

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is common to all and only human beings. It is the most unique gift given to human beings that differentiates them from rest of the living creatures. Through it, we do different things - communication, thinking, group solidarity, inter-linguistic conflict, nation building, creation, and so on and so forth. No social, academic or artistic activities are possible without language use. Probably, it is the most significant property of human life. Languages are "systems of symbols designed, as it were, for the purpose of communication" (Lyons, 1981, p.8). For Lyons, languages are not haphazard collection of symbols but there lies a perfect system, through which we talk to each other, share feelings, express desires and so on. Language is "any means of conveying or communicating ideas, specifically, human speech, the expression of ideas by the voice, sounds, expressive of thought, articulated by the organs of the throat and mouth" (http://www.brainyquote.com/words/la/language_183528.htm, retrieved on 1st Aug. 2010)

Languages are taught in the academic institutions as well. After teaching, the learners are to be tested to know whether they achieved the intended skills or not. In the present circumstances, in the schools / colleges, languages are tested in two modes. They are: spoken tests and written tests. The test scores obtained from different modes, we generally expect, are to be positively correlated. If it happens so, the learners will have equal access over the different language skills, otherwise not.

The term 'correlation' means to what extent two or more variables are correlated each other. It finds out the relationship shared by two or more variables. Kumar (2005) says: "The main emphasis in a correlation research study is to discover or establish the existence of relationship/ association/

interdependence between two or more aspects of a situation" (p.10). Similarly, Best and Kahn (2002) assert "correlation is the relationship between two or more paired variables or two or more sets of data" (p.297). Unlike experimental research, if we are dealing with two variables, there is no question of dependent and independent variables in this type of research. The degree of relationship is explored here. If we are exploring the relationship between students' listening proficiency and speaking proficiency, for instance, we gather the marks secured in both of the skills parallelly and try to establish association - students who get higher marks in listening may have higher marks in speaking, or higher marks in listening may be matched to lower marks in speaking, or there may be equal chance of being inconsistency in the division of the marks in both of the skills. McCarthy and O'Dell (2008) argue:

In correlational research, the researcher attempts to determine the relationship between two or more variables using mathematical techniques for summarizing data. The research only shows that two variables are related in a systematic way, but does not prove or disprove that the relationship is cause - and - effect relationship (p.90).

Similarly, while defining correlation, Guldford and Fruchter (1978), (as cited in Bachman, 1989) say:

A correlation is a functional relationship between two measures. To say that two sets of test scores are correlated with each other is simply to say that they tend to vary in the same way with respect to each other. For example, if students who receive high scores on a test of grammatical competence also earn high grades in writing classes, we could say that the scores on the test and course grades are positively correlated with each other. If the reverse were true, with high grades going to students

who do poorly on the test, the two measures would be negatively correlated with each other (p.259).

In the same way, Tuttle, (as cited in Gupta, 1969) argues, "correlation is an analysis of the covariation between two or more variables" (p.E-10.2).

1.1.1 Types of Correlational Research

Correlational research can be classified from two different angles.

i) On the Basis of the Number of Variables Included in the Study

If the researcher studies the association shared by two variables, the study becomes bivariate, where, if the researcher studies the association shared by more than two variables, the study becomes multivariate.

a) Bivariate Study

This is a simple type of study where the degree or the nature of relationship shared by only two variables is explored. If we study the relationship between use of realia inside the classroom while in the primary schools and students' proficiency, the study becomes bivariate as it has only two variables viz. use of realia inside the classroom and students' proficiency.

b) Multivariate Study

This type of research is a bit complex in nature. It studies the degree of relationship shared by more than two variables. If we are studying the degree of relationship shared by, for example, listening to BBC daily, students' pronunciation skill, their oral performance and listening competency, the research becomes multivariate as it has more than two variables viz. listening to BBC, pronunciation skill, oral performance and listening competency.

ii) On the Basis of the Objectives

Correlational research, for this respect, is classified into relationship study and prediction study.

a) Relationship Study

The research for this type tries to find out much related variables. Those variables which are not related are eliminated. If a researcher studies the relationship shared by caste, economy, language proficiency, weight of the students and gender, he may not probably able to establish strong relationship shared by caste, weight and gender to that of language proficiency where he may find relationship between economic status of the students and language proficiency. Then the researcher eliminates the former three variables from his/her further study and deals only with latter two related variables.

b) Prediction Study

It is a further step of relationship study regardless of whether a relationship is a cause or not, the existence of a high (positive or negative) relationship permits prediction. Feeling of shyness in English oral practice and spoken proficiency, for example, if we take the two variables in question to establish correlation, after the conclusion of the study, we may predict, shyness in the oral practices is the negative predicator for smooth spoken proficiency.

1.1.2 Nature of the Relationship

The relationship in correlational study is generally of there types. They are: positive, negative and zero. This relationship can be graphically presented in the scatter plot or scatter gram. But the huge amount of quantitative data - where scatter gram is not possible - is displayed through correlation coefficient which will be discussed later.

i) Positive Correlation

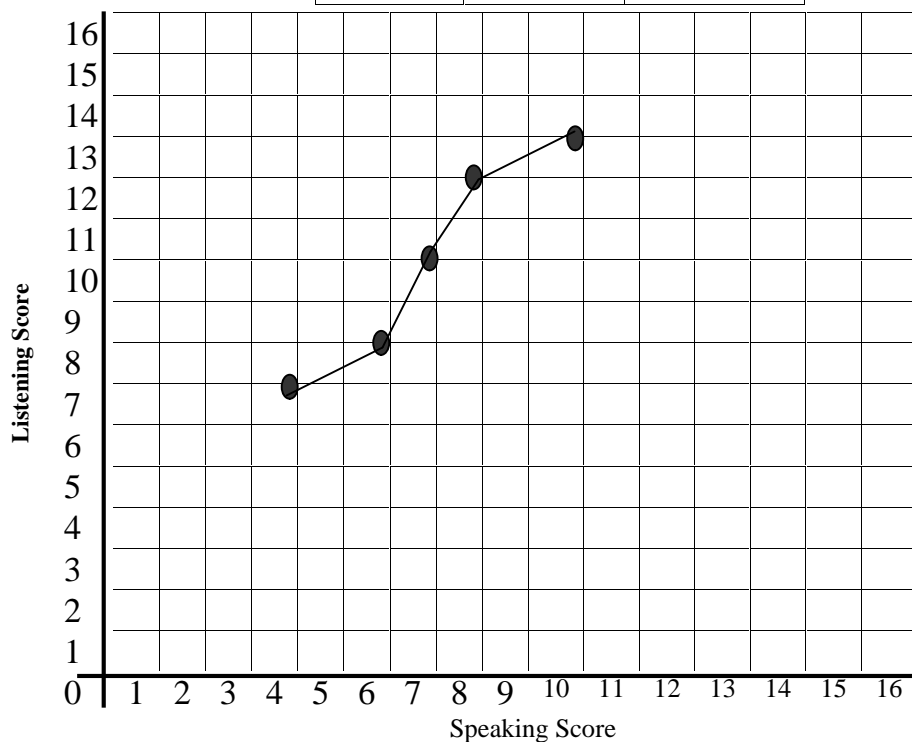
If high scores on one variable are associated with high scores to the next, there is a positive relationship between the two variables. To make the concept clear, let us take an example below along with scatter gram.

