CHAPTER ONE
INTRODUCTION

This study is on "The Role of English Medium Schools to Enhance Speaking Proficiency". The introduction part of this thesis consists of the background of the topic. It, then, includes statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study. Moreover, it deals with the operational definitions of the key terms.

1.1 General Background

The English language has received great importance in the present world. It has become a lingua-franca, i.e. a language used widely for communication between people who do not share the same first language. It is, no doubt, and will remain a vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities. The number of non-native speakers of English is significant, and the current trend shows that, if it continues, there will soon be more non-native than native speakers of English, Kachru (1983, p. 3) writes "One might hazard a linguistic guess here. If the spread of English continues at the current rate, by the 2000 its non-native speakers will outnumber its native speakers" (as cited in Harmer, 2008, p. 13). In this regard, Crystal (2008,P.27) suggests that 'There are currently around 1.5 billion of people speaking English worldwide, of whom only 329 million are native speakers.'

The principal goal of teaching English as a foreign language is to make learners able to communicate in target language with its native speakers. Communication is mainly done through speaking. Teaching language is not a theoretical activity done through speaking. Teaching language is not

a theoretical activity rather it is a practical aspect, so teaching a language means being able to communicate. Speaking is primary and productive skill. Speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately. Harmer (2008, p. 343) says about this "If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech."

In the context of Nepal, teaching of the English language as a foreign language starts from grade one in all the government schools while it begins from pre-primary (nursery) class in private school. The role of input as exposure is crucial to develop speaking skill. The language which is addressed to the learners should be comprehensive to them. If they do not understand the language they are exposed, they cannot process it, and learning of the language cannot take place. So, comprehensive input, but not merely input, is basic requirement for L2 processing in the learner's mind. In this regard, Krashan (1982, p. 44) states:

> The principal goal of language teaching is to supply
> comprehensible input in order to facilitate acquisition. The defining
> characteristic of a good teacher is someone who can make input
> comprehensible to a non-native speaker regardless of his or her
> competence in the target language. Speaking is a result of
> acquisition, not its cause. It emerges as a result of building
> competence via comprehensible input.

Sthapit (2000, p. 3) states the following activities to show the importance (or need) of English as a foreign or second language in Nepal:

➢ To participate in classroom interactions.

➢ To study course materials and other related academic or professional matters.

➢ To use it as a medium of expression in assignments, texts and examinations.

➢ To read things for pleasure and general information.

➢ To gain access to the world body of knowledge.

➢ To appreciate movie, plays, talks, radio and television programs etc.

➢ To keep them abreast of what is going on around the world.

➢ To participate in international meetings, seminars, conferences, etc.

➢ To communicate with foreigners in general.

➢ To develop the learners personality and enhance their career development.

1.2   Statement of the Problem

In Nepal, most of the private schools have declared their schools as 'English Medium Schools'. Inside the school premises, all the students as well as teachers, are supposed to speak in English. This situation has both positive and negative effect on students' speaking proficiency. It has positive effect in the sense that students are bound to communicate in English so they develop confidence and speak without hesitation and negative effect in the sense that students develop habit of using only chunk sentences, they use progressive (v + ing) form most of the time,

use the same word to describe different situation. That is why, it is important to find out role of 'English Medium Schools' to enhance students speaking proficiency in the use of the English language.

1.3 Rationale of the Study

There are many research works conducted in speaking proficiency in the Department of English Education. This research mainly tries to find out the role of 'English Medium Schools' to promote speaking proficiency of students in the English language in private schools. It plays vital role to make students speak English comfortably. The more students speak English, the better they will speak. It functions as exposure to enhance speaking. If students are given appropriate feedback while they speak English, it will be effective and helpful to develop speaking proficiency. Therefore, I selected the topic to study whether direct exposure, input or forceful practice enhance students' speaking proficiency.

1.4 Objectives of the Study

The study had the following objectives:-

i.   To find out the role of 'English Medium Schools' to enhance students proficiency in the use of English language.

ii.   To suggest some pedagogical implications.

1.5 Research Questions

This study tried to address the following research questions:

i.   Why are English Medium Schools being popularly favoured ?

ii.   What is the role of 'English Medium Schools' to enhance speaking proficiency in the use of the English language ?

iii.   Does 'English Medium Schools' have only positive effect or does it have some negative effect in developing speaking proficiency ?

1.6   Significance of the Study

This study aimed to find how 'English Medium Schools' enhances students speaking proficiency in private school. This study will give some insight into improving speaking skill. The English language teachers will be benefited from this study in the sense that it is related to promote one of the language skills, i.e. speaking. This study may help the students, experts, textbook designers, syllabus designers, textbook writers, material producers of auditory tasks to make improvement on it and implement in the schools. This study will be equally significant to those people who are interested to teach speaking skill but due to the lack of knowledge to handle different strategies in terms of students' interest, age, level, they are being incapable. It is significant because it will pinpoint which aspect of speaking (pronunciation, accuracy, fluency or vocabulary) students are facing problem in so that they can make necessary improvement. It will have significant contribution to those people who are directly and indirectly involved in teaching and learning English.

1.7   Delimitations of the Study

This study had the following limitations:

i.   The study was limited to only one school, i.e. Creative English School, Lampokhari, Chabahil, Kathmandu.

ii.   Only four students' speaking proficiency was observed for data collection.

iii.   The data was collected through observation. Students were observed for one hour everyday for 30 days.

iv.   The finding of the study may not be generalizable in all the contexts and all the time.

1.8   Operational Definitions of the Key Terms

Speaking Proficiency : Speaking proficiency refers to the ability to use appropriate language in appropriate situation including grammatical accuracy and pragmatic appropriation.

English Medium Schools: English Medium Schools refers to the situation where students and teachers have to speak only in English.

Exposure : The time and effort spent to learn language.

Input: The language to which a learner is exposed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of related theoretical and empirical literature, implications of the review for the student and conceptual framework.

2.1   Review of Related Theoretical Literature

This part of thesis tries to describe the notion of English Medium Schools, language skills, speaking proficiency, elements of speaking proficiency, elements of speaking, natural communication, the role of teachers to promote speaking proficiency, stages of teaching speaking, problem in speaking which are the striking aspects of it.

2.1.1 English Medium Schools; Their Role

English is well known as a global or international lingua franca. The world is taken as a global village and the English language is known taken as a global language. English is the language of education, business, technology, science, the internet, popular entertainment, and even sports. Due to influence of English in every sector, guardians want to see their children competent in English.

