

CHAPTER-ONE

INTRODUCTION

This study is about the speaking proficiency of public and private school student. This chapter consists of general background, speaking proficiency, and lower secondary English curriculum, specific objectives of Grade Eight in speaking, review of the related literature, objectives of the study and significance of the study.

1.1 General Background

Language is viewed to be unique asset of human beings. It has made mankind different from other living beings. From the day when man tried to communicate, language is meant to transmit and interchange ideas, thoughts, information, etc. Human beings are, therefore, endowed with the credibility of being social. This unique possession pertaining to human is primarily meant for communication. There are several purposes to learn languages. One of them is to make oneself capable of living as a well versed social being in the vast world.

In order to communicate in language, one should have mastery over different skills and aspects of that language. Skills of language refer to the ways and manners through which language can be understood and delivered in different forms of communication. There are four language skills. They are listening, speaking, reading and writing.

The above four skills can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. That is while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning production skills what is claimed is the selection of the

relevant language for the situation concerned. However, we cannot draw a watertight distinction between the receptive and productive skills because receptive skills tend to be productive skills and vice versa.

Lado (1961) defines oral production or speaking skill as the ability to use language in essentially normal communication situation the signaling system of pronunciation, stress, intonation, grammatical structures and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language (p.24).

According to Harmer (1997) "Speaking and writing involve language production, and are, therefore, often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skill"(p.25). In another category, these four skills are grouped under primary and secondary skills. Listening and speaking are said to be the primary skills, whereas reading and writing are the secondary skills. Similarly Kayi (2006) opines that

Speaking is the primary productive skill in oral mode. It is a thinking process of cognitive type and conveying message in its own right. It demands conscious intellectual behaviours. It is the first human activity which has been practiced by human beings since memorable time. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context (p. 1).

There are various modes of communication viz. aural, visual, olfactory, tactile and gustatory. However, linguistics involves only aural and visual modes of communication. The rest are the subjects of semiotics.

There are several languages in the world. But the English language is given a great importance in education system of Nepal. It is a prestigious language of the world. It is taught as a compulsory subject right from grade one to Bachelor level. Today, English is taught as a foreign language in most of the countries of the world including Nepal.

1.1.1 What is Speaking?

It is very difficult to limit speaking with some verbal or sentential definitions. However, for our purpose, we can define speaking as the ability to express oneself fluently in a foreign language.

Regarding speaking Ur (1996) opines, "Speaking is not just 'any skill' - it is arguably the most, and therefore should take priority in any language test". He gives emphasis on speaking skill than other skills" (p. 134).

Speaking is the primary and productive skill in oral mode, speaking is the production of language sounds in audible and meaningful form. It has the second position in its order of presentation. People speak when they want to express their ideas, opinions, desires and to establish the social relationship and friendship. Speaking is equated with communicative competence itself. Speech is basically a communicative and social art.

The main purpose of learning a foreign language is to communicate with the speakers of that language and communication is done mainly through speaking. Although the communication could be done by gestures and by writing, it is speaking which is most common. One important purpose of teaching speaking is to make our students learn some of the features of spoken English which includes pronunciation, stress, rhythm, intonation etc. This means language teaching must include the teaching of pronunciation. Pronunciation, grammar and vocabulary are the main elements of speaking skill.

According to John Mumby (1979) (as cited in Sharma and Phyak, p. 124) has identified the following sub skills of speaking:

- Articulating sounds in connected speech.
- Manipulating variation in stress in connected speech.
- Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause.

Regarding speaking skill, there are some micro skills involved in the speaking skill. Which are as follows:

-) Pronounce the distinctive sounds of language clearly enough so that people can distinguish them. This includes making tonal distinction.
-) Use stress and rhythmic patterns, and intonation pattern of language clearly enough so that people can understand what is said.
-) Use the correct forms of words. This may mean for example changes in the tense, case and gender.
-) Put words together in correct order.
-) Use vocabulary appropriately.
-) Use the register or language variety that is appropriate to the situation and relationship to the conversation partner.
-) Make clear to the listener the main sentence constituents such as subject, verb, object, by whatever means the language uses.
-) Make the main ideas stand out from supporting ideas or information.
-) Make the discourse hang together so that people can follow what you are saying.

(Retrieved on Jan 10, 2011 from <http://www.silinternational.org/>)

Some problems related with speaking are as follows:

a. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes.

b. Nothing to say

Learners cannot think of anything to say. They have no motive to express themselves.

c. Low or uneven participation

Very few learners who actively participate in the discussion. In a large group each one will have only very little talking time.

d. Mother tongue use

Learners often tend to use mother tongue for communication purpose. They feel unnatural to speak to one another in a foreign language. Using the mother tongue is a safer and easier way for them.

e. Classroom size

Because of the classroom, it is very difficult to allocate time for speaking. Unmanageable classroom size prevents students from speaking practice.

f. Pronunciation problems

Some sounds are very difficult to pronounce regarding the spoken language because those sounds do not exist in the students' own language, e.g. for Nepalese learners, the consonants / /, / ʃ, /f/, /v/ are difficult to pronounce.

Using group work, base the activity on easy language, making a careful choice of topic and task, giving some instructions and training in discuss on skills, keeping students speaking in the target language, providing appropriate feedback and avoiding immediate corrections are the some solutions related with the speaking.

1.1.2 The Importance of Teaching Speaking

Speaking is primary language skill. Speaking is the production of language sounds in audible and meaningful form. It is the productive skill. When we are trying to teach our learners speaking skill, we have to make them able to communicate what they desire to express.

