

# **CHAPTER-ONE**

## **INTRODUCTION**

This research is on “Effectiveness of Listening for Developing Speaking Skill”. The main aim of this study is to find out the relationship between listening and speaking skill. So, this study may be helpful in ELT classroom and in language teaching. First chapter contains the background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background of the Study**

We all know that language is a means of communication. The purpose of teaching a language is to enable the students to communicate in that language. It is quite essential that teaching of language aims at equipping students with the language skill they really needed. As language in every day communication begins from listening, it is the prerequisite for speaking. Why, usually, are the deaf people dumb? It is true that they could not learn to speak due to the lack of listening. Children can only speak after they listen. Language is generally considered to be a very complex phenomenon due to the hostile nature. So, there are many speculations without any universally accepted conclusions.

According to Sapir (1978, p. 8), “Language is purely a non-instinctive method of communicating ideas, emotion and desires by means of system of voluntarily produced symbols. In rather sociolinguistic way, Wardhaugh (2001, p.43) defines language as “what the member of a particular society speak”. The very general definition that we have is language is arbitrary, voluntary, vocal system of human

communication, which is taken as partial meaning of language because it only includes vocal symbols used in language. On the basis of above definition we can say language is unique to human being only. In Nepal, English has been taught as a foreign language in all the government schools starting from grade one to bachelor levels but it begins from nursery level in private schools. In past, reading and writing were emphasized more than listening and speaking. While teaching grammar translation method and structural methods were dominant not only in school but also in campus and university level. But with the flow of time, listening and speaking also have been taken in consideration and nowadays they are also focused as reading and writing.

For successful language learning students need to be listen to a variety of things in a number of different ways. In the first place, they need to be able to recognize paralinguistic clues such as intention in order to understand moods and meanings. They also need to listen for specific information (such as times, platform numbers, etc) and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation). A lot will depend on the particular genres they are working with.

Regarding listening, Harmer (2008, pp. 135-138) has discussed the following principles:

**Principle 1: Encourage students to listen as often and as much as possible**

The more students listen, the better they get at listening.

**Principle 2: Help Students prepare to listen**

Students also need to be ready to listen

### **Principle 3: Once May not be enough**

There are almost no occasions when the teacher will play an audio track only once.

Students should be encouraged to ask for repetition and clarification when they need it. So, tracks should be played many times based on the level of students.

### **Principle 4: Encourage students to respond to the content of a listening, not just to the language.**

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

### **Principle 5: Different listening stages demand different tasks.**

Listening skill does not grow straightforwardly. It has certain stages. In the initial state, it is necessary to pay attention to the linguistic aspect and then when the maturity arises, it would be better to focus on the thematic substance of the listening exercise.

### **Principle 6: Good teachers exploit listening texts to the full.**

Every aspect of listening must be realized by teachers. Listening not only has the power to manipulate speaking but other components of language-acquisition task. Overall appraisal is necessary.

## **1.2 Statement of The Problem**

It is not an easy task to teach all language skills effectively and to enhance mastery over all language skills yet this is the job description of a language teacher. Different types of problems occur in language

classroom. The problem might be related to any aspect of teaching. The degree of difficulty differs from situation to situation. Who is the learner? , What is their level and background? What is the qualification and experience of the teacher? Bring variation in the difficulty level of the problem. It is difficult to describe how utterances are processed, what they hear and how they come out while speaking. Speaking takes places in a situation where the speaker understands the listener's utterances and processes them. According to sociolinguistic view of language, language is not only the matter of linguistic system but also the representation of culture. Language speaks of culture. In other words, language is the vehicle of a culture. So, to use the language appropriately a language learner should have mastery over the culture too.

Khaniya (2005, p. 123) says “there come different types of problems in teaching”. Generally, we observe the following problems while teaching speaking.

- Only few students participate in the discussion
- They use their mother tongue
- Difficulty in classroom management
- Individual difference/variation
- Lack of motivation
- Cultural variation (in second language learning)
- Hesitation and shyness in speaking
- Lack of speaking habit
- Problem with teaching materials
- No speaking test

It is said that if a child cannot listen from his birth, she or he cannot speak in her or his life. Regarding this I have heard one good story.

The environment determines our learning habit. From this story, we can understand the relationship between environment and learning.

Environment provides the exposure and that exposed things ensure the learning or achievement. No doubt, the language skills are interrelated to each other. But it is not sure what their relationship is. It is to be tested whether listening helps speaking or speaking helps listening. And it is also not sure that to what extent they are related. Taking this into consideration, this research intends to find out the relationship between listening and speaking. In other words, this research intends to find out the contribution of listening over speaking.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

1. To find out the effectiveness of listening practice for developing speaking skill, and
2. To suggest some pedagogical implications.

### **1.4 Research Questions or Hypotheses**

Any attempt to improve speaking skill without listening is not going to produce expected result. Speakers of English have given less importance to listening and more to reading and other activities. It is a problem that speakers and students of the English language seldom give necessary attention to listening. The present researcher tries to find out the answers to the following question.

- To what extent is speaking affected by listening?
- Are pronunciation, grammatical accuracy and semantic aspects of speaking directly enriched by regular listening habit?

## **1.5 Significance of the Study**

The use of English is increasing every day. Most of the teachers teach their students in their own way. We teachers do not know the relationship between different language skills. So, sometimes we treat the students in different way which may not necessarily be appropriate and sometimes this kind of activities discourages in learning. This study aims to explore the role of listening skill in the field of speaking skill. As learning skills are the burning issue in the field of language and in language classroom, I hope this study may help to great extent and may bring positive change in behaviors. Since this study has tried to answer these questions, it will be beneficial for the researchers, teachers, course designers, textbook writers, students, and others who are related to teaching and learning English. It will be significant to determine whether or not the listening practises help in speaking. And this kind of research is really beneficial to all the people specially, to the teachers and the students in the context of Nepal.

## **1.6 Delimitations of the Study**

This study had the following delimitations

- I. The study was limited to the listening and speaking proficiency of the Sindhuli Little Flower Boarding School, Sindhuli.
- II. This study was confined to the class seven students.
- III. Primary data for the study collected from pre-test, and post-test.
- IV. Other types of related materials particularly teaching vocabularies, answering the related questions, fill in the blanks, true-false questions, writing about related topics,

debates and arguments, conversations on related topic and different types of listening tests were used during the study.

V. The study was focused on the role of the listening.

### **1.7 Operational Definition of the Key Terms**

To examine the relations between listening and speaking, it is necessary to use some key terms. Without these terms, it is difficult to give the complete form to this research. Some of these terms are presented below:

- a. **Active Listening:** Active listening is a communication technique used in counseling, training and conflict resolution. But this technique has special importance in this research. In this research, students in Little Flower Boarding School are told to hear audio tape with total attention by focusing only on the key terms which are necessary to choose suitable item from the various options. With the help of active listening, speakers confirm what they have heard and moreover. In active listening, the listener is highly selective.
- b. **Content of Listening:** By the terms ‘content of listening’, it means the subject about which the listening material is related. Intonation, pronunciation, accent, syntactic structure and semantic essence are some of the content of listening. While listening, it is imperative to pay attention to this component of content. It basically refers to the material of listening. If a student hears the content of listening, he or she can miss the grammatical, semantic and syntactic aspect of language.

- c. Language Aspect of Listening: In the language aspect of listening, the nature of language is focused. We can ask several questions to ourselves-be the English language American, British, Australian or Anglo-Indian? The active listener pays attention to the language, tone, intonation and accent.
  
- d. Variations in Language: Variation in language means the possibility of changes that can be changed in a language and tongue as the location or geography change.



## **CHAPTER - TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p.30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". It contains review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

Research is the systematic inquiry to describe, explain, predict and control the observed phenomenon. It is the scientific study made on the topic or a problem under the specified condition. Researchers are carried out on the foundation of previous study. Previous study can be guidelines for the later ones. For the review of theoretical literature we should study the related literature, which are concerned with the related topic. Here, in my research I have reviewed English Language Teaching (ELT) situation in Nepal, concept of management, classroom management, good classroom management and classroom management as time management, physical management and psychological management. Similarly, I have reviewed the problems of classroom management and pre-primary classroom management. I have reviewed the above topics with the help of different books, articles and websites.

##### **2.1.1 ELT Situation in Nepal**

It is very difficult to say exactly when the English language teaching started in the world. However, some of the researchers started in the 20<sup>th</sup>

century. According to Richards and Rodgers (1986, p.1) “Language teaching came into its own as a profession in the 20<sup>th</sup> century. The whole foundation of current language teaching was developed during the early part of 20<sup>th</sup> century as applied linguistics and other sought to develop principle and procedures for the design of teaching methods and material drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods”.

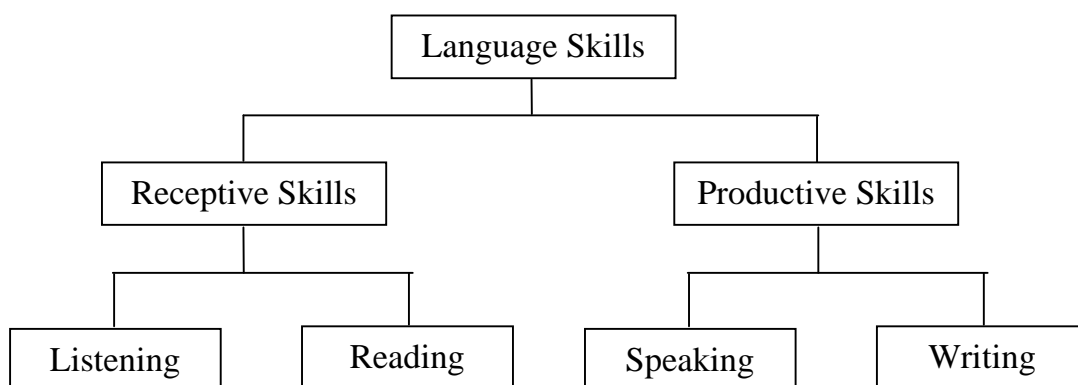
In Nepal, ELT started when the Rana Prime Minister Janga Bahadur Rana established Durbar High School at Thapathali, Kathmandu, the influence of United Kingdom to handle the school and curriculum design. Nowadays, English is a compulsory subject from grade one to bachelor level. Private School has an English Medium instruction and some of government aided schools have also English medium instruction. However, English was not introduced in the higher education until 1918 A D, Trichandra College, the first college in the Kingdom was established then formal beginning of teaching English at higher level started. According to Awasthi(2005, p. 22), “The introduction of ELT in Nepalese education started only in 1997 AD with the implementation of National Education system plan 1971”. The same year Tribhuvan University started B. Ed. Programme in English education. The high level National Education Commission (2059,p.43) recommended that ELT should start from grade one of school, which added a new brick in English Education in Nepal. As a result English is taught as a compulsory subject from grade one to bachelor level.

In the course of English language teaching the teacher should play the role of an instructor, a facilitator and a guide as well. And while managing classroom he or she should manage the classroom instructively

and constructively. Thus, not only in English language teaching but also to all kinds of teaching the teacher should be capable of managing effective classrooms.

### 2.1.2 Language Skill: An Introduction

There are basically four natural language skills to be taught in language teaching. They are Listening, Speaking, Reading and Writing. Craft states that “to be able to use the language, to convey taught, transform wishes and information etc., a person needs a mastery of various elements”(1985 p.30). These four skills are related to each other by two parameters as follows:



Language comprises of four skills i. e. listening, speaking, reading and writing. Listening and Speaking are basic to language learning. The more the students listen and speak, the more they learn to communicate.

Reading and writing are secondary skills which are used to express the acquired knowledge. Thus, language is such a medium through which students can communicate in order to survive in the society. Among them, generally on the basis of priority listening and speaking skills are primary language skills where reading and writing are secondary.

However, we cannot easily separate them because they go side by side and they are used in an integrated way.

To be competent over a language, a speaker needs to have command over the language skills. Language skills refer to those skills which make communication perfect by the use of language. Communication is possible in two modes in language; spoken and written. In spoken mode listening and speaking go side by side. We usually speak after we have listened. In day to day communication, listening causes speaking or vice versa. These two skills, listening and speaking, are the basic or primary skills of language in the sense that even an illiterate person can communicate using these two skills.