In most of the private schools, students as well as teachers are asked to use the English language as a means of communication within the school compound in Nepal. That is to say, no one inside the school boundary is supposed to speak in languages other than English. Even Nepali teachers have to speak in English when they are outside the class, i.e. they only

speak in Nepali in their class. In this way, private schools are focusing their activities to enhance students' speaking proficiency. They try to make their students competent in English. Therefore, these private schools are popular. Highlighting the similar situation in other countries, Harmer (2003, p. 23) states:

> English is taught in private language schools and institutes all over the world, and even in specialized 'English villages' in countries such as Korea and Japan, where pupils live in English-only environments in specially constructed theme park like environments.

English Medium Schools provides sufficient amount of exposure that helps learner to promote their speaking proficiency. The input is off students' level because mostly they communicate with their friends and teachers. Emphasizing the need of comprehensible input Krashan (1985, p. 2) opines:

> Humans acquire language in only one way by understanding message, or by receiving 'comprehensible input' . . . we move from i, our current level, to i + 1, the next level along the natural order, by understanding input containing i + 1.

2.1.2 Language Skills

Language is used in terms of four skills, i.e. listening, speaking, reading and writing. These four language skills do not work in isolation. They are

integrated to make communication meaningful and effective. These skills are divided into two types : receptive and productive. In this regard, Harmer (2008, p. 265) says:

> *Receptive skills* is a term used for reading and listening skills where meaning is extracted form the discourse. *Productive skills* is the term for speaking and writing skills where students actually have to produce language themselves.

These language skills can also be divided in terms of primary skills, i.e. listening and speaking and secondary skills, i.e. reading and writing. This classification can be shown in the following table:

	Receptive skills	Productive skills
Primary skills	Listening skill	Speaking skill
Secondary skills	Reading skill	Writing skill

Listening

In the past, listening skill did not receive priority in language teaching. Productive skills were given emphasis whereas very poor attention was given to receptive skills. Listening was regarded as passive skill. Many researches show that listening is not a passive skill rather it involves an active cognitive processing. Underwood (1989, p. 1), defines listening as an "activity of paying attention to and trying to get meaning from something we hear." Kathleen (1996 as cited in Underwood, 1989, p.4) lists five main reason for listening:

(a) to engage in social rituals.

9

(b) to exchange information

(c) to exert control

(d) to share feeling

(e) to enjoy yourself

Speaking

Speaking is a primary skill in the sense that to learn any language, it is necessary to speak by using the language. It is a productive skill in the sense that learners require to produce the language features orally. People speak when they want to express their ideas, opinions, desires and to establish the social relationship and friendship. The main purpose of learning a foreign language is to communicate with the speakers of that language and communication is done mainly through speaking. Speaking is the production of language sounds in audible and meaningful form. Ur (1996, p. 120) identifies four characteristics of a successful speaking activity: learners talk a lot, participation is even, motivation is high, language is of an acceptable level.

Reading

Reading is an active and a receptive skill; we receive information when we read. We get information from the written text when we read it. Reading text provides learners with grammatical, lexical as well as discourse resources that may help them to process and produce the well formed L_2 utterance and texts. Reading means, "perceiving a written text in order to understand its contexts." (Richards et al., 1985, p. 19). To make comprehensive reading, the reader must have both mental and physical process. Hedge (2008, p. 195) presents four types of reading skimming, scanning, intensive reading and extensive reading.

Writing

Writing is fourth language skill which is an act of putting down graphic symbols on paper that represent a language. It is visual representation of speech. This skill is regarded as the most difficult skill among the four skills. In this skill we produce a sequence of sentence arranged in particular order and linked together in certain way. Hyland (2002, p. 53) defines writing as ". . . a set of discrete, value-free technical skills which included decoding and encoding meanings, manipulating writing tools, perceiving shape-sound correspondences, etc. Which are acquired through formal education" (as cited in Harmer, 2008, p. 323).

2.1.3 Speaking Proficiency

Speaking proficiency refers to the ability to express one's own ideas, thoughts, feelings, information and emotions without any difficulty in a real language use situation. It is the contextual use of language, speakers are supposed to use appropriate language in appropriate situation. It includes grammatical accuracy and sociolinguistic or pragmatic appropriateness. One of main concerns of language learners is how to improve their speaking proficiency in general and different components of speaking proficiency such as fluency, accuracy, accent, vocabulary, comprehension, and communication in particular. According to Khaniya (2005, p. 133):

> Speaking is 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 process to produce his utterances without having much time to organize what and how he wants to say.

2.1.4 Elements of Speaking

Speaking can be defined as the ability to express oneself fluently in a foreign language. Speakers of English should have to be able to speak in a range of different genres and situation. They should be able to use a range of conversational and conversational repair strategies. According to Harmer (2008, pp. 348-345), following are the elements of speaking:

ʃ **Different Speaking Events**

Speaking takes place in different genres and situation. It can be interactive or non-interactive. It can be interactive if conversation is face to face whereas it would be non-interactive if there is no face to face conversation. For example leaving a message on voice-recorder is non-interactive. Thornbury (2005, p. 13) describes different speaking genres as transitional and interpretational functions. The purpose of transaction function is to convey information and facilitate the exchange of goods and services whereas interpersonal function is all about maintaining and sustaining good relation between people.

ʃ **Conversational Strategies**

Speakers may face some problems in communication due to various reasons. They need to employ certain communication or conversational strategies to overcome the communication problems and become successful in it.

Conversational Rules and Structure

Dornyei and Thurrell (1994, as cited in Harmer, 2008, p. 344) add further categories of discourse:

> Conversational openings (How are you ?) interrupting (sorry to interrupt but . . .), topic shift (oh, by the way, that reminds me . . .) and closings (It's been nice talking to you . . . well, I don't want to keep you from your work.... we must get together sometime.

Survival and Repair Strategies

In face-to-face conversation, students need to be able to ask for repetition by using formulaic expressions, repeating up to the point of conversation breakdown. Harmer (2008, p. 344) says:

> To repair these strategies we might add such abilities as being able to paraphrase. (It's a kind of . . .), being able to use an all purpose phrase to get sound the problem of not knowing a word (you know, it's what do you - call - it) and being able to appeal for help (what's the word for something you play a guitar with ?)