By giving importance to speaking Ur (1996) says:

All of the four skills (listening, speaking, reading, writing), speaking seems intuitively the most important; people who know a language are referred to as 'speakers' of that language, as if speaking include all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (p. 120).

All the movements over the past hundred years, from the direct method to the communicative method, have influenced the way that speaking is taught in second language classroom. Now a days, the importance is given to communication rather than writing. The importance of teaching speaking can be defined as follows:

-) speaking is vital in language classroom because it develops the ability to use the language appropriately in social interactions.
-) speaking is very helpful to develop learners' self confident especially for shy learners because they can take part in conversation.

-) through speaking learner can exchange their ideas, opinions, and can exchange their cultures.
-) speaking is not only useful for developing verbal communication, but also for suprasegmental elements of speech such as pitch, stress and intonation.

In addition to the creating the right condition for language development, speaking also provide enjoyment and stimulate cultural interests, participation in the target culture (via groupwork, dramatization, simulation, discussion etc).

1.1.3 Testing Speaking Skill

Basically, a language is learnt for interaction. Speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Speaking in a second language is probably the most difficult skill to test that involves a combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing. In addition what can be understood as a function of listener's background and ability as well as those of the speakers? Another difficulty is separating the listening skill from the speaking skill. In spite of these difficulties in testing speaking, it can be very beneficial in that it encourages the teaching of speaking in class reading aloud, conversational exchange, and tests using visual materials as stimuli are common test items for testing speaking. Oral interview, role play tests, and group or pair activities are also useful. One of the great difficulties in testing speaking is the assessment and the scoring. If possible, the speaking tasks should be recorded and the scoring done from the tape. Aspects of speaking that might be considered as the assessment scales are grammar, pronunciation, fluency, content, organization and vocabulary.

Testing speaking generally refers to testing speaking ability. Unlike writing, speaking takes place in a situation where the speaker is under pressure to produce

his utterances without having much time to organize what and how he wants to say. There are various ways for testing, speaking skill, only some of which will be suitable for a particular test program.

Underhill (1987) suggests the activities to be included in a speaking test which are: discussion, conversation, oral report, learner-learner description and recreation, form filling, making appropriate response, question and answer, reading blank dialogues, using a picture or picture story, giving instruction/ description/ explanation, précis or tell story or text from aural stimulus reading aloud, translating/interpreting, sentence completion from aural or written stimulus, sentence correction, sentence transformation, sentence repetition etc (p.44).

Harris (1977) suggests three techniques for representative information of oral production:

- a) Relatively unstructured interview, rated on a carefully constructed scale.
- b) Highly structured speech sample (generally recorded), rated according to very specific criteria.
- c) Paper-and-pencil objective test of pronunciation, presumably providing direct evidence of speaking ability (p.83).

Of the three the rated interview is undoubtedly the most commonly used technique, and the one with the longest history. Paper-and-pencil tests of pronunciation have been used off and on for years, generally in combination with other types of assessment. Highly structured speech samples, as the term will be used here, appear to be relatively recent and have not as yet won much acceptance in American testing of English as a second language.

1.1.4 Elements of the Speaking Skill

There is no debate on the primacy of speech. Basically, a language is learnt for interaction. To teach the speaking skill, it is necessary to have a clear understanding of the process involved in speech. Elements are the essential parts of speaking on the basis of which we judge ones speaking. Teaching speaking has some goals such as to develop oral fluency, to express intelligibility, to develop oral fluency, to express intelligibility, to develop reasonable accuracy, to make the students hesitations free etc. The elements involved in the speaking skill are listed below;

a. Articulating and Production of Sounds and Sound Sequences

Production is taken as general term where as articulation is taken as specific term. This component refers to the ability of articulating sounds in isolation as well as groups.

b. Production of Stress and Intonation Patterns

This component deals with the production of suprasegmental features; stress and intonation. The same word or utterance with stress in different syllables may mean different things.

c. Connected Speech

Speaking occurs in connected speech, which refers to spoken language when analyzed as a continuous sequence as in normal utterances and conversation. This component refers to the ability of assimilating all the individual linguistic units together in connected speech for full communication. Connected speech is one of the communication skills in oral production of language.

d. Phatic Communion

Phatic communion is the social component of speaking skill. When we meet our friends, neighbors it becomes strange if we don't speak. We must talk even if there is nothing to say. This type of speech is used to serve the function of phatic communion.

1.1.5 Speaking Proficiency

Generally speaking, speaking proficiency refers to the ability to express one's own ideas, thoughts, feelings, information and emotions without any difficulty in real language use situation.

Speaking is a primary and productive skill in oral mode. Speaking is the production of language sounds in audible and meaningful form. It has the second position in its order of presentation. People speak when they want to express their ideas, opinions, desires and to establish social relationship and friendship. Speaking is equated with communicative competence itself.

Rivers (1968) states that "Every act of communication doesn't involve a rapid fire exchange. There are hesitations, cliché expressions which fill in pauses much repetition and frequent indefinites as the emitter seeks the most suitable combination of elements of express meaning" (p. 191).

In the field of second language, the native like proficiency is rare but one can have near native proficiency in speaking. One may convey the intended message in a comprehensible way. Speaking is not merely a monolithic ability making monologues. It is mainly based on successful interactions. This process involves both production and comprehension.

To develop speaking proficiency Rivers in her book 'Speaking in Many Tongues (1972) explains that

We must find what our students are interested in. This is our subject matter. As language teachers we are the most fortunate of teachers - all subjects are ours. Whatever the children want to communicate about, whatever they want to read about is our subject matter. The 'informal classroom' we hear so much of these days are ours if we are willing to experiment. Do our students watch TV ? (p. 68).