In other words, only through the spoken mode communication is possible. Reading and writing are the intellectual tasks. Only the literate person can practice them. Therefore, these two skills can be considered as the secondary skills in language learning.

There are four language skills; listening, speaking, reading and writing. Listening precedes speaking. In the very beginning of language learning, speaking is impossible without listening. Therefore, listening is the main source of speaking. Likewise, reading precedes writing. Without the knowledge of reading no one can write. Moreover, the two language skills, listening and speaking, precede reading and writing. To sum up, we can say that there is a hierarchy of language skills; listening – speaking-reading-writing.

These four language skills should be integrated while practicing a language item. Students need to be able to use all the four language skills appropriately. Efficiency in only one skill does not make students good language users. They should give equal importance to all the skills of language.

### **2.1.3 Listening Skill**

In the very beginning of language learning, speaking is very difficult without listening. Therefore, listening is the main source of speaking. Likewise, reading precedes writing. Without the knowledge of reading no one can write. Moreover, the two language skills, listening and speaking, precede reading and writing. To sum up, we can say that there is a hierarchy of language skills; listening-speaking- reading- writing.

According to Sharma and Phyak, “Listening is a receptive skill in which listener receives something through his or her ears. Listening skill in general refers to the skill to listen and understand the message” (2009, p.78). Underwood (1992, p. 98) defines listening as an “activity of paying attention to and trying to get meaning from something we hear”. It means trying to understand the oral message people are conveying.

Furthermore, Underwood(ibid) says that to listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways in particular occasions, and not simply to understand the words themselves.

In language teaching, the phrase ‘listening comprehension’ is often used to mean listening and understanding skills’ or ‘listening comprehension skills’. If listening comprehension is used in this sense, listening can be taken as meaning trying to understand the oral message people are conveying.

Similarly, listening is the fundamental language skill since it is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values and their appreciation. In the present use of

mass communication, it is of vital importance that students are taught to listen effectively and critically.

According to Krashen's (1985, p. 88) input theory, language input is the most essential condition of language acquisition. As an input, listening plays a crucial role in students' language development. Krashen further argues that people acquire language by understanding the linguistic information they hear.

Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching. It is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching, modeling, listening strategies and providing listening practice in authentic situations precisely those that learners are likely to encounter when they use the language outside the classroom is very crucial.

So far, there are lists five main reasons for listening and the reasons the students have while listening will generally fall under one or other of these categories:

- To engage in social rituals
- To exchange information
- To exert control
- To share feeling
- To enjoy by various audio tapes in English and thereby enrich the capacity to speak English fluently.
- From analysing these arguments, we can summarise that listening is not passive and simple activity. While listening, a

child learns so many things simultaneously. In other words, so many sub-skills occur at the time of listening. While listening, a child also learns about social norms and way of exchanging information along with language learning. They learn how to exchange different feelings and emotions with the help of language. So, there are so many reasons after listening.

### **2.1.3.1 Listening Skill: Active or Passive?**

Listening skill is more active and less passive. According to Khaniya (2005, p.44), “Being active is a complex process in the sense that listening receives the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge”.

Underwood (1992, p. 123), says listening “an activity of paying attention to and trying to get the meaning from something we hear”. Although, he says we may appear to be inactive while listening, we must actively engage in the variety of constructing a message in order to be described as a listener. So, Underwood further says that listening is always an active process.

### **2.1.3.2 What does it mean to really listen?**

Listening is the communicative skill; almost all the human beings use it most frequently. We spend more time using our listening skill than any other skills. Various studies have shown the importance of listening and pointed out that many of us spend 70 to 80 percent of our working hours in some form of communication at that time, we spend about 9 percent in writing, 16 percent in reading, 30 percent in speaking and 45

percent in listening. So, listening is the most used communicative skill.  
(Retrieved from <http://extension.missouri.edu/explorer.com> 2012/03/07)

According to OALD, real listening is an active process that has three basic steps:

- a) **Hearing:** Hearing means, listening to catch what the speaker is saying.
- b) **Understanding:** This part of listening happens when we take what we have heard and understood it in our own way.
- c) **Judging:** In this step after being sure, we understand what the speaker has said and we analyse it whether it makes sense or not.

In my study, how these three basic steps will take place and contribute for speaking skill will also be analysed. Whether the students only listen and enjoy the listening materials or also try to understand and judge the text and have some ideas for speaking will be proved.

### **2.1.3.3 Components/Aspects of Listening Skill**

Generally, there are some aspects of listening skill, they are:

#### **a) Listening perception**

It specially subsumes the recognition and discrimination of speech and recognition and discrimination of stress and intonation



## **b) Listening comprehension**

It is not only deducing the meaning from the stretch of language that is heard or understanding the meaning of individual words and utterances but also deducing the meaning of the discourse as a whole.

## **c) Listening Comprehension process**

There are mostly two important views on listening comprehension process, (Brown, 1967) they are:

### **i) Bottom-up process/approach**

This approach of listening assumes that listening comprehension is a process as passing through many stages-beginning from phones, individual words, syntactic level, and analysis of semantic content to arriving at a literal understanding of basic linguistic meaning.

Example: Asking learners about a particular grammar point after reading like the use of affixation will encourage the learners to use bottom-up processing on the article.

### **ii) Top-down process /approach**

This approach has different views regarding listening comprehension process. It asserts that various types of knowledge are involved in listening comprehension but this approach does not maintain or believe in fixed order. For comprehending listening text, different types of knowledge interactive process.

It is not only deducing the meaning from the words that is heard by the listener but deducing the meaning of the discourse as a whole.

Example:- Asking learners to predict what a newspaper article might be about from the headline or first sentence will encourage them to use top down processing on the article.

In the classroom:

Learners can be encouraged to use both bottom-up and top down strategies to help them understand a text. For example in reading comprehension learners use their knowledge of the genera to predict what will be in the text( top down) and their understanding of affixation to guess meaning ( bottom-up). Both the approaches will be used while providing the audio exposure in experimented group.

#### **2.1.4 Speaking Skill**

Language means something spoken; language learning mainly refers to learning speaking. A speaking lesson is a kind of bridge for learners between the classroom and the world outside. In order to build this bridge, speaking activities must have three features. The learners must be given practice opportunities for purposeful communication in meaningful situations. There must be setting up, speaking practice and feedback.

Teaching speaking means to make the learners able to speak fluently accurately and confidently in proper social setting, audience, situation and subject matter.

By teaching speaking, Kayi (1982, p. 1) means to make the learner able to produce English speech sounds and sound patterns and rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thought in a meaningful and logical sequence, use the

language as a means of expressing values and judgments, use the language quickly and confidently with few natural remarks.

Rivers (1985, p. 41) suggests the five key items for teaching speaking.

- ) Form focused instruction; that is attention of detail of pronunciation, grammar, vocabulary and so on.
- ) Meaning focused instruction; that is opportunities to produce meaningful spoken message with real communicative purposes.
- ) Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
- ) Function (transaction and interaction): Knowing when classification of message is essential.
- ) Social and cultural rules and norms (turn taking, rate of speech; length of pauses).

Pauses between speakers, relative roles of participants): Understanding how to take into account the intention and location of the speaker. In the communication model of language teaching, instructors help students to develop this body of knowledge by providing authentic practice that prepares students for real life communication situation. To develop the speaking capacity in the students, all the components of speaking should be emphasized on teaching and learning speaking. Likewise, during the instructive period, sufficient opportunities of speaking practices creating different situations should be provided to the students. Thus, teaching speaking simply means yielding the knowledge of all components through scientific approach as, methods and class activities.

### **2.1.4.1 Components of Speaking**

Speaking ability has often been compared with communicative ability and its components are considered to be components of speaking ability. Since speaking is a very fast skill of language, the elements of it cannot be pinpointed. Different linguists have proposed varieties of speaking components.

Hymes (1972, as cited in Sharma and Phyak 2009, p. 218) assumes that learners need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationship”. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Cannel and Swain(1980, 1983, as cited in Sharma and Phyak, 2009, p. 219) states that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

Bachman (1990, as cited in Sharma and Phyak, 2009, p. 219) calls it communicatively language ability which includes these components: language competence, strategic competence and psycho-physiological mechanism. Sthapit (2002, p. 7) broadly involves the components as the extended linguistic competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

The ability to speak in a foreign language consists of the articulation and production of sounds and sounds sequences, production of stress and intonation patterns, connected speech, communicative competence, phonic communion, grammar , vocabulary, paralinguistic features and

social components. To develop the speaking capacity in the students speaking should be emphasized on teaching and learning speaking.

### **2.1.5 Relationship between Listening and Speaking Skill**

Listening and speaking are oral aspects of oral language. According to Sticht & James, (1984, p.131), oral language is the base on which other language arts develop. For this reason it is very important to consciously support students in developing oral language through all grades. On the one hand, listening is receptive skill because while listening, the learner receives different information and knowledge on the other hand, speaking is productive skill. While speaking, the children produce the language with meaning. As it is already mentioned that listening is active language skill and if it becomes passive skill, the learning cannot be fruitful. So, a successful teacher always should make the students or learner active and alert. "Listener receive the incoming data, an acoustic signal, and interpreters it on the basis of a wide variety of linguistic and nonlinguistic knowledge" (Khaniya, 2005, p.65).

According to Underwood (1992, p. 123), listening is an activity of paying attention to and trying to get the meaning from something we hear. Underwood further says that listening is always an active process.

For many years listening skill did not receive priority in language teaching. Teaching methods emphasized productive skills, and the relationship between receptive and productive skill was poorly understood. Is listening skill active or passive? This question has been in the mind for a long time. However, studies make it clear that listening is far from passive skill. Listening involves an active cognitive processing. It is taken to mean trying to get meaning from something we hear. A successful listener needs to be able to work out what speaker mean

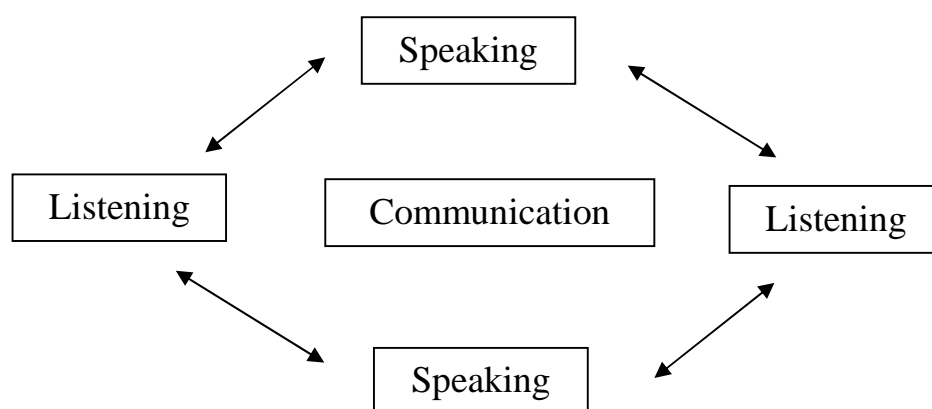
when they use particular words on particular occasions. Kathleen (2000, p. 62) lists five main reasons for listening. They are:

- To engage in social rituals
- To exchange information
- To exert control
- To share feeling
- To enjoy

Speaking skill is usually defined as a receptive skill comprising both physical process and interpretive analysis process (Lundsten, 1968, p.77). Most people define oral communication focusing on speaking and listening skills separately. When people describe speaking skills, they do so in a context of public speaking. Recently, however, however, definitions of speaking have been expanded. Many of these broader views stress that oral communication is an interactive process in which an individual alternatively takes the role of speaker and listener, and which includes both verbal and nonverbal components. If we see the order of language skills only, listening precedes speaking. This order of language skills is called natural order because these skills develop in the same order. If we see the language development of a newly born child, these language skills develop in the same order. It is also said that, if a child cannot hear the very child cannot speak throughout the life. Until and unless the child does not get the chance to hear anything, the child does not speak. The real listening process has three basic processes: hearing, understanding and judging, and only after the comprehension of listening a child starts speaking Krashen (1985) states that the principal goal of language teaching is to supply comprehensible input in order to facilitate acquisition. According to Krashen comprehensible input is the key for language acquisition and

language is mainly spoken. In this sense, listening, no doubt helps in speaking. I have already explained the story of chui and dhap. According to this story, listening is the base for speaking skill. If we analyze the activities done in order to teach speaking skill, they mostly focus on listening. From that also we can imagine that the activities which center listening are necessarily beneficial for speaking. One more another thing, if we see the steps of speaking skill the listening and understanding are the basic one, which come in early state of speaking. What this study focuses or aims to examine is the relationship between oral skills: listening and speaking. No doubt, there is relation between these two skills but it is not known that listening is how much helpful for speaking skill. In other words, whether the listening practices help speaking skill or not. If helps, to what extent it helps.