Real Talk

In face-to-face conversation, students need to talk with competent English language speakers. That is why they need some extra exposure. Bestukmen (2001, p. 10) observed

Master-level students and them using - questioning reformulation (i.e. repeating what someone had just said), multifunctional question forms (e.g. Did you consider the possibility of an alliance with other organization ?) and the piling-up of questions one after the other (How much technology ? Who does it ? Is it the suppliers ?) (as cited in Harmer, 2008, p. 344).

J **Functional Language, Adjacency Paris and Fixed Phrases**

Specific language features are used to fulfill various functions of a speech situation. For example, we may greet, thank or offer by using different language forms. Cook (1989, p. 53) says "Many functional exchanges work well because they follow a net pattern. One such pattern is the adjacency pair."

2.1.5 Natural Communication

Learning a language means being able to communicate in that language. Communication takes place through speaking. Speaking is regarded as difficult language skill because it requires the ability to use the language appropriately in social interaction which is more than the grammatical and semantic rules of that particular language. Learning a language means being able to take part in meaningful interaction, use and understand natural speech forms. Ur (1996, p. 120) identifies four characteristics of successful speaking activity: learners talk a lot, participation in even, motivation is high and language is of an acceptable level. Cross (1992, p. 20) adds more features of natural speech as follows:

Purpose

We use language to fulfill our specific purpose. We greet people, apologize, criticize, enquires or inform because we went to do that.

Unpredictability

We cannot guess the nature of speech act that the speakers are going to produce, nor can we predict exacts words or structures. There are finite number of rules and vocabulary items which can generate infinite number of utterances.

Slips and Hesitations

As in written work, we cannot edit, check and recheck our speech. We are violating grammar rules of written work speakers pause, repeat, themselves, paraphrase, and use 'uhm' and 'er' as they organize their speech.

Creativity

Creativity means producing something new. Creative speakers create and understand novel utterances which they have never heard before. We can all use familiar words into new and quite novel utterances.

Spontaneity

Speaking involves context of message as well as mental process. It is complex and complicated still. We normally plan what we say in natural speech.

Economy

If the expressions express the same meaning, we prefer shorter and more concise rather than longer ones. We avoid redundancy and unnecessary repetition.

Intonation and Stress

Meaning of any utterance can be changed with the variation in tone. Intonation and stress reflect the speakers emotions and attitudes (angry, happy, dissatisfaction, etc.)

Comprehension Checks

When we talk, we look at people with whom we talk to check if they have understood. The listener may nod or make monosyllabic responses.

Turn Taking

In a conversation, there are both speakers and listeners. Speaker and listener cannot talk at the same time. One should listen when another is speaking. This is called turn taking. In this process, speaker becomes listener and listener becomes speaker.

Paralinguistic Features

Body language i.e. gesture, posture, facial expression are regarded as paralinguistic features. A successful communicator interacts not only with words but also appropriate paralinguistic features.

2.1.6 The Roles of the Teacher to Promote Speaking Proficiency

Teachers need to play a number of different roles. Those roles can be different on the basis of students' level, class size, available teaching materials, learning context. However, Harmer (2008, pp. 347-348) has

mentioned three particular roles which have relevance if we are trying to get students to speak fluently:

Prompter

Sometimes students may face difficulties and could not think of what to say next: Students may pause or get lost when they are speaking. In such situation, the teacher can leave them to struggle with such situation on their own. In such situation, the teacher's role is of prompter. He/she may help them and offer discrete suggestion to progress. This may stop the sense of frustration that some students feel that they know nothing.

Participants

Sometimes teacher himself/herself may participate in discussions or role-plays. Teacher's participation in conversation makes it covert, ensure continuing student engagement and maintain creative atmosphere. In such situation, teacher should be careful that they do not participate too much. That is to say they should not speak too much and draw all the attention to themselves. In this regard Harmer (2008) states, 'Teachers should be good animators when asking students to produce language' (p. 348).

Feedback Provider

Feedback is very important in speaking activity. The vital question is when and how to give feedback. Helpful and gentle feedback may help students to come out of misunderstandings and hesitations. When students have completed the activity, they should be given chance to evaluate themselves and say what they have done well. After that teacher will tell them, in their opinion, what was well. Generally, feedback provided at the end of the activity is regarded as better because the

17

feedback provided in the middle of the conversation may break the conversation.

2.1.7 Stages in Teaching Speaking

Speaking means communicating in that language. That's why when we teach students speaking skill, students should be involved in communication activities. In the words of Harmer (1991, p. 51) teaching speaking involves three stages: Introducing new language, practice and communicative activities. Though teaching speaking stages are categorized into three, there is no demarcation line among the stages and one stage can overlap to another stage. These stages are discussed below:

ﺝ **Introducing New Language**

This is early stage of teaching speaking. In this stage new language item is presented. Presenting new language item begins with non-communicative activities. Harmer (1991, p. 51) says, "It is an activity that falls at non-communicative end of speaking continuum." The teacher at this stage presents the new language item by creating a situational context. Teacher's role at this stage is informal of new language item and the students are receiver of information. Imitation drills can be used at this stage. The students make a pattern practice imitating from the teacher which is mechanical. The following activities can be done at this stage:

> ➢ Presentation of the new language item.

> ➢ Elicitation of new language item from the students.

> ➢ Checking students understanding.

> ➢ Imitation drill or pattern practice.

18

∫ Practice

In this stage, students make practice of newly learnt language items to internalize the structures. Real war of communication begins from this stage. Drills are managed in meaningful way rather than mechanical way. The teacher's role is as a guide in the sense that he/she provides cues to use. Practice is done for accuracy. "Practice activities are those activities which fall somewhere between the two extremes of our speaking continuum" (Harmer, 1991, p. 51). This stage is regarded as controlled conversation in the sense that students are given a framework within which they are asked to make sentences but actual choice of what they will say is left up to him. The activities which are done in this stage are as follows:

> ➢ Substitution drill and other pattern practice.

> ➢ Role play

> ➢ Discourse chain

> ➢ Blank filling exercises

> ➢ Contextualized drills

∫ Communicative Activities

It is production stage in the sense that students produce the utterances. It is also called free conversation stage because students freely produce the utterances in near natural and communicative acts. In this stage, there is the completely free use of language as in debating storytelling, free conversation etc. It is suitable only for the advanced learner / students in the sense that students do all the activities. They are given opportunity to

present their view more fully. The teacher listen to the students and judges their opinions. He/she corrects mistakes if the meaning is unintelligible or ambiguous. The role of teacher is of a supervisor and the students are the participants in activities. In this regard, Harmer (1991, p. 52) states:

> Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum, students are somehow involved in activities flat give them both the desire to communicate and purpose which involves them is a varied use of language.

