

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a means of conveying facts including complex thoughts, emotions and feelings of everyday life. In other words, it's a means of communication. We need communication to run our life effectively and comfortably. We face many problems in the absence of a means of effective communication. It's a means of acting on things, means by which people can enter into communicative relations with one another. It is such a powerful instrument that transfers knowledge from person to person, from one generation to another generation. So, language is a pragmatic phenomenon, a symbolic instrument used for communicative purposes. In the Encyclopedia (Britannica, 1960, Vol. 13), language is defined as "a system of conventional, spoken or written symbols by means of which human beings as members of social group and participants in its culture communicate". The main aim of language is communication. Language is based on religion, culture, custom and the status of the society, education and so on. In this regard, it is a means of inter-communication as well as social control. Oxford Advanced Learner's Dictionary (2000:721) defines language as "The use by humans of a system of sound and words to communicative". Similarly, Cambridge International Dictionary of English (1997:795) defines language as "a system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning". So, it is the unique possession of human race. It is the voluntary vocal system of human communication.

There are so many languages in the world. Among them, no language can be recognized to be superior or inferior to other languages in terms of communicative values, however, some languages play more dominant role in a particular situation. For example, English is the only language in this world widely accepted as a lingua-franca which now has made international communication possible because it is not only spoken in Britain and America but also in every corner of the world. More than 350 million people in the world speak English as their native language. According to the survey of UNESCO, more than 60 countries in the world use English as an official language, about 160 million people listen to English radio programme and over 60 million children study English at the primary level. In 1983, 3,37,000 foreign students registered in the USA to study English. British Council teaches English to millions of students in many countries of the world. So, English is undoubtedly a means to achieve the final goals of development. It is used to get worldwide knowledge in various fields like literature, academics, scientific and technological discoveries and so on.

As the Nepali language can not fulfill our needs of the scientific and technology knowledge of the world, Nepal needs the English language for the acquisition and transmission of the scientific and technological knowledge for tourism and business, for higher education etc. So, it is very important to the sustainable development in the context of Nepal.

1.2 Role of English Language Teaching (ELT) in Nepal

Since English is not only limited within Britain and America but also spread all over the world to let people live comfortably by using as a lingua-franca. So, ELT in Nepal has a long history, when we trace the history of teaching English in Nepal. Junga Bahadur Rana, the first Rana Prime-minister of Nepal, initiated it after he came from Britain in 1910 B.S. As the process of initiation, it was taught for the people of royal families only. After the establishment of Tri-Chandra Campus in 1975 B.S., English existed as a Compulsory subject in higher education. Now, it is compulsorily taught and learnt up to 10+2 in all educational institutions. In campus level, it is taught and learnt as compulsory and optional subjects. So, it has covered an important area in both governmental and non-governmental sectors in Nepal.

1.3 Role of four skills in ELT

As far as ELT is concerned, both teaching and learning incorporate with skills. To be competent in teaching and learning are internally connected with skills. With the absence of one, another can't run effectively. To conduct teaching and learning effectively, teachers are so powerful in the field of teaching that no one can complain about skills viz. listening, speaking, reading and writing. To gain knowledge in English language means to get mastery over these four language skills (listening, speaking, reading and writing). When we enter into the English language, these four language skills are equally important. If there is absence of one skill, another skill is hampered, so language can't be learned effectively and comfortably. Among these four language skills, two are receptive skills (listening and reading) and the rest are productive skills (speaking and writing).

Receptive skills are those skills which help in receiving information. Through Wernicke's area which is responsible for the receptive aspect of language. This area of language only receives information and on the other hand, productive skills, which are responsible to produce language orally or in a written form through Broca's area. This area is responsible for productive aspects of language.

Eventually, these four language skills have a watertight relation with each other though they are receptive as well as productive skills.

1.4 Speaking Skill

In ELT, speaking skill is sometimes undervalued or, in some circles, taken for granted. There is a popular impression that writing particularly literature is meant to be read and so it is prestigious whereas speaking is often thought of as 'Colloquial', which helps to account for its lower priority in some teaching contexts.

McDonough J.C. and C. Shaw (1993) say "speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills which added together, constitute an overall competence in the spoken language".

According to Rivers (1968: 245) "speaking as vehicle of expression—a metaphor which can illumine many aspects of our foreign-language teaching situation". Here, a vehicle refers to the ultimate purpose of expression: a person revealing himself or hiding himself from, another or other persons.

Brown and Yule (1983 a) have shown that broadly speaking, spoken communications are essentially 'transactional' and 'interactional'. Transactional language is said to be that which contains factual or

propositional information. The language used by participants is primarily 'message' based. Typically, written language is transactional. On the other hand, spoken language is also used to establish and maintain social roles and this is termed as interactional communication.

Bygate (1987) calls the 'motor perspective' skills, by which he means what may be broadly termed the correct use of the sounds and structures of the L2.

