

CHAPTER - ONE

INTRODUCTION

This is the study on '**Challenges in Testing Speaking Ability of Grade Ten Students.**' This chapter contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definition of the key terms.

1.1 Background of the Study

Among several modes of communication, language is regarded as the most widely used means of communication, through which we can express our desires, feelings, emotions, plans, etc. in our daily life. Of course, language is the most highly developed and most frequently used means of communication that human being possesses. Every human being possesses at least a language in order to make a powerful communication with other people. So, language is an indispensable part of human communication. It also helps to transfer knowledge from one person to another person. Language helps to expose the basic needs of human beings. It consists of the vocal noise made by human beings. Vocal sounds such as sneezing, coughing, snoring, etc. can communicate something but cannot be considered as language because these sounds are not deliberately used for the purpose of communication. Wardaugh (2006) defines language as 'what members of particular society speak'.

Language is God's special gift to mankind. Language has distinct characteristics. It is vocal, arbitrary, symbolic, unique, creative, complex, conventional and modifiable. So, every language has its own convention of establishing intimacy of sharing feelings among people. According to Morrow (1979), "the feature that make language task communicative are: interactiveness, unpredictability, context, purpose, authenticity and behavior based activities." Language is the system of human communication which

consists of structural agreement of sounds for their written representation into large units e.g. morphemes, words, phrases, sentences, utterances.

From the above mentioned definition, it is clear that language is a purely human communication system which includes a set of vocal sounds which are arbitrarily and voluntarily produced to convey certain type of meaning.

It is true that to adopt the contemporary culture and to fit in global multicultural and multi-lingual environment, one has to learn language. As language is used both for communication and pedagogical purpose, language teaching needs testing as well. Teaching and testing are interrelated to each other. There are different types of testing in practice one of them is communicative approach to language testing. The approach to communicative language testing has a close relation with communicative language teaching. Communicative testing must focus not only on what the learners know about the second language and how to use it but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful way (Khania,2013, p. 33). Greater emphasis on communication in language teaching marked a shift in testing communicative ability which gives more importance on language in use than language in usage. Communicative approach to language testing is concerned with assessing effectiveness in communication rather than the formal elements, structure, and system of language. However, testing speaking is really challenging task for the teachers but various efforts have been made by teachers to test speaking ability of the students like involving students in role-play activities, description of different pictures, match-stick figures and so on.

1.2 Statement of the Problem

Language is primarily speech. Speaking is the production of utterances for communication. We speak when we want to express our ideas, opinions, desires and to establish social relationship and friendship. Speech is the most complex linguistic skill which involves thinking of what is to be said. When we are trying to teach our learners speaking skill, we have to make them able to

communicate what they desire to express. Speaking is equated with communication itself.

We can see many graduates who can understand English but cannot express their ideas, emotions and intentions in English fluently. So, this fact shows that they need more instruction and exposure in speaking English.

Testing is a way of finding how effective the teaching in speaking is. Government always suggests for teaching English communicatively but teaching English communicatively is not as easy as it is supposed to be in our context because of many reasons, for example, large classroom size, lack of materials.. This clarifies how much difficulties are there that the teachers have to face while teaching and testing. So, testing speaking ability through communicative approach is really challenging in our country where there is the lack of many things. But it does not mean that testing speaking ability is impossible. If the teachers are familiar with the problems that they face while testing speaking through communicative activities and if they adopt the communicative activities in the classroom, definitely, they will be able to minimize the difficulty and maximize the learners' progress on it.

At various stages during a term or semester, we may assign the students progress test. Those tests have the functions of seeing how students are getting on with the lessons, and how well they have assimilated what they have been taught over the last week, or month. Good tests are those that do the job, they are designed to do and which convince people talking and marking them that they work. It measures the actual ability of the students what they have gained. Testing does not mean only providing students paper, answer sheet and pen and make them write the answers of the questions in the test but it also includes what they can say according to context orally.

This study raises the issues of the practices and problems of testing speaking and students' willingness to involve in communicative activities. There are so many challenges faced by English teacher, for example, problem of exposure,

problem of interest, problem of speech, problem of pronunciation and so on while testing speaking ability. That's why, this study is focused on those issues or challenges related to the testing of speaking ability of grade ten students from the eyes of the teachers.