Moreover, to point out technically, speaking is much intertwined with listening that it is too much difficult for these to be produced and received separately and independently. It rather forms a cycle as shown:



## 2.2 Review of Empirical Literature

There are so many researches related to listening and speaking. But very few researches have studies about the relationship between listening and speaking.

Lundsten Sara (1968, p.77) studies the effect of listening practice to other language skills in title *Listening: Its Impacts on Reading and Other Language Arts*. This study aims to examine the contribution of listening to other language skills. She found mutual relation between different language skills. She concluded that listening and speaking improved the proficiency of learner is to develop foreign language.

Brown (1983, p. 54) has done a research on the title *Teaching Speaking and Skills in the Elementary and Secondary School in 1980*. This study views the methodology applied in teaching listening and teaching speaking. He found mutual relation between different language skills like listening skills, speaking skills, reading skills and writing skills.

Society of Core Analysts (SCA) guidelines, 1984, studies and presents the report on “Essential Speaking and Skills for Elementary Level Studies” and “Speaking and Listening Competencies for High School Graduates”. From this study also we can get some guidelines or hinds for further study. Without giving maximum attention to the dynamics of learning English in the secondary level, it is difficult to promote the enthusiasm and eagerness in the listeners. Many innate and acquired talents are necessary to cultivate talent of listening.

English Language Association (ELA) (2001) program carried out a study on ‘The classroom practice of primary and secondary school teachers participating in English in action’ the purpose of this study was to



indicate the extent to change observed in the classroom practice of teachers participating in program. What did they change in their activities and what was the outcome after the change. It develops speaking skills due to the exercise of listening while they interact in language classroom.

Rawal (2006) conducted a research to find out the role of input and interaction in learning the English language. It was conducted that the modified input and interaction are more effective for language development in case of second language learner. This helps to analyse the role of the modified input or the listening practice to speaking or language learning. Interaction is held as the most practical method of learning and instruction. In the interaction method, close observation of students and their willingness are measured with predetermined purpose. In this sampling method also one fourth of the total candidates are used. Observation and interpretation are used carefully to study the results of experiment.

Neupane (2008) conducted an experimental research on “Effectiveness of speaking and listening” in secondary level English students. The objective of his research was to find out the reciprocal relationship between speaking and listening. The research study was conducted on the students of grade VI in a secondary school of Nawalparasi district. Both primary and secondary sources were used for the data collection. The researcher took 60 students as sample. Test items, observation and prepared questionnaires were the main tools for the data collection. The conclusive finding is that though there is no one to one direct relation between speaking and listening, there certainly exists certain kind of relationship which needs the attentions of students and educationists.

Phyak (2009) carried out a research on ‘How does a teacher interact with students in English classroom?’ He selected government-aided schools but of Kathmandu valley using purposive sampling method. The major objective of his study is to find out the discourse strategies used by teacher to interact with their students in the classroom. From this study we can analyse the activities done by teacher in the classroom and their result in the students. Nonrandom sample is the fruitful and effective sampling method. It is closely attached to the purpose of the researcher. Out of hundred students, twenty five students are selected for the purpose. Observation and analysis are the two tools that are used purposefully in the play.

Similarly, Gautam (2011), carried out an experimental research on the change in listening power of English students due to the digitalization of education system. He surveyed one of the secondary schools of Chitwan district where the system of learning is increasingly digitalized. He chose thirty students and conducted the research. Those students who are exposed to the use of various digital and electronic devices could listen in a better way and speak smoothly. The core finding of this research is that the more system of learning is tied to digitalization, the sharper the listening and speaking power of students.

Although, there are so many studies carried out on listening and speaking skills, very fewer studies talk about the relationship between the listening and speaking skills. So, this study chiefly aims to find out the relationship between two language skills or the contribution of listening on speaking skill. This is an experimental study. In which there are two groups here is pre test and there will be the implementation of some listening practices in experimented group and again there will be the post test and the result will be explained and the relationship or contribution of

listening practices will be tested and some useful pedagogical implications will be suggested for improvement.

### **2.3 Implication of the Review for the Study**

Literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step.

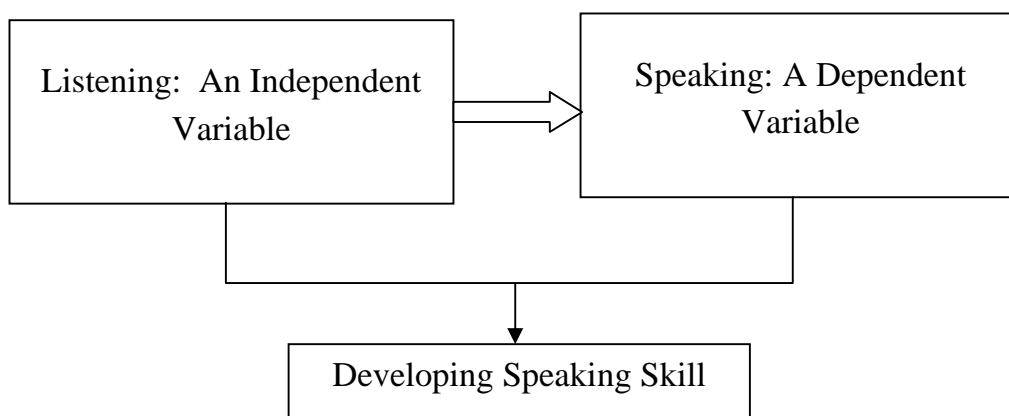
Researcher goes through the existing literature in order to acquaint with the available body of knowledge in his or her area of interest. In the initial stages of research it helps to establish the theoretical roots of study, clarify the ideas and develop methodology, but later it serves to enhance and consolidate researcher's knowledge base. It helps to integrate the finding with the existing body of knowledge. Since an important responsibility in research is to compare own findings with those of others, it is here that the literature review plays an extremely important role.

The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also consulted many sources to broaden on the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research work to facilitate this research. Particularly, the study by Sara (1968), Gautam (2011) helped me to design my theoretical background and necessary research tools. Similarly, the work of Neupane (2008), Phyak (2009) provide me with an insight to prepare the methodology for my research. Rawal (2006) study widen my knowledge on effectiveness of listening for developing speaking skill.

## 2.4 Conceptual Framework

Listening is taken as the main determinant of speaking. Speaking depends on listening. It is the dependent variable. Though various factors other than listening affect speaking, they are not counted as the important factors in this research. What is counted as the factor of prime importance is regular listening habit which bears effect in speaking. A dependent variable is subject to change. It is not sufficient in itself. It is likely to be affected by other factor. The only and one-sided effect of listening in speaking is the crucial concern of this research.

This study would be based on the following framework:



In my research, the listening would be treated as independent variable and speaking as a dependent variable. Whether listening activity brings any change in speaking or not that would be the concern of the study. By this, we can find out the relationship between listening and speaking along with the contribution of listening over speaking. I used expressing condolence, expressing congratulation, dialogue, picture description, thanking someone and giving direction were developing speaking skills while they interact in language classroom.

## **CHAPTER - THREE**

### **METHODs AND PROCEDURES OF THE STUDY**

I adopted the following methodology to carry out this research methods and procedures are the vital elements of the study. If any research follows appropriate methodology and procedures, it would be obtained its objectives. This chapter incorporates Design and Method of the study Population, Sample and Sampling Strategy, Study Area/Field, Data Collection Tools and Techniques, Data Collection Procedures and Data Analysis and Interpretation Procedures.

#### **3.1 Design and Method of the Study**

Experimental research design was used to complete this study. Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both the pretest and post- test with random assignment of subject. Kumar (2005, p.100) says “In an experimental study the independent variable can be observed, introduced or manipulated by the researcher whereas in non-experimental study this cannot happen as the assumed case has already occurred”. The researcher introduces on intervention and studies the effects of intervention in these types of research. There are two groups in any experimental research. Best and Khan (2006, p. 166), distinguishing experimental and control group say, “The Experimental Group B is exposed the influence of the factor under consideration; the Control Group A is not. It means “ experimental group is one of the two groups of subjects which gets the special treatment of the researcher introduces independent variable in artificial situation whereas in Control Group the researcher does not introduce any new or

independent variable and this group does not get the special treatment. It is chosen because of the equivalence to the experimental Group B.

In the experimental research there is provision of both pre-test and posttest. Pre-test was taken to find out the initial difference between the groups. Then, the researcher intervenes the ongoing situation by introducing a change variable to the treatment group and the effect of its presence is experimented. A post-test of both the group is taken to find out the effect and impact of intervention. The finding of the study is derived by analysing the scores of both the groups.

### **3.1.1 Process in Experimental Research**

An experimental study is carried out either in a natural or in controlled environment. The process of experimentation here refers to the stepwise procedure of different activities that carried out while analysing some hypothesis through experiment.

The first procedure that researcher adopted in this study is the formation of research title it is the topic of the study which was finalized by vast study of related literature to direct whole study. Second step is specifying the objectives of the study. Third step is the construction of hypothesis .It is the tentative prediction about the result of the study, it is a guess made prior to the experiment about the variable relationship. Fourth step, the researcher expands the gained theoretical knowledge on the subordinate tool, techniques and materials.

Fifth step is to prepare research proposal. A research proposal is a proposed plan of the study to the concern authority .Then; the researcher prepares all the necessary tools to conduct the investigation along with the proposal. After the approval of the proposal and the collection of the

entire needed equipments researcher starts field visit for the collection of fresh data then, the researcher establishes rapport with the authority and samples the required population as per the purpose of the study and need of the information. Then pre-test was administered to find the initial status of sampled population. On the basis of obtain score the sampled population is divided into two groups. 'Control group' and 'Experimental group'. After that, the researcher intervenes the ongoing situation by introducing a change variable to the experimental group 'B' and the effect of its presence is experimented. At the end a post-test to both groups is taken to find out the impact of intervention. The test is codified in statistics and analyses the findings by calculation and comparing the mean of score of both the groups.

### **3.1.2 Design of Experimental Research**

There are many design of experimental research. Out of various designers of experimental type. I used post-test only equivalent group design.

In the post-test only equivalent groups design both the controlled and experimental groups is made equivalent to find out the change resulted by regular listening for developing speaking skill. Population was randomly selected with the help of fishbowl draw method. Then, pre-test was administered and on the basis of score obtained by them were divided into four. Then, students from all the strata were divided into two groups with the help of lucky draw as control group 'A' and Experimental group 'B'. After the group division the researcher pictures descriptions to develop speaking skill through regular listening and the special intervention to the Experimental group 'B'. He taught twenty – eight lessons. When the experiment was completed I administered post – test. The finding of the study was derived by subtracting mean score of

control group A with the Experimental group B. This research design can be shown diagrammatically as follow:

|   |   |    |
|---|---|----|
| R   | X | O1 |
| R   | C | O2 |
| <p>R=Random Sampled</p> <p>X=Experimental Group B</p> <p>C=controlled Group</p> <p>O= Observation</p> <p>Finding= O1 O2</p> |   |    |

### **3.2 Population, Sample and Sampling Strategy**

All the lower secondary level English teachers, students of class six and all the administrators of the Sindhuli Little Flower Boarding School were the population of the study. Forty students of the class six were the sample of the study, which was divided into two groups i.e. experimental and controlled group. I recorded some materials like expressing condolence, expressing congratulation, giving direction, describing pictures and thanking someone were used some examples of recorded materials. After that they listen these types of materials and they produce some new words helping of speaking powers.