1.4.1 Features of Speaking Skills

Features of speaking skills have been taken from compiled book of Bal Krishna Sharma and Prem Bahadur Phyak which are mentioned here;

- a) **Purpose:** We greet people, apologize, criticize, enquire, inform and so on. Speech is purposeful.
- b) **Unpredictability:** We can't guess the nature of most speech acts, let along the exact words. If this were not the case, there would be no point in our talking at all.
- c) **Slips and hesitations:** We can't monitor our speech, as we do written work. Longer utterances, especially, are liable to violate the grammar norms of written language.
- d) **Creativity:** Fluent speakers create and understand novel utterances. Even children produce unmodelled language forms. We can all string familiar words into new and quite novel sequences.
- e) **Spontaneity:** We don't normally plan what we say. We compose as we talk.

- f) **Economy:** Words are not wasted we take into account what others know about a situation avoiding redundancies.
- g) **Intonation and stress:** Through the music of language, we express attitudes and feelings. we can even make changes of meaning evident by the tone of voice.
- h) **Turn taking:** Speakers interact, signaling when they want to take over the speech act or to surrender it.

1.4.2 Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot' which are as follows;

- a) **Connected speech:** Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone). In connected speech, sounds are modified, omitted, added or weakened.
- b) **Expressive devices:** Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.
- c) **Lexis and grammar:** Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval.

d) **Negotiation language:** Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

1.5 Writing Skill

Writing skill is therefore, another important productive skill which is often called 'product' and 'process'. Writing has developed and accumulated many insights into the nature of language and learning. However, as well as having much in common with other skills, we shall see that writing differs in some significant ways to do with the purpose of writing in class and everyday life, relationship between these two settings. The main area of writing proficiency will try to show how perspectives have gradually changed. Writing is the productive skill in the sense that it involves manipulating, structuring and communicating.

The typical organization of writing can be shown by the following diagram according to JO McDonough J.C. and C. Shaw (2003:159);

Fig: Levels of Writing

Writing is a complex phenomenon in which three skill viz. listening, speaking and reading are accompanied.

1.5.1 Importance of writing

Language is used in terms of different skills. A skill means to do something well and expertly. Writing is one of the most important skills for learning a language. It is a productive skill, which needs proper mechanics of writing to make sensible sentences and paragraphs. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. It provides us with chances to acquire others' ideas, feelings and thoughts. Among the four skills of language, writing is the output of listening, speaking and reading.

Generally, writing is the most difficult as well as an important skill in our context. The writing proficiency plays a vital role in securing good marks in the examinations. Writing is a means through which we can obtain knowledge and experience, and it can spread our knowledge and experience to others.

Thus, writing is an act of transmitting thoughts, feelings and ideas from past to present and from present to future. That is why, it demands caution in using it. It is a transparent mirror, which can present our knowledge as well as experiences. White, Ron and Valeri Arndt (1993:3) say, "Writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own".

Similarly, Richards (1990:101) says, "Written language is primarily transactional or message-oriented. The goal of written language is to convey information accurately, effectively and appropriately". From this, we come to know that, students who learn the English language cannot be perfect without writing skill. They can express their ideas correctly and appropriately when they are efficient in writing. When we learn English as a foreign language, it is greatly influenced by our mother

tongue. Nepali learners commit many errors in course of using this language. Errors are the mistakes committed at competence level. It is not possible to correct errors by learners so these errors are called mistakes at competence level. Learners may commit errors due to many causes even though one of the major causes is the influence of their mother tongue.

We should be very clear about our purpose in teaching writing. It serves a variety of pedagogical purposes.

-) Enables us to provide for different learning styles and needs.
-) Serves to provide the learners with some tangible evidences that they are making progress in the language.
-) Provides exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium along.
-) Writing provides variety in classroom activities.
-) Writing is often needed for formal and informal testing. (Byrn, 1991:6).
-) Writing is a transparent mirror, which can present our thoughts and experiences. Written documents can be preserved for long time. Whatever information of the past is available in the present is the result of writing. Writing has widely been used in order to transmit old experiences, knowledge of religion, philosophy, politics, sociology, literature and culture. The appointment of a job also starts with writing skills. Therefore, writing has greater importance as compared to the other skills of language.

1.5.2 Stages of Writing

There are three main stages of writing. The first stage is called 'manipulation' in which the learner simply manipulates the shapes or the phonological item or a spoken work in its written form. The learner learns the mechanics of writing, handwriting, and punctuation i.e. capitalization, full stop, comma and so on.

The second stage of writing is 'structuring'. In this stage, the learner learns the spelling of words, syntactic roles of structuring words, sentences, paragraphs and text.

The third and the highest level in the process of writing is 'semantic stage' in which the learner doesn't learn only the mechanics and structuring rules of writing but also learns to write complete and meaningful sentences. This stage is the ultimate stage, which is widely used in social services. The learners have to learn to write correct sentences to be able to design, classify and organize a description of the subject matter.