1.3 Objectives of the Study

This study had following objectives:

1. To find out the challenges faced by English teachers while testing speaking ability of the students of grade ten students.
2. To recommend some pedagogical implications on the basis of the findings.

1.4 Research Questions

The present research attempted to address following research questions:

- i) What is the perception of teachers on the challenges of testing speaking?
- ii) What are the problems related with testing speaking ability of grade ten students?
- iii) At which level (i.e. sound discrimination, comprehension of connected speech and fluency.) the teachers face difficulties in testing speaking English ?
- iv) What problems do they face regarding classroom management while testing speaking communicatively?

1.5 Significance of the Study

Language is primarily speech. Speaking is the production of utterances for communication. Speaking is equated with communication itself. When our main goal of teaching English or any other foreign language is to develop speaking ability in English and to measure their actual speaking ability, teaching and testing of speaking is necessary. Communicatively competent

students are supposed to have grammatical competence, pragmatic competence, strategic competence and discourse competence on them. Speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately. Learning speaking involves developing detailed knowledge about why, when, how to express intentions. So, it involves the complex skills of communication and interaction such as asking questions, obtaining turns, using gestures, having pause and so on. Testing involves gaining information about these features and skills of students while speaking. So, this study provides the information about the challenges faced by English teachers in testing speaking ability of grade 10 students. This will be valuable work for the department itself in the sense that the study provides some insightful works for the further researcher. This study can be beneficial to the students, teachers, syllabus designers, textbook writers and all those who are interested in language teaching and learning. More specifically, it will be significant to those teachers and students who are directly or indirectly involved in testing speaking skill. Moreover, it can be useful to language practitioners, subject experts, curriculum designers and text book writers of ELT in that they can infer from the study shape their methodology. So, I hopefully believe that this study will have global significance.

1.6 Delimitations of the Study

This study had the following limitations;

- i) This study was limited to the problems related with testing speaking ability of grade ten students.
- ii) This study was limited to Bajhang district.
- iii) Only forty high school English teachers were participated as the informants in this study.
- iv) This study was only limited to government aided schools.

- v) Sample was selected only through non-random purposive sampling procedure. Forty respondents of the total study population of Bajhang district will be taken as the sample of the study.
- vi) Data was collected through questionnaire tools only.

1.7 Operational Definitions of Key Terms

Testing: Testing is taken as a form of assessment intended to measure the respondents' knowledge or ability

Speaking Ability: In this study, the term refers to speak fluently without hesitations and nervousness

Problem: Problem is the cause for different reasons that hamper further progress and usually be solved by different ways

Authentic Matereials:The materials like recorded text in CD, DVD, Cassettes, communicative textbooks are taken as authentic materials in this study.

Testing Speaking: Testing Speaking is taken as a form of assessment intended to measure the respondents' knowledge or ability in speaking.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

While carrying out any research, one must go through the review of related literature. Literature refers any kinds of research which was done in past and which can be the guidelines for present study.

This chapter consists of review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Review of related theoretical literature refers to the reviewing the theoretical part of the study. On which philosophy, the present study is based on is the main concern of the researcher while developing the research. Several researches have been carried out on speaking test. Some of them have focused on the qualities and techniques of testing speaking skills and others have focused on difficulties on perception. This section includes the discussion of sub- heading as language testing in Nepal, teaching and testing, language testing, type of testing, task and activities used in testing speaking ability, and problems in testing speaking. They are discussed in following sections :

2.1.1 Teaching and Testing

The purpose of testing is to assess the level of proficiency or linguistic knowledge of the students that they gain after teaching or make form the involvement in classroom or self-learning. Depending upon the purpose of several classification, as for example, comprehension, grammar and subjective tests and their ways of testing are different that of testing of speaking fluency which can be tested through oral test. Composition or comprehension can be tested through written test and so on. A test, thus, measures whether the

learners are being taught effectively or not, how much material they are taught and how much the students have learned. Test is directly concerned with teaching. Test is a device, which can be used to compare an individual with other individual who belong to the same group.