### **3.3 Study Area/Field**

Sindhuli district and Little Flower Boarding School are the area of my study. The ability of students of this school to improve speaking through listening is observed and analysed.

### **3.4 Data Collection Tools and Techniques**

The main tool for data collection was the observation, and test items administered to the students of Little Flower Secondary Boarding, Sindhuli of grade six. The researcher administered a pre-test to the forty students to establish their initial level of competence in speaking proficiency individually. Post-test was administered to check the achievement after teaching.

### **3.5 Data Collection Procedures**

At first, I went to Little Flower Boarding School and took permission from the concerned authority to carry out the study. I selected the forty students of grade six using random sampling procedures. Then, I used the listening practices in experimented group for a month. After a weeklong practice of listening, students were asked to speak on certain topic and their style and level of speaking was recorded. I made video clip of how students speak and make gesture during their speaking session. The test items for pre-test and post-test (same for both pre-test and post test) were prepared and administered accordingly. All odd numbered students would be placed in controlled environment and even roll numbered students were placed in experimental group. The group division was as follows.

| <b>Roll Number</b> | <b>Experimental Group</b> | <b>Controlled Group</b> |
|--------------------|---------------------------|-------------------------|
| 1-40               | Even                      | Odd                     |

The experimental group was taught by using different types listening activities and materials i. e. audio tape, conversation, video clips, and native speaker's and non-native speakers speeches as the additional dose. But the controlled group was not given that type of any activities. Experimental group 'B' was given that type of activity like expressing condolence, expressing congratulation, giving direction, describing pictures, dialogue and thanking someone with the help of recorded materials. That is to say; the researcher experimented the effectiveness of the listening activities for developing speaking skills. However, for the both groups, the medium of teaching was English. Each group was taught for twenty-eight days, one period a day and each period lasted for 45 minutes. All together 56 lesson plans were made to teach for 28 days i.e. 28 plans for controlled group and 28 plans for experimental group simultaneously.

After twenty eight lessons, a post test was administered to both the groups. Each student's speaking proficiency was tested, recorded and analyzed. Finally, the difference of pre-test and posttest of each group was found out. Then mean score difference of both the groups were compared in order to determine the effectiveness of listening practices for developing speaking skills.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data were analysed in a narrative way with description presenting in different tables. They were presented and displayed in different tabular and graphical forms.

## **CHAPTER-FOUR**

### **ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

This chapter consists of analysis of data and interpretation of results and summary of findings.

#### **4.1 Analysis of Data and Interpretation of Results**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of close ended questions. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from forty students of grade six of Sidhuli Little Flower Boarding School, Sindhuli.

This study was carried out to find out the effectiveness of listening practice for developing speaking skills. For this purpose the collected data were analysed and interpreted under the following main headings:

##### **4.1.1 Holistic Comparison**

In this comparison, the result of Control Group 'A' and the Experimental Group 'B' for six different types of exercises under separate headings are shown in a single table. The following table shows the average increment percentage of Control Group 'A' and Experimental Group 'B'.

**Table 1**  
**Difference in Average Percentage**

| S.N. | Functional category       | Control Group 'A' | Experimental Group 'B' | Difference |
|------|---------------------------|-------------------|------------------------|------------|
| 1    | Expressing Congratulation | 36.36             | 43.66                  | 7.3        |
| 2    | Dialogue                  | 4.70              | 14.35                  | 9.65       |
| 3    | Giving Direction          | 46.42             | 56.20                  | 9.78       |
| 4    | Describing Pictures       | 49.81             | 54.57                  | 4.76       |
| 5    | Expressing                | 30.15             | 38.35                  | 8.2        |
| 6    | Thanking someone          | 46.12             | 52.68                  | 6.56       |
|      | Total increment           | 213.56            | 259.81                 | 47.78      |
|      | Average increment         | 35.59             | 43.30                  | 7.96       |

The above table shows that the average increment percentage of Control Group 'A' is 35.59 in all six types of exercises, whereas Experimental Group 'B' has 43.30 average increment percentage. It means Control Group 'A' secured less than that the Experimental Group 'B'. It indicates that Experimental Group 'B' has learnt various structures to perform the particular type of exercises better than Control Group 'A'. In question four the researcher found difference in percent is not so significance i.e. (4.76). That is to say in this question Experimental Group 'B' has not got better performance.

Thus, in the test item, 'Describing pictures' it is not found great difference i.e. 4.76 it indicates that in the Describing pictures ' Experimental Group 'B' could not perform better.

As a whole Experimental Group B has performed better than

Control Group 'A'. It reveals that listening is more effective for developing speaking skill.

#### **4.1.2 Item Based Composition**

Some item based composition has been analyzed below:

##### **4.1.2.1 Subjective-Test Item Based Comparison**

The subjective test item based comparison is classified into six sub-headings. The individual score is taken from the tools (i.e. pre-test and post-test) and tabulated under each sub-heading. The average scores are computed out of the individual scores tabulated. The difference between, the average scores of the two tests is computed. The difference is converted into percentage. The two groups are compared on the basis of their percentage.

The marks obtained by individual students in each type of exercise are given in (Appendix-V) on the basis of individual scores, average score for each group and each category of exercise are calculated to compare the achievement of the groups. The analysis and interpretation of the study are carried out under the following sub-headings:

- ) Expressing Congratulation
- ) Dialogue
- ) Giving Direction
- ) Describing Pictures
- ) Expressing Condolence
- ) Thanking someone

The above category consists of a subjective test item in total fifty marks. The analysis and interpretation of the study are given below:

### a) The Result in Expressing Congratulation

Expressing congratulation is the way of developing speaking skills. It also express many more developing speaking skills in a variety of functions.

**Table 2**

**The Result in Expressing Congratulation (Total Marks 8)**

| Group | Average score in pre-test | Average score in Post-test | D    | D%    |
|-------|---------------------------|----------------------------|------|-------|
| A     | 4.4                       | 7.03                       | 1.63 | 36.36 |
| B     | 4.26                      | 6.13                       | 1.87 | 43.66 |

The table shows that Control Group 'A' get 4.4 average score in the pretest and 7.03 'in the post-test. This group has increased its average marks with 1.87 or 36.36 percent.

However, the average marks obtain by Experimental Group 'B' in the pre-test is 4.26 and in the post-test is 6.13. This group has increased average marks with 1.87 or 43.66 percent.

It reveals that Experimental Group 'B' has progressed more in this area than Control Group 'A' leading with 7.3average percent.

## **b) The Result in Dialogue**

Dialogue is also the way of communication. It also develops speaking skill while interact teaching learning in a language classroom. So, it is the best way of developing speaking skill for the learners and teachers also.

**Table 3**  
**The Result in Dialogue (Total Marks: 12)**

| Group | Average score in pre-test | Average score in post-test | D    | D%    |
|-------|---------------------------|----------------------------|------|-------|
| A     | 7.23                      | 7.57                       | 0.34 | 4.70  |
| B     | 7.87                      | 9                          | 1.13 | 14.35 |

The above table shows that Control Group 'A' has the average score of 7.23 in pre-test and 7.57 in the post test. This group has increased in mark by 0.34 or by 4.70 percent. Experimental Group 'B' on the other hand, has the average score of 7.87 in the pre-test and 9 in the post-test. This group has made an improvement in mark by 1.13 or 14.35 percent. So, it is clear that Experimental Group 'B' has learnt more effectively than that of Control Group 'A'. It shows that using guidelines teaching speaking has comparatively positive role than conventional way of teaching.

## **c) Result in Giving Direction**

It means to tasks how the information about somebody. Result in giving direction means developing speaking skills because, in this situation the learners or students also performed there are many more way how can develop their speaking skills.

**Table 4**  
**Result in Giving Direction (Total Marks: 6)**

| Group | Average score in pre-test | Average score in post-test | D    | D%    |
|-------|---------------------------|----------------------------|------|-------|
| A     | 2.67                      | 4.1                        | 1.3  | 46.42 |
| B     | 3.17                      | 4.67                       | 1.63 | 56.20 |

By analyzing table 4, we could easily see that Control Group 'A' has the average score of 2.67 in pre-test and 4.1 in the post-test. This group has increased its mark by 1.3 or 46.42 percent.

Similarly, the average marks obtained by Experimental Group 'B' in the pre-test is 3.17 and in the post-test is 4.67. This group has increased its mark by 1.63 or by 56.20 percent.

Thus, it is found that the 'Giving Direction' plays effective role to enhance speaking skill of the students.

#### **d) Describing Pictures**

It means develop the language while they are involved in teaching learning period in a language classroom.

**Table 5**  
**Result in the Describing Pictures (Total Marks: 6)**

| Group | Average score in pre-test | Average score in post-test | D    | D%    |
|-------|---------------------------|----------------------------|------|-------|
| A     | 2.8                       | 4.1                        | 1.33 | 49.81 |
| B     | 2.9                       | 4.53                       | 1.73 | 54.57 |

According to table 5, we could see that Control Group 'A' has the



average score of 2.8 in the pre-test and 4.1 in the post-test. This group made the improvement in mark by 1.33 or by 49.81 percent.

Experimental Group 'B' on the other hand, has the average score of 2.9 in the pre-test and 4.53 in the post-test. This group has made the improvement in mark by 1.73 or by 54.57 percent.

This statistical data shows that Experimental Group 'B' has learnt better than Control Group 'A'.

Hence, it can be said that using teaching materials for the purpose of teaching describing pictures play a significant role.

#### e) Expressing Condolence

Expressing condolence develop word power to the learners while learner developed speaking skill in a language classroom.

**Table 6**  
**Result in the Expressing Condolence (Total Marks: 12)**

| Group | Average score in pre-test | Average score in post-test | D   | D%    |
|-------|---------------------------|----------------------------|-----|-------|
| A     | 6.3                       | 8.2                        | 1.9 | 30.15 |
| B     | 7.3                       | 10.1                       | 2.8 | 38.35 |

The table shows that Control Group 'A' got 6.3 average score in pre-test and 8.2 in the post-test. This group has increased its average marks by 1.9 or 30.15 percent. However, the average marks obtain by Experimental Group 'B' in the pr-test is 7.3 and in the post-test was 10.1. This group has increased average mark by 2.8 or 38.35 percent. It shows the fact that Experimental Group 'B' has learnt more effectively than that of Control Group 'A'. Thus, it also supports that the use of condolences in teaching has very crucial role.

## f) Thanking Someone

Thanking is the way of best communication for the learners because of they provide many more item words while they speak somebody or anybody.

**Table 7**  
**Result in thanking someone (Total Marks: 6)**

| Group | Average score in pre-test | Average score in post-test | D    | D%    |
|-------|---------------------------|----------------------------|------|-------|
| A     | 3.1                       | 4.53                       | 1.43 | 46.12 |
| B     | 3.17                      | 4.9                        | 1.67 | 52.68 |

It is clearly mentioned in the above table that Control Group 'A' get 3.1 average score in the pre-test and 4.53 in the post-test. This group has increased its average marks obtain by 1.43 or 46.12 percent however the average marks obtain by Experimental Group 'B' in the pre-test is 3.17 and in the post-test is 4.9. The group has increased average mark by 1.67 or 52.68 percent.

It reveals that Experimental Group 'B' has achieved more progress in this area than Control Group 'A' leading 6.56 average percent.

### 4.2 Summary of Findings

The main aim of the study was to find out the effectiveness of listening practice for developing speaking skill. So, I selected forty students of grade six in Sindhuli little flower boarding school Sindhuli. Different pre-test and post-test were taken related to their developing speaking skill. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation.