However, Rivers (1968: 245) has suggested five stages of writing which help the learners to write in the foreign language. They are copying, reproduction, recombination, guided writing and free composition.

a. Copying

This stage is also known as the stage of transcription. In this stage, the learners become familiar with different aspects of language. According to Rivers, as the student is copying, he should repeat to himself what he is writing. In this way, he depends on the impression in his mind of the sounds, the symbols represented, and he has further practice of basic dialogue or pattern sentences. After he has some practice

in copying accurately with correct diacritical and punctuation marks he may continue to copy as an aid to memorization. When a learner continues the copying activities, he learns the scripts of the target language, the orthographic rules and syntactic rules thoroughly.

b. **Reproduction**

In this stage, learners attempt to write without originality what they have already learned orally. The method of dictating to the learners is effective for reproducing sentences. Furthermore, the teacher emphasizes on writing and describing a picture or showing something. For it, the learner should understand the meaning of sentences.

c. **Recombination**

In recombination stage, the learners recombine learned skills in drills. It is a more appropriate way because learners rebuild on former experience and ideas of writing. It is necessary to manipulate grammatical structures. The learners can substitute words, phrases or sentences expanding them more explicitly. Dictation is also a very fruitful method for recombining the ideas.

d. **Guided writing**

The stage of guided writing is a more developed stage than the above ones. Now, the learners are given some freedom in the selection of lexical items and structural patterns, but they have to follow the given suggestions regarding the content. At this stage, the learners are given different types of exercises such as completion, replacement, expansion or summarizing on elaborating some topics. They can include their ideas partially. Here, students complete their writing under the guided framework not more than that.

e. Free composition

Writing composition is a complex activity, which requires a variety of skills. It involves the production and arrangement of written sentence in an appropriate way. At this stage, the learners know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. They can express their ideas freely in this stage. Thus, if the learners are carefully guided through all these stages, they can master in the writing skill.

1.5.3 The Essential Characteristics of Good Writing

Richards, Jack C. et. al (1990: 114) says "writing is an art of using language but it is a very complex task to write clearly and explicitly". Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear writing is difficult from the syntactic and semantic point of views. It needs good imagination and logical sequence of thoughts. According to Richards, some essential characteristics of good writing are introduced as follows:

i. Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing.

ii. Simplicity

The second quality of a good writing is reduction of complexities and expression of ideas in a simple way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing

understandable and readable and never confuses the readers in understanding the message of the writing.

iii. Clarity

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

iv. Continuity

Continuity of thought is another important factor of a good writing. There should be continuity of thoughts word to following word, from one phrase to next phrase, from one sentence to another sentence and from one paragraph to another paragraph.

v. Free from Errors

Writing is a permanent record of thoughts and ideas expressed by a writer. So, it should be accurate. Such written pieces should be free from lexical, syntactic, semantic, and grammatical errors.

1.5.4 Cohesion

Cohesion refers to grammatical and lexical relationship with the different elements of a text. This is the relationship between different sentences or between parts of a sentence. For example:

A: Is Ram singing a song?

B: Yes, he is.

There is a link between Ram and he and also between is singing and is.

1.5.5 Coherence

The term 'Coherence' also defines the relationship, which links the meanings of utterances in a 'discourse' or of the sentence in a text. These links may be based on the speaker's shared knowledge. For example,

A: Shall we go to the dance tomorrow?

B: There is Band programme.

1.5.6 Organization

Organization plays a vital role in a piece of writing. The ideas expressed by the writer on any topic must be well organized. If a writer has written very effective and constructive ideas but are not organized in a proper way, his writing becomes worthless. Organization has equal role in any composition that may be free composition or guided composition. Therefore, when someone has to write any composition, s/he should define the topics or the subject matter clearly. Then, s/he can elaborate his/her view on the text developing the main ideas of the topics.

1.6 Literature Review:

A number of teachers and research scholars have carried out several studies in the field of four skills in ELT. So far as speaking and writing proficiency are concerned, a few works have been conducted in the area.

) Karki, (1966) carried out a work on 'A comparative study on the English Language writing proficiency between the school of public and private schools of grade X in Lamjung district. The instrument for the collection of data consisted of a test covering different language items related to the standard curriculum in question. The population of

the study comprises altogether 20 secondary schools of Lamjung district. The finding shows that the students of private schools were found far better in all the areas vocabulary, grammar, punctuation etc.

) Poudyal, (1999) carried out a study on 'A comparative study of English language writing proficiency in higher secondary schools of Gulmi and Kathmandu district'. The population consists of the 60 higher secondary level students from four streams (15 each from Humanities, Education, Commerce and Science) each from Gulmi and Katmandu, altogether 120.

The instrument for data collection consisted of two guided and two free compositions (in each case one was textual material and the next being non-textual one). Also a set of 15 open-ended questions addressed to the teachers to support the study.

The finding are elaborated descriptively. The data were processed by way of error analysis of the students' writings and presented in the form of percentage. The result says that the hierarchy of proficiency from higher to lower was:

Science students committed 14% errors.

Commerce students committed 18% errors.

Humanities students committed 29% errors.

Besides, there are region-wise, district-wise, school-wise, sex-wise, stream-wise and test item-wise comparisons of achievement. Naturally, the students of Kathmandu were found better.

) Bhattarai, (2002) carried out a research on 'A comparative study of the writing proficiency of the Bachelor's level students'. The population of the study consisted 140 students of Diploma first year from 4 faculties

and 3 institutes from Kathmandu valley. They were selected randomly.

The tools for the data collection were test items which consisted of one free composition and one guided composition. Both compositions carried 25 marks each. Essay writing part carried 30 marks and letter writing 20 marks. The test items were designed for the time duration of 70 minutes. The data were analyzed and interpreted descriptively using simple statistical tools. To make the analysis more objective two criteria were developed; essay writing and letter writing.

The findings were presented descriptively. The students of institutes have greater proficiency in writing than the students of faculties, within institutes, students of medical science are more proficient than those of the others.