2.1.8 Problem in Speaking

Although speaking comes naturally to all human beings, it is not as simple as it seems. There are a number of complexities and problems which are associated with speaking. The degree of difficulty often differs according to the situation and the background of the learners. Ur (2005, p.120) points out the following learner - related problems during speaking:

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 simply shy of the attention that their speech attracts.

Nothing to Say

Learners cannot think of anything to say. Because of nervousness as a weak feeling about themselves, the learners lack coverage to speak in the target language.

Low or uneven participation

We often find that there are only few students who actively participate in the discussion. Some students do not want to participate in the discussion. Only talkative participants talk most of the class time.

Use of mother tongue

It is frequent and usual to use mother tongue while talking part in the speaking activities in the foreign language contexts. Using the mother tongue is a safer and easier way for them.

To overcome above mentioned problems, Harmer (2008, pp. 345-346) has suggested some ideas:

Preparation

It is concerned with the involvement of students in preparing things for the task in which they are involved. Mennim (2003, as cited in Harmer, p.346) describes how students record presentations they are going to make, transcribe what they have said, correct it and then hand it over to the teacher for further comment before finally making the presentation.

The Value of Repetition

Repetition has many beneficial effects. Each new encounter with a word or phrase helps to fix it in the students memory. Repetition has other

benefits, too: it allows students to improve on what they did before. When Harmer (2008, p. 346) mentions "When students repeat speaking tasks they have already done once (or twice), their first attempt is like a rehearsal for the final effort. Each rehearsal given them more confidence as they are not attempting to get the words out for the first time when they try to speak in subsequent 'performances'."

Big Groups, Small Groups

Some students may feel difficulty to take part in speaking activities or talk in front of a big group. Such students should be given a chance to speak and interact in smaller groups.

Mandatory Participation

When students are not motivated to speaking in the L_2 classroom, it is advisable to design the tasks according to their interests and areas. Along with such tasks, we have to make certain classroom rules or systems that may ensure obligatory participation of each student.

2.2   Review of Related Empirical Literature

A number of research studies have been carried out in speaking proficiency. This is the first research being carried out to find out the role of 'English Medium Schools' to promote speaking proficiency. Some research works reviewed are as follows:

Pandey (2007) carried out a research on 'Teaching Speaking at Secondary Class: An Analysis of Classroom Activity' that aimed to identify activities for teaching speaking in secondary level classroom and to investigate practical constraints in conducting speaking activities in the

classroom. She used both primary and secondary sources of data. The primary sources of data for this study were 20 teachers who teaches English in secondary level. For this research, she used judgmental non-random sampling procedure and selected 20 schools, i.e. 10 private and 10 public schools. This study was carried out in Kathmandu district. The main research tool for the study were observation checklist and questionnaire. It was found that teaching speaking was more problematic because of less time allotment, large number of students, inhibition, lack of physical facility.

Timilsina (2008) conducted a research on 'Strategies Employed in Teaching Speaking Skills' while aimed to find out strategies employed in teaching speaking by public and private schools and to compare strategies employed. He both primary and secondary sources of data. He took 50 lower secondary level English teachers as primary sources of data. He used judgmental non-random sampling procedure and selected 25 public schools and 25 private schools. From each school, there was one English teacher as primary source of data. The study was limited to Kathmandu district. The main research tool used in this study was interview and observation. The finding of the research was that the teachers of private schools were somehow more conscious regarding speaking skill.

In the same way, Aryal (2011) carried out a research on 'Speaking Proficiency of Eight Graders of Private and Public Schools' with the aim to find out the speaking proficiency of the students of Grade Eight and to compare the speaking proficiency of the students of grade eight of public and private schools in terms of pronunciation, accuracy, fluency and

23

vocabulary. The sources of data for this study were both primary and secondary. The primary sources of data were students of grade eight of private and public schools. The study was limited to Nawalparasi district. The researcher used simple random sampling procedure and selected six schools (i.e. three public and the private schools). Ten students from each school were selected and the magnitude of the sample population was sixty students only. The main tool for collecting the data were the test items. The responses were tape recorded and the nature of testing was completely oral. He found that students of private schools have comparatively better speaking proficiency than students of public schools.

Paudel (2011) conducted a research on "Speaking Proficiency of the Secondary Level Students.' The objectives of the study were to find out the speaking proficiency of the secondary level students. He used both primary and secondary sources of data to meet the objectives. The primary sources of data were the students of private and public schools. This research was survey research and the study was limited to Kathmandu district. Purposive sampling procedure was used to determine the area i.e. Kathmandu district. The researcher selected 3 schools from private and 3 schools in public sector and conducted the research on secondary level students. Simple random sampling was used to select the students. The main tool for data collection was questionnaire. The researcher asked two questions to each student. The questions were same for both public and private school. Each performance was measured in full marks 25. According to the performance of the students, the researcher collected the data and compare those collected data with public and private schools separately. He found proficiency level of students of

private schools better than the proficiency level of students of public schools.

Although a number of research have been carried out to find out speaking proficiency and speaking abilities of students, none of the studies deal with the role of 'English Medium Schools' in private schools to promote student's speaking proficiency. This is a case study carried out in a private school to find out speaking proficiency of students of that school. Therefore, this present study is different from other studies.

2.3   Implications of the Review for the Study

The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which you intend to conduct you research study. Kumar (1999, p. 30) states, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding."

Reviewing literature helps researchers in different ways, Kumar (ibid) states a list of help, a researcher gets from reviewing literature:

1. bring clarity and focus to your research problem.
2. improve your methodology
3. broaden your knowledge base in your research area.
4. contextualize your finding.

I have gone through different existing literature, different article, journals and books. The literature which I have reviewed in this research work stress on the strategies used by the teachers to develop speaking proficiency of students. These reviewed literature compare the speaking

25

proficiency of private school students and public school students. Similarly, it was suggested that students of private schools have better speaking proficiency than students of public school.

With the help of reviewed literature, it becomes clear that no research is being conducted to find out the role of 'English Medium Schools' to enhance speaking proficiency to use English language. That is why the present study is different from other studies.