Teaching and testing cannot be separated. Teaching and learning is judged with the help of test. Teaching and testing have common goal, i.e. to achieve the proficiency of the learners. Teaching and learning become fruitful when the learners attains the set of objectives aimed earlier. Heaton (1998) says, 'Both teaching and testing are so closely connected that it is virtually impossible to work either field without primarily concerned with other. Test may be designed to motivate the learners to enhance their learning and to assess their performance of the taught materials'.

Khania, (2005, p.3) says, "Better understanding of testing techniques will lead the teachers to perform effectively in the teaching. Teaching and testing are regarded as an integral part of education". It means the teachers should have adequate knowledge about the techniques of testing so that they can make their teaching of speaking skill fruitful.

In conclusion, teaching and testing are interrelated with each other. One is impossible without other, testing is conducted during or after teaching. If teachers do not test the performance of the students then they are not able to know either their teaching is good or not.

2.1.2 Language Testing

The term 'Testing' refers to the act of measuring somebody's ability, knowledge and performance. It is also a tool used for evaluation. Testing is essential and integral part of education. A test is a measuring device which is used when we want to compare an individual with the other individuals who belong to the same group. Testing thus, is a part of evaluation which includes the judgement of total activities involved in teaching and learning. A test is generally

administered in formal situation which includes the judgement of total activities in teaching and learning. Thus, test can be defined as any formal procedures for measuring ability, knowledge, or performance of the students.

The term 'testing' is used as a cover term to any means of checking what students can do and cannot do with the language taught. The idea of testing communicative competence is being of great importance in second language learning.

Testing is considered a way to systematically measure a person's ability or knowledge. It is formalized as a set of techniques or procedures. Testing is an indispensable part of every teaching and learning experience. Hughes (2003, p.5) defines the language testing as:

Language tests are sometimes asked to say what is 'the best test' or the best testing technique'. Such questions reveal a misunderstanding of what is involved in the practice of language testing. A test that provides ideal for one purpose may be quite useless for another; a technique that may work very well in one situation can be entirely inappropriate in another. Each testing situation is unique and sets a particular testing problem.

Similarly, Heaton (1975, p.5) state that both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others.

Hicks (2000, as cited in Yadav (2004, p.6) considers that the role of test is very useful to show both the students and the teachers how much the learners have learnt during a course. All of the above definitions state that testing is the way of measuring the students' ability to see if they can perform a task. Moreover, it is the way to see whether they can get on or not. So, a test is viewed as an evaluation of testee's competence in a particular area. The aim of

testing language is to provide guidelines for measuring the linguistic ability of one which will be practical in use and gives helpful information to both teachers and students about their success and failures. Therefore, testing is a device of measuring one's quality, ability and level of knowledge.

Language testing has sprouted as the emergence of teaching a language. It is done for a particular purpose and in a specific context. That means, language testing needs a complete context to take place. Current research and development in language testing incorporates advances in several areas. The history of language testing reflects the starting periods of testing and teaching. We can generalize that the history of English language testing is as old as the history of English language teaching. In the history of language teaching and testing, various approaches have come in existence like traditional approach, structural approach, integrative approach, OSS approach, functional approach, communicative approach, etc. The testing may start from a single paragraph writing to present standardized international tests like TOEFL, IELTS, GRE, GMAT, etc.

2.1.3 Language Testing in Nepal

Undoubtedly, English is of crucial importance of modernization process in the Nepalese context. Basically, its impact is remarkably noticeable in academic as well as other subsequent field e.g. tourism, industries, commerce and trade. So, learning English has vital role to plunge into the depth of knowledge and to explore the technologies and, so for the non-native speakers of English. English is now becoming a global language. The spread of English initiated from various manifestations of the power of its speakers has now been accelerated as a consequence of modern globalization of culture and economy. Moreover, it is due to the impact of global education that English has got the status of global language.

Testing of speaking is as old as teaching of language itself. From the time when teaching began, the teacher has always been keen to know the extent to which

his teaching has been effective in making the learner understand what has been taught. In the teaching learning process, the teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of a lesson or a unit or a chapter or a course of study, (Khania 2013, p.13).