) Oli (2003) carried out a research on 'The proficiency in the speaking skill of the 9th graders'. The total population of the study were 200 students studying in grade IX and X public schools of Dang and Rukum districts 5 from each.

Two sets of questionnaire were prepared to collect the data. The mode of the testing for students was oral but responses of the teacher were recorded in the written form. The scores were distributed for fluency, pronunciation, grammar and accuracy.

Both statistical and descriptive tools were used to analyze and interpret the data. The scores obtained by the students were graded, tabulated and compared on the basis of different variables e.g. district, urban and rural. The researcher presented the findings of the study descriptively as;

Z In urban area located schools, 38% students have obtained B grade whereas in rural area located schools, 25% students scored the similar grade.

Z 44% students obtained C grade from Gang but 17% students get the same grade from Rukum district. The achievement of this study has significant implications for the improvement of curriculum, textbooks and teaching methods.

J Sah (2003) carried out a study on 'writing proficiency of class 9 students'. The main aim of this study was to find out the students' proficiency in writing. This was a cross-sectional study in which both primary and secondary sources of data were utilized. The population of the study were 100 students of grade-X from Siraha district. Five public schools were selected for the study.

Test items were major tools of data collection. Both objective and subjective test items were included within three sets of writing and free writing. The analysis and interpretation of the data was carried out descriptively under different sub-headings such as: item-wise analysis, school-wise analysis and gender-wise analysis, etc.

Major findings of the study were explained as; the students committed mistakes in the use of comma than in the use of other punctuation marks, most students did not attempt the questions of free writing, etc.

J Ghimire, (2004) carried out a research on 'A study on the proficiency of the students in the writing skills'. The main aim of this study was to find out and compare the students' proficiency in pronunciation. There was a cross-sectional study entirely based on primary sources of the data.

The sample population consisted of 90 sixth graders of public schools from Kathmandu valley. The students of 9 schools were selected on the basis of sex and linguistic background. For the collection of the data, the researcher prepared a list of words containing all the vowels (monophthongs and diphthongs) and some consonant clusters (e.g. ccv, cvccc, cvcc, etc) from the students' textbooks for grades 4 and 5. The students were asked to read the words aloud and their pronunciation was recorded.

The analysis and interpretation of the data was done using a simple statistical tool of percentage. To make analysis and interpretation objective the data were analyzed under different headings: sex-wise comparison, mother tongue-wise comparison, district-wise comparison, and student-wise comparison.

The findings shows that overall average pronunciation ability of the students of lower secondary schools of Kathmandu valley is found to be 37.88%, performance of boys (38.4%) was better than that of the girls (39.17%) the Tibeto-Burman native speakers are found to be more proficient than Into-Aryan native speakers (36.54%), etc. although the study has significant implications on language pedagogy. It is limited to the word-level pronunciation. Further study can be made on sentence and discourse levels.

1.7 Objective of the study

The objectives of the proposed study are as follows:

- a. To determine the grade X students' speaking and writing ability in English.

- b. To compare their speaking and writing proficiency in English language.
- c. To suggest some pedagogical implications.

1.8 Significance of the study

The significance of the study was that it calculated the proficiency of the students of class 10 in speaking and writing English texts. The result of the study would be significant to students, teachers, syllabus designers, textbook writers and all those who were directly and indirectly participated in teaching learning process. The finding of the study would help to identify the level of proficiency of the ten grade students in speaking and writing English texts.

CHAPTER-TWO

METHODOLOGY

This study has been carried out using the following methodology:

2.1 Sources of data

The researcher has used both primary and secondary sources of data to carry out this research work.

2.1.1 Primary sources of data

The primary sources of data were the responses provided by the 100 students of grade X students of five government schools of Morang district, each having 20 students.

2.1.2 Secondary sources of data

The secondary sources of data were the books, articles, journals and other related materials in speaking and writing.

2.2 Population of the study

This study was based on 100 students of grade X of five government schools of Morang district, 20 students from each school. Among them, there were 57 male and 43 female students. Out of them, there were 69 Nepali, 17 Tharu and 14 Rai mother tongue students. The table below shows the total informants of the study.

Table No. 1**Population of the study**

S.N.	Name of the school	Region of school	No. of students											Total
			Mother Tongue									Total		
			Nepali			Tharu			Rai			M	F	
			M	F	T	M	F	T	M	F	T			
1.	SKSS	Rural	12	3	15	-	-	-	3	2	5	15	5	20
2.	SPSS	Rural	5	4	9	8	3	11	-	-	-	13	7	20
3.	SSSS	Urban	7	8	15	-	-	-	2	3	5	9	11	20
4.	SBSS	Urban	5	9	14	2	-	2	2	2	4	9	11	20
5.	SDSS	Rural	8	8	16	3	1	4	-	-	-	11	9	20
Total			37	32	69	13	4	17	7	7	14	57	43	100

2.3 Sampling procedure

Altogether five government schools representing both the rural and urban schools of Morang district were selected through purposive random sampling procedure for data collection. For the selection of twenty students from each school, the researcher applied simple random sampling procedure viz. flipping a coin.

2.4 Tools of the study

Test items for both speaking and writing ability tests were used as the tools of the study.