From her definition we can draw the conclusion that as a language teacher we should motivate the students to develop speaking proficiency according to their interest. We must find out what they are interested in either in reading or we can develop their fluency by giving chance to watch television. Because some programmes in television are very useful for learners. Using the motivation we can increase our student's knowledge.

1.1.6 Lower Secondary English Curriculum

English is as major international language one of the six official languages of the United Nations and the means of communication in South Asia. It is, therefore, the foreign language which is taught in all schools in Nepal and is considered the medium of higher education. The National Education Policy Commission (1992) laid a great emphasis on the regular updating and improvement of the English language curriculum, and this revision is the result of this ongoing process.

Teaching English in schools has two main purposes. Firstly, to enable pupils to exchange ideas with people of any nationality who speak or write English.

Secondly, to achieve these purposes, this revised curriculum has some important new features.

- The four skills of listening, speaking, reading and writing are all taught in a carefully graded way.
- Language structures are taught, but with the emphasis on using them for communication.
- The textbooks demonstrate the many different ways of communicating in English and the richness of the literature available. They include real life situations and tasks, as well as stimulating facts, stories, plays and poetry.
- Extra materials for extensive reading for aural work and for the teachers' guidance are an essential part.
- Evaluation will not be of the knowledge of structures and the textbooks, but of the skills out lined in this curriculum.

The curriculum for each grade is, therefore, a list of the main language structures introduced and used during the year. They will be incorporated into all the different activities of the year's language learning, and in many different situations. Single examples of their use are provided.

The second part describes kind of tasks which students will be taught to do, and also the skills they will gain during the year. The skills are divided into four areas listening, speaking, reading and writing, although practice it is impossible to isolate them in this way. Listening can be followed by speaking or writing, just as writing may follow from listening or reading and all skills may be integrated in one lesson. However, to ensure that all aspects of language are thoroughly taught, the main emphasis of any task is used throughout the curriculum to place it in one of the four areas even though the task may contain two or more skills.

1.1.6.1 Specific Objectives of Grade Eighth in Speaking

- i. Take part in a group discussion to solve a particular problem or come to a decision.
- ii. Take part in a simple role play or short drama.
- iii. Describe a sequence of actions or events.
- iv. Talk about/narrate short stories they have read and enjoyed.
- v. Use appropriate language for different situations.

source : Lower Secondary Education Curriculum, 2055

1.2 Review of the Related Literature

Regarding speaking skill, a number of studies had been carried out.

Giri (1981) conducted a research on "A Comparative Study of English Language Proficiency of the Students Studying in Grade Ten in Secondary Schools of Doti and Kathmandu". As a sample population, he took 100 students studying in grade ten from Doti as well as Kathmandu. He used survey method. His main objective was to compare the language proficiency of the students of Doti and Kathmandu in making use of English. His major finding was the students of Kathmandu were more proficient in making use of English than the students of Doti.

Singh (2000) conducted a research on "A Study on Listening Comprehension of Grade VII Students". He conducted his research in Kathmandu. It was a comparative study. His main objective was to find out the listening comprehension of Grade VII students of public and private schools. From the study, he found that students of public schools were poorer in their listening comprehension level to that of private school. 40 students from each sector were selected as a sample population.

Subedi (2000) conducted a research on "Reading Comprehension of the Grade IX Students of Kathmandu and Jhapa districts: A Comparative Study". As a sample population, he took the students of Kathmandu and Jhapa district. His main

objective was to compare the reading comprehension of the Grade IX students of Kathmandu and Jhapa districts. His major finding was the students of Kathmandu had better reading comprehension than the students of Jhapa district.

Timilsina (2005) carried a research on "A Study on Student's Ability to Communicative Skills in English". He selected 90 students, who were preparing for SLC in nine different schools from three districts of Kathmandu Valley. His main objective was to find out the communicative ability of urban and rural students. He undertook survey method. From the study he found that the performances of the urban students were comparatively better than the rural students.

Oli (2007) carried out a research on "The Impact of Information Gaps in Developing Speaking Skill: A Practical Study". To carry out this research he selected 50 students of grade ten studying at Rukum as a sample population. He conducted experimental research. His main objective was to find out the impact of information gaps in developing speaking skill. He used non-random sampling procedure.

Pandey (2007) carried out a research on "Teaching Speaking at the Secondary Level: An Analysis of Classroom Activities". She used survey method to conduct the research. Her main objective was to find out problem of speaking at the secondary level. She found that teaching speaking was more problematic because of less time allotment, large number of students, inhibition, lack of physical facility etc.

Paudel (2007) carried out a research on "A Study on the Proficiency of Grade Twelve Students in the Speaking skill". He carried out his research by using survey method. His main objective was to compare the speaking proficiency of grade 12 students. He found that the situation of speaking skill proficiency of Nepal is not satisfactory and adequate to meet the specified objectives of English curriculum.

Shrestha (2008) carried out a research on "Proficiency of Grade 10 students in speaking skill". She conducted her research in Kapilvastu district. The sample populations of her study were 40 students of four different schools. She used survey method to conduct her research. The main objective of her study was to find out the speaking proficiency of grade 10 in terms of pronunciation, fluency, accuracy and vocabulary. She found that the proficiency of the students in speaking skill is not satisfactory.