Students' score in listening and speaking skills. (Out of 15 marks in each)

Table No. 1

Variables in Positive Correlation

Students	Listening	Speaking
S1	12	8
S2	10	7
S3	13	10
S4	8	6
S5	7	4



[Adopted from Gupta (1969)]

Direction of the line in the scatter gram- bottom left to top right

(Relationship: Positive)

ii) Negative Correlation

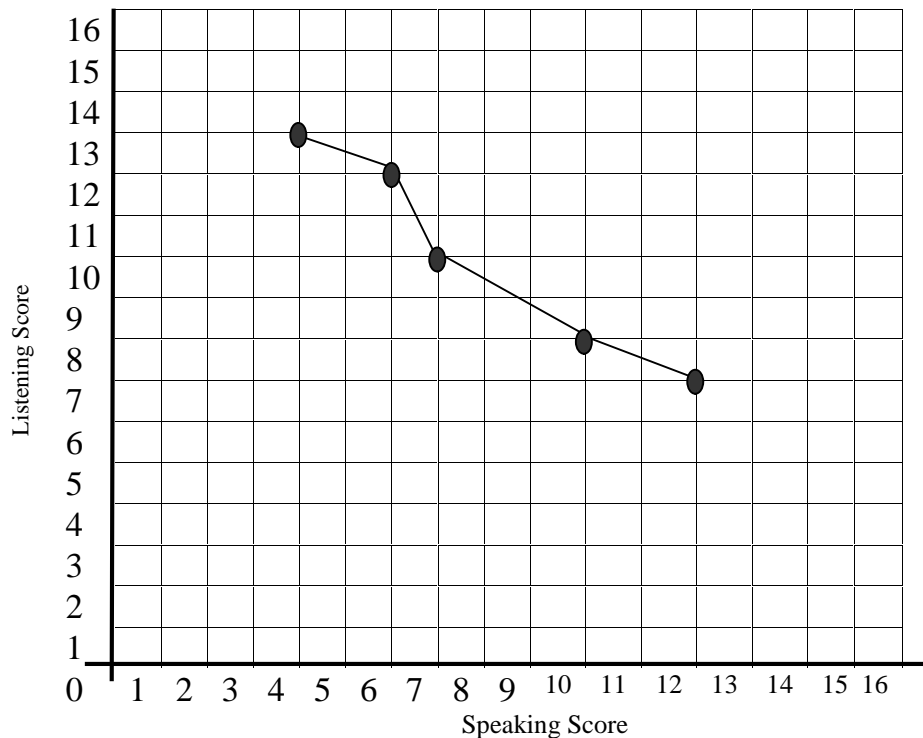
In the contrary of positive relationship, in negative correlation, high scores on one variable are associated with low scores on another variable or vice versa is true. Let us look an example along with scatter gram.

Students' score in listening and speaking skills. (Out of 15 marks in each)

Table No. 2

Variables in Negative Correlation

Students	Listening	Speaking
S1	12	6
S2	10	7
S3	13	4
S4	8	10
S5	7	12



[Adopted from Gupta (1969)]

Direction of the line in the scatter gram – top left to bottom right.

(Relationship – Negative)

iii) Zero Relationship

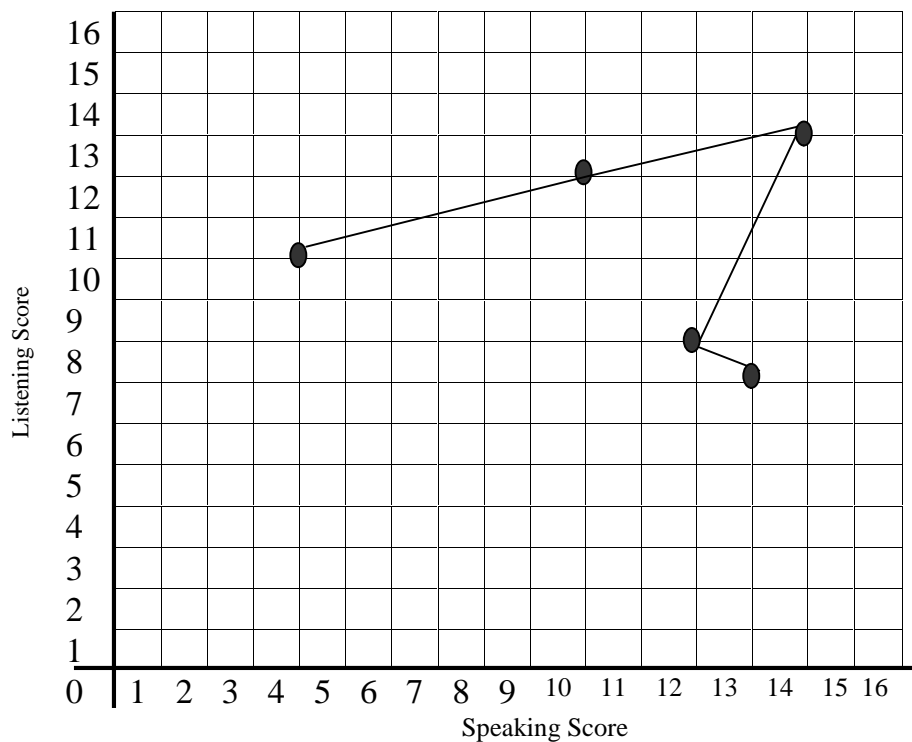
In this type of relationship, we do not find any systematic distribution of the scores. Sometimes, high scores on one variable go to high scores to another, or, it is equally possible, high scores on one variable go to low scores on another in the same study. Everything happens because of a complete chance. No system is seen. Let us make an example along with scatter gram.

Students' score in listening and speaking skills. (Out of 15 marks in each)

Table No. 3

Variables in Zero Correlation

Students	Listening	Speaking
S1	12	10
S2	10	4
S3	13	14
S4	8	12
S5	7	13



[Adopted from Gupta (1969)]

Direction of the line in the scatter gram - Not identified.

(Relationship- Zero)

1.1.3 Correlation and Causation

Correlational study, being stated earlier as well, tries to find out only the relationship shared by two or more variables. The relationship between or among the variables may be positive, negative or zero. Even if the relationship is positive or negative, that does not necessarily mean one variable affects the next or vice-versa. If once found strong positive or negative relationship between the two variables, the researcher in his another attempt may study cause - and effect relation, but not in the same study. For this instance, correlation study is said to be preliminary study for experimental research. For the same sake, Gupta (1969) opines,

Correlation analysis helps us in determining the degree of relationship between two or more variables - it does not tell us anything about cause-and- effect relationship. Even a high degree of correlation does not necessarily mean that a relationship of cause and effect exists between the variables, or, simply stated, correlation does not necessarily imply causation or functional relationship though the existence of causation always implies correlation. By itself it establishes only covariation (p.E-10.4).

1.1.4 Correlational Coefficient

Correlational coefficient is a number which is obtained after computing the scores listed under two variables. Correlational coefficient reflects the degree of relationship shared by two variables. This numerical number ranges from either 0.00 to +1.00 or 0.00 to -1.00. If the correlational coefficient is near +1.00, we mean the degree of association between the variables is positive, ie. -

increase in one variable goes to match increase to the next and decrease in one variable goes to match decrease to the next. If the coefficient is near 0.00, the association shared is zero, no systematic distribution between the variables is found. Similarly, if the coefficient is near -1.00, the association shared by two variables is negative one, i.e. high scores on one variable go to low scores to the next and low scores on one variable go to high scores to the next variable.

What is the exact degree of positive, negative, and zero relationship is rather controversial. According to Bhattarai, on her class lecture (2009), "different scholars have said different criteria, for example, as cited by her in the lecture, according to Dens Combe (1999), researchers generally regard any correlation coefficient which is (positive or negative), ± 0.3 and below as weak relation and ± 0.7 and above as strong relation. For James (1999), if the relation is ± 0.4 and below that is weak and ± 0.8 and above as strong".