2.4.1 Tools for speaking ability test

Speaking ability test had 14 questions carrying of 20 marks. Among the fourteen questions, 1 carried 3 marks, 4 carried 2 marks and rest carried 1 mark.

2.4.2 Tools for writing ability test

Writing ability test had 5 questions each carrying 4 marks.

2.5 Process of data collection

This research work was carried out in five government schools representing 2 urban and 3 rural schools in Morang district. For the collection of data through speaking test, the researcher used 14 questions whereas 1 carried 3 marks, 4 carried 2 marks and others carried 1 mark. He also used five questions for the writing test. In case of speaking test, students were asked questions and they had to reply orally not in a written form.

He visited the selected schools on different days. With the help of the English teachers, he selected twenty students by using simple random sampling procedure in each school understanding. Then he took them into a separate room and administered the speaking test first where he asked questions by calling them one by one.

Secondly, the researcher administered the writing test by distributing question papers on which they had to write their answers within two hours. The test consisted of 5 questions each carrying 4 marks.

Thus, the researcher finished both the tests within four days, taking 9 and 1/2 hours altogether.

2.6 Limitations of the study

The basic limitations of the study were as follows:

- a. The study was limited only to carry out the speaking and writing proficiency test.
- b. The population of the study was limited to the students of grade X of five government schools (2 urban schools and 3 rural schools) in Morang district.
- c. The study was limited to the result obtained from 100 students only.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the students' performance. The main concern of this research work is to determine and compare the level of speaking and writing ability of the tenth graders studying in the schools of Morang district. The scores of the students were analyzed and interpreted descriptively using simple statistical tools like mean (the average mark) and percentage. The data have been analyzed and interpreted on the basis of the following variables:

1. Students' mother tongue
 - 1.1 Nepali mother tongue
 - 1.2 Tharu mother tongue
 - 1.3 Rai mother tongue
2. Rural Urban schools
 - 2.1 Rural schools
 - 2.2 Urban schools
3. Individual schools

3.1 Analysis and Interpretation in terms of mother tongue

It mainly deals with the analysis and interpretation of the performance of Nepali, Tharu and Rai mother tongue students in both speaking and writing proficiency tests. The following tables show the performance of different mother tongue students in speaking and writing proficiency tests.

3.1.1 Nepali mother tongue students

Table no .2

Performance of Nepali mother tongue students

S.N.	School	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M. F. T.	ST	WT	ST	WT	ST	
1	SKSS	12+3=15	165.5	177.5	11.03	11.83	55.15	59.15	
2	SPSS	5+4=9	85	94	9.44	10.44	47.2	52.2	
3	SSSS	7+8 = 15	207	202	13.8	13.46	69	67.3	
4	SBSS	5+9=14	183	196	13.07	14	65.35	70	
5	SDSS	8+8=16	191.5	179	11.96	11.18	59.8	55.9	
Total		37+32=69	832	848.5	12.05	12.29	60.25	61.45	

The above table throws light on the total proficiency of the 69 Nepali mother tongue students representing all the selected schools and that seemed to be satisfactory. The full marks of the total score are number of students multiplied by 20 in each test. ST refers to speaking test and WT refers to writing test. The average score they got in both tests each consisted full marks 20 are 12.05 in speaking test and 12.29 in writing test. Similarly, in terms of percentage, the students obtained 60.25% in speaking test and 61.45% in writing test.

This concludes that they performed 1.2% better in writing test than in speaking test.

3.1.2 Tharu mother tongue students

Table No. 3

Performance of Tharu mother tongue students

S. N.	School	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	SPSS	8+3=11	126	114	11.45	10.36	57.25	51.8	
2	SBSS	2+-=2	28	27	14	13.5	70	67.5	
3	SDSS	3+1=4	50.5	50	12.62	12.5	63.1	62.5	
Total		13+4=17	204.5	191	12.02	11.23	60.1	56.15	

The above table shows the total proficiency of the 17 Tharu mother tongue students (13 male and 4 female) representing 3 selected schools in both tests. The average scores they got are 12.02 in speaking test and 11.23 in writing test. In terms of percentage, they obtained 60.01% in speaking test and 56.15% in writing test. These scores conclude that their proficiency in both tests is satisfactory and they are 3.95 better in speaking test than in writing test.

3.1.3 Rai mother tongue students

Table No.4

Performance of Rai mother tongue students

S. N.	School	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	SKSS	4+1=5	52	53	10.4	10.6	52	53	
2	SSSS	2+3=5	53	60	10.5	12	52.5	60	
3	SBSS	2+2=4	52.5	55	13.12	13.75	65.6	68.75	
Total		8+6=14	157.5	168	11.25	12	56.25	60	

The above table shows the proficiency of 14 Rai mother tongue students representing 3 selected schools. The average scores they got in both tests are 11.25 in speaking test and 12 in writing test. In terms of percentage they obtained 56.25% in speaking test and 60% in writing test. This concludes that they performed 3.75% better in writing test than in speaking test.