Though several studies have been carried out in order to find out the speaking proficiency and speaking abilities of students, none of the studies deal with comparing the speaking proficiency between the students of public and private schools of grade eight. Therefore, the present study attempts to compare the speaking proficiency between the students of public and private schools of grade eight.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a) To compare the speaking proficiency of the students of Grade Eight of public and private schools in terms of:
 - Pronunciation
 - Accuracy
 - Fluency
- b) To suggest some pedagogical implications

1.4 Significance of the Study

The study was focused on speaking proficiency of the students studying in grade eight. The study will work as a basis of improving speaking skill. The students, teachers, syllabus designers, text book writers, material producers of auditory tasks, and all these who are directly or indirectly involved in teaching and learning English will be benefited from this study.

CHAPTER-TWO

METHODOLOGY

I adopted the following methodology:

2.1 Sources of Data

To carry out this research, I used both types of sources, i.e. primary and secondary.

2.1.1 Primary Sources of Data

Primary source is the first hand data. To carry out the research, I used the students of Grade Eight of public and private schools of Nawalparasi district especially of Ramnagar VDC as primary sources of data.

2.1.2 Secondary Sources of Data

In addition to the primary sources, I consulted various books and journals, especially Bygate (1987), Underhill (1987), Harmer (1981), Harris (1997), Bitchner (2010), Sealey (2010), Giri (1981), NELTA journal volume (1,5,8), Timilsina (2005), Rivers (1968), Ur (1996) Lado (1961). Furthermore, I used the websites such as <http://www.silinternational.org//> as a secondary sources of data.

2.2 Population of the Study

The population of the study consisted of Grade Eight students of both private and public schools of Nawalparasi districts especially of Ramnagar VDC that were selected to accomplish the research work.

2.3 Sampling Procedure

Purposively selected six schools, i.e. three public schools and three private schools of Nawalparasi districts were considered as a research area of this study. Likewise, I selected sixty students of Grade Eight by using simple random sampling procedure.

2.4 Tools for Data Collection

To collect data, I prepared questionnaire that were related to English textbook of grade eight and some questions related to the daily used communication purpose to identify their performance in speaking (See Appendix I). I used test items as a main tool for data collection. The test items were greeting, asking for permission, requesting, and picture description and directing the people. I used statistical and descriptive tools of measurement to analyze and interpret the data.

2.5 The Process of Data Collection

To carry out this study, I visited the head teachers and English teachers to build a good rapport and then with their help I picked up ten students (five boys and five girls) from the simple random sampling procedure. Along with the help of English teacher, the researcher took the students into separate room and told his purpose and asked some questions such as their names, village's name etc. I provided the students with the questionnaire and gave them ten minutes time for thinking. I asked the questions and recorded their answers on the basis of their fluency, grammar and pronunciation in a comfortable situation with in the limitation of time. The nature of testing was completely oral which I recorded in tape and marked accordingly.

2.6 Limitations of the study

The limitations of the study were as follows:

- ❖ The study was limited to the students of Grade Eight of Nawalparasi district especially in Ramnagar VDC.
- ❖ The number of sample population was only sixty. Ten students from each six schools were selected.
- ❖ The study focused only on promoting speaking proficiency.
- ❖ The proficiency of speaking was found out only on the basis of pronunciation, grammar and fluency.
- ❖ The nature of testing was completely oral.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data which were obtained mainly from the primary sources. I have, throughout the study used statistical as well as descriptive tools of measurement to analyze and interpret the data. The performance of the students was analyzed on the basis of the score they received.

3.1 Students' Criteria of Grading

Their results based on the test scores and criteria of grading were mentioned below;

Test Scores	Grading
32-40	A : Good to Excellent
24-31	B : Average to Good
16-23	C : Poor to Average
0-15	D : Poor

Table No. 1
Analysis of Q. No. 1

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	60	53	1.76	88.33
Public	30	60	39	1.3	65
Diff			14	0.46	23.33

Table no. 1 above concerns with the performance of students in greeting where the students of private schools scored 83.33% marks out of 60 where as students of public schools scored 65% marks. The average score of students of private schools was 1.76 (out of 2) where as the average score of students was 1.3 (out of 2). The score differed in total score was 14 and whereas the marks differed in average was 0.46. It indicates that the students of private schools were better than the public schools in Q. No. 1. The numbers of students were 60. 30 from public schools and 30 from private schools. For this question, total full marks were 60.

Table No. 2
Analysis of Q. No. 2

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	60	56	1.86	93.33
Public	30	60	54	1.8	90
Diff			2	0.06	3.33

The above table presents the comparison between the performances of the students in asking for permission. The overall performance of private schools was 93.33%. Whereas the performance of public schools was 90.00%. The average marks obtained by the students of private schools were 1.86 (out of 2) where as the average marks of public schools were 1.8 (out of 2). It indicates that the students of private schools were better than the public schools in Q. No. 2. The numbers of students were 60. 30 from public schools and 30 from private schools. For this question, total full marks were 60.

Table No. 3

Analysis of Q. No. 3

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	60	56	1.86	93.33
Public	30	60	40	1.33	66.66
Diff			16	0.53	26.66

The above table displays the students' performance in suggesting. The overall performance in this question from the students of private schools scored 93.33% whereas public schools scored 66.66%. Their average marks were 1.86, and 1.33 (out of 2) respectively. From the above table, we can draw the conclusion that the marks obtained by the students of private schools were better than the marks obtained by public schools. The numbers of students were 60. 30 from public schools and 30 from private schools. For this question, total full marks were 60.

Table No. 4

Analysis of Q. No. 4

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	60	54	1.8	90
Public	30	60	35	1.16	58.33
Diff			19	0.64	31.66

The Q. no. relates with asking for leave. Regarding this, students of private schools excelled the students of public schools. The overall performance of private schools was 90% and the overall performance of public schools was 58.33%. The average score obtained by students of private schools was 1.8 (out of 2) whereas the average score obtained by a student of public schools was 1.16 (out of 2). It shows that private schools students excelled public school students by 16 marks. The numbers of students were 60. 30 from public schools and 30 from private schools. For this question, total full marks were 60.