The findings of this study are as follows:

1. Control Group 'A' had the average increment percentage of 36.36 in the test item. 'Expressing Congratulation', whereas Experimental Group 'B' had the average increment percentage of 43.66 in the same item.
2. In holistic comparison of the test item 'Dialogue', Experimental Group 'B' performed better in comparison of Control Group 'A' with the average increment of 14.35 percentage.
3. In the test item and 'Giving Direction' Experimental Group 'B' progressed a lot securing 56.20 percent whereas Control Group 'A' only 46.42 percent. Hence, Experimental Group 'B' led Control Group 'A' with 9.78 average percentage.
4. Similarly, in the test item 'Describing Pictures' 'treatment group' had performed better securing 54.57 than control group 48.68. Here, the 'treatment group' led with 6.56 percent. It shows the fact that teaching readable story using describing pictures has a vital role.
5. It is not found great difference i.e. 4.76 it indicates that in the Describing pictures ' Experimental Group 'B' could not perform better.
6. It reveals that Experimental Group 'B' has progressed more in this area than Control Group 'A' leading with 7.3average percent.
7. It is found that the 'Giving Direction' plays effective role to enhance speaking skill of the students.

8. It can be said that using teaching materials for the purpose of teaching describing pictures play a significant role.
9. It also supports that the use of condolences in teaching has very crucial role to develop speaking skills.
10. It reveals that Experimental Group 'B' has achieved more progress in this area than Control Group 'A' leading 6.56 average percent.

## **CHAPTER - FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

After analyzing, interpreting and discussing the collected data , the conclusions and recommendation would be presented .

#### **5.1 Conclusions**

The present research work entitled effectiveness of listening for developing speaking skill is an attempt to find out the effectiveness of listening practice in developing speaking skill. The researcher selected forty students of grade six in Sindhuli Little Flower Boarding School, Sindhuli district through random sampling procedure. The questionnaire was used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis of the data, it was found that an Experimental Group 'B' which was taught using teaching materials performed better than Control Group 'A' producing fewer ill formed sentences. Moreover, Experimental Group 'B' was found better in the organization of ideas, vocabulary, accuracy and fluency in their speaking than the Control Group 'A'.

#### **5.2 Recommendations**

The following recommendations have been drawn on the basis of the finding of the study. The major recommendations at different levels have been presented as follows:

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

### **5.2.1 Policy Related**

Policy is a course of action of a government to systematize the activities of the people belonging to a 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 recommendation for the policy makers:

1. The policy should be familiar with the problem of students on the part of learning. The government should formulate the policies which foster teachers' knowledge in teaching applying new techniques and teaching materials developing speaking skill.
2. NCED should develop training packages to train the teachers who have been teaching for developing speaking skill for the effective use of Listening and speaking skills materials.
3. CDC should reform old ELT curriculum by including extra reading materials so that the students would be got great exposure in speaking, reading, listening, and speaking.
4. Department of education should launch such programmers which influence the language teachers to the maximum use of speaking and listening.

### **5.2.2 Practice Related**

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 English language

teaching. Therefore, these would be very useful for the people concerned with English language teaching. The practitioners of ELT such as teachers, textbook writers, materials producers, linguists, principals and supervisors can effectively utilize the study. The major implications of the study in practice related are:

1. Novice teachers should not follow the traditional way of teaching rather they should think of modifying by using local available teaching materials to make the classroom environment lively.
2. Language teachers in general and English language teachers in particular should not adopt particular fixed method as granted rather they should use the appropriate teaching materials for speaking and listening so that the students can learn easily and clearly.
3. The teacher educators who have been involved and who would involve in training teachers should motivate the trainee teachers to use speaking and listening skills in classroom.
4. All the teachers should search and they should be carried the research regarding the effectiveness of speaking and listening.

### **5.2.3 Further Research Related**

The present study is an experimental study based on a single school. This study mainly focused on use of teaching materials to enhance writing skills. These materials are also useful to enhance other language skills i.e. listening, speaking and writing. That is why it would be highly directive for the further researcher who wants to carry out his/her research in other language skills. The new researchers can conduct their researchers on the areas like

- ) It should be secondary sources for other researcher.
- ) It should provide new areas of the study.
- ) It should help to find new research areas.



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## **APPENDIX-I**

Dear Sir/Madam

This structured audio CDs experimental research tools are getting for information of my research entitled **Effectiveness of Listening for Developing Speaking Skill** under the supervision of **Dr. Ram Ekwel Singh**, Reader, University Campus, Kirtipur. Your kind co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher

Om Bikram Khadka

Department of English Education

T.U., Kirtipur, Kathmandu

## Appendix - I

### Test Item

**F.M.:50**

**P.M.: 18**

Here is an audio conversation between a tour guide and a tourist. Listen this audio tape and practice.

Guide: Welcome to Bhaktapur Durbar Square! Where should we go first?

Tourist: What is that? Over there!

Guide: That is called Pachpanna Jhyale Durbar.

Tourist: Sorry? What does that mean?

Guide: Oh, it is a palace with 55 windows. It was King Bhupatendra Malla who built it.

Tourist: And those ones over there?

Guide: Those are other temples.

Tourist: Let's visit them then.

1. Work with your partner. Give an oral response to the following famous place in your locality. 5× 2=10

#### Information Note Card

- Name of the place .....
- Famous monument/temple/building.....
- Who built it? When? -----
- What is unique? When? .....

- What else is there to visit and do? .....

2. Now, pretend that you are a tourist visiting the place and your partner is the local tour guide. Have a conversation about Pokhara.

1 × 10=10

3. Pronounce the following words correctly. 10×0.5=5

- |               |                   |
|---------------|-------------------|
| I.            | II.               |
| a) Ticklish   | use/use           |
| b) Politician | practice/practice |
| c) Channel    | advice/advise     |
| d) Cheering   | contain/content   |
| e) Cherries   | here/hair         |

4. Practice acting out the following conversation. 5 ×1=5

Jerry: Just outside this village there is a very dangerous bridge.

John: Yes Charles told me two jeeps crashed on it in January.  
What happened?

Jerry: Well, George Churchill was the driver of the larger jeep,  
and he was driving very dangerously. He had been drinking  
gin too.

John: George Churchill? Do I know George Churchill?

Jerry: Yes. That ginger-haired chap. He is the manager of a travel  
agency in Chester.

5. The Pen is mightier than the sword. Do you agree or disagree?  
Give your opinion. 1 × 10=10

6. Interview your friend sitting next to you. Ask what she or he is  
allowed and not allowed to do at home. 1 ×10=10

(Performance in the speaking and listening of students are judged on the basis of fluency, confidence, grammatical accuracy, intonation, eye contact, physical gestures, and pronunciation. The first four criteria receive seventy percent weightage and the remaining three criteria are given with thirty percent weightage. )



## Marking Scheme

To judge the participation of students in debate, and oral presentation, fluency, subject matter, physical gesture and eye contact, grammatical accuracy, confidence and consumption of time are taken as the basic criteria of judgment.

|                      |         |
|----------------------|---------|
| Performance          | 5 marks |
| Subject matter       | 5 marks |
| Physical gesture     | 2 Marks |
| Eye contact          | 2 marks |
| Grammatical accuracy | 2 marks |
| Confidence           | 2 marks |
| Consumption of time  | 2 marks |

## Appendix - II

### Test Item

**F.M.:50**

**P.M.: 18**

1. Prepare a dialogue between two students and present in your classroom ? 5
2. Making an expressing condolence and present in the classroom. 5
3. Congratulate in your own words to the winner team of Nepal. 5
4. Thank who has done good work for the country. 5
5. Prepare a speech about Monalisa and present in your class. 5
6. Tell somebody how to go nearest post office from your school. 5
7. Prepare a speech about Mt Everest and present in your classroom. 10
8. Prepare a dialogue between two friends about how Lord Gautam Buddha is famous in the world. 10

## **Appendix - II**

### **Lesson Plan - 1**

Teacher: Om Bikram Khadka

Date: 2072/09/01

Subject: English Reader

Period: Second

Teaching Item: Speaking Skill

Time: 45 minutes

Class: Six

No. of Students: 20

#### **Specific objectives:**

On completion of this lesson, the students will be able to,

- a) pronounce selected words correctly
- b) take part in debate actively
- c) engage in fun activity
- d) speak eloquently

#### **Control Group 'A'**

#### **Teaching Materials:**

Audio record, flash cards, scratch paper, rubber and pencil

#### **Teaching learning Activities:**

I will enter the class and crack a funny joke to grasp the attention of students so that I could go ahead in class.

- a) I will introduce the audio tape on 'tour experience' and then tell student to pronounce selected words correctly so that they can use these words in their daily conversation.
- b) Then, I will instruct them strictly to engage in a debate.
- c) I will tell them to participate in fun activity.

- d) Finally, the flow and confidence of students' speaking power will be checked.

### **Experimental Group 'B'**

I will ask some questions to the students related to the previous lesson to attract their attention.

- I. I will guide students when they get confused at the time of listening. I will make the audio tape ring twice and give an example of how words are pronounced correctly.
- II. I will give them an example of how to take part in a topic of interest.
- III. I will motivate them to increase their conversational skill. I will chose one student and begin to converse with him and tell other to choose next partner and then converse each other.
- IV. I will show the differences between how the same word is pronounced differently when it is used as noun and when it is used as verb. I will provide the sample model to guide them.
- V. I will instruct them how to take interview by motivating them to take one another's interview.
- VI. Then, I will move around the class giving inspiring and encouraging look to all the students and then expect keen sense of their curiosity and smart attention. Lastly, I will facilitate them if necessary

### **Evaluation:**

Evaluation will be the same for the both groups.

- tell them to pronounce words correctly.
- do they use words from audio tape in the debate?
- do they pronounce these words correctly?
  - a) Ticklish
  - b) Politician
  - c) Channel
  - d) Cheering
  - e) Cherrie

### **Homework**

Prepare an oral presentation at home and then deliver orally in the class.

## **Lesson Plan - 2**

Teacher: Om Bikram Khadka

Date: 2072/09/01

Subject: English Reader

Period: Second

Teaching Item: Speaking Skill

Time: 45 minutes

Class: Six No. of Students: 20

### **Specific objectives:**

On completion of this lesson, the students will be able to,

- a) pronounce selected words correctly
- b) take part in debate actively
- c) engage in fun activity
- d) speak eloquently

### **Control Group 'A'**

### **Teaching Materials**

Audio record, flash cards, scratch paper, rubber and pencil

### **Teaching learning Activities:**

I will enter the class and crack a funny joke to grasp the attention of students so that I could go ahead in class.

- a) I will introduce the audio tape on 'tour experience' and then tell student to pronounce selected words correctly so that they can use these words in their daily conversation.
- b) Then, I will instruct them strictly to engage in a debate.
- c) I will tell them to participate in fun activity.
- d) Finally, the flow and confidence of students' speaking power will be checked.

## **Experimental Group 'B'**

I will ask some questions to the students related to the previous lesson to attract their attention.

- I. I will guide students when they get confused at the time of listening. I will make the audio tape ring twice and give an example of how words are pronounced correctly.
- II. I will give them an example of how to take part in a topic of interest.
- III. I will motivate them to increase their conversational skill. I will chose one student and begin to converse with him and tell other to choose next partner and then converse each other.
- IV. I will show the differences between how the same word is pronounced differently when it is used as noun and when it is used as verb. I will provide the sample model to guide them.
- V. I will instruct them how to take interview by motivating them to take one another's interview.
- VI. Then, I will move around the class giving inspiring and encouraging look to all the students and then expect keen sense of their curiosity and smart attention. Lastly, I will facilitate them if necessary

### **Evaluation**

Evaluation will be the same for the both groups.

- tell them to pronounce words correctly.
- do they use words from audio tape in the debate?

- do they pronounce these words correctly?
  - a) Ticklish
  - b) Politician
  - c) Channel
  - d) Cheering
  - e) Cherrie

### **Homework**

- Prepare an oral presentation at home and then deliver orally in the class



## **Lesson Plan - 3**

### **For Experimental Group**

Teacher: Om Bikram Khadka

Date: 2072/9/1

Subject: English Reader

Period: 2<sup>nd</sup>

Topic: Civilization

Time: 45 min

Skill: Speaking

No. of Students: 20

Teaching item: Conversation

#### **Specific Objectives**

On completion of this lesson, the students will be able to have a dialogue on civilization.

#### **Teaching Material**

A dialogue chart, recorded dialogue and materials of daily use.