3.1.4 Nepali, Tharu and Rai mother tongue students

Table no. 5

A Comparison of the performance of different mother tongue students

S. N.	M.T.	No. of students	Total score		Average score out of 20		Average score in %		Difference between ST and WT in %	Remarks
			M.F.T.	ST	WT	ST	WT	ST		
1	Nepali	37+32=69	832	848.5	12.05	12.29	60.25	61.45	1.2	
2	Tharu	13+4=17	204.5	191	12.02	11.23	60.01	56.15	3.95	
3	Rai	8+6=14	157.5	168	11.25	12	56.25	60	3.75	
Total		58+42=100	1194	1207.5	11.94	12.07	59.87	60.35	0.48	

The above table shows that Tharu mother tongue students performed better than the Rai mother tongue students and Rai mother tongue students performed better than the Nepali mother tongue students. Nepali mother tongue and Rai mother tongue students performed better in writing test than in speaking test whereas Tharu mother tongue students performed better in speaking test than in writing test. In average, they are 0.48% better in writing proficiency.

3.2 Analysis and Interpretation in terms of rural/urban schools

It mainly deals with the analysis and interpretation of the performance of rural and urban school students in both speaking and writing proficiency tests.

3.2.1 Rural school students

Table no. 6

Performance of Rural school students

S. N.	School	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	SKSS	15+5=20	217.5	230.5	10.87	11.52	54.35	57.62	
2	SPSS	13+7=20	211	208	10.55	10.4	52.75	52	
3	SDSS	11+9=20	242	229	12.1	11.45	60.5	57.25	
Total		39+21=60	670.5	667.5	11.17	11.12	55.85	55.6	

The above table shows the total proficiency of the 60 students of 3 rural schools in Morang district. Among them SDSS students performed the best. In average the rural school students obtained 55.85% in speaking test and 55.6% in writing test and the difference between speaking test and writing test score is that they performed 0.25% better on speaking test.

3.2.2 Urban school students

Table No. 7

Performance of urban school students

S. N.	School	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	SSSS	9+11=20	260	262	13	13.1	65	65.5	
2	SBSS	9+11=20	263.5	278	13.17	13.9	65.85	69.5	
Total		18+22=40	523.5	540	13.08	13.5	65.4	67.5	

The above table shows the total proficiency of the 40 students of 2 urban schools in Morang district. Among them the students of SBSS performed better. In average the urban school students obtained 65.4% in speaking test and 67.5% in writing test and the difference between speaking test and writing test score is that they performed 2% better on writing test.

3.2.3 Rural and urban school students

Table No. 8

Comparison of the performance of rural and urban school students

S. N.	School	No. of students	Total score		Average score out of 20		Average score in %		Difference between ST and WT in %	Remarks
			ST	WT	ST	WT	ST	WT		
1	Rural	39+21=60	670.5	667.5	11.17	11.12	55.85	55.6	0.25	
2	Urban	18+22=40	523.5	540	13.08	13.5	65.4	67.5	2	
Total		57+43=100	1194	1207.5	11.95	12.07	59.75	60.37	0.62	

The above table shows that the urban school students performed better than the rural school students. They performed 9.55% better in speaking test and 11.9% better in writing test. In average, they 0.62% better in writing test.

3.3 School-wise Data Analysis and Interpretation

The performances of the students of each school are mentioned in the following tables:

3.3.1 Shree kaseni secondary school

Table No. 9

Performance of the students of SKSS

S. N.	Mother Tongue	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	Nepali	12+3=15	165.5	117.5	11.03	11.83	55.15	59.15	
2	Rai	3+2=5	52	53	10.04	10.6	52	53	
Total		15+5=20	217.5	230.5	10.87	11.52	54.35	57.6	

The above table shows the total proficiency of the 20 students of SKSS out of 20 sample population, 15 were of Nepali mother tongue and 5 were of Rai mother tongue. In terms of percentage, they obtained 54.35% in speaking test and 57.6 in writing test. They seemed 3.25% more proficient in writing skill.

3.3.2 Shree Public Secondary School

Table No. 10

Performance of the students of SPSS

S. N.	Mother tongue	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	Tharu	8+3=11	126	114	11.45	10.36	57.25	51.8	
2	Nepali	5+4=9	85	94	9.44	10.44	47.2	52.2	
Total		13+7=20	211	208	10.55	10.4	52.75	52	

The above table shows the total proficiency of the 20 students of SPSS. Out of 20 sample population, 11 were of Tharu mother tongue and 9 were of Nepali mother tongue. In terms of percentage, they obtained 52.75 in speaking test and 52 in writing test. They seemed 0.75% more proficient in speaking skill.

3.3.3 Shree Sukuna Secondary School

Table No. 11

Performance of the students of SSSS

S. N.	Mother tongue	No of students	Total score		Average score out of 20		Average score in %		Remarks
			ST	WT	ST	WT	ST	WT	
1	Nepali	7+8=15	207	202	13.8	13.46	69	67.3	
2	Rai	2+3=5	53	60	10.5	12	52.5	60	
Total		9+11=20	160	162	13	13.1	65	65.5	

The above table shows the total proficiency of the 20 students of SSSS. Out of 20 sample population, 15 were of Nepali mother tongue and 5 were of Rai mother tongue. In terms of percentage, they obtained 65 in speaking test and 65.5 in writing test. They seemed 0.5% better in writing test.