Table No. 5
Analysis of Q. No. 5

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	60	52	1.73	86.66
Public	30	60	30	1	50
Diff			22	0.73	36.66

As regards inability in attending in Q. no. 5, the students of private schools showed the better performance in Q. no. 5. The total performance in this question from the students of private schools was 86.66% whereas the students' public schools scored 50% marks. The average mark of the students of private schools was 1.73 (out of 2) and the average mark of public schools was 1 in this question. This table also indicates that the students of private schools excelled the students of public schools by 22 marks.

Table No. 6
Analysis of Q. No. 6

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	60	54	1.8	90
Public	30	60	42	1.4	70
Diff			12	0.4	20

The above table shows the overall performance in welcoming between private schools and that of public schools. Private schools excelled by obtaining 90% marks and the public schools scored 70% in this question. The average marks were 1.8 and 1.4 (out of 2) respectively. The numbers of students were 60. 30 from public schools and 30 from private schools. For this question, total full marks were 60.

Table No. 7

Analysis of Q. No. 7

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	600	421	14.03	70.16
Public	30	600	406	13.53	67.66
Diff			15	1.5	2.50

The above table presents a comparison between the students of private and public schools in picture description. In this item also students of private schools showed better performance than the students of public schools. The students of private schools scored 70.16% whereas the students of public schools scored 67.66%. Their average scores were 14.03 and 13.53 (out of 20).

Table No.8

Analysis of Q. No. 8

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	240	128	4.26	53.33
Public	30	240	88	2.93	36.66
Diff			40	1.33	16.67

The above table displays the comparison of the students' speaking proficiency in the act of directing where most of the students of both sector felt difficulty in this item. The overall performance was a private school was 53.33% whereas the performance of public schools was 36.66%. The average marks obtained by the students of private schools were 4.26 and the average marks obtained by the students of public schools were 2.93. In total, This question number carries 240 full marks.

Table No. 9

The Overall Performance of Students of Private and Public Schools

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	1200	874	29.13	72.83
Public	30	1200	734	24.46	61.16
Diff			140	4.67	11.67

Table No. 9 shows the overall performance of students in all questions. The total score obtained by the students of private schools was 72.83% and the students of private schools obtained 72.83%. The average score in total performance of private schools was 61.16.

Table No. 10

Performance on the Basis of Pronunciation

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	450	344	11.46	76.44
Public	30	450	306	10.2	68
Diff			38	1.26	8.44

The above table shows that students of private schools obtained 76.44% in pronunciation where as the students of public schools obtained 68% in pronunciation. The average marks of private schools was 11.46 and the average marks obtained by public schools was 10.2. The differed total marks were 38 and differed average marks were 1.46. This shows that students of private schools have better performance in pronunciation than public schools.

Table No. 11

Performance on the Basis of Accuracy

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	450	329	10.96	73.11
Public	30	450	262	8.73	58.22
Diff			67	2.23	14.89

This table shows that students' performance on the basis of accuracy. The average score of private schools was 10.96 (out of 15) where as the score of public schools was 8.73 (out of 15). On the basis of accuracy also the students of public schools had low marks than the private school.

Table No. 12

Performance on the Basis of Fluency

Schools	No. of Student	T.F.M.	T.O.M.	Ave	%
Private	30	300	198	6.6	66
Public	30	300	177	5.9	59
Diff			21	0.7	7

This table shows that students' performance on the basis of fluency. The total score obtained by the students of private schools was 6.6 (out of 10) where as the students of public school obtained 5.9 (out of 10). This table also shows that the students of public schools were poorer in terms of fluency in comparison to private schools.

Table No. 13

Average Score Obtained by Students' Understanding

School Components	Pr.1	Pr.2	Pr.3	Mean Score	Per.	Pu.1	Pu.2	Pu.3	Mean Score	Per.
Pronunciation	11.9	12.1	10.4	11.46	76.4	9.4	8.7	11.3	9.8	65.33
Accuracy	10.9	11.7	10.3	10.96	73.06	8.8	8.1	9.3	8.73	58.2
Fluency	6.5	6.6	6.7	6.6	66	5.9	6	5.8	5.9	59

As presented in this table, it was found that the average score from the three private and three public schools. The average score from the three private schools in pronunciation was 11.46 out of 15 (76.4%). Likewise, the average score in accuracy was 10.96 out of 15 (73.06%). In the same way the average score in fluency was 6.6 out of 10 (66%). It was found that the proficiency in pronunciation was better than the other components, i.e. accuracy and fluency in private schools.

In comparison to private schools, the average score from the three public schools in pronunciation was 9.8 out of 15 (65.33%). Likewise, the average score in accuracy was 8.73 out 15 (58.2). In the somewhat the average score in fluency was 5.9 out of 10 (59%). I found that the proficiency of public schools pronunciation was better than the other components.

In conclusion, I found that the students of private schools had greater proficiency in pronunciation, accuracy and fluency than the students of public schools.

Table No. 14

Calculation of the mean of Public Schools

Test scores	Mid value (x)	No. of students (f)	fx
30-39	34.5	7	241.5
20-29	24.5	17	416.5
10-19	14.5	5	72.5
0-9	4.5	1	4.5
Total		N=30	fx=735

$$\begin{aligned}\bar{X} &= \frac{fx}{N} \\ &= \frac{735}{30} \\ &= 24.5\end{aligned}$$

The mean value is 24.5.