Correlation coefficient is achieved by computing a statistical analysis of two sets of score which is collected for the variables included in the study. Different formulas can be applied to compute correlation coefficient but I will be using the following Pearson Product Moment formula.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[(N\sum X^2) - (\sum X)^2][(N\sum Y^2) - (\sum Y)^2]}}$$

Where,

r_{xy} = correlational coefficient of two variables 'x' and 'y'

N = number of elements in one variable

Σ = summation (total)

x = one variable

y = next variable

$\sqrt{\quad}$ = square root

\quad^2 = squared

1.1.5 Language Skills

We listen to the news on radio, talk to the friends, read newspapers and write letters to the friends or relatives. We, thus, make use of language in its various modes and manners. These modes or manners are called language skills. There are four language skills. They are:

i) Listening Skill

Listening skill incorporates two sub skills-the actual speech of the speaker and his / her intention, sometimes, spoken words serve hidden meaning. So, the hearer has to duly consider the intension of the speaker as well. For Khaniya (2005),

Listening is a complex process. In listening, the listener receives the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse structure, pragmatics and sociolinguistics. The non- linguistic knowledge includes knowledge of the topic, the context and general knowledge about the world and how they work (p.124).

ii) Speaking Skill

Of all the four language skills, speaking seems intuitively the most important as people who know a language are referred to as ' speakers ' of that language. Second language learners seem to be primarily eager and interested in learning to speak as if 'speaking' included all the skills required for learning a language

completely. Speech consists of pronunciation of vowel and consonant sounds, stress, rhythm, juncture and intonation. Teaching and learning spelling does not only mean to teach / learn those factors separately but to teach / learn how to communicate in the target language. These are the characteristics of a successful speaking activity given by Ur (1996).

a) Learners Talk a Lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b) Participation is Even

Classroom discussion is not dominated by a minority of talkative participants : all get a chance to speak, and contributions are fairly evenly distributed.

c) Motivation is High

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or, because they want to contribute to achieving a task objective.

d) Language is of an Acceptable Level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

iii) Reading Skill

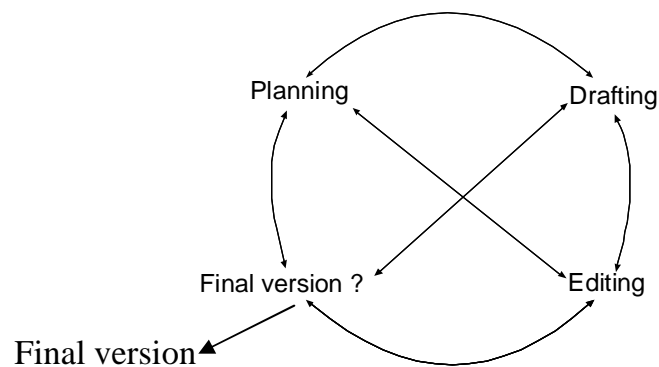
"The simple way of defining reading is understanding a text. Understanding a text means comprehending a text. In a usual way, reading is handled as reading comprehension. Reading comprehension is interpreted as extracting the required information from a written text as efficiently as possible"- Grellet (1981), (as quoted in Khaniya, ibid, p.139).

Rivers (1968) opines,

Justification for an emphasis on the development of the reading skill is not hard to find. In many countries, foreign languages are learned by numbers of students who will never have opportunity of conversing with a native speaker, but who will have access to the literature and periodicals, or scientific and technical journals written in that language. Many will need these publications to assist them with further studies or in their work; others will wish to enjoy them in their leisure time. The reading skill, once developed, is the one which can be most easily maintained at a high level by the students himself without further help from his teacher (p.214).

iv) Writing Skill

Writing is an activity on which the writer expresses his/ her feelings, thoughts, knowledge, emotions etc. on the papers. To accomplish the task, he/ she has to have the knowledge of written script and grammar of that particular language. Communication done through this mode is recorded which can be reviewed whenever wished. Harmer (2007) presents a wheel process everyone has to consider duly while writing something (p.326).



(The process wheel)

While teaching writing, Harmer (ibid) further asserts, the teacher has to play the following roles in front of his/ her students:

a) Motivator

The teacher has to inspire the students to write something,

b) Resource Person

If the students need, the teacher provides necessary information, data etc. to write.

c) Feedback Provider

After the students write, the teacher visits their writings and provides feedback to strengthen their performance.

1.1.6 Aural-Oral Test and Written Test

As mentioned earlier, language consists of four different language skills- listening, speaking, reading and writing. Listening and speaking skills are tested through aural-oral mode whereas reading and writing are through written mode. Baruah (2006) says- 'listening and speaking which demand the exercise of the auditory and speech organs may be called audio-lingual or aural-oral skills'. For aural skill testing, students are given listening text: either on cassette playing or the examiner reads loudly. The students listen very carefully and comprehend. They have to answer the questions given in front of them on the basis of the text they listened. To test oral skill, students are interviewed by the examiners (or their way of speech is evaluated). For the purpose of testing reading skill, students are given some printed text to read on the question papers. The students then go on reading and comprehend and answer the questions based on the same text they read. To test writing skill, the students are asked some sort of free writing exercises- essay, story, letter etc.

In SLC examinations, for instance, students are tested in aural-oral mode for 25 full marks and in written mode for 75 full marks.

1.2 Review of Related Literature

An examination of English language includes examination of four different but quite interrelated skills: listening, speaking, reading and writing. Though, in reality, no one seems equally competent in all skills, still, while performing something, there should not be very vast deviation among the language skills. Some sort of positive correlation is highly expected. As is the case with spoken (listening-speaking) test and written (reading- writing) test scores.

Lado (1961) finds, "for any factor, if the correlation obtained is positive and not explainable as a chance happening, we conclude tentatively that the factor is positively related to amount of learning"(p.387).To him, if some sort of relation is not maintained in the scores, there might be any external factors governing in the process of examinations.

In relation to spoken and written test, as seems the spoken test's scores different to written scores in most of the cases and spoken test in some cases eliminated too, Harris, (in Davies,1968) asserts,

Efforts to devise reliable and easily administered test of oral production have not yet proved entirely satisfactory. Yet the important point is that, although oral production sections are still missing from most comprehensive foreign language tests, it is certainly not because of a general failure by the test writers to recognize the importance of such measures, but rather because the language and measurement specialists have so far failed to find methods of assessing oral proficiency which completely meet the criteria of reliability and practicality (p.40).

In department of English education of TU, there are only a few studies conducted on correlation area, but no study has been conducted so far on

correlation between students' aural-oral and written test scores in SLC results. Kafle (2000) studied the relationship between acquired and functional competence of graduate level English students of Kathmandu district. He found that the students' formal competence was better than their functional competence. Prasai (2001) carried out a research entitled "A study on formal and communicative competence acquired by the ninth grade students." One of the objectives of his research was to find out the correlation between the students' formal and functional competence. He prepared test items on the basis of the ninth grade English curriculum. On the basis of the same test items, he tested 97 ninth graders in Makawanpur in both written and oral form. He found out the students more competent in written form than they were in spoken form. Bhusal (2001) conducted a research entitled "Correlation between written answer and spoken answer: A Study on test results". His research was conducted to find out the correlation between students' answers in two different forms: written and spoken. He also compared the difficulty level of written and spoken answers for the students. He conducted two types of tests : spoken and written, based on the same comprehension passage and came to the conclusion that auditory and visual channels of productive mode of a language are positively correlated with coefficient of correlation +0.69. Aryal (2005) conducted his research on "A study on correlation between sounds and letters in English" and came to the conclusion that correlation between consonant letters and their made consonant sounds is higher than vowel letters and their made vowel sounds . Similarly, Bastola (2005) conducted a research on "A correlational study of English and Nepali kinesics". Pandey (2005) studied "Correlation between the use of icons and students' performance". He concluded his research as: icons given in the textbooks had been found to be partially used in the schools. He also drew the conclusion: "students' achievement and use of icons given in the books are related". Kandel (2006) conducted a research on "A study on the relationship between send-up and the SLC examination results" and found coefficient of correlation +0.79, which showed very high positive correlation. In a similar way, Subba

(2008) carried out a research on "Statistical analysis of the English examination results." He analyzed the score obtained by the examinees in SLC results in all subjects. He found the scores of the examinees had been scattered a lot. Finally, Khadka (2010), in a latest instance, conducted her research on "Correlation between linguistic intelligence and proficiency in reading and writing in the EFL classroom." She found that linguistic intelligence and linguistic proficiency of the students had been positively correlated with coefficient of correlation +0.92. Thus, it is evident, none of these studies touched on "Correlation between spoken and written tests scores in SLC results. So, therefore, this study will be completely a new in the field of pedagogy in this department.

1.3 Hypotheses of the Study

I had set the following hypotheses of this study.