3.3.4 Shree Bhagawati Secondary School

Table No. 12

Performance of the students of SBSS

S. N.	Mother tongue	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	Nepali	5+9=14	183	196	13.07	14	65.35	70	
2	Rai	2+2=4	52.5	55	13.12	13.75	65.6	68.75	
3	Tharu	2+-=2	28	27	14	13.5	70	67.5	
Total		9+11=20	263.5	278	13.17	19.9	65.85	69.5	

The above table shows the total proficiency of the 20 students of SBSS. Out of 20 sample population, 14 were of Nepali mother tongue, 4 were of Rai mother tongue and 2 were of Tharu mother tongue. In terms of percentage, they obtained 65.85 in speaking test and 69.5 in writing test. They seemed 3.65 better in writing test.

3.3.5 Shree Dhanpal Secondary School

Table No. 13

Performance of the students of SDSS

S. N.	Mother tongue	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	Nepali	8+8=16	191.5	179	11.96	11.18	59.8	55.9	
2	Tharu	3+1=4	50.5	50	12.62	12.5	63.1	62.5	
Total		11+9=20	242	229	12.1	11.45	60.5	57.25	

The above table shows the total proficiency of the 20 students of SDSS. Out of 20 sample population, 16 were of Nepali mother tongue and 4 were of Tharu mother tongue. In average, they obtained 60.5% in speaking test and 57.25% in writing test. They seemed 3.25% better in speaking skill.

3.3.6 Selected school students

Table No. 14

Comparison of the performance of all school students

S. N.	School	No of students	Total score		Average score out of 20		Average score in %		Remarks
			M.F.T.	ST	WT	ST	WT	ST	
1	SKSS	15+5=20	217.5	230.5	1087	11.52	54.35	57.6	
2	SPSS	13+7=20	211	208	10.55	10.4	52.75	52	Lowest
3	SSSS	9+11=20	260	262	13	13.1	65	65.5	
4	SBSS	9+1=20	263.5	278	13.17	13.9	65.85	69.5	Highest
5	SDSS	11+9=20	242	229	12.1	11.45	60.5	57.25	
Total		57+43=100	1194	1207.5	11.94	12.07	59.7	60.35	

The above table shows the total proficiency of all the sample students of 5 selected schools. Among them, students of SBSS performed the best in the speaking test i.e. 65.85% and in writing test i.e. 69.5% and the students of SPSS performed the least in the speaking test i.e. 52.75% and in writing test i.e. 52%. And in average the students were 0.65% better in writing skill than in speaking skill. In average, they obtained 59.7% in speaking test and 60.35% in writing test.

3.4 Discussion

It is suitable in this point to discuss the nature of test items and the errors committed by the students. Here, firstly this discussion has been done on the speaking test. Secondly the subject of discussion is on the writing test.

3.4.1 Speaking test

There were altogether fourteen questions which were provided to the students. Among them, one question carried 3 marks, four questions carried 2 marks and rest of the questions carried 1 mark.

Majority of the students were not able to give answers about the questions 2, 3, 5, 7, 8, 11 and 14. However, they tried to speak whatever they can. Majority of the students failed to answer question no 6 which was related to pronunciation. Majority of the students were successful scoring in between 10-15 out of 20 marks.

In speaking test, the students fell question 3 and 14 which demanded a little creativity from their part, as a result majority of the students failed to answer them.

3.4.2 Writing test

As in speaking test, there were five questions which were provided to the students to write their answers. All the questions carried equal marks i.e. 4 in each.

Among them, question no. 3 and 5 were a bit easy because they were provided guidelines which helped them to write effectively and perfectly and the rest of the questions required their creativity.

Majority of the students fell difficulty in answering question no. 2 and 4. Most of the students didn't follow the rules and regulations of writing. They wrote in the haphazard way which were not relevant.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of this research work are mentioned below

1. The level of speaking and writing ability of the government school students of grade ten is 59.7% and 60.35% respectively.
2. The proficiency level of the students of government schools in speaking and writing skills were different.
3. Government school students were found better in writing ability than in speaking ability in the English language.
4. Government school students of urban region were found better in speaking and writing proficiency than the government school students of rural area. Urban school students obtained 65.4% in speaking test and 67.5% in writing test whereas rural school students obtained 55.85% in speaking test and 55.6% in writing test. So, the urban school students were found 9.53% better in speaking test and 11.9% better in writing test than those of the rural school students.
5. The government school students are 0.62% more proficient in writing proficiency than in speaking proficiency in the English language.
6. Students were found less proficient in speaking since they were not habituated to perform anything in front of the mass as well as they are not given appropriate environment for speaking.
7. The students of Shree Bhagawati Secondary School excelled all other schools obtaining 65.85% in speaking and 69.5% in writing tests.

4.2 Recommendations and pedagogical implications

On the basis of the findings the following recommendations have been made:

1. The teacher should try to encourage and treat the students of all mother tongues equally. So that the minute deviation in proficiency level among students of different mother tongues can be improved and they can perform equally well.
2. In the rural areas, children from a high income source sent to private schools. So, most of the students in government schools in the rural areas are from the poor family background and low income source whose children are less motivated and less aware of education at home. Due to the lack of parents' attention, the whole environment may not be appropriate for proper education. The another problem is great negligence in personal cleanliness that is why they can't attentively participate in studying. So, the teachers, the school management committee as well as the parents should be very conscious about these problems in rural schools.
3. Since the students of almost schools are less proficient in speaking in English than in writing, they should be given sufficient practices in speaking English language text. They should be provided sufficient environment for speaking development. They should be done like conversation, interview, story telling, introduction, asking questions-answers etc. The school management should provide appropriate atmosphere as well as speaking hall at school and teachers play the role of guide, advisor and so on.
4. The teacher should consider the students' difficulties while conducting speaking activities. Sometimes, students don't know about the actual word or sentence of Nepali word or sentence. At that time, teachers give the hints to those students. Most of the

students are not interested to speak due to the rapid physical growth in their body. They feel hesitation. So, the teachers explain the physical growth is the minor one. Everyone has such type of growth. Without physical growth, no one can have the value in this universe. Sometimes, students commit mistakes while speaking, such types of mistakes shouldn't be pointed at that very moment, later on, should clarify such mistakes.

