

**DEVELOPING PROFICIENCY IN SPOKEN ENGLISH
BY GRADE TEN STUDENTS**

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

**Submitted by
Asal Bahadur Malla**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2011

DECLARATION

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

Date: 2068 - 3 -21

.....

Asal Bahadur Malla

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Asal Bahadur Malla** has prepared this thesis entitled "**Developing Proficiency in Spoken English by Grade Ten Students**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2068 - 3 -21

.....

Mr. Raj Narayan Yadav (Guide)

Reader

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee':

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Mr. Raj Narayan Yadav (Guide)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Mrs. Madhu Neupane

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2067 – 12 -22

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee'.

Signature

Dr. Chandreshwar Mishra

Professor and Head
Department of English Education
T.U., Kirtipur

.....

Chairperson

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages Education
Subject Committee
T.U., Kirtipur

.....

Member

Mr. Raj Narayan Yadav (Guide)

Reader
Department of English Education
T.U., Kirtipur, Kathmandu

.....

Member

Date: 2068 - 3 -21

DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and hearty gratitude to my respected Guru and thesis supervisor **Mr. Raj Narayan Yadav**, Reader, Department of English Education, T.U., Kirtipur, for his invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

I am thankful to my respected Guru **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for providing me his kindful suggestions and encouragement to complete this study.

Similarly, I am extremely grateful to my respected Guru **Dr. Jai Raj Awasthi**, Professor, Department of English Education for his encouragement and inspiration to develop this work.

In the same way, I would like to extend my gratitude to my respected Guruma, **Dr. Anjana Bhattarai**, Reader, Department of English Education for providing me with the first hand theoretical knowledge on research methodology and her guidance to carry out this study.

At the same time, I would like to acknowledge my debt to Mrs. **Madhu Neupane** Lecturer, Department of English Education T.U., Kirtipur, for her sinvaluable suggestions, constructive ideas, and encouraging word in the time of proposal's viva voce.

I would like to remember my inspiring and encouraging **Parents** for providing me with every support to come to this position. My special thanks to my both brothers **Mohand Dev Malla** and **Puspa Raj Malla** for creating a cooperative and favourable home environment during my study.

My deep sense of gratitude goes to Head teacher and the school staff of Shree Mahakali Namuna Higher Secondary School, Gamgadi, Mugu for their support in the course of data collection.

Finally, I would like to thank **Mr. Durka Man Maharjan** Durka Computer System, Kirtipur, for his help to type and finalize this thesis.

Asal Bahadur Malla

ABSTRACT

This research work entitled "**Developing Proficiency in Spoken English by Grade Ten Students**" is an attempt to find out the impact of direct method for the proficiency of speaking skill in grade ten students and aims to list some pedagogical implications. The study was conducted in 'Shree Mahakali Namuna Higher Secondary School', Gamgadi, Mugu. The students of class ten were purposively selected as the sample of the study. A pre-test was administered before starting the teaching. The students were divided into two groups in terms of odd and even roll numbers i.e. odd number group 'A' and even number group 'B'. This was done on the basis on the result of the pre-test. Then, the students were taught for a month using two ways; group 'A' was taught through direct method and group 'B' was taught through a usual method (or G.T. method). After a month, a post-test was given to the both groups. The data were analyzed descriptively using statistical tools, like average percentage, mean and presented using Para –orthographic modes such as tables, diagrams, etc. After the interpretation and analysis of data, it was found that the direct method had better impact on the students' proficiency of speaking skill at secondary level.

This thesis has four chapters. The first chapter deals with the general background, review of the related literature, objectives and significance of the study. The chapter mainly deals with the procedure adopted to carry out the research. This contains information on the sources of data, population of study, sampling procedure, tools, process of data collection and limitations of the study. Similarly, the third chapter consists of the analysis and interpretation of the data. The data obtained through the pre-test and post-test are tabulated, analyzed and interpreted using statistical tools. Chapter four deals with the major findings of the study on the basis of the analysis and interpretation of the data. It also deals with some recommendations made based on the major findings of the study. Finally, the references and the appendices which are necessary for the validation of the research are also presented.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Symbols and abbreviations</i>	<i>xi</i>
CHAPTER-ONE: INTRODUCTION	1-27
1.1 General Background	1
1.1.1 Situation of English Language in Nepal : A Brief Account	2
1.1.2 Speaking as a Language Skill	4
1.1.3 English Language Teaching Approaches, Methods and Techniques	6
1.1.4 The Direct Method	9
1.1.5 Language Function	14
1.1.6 Experimental Research	17
1.1.7 Process of Experimental Research	19
1.1.8 Design of Experimental	20
1.2 Review of the Related Literature	23
1.3 Objectives of the Study	25
1.4 Significance of the Study	26
1.5 Definition of Specific Terms	26
CHAPTER-TWO: METHODOLOGY	27-30
2.1 Sources of Data	27
2.1.1 Primary Sources	27
2.1.2 Secondary Sources	27

2.2	Population of the Study	27
2.3	Sampling Procedures	28
2.4	Tools for Data Collection	28
2.5	Process of Data Collection	29
2.6	Limitations of the Study	30
CHAPTER-THREE: ANALYSIS AND INTERPRETATION		31-39
3.1	Holistic Comparison	32
	3.1.1 Functions Based Comparison of the Students Marks	33
3.2	Function and Item Based Comparison	34
	3.2.1 Describing Place	34
	3.2.2 Describing Things	34
	3.2.3 Describing People	35
	3.2.4 Expressing Thought	36
	3.2.5 Directing	36
	3.2.6 Interpreting Charts	37
	3.2.7 Speculating	37
	3.2.8 Arguing	38
	3.2.9 Narrating	39
CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS		40-44
4.1	Findings	40
4.2	Recommendations	43
REFERENCES		45-47
APPENDICES		

LIST OF TABLES

Table No. 1: Item wise Comparison of the Students Marks	32
Table No. 2: Functions Based Comparison of the Student Marks	33
Table No. 3: Marks of Students in Describing Place	34
Table No. 4: Marks of Students in Describing Things	34
Table No. 5: Marks of Students in Describing People	35
Table No. 6 : Marks of students in Expressing Opinion	35
Table No. 7: Marks of Students in Expressing Thought	36
Table No. 8: Marks of the Students in Directing	36
Table No. 9: Marks of the Students in Interpreting Charts	37
Table No. 10: Marks of the Students in Speculating	37
Table No. 11: Marks of the Students in Arguing	38
Table No. 12: Marks of the Students in Narrating	39

LIST OF SYMBOLS AND ABBREVIATIONS

%	–	Percentage
A.D.	–	Anno Domini
Av	–	Average
B.S.	–	Bikram Sambata
D	–	Difference
D%	–	Difference in percentage
D.M.	–	Direct Method
Dr	–	Doctor
e.g.	–	(exemplification) for example
Ed.	–	Education
Engg.	–	Engineering
esp.	–	especially
etc.	–	etcetera
G.T.	–	Grammar Translation
H.S.S.	–	Humanities and Social Sciences
i.e.	–	idest (that is)
IANS	–	Indo-Aryan Native Speaker
Lg.	–	Language
M.Ed.	–	Master's of Education
Md	–	Medicine
Mgt.	–	Management
NESP	–	New Education System Plan
No.	–	Number
P.	–	Page Number
Prof.	–	Professor
RN	–	Roll Number
S.N.	–	Serial Number
St	–	Science and Technology
T.U.	–	Tribhuvan University
TBNS	–	Tibeto-Burman Native Speaker
Vol.	–	Volume