- a. There is zero correlation between the scores students obtain in English spoken tests and written tests in SLC examination. There seems zero correlation in nature.
- b. The monitor and his associates do not properly evaluate students' spoken proficiency, but draw the marks haphazardly.

1.4 Objectives of the Study

The followings were the objectives of this study.

- a. To find out and calculate the correlation between spoken test score and written test score.
- b. To list out some useful pedagogical implications in relation to spoken and written tests correlation.

1.5 Significance of the Study

Learning a language, in fact, means being able to use four language skills (viz. listening, speaking, reading and writing) properly. If we teach any language to our students, we teach the same aforementioned skills. And our principal motto will be to make the students able to use these skills properly in proper context, and, in the case of English language as well. Different techniques are used to assess the different language skills. Listening and speaking skills are tested in aural-oral mode whereas reading and writing skills are assessed in written mode. We cannot think of only one skill letting along the others. They are quite interrelated. One gets mastery over any language only when he gets mastery over the four skills. My study will shed light on the relationship shared by spoken language skills score to that of written language skills score. This will help the concerned population—those they are involved in teaching and learning activities of English language—to maintain the proper association between those skills. I will also investigate the procedure applied while evaluating listening and speaking skills. If weaknesses are found, the output of that investigation will help the educationists and other people concerned to overcome from the weaknesses in the future. The positive outcomes will be strengthened to make the teaching / learning activities more fertile in the future than this is these days.

CHAPTER-TWO

METHODOLOGY

I have adopted the following study design in my study.

2.1 Sources of Data

This study primarily used secondary sources of data. This study paid a very little consideration to primary sources of data as well.

2.1.1 Primary Sources of Data

The monitors and their associates who conducted listening and speaking tests in Parvat district in the year 2066 B.S. were the primary sources of data.

Altogether 10 examiners were consulted while collecting data from the primary sources.

2.1.2 Secondary Sources of Data

This study fundamentally used the marks secured by examinees of Parvat district in the SLC examination of 2066 B.S. The students' score in listening-speaking and reading -writing skills of compulsory English had been used to achieve the objectives of the study. The 200 students' score obtained from sampling had been used. Apart from this, various books and publications, especially Rivers (1968), Gupta (1969), Bachman (1989), Ur (1996), Best and Kahn (2002), Khaniya (2005), Kumar (2005), Harmer (2007), secondary level English curriculum (2008), English questions for SLC examinations 2009 (both spoken and written), and related web pages on internet were visited as secondary sources of data.

2.2 Population of the Study

The study population for this study was the total number of students who attended aural-oral and written tests for compulsory English in the year 2066 in Parvat.

2.3 Sampling Procedure

Sampling took place in two phases for this study. In first phase, I selected 200 students' score in aural-oral and written tests. I used stratified random sampling procedure. For this purpose, I selected ten schools- five community schools and five institutional schools - randomly using Simple Random Sampling (SRS) with replacement. In SRS, fishbowl technique was used. Those schools in Parvat which did not appear in the SLC examination were eliminated from the sampling frame. Those selected ten schools were listed under ten different groups/strata (k). The elements in each school were listed according to the English alphabetical order of the students' names. The sample size (n) for this respect was two hundred. The sum total of students in all the schools was identified. Then proportion (p) of each school in relation to the sum total students in ten schools was found out. Then, multiplying each proportion to sample size 200, I found the number of elements to be selected from each school. I selected the elements from the schools applying SRS with replacement, by fish bowl draw technique. After all, I had two hundred samples. Those selected elements' scores in SLC English subject were used to carry out my research.

In second phase, monitors and their associates were selected using judgmental sampling. The sample size for these examiners was 10.

2.4 Tools of Data Collection

I fundamentally used observation tool .The scores obtained by the students had been observed very minutely and calculated using mathematical formulas. (See Appendix I). Secondly, I interviewed the monitors and their associates using

mainly the set of questions which I prepared beforehand and also asked few additional questions. (See appendix II)

2.5 Process of Data Collection

First I went to district education office, Parvat and built rapport with the concerned people. I had the list of all the schools in Parvat from them. I then identified community and institutional secondary level schools separately. I also had the list of monitors and their associates, only those who conducted SLC aural-oral test in the year 2066 BS. I selected the schools randomly: five institutional and five community, contacted the selected schools and collected the mark ledgers from those ten schools.

Similarly, from the list of monitors and their associates who conducted the aural-oral test for the year 2066 SLC examinations in Parvat district, I selected altogether ten examiners using judgmental sampling. I went to them, made rapport, and took interview with them.

2.6 Limitations of the Study

The study had the following limitations.

- i) The study was limited to Parvat district.
- ii) It was limited to SLC English examination in the year 2066 B.S.
- iii) It was limited to 5 community and 5 institutional schools.
- iv) The sample size was limited to 200 examinees and 10 examiners.
- v) It was limited to SLC marks ledger.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data which I collected from ten mark ledgers of sampled schools and ten examiners of aural-oral test for SLC examinations held in the year 2066 B.S. in Parvat district.

3.1 Presentation of the Data Collected from Adarsha English (B)

School

It deals with the scores collected from the 23 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 4

Scores Collected from Adarsha English Boarding School

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	62	25	1550	3844	625
2	Student 2	57	25	1425	3249	625
3	Student 3	58	25	1450	3364	625
4	Student 4	58	25	1450	3364	625
5	Student 5	57	25	1425	3249	625
6	Student 6	58	25	1450	3364	625
7	Student 7	59	25	1475	3481	625
8	Student 8	60	25	1500	3600	625
9	Student 9	58	25	1450	3364	625
10	Student 10	59	25	1475	3481	625
11	Student 11	55	25	1375	3025	625
12	Student 12	58	25	1450	3364	625
13	Student 13	60	25	1500	3600	625
14	Student 14	62	25	1550	3844	625
15	Student 15	59	25	1475	3481	625
16	Student 16	61	25	1525	3721	625
17	Student 17	62	25	1550	3844	625
18	Student 18	61	25	1525	3721	625

19	Student 19	63	25	1575	3969	625
20	Student 20	61	25	1525	3721	625
21	Student 21	60	25	1500	3600	625
22	Student 22	53	25	1325	2809	625
23	Student 23	64	25	1600	4096	625
		1365	575	34125	81155	14375

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.1.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 5

Summary of the Data in Adarsha English Boarding School

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
64	53	11	59.35	79	VG	25	25	0	25	100	Excl	0	zero

For this table and here after:

HS = Highest Score,

R = Range,

X_1 = Average Value in Written Test Score,

X_2 = Average Value in Aural-Oral Test Score,

LP = Level of Performance,

DC = Degree of Correlation,

+ve = Positive,

r_{xy} = Correlational Coefficient of the Two Variables X and Y .

Identification of Level of Performance (Measurement Scale)

Below 32% = Low (L)

32% to 45% = Medium (M)

45% to 60% = Good (G)

60% to 80% = Very Good (VG)

80% and above = Excellent ($Excl$)

LS = Lowest Score,

% = Per Cent,

$Excl$ = Excellent,

VG = Very Good,

G = Good,

M = Medium,

L = Low,

3.1.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Scores in Written Test

In this school, the highest mark students obtained in written test is 64 and the lowest mark is 53. Therefore, statistical range becomes 11. It indicates the data are not so scattered.

ii. Range of the Scores in Aural-Oral Test

In this school, the highest mark students obtained in oral test is 25 and the lowest mark again is 25. Therefore, statistical range becomes 0. It indicates the data are compact together.

iii. Average Mark in Written Test

In this school, a student approximately scores 59.35 marks in written test which equalizes 79 per cent out of 75 full marks.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 25 marks in aural-oral test which equalizes 100 per cent out of 25 full marks.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests is 0. It means there is zero correlation between the marks students obtained in written and aural-oral tests.

