average score of 2.24 in the pre-test and 3.76 in the post-test. This group has increased its average mark by 1.52 or by 40.43 percent. Group 'B' has the average score of 2.12 in the pre-test and 2.521 in the post-test. This group has improved its average marks by 0.4 or by 15.87 percent

This result clearly showed that group 'A' has improved score with difference of 1.12 (i.e. 24.56%). This clearly shows that group 'A' performed better in narrating than group 'B' using the direct method as a classroom technique for the development proficiency of students' in speaking skill.

From the above interpretation, it is identified that the group 'A' has performed better in almost all the language functions than group 'B'. Group 'A' was relatively better in narrating and interpreting charts whereas group 'B' has performed slightly better in speculating than other categories. But in general, group 'A' has improved its average mark more effectively than group 'B'. Thus, teaching speaking skill (especially, language functions) using the in teaching learning activities direct method had relatively better impact..

CHAPTER - FOUR
FINDINGS AND RECOMMENDATIONS

4.1   Findings

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

The findings of this study are derived from the analysis and interpretation of the data. The findings are made on the basis of the 'group' responses rather than that of the individual students. In this research, group 'A' represents the experimental group which comprises twenty-five students while group 'B' represents control group of the same size. Thus, I have selected fifteen language functions to be taught and ten to be tested as: describing things, describing place, describing people, directing, narrating, interpreting charts, speculating and guessing, expressing feelings , thoughts, opinions and so on. Ten questions (all short answer type) were prepared for both pre-test and post-test which included ten language functions. The main findings of this research work have been summarized in the following points:

1.   The use of direct method for the development of speaking in the students' proficiency has been found effective. The experimental group has made better progress than the controlled group. The increment in average score of group 'A' by 44.40 (i.e. 44.58%) whereas the increment in group 'B' by 11.70 (i.e. 18.20%). So, the 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.

2.   In learning the language functions based on direct method as a teaching technique had been found more effective. The increment in average score of group 'A' by 17.76 (i.e. 44.58%) whereas the increment in group 'B' by 4.68 (i.e. 18.20%). So, the use in direct method in teaching The

increment in average score of group 'A' in the function of describing the place item. Group 'A' increased the score in difference is 2.28 (i.e. 51.82%) and group 'B' increased the score in difference 0.68 (i.e. 23.94). Group 'A' and 'B' has increased score in difference 1.60 (i.e. 27.88%). Group 'A' has shown better performance in describing the place through the direct method for the proficiency of speaking skill.

3.   The increment in average score of group 'A' in describing the place item was 2.28 (i.e. 51.84) and increment of group 'B' was 0.68 (i.e.23.94%).In this test item, experimental group has done better than controlled group.   .

4.   In describing things, the increment in average score of group 'A' by 1.52 (i.e. 40.00%) and increment of group 'B' by 0.72 (i.e. 27.27%) . This clearly shows that using the direct method as a technique in classroom activities , has more effective than usual classroom activities.

5.   In the same way, the increment in average score of group' A' in describing people was 1.56 (i.e. 41.93%) and increment of group 'B' was 0.56 (i.e. 21.88%). So, group 'A' (i.e. experimental group) performed better than 'B' (i.e. controlled group).

6.   Similarly, group' A ' has greater increment difference in average score in 'expressing opinion' item than group 'B' by 0.4 . It means group 'A' has made increments of 1.04 (i.e. 34.46%) whereas group 'B' has made increment of 0.64(i.e. 25.30%) in expression opinion item.

7.   The increment in average score of group 'A' in expressing thought item by 1.88 (i.e. 47.00%) and increment of group 'B' by 0.52(i.e. 22.41%). Group 'A' had shown better performance than 'B' in this also by teaching through direct method comparatively better performance in the proficiency of speaking skill through the direct method.

8. Group 'A' has greater increment in average score in directing item than group 'B' by 1.56. It means group 'A' has made increment of 1.8 (i.e. 47.37%) whereas group 'B' has made increment of 0.24(i.e.10.91%) in directing item. Thus , group' A' has better performance than 'B'.

9. Similarly, the increment in average score of group' A' in 'interpreting charts' item was 2.32 (i.e. 45.67%) whereas the increment of group 'B' was 0.12 (4.00%). Group 'A' also, has made better progress in this test item than group 'B' in interpreting charts.

10. In the same way, the average score of group 'A' in speculating item has increased by 2.24 (i.e. 52.83%) whereas the average score of group 'B' has increased by 0.48 (i.e. 17.91%). Group 'A' has shown better performance than 'B' in speculating.

11. The increment in average score of group 'A' in arguing item was 1.64 (i.e. 43.62%) whereas in the increment of group 'B' was 0.28 (i.e. 11.47%). In arguing item group 'A' has done better than group 'B'.

12. In narrating item, students' obtained marks with a different of score of 1.12 (i.e. 24.56%) . It means group 'A' has made increment of 0.4 (i.e. 15.87%) in narrating . Thus, group 'A' has shown comparatively better performance in the proficiency of the students of grade ten.

13. The result of the group rather than that of individual student has been made the basis for determining the findings of the study. Both the groups have made progress in the post-test. The performance of the students of experimental group which was taught through the direct method as a classroom technique was found better than the usual classroom teaching.

4.2 Recommendations

The following recommendation have been made on the basis of the above mentioned findings of the study.

a) Since direct method was found to be effective in developing the students' proficiency in speaking, the teacher should aim at giving the maximum use of it in the target language while teaching.

b) Direct method is an effective method for developing confidence, co-operation, positive attitude , interdependence and decreasing conflict, confusing, individualistic and shyness in the students. Therefore, it should be used by all the teachers.

c) This research shows that group 'A' has performed relatively better than the group 'B' in almost all the categories of language functions. Therefore, the direct method is more effective to teach speaking skill to the students at the secondary level. This implies that the direct method should be used for teaching speaking skill specially while teaching language functions of English in general.

d) As far as possible the medium of instruction in the classroom should be the target language since, this provides the students' with an opportunity to here the target language and consequently, their learning becomes faster and better.

e) Since the direct method demands highly competitive an innovative teaches, we need to emphasize on teacher development by means of self study ,training, mentoring, peer support and so on.

f) Since the application of direct method as it is, i.e. with the exclusive use of the target language alone seems impractical and often impossible in a country like ours', the teachers need to make necessary changes in the

method they are using. They should realized that the method is for them. They are not for the method.

g)   This researcher was limited to the fifty students of class ten of a government aided school of Mugu district only. So, it can not be claimed that the findings of this research are applicable everywhere. Thus, it is suggested that further researches can be carried out including more students and more schools of different types and different parts of the country to make the findings more reliable and valid.

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