Table No. 15

Calculation of the mean of Private Schools

Test scores	Mid value (x)	No. of students (f)	fx
30-39	34.5	16	552
20-29	24.5	12	294
10-19	14.5	2	29
0-9	4.5	0	
Total		N=30	fx=875

$$\begin{aligned}\bar{X} &= \frac{fx}{N} \\ &= \frac{875}{30} \\ &= 29.16\end{aligned}$$

The mean value is 29.16.

The calculated mean value of eighth graders of public schools of Nawalparasi district is 24.5 where as the calculated mean value of private schools of Nawalparasi district is 29.16. So, the mean value in the speaking proficiency of eighth graders of private schools of Nawalparasi district has been found greater than the mean value in the speaking proficiency of eighth graders of public schools.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The following findings and recommendations have been derived from the analysis and interpretation of data:

4.1 Findings

From the analysis and interpretation of the data, the following findings are drawn.

- i. On the whole, the students of private schools were found better than the students of public schools.
- ii. In private schools, the students are taught in English as a medium except Nepali period but in public school students are taught in English in English period only.
- iii. Most of the students of public and private schools make mistakes in direction.
- iv. Most of the teachers of private schools were untrained but their student's performance was good. But most of teachers of public schools were trained. But the student's performance was not good.
- v. The students of private schools relatively had better performance in pronunciation, fluency and accuracy. In pronunciation the students of private schools received 76.44% marks where as the students of public school received 68% marks. Students of public schools found poorer in terms of accuracy and fluency. For accuracy the students of private schools received 73.11% marks where as the students of public schools received 58.22 % marks. In comparison of fluency, the students of private schools had better fluency than the public schools. The students of private schools scored 66% marks for fluency but the students of public school scored 59% marks for fluency.

- vi. About 23.33% students pronounced headache /'hedeɪk/, as /'hedæts/, stomach/stʌmək/ as /stomæs/. And 20% students of made grammatical mistakes as please, you gave your pencil in place of please, will you give me your pencil? The cow is a tail in place of the cow has a tail. About 10% students of private schools made pronunciation mistake on above words and 16.66% students made grammatical mistakes. But after collecting the data the researcher found that some of the students were migrated in those private schools from public schools. 36.66% students had A grade scores from the private schools where as 6.66% students of public schools received the same grade in Nawalparasi district.
- vii. In private schools 56.66% students have obtained B grade scores (i.e. Average to good rank) where as 66.66% students of public school obtained the same grade.
- viii. In private schools 6.66% students obtained C grade (i.e. Poor to Average) but in public schools 20% students got the same grade in Nawalparasi district.
- ix. In private schools 0% students obtained the D grade (i.e. poor) but in public schools 6.66% students obtained the same grade.
- x. From the calculated mean value, the researchers have found that the students of private schools have got 29.16 mean values and on the other hand, the mean value of the public schools was found 24.5.

4.2 Recommendations

From the field survey method, it has been found that the speaking proficiency of eighth graders of studying in different schools of Nawalparasi district is quite satisfactory. It was also found that there was not so much difference between the speaking proficiency of the students of public and private schools. Similarly most of the students felt the questions number eighth was the most difficult one. In case of the boys and girls, the boys excelled the girls in their total performance. On the basis of the above findings, the major recommendations have been made as follows;

- i. The concerned body should pay more attention towards speaking proficiency of the learners. The syllabus designers, testing experts, the teacher and the students themselves should be conscious enough on the speaking skill.
- ii. While designing the curriculum, the concerned body should pay attention to the equal prioritization of four skills. Dialogue portion should be included for more practice.
- iii. Texts should be made situational to develop speaking proficiency.
- iv. The present text book has completely ignored the pronunciation aspects. That is to say, there aren't exercises to practice English speech sounds, stress and intonation, so separate exercises including some phonological rules should be mentioned in the text book.
- v. English teachers should be given skill based trainings to develop speaking proficiency.
- vi. English teachers should be provided with required resources and materials. Audio-Visual documents should be provided to teachers.
- vii. The students of public schools should practice more speaking skill since they have low performance compared to private schools.

- viii. The students should be encouraged to organize various English competitive activities to enhance speaking activities.
- ix. Students should be taught by using communicative method in spite of grammar translation method especially in public school.
- x. It would be better to follow student centered technique rather than teacher centered technique to develop speaking proficiency.

REFERENCES

- Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation*:
Palgrave. Macmillan.
- Bygate, M. et. al, (1987). *Speaking*. Oxford University Press. Oxford.
- Christopher, T. (2003). *Effective Speaking*. London.
- Crystal, D. (1971). *Linguistics*. Penguin.
- Giri, (1981). *A comparative study of English language proficiency of students
studying in grade 10 in secondary schools of doti and kathmandu*.
Unpublished thesis. T.U., Kirtipur.
- Harris, (1977), *Testing English as a second language*. Georgetown University.
TMH Publishing Company LTD.
- Harmer, J.(1991). *The practice of English language teaching*. London and New
York. Longman.
- Holmes, R. (1991). *Talking texts*. Longman, London.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: CUP.
- Khaniya, (2005). *Examination for enhanced learning*. Millelnium. Kathmandu.
- Kayi, (2006). *Teaching speaking*. Activities to promote in a second language (The
Internet Journal) Vol. IV.
<http://www.silinternational.org/2004>. *Speaking skill*. The Internet TESL Journal.
- Kumar, R. (1999). *Research methodology*. New Delhi: Sage Publication.
- Lado, (1961). *Language testing*. Longman. London.