2.4   Conceptual Framework

This research will mainly be concerned with the relevant theoretical framework of speaking proficiency with the private schools which provide students enough opportunities to practice target language. Students speak target language all the time which helps them to perform better in that language. Teachers facilitate students and provide them necessary feedback which reinforce them to speak.

The following diagram attempts to present the theoretical framework for 'English Medium Schools'.
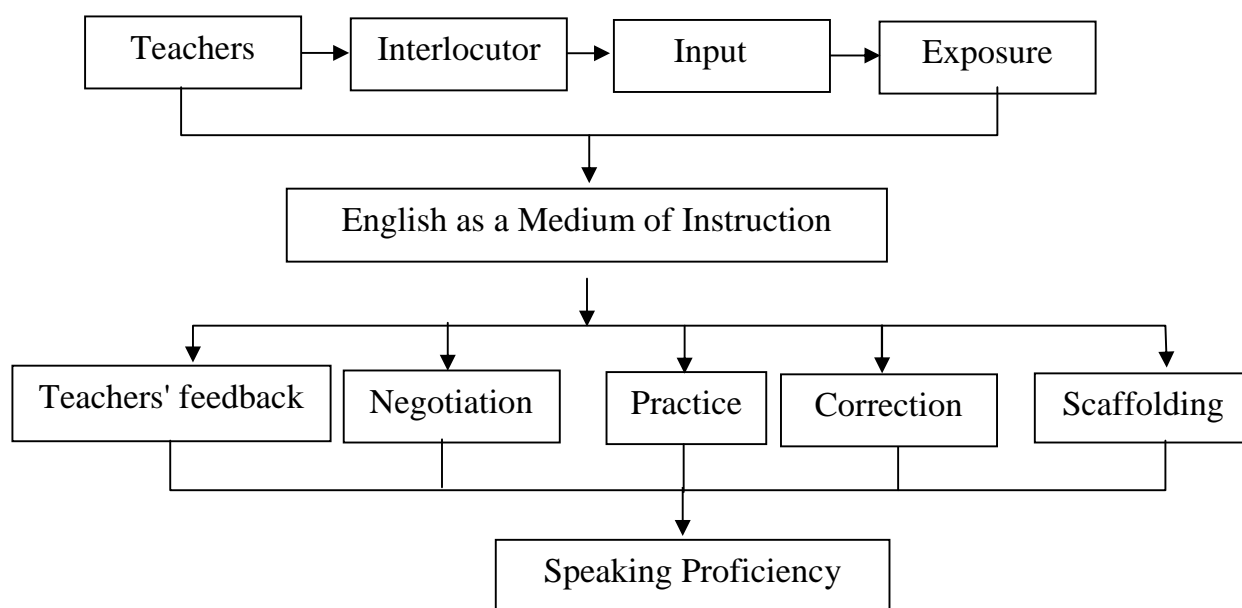
To enhance speaking proficiency is a challenging job. English Medium Schools help student to develop their speaking proficiency. Teachers speak in English and students also speak in English with their teachers as well as with their friends. They get input through various sources i.e. newspapers, books, dictionaries. When they speak in English it provides them sufficient exposure. These all elements help to create 'English Medium Schools'. If students are provided with appropriate feedback, negotiation, practice, correction, and scaffolding by the teachers and students, they can develop their speaking proficiency.

Theoretical framework provides theoretical base of this research. It provides researcher with a guide as he/she carryout research . In this regard Kumar (1999, p. 35) states, "Until you go through the literature you cannot develop a theoretical framework and until you have developed a theoretical framework, you cannot effectively review the literature."

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

I adopted the following methodology to carry out this research.

3.1   Research Design

This research is a case study. Case study is a thorough analysis of an individual case. It is complicated task in the sense that it is longitudinal and focuses only on a single case. According to Kumar (1999) "The case can be a person, group, episode, process, community, society or any other unit of social life" (p. 111).

Case study generally utilizes a range of methods for collecting and analyzing data. It is not restricted to a single procedure. Nunan (1992, p. 79) defines case study as 'hybrid study'. Case study is an in depth analysis. It is difficult and complicated. In this regard, Best and Kahn (1993, p. 194) say, "Case studies are not confined to the study of individuals and their behavioural characteristics." Stake (1996, as cited in Dornyei, 2007, p. 112) also defines case study "as a form of research, case study is defined by interest in individual cases, not by the methods of inquiry it uses".

Case study is contrasted with experimental research in the sense that there is controlled or manipulated environment in experimental research whereas the environment in case study is natural. It is also contrasted with survey research because in survey research the population should be as representative as possible, but in case study an individual instance can be taken. Case study is also contrasted with ethnographic study in the

sense that ethnographic research is a complete study of a particular culture whereas case study investigates a particular aspect of that culture.

Case study is longitudinal study. Data are collected at a periodic interval over a span of a time. The researcher can collect data of the progression of a particular entity through continuous observation.

3.2   Field of the Study

The population of the study was four students of Creative English School, Chabahil, Kathmandu. The school was English medium private school. The students who were selected for this study were from grade nine. Out of four students, two were boys and two were girls. These students belonged to medium class family. They learned English as a second language in the sense that they have already learnt their first language ,i.e. Nepali. They speak Nepali language at home as a medium of communication. They learn and speak English only at school. The teachers and students are supposed to speak English all the time except in Nepali language class. Students' speaking proficiency was studied in terms of grammatical accuracy, fluency and contextually appropriate language.

3.3 Sampling Procedure

I adopted purposive non-random sampling for the selection of school. As it is a case study, I selected one school i.e. Creative English School and four students. They were observed for 30 days.

3.4 Data Collection Tools

The main tool for data collection of this study was non participant observation. I used an observation checklist that consisted of a list of

activities of students. Voice recording and keeping diary were the main recording device.

3.5 Data Collection Procedure

To collect the data for this research, the following procedure was followed:

∫ I selected the school and got permission from the authority to consult the English language teachers. Then, I built rapport with them and explained about the purpose of the study.

∫ After getting permission from authority, I talked to the students and explained my purpose to visit them. At the same time I requested them to co-operate with me.

∫ I observed the students' performance for 1 hour every day for 30 days. I recorded their voice and transcribed it. I kept diary record to record special instance. On the last day of observation, I filled up observation checklist and collected the primary data.

∫ Finally, I left the spot by thanking authorities, subject teacher and students for their kind co-operations.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter consists of results and discussion.