#### **Teaching learning Activities**

Entire teaching and learning activities are oriented towards achieving various goals which are mentioned below:

After an extensive observation and session on listening and speaking, it becomes clear that the level of confidence, intonation, syntactic clarity, word choice and other accompanying gestures increased steadily. Just a few sessions and exercises do not bring rapid shift in the overall speaking power of students. The more regular the listening habit, the more steady shift occur in the entire confidence and capacity of students

## **Presentation**

I will introduce some audio clips in the class and instruct students to listen attentively. Then, I will provide dialogue chart. There after I will present the recorded dialogue them which they are required to listen carefully.

## **Practice:**

- a) Students will have to fill the gaps in sentences by listening to the audio clips. Then immediately, they are told to compose a sentence of their own by using the missing word.
- b) I will check the grammatical accuracy of their sentences and their understanding and help to understand if necessary.

## **Production:**

I will ask them to have a conversation on civilization.

**Evaluation:** Have a conversation between two friends on civilization.

**Note:** The objectives and evaluation of both groups will be the same but the listening activities will be provided only to experimental group. The special focus will be on the contribution of listening activities over speaking. Whether the students adopt some ideas from listening text or not will get special attention. As listening materials, I will provide them recorded live reading, video etc.

## Lesson Plan - 4

School: Sindhuli Little Flower Secondary School

Subject: English Reader

Date: 072-12-09

Class: Six

Time: 45 minutes

Teaching Item: Speaking

Teaching Topic: Dialogue

### Specific objectives

At the end of this lesson the students will be able to,

- Construct and read the dialogue according to the role cards.
- Teaching materials:
- usual classroom materials.
- Two pairs of role cards.

### Group A

#### Teaching learning Activities

1. The teacher distributes the role cards and asks the students to read it.
2. The teacher presents the following model dialogue taking one students with the help of role cards.
3. He distributes the copies of dialogue to the students and asks them to read it.
4. He divides the class into ten pairs and asks them to have the same conversations by taking the role of Gita and Akash,
5. Then he asks them to reverse the role.
6. He chooses some pairs and asks them to do the same tank again.

## Group B

1. The teacher asks the students to read the role cards given in the text.
2. He describes about the role cards and writes the following conversation on the board and asks the students to read it.

Gita! hello! good morning. Who is speaking?

Akash: Good morning. me Akash. What are you doing at the moment?

Gita I m reading a news paper.

Akash: What are you reading in the newspaper?

Gita: Flood in Bangladesh, sea-storm, water more that 10 feet, village washed away.

Akash : Oh! That's too bad, What's teh death toll?

Gita : 50 dead, 100 missing.

Akash : I express my heartfelt condolence to teh bereaved family.

Akash : I pray the departed soul will rest in peace and heaven. And bye, Gita.

Gita : Bye, see you later.

3. He asks the students to take the role of 'Akash' and he takes the role of 'Gita' and they read the dialogues.
4. He asks the students to read the dialogues themselves.

## Lesson Plan - 5

School: Sindhuli Little Flower Secondary School

Subject: English Reader

Date: 072-12-09

Class: six

Time: 45 minutes

Teaching Item: Speaking

Teaching Topic: Giving direction

### Specific objectives

At the end of this lesson the students will be able to give correct direction.

### Teaching materials:

- usual classroom materials.
- Some copies of maps.

### Group A

1. The teacher asks the students tell the following basic expressions for giving directions, if necessary he writes them on the board.

Go along this road.

Go straight this road.

Turn left.

Turn right.

Take the first turning on the left.

Take the first turning on the right.

Take the first turning on the left.

As far as.

Past.

As you come out of the station.

2. He distributes the directional maps to the students.
3. He presents one or two model presentation with the help of students. Eg, Students: As you move out of the us park, turn, turn right from the shopping centre along this road and take the second turning on teh right.

### **Group 'B'**

I will ask some questions to the students related to the previous lesson to attract their attention.

1. The teacher asks the students to see the picture/maps.
2. He describes about the maps and tell about the situation of this maps.
3. He presents more than two model presentation with the help of students.

Eg. Students: As you move out the post office, turn, turn left from museum along this road and take the junction on the right.



## **Lesson Plan - 6**

School: Sindhuli Little Flower Secondary School

Subject: English Reader

Date: 072-12-09

Class: six

Time: 45 minutes

Teaching Item: Expressing congratulation

### **Specific Objectives**

At the end of the lesson, the students will be able to :

- ) Learn vocabulary.
- ) Express congratulations.

### **Teaching Materials**

Besides daily used materials, the teacher will use the following types of materials.

- ) Flash cards

### **Group 'A'**

### **Teaching - Learning Activities**

Teacher will follow the following steps for teaching and learning activities.

### **Motivation**

The teacher will ask some question to the students related to the previous lesson for revision and to draw the student's attention towards the teaching learning activities.

### **Presentation**

Now, the teacher will ask some related question about the congratulation.



Example :

Well done !

I heartily congratulate you.

I want to congratulate you.

### **Practice**

The teacher will divide the class into different groups according to the number of students – in each group containing four or five students.

Then, he distributes the flash card to each group and tells them to read it and express congratulations.

During that time, the teacher will move around the class and assist them if they need. Then, he will provide a situation on which the students will practice expressing congratulations.

### **Production**

The teacher will provide one situation and ask the students to congratulate with the help of the flash cards. If necessary, he will be provided guidance and feedback for their consolidation and understanding in expressing congratulations.

### **Homework**

Expressing congratulations on the following topic:

- ) Winning a football match.
- ) Passing the examination.

## **Lesson Plan 7**

School : Sindhuli Little Flower Secondary School

Subject : English Reader

Date : 072-12-09

Class : Six

Time : 45 minutes

Teaching Item : Thanking someone

### **Specific Objectives**

At the end of this lesson, the students will be able to :

- ) Learn vocabulary relating to thinking someone.
- ) Express thanking someone.

### **Group 'A'**

### **Teaching Materials**

Besides daily used materials, the teacher will use the following types of materials.

- ) Flash cards

### **Teaching – Learning Activities**

- i. The teacher will inform the student about the lesson which they are going to learn.
- ii. He will show model of thanking someone.
  - Can you thank someone ?
  - When we thank someone ?

### **Homework**

Express thanks on these occasions :

- a) Someone helped you.

b) Someone showed you the direction.\

## **Group 'B'**

- ) The teacher will inform the students about the lesson which they are going to learn.
- ) He will show model of thanking someone and ask some questions based on the giving thanks like:
  - Can you than someone ?
  - When do you thank someone ?
- ) He will provide a lot of examples related to thanking someone. If student need to help he will provide plenty of examples.
- ) Finally, we will facilitate them if necessary.

## Lesson Plan - 8

School: Sindhuli Little Flower Secondary School

Subject: English Reader

Date : 072-12-09

Class: six

Time : 45 minutes

Teaching Item: Describing Pictures

### Specific Objectives:

At the end of this lesson, the students will be able to :

- ) Describe about pictures.

### Teaching Materials:

Besides daily used materials, the teacher will use the following types of materials.

- ) Pictures

### Group 'A'

### Teaching – Learning Activities

- ) The teacher will demonstrate the pictures.
- ) Then he will distribute the models of pictures.
- ) Students will be involved in picture description.
- ) After that they will gather some ideas and discuss on how to present or interpret pictures a better way.

### Evaluation

Following question will be asked for evaluation:

- ) What type of event is described in the picture?
- ) How the event occurred?

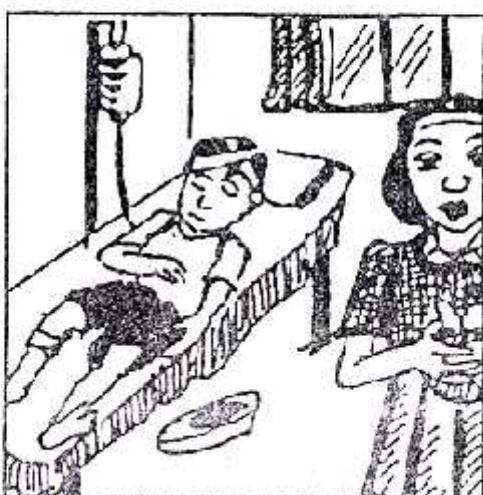
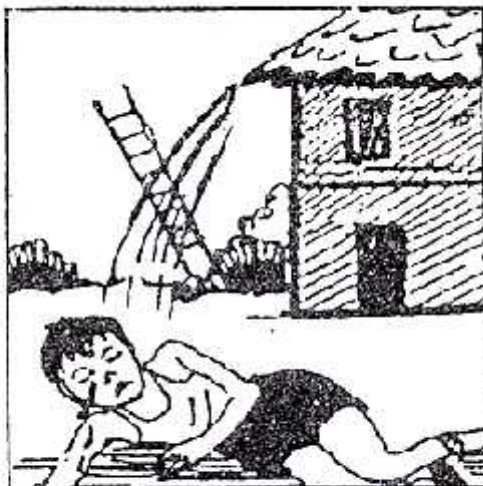
### Homework

Describe the following picture:

### **Group 'B'**

- ) The teacher will demonstrate the picture and describe about these pictures.
- ) Then, he will distribute the models of picture description.
- ) Students will be involved in picture discrimination actively.
- ) After that they will gather some ideas and discuss on how to describe pictures in a better way.
- ) Finally we will facilitate them if necessary.

a. Look at the following pictures and describe them in the past tense.



b. Look at the pictures carefully and describe the activities happening there.





## Lesson Plan - 9

School: Sindhuli Little Flower Secondary School

Subject: English Reader

Date: 072-12-10

Class: six

Time: 45 minutes

Teaching Item: Speaking

Teaching Topic: Expressing Condolence

### Specific objectives

At the end of this lesson, the students will be able to:

- learn vocabulary relating to condolence.
- express condolence.

### Teaching materials:

Besides daily used materials the teacher will use the following types of materials:

- Flash cards
- Record of condolence

### Teaching learning activities

The teacher will follow the following steps for teaching and learning activities:

**Motivation:** The teacher will ask some questions to the students related to the previous lesson for the same of revision and to draw students attention towards the teaching learning activities.

**Presentation:** Now the teacher will ask some related questions about expression condolence. For example:

- What is condolence ?
- Why do we express condolence ?

- Where do we express condolence ?
- When do no express condolence ?

The, we will play the record which contain the different models of expressing condolence.

The student will be asked to listen through to the placed model of expressing condolence.

- Further, we will provide clear instructions about how to carry out the activities.

**Practice:** The teacher will divide the class into different groups according to the number of students. Then, he will play the record of expressing condolence in each group and tell them to listen it and write the difficult words.

- The students will listen it thoroughly and write the difficulty words on their copy.
- Five minutes will be allocated to this task.
- During that time, the teacher will have around the class and assist them if they need.
- Finally, he will provide them different situations on which they will practice expressing condolence.

### **Evaluation**

Following questions will be asked for evaluation.

- What will you say in the following situation.
- Your friend got in a bus accident and you met his parents.

### **Homework**

Prepare one condolence and express in front of your friends.