3.2 Presentation of the Data Collected from Kali Gandaki Academy

It deals with the scores collected from the 6 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 6

Scores Collected from Kali Gandaki Academy

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	56	25	1400	3136	625
2	Student 2	59	25	1475	3481	625
3	Student 3	57	25	1425	3249	625
4	Student 4	58	25	1450	3364	625
5	Student 5	56	25	1400	3136	625
6	Student 6	58	25	1450	3364	625
		344	150	8600	19730	3750

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.2.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 7

Summary of the Data in Kali Gandaki Academy

Written test (X)						Aural-oral test (Y)						r _{xy}	DC
HS	LS	R	X ₁	%	LP	HS	LS	R	X ₂	%	LP		
59	56	3	57.33	76	VG	25	25	0	25	100	Excl	0	zero

3.2.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark students obtained in written test is 59 and the lowest mark is 56. Therefore, statistical range becomes 3. It indicates the data are not so scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark students obtained in aural-oral test is 25 and the lowest mark again is 25. Therefore, statistical range becomes 0. This indicates the data are compact together.

iii. Average Mark in Written Test

In this school, a student approximately scores 57.33 marks in written test which equalizes 76 per cent out of the full marks 75.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 25 marks in aural-oral test which equalizes 100 per cent out of the full marks 25.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests is 0. It shows there is no proper correlation between the marks students scored in written and aural-oral test.

3.3 Presentation of the Data Collected from Namuna Secondary (B) School

It deals with the scores collected from the 16 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 8**Scores Collected from Namuna Secondary Boarding School**

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	54	25	1350	2916	625
2	Student 2	59	25	1475	3481	625
3	Student 3	58	25	1450	3364	625
4	Student 4	58	25	1450	3364	625
5	Student 5	58	25	1450	3364	625
6	Student 6	63	25	1575	3969	625
7	Student 7	64	25	1600	4096	625
8	Student 8	57	25	1425	3249	625
9	Student 9	58	25	1450	3364	625
10	Student 10	61	25	1525	3721	625
11	Student 11	64	25	1600	4096	625
12	Student 12	59	25	1475	3481	625
13	Student 13	61	25	1525	3721	625
14	Student 14	61	25	1525	3721	625
15	Student 15	59	25	1475	3481	625
16	Student 16	62	25	1550	3844	625
		956	400	23900	57232	10000

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.3.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 9**Summary of the Data in Namuna Secondary Boarding School**

Written test (X)						Aural-oral test (Y)						r _{xy}	DC
HS	LS	R	X ₁	%	LP	HS	LS	R	X ₂	%	LP		
64	54	10	59.75	80	VG	25	25	0	25	100	Excl	0	zero

3.3.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the marks in written test

In this school, the highest mark in written test is 64 and the lowest 54.

Therefore, statistical range among the data becomes 10. This indicates the data are not much scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 25 and the lowest again is 25. Therefore, the statistical range becomes 0. This indicates the data are not scattered but are compact.

iii. Average Mark in Written Test

In this school, a student approximately scores 59.75 marks in written test which equalizes 80 per cent out of the full marks 75.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 25 marks in aural-oral test which equalizes 100 per cent out of the full marks 25.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests is 0. It shows there is no proper correlation between the marks students scored in written and aural-oral test.

3.4 Presentation of the Data Collected from Rastriya Bal Sikshya Sadan

It deals with the scores collected from the 5 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 10

Scores Collected from Rastriya Bal Sikshya Sadan

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	61	25	1525	3721	625
2	Student 2	60	25	1500	3600	625
3	Student 3	62	25	1550	3844	625
4	Student 4	62	25	1550	3844	625
5	Student 5	61	24	1464	3721	576
		306	124	7589	18730	3076

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.4.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 11

Summary of the Data in Rastriya Bal Sikshya Sadan

Written test (X)						Aural-oral test (Y)						r _{xy}	DC
HS	LS	R	X ₁	%	LP	HS	LS	R	X ₂	%	LP		
62	60	2	61.2	82	VG	25	24	1	24.8	99.2	Excl	0.13	zero

3.4.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark students obtained in written test is 62 and the lowest 60. Therefore, the statistical range becomes 2. This indicates the data are not scattered at all.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark students obtained in aural-oral test is 25 and the lowest mark is 24. Therefore, the statistical range becomes 1. This indicates the data are not scattered.

iii. Average Mark in Written Test

In this school, a single student approximately scores 61.2 marks in written test which equalizes 82 per cent out of the full marks 75. This indicates the students' level of performance in written test is excellent.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 24.8 marks in aural-oral test which equalizes 99.2 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained from this school, the correlational coefficient off the two tests is 0.13. It means there is no proper correlation between the marks students scored in written and aural-oral test.

3.5 Presentation of the Data Collected from Sahid Smarak English (B) School

It deals with the scores collected from the 10 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 12

Scores Collected from Sahid Smarak English Boarding School

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	41	25	1025	1681	625
2	Student 2	39	24	936	1521	576
3	Student 3	32	24	768	1024	576
4	Student 4	37	24	888	1369	576
5	Student 5	43	24	1032	1849	576
6	Student 6	40	24	960	1600	576
7	Student 7	36	24	864	1296	576
8	Student 8	35	24	840	1225	576
9	Student 9	41	24	984	1681	576
10	Student 10	50	25	1250	2500	625
		394	242	9547	15746	5858

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.5.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 13

Summary of the Data in Sahid Smarak English Boarding School

Written test (X)						Aural-oral test (Y)						r _{xy}	DC
HS	LS	R	X ₁	%	LP	HS	LS	R	X ₂	%	LP		
50	32	18	39.4	53	G	25	24	1	24.2	96.8	Excl	0.64	+ve

3.5.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark in written test is 50 and the lowest mark is 32. Therefore, the statistical range becomes 18. This shows the data are a bit scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 25 and the lowest 24. Therefore, the statistical range becomes 1. This shows the data are not scattered.

iii. Average Mark in Written Test

In this school, a student approximately scores 39.4 marks in written test which equalizes 53 per cent out of the full marks 75. This indicates the students' level of performance in written test is good.

iv. Average Marks in Aural-Oral Test

In this school, a student approximately scores 24.2 marks in aural-oral test which equalizes 96.8 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests results 0.64. This shows there is positive correlation between the marks students scored in written and aural-oral tests.

3.6 Presentation of the Data Collected from Mangalodaya Ma.Vi.

It deals with the scores collected from the 15 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 14

Scores Collected from Mangalodaya Ma.Vi.

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	34	24	816	1156	576
2	Student 2	24	22	528	576	484
3	Student 3	16	22	352	256	484
4	Student 4	14	22	308	196	484
5	Student 5	15	24	360	225	576
6	Student 6	15	22	330	225	484
7	Student 7	14	22	308	196	484
8	Student 8	30	25	750	900	625
9	Student 9	47	25	1175	2209	625
10	Student 10	26	23	598	676	529
11	Student 11	27	23	621	729	529
12	Student 12	29	25	725	841	625
13	Student 13	24	22	528	576	484
14	Student 14	27	23	621	729	529
15	Student 15	41	25	1025	1681	625
		383	349	9045	11171	8143

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.6.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 15

Summary of the Data in Mangalodaya Ma.Vi.

Written test (X)						Aural-oral test (Y)						r _{xy}	DC
HS	LS	R	X ₁	%	LP	HS	LS	R	X ₂	%	LP		
47	14	33	25.53	34	M	25	22	3	23.26	93.04	Excl	0.74	weak +ve

3.6.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark in written test is 47 and the lowest mark is 14. Therefore, the statistical range becomes 33. This shows the data are much scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 25 and the lowest 22. Therefore, the statistical range becomes 3. This shows the data are not scattered.

iii. Average Mark in Written Test

In this school, a student approximately scores 25.53 marks in written test which equalizes 34 per cent out of the full marks 75. This indicates the students' level of performance in written test is medium.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 23.26 marks in aural-oral test which equalizes 93.04 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests results 0.74. This shows there is positive correlation between the marks students scored in written and aural-oral tests.

3.7 Presentation of the Data Collected from Narayan Uchha Ma.Vi.

It deals with the scores collected from the 48 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 16

Scores Collected from Narayan Uchha Ma.Vi.