4.1 Result

The present study mainly focused on speaking proficiency in terms of grammatical accuracy, fluency and contextual use of language. To find out speaking proficiency of four students, I observed them for thirty days. I recorded their voice for thirty days and on the last day I used check list to record their speaking proficiency. During my observation, I got chance to observe them in both formal and informal situations. Regarding formal situation, they were found very careful and selective so that no grammatical errors were found.

In informal situation when they were talking with their friends, they were found committing some grammatical mistakes. On the first day of my observation, the students were found anchoring in a formal programme, i.e. singing competition. When they were anchoring, they were found committing no grammatical errors, they were confident and their body language was also appropriate. On the second day of my observation, I found the students committing grammatical errors when they were talking with their friends. They used words like *na, ta, ho* frequently. Maximum use of chunk sentences was found. The use of progressive form was also observed. When I reached my final day of observation, these sorts of errors were found less in number in comparison to the first day. It means to say they were improving their speaking and trying to speak correct utterances.

4.2 Discussion

This part deals with the analysis and interpretation of the data. The data collected from Creative English School, Chabahil, Kathmandu were analyzed and interpreted in terms of grammatical accuracy, fluency and contextual use of language.

I observed four students for thirty days. I observed the students for an hour daily and used audio recording, diary recording and check-list to record the students' speaking activities.

I dealt with and analyzed each and every set of data collected from the thirty day's students' speaking activities dividing them into three categories, viz. grammatical accuracy, fluency and contextual use of language.

4.2.1 Grammatical Accuracy

The utterances produced in formal situation were grammatically correct whereas there were some problems with the utterances produced in informal situation. Grammatical accuracy was analysed in terms of the folowing headings:

a) Structure

The students were found selective and careful when they spoke in formal situation. Therefore, the utterances were well-structured. Regarding informal situation, students were found committing some errors. In the

case of question, students asked questions without auxiliary verbs. For example:

-Why laughing?

➤ Why are you laughing? (correct utterance)

-What telling?

➤ What are you saying? (correct utterance)

Similarly, they formed wh-questions by keeping auxiliary verb before noun and wh-word. For example:

- Partima, you are doing which homework?

➤ Which homework are you doing? (correct utterance)

Students were also found wrong in selection of tense. They used present tense in stead of past tense and vice versa. It can be depicted in the following example:

- Which film do you watch yesterday?

➤ Which film did you watch yesterday? (correct utterance)

- Last year, you gone your village.

➤ Last year, you had gone to your village. (correct utterance)

They used infinite verb with third person singular noun in simple present tense.

-He act nicely.

➤ He acts nicely. (correct utterance)

b) Use of appropriate Preposition:

Students were found committing errors regarding the use of appropriate preposition in both formal and informal situations.

- She sat in home.
➤ She sat at home. (correct utterance)

In the above sentence, they have used 'in' preposition instead of 'at'.

- At Friday.
➤ On Friday. (correct utterance)

- At Saturday.

On Saturday. (correct utterance)

Similarly, in this example, given above, they have used 'at' preposition in front of days.

- In *Dashain*.
➤ At *Dashain*. (correct utterance)

In the above example also they have used 'in' preposition where there should be 'at'.

c) Sequence of Tense

Students faced problem with the sequence of tense during the observation. They used present tense with past tense in the same sentence. For example:

- My brother watched the game but I don't.
➤ My brother watched the game but I didn't. (correct utterance)

- I am not sleeping because one cat coming.

➤ I could not sleep because one cat came. (correct utterance)

d) Use of Article

Both in formal and in informal situation, students faced problems with the use of article. They used no article in front of superlative degree. For example:

-He is best student.

➤ He is the best student. (correct utterance)

Similarly, they used 'the' article before the sports where there should be no article. For example:

-They are playing the basketball.

➤ They are playing basketball. (correct utterance)

e) Use of Correct Conditional Sentence

This was the area where students frequently committed errors during the observation. They were found wrong regarding the appropriate selection of conditional type. for example:

- If I were principal, I will give holiday for the whole year.

➤ If I were principal, I would give holiday for the whole year. (correct utterance)

- If I will go there, I will make sure first position.

➤ If I would have gone there, I had secured first position. (correct utterance)

4.2.2. Fluency

Students got a lot of exposure as they got sufficient time to have conversation in English inside the school premise. It helped them to speak confidently and without feeling hesitation. They formed habit of speaking fluently. Fluency of students is analyzed in the following headings:

(a) Use of incomplete sentences

Students spoke fluently but in some cases they were found producing incomplete sentences. Those incomplete sentences were meaningful and gave sense in the conversation

- First difficult going and only easy coming.
➢ First, difficult subjects will finish then only easy subjects' turn will come. (correct utterance)

- Ok, not do.
➢ Don't do it, ok. (correct utterance).

- Two, two stick getting.
➢ We will get two stick each. (correct utterance).

(b) Use of chunk sentences

The incomplete sentences which are meaningful in the context are regarded as chunk sentences. Students were found using these sorts of chunk sentences during the conversation. For example:

- How many seen, how many seen.
➢ I have seen several films. (correct utterance).

- Why laughing ?
➢ Why are you laughing ? (correct utterance)

- You not speak.
➢ Don't speak. (correct utterance).

- Not coming
➢ I don't understand anything. (correct utterance).

(c) Use of progressive (V + ing) form

Excessive use of progressive (v+ing) form was observed. In every conversation, these sort of utterances were observed.

- One slap giving.
➢ I will slap you. (correct utterance).

- Homework doing but copy brining forgetting.
➢ I did homework but I forget to bring copy. (correct utterance).

- Understanding but forgetting.
➢ I understood but forgot. (correct utterance).

(d) Repeat the same sentences.

Students were found repeating the same sentences during the observation.

- Thank you very much welcome to the good night.
- Don't make noise.

- One slap giving.
- Why laughing.

(e) Halt or take pause when speaking

They spoke English throughout the day during school time inside school promise. They spoke Nepali language only in Nepali language classroom. No other language other than English was allowed during school time. They spoke English with teachers as well as among their friends. So, they were good at English and didn't halt or take pause when they spoke.

(f) Feel hesitation

As they have got sufficient exposure, they developed confidence to speak in English. The more they spoke, the better they could speak. Therefore, they felt no hesitation to speak in English in both formal and informal situation. They spoke confidently and without hesitation even if when they spoke in front of other people or crowd.