In the context of Nepal, English language testing does not have a long history. If we are to trace the history of teaching English in Nepal, the credit of its initiation goes to Jung Bahadur Rana, the first prime minister of Nepal, after his return from Britain in 1910 B.S. with the establishment of Durbar High School. Later on, so many governmental and private schools have been established and are teaching and testing the students' English speaking ability by using very few tools. For example, picture description, role-play activities, etc. In the past, the speaking ability of the students was not given much focused but nowadays various types of speaking test are conducted like 15 marks speaking test in SLC exam, few time has been allocated in specification grid for the speaking test as well.

2.1.4 Types of Language Tests

A test is defined as a method of measuring a person's ability or knowledge in a given area. It is an essence to measure the ability of the testee. It requires some particular norms, value and rules and regulations to be taken where formally or informally.

In order to test learners' ability, different types test items can be used.

According to Allen and Davies (1994, p.44), there are different types of tests: Achievement tests. proficiency tests, aptitude tests and diagnostic tests.

Likewise, Hughes (2003, P.11) describes the four types of test as proficiency tests, achievement tests, diagnostic tests and placement tests which are described in short as following:

a) Proficiency Tests

Proficiency tests are designed to measure pupil's ability in language regardless of training they have had in that language. Allen and Davies (1999) define proficiency test as, "A measure of how much a language someone has learnt". The proficiency test is designed to measure students' language ability in the situation that they have learnt. The proficiency test is a way of measuring the language ability of the learners in anticipation of some task that they are expected to perform. This test measures how much English a student knows. Proficiency test does not limit to particular course. This test determines students into certain categories that is used by the employers. In the case of some proficiency tests, 'proficient' means having sufficient command of the language for a particular purpose.

Moreover, the proficiency test is a forward looking test in the sense that it defines the ability of a student to use a language with reference to a particular task which the learner is expected to perform in the future.

The tests like TOEFL, IELTS, entrance examinations at different colleges or universities, Cambridge Examinations (First Certificate Examination and Proficiency examination), and Oxford EFL Examinations (Preliminary and Higher) are some examples of the proficiency tests.

Although proficiency tests are not based on any course of instruction, it is likely to influence teaching and learning. It directs the learner's current standing in relation to his/her future needs. This test doesn't follow a particular course of study rather provides an opportunity to study in university or educational organization.

b) Achievement Tests

Achievement Test is defined as a test which measures students' linguistic ability and skill in relation to the progress in particular syllabus that they have been following. Achievement tests are directly related to language courses.

Allen and Davies (1999, as cited in Khania 2005, p.85) describe an achievement test as "an instrument designed to measure what a person has learned within or up to a given time". Unlike achievement tests are directly based on predetermined courses.

Similarly, Hughes (2003, p.13) defines "Achievement tests are directly related to language courses, their purpose being to establish how successful individual students, group of students or the courses themselves have been in achieving objectives". It means, achievement tests are directly related to language courses, successful of the testees and the achieving their objectives.

In a nutshell, achievement tests are the tools or measuring devices which are used to measure what the students have learnt in the schools, colleges and university in an academic year. It is also an assessment of the performance of the system of instruction as to know the extent to which the program of instruction has been successful in delivering what it is expected. Absolutely, achievement tests measure the education goal and objectives, success of governmental plan, strengths of teachers and management of the schools, colleges or university.

Some examples of achievement tests are the SLC examinations, Higher Secondary Examinations, the examinations administered by the office of the Controller of Examinations, Tribhuvan University, final examinations conducted at the end of academic sessions at the education institutions, etc.

Mainly, achievement tests are two of types. They are: class progress achievement tests and final achievement tests.

Progress Achievement Tests

Progress achievement tests are intended to measure the progress of the students. In other words, progress achievement tests are made to measure the extent to which what has been taught and learnt. Huge (2003, p.14) states that "Progress achievement tests, as their name suggests, are included to measure the progress that students are making. They contribute to formative assessment". Following the ideas of Huges, class progress achievement tests are intended to measure the progress that students are making. They are made to measure the extent to which what has been taught has been achieved.

Therefore, the test which is conducted for assessing the progress of the tester in the syllabus they are going is class progress achievement test. These kinds of tests are administered after a particular period of the language program. For example, unit tests, terminal tests, monthly tests, etc. are taken on the notion of class progress achievement tests.