### APPENDIX-III

#### 1. Group Based Table for Pre-test and post-test Results

| S.N | Name of the student | O.M  |
|-----|---------------------|------|
| 1   | Subash Pathak       | 28   |
| 2   | Niraj Kandel        | 24.5 |
| 3   | Santosh Kandel      | 24.5 |
| 4   | Kem Raj Lamichhane  | 26.5 |
| 5   | Suraj Ghimire       | 25   |
| 6   | Raju Kandel         | 29   |
| 7   | Raju Poudel         | 27   |
| 8   | Bimala Shrestha     | 24   |
| 9   | Ganga Kandel        | 29   |
| 10  | Govinda Poudel      | 29   |
| 11  | Salina Shrestha     | 26.5 |
| 12  | Madav Sapkota       | 27.5 |
| 13  | Samjhana Mainali    | 23   |
| 14  | Srijana Shrestha    | 25   |
| 15  | Anita Rijal         | 27   |
| 16  | Prdip Sapkota       | 28.5 |
| 17  | Dipa Subedi         | 21.5 |
| 18  | Kiran Bhujel        | 30   |
| 19  | Sabita Kandel       | 29   |
| 20  | Khagraj Niure       | 29.5 |

|    |                      |      |
|----|----------------------|------|
| 21 | Ajeet Sapkota        | 29   |
| 22 | Harikala Subedi      | 33.5 |
| 23 | Om Prakash Kandel    | 28.5 |
| 24 | Rita Lamichhane      | 26   |
| 25 | Bishal Shrestha      | 27.5 |
| 26 | Aakash Lamichhane    | 32.5 |
| 27 | Narayan Kandel       | 28   |
| 28 | Parbati Subedi       | 28.5 |
| 29 | Binod Ale            | 30   |
| 30 | Gyan Ram Mahato      | 30.5 |
| 31 | Sima Rawat           | 31.5 |
| 32 | Jeevan Kandel        | 28   |
| 33 | Amrita Kandel        | 28.5 |
| 34 | Monika Poudel        | 30   |
| 35 | Shiva Narayan Mahato | 31.5 |
| 36 | Sangita Khadka       | 31.5 |
| 37 | Narayani Rawat       | 26   |
| 38 | Thabindra Ranabhat   | 28   |
| 39 | Saraswoti Acharya    | 25.5 |
| 40 | Padam Thapa          | 30.5 |

## 2. Pre-test Result of Group A (Experimental Group)

| <b>S.N</b> | <b>Names of the students</b> | <b>O.M</b> |
|------------|------------------------------|------------|
| 1          | Subash Pathak                | 38         |
| 3          | Santosh Kandel               | 36         |
| 5          | Suraj Ghimire                | 33         |
| 7          | Raju Paudel                  | 32         |
| 9          | Ganga Kandel                 | 31         |
| 11         | Sailina Shrestha             | 29         |
| 13         | Samjhana Mainali             | 27         |
| 15         | Anita Rijal                  | 26         |
| 17         | Dipa Subedi                  | 25         |
| 19         | Sabita Kandel                | 24         |
| 21         | Ajeet Sapkota                | 24         |
| 23         | Om Prakash Kandel            | 23         |
| 25         | Bishal Shrestha              | 22         |
| 27         | Narayan Kandel               | 22         |
| 29         | Binod Ale                    | 22         |
| 31         | Sima Rawat                   | 20         |
| 33         | Aamrita Kandel               | 19         |
| 35         | Siva Narayan Mahato          | 18         |
| 37         | Narayan Rawat                | 17         |
| 39         | Saraswoti Acharya            | 16         |
| <b>T.M</b> |                              | <b>504</b> |

## 3. Pre-test Result of Group B (Control Group)

| <b>S.N</b> | <b>Names of the students</b> | <b>O.M</b> |
|------------|------------------------------|------------|
| 2          | Niraj Kandel                 | 38         |
| 4          | Khem Raj Lamichhane          | 35         |

|            |                     |            |
|------------|---------------------|------------|
| 6          | Raju Kandel         | 32         |
| 8          | Bimala Shrestha     | 31         |
| 10         | Govinda Poudel      | 30         |
| 12         | Madav Sapkota       | 27         |
| 14         | Srijana Shrestha    | 27         |
| 16         | Pradip Sapkota      | 26         |
| 18         | Kiran Bhujel        | 25         |
| 20         | Khag Raj Niure      | 24         |
| 22         | Hari Kala Subedi    | 23         |
| 24         | Rita Lamichhane     | 23         |
| 26         | Aakash Lamichhane   | 22         |
| 28         | Parabita Subedi     | 22         |
| 30         | Gyan Ram Mahato     | 20         |
| 32         | jevan Kandel        | 20         |
| 34         | Monina Poudel       | 18         |
| 36         | Sangita Khadka      | 17         |
| 38         | Thabindra Rana Bhat | 16         |
| 40         | Padam Thapa         | 13         |
| <b>T.M</b> |                     | <b>489</b> |

#### 4. Post-test Result of Group A Group B

| <b>Group A<br/>(Experimental Group)</b> |                             |            | <b>Group B<br/>(Control Group)</b> |                             |            |
|---|-----------------------------|------------|------------------------------------|-----------------------------|------------|
| <b>S.N</b>                              | <b>Name of the students</b> | <b>O.m</b> | <b>S.N</b>                         | <b>Name of the students</b> | <b>O.M</b> |
| 1                                       | Subash Kandel               | 44         | 2                                  | Niraj Kandel                | 39         |
| 3                                       | Santosh Kandel              | 45         | 4                                  | Khem Raj Lamichhane         | 37         |
| 5                                       | Suraj Ghimire               | 42         | 6                                  | Raju Kandel                 | 38         |
| 7                                       | Raju Podel                  | 38         | 8                                  | Bimala Shrestha             | 38         |
| 9                                       | Ganga Kandel                | 37         | 10                                 | Govinda Poudel              | 31         |
| 11                                      | Salina Shrestha             | 39         | 12                                 | Madav Sapkot                | 27         |
| 13                                      | Samjhana Mainali            | 38         | 14                                 | Srijana Shrestha            | 32         |
| 15                                      | Anita Rijal                 | 42         | 16                                 | Pradip Sapkot               | 33         |
| 17                                      | Dipa Subedi                 | 39         | 18                                 | Kiran Bhujel                | 27         |
| 19                                      | Sabita Kandel               | 37         | 20                                 | Khag Raj Niure              | 33         |
| 21                                      | Ajeet Sapkot                | 33         | 22                                 | Hari Kala Subedi            | 30         |
| 23                                      | Om Prakash Kandel           | 39         | 24                                 | Rita Lamichhane             | 25         |
| 25                                      | Bishal Shrestha             | 34         | 26                                 | Aakash Lamichhane           | 32         |
| 27                                      | Narayan Kandel              | 35         | 28                                 | Parbati Subedi              | 23         |
| 29                                      | Binod Ale                   | 33         | 30                                 | Gyan Ram Mahato             | 25         |
| 31                                      | Sima Rawat                  | 34         | 32                                 | Jeevan Kandel               | 22         |
| 33                                      | Amrita Kandel               |            | 34                                 | Monika Poudel               | 28         |
| 35                                      | Siva Narayan Mahato         | 31         | 36                                 | Sangita Khadka              | 27         |
| 37                                      | Narayan Rawat               |            | 38                                 | Thabindra Ranabhat          | 20         |
| 39                                      | Saraswoti Achrya            | 36         | 40                                 | Padam Thapa                 | 16         |
| <b>T.M</b>                              |                             | <b>736</b> | <b>T.M</b>                         |                             | <b>583</b> |

**5. Pre-test and Post-test of Group A and Group B as a Whole**

| <b>Group A<br/>(Experimental Group)</b> |                 |                  |
|---|-----------------|------------------|
| <b>S.N</b>                              | <b>Pre-test</b> | <b>Post-test</b> |
| 1                                       | 38              | 44               |
| 3                                       | 36              | 45               |
| 5                                       | 33              | 42               |
| 7                                       | 32              | 38               |
| 9                                       | 31              | 37               |
| 11                                      | 29              | 39               |
| 13                                      | 27              | 38               |
| 15                                      | 26              | 42               |
| 17                                      | 25              | 39               |
| 19                                      | 24              | 37               |
| 21                                      | 24              | 33               |
| 23                                      | 23              | 39               |
| 25                                      | 22              | 34               |
| 27                                      | 22              | 35               |
| 29                                      | 22              | 33               |
| 31                                      | 20              | 34               |
| 33                                      | 19              |                  |
| 35                                      | 18              | 31               |
| 37                                      | 17              |                  |
| 39                                      | 16              | 36               |
| <b>T.M</b>                              | <b>504</b>      | <b>736</b>       |

| <b>Group B<br/>(Control Group)</b> |                 |                  |
|------------------------------------|-----------------|------------------|
| <b>S.N</b>                         | <b>Pre-test</b> | <b>Post-test</b> |
| 2                                  | 38              | 39               |
| 4                                  | 35              | 37               |
| 6                                  | 32              | 38               |
| 8                                  | 31              | 38               |
| 10                                 | 30              | 31               |
| 12                                 | 27              | 27               |
| 14                                 | 27              | 32               |
| 16                                 | 26              | 33               |
| 18                                 | 25              | 27               |
| 20                                 | 24              | 33               |
| 22                                 | 23              | 30               |
| 24                                 | 23              | 25               |
| 26                                 | 22              | 32               |
| 28                                 | 22              | 23               |
| 30                                 | 20              | 25               |
| 32                                 | 20              | 22               |
| 34                                 | 18              | 28               |
| 36                                 | 17              | 27               |
| 38                                 | 16              | 20               |
| 40                                 | 13              | 16               |
| <b>T.M</b>                         | <b>489</b>      | <b>583</b>       |



## Appendix – IV

### Functional Based Tables of Pre-test and Post-test Results

#### 1.Result in Expressing Congratulation

**Total Marks: 8**

| S.N. | Control Group 'A' |           |       | S.N. | Experimental Group 'B' |           |       |
|------|-------------------|-----------|-------|------|------------------------|-----------|-------|
|      | Pre-test          | Post-test | D     |      | Pre-test               | Post-test | D     |
| 1    | 6                 | 7         | 1     | 1    | 4                      | 5         | 1     |
| 2    | 4.5               | 6         | 1.5   | 2    | 3                      | -         | 3     |
| 3    | 4.5               | 7         | 2.5   | 3    | 5                      | 7         | 2     |
| 4    | 4                 | 6         | 2     | 4    | 4                      | 7         | 3     |
| 5    | 4                 | 5.5       | 1.5   | 5    | 5                      | 7.5       | 2.5   |
| 6    | 5.5               | 6         | 1.5   | 6    | 4.5                    | 6         | 1.5   |
| 7    | 4.5               | 7         | 2.5   | 7    | 4.5                    | 7         | 2.5   |
| 8    | 3.5               | 6         | 2.5   | 8    | 4                      | 7         | 3     |
| 9    | 4                 | 6         | 2     | 9    | 4                      | 5.5       | 1.5   |
| 10   | 4                 | 6         | 2     | 10   | 3                      | 7         | 4     |
| 11   | 5                 | 6         | 1     | 11   | 4.5                    | 7         | 2.5   |
| 12   | 5.5               | 6.5       | 1.5   | 12   | 3.5                    | 6         | 2.5   |
| 13   | 3.5               | 5         | 2.5   | 13   | 4.5                    | 6         | 1.5   |
| 14   | 3                 | 4.5       | 1.5   | 14   | 5.5                    | 7         | 1.5   |
| 15   | 5.5               | 6         | 1.5   | 15   | 6                      | 7         | 1     |
| 16   | 4                 | 5         | 1     | 16   | 4                      | 5         | 1     |
| 17   | 6                 | 8         | 2     | 17   | 4.5                    | 6         | 1.5   |
| 18   | 4.5               | 6         | 1.5   | 18   | 5.5                    | 7.5       | 2     |
| 19   | 4                 | 6         | 2     | 19   | 4                      | 5.5       | 1.5   |
| 20   | 3.5               | 5         | 1.5   | 20   | 3.5                    | 6.5       | 3     |
| TM   | 88                | 120.5     | 32.5  | TM   | 85.5                   | 122.5     | 37    |
| AM   | 4.4               | 6.03      | 1.6   | AM   | 4.26                   | 6.13      | 1.86  |
| D%   |                   |           | 36.36 | D%   |                        |           | 43.66 |