4.2.3 Contextual Use of Language

The language used in conversation should be appropriate in the context or situation. If the language is not contextual, it will be meaningless.

(a) Use of situationally appropriate language

The language used by students in formal situation was appropriate. They seemed well-prepared. They were selective and careful regarding the use of language in formal situation. In informal situation, in some, cases, they are found producing the utterance which were not appropriate in the situation.

(b) Use of paralinguistic features

The paralinguistic feature or body language of the students was appropriate according to the situation. When they were communicating

with their friends or teachers, they used gesture which was appropriate. Even when they were facing interview or anchoring, their body language was appropriate.

(c) Clarity in expression

The ideas they wanted to express through English language were clear. They used incomplete sentences and progressive (v+ing) form, but the meaning they wanted to express was clear. Those utterances were meaningful in the context.

(d) Code mixing

During the observation, students were found using Nepali words while communicating in English language. For e.g.

- The film was *bakwas*.
➢ The film was ridiculous. (correct utterance).

- I kept 5, 5 rupees *baji* with my brother.
➢ I kept bet with my brother for Rs.5. (correct utterance).

- Why are you *rishaing*.
➢ Why are you getting angry. (correct utterance).

Similarly, students were frequently using Nepali words like *na ta, ho, hai* in the conversation for example.

- Talk *na* talk.

- I *ta* doing nothing.

- You *ta* what *ho*.

- You *ta* don't talk *hai*.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

After analyzing and interpreting the collected data, the following summary has been presented:

I observed four students for one hour everyday for thirty days. Students' speaking activities were observed in both formal and informal situation. The collected data was analyzed in terms of grammatical accuracy, fluency and contextually appropriate use of language.

(a) Formal Situation

In formal situation, students were found more careful regarding grammar and fluency. They were also found using contextually appropriate language. It was found that they were well-prepared and confident. I got chance to observe students speaking activities in three formal situation throughout my observation.

1. In the first situation, it was singing competition in school, i.e. 'Creative Idol-2070'. In this competition two students(Anisha and Subani) were hosting the programme. The language used by them was grammatically correct. They were found using appropriate tense structure. It was found that they were speaking fluently and smoothly. They were confident and their body language was also found appropriate. The language used by the students was standard. Students were not feeling any sort of hesitation while speaking in

front of the crowd. Use of complete sentences was found and when they were speaking, they were not found halting.

2.   In the second situation, students were conducting morning assembly. Anisha, Bibek, Binaya, Dikshya, Nitika and Subani participated in the assembly. Nitika conducted school assembly whereas Subani conducted class assembly. Diksha delivered speech. Bibek asked some G.K. questions. Anisha read news headlines and Binaya told thought of the day. The language used by these students was also found grammatically correct. The body-language was also appropriate. They were confident and speaking without any hesitation. The language was contextually appropriate.

3.   In the third situation, students were interviewed by a researcher from Tribhuvan University I observed them when they were providing answers to the questions asked by the researcher. He conducted interview with ten students but I recorded voice of four students, i.e. Anisha, Bibek, Binaya and Subani .I observed their language on the basis of grammatical accuracy, fluency and contextually appropriate language. I found that the language was contextual in the sense that they provided only the answers of the questions asked. Regarding fluency, they were good. That is to say they spoke smoothly without halting. The sentences they spoke were grammatically correct.

2. Informal Situation

In informal situation, students were careless regarding grammatical accuracy. That is why there were some grammatical errors. I observed

students' speaking activities in informal situation for 27 days. In those situation, they were taking in group about various topics.

In some conversations, boys were dominating the whole conversation and girls were found passive while in some conversation, girls were dominating the conversation and boys were passive. Girls were found more sincere and limiting themselves within the topic while boys were found comparatively careless and talking about various issue which were not related to the topic. Both boys and girls were mixing codes.
They were using Nepali words like *baji,bidas, bakwas* while speaking in English.

Bibek and Binaya were found using *'na' 'ta' 'ho'* in their conversation repeatedly. They were also found using incomplete sentences and progressive form(v+ing). They were asking questions without auxiliary verbs. They were found speaking fluently and they were not feeling any sort of hesitation. Binaya was found using 'Thank you very much. 'Welcome to the good night'. Some sentences spoken by Bibek were not contextual.

Anisha and Subani were also found using *'hai' 'na'* when they talked in group. They were using Simple Present tense to describe past events. They were also asking questions without using auxiliary verbs. It was found that they were speaking fluently without any hesitation. The language used by them was contextual.

5.2 Conclusion

This study was carried out to find out the role of English Medium Schools to enhance students speaking proficiency in terms of

grammatical accuracy, fluency and contextually appropriate use of language. Students were observed both in formal and informal situation. The language used by students in formal situation was accurate and contextual. They were fluent and feeling no hesitation. The language used by the same students in informal situation was found grammatically erroneous and they were also found mixing code. Due to English Medium Schools they have developed confidence and do not hesitate while speaking English. They performed better in formal situation than in informal situation. They asked questions without using auxiliary verbs, used progressive form most of the time in informal situation. Their body language was appropriate in both the situations.

5.3 Implications

The present study was carried out to find out the role of English Medium Schools to enhance students' speaking proficiency to use English language. Most of the private or boarding schools have declared their school as English Medium Schools. In these schools teachers as well as students, are supposed to speak in English only. No other language is allowed as medium of communication. Nepali is spoken in the Nepali class only. So, the researcher tried to find out the role of English Medium Schools to enhance students speaking proficiency.

On the basis of the findings, the researcher has pinpointed the implications of the study on three different levels as below:

5.3.1 Policy Level

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the plan pursued by

government. The study conducted on the research reports of the English language teaching would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The study suggests the following implication for the policy makers.

1. The policy makers of the country in the field of education in general and in the field of English language education in particular can utilize this study effectively in the sense that they will be familiar with the problems with speaking and may formulate appropriate policies to overcome those problems.

2. The stakeholders of government school and private schools provide regular feedback and motivate students to speak correct English.

3. Department of Education should formulate programmes and planning to promote English in secondary level.

4. Curriculum development centre should prepare some supplementary materials and improve existing curriculum in order to promote proficiency.

5. District education office as well as district education committee should conduct some programmes regularly to facilitate speaking.