- Lower Secondary Education Curriculum Compulsory English grade 6, 7 and 8, (2057). HMG Ministry of Education and sports. Sanothimi.
- Lynch, T., Maclean, J & K Anderson. 2004. *Study speaking*. CUP. Cambridge.
- Oli, (2007). *The impacts of information gaps in developing speaking skill*. Unpublished Thesis. T.U., Kirtipur.
- Pandey, (2007). *Teaching of speaking at the secondary level*. Unpublished Thesis. T.U., Kirtipur.
- Paudel, (2007). *Testing quality of speaking test: A case of SLC spoken*. Unpublished Thesis. T.U; Kirtipur.
- Paudel, (2007). *A study on the proficiency of grade 12 students in speaking skill*. Unpublished Thesis. T.U., Kirtipur.
- Richards, J.C. (1983). *Language and communication*. Longman. London.
- Rivers, W.M. (1968). *Teaching foreign language skills*. The University of Chicago. Chicago.
- ... (1972). *Speaking in many tongues*. Newbury House Publication, INC.
- Sharma, B.K. & P. Phyak. (2006). *Teaching English language*. Sunlight Publication. Kirtipur, Kathmandu.
- Timilsina, (2005). *A study on the students' ability to communicate orally in English*. Unpublished Thesis T.U., Kirtipur.
- Underhill, N. (1987). *Testing spoken language*. Cambridge; CUP.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge : CUP.

Appendix - I

Test Items for Speaking Proficiency

Student's name:

Full marks: 40

School's name:

Pass marks: 16

1. You are walking on the way. At that time you saw your school's principal.

Then how do you greet him or her?

.....
.....

2. You lost your pencil on the way. Then how do you ask your friend's pencil from him or her?

.....
.....

3. Your friend is suffering from stomach pain. How do you suggest him?

.....
.....

4. You are in your classroom. You are suffering from headache. You want to go to home. Then how do you ask for permission to your teacher?

.....
.....

5. Your friend is inviting you for his/her sister's marriage but because of important work you cannot attend the marriage ceremony. Then how do you refuse his/her offer?

.....
.....

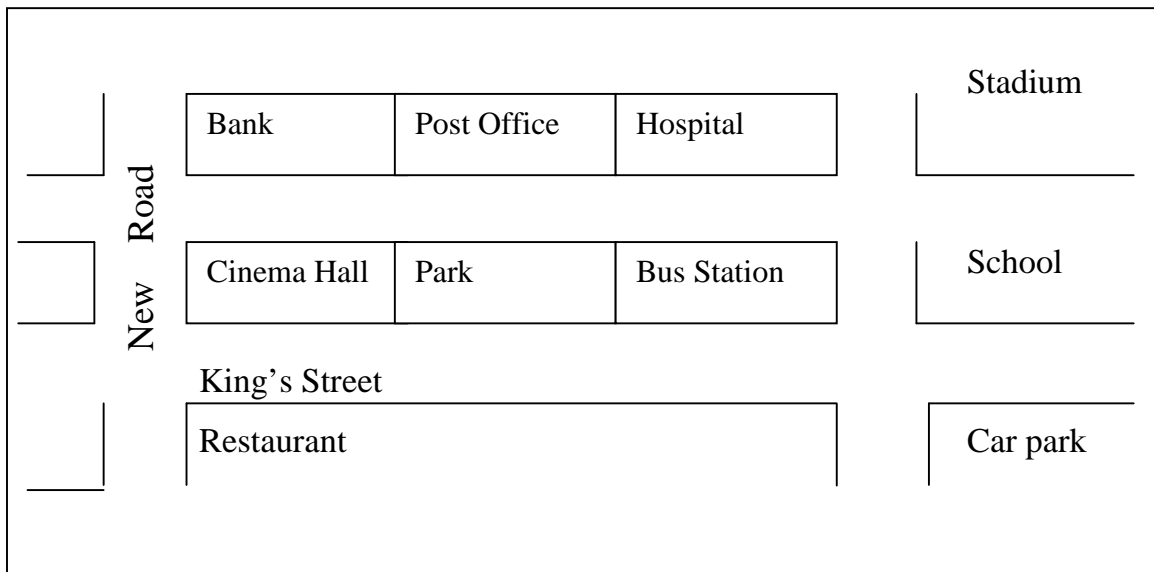
6. Your friend is in front of your house. Then what do you say at that time?

.....
.....

7. Describe the picture with in 10 sentences.



8. Look at the map carefully.



Give directions.

1. How can I get school from the king's street?
2. Soni wants to go the Bus Station from the New Road? How will you direct her?

Appendix - II

List of Selected Schools

1. Ramnagar Academy, Ramnagar-1, Bhumahi.
2. Gyanjyoti Academy Higher Secondary School, Ramnagar-1, Bhumahi.
3. The Spine Secondary School, Swathi-5, BanKatti.
4. Shree Jagannath Ucha Madhyamik Vidhyalaya, Ramnagar-1, Bhumahi.
5. Shree Wakwani Secondary School, Ramnagar-5, Jargaha.
6. Shree Sarwajanik Lower Secondary School, Ramnagar-7, Mishrauli

Appendix III

**Student's Individual result obtained from each test item from Shree Wakwani
Madhyamik Vidhyalaya, Ramnagar-5, Nawalparasi.**