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	42	22	924	1764	484
2	Student 2	59	25	1475	3481	625
3	Student 3	54	25	1350	2916	625
4	Student 4	53	24	1272	2809	576
5	Student 5	48	24	1152	2304	576
6	Student 6	48	24	1152	2304	576
7	Student 7	40	25	1000	1600	625
8	Student 8	40	22	880	1600	484
9	Student 9	44	22	968	1936	484
10	Student 10	46	21	966	2116	441
11	Student 11	33	22	726	1089	484
12	Student 12	33	22	726	1089	484
13	Student 13	49	21	1029	2401	441
14	Student 14	30	21	630	900	441
15	Student 15	28	21	588	784	441
16	Student 16	55	24	1320	3025	576
17	Student 17	38	22	836	1444	484
18	Student 18	36	24	864	1296	576
19	Student 19	33	21	693	1089	441
20	Student 20	29	22	638	841	484
21	Student 21	24	21	504	576	441
22	Student 22	24	21	504	576	441
23	Student 23	27	24	648	729	576
24	Student 24	48	25	1200	2304	625
25	Student 25	25	21	525	625	441
26	Student 26	34	22	748	1156	484
27	Student 27	33	21	693	1089	441
28	Student 28	29	21	609	841	441
29	Student 29	32	22	704	1024	484

30	Student 30	35	21	735	1225	441
31	Student 31	24	22	528	576	484
32	Student 32	36	22	792	1296	484
33	Student 33	38	22	836	1444	484
34	Student 34	41	25	1025	1681	625
35	Student 35	41	22	902	1681	484
36	Student 36	34	21	714	1156	441
37	Student 37	42	21	882	1764	441
38	Student 38	33	21	693	1089	441
39	Student 39	32	22	704	1024	484
40	Student 40	43	21	903	1849	441
41	Student 42	53	25	1325	2809	625
42	Student 42	12	21	252	144	441
43	Student 43	24	21	504	576	441
44	Student 44	43	22	946	1849	484
45	Student 45	46	22	1012	2116	484
46	Student 46	24	21	504	576	441
47	Student 47	27	25	675	729	625
48	Student 48	26	21	546	676	441
		1768	1070	39802	69968	23954

$X =$ Written Score out of 75 and $Y =$ Aural-Oral Score out of 25

3.7.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 17

Summary of the Data in Narayan Uchha Ma.Vi.

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
59	12	47	36.83	49	G	25	21	4	22.29	89.16	VG	0.55	weak +ve

3.7.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark in written test is 59 and the lowest is 12. Therefore, the statistical range becomes 47 in figure. This shows the data are highly scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 25 and the lowest 21. Therefore, the statistical range becomes 4. This shows the data are not scattered.

iii. Average Mark in Written Test

In this school, a student approximately scores 36.83 marks in written test which equalizes 49 per cent out of the full marks 75. This indicates the students' level of performance in written test is good.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 22.29 marks in aural-oral test which equalizes 89.16 per cent out of full marks 25. This indicates the students' level of performance in aural-oral test is very good.

v. Correlational Coefficient of the Two Sets of Test

After computing the data obtained in this school, the correlational coefficient of the two tests results 0.55. This shows there is positive correlation between the marks students obtained in written and aural-oral tests.

3.8 Presentation of the Data Collected from Sarbajanik Ma.Vi.

It deals with the scores collected from the 23 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 18**Scores Collected from Sarbajanik Ma.Vi.**

S.N.	Examinees in Code	X	Y	X Y	X²	Y²
1	Student 1	13	25	325	169	625
2	Student 2	13	24	312	169	576
3	Student 3	7	22	154	49	484
4	Student 4	15	21	315	225	441
5	Student 5	10	21	210	100	441
6	Student 6	17	25	425	289	625
7	Student 7	24	24	576	576	576
8	Student 8	24	25	600	576	625
9	Student 9	24	25	600	576	625
10	Student 10	24	22	528	576	484
11	Student 11	17	23	391	289	529
12	Student 12	15	21	315	225	441
13	Student 13	26	22	572	676	484
14	Student 14	16	23	368	256	529
15	Student 15	14	22	308	196	484
16	Student 16	14	23	322	196	529
17	Student 17	24	22	528	576	484
18	Student 18	29	23	667	841	529
19	Student 19	40	25	1000	1600	625
20	Student 20	39	25	975	1521	625
21	Student 21	13	22	286	169	484
22	Student 22	17	22	374	289	484
23	Student 23	33	24	792	1089	576
		468	531	10943	11228	12305

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.8.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 19

Summary of the Data in Sarbajanik Ma.Vi.

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
39	7	32	20.34	27	L	25	21	4	23.08	92.32	Excl	0.49	zero

3.8.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark in written test is 39 and the lowest 7. Therefore, the statistical range becomes 32. This shows the data are scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 25 and the lowest 21. Therefore, the statistical range becomes 4. This shows the data are not scattered.

iii. Average Mark in Written Test

In this school, a student approximately scores 20.34 marks in written test which equalizes 27 per cent out of the full marks 75. This shows the students' level of performance in written test is low.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 23.08 marks in aural-oral test which equalizes 92.32 per cent out of the full marks 25. This shows the level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Sets of Test

After computing the data obtained in this school, the correlational coefficient of the two tests results 0.49. This shows there is zero correlation between the marks students scored in written and aural-oral tests.

3.9 Presentation of the Data Collected from Sivalaya Namuna (U)

Ma.Vi.

It deals with the scores collected from the 34 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 20

Scores Collected from Sivalaya Namuna Uchha Ma.Vi.

S.N.	Examinees in Code	X	Y	X Y	X ²	Y ²
1	Student 1	33	24	792	1089	576
2	Student 2	34	23	782	1156	529
3	Student 3	54	25	1350	2916	625
4	Student 4	20	21	420	400	441
5	Student 5	31	24	744	961	576
6	Student 6	11	20	220	121	400
7	Student 7	41	22	902	1681	484
8	Student 8	24	24	576	576	576
9	Student 9	37	23	851	1369	529
10	Student 10	55	25	1375	3025	625
11	Student 11	24	22	528	576	484
12	Student 12	19	23	437	361	529
13	Student 13	24	21	504	576	441
14	Student 14	26	23	598	676	529
15	Student 15	24	22	528	576	484
16	Student 16	27	22	594	729	484
17	Student 17	11	22	242	121	484
18	Student 18	17	25	425	289	625
19	Student 19	19	25	475	361	625
20	Student 20	20	22	440	400	484
21	Student 21	14	24	336	196	576

22	Student 22	43	25	1075	1849	625
23	Student 23	24	24	576	576	576
24	Student 24	24	23	552	576	529
25	Student 25	17	23	391	289	529
26	Student 26	24	24	576	576	576
27	Student 27	24	24	576	576	576
28	Student 28	19	24	456	361	576
29	Student 29	32	25	800	1024	625
30	Student 30	24	23	552	576	529
31	Student 31	16	23	368	256	529
32	Student 32	20	23	460	400	529
33	Student 33	19	22	418	361	484
34	Student 34	17	23	391	289	529
		868	788	20310	25864	18318

$X =$ Written Score out of 75 and $Y =$ Aural-Oral Score out of 25

3.9.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 21

Summary of the Data in Sivalaya Namuna Uchha Ma.Vi.

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
55	11	44	25.52	34	M	25	20	5	23.17	92.68	Excl	0.42	zero

3.9.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark in written test is 55 and the lowest 11.

Therefore the statistical range becomes 44. This shows the data are much scattered.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 25 and the lowest 20. Therefore, the statistical range becomes 5. This shows the data are not scattered.

iii. Average Mark in Written Test

In this school, a student approximately scores 25.52 marks in written test which equalizes 34 per cent out of the full mark 75. This shows the students' level of performance in written test is low.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 23.17 marks in aural-oral test which equalizes 92.68 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests results 0.42. This shows there is zero correlation between the marks students scored in written and aural-oral tests.

3.10 Presentation of the Data Collected from Surya Praksah Ma.Vi.

It deals with the scores collected from the 20 students. The scores obtained by the students in written test and in aural-oral test are systematically presented in the following table.