5. In two schools, i.e. Shree Dhanpal Secondary School and Shree Public Secondary School students are less proficient in writing than in speaking. So, students are engaged in writing, making appropriate sentences. They are given some topics to explain. Teachers can give the hints if they can't understand about the topics. At first, they are given guided writing then after free writing respectively. The teachers should not abuse while committing mistakes by the students. Instead, they are given the encouragement for writing more and more.
6. To improve speaking and writing proficiency, materials such as newspapers, magazine, literary books etc. should be made available at school and teachers should provide time to conduct speaking competition, debate competition, discussion, conversation, dialogue at the hall which is especially built for speaking and writing competition too.

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APPENDICES

Appendix - I

List of the schools

SKSS: Shree Kaseni Secondary School, Belbari-7, Morang

SPSS: Shree Public Secondary School, Dhani- Banigaun-4, Morang

SDSS: Shree Dhanpal Secondary School, Kaseni-8, Morang

SSSS: Shree Sukuna Secondary School, Indrapur-3, Morang

SBSS: Shree Bhagawati Secondary School, Belbari-3, Morang

Appendix - II

Test items of speaking

Interview is only one tool for evaluating the students of grade X Students of five governmental schools of Morang district.

Speaking Test

Name-

School-

Date-

Roll No-

Mother tongue-

Time- 20 mins.

Full marks- 20

1. What's your name? Could you spell it ? 1
Ans

2. Do you like speaking English? Yes/no, why? 2
Ans

3. Tell me a little about your family. 2
Ans

4. Tell me two things you did yesterday. 1
Ans

5. What are your plans for the future? 2
Ans

6. Pronounce the sentence "we shan't go home." 1
Ans

7. Make yes/no question "you'd rather go to the office." 1
Ans

8. Tell Tag question "you'd better stay here,....."?
- 1
- Ans
9. Tell the function which represents apologizing.
- 1
- Ans
10. How can you start while greeting someone?
- 1
- Ans
11. Tell two functions which represent congratulation.
- 2
- Ans
12. Show your sympathy when your friend has had an accident and is
in hospital.
- 1
- Ans
13. How can you show the direction when someone asks you about it?
- 1
- Ans
14. Describe your school not more than 30 words.
- 3
- Ans

Appendix - III
Test items of writing
Writing test

Name-

School-

Date-

Roll No-

Mother tongue

Time- 2 hrs

Full marks-20

Write down the following questions.

5 x 4 = 20

1. Suppose, you are Arun Basnet. You have a relative who lives in a town. Now, write a letter to him support for your further study. (in about 100 words)

2. Make a dialogue when you met a friend (Sarala) who has just arrived from America at the airport.

3. Write a card to a friend's parents who have lost their daughter in a plane crash. Use the clues in the box to help you.

Pramila Magar: Very helpful and co-operative, together in the school hostel, for three years, miss her very much.

4. Write the advertisement of newly product goods.

5. Write a newspaper article with the help of following clues:

Heavy rain and clouded, 24 die in Ghunsa (Taplejung).

Speaking Test

Interview to the Students

Time: 20 Mins.

Full Marks: 20

1. What's your name? Could you spell it? 1
2. Do you like speaking English? Yes/No, why? 2
3. Tell me a little about your family. 2
4. Tell me two things you did yesterday. 1
5. What are your plans for the future? 2
6. Pronounce the sentence "We shan't go home". 1
7. Make yes/no question "You'd rather go to the office". 1
8. Tell Tag question "you'd better stay here,....."?. 1
9. Tell the function which represents apologizing. 1
10. How can you start while greeting someone? 1
11. Tell two functions which represent congratulation. 2
12. Show your sympathy when your friend has had an accident and is in hospital. 1
13. How can you show the direction when someone asks you about it? 1
14. Describe your school not more than 30 words. 3

Appendix - VI

Writing Test

Time- 2 hrs
Full marks-20

Write down the following questions. $5 \times 4 = 20$

1. Suppose, you are Arun Basnet. You have a relative who lives in a town. Now, write a letter to him support for your further study. (in about 100 words)
2. Make a dialogue when you met a friend (Sarala) who has just arrived from America at the airport.
3. Write a card to a friend's parents who have lost their daughter in a plane crash. Use the clues in the box to help you.

Pramila Magar: Very helpful and co-operative, together
in the school hostel, for three years, miss her very much.

4. Write the advertisement of newly product goods.
5. Write a newspaper article with the help of following clues:

Heavy rain and clouded, 24 die in Ghunsa (Taplejung).