S. No.	Student's name	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Total Score Obtained
		FM.2	FM.2	FM.2	FM.2	FM.2	FM.2	FM.20	FM.8	
1	Gita Pandey	2	2	1	1	1	1	16	0	24
2	Prabin Thapa	1	2	2	1	1	2	12	4	25
3	Lila Bhusal	1	1	0	1	1	2	16	0	22
4	Govinda Bhattarai	1	2	2	1	1	2	16	0	25
5	Chandra Kunwar	1	2	0	1	0	0	8	0	13
6	Rabilal Neupane	2	2	2	1	1	2	16	4	30
7	Susma Subedi	2	1	1	1	2	2	18	4	31
8	Mani Newpane	2	2	1	2	2	2	10	6	27
9	Abitabh Kunwar	1	2	2	0	1	2	14	4	26
10	Chet Bdr. Magar	2	2	2	2	0	2	10	0	20

**Student's individual result obtained from each test item from Shree
Jagannath Uch. Ma. Vi. Ramnagar-1, Bhumahi.**

S. No.	Student's name	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Total Score Obtained
		FM.2	FM.2	FM.2	FM.2	FM.2	FM.2	FM.20	FM.8	
1	Lekhnath Bashyal	1	1	1	1	1	1	14	4	24
2	Yasodha Subedi	1	0	0	1	0	0	4	0	6
3	Madhav Bhattarai	1	2	2	1	1	1	14	6	28
4	Sangita Newpane	1	2	2	1	1	2	10	0	19
5	Khem Nanda Aryal	1	2	0	0	1	1	10	4	19
6	Sabita Ghimire	1	2	1	2	2	2	18	4	32
7	Manoj Bashyal	1	2	2	1	1	1	14	4	26
8	Ranjana Chaudhary	1	2	0	1	1	0	12	0	17
9	Binod Rijal	1	2	2	1	2	1	14	4	27
10	Gomati Rana	1	2	2	1	1	1	18	4	30

**Students' individual result obtained from each test item from Shree
Sarwajanik Nimna Ma. Vi. Sec. School, Ramnagar-7, Mishrauli.**

S. No.	Student's name	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Total Score Obtained
		FM.2	FM.2	FM.2	FM.2	FM.2	FM.2	FM.20	FM.8	
1	Kamal Bhandari	1	2	1	2	2	2	16	4	30
2	Jyoti Bhurtel	1	2	2	0	0	0	14	0	19
3	Farsuram Pandey	1	2	2	1	0	2	15	4	27
4	Parbati Bhattarai	2	2	2	2	1	2	18	4	33
5	Kishor Chaudhary	1	2	1	1	0	2	12	8	27
6	Shobha Newpane	2	1	2	1	2	2	16	4	30
7	Raju Chaudhary	1	2	2	1	0	0	13	4	27
8	Durga Devi Kafle	1	2	2	2	2	2	12	4	27
9	Giri Raj Chaudhary	2	2	1	2	2	1	14	4	28
10	Babita Sapkota	2	2	0	2	0	2	12	0	20

Students' individual result obtained from each test item from Ramnagar Academy, Ramnagar-1, Bhumahi.

S. No.	Student's name	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Total Score Obtained
		FM.2	FM.2	FM.2	FM.2	FM.2	FM.2	FM.20	FM.8	
1	Nisha Pandey	2	2	2	2	2	2	16	4	32
2	Sushil Bhandari	2	2	2	2	1	2	14	4	29
3	Asmita Aryal	2	2	2	1	2	1	14	4	29
4	Bhuwa Neupane	2	1	2	2	2	2	16	4	31
5	Bhawana Karki	2	2	2	2	2	2	14	4	30
6	Roshan Chhetri	2	2	2	2	1	2	10	4	26
7	Garima Neupane	2	2	2	2	2	2	14	4	29
8	Nirmal Bashyal	2	2	2	2	1	1	14	0	26
9	Sabina Regmi	2	2	2	2	2	2	16	6	34
10	Sandip Pandey	2	1	1	2	2	2	16	4	30

**Students' Individual Result obtained from each test item from Gyanjyoti
Academy Higher Sec. School, Ramnagar-1, Bhumahi.**

S. No.	Student's name	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Total
		FM.2	FM.2	FM.2	FM.2	FM.2	FM.2	FM.20	FM.8	Score Obtained
1	Sagar Gurung	2	2	2	2	2	2	14	8	34
2	Anita Pandey	2	2	2	2	2	2	16	8	36
3	Jeetendra Chaudhary	2	2	2	2	2	1	12	4	27
4	Kriti Shah	2	2	2	2	2	2	16	4	32
5	Prabin Paudel	2	2	1	2	2	2	14	8	33
6	Nita Chapagain	2	2	2	2	1	2	14	0	25
7	Deepak Pandey	2	2	2	2	2	2	16	8	36
8	Sabi Shrestha	1	2	2	2	1	1	8	0	16
9	Abinash Faudjar	2	2	2	2	2	2	14	8	34
10	Sangita Dumre	2	1	2	2	2	2	14	8	32

**Students' individual result obtained from each test item from The Spine
Secondary School, Swathi-5, Bankatti.**

S. No.	Student's name	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Total
		FM.2	FM.2	FM.2	FM.2	FM.2	FM.2	FM.20	FM.8	Score Obtained
1	Shristi Sharma	1	1	2	1	1	2	20	0	28
2	Saroj Pariyar	2	2	2	2	2	2	16	4	32
3	Saru K. C.	2	2	2	1	2	1	14	6	30
4	Min Bdr. Pun	1	2	2	2	2	2	13	6	30
5	Lal Kumari Gurung	2	2	2	2	2	2	16	4	32
6	Subham Paudel	2	2	2	2	2	2	13	4	29
7	Shanti Sunar	1	2	1	1	0	1	10	0	16
8	Nabin Pun	1	2	2	2	2	2	12	4	27
9	Kriti Thapa	1	2	1	1	2	2	15	0	24
10	Amar Bdr. Gurung	1	2	2	1	2	2	10	6	25