Table No. 22**Scores Collected from Surya Praksah Ma.Vi.**

S.N.	Examinees in Code	X	Y	X Y	X²	Y²
1	Student 1	26	23	598	676	529
2	Student 2	33	23	759	1089	529
3	Student 3	48	24	1152	2304	576
4	Student 4	44	23	1012	1936	529
5	Student 5	36	21	756	1296	441
6	Student 6	26	20	520	676	400
7	Student 7	35	22	770	1225	484
8	Student 8	37	24	888	1369	576
9	Student 9	28	22	616	784	484
10	Student 10	41	22	902	1681	484
11	Student 11	24	20	480	576	400
12	Student 12	29	23	667	841	529
13	Student 13	32	20	640	1024	400
14	Student 14	48	21	1008	2304	441
15	Student 15	29	21	609	841	441
16	Student 16	19	23	437	361	529
17	Student 17	34	23	782	1156	529
18	Student 18	40	22	880	1600	484
19	Student 19	32	20	640	1024	400
20	Student 20	28	21	588	784	441
		669	438	14704	23547	9626

X = Written Score out of 75 and Y = Aural-Oral Score out of 25

3.10.1 Summary of the Data

The above data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with the full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 23

Summary of the Data in Surya Prakash Ma.Vi.

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
48	19	29	33.45	45	M	24	20	4	21.9	87.6	VG	0.26	zero

3.10.1.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this school, the highest mark in written test is 48 and the lowest 19. Therefore, the statistical range becomes 29. This shows the data are scattered a bit.

ii. Range of the Marks in Aural-Oral Test

In this school, the highest mark in aural-oral test is 24 and the lowest 20. Therefore, the statistical range becomes 4. This shows the data are not scattered.

iii. Average Mark in Written Test

In this school, a student approximately scores 33.45 marks in written test which equalizes 45per cent out of the full marks 75. This indicates the students' level of performance in written test is good.

iv. Average Mark in Aural-Oral Test

In this school, a student approximately scores 21.9 marks in aural-oral test which equalizes 87.6 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is very good.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this school, the correlational coefficient of the two tests results 0.26. This shows there is zero correlation between the marks students scored in written and aural-oral tests.

3.11 Summary of the Data among the Institutional Schools

The data presented above from Adarsha boarding school to Sahid Smarak English boarding school belong to institutional schools. In this section, these data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 24

Summary of the Data among the Institutional Schools

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
64	32	32	56.08	74.77	VG	25	24	1	24.85	99.4	Excl	0.81	strong +ve

3.11.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this group, the highest mark in written test is 64 and the lowest 32.

Therefore, the statistical range becomes 32. This shows the data are scattered.

ii. Range of the Marks in Aural-Oral Test

In this group, the highest mark in aural-oral test is 25 and the lowest 24.

Therefore, the statistical range becomes 1. This shows the data are not scattered but are compacted together.

iii. Average Mark in Written Test

In this group, a student approximately scores 56.08 marks in written test which equalizes 74.77 per cent out of the full marks 75. This indicates the students' level of performance in written test is very good.

iv. Average Mark in Aural-Oral Test

In this group, a student approximately scores 24.85 marks in aural-oral test which equalizes 99.4 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this group, the correlational coefficient of the two tests results 0.81. This shows there is strong positive correlation between the marks students scored in written and aural-oral tests.

3.12 Summary of the Data among the Community Schools

The data presented above from Mangalodaya Ma.Vi. to Surya Prakash Ma.Vi. belong to community schools. In this section, these data have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 25

Summary of the Data among the Community Schools

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
59	7	52	29.68	39.58	M	25	20	5	22.68	90.74	Excl	0.22	zero

3.12.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

In this group, the highest mark in written test is 59 and the lowest 7. Therefore, the statistical range becomes 52. This shows the data are heavily scattered.

ii. Range of the Marks in Aural-Oral Test

In this group, the highest mark in aural-oral test is 25 and the lowest 20. Therefore, the statistical range becomes 5. This shows the data are not much scattered.

iii. Average Mark in Written Test

In this group, a student approximately scores 29.68 marks in written test which equalizes only 39.58 per cent out of the full marks 75. This indicates the students' level of performance in written test is medium.

iv. Average Mark in Aural-Oral Test

In this group, a student approximately scores 22.68 marks in aural-oral test which equalizes 90.74 per cent out of the full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in this group, the correlational coefficient of the two tests results 0.22. This shows there is zero correlation between the marks students scored in written and aural-oral tests.

3.13 Summary of the Data among all the Schools

The data presented above in all the schools have been analyzed applying some statistical measures, for instance, range, arithmetic mean, per cent in relation with full marks and correlational coefficient (See Appendix I). These statistical measurements have been summarized and tabulated below.

Table No. 26
Summary of the Data among all the Schools

Written test (X)						Aural-oral test (Y)						r_{xy}	DC
HS	LS	R	X_1	%	LP	HS	LS	R	X_2	%	LP		
64	7	57	37.6	50.14	G	25	20	5	23.33	93.34	Excl	0.60	+ve

3.13.1 Description of the Statistical Findings

I have, on the basis of the table above, categorized and described the statistical findings under the following sub-headings.

i. Range of the Marks in Written Test

Among all the schools under study, the highest mark in written test is 64 and the lowest 7. Therefore, the statistical range becomes 57. This shows the data are severely scattered.

ii. Range of the Marks in Aural-Oral Test

Among all the schools, the highest mark in aural-oral test is 25 and the lowest 20. Therefore, the statistical range becomes 5. This shows the data are not much scattered.

iii. Average Mark in Written Test

Among all the schools, a student approximately scores 37.6 marks in written test which equalizes 50.14 per cent out of the full marks 75. This indicates the students' level of performance in written test is good.

iv. Average Mark in Aural-Oral Test

Among all the schools, a student approximately scores 23.33 marks in aural-oral test which equalizes 93.34 per cent out of full marks 25. This indicates the students' level of performance in aural-oral test is excellent.

v. Correlational Coefficient of the Two Set of Tests

After computing the data obtained in all the schools, the correlational coefficient of the two tests results 0.60. This shows there is positive correlation between the marks students scored in written and aural-oral tests.

3.14 Presentation of the Data Collected from Aural-Oral Test

Examiners

I have collected a small amount of data from primary sources. The primary sources of these data were the ten examiners of aural-oral test. The data obtained from these examiners have been summarized and presented systematically in the following table.

Table No. 27

Summary of the Data Collected from the Examiners

A	B	C	D	E	F	G	H	I	J	K	L
1	50	tape	En	10 min.	60%	50%	25	10	0	Mostly	Somehow
2	50	tape	En	10 min.	25%	25%	25	10	0	Mostly	Somehow
3	45	tape	En	5 min.	90%	90%	25	10	0	Yes	Somehow
4	40	tape	En	7 min.	90%	75%	24	18	0	Mostly	Somehow
5	45	tape	En/Np	15 min.	50%	90%	25	15	0	Mostly	No
6	55	tape	En	20 min.	50%	90%	25	12	0	ScI. list	No
7	75	tape	En	5 min.	50%	15%	25	10	0	Mostly	No
8	50	tape	En	5 min.	75%	25%	25	18	0	No	No
9	55	tape	En	7 min.	90%	20%	25	20	0	No	No
10	55	tape	En/Np	5 min.	80%	10%	25	20	0	No	No

Where,

A = Informants (Examiners)

B = No. of examinees examined a day.

C = Listening test presented in front of the examinees.

D = Language used by the examiners during the time of Aural-Oral test.

E = Amount of time given to an examinee for Speaking test.

F = No. of examinees used English language while attending speaking test.

G = No. of examinees enjoyed the English conversation.

H = Highest score given in the Aural-Oral test.

I = Lowest score given in the Aural-Oral test.

J = No. of failed examinees in the Aural-Oral test.

K = Marks given to the examinees exactly as their performances?

L = Examiners satisfied during the whole process?