Final Achievement Tests

In the view of some testers, the content of a final achievement test should be based directly on a detailed course syllabus or on the books and other materials used. Hughes (2003,p.14) argues that final achievement tests are those tests which are administered by ministry of education, official examination boards, or by the members of teaching institutions.

In conclusion, the test is said to be final achievement if it is administered at the end of the academic year or the course or program. This test is directly related to the specific objectives related to the curriculum. The end of the year examination given by different schools and universities is taken as final achievement tests. Due to the final achievement tests a student is graded to the higher class.

Thus, this test deals with an estimate of the present achievement of the learner: e.g. what s/he knows and what s/he can do irrespective of what and how s/he learnt, and what his/her learning ability is.

c) Diagnostic Tests

Diagnostic test is an act of finding out problems and causes of a program. In other words, diagnostic test is a test in which a tester examines the strengths and weaknesses. In this sense, Hughes (2003, p.15) defines "Diagnostic tests are used to identify learners strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place."

A diagnostic test is like diagnosis of a medical doctor. As the doctor makes a judgment on an illness after examining the person in order to pursue future treatment, a teacher administers a diagnostic test to ascertain the strengths and weaknesses of the students so as to determine the kind of further remedial action needed for a particular group of students. Information obtained from the diagnostic test is useful at the beginning of or during a language course.

In conclusion, the diagnostic test is good for instruction and self-instruction. Learners themselves can find out where they have problems. After that they can pursue their study. Thus, diagnostic test gives both qualitative and quantitative information about problems. The purpose of diagnostic testing is always remedial.

d) Progress Test

Progress test is conducted at regular intervals. It is used to measure the success of the students and the area the students have mastered and the teacher has best taught. This helps to diagnose the knowledge of the students and modify his or her teaching accordingly. The students revise what they have learnt. It motivates them for better performance.

2.1.5 Activities Used in Testing Speaking Ability

Range of speaking activities, from controlled accuracy work to fairly free fluency work, have been used in the communicative classroom. All the activities whether accuracy based or fluency based can contribute to the development of speaking skills. Following Morrow (1979, as cited in Khania, 2013, p. 35) the following activities can be used in testing speaking ability which are discussed below:

i) Interaction Based Activities

Language use is based on an interaction. A task for communicative test must have this spirit. It could be a strong form of communication like face to face interaction or weak like writing a letter which involve a writer, receiver, and receptive and productive skills.

ii) Unpredictability

As interaction involves a sense of unpredictability; we do not know what we are going to say in what form in response to any stimuli. In a natural conversation, there is no involvement of readymade answers. Our responses are largely dependent upon the demands made by the counterpart. In this sense, the processing of unpredictability information in real time is vital aspects of using language. In language testing, therefore, the notion of unpredictability will have to be incorporated.

iii) Context Based Activities

Context is important in language use. The appropriateness of the language we use is judged in terms of the context it is used. It is also true that the appropriateness of the language will vary in accordance with the context. Any user of language should be able to handle the appropriacy of the language in terms of context of situation, physical environment, role, attitude and formality, and linguistic situation in terms of textual cohesion.

iv) Purpose Oriented Activities

Every use of utterance has a purpose. Language is used to get something done. It is necessary for a user to know the purpose of why someone is addressing him. He should also be able to produce appropriate utterances to accomplish his own purpose. A task to be included in a speaking test, therefore, will have to specify the purpose.

v) Performance Based Activities

It refers to the genuine production of utterances or sentences of the learner of his own in the given context. Simply being able to produce readymade utterances and getting things done will not serve this purpose. A task to be included in a language test will have to require the testee to use his own language. So, the testee should be exposed with plenty of activities that reflect their own performance that help us to test the speaking ability.

vi) Authenticity Based Task

Authenticity can be described as the degree of congruence between a test task and the features of target language use. The argument is that no contrived or simplified version of language should be used in language testing as far as possible. Without the use of authentic task, it is difficult to anticipate how the learner will perform in real situation. Measuring students' ability to read a simplified text does not tell us anything about his actual communicative ability. So, it is necessary to have the language used in normal situation. Therefore, the testers should have to provide actual situation to test their speaking ability.

vii) Behavior Based Activities