5.3.2 Practice Level

The implication of the research studies in the practical field as day to day life is categorized under practical level. The studies analyzed in the research are directly related to the practical field of the English language teaching. Therefore, these would be very useful for the stakeholders of

English language teaching. The practitioners of ELT such as teachers, textbook writers, material producers, linguistic, principals and supervisors can effectively utilize the study. The major implications of the study in practice level are:

1. This study is based on private school. So, private school should formulate different boost up programme to eliminate the weaknesses that students posses regarding speaking proficiency getting insight from the finding of the present study.

2. Mostly private schools are focusing on the marks students have got rather than students performance. So, schools should also focus on students performance.

3. Individual subject teachers can be guided to improve their teaching by taking feedbacks from the findings of the study summarized in this study.

4. Textbook writers and instructional material producers should produce such materials which give appropriate place to speaking in them so that students may get chance to improve their speaking by those materials.

5. Students should also be careful while speaking regarding minor things. They should be conscious about what they are speaking.

5.3.3 Further Research

The present study is a case study in one school under speaking proficiency. Learning a language doesn't mean to learn only one skill. It

means one should be competent in all four skills of language, viz. listening, speaking, reading and writing. That is why it would be highly directive for the further researcher who wants to carry out his/her researcher in other language skills.

The new researchers can conduct their research on the areas like : problems with listening skill, reading proficiency, writing proficiency, strategy used by teacher to promote students listening, speaking, reading, writing etc. So the scope of this research is wild enough.

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Appendix - I

Checklist

Name of Student: Date:

Grade:

S.N.	Activities	Yes	No	Remarks
1	Grammatical accuracy			
	(i) Structure			
	(ii) Use of appropriate preposition			
	(iii) Tense sequence			
	(iv) Use of article			
	(v) Use of conditional sentences			
2	Fluency			
	(i) Use of incomplete sentences			
	(ii) Use of chunk sentences			
	(iii) Repeat the same sentences			
	(iv) use of 'V + ing form'			
	(v) Halt or take pause when speaking			
	(vi) Feel hesitation speaking in front of other people			
	(vii) Organization of ideas (i.e. cohesion and coherence)			
3	Contextual use of language			
	(i) Use situationally appropriate language			
	(ii) Use of paralinguistic features (i.e. body			

	language)			
	(iii) Able to express ideas clearly (i.e. eligibility)			

Appendix-II

Day - 1

Anisha: Good morning and Namaste. I would like to welcome you all in this program. I am Anisha.

Subani: And I am Subani, Today the weather is supporting us a lot. It's neither raining nor sunny day. So, I would like to thank nature for the support.

Anisha: This singing competition program was conducted previous year also and winner of the previous year were Richa Pun Magar, Binaya Acharya and Partima K.C. we are conducting singing program this year also and I hope that this program will be continued next year also.

Subani: We are attempting this programme much more better than last year. So, we need full support of yours to run this program smoothly. Now, I would like to begin the chair taking ceremony. First of all I would like to call the judge of this competition. I would like to request Mr. Bhavesh Bhumari, principal of this school to take a seat as a judge. I would . . . I would sorry ... I would also like to call Mr. Rupesh Yadav to have a seat as a judge. And I also want to request Mrs. Sarmila Subba to have a seat as judge.

Anisha: I would like to introduce our musicians who are playing music for the song. Mr. Roshan Gurung, our music teacher with harmonium, Teju Shrestha with drum shot I'm sorry drum set. Dipesh Raut with madal.

Subani: I would also like to request all the teachers to have the seat.

Anisha: Sumit Tamang with base drum ... Sunil Shrestha sorry Sunil Shrestha.

Subani: I would also like to request all the participants of this competition to be ready for the competition. And also at last but not the least how can I forgot you my dear friends. So, I would also like to request all of you to have a sheet.

Anisha: I would like to begin our program formally. Before beginning the program, I would like to request all the judges, participants, teachers and students to stand from their seat and sing a national anthem . . national anthem to show the devotion towards the country.

Ready one, two, three, start.....

Subani: May I have you attention, please ? Now before beginning the program, I would like to say rules and regulation of this competition. Because rules is rules and everyone should follow the rules and regulation. Rules and regulations are

– All the participants are requested to be ready and asked to come to stage according to their turn.

–   The decision or result taken by jury committee will be final and everyone should have to accept that. No comments can be made.

–   All students are requested to maintain peace and silence throughout the program.

–   Participants should introduce themselves briefly before they sing.

–   There will be one winner and he/she will be called 'Creative Idol - 2070'. There will be one first runner-up and second runner-up. Here, in this competition, there are some junior participants. Out of them, six participants, there will be one winner.

Anisha: Now, I would like to start our program. I want to call first participant of this program. The first participant of this program is Sujata Rai from class four. The title of her song is 'Timile Parai Thanepachhi'. Best of luck to the participants.

Appendix-III

Day-19

Subani: Excuse me, Bibek. What is your favourite film ?

Bibek: Many many. Akshya Kumar all.

Subani: What do you mean by that ?

Bibek: Because he is my favourite hero.

Binaya: 'Once upon a time in Mumbai Dubara'.

Anisha: Saraswati, can you tell me who is your favourite actor ?

Saraswati: I don't have any favourite actor. All are equal for me.

Subani: Which film do you like most ?

Bibek: All film *ho*.

Subani: And about you Binaya which is your favourite film ?

Saraswati: Nikita, why do you like to watch film ?

Bibek: Oh ! it is entertaining.

Nitika: You will feel enjoy, and you ?

Saraswati: I don't like to watch film.

Bibek: Ranbir Kapur not.

Anisha: My hatest hero is Akshya Kumar.

Nitika: If the film is positive you can get many advantages but if the film is negative we will get nothing from that. It provides us knowledge about many thing. It aware us.

Bibek: Which film do you like the most for the Hindi, Nepali and English ?

Binaya : All

Bibek: My teeth falling down.

Binaya: Can I help you ? Not recording.

Subani: (to Saraswati) which is your favourite film.

Saraswati: I don't have any favourtie film.

Nitika: I think you have watched some of the film. Among them which do you like most ?

Saraswati: All.

Nitika: All, what about you, Subani ?

Subani: There are many film. All films are equally nice.

Saraswati: Who is your favourite actor ?

Subani: I don't have favourite actor.

Anisha: I have listened that your favourite actor in Akshaya Kumar.

Bibek: Come to the point baby.

Subani: Can you repeat your question again ?

Anisha: Why Akshya Kumar is your favourite actor ?

Subani: Because I like him. He act very nicely.

Bibek: Ok, thank you, bye, bye.