## 2. Result in Dialogue

**Total Marks: 12**

| S.N. | Control Group 'A' |           |      | S.N. | Experimental Group 'B' |           |       |
|------|-------------------|-----------|------|------|------------------------|-----------|-------|
|      | Pre-test          | Post-test | D    |      | Pre-test               | Post-test | D     |
| 1    | 8                 | 7         | -1   | 1    | 8.5                    | 10        | 2.5   |
| 2    | 6                 | 7.5       | 1.5  | 2    | 3                      | -         | -3    |
| 3    | 6                 | 10        | 4    | 3    | 7.5                    | 10        | 2.5   |
| 4    | 8                 | 6         | -2   | 4    | 7.5                    | 9         | 1.5   |
| 5    | 6.5               | 8.5       | 2    | 5    | 9.5                    | 10        | 0.5   |
| 6    | 6.5               | -         | -5.5 | 6    | 8.5                    | 10        | 1.5   |
| 7    | 7                 | 7.5       | 0.5  | 7    | 9                      | 11        | 2     |
| 8    | 6.5               | -         | -6.5 | 8    | 8.5                    | 10        | 1.5   |
| 9    | 9                 | 9.5       | 0.5  | 9    | 6                      | 7.5       | 1.5   |
| 10   | 8.5               | 10        | 1.5  | 10   | 7.5                    | 10.5      | 3     |
| 11   | 6.5               | 8.5       | 2    | 11   | 9.5                    | 11        | 1.5   |
| 12   | 8                 | 10        | 2    | 12   | 9                      | 10        | 1     |
| 13   | 7.5               | 10        | 2.5  | 13   | 7.5                    | 10        | 2.5   |
| 14   | 7                 | 9         | 2    | 14   | 8                      | 11        | 3     |
| 15   | 7.5               | 10        | 2.5  | 15   | 8.5                    | 11        | 2.5   |
| 16   | 6.5               | 7         | 0.5  | 16   | 7                      | 11        | 4     |
| 17   | 7                 | 6.5       | 0.5  | 17   | 6                      | -         | -6    |
| 18   | 7.5               | 8         | 0.5  | 18   | 8                      | 11        | 3     |
| 19   | 8                 | 7         | -1   | 19   | 7.5                    | 8         | 0.5   |
| 20   | 9                 | 10        | 1    | 20   | 8.5                    | 9.5       | 1     |
| TM   | 144.5             | 151.5     | 7    | TM   | 157.5                  | 188       | 25    |
| AM   | 7.23              | 7.57      | 0.34 | AM   | 7.87                   | 9         | 1.25  |
| D%   |                   |           | 4.70 | D%   |                        |           | 14.35 |

### 3.Result in Giving Direction

**Total Marks: 6**

| S.N. | Control Group 'A' |           |       | S.N. | Experimental Group 'B' |           |       |
|------|-------------------|-----------|-------|------|------------------------|-----------|-------|
|      | Pre-test          | Post-test | D     |      | Pre-test               | Post-test | D     |
| 1    | 2.5               | 3.5       | 1     | 1    | 3                      | 5         | 2     |
| 2    | 3                 | 4         | 1     | 2    | 2                      | 1.5       | -0.5  |
| 3    | 3                 | 4         | 2     | 3    | 2.5                    | 5         | 2.5   |
| 4    | 3.5               | 5         | 1.5   | 4    | 3                      | 4.5       | 1.5   |
| 5    | 2.5               | 3         | 0.5   | 5    | 2.5                    | 4         | 1.5   |
| 6    | 3                 | 4         | 1     | 6    | 3                      | 4.5       | 1.5   |
| 7    | 2                 | 3         | 1     | 7    | 3.5                    | 5         | 1.5   |
| 8    | 3                 | 5         | 2     | 8    | 3                      | 5         | 2     |
| 9    | 3.5               | 5         | 1.5   | 9    | 3                      | 4         | 1     |
| 10   | 2.5               | 5         | 2.5   | 10   | 2.5                    | 5         | 2.5   |
| 11   | 2.5               | 4.5       | 2     | 11   | 3.5                    | 5         | 1.5   |
| 12   | 2.5               | 4.5       | 2     | 12   | 2.5                    | 4.5       | 2     |
| 13   | 2                 | 3         | 2     | 13   | 3                      | 5         | 2     |
| 14   | 2.5               | 3.5       | 1     | 14   | 3.5                    | 5         | 1.5   |
| 15   | 4                 | 4.5       | 0.5   | 15   | 3.5                    | 5         | 1.5   |
| 16   | 4                 | 5         | 1     | 16   | 3.5                    | 6         | 2.5   |
| 17   | 3                 | 4         | 1     | 17   | 3                      | 4.5       | 1.5   |
| 18   | 2.5               | 3         | 0.5   | 18   | 2.5                    | 3.5       | 1     |
| 19   | 3.5               | 5         | 1.5   | 19   | 2                      | 4         | 2     |
| 20   | 3                 | 3.5       | 0.5   | 20   | 3.5                    | 4.4       | 1     |
| TM   | 58                | 82        | 23.5  | TM   | 58.5                   | 90.5      | 32    |
| AM   | 2.8               | 4.1       | 1.3   | AM   | 2.9                    | 4.53      | 1.63  |
| D%   |                   |           | 46.42 | D%   |                        |           | 56.20 |

#### 4. Result in Describing Pictures

**Total Marks: 6**

| S.N. | Control Group 'A' |           |       | S.N. | Experimental Group 'B' |           |       |
|------|-------------------|-----------|-------|------|------------------------|-----------|-------|
|      | Pre-test          | Post-test | D     |      | Pre-test               | Post-test | D     |
| 1    | 3                 | 5         | 2     | 1    | 3.5                    | 5         | 1.5   |
| 2    | 2.5               | 3         | 0.5   | 2    | 3.5                    | 5         | 1.5   |
| 3    | 2.5               | 4         | 1.5   | 3    | 3.55                   | 5         | 1.5   |
| 4    | 3                 | 3.5       | 0.5   | 4    | 3                      | 5         | 2     |
| 5    | 3                 | 4.5       | 1.5   | 5    | 2.5                    | 5         | 2.5   |
| 6    | 3.5               | 5         | 1.5   | 6    | 3                      | 5         | 2     |
| 7    | 2                 | 3         | 1     | 7    | 3.5                    | 5         | 1.5   |
| 8    | 3                 | 4         | 1     | 8    | 2.5                    | 0         | 2.5   |
| 9    | 3                 | 4         | 1     | 9    | 2.5                    | 5         | 2.5   |
| 10   | 2.5               | 4         | 1.5   | 10   | 4                      | 5         | 1     |
| 11   | 2.5               | 5         | 2.5   | 11   | 3.5                    | 5         | 1.5   |
| 12   | 2                 | 4.5       | 2.5   | 12   | 4                      | 5         | 1     |
| 13   | 2                 | 3.5       | 1.5   | 13   | 3.5                    | 5         | 1.5   |
| 14   | 3                 | 3         | 0     | 14   | 3                      | 5         | 2     |
| 15   | 2.5               | 4         | 1.5   | 15   | 2                      | 3.5       | 1.5   |
| 16   | 3.5               | 5         | 1.5   | 16   | 4                      | 5         | 1     |
| 17   | 2                 | 3.5       | 1.5   | 17   | 2.5                    | 4         | 1.5   |
| 18   | 3                 | 4.5       | 1.5   | 18   | 3.5                    | 5         | 1.5   |
| 19   | 2.5               | 4         | 1.5   | 19   | 2.5                    | 4         | 1.5   |
| 20   | 2.5               | 3         | 0.5   | 20   | 3.5                    | 5         | 1.5   |
| TM   | 53.5              | 80        | 26.5  | TM   | 63.5                   | 91.5      | 28.5  |
| AM   | 2.67              | 4         | 1.33  | AM   | 3.17                   | 4.57      | 1.73  |
| D%   |                   |           | 49.81 | D%   |                        |           | 54.57 |

## 5. Result in Expressing Condolence

**Total Marks: 12**

| S.N. | Control Group 'A' |           |       | S.N. | Experimental Group 'B' |           |       |
|------|-------------------|-----------|-------|------|------------------------|-----------|-------|
|      | Pre-test          | Post-test | D     |      | Pre-test               | Post-test | D     |
| 1    | 4.5               | 6         | 1.5   | 1    | 6.5                    | 10        | 3.5   |
| 2    | 6                 | 7.5       | 1.5   | 2    | 7                      | 9         | 2     |
| 3    | 6                 | 7.5       | 1.5   | 3    | 6.5                    | 8.5       | 2     |
| 4    | 5                 | 6.5       | 1.5   | 4    | 8                      | 10        | 2     |
| 5    | 6                 | 10        | 4     | 5    | 7                      | 10        | 3     |
| 6    | 8                 | 10.5      | 2.5   | 6    | 7.5                    | 10        | 2.5   |
| 7    | 8.5               | 5         | -3.5  | 7    | 9                      | 11        | 2     |
| 8    | 4.5               | 9.5       | -5    | 8    | 7.5                    | 11        | 3.5   |
| 9    | 8                 | 10.5      | 2.5   | 9    | 7                      | 10        | 3     |
| 10   | 7.5               | 5         | -2    | 10   | 7.5                    | 10        | 2.5   |
| 11   | 7                 | 10        | 4     | 11   | 8                      | 11        | 3     |
| 12   | 6                 | 7.5       | 1.5   | 12   | 6                      | 10        | 4     |
| 13   | 7                 | 9.5       | 2.5   | 13   | 6.5                    | 10        | 3.5   |
| 14   | 6.5               | 8.5       | 2     | 14   | 7.5                    | 10.5      | 3     |
| 15   | 4                 | 5         | 1     | 15   | 8                      | 10.5      | 2.5   |
| 16   | 8                 | 11        | 3     | 16   | 9                      | 11        | 2     |
| 17   | 5                 | 8         | 3     | 17   | 7                      | 10        | 4     |
| 18   | 7                 | 9         | 2     | 18   | 6                      | 8.5       | 2.5   |
| 19   | 5.5               | 6         | 0.5   | 19   | 6.5                    | 9         | 2.5   |
| 20   | 6                 | 7         | 1     | 20   | 8                      | 10        | 2     |
| TM   | 126               | 164       | 38    | TM   | 146                    | 200       | 54    |
| AM   | 6.3               | 8.2       | 1.09  | AM   | 7.3                    | 10        | 2.7   |
| D%   |                   |           | 30.15 | D%   |                        |           | 38.35 |

## 6. Result in Thanking Someone

**Total Marks: 6**

| S.N. | Control Group 'A' |           |       | S.N. | Experimental Group 'B' |           |      |
|------|-------------------|-----------|-------|------|------------------------|-----------|------|
|      | Pre-test          | Post-test | D     |      | Pre-test               | Post-test | D    |
| 1    | 4                 | 5         | 1     | 1    | 3                      | 4.5       | 1.5  |
| 2    | 2.5               | 4.5       | 2     | 2    | 3                      | 5         | 2    |
| 3    | 2.5               | 5         | 2.5   | 3    | 4                      | 5         | 1    |
| 4    | 3                 | 4         | 1     | 4    | 3.5                    | 5         | 1.5  |
| 5    | 3                 | 5         | 2     | 5    | 3                      | 5         | 2    |
| 6    | 3.5               | 4         | 0.5   | 6    | 2.5                    | 4         | 1.5  |
| 7    | 3                 | 4         | 1     | 7    | 4                      | 5         | 1    |
| 8    | 3.5               | 5         | 1.5   | 8    | 3                      | 5         | 2    |
| 9    | 2.5               | 5         | 2.5   | 9    | 3.5                    | 5         | 1.5  |
| 10   | 4                 | 4         | 0     | 10   | 3                      | 5         | 2    |
| 11   | 3                 | 5         | 2     | 11   | 2.5                    | 5         | 2.5  |
| 12   | 3.5               | 4         | 0.5   | 12   | 3                      | 5         | 2    |
| 13   | 2                 | 4.5       | 2.5   | 13   | 3.5                    | 5         | 1.5  |
| 14   | 3                 | 4         | 1     | 14   | 2.5                    | 5         | 2.5  |
| 15   | 3.5               | 5         | 1.5   | 15   | 3.5                    | 5         | 1.5  |
| 16   | 3.5               | 5         | 1.5   | 16   | 4                      | 6         | 2    |
| 17   | 2                 | 3         | 1     | 17   | 3                      | 5         | 2    |
| 18   | 3                 | 4         | 1     | 18   | 2.5                    | 4         | 1.5  |
| 19   | 4                 | 6         | 2     | 19   | 3                      | 5         | 2    |
| 20   | 3                 | 4.5       | 1.5   | 20   | 3.5                    | 4.5       | 1    |
| TM   | 62                | 90.5      | 28.5  | TM   | 63.5                   | 98        | 34.5 |
| AM   | 3.1               | 4.53      | 1.43  | AM   | 3.17                   | 4.9       | 1.67 |
| D%   |                   |           | 46.12 | D%   |                        |           | 52.6 |