3.14.1 Description of the Data

The first hand data presented above in the table have been analyzed and described in this section on the following sub-headings.

i. Number of Students with an Examiner

In average, an examiner evaluated approximately 52 students in a day. This is a big figure though; they can be managed by a single examiner.

ii. Presentation of Aural Text

All the examiners presented the aural text on cassette player (on tape) in front of the students. This is a very good aspect in relation with the aural-oral test.

iii. Language Use

There are mixed instances regarding with language use. Though, it is English language spoken test, in few cases, the examiners were forced to use Nepali language to communicate with the students. If we take the process as a whole, 20 per cent students could not even introduce them, for these respect, the examiners were to use Nepali language. On the other hand, as a whole, only 66 per cent students replied in English. Rest of the students (34 per cent of all) either remained silent or replied again in Nepali language.

iv. Students Like

Among all the examinees, only 49 per cent could enjoy the conversation. Rest of them were present in the session only in the sense of examination, they could not enjoy the English language being used.

v. Highest and Lowest Scores

The examiners drew whole 25 marks for the highest scorers, whereas, the data say, they drew 10 for the poor scorers. But, this is not matched in reality. In reality, students scored 20 marks as the lowest score.

vi. Performance and Score

Among all the examinees, 10 per cent of them received marks exactly as their performance. 50 per cent of them received more or less according to they performed in the examinations, 30 per cent received anyway and 10 per cent students received the marks in these tests according to the list given to the examiners by their concerned school authority.

vii. Examiners' Satisfaction

Among all the examiners, 60 per cent of them were not satisfied with the contemporary state of aural-oral test examinations and rest of them (40 per cent) were somehow satisfied with the process.

3.15 Hypothesis Testing

I have tested my preset hypotheses below. I had listed two hypotheses before going to the field to carry out this research.

i. I had first hypothesized that students' written and aural-oral scores share zero correlation. But, on completion of this research, though some strata approved this, as a whole, this hypothesis has been disapproved. The students' written and aural-oral scores share a positive correlation, i.e. 0.60 in figure.

ii. Secondly, I had hypothesized that monitors and their associates allot the marks haphazardly in aural-oral test. This hypothesis has been partly approved because the analysis of the data suggested that 30 per cent students receive the marks anyway and 10 per cent students score according to the list given to the examiners by the concerned school. These are two evidences students receive marks beyond of their performance- somehow haphazardly.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter incorporates the findings obtained from the statistical analysis and recommendations given on the basis of those findings and some pedagogical implications.

4.1 Findings

After the rigorous analysis of the statistical data obtained from the SLC mark ledgers and interview to aural-oral test examiners, the following findings have been drawn:

- i.** The correlational coefficient between the written test and the aural-oral test scores in SLC examination in the year 2066 in Parvat district is 0.60. It is a weak positive correlation.
- ii.** The correlational coefficient between the written test and the aural-oral test scores among the community schools is 0.22. It indicates the relationship is zero. There does not exist relation between the marks students scored in written test and aural-oral test.
- iii.** The correlational coefficient between the written test and the aural-oral test scores among the institutional schools is 0.81. It indicates a strong positive correlation. There exists relation. The degree of proficiency the students established in written performance matches to the degree of proficiency the students established in aural-oral test.
- iv.** Students seem far better in listening and speaking skills than reading and writing. Or, it is equally possible that the examiners draw high marks in average performance regarding their spoken examination.

v. Students' range of proficiency in written test is very high; they are not of equal proficiency whereas their proficiency level in aural-oral test is more or less the same. The variation in written proficiency is very strong among the community schools than that of the institutional schools.

vi. In few cases, even examiners have to use Nepali language in the aural-oral test conversation since the examinees could not even introduce him/her. This is a huge obstacle in the process of language learning and teaching.

vii. Majority of students could not enjoy the English conversation while conducting the aural-oral tests.

viii. Majority of the examiners are not satisfied with the process they took the aural-oral tests and drew marks whatever the students performed, though they could fail them, but they did not, and drew marks.

ix. In few cases, it is also found, the concerned school authority provided the examiners with the students and merit list and accordingly the examiners drew them the marks however and whatever the students performed in front of them.

x. In a hand, students seem quite better in primary language skills than secondary language skills, as the average score in the former is 23.33 out of the full marks 25 whereas they managed to score only 37.6 out of the full marks 75. On the other hand, from the primary sources of data, only 66 per cent students used English language while being interviewed and only 49 per cent students enjoyed the conversation. In some circumstances, even the examiners had to use Nepali language as the examinees even could not introduce themselves in front of the examiners. 60 per cent examiners are not satisfied with the whole process of aural-oral test. Rest of them (40 per cent examiners) are somehow satisfied. To the contrary of this, again, even not a single student was failed in these tests. So, in this whole process, there lies some sort of inconsistency. Findings from the two sources of data are not matched for this respect.

xi. Students are not taking English aural-oral test seriously as they know that they won't be failed whatever and however they perform in front of the examiners.

xii. In the aural-oral test, some sort of surprising result is observed. Students are tested for the full marks 25 and many more students scored the same. Non-native speakers of English getting full marks in the spoken test is a kind of amazing result.

4.2 Recommendations for Pedagogical Implications

Language teaching incorporates four different language skills viz. listening, speaking, reading and writing. The former two are grouped under primary language skills whereas the latter under secondary language skills. One becomes competent in language when he/she develops all the skills equally. Listening and speaking skills are evaluated through aural-oral mode and reading and writing skills are evaluated through written mode.

I have carried out this research entitled 'Correlation between aural-oral and written test scores' in relation with the SLC results in Parvat district. I chose the students of 2066 B.S. batch. After analyzing the data I have collected to accomplish this research, I have subsumed the following recommendations for pedagogical implications.

i. Correlational coefficient between Aural-Oral and written test scores remained 0.60. This figure clearly shows the degree of relation between the two test scores share a weak positive relation. The nature of the scores the students obtained in their spoken test and written test lack a strong evidence for being highly correlated. The situation is very bad if we only talk about the community schools. There, the correlational coefficient between aural-oral and written test scores remained 0.22. This indicates, the scores students received reflect a zero relation. The students are allotted marks haphazardly. But the correlational coefficient of the two test scores among the institutional schools is

very positive – 0.81. It indicates the scores the students obtained in both the tests established a strong positive relation.

ii. The variation among the written scores is very high in general but a very slight variation is observed among the aural-oral test scores. It clearly shows the examiners allot the students high marks in the aural-oral test no matter how well they performed. So, therefore, the students are to receive marks in relation to their performance, but not anyway.

iii. The students of community schools seemed weaker than the students of institutional schools. Those students in community schools need more exposure in English than they are receiving these days.

iv. The research showed that majority of students felt very shy while they were being evaluated in aural-oral mode. Sometimes, the situation became worse- students could not even introduce themselves and the examiners were to switch to Nepali language. This is only because of the lack of the practice in the schools. So, the students should be engaged equally in speech while teaching.

v. The exam centres where the students are being tested nowadays are inconvenient. The audio video materials are not properly managed, huge number of students is to evaluate in a day, both examiners and students are hurry to rush to their homes etc. So, if possible, these tests are also to be tested in the respected schools as the students are being tested in EHP, Science and HP practical examinations.

vi. The research has also found, in few cases, the concerned school authorities contact the spoken test examiners and give them the students' name along with the marks they are to be drawn. The examiners then allow marks accordingly whatever the students performed in these tests. This is not fair. These acts should be checked immediately.

vii. Students are not receiving the aural-oral test properly, because, they know, they are not failed in these tests, and happening as accordingly. This is also to be checked.

viii. English language should and must be taught through English. If this happens throughout the whole institutions, most of the shortcomings listed above will be solved soon after.

ix. All the schools are to equip with sufficient audio visual materials with comfortable space inside the schools. Many more schools even today lack cassette player and authorized listening speaking cassette. School management committee and school administration should pay an urgent attention towards this circumstance, and, it is to be solved in no time.

x. It is a small research paper based on the SLC graduates. Similar types of further researches can be obtained in primary level, secondary level, +2 level and even with the students of higher studies. There will be many more micro topics under the heading- testing in general and correlation between aural-oral test and written test in particular.

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