

**CHALLENGES IN TESTING SPEAKING ABILITY OF
GRADE TEN STUDENTS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Dambar Sunar**

**Faculty of Education
Tribhuvan University Kirtipur
Kathmandu, Nepal**

2015

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Date of Submission : 07-06-2015**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dambar Sunar** has prepared this thesis entitled '**Challenges in Testing Speaking Ability of Grade Ten Students**' under my guidance and supervision.

I recommend this thesis for acceptance.

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DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date : 05-06-2015

Dambar Sunar

DEDICATION

Dedicated

To

My Parents

Who Taught me First to Speak as my First Teacher

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Dambar Sunar

ABSTRACT

The present study entitled "**Challenges in Testing Speaking Ability of Grade Ten Students**" was an attempt to find out the teachers' perspectives towards the challenges in testing speaking ability of grade ten students. To meet the objectives of this research, forty teachers who were teaching in different schools of Bajhang district were selected as the sample. In this research, purposive non-random sampling procedure was used to select the sample of the study. A questionnaire was used as the tool for data elicitation. The collected data were interpreted and analyzed both descriptively and statistically. From this study, it was found out that the most of the Nepalese teachers are facing various challenges in testing speaking. They were difficulty in managing large classroom size, lack of authentic testing materials, passive participation of the students in communicative activities, insufficient of time, lack of sound knowledge about the aspects of speaking, poor English background of the students and so on. From the study, it is recommended that constructive counseling, strict supervision should be provided to overcome the challenges that occurred while testing speaking ability from the concerned authorities.

This thesis consists of five chapters. The first chapter deals with introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Second chapter deals the review of related literature which is sub-chaptered as language testing, tests, types of tests, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter is concerned with methodology used in the study under which sources of data, sample population, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. The fourth chapter provides the comprehensive picture of the analysis and interpretation of data. Likewise, the fifth chapter deals with conclusion and recommendation of the study. In the final part of the thesis, references and appendix are included.

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LIST OF SYMBIOLS AND ABBREVIATIONS

%	:	Percentage
B.S.	:	Bikram Sambat
CDC	:	Curriculums Development Centre
CPE	:	Compulsory Primary Education
CUP	:	Cambridge University Press
Dr.	:	Doctor
ELT	:	English Language Teaching
etc.	:	And so on (From Latin et cetera)
i.e.	:	That is
Ibid	:	In the same book and page number (Fron Latin 'ibidem')
LPP	:	Liberal Promotion Policy
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Planning
Prof.	:	Professor
PTT	:	Personal Treatment Test
Reg.	:	Registration
Res	:	Respondents
S.N.	:	Serial Number
S.S	:	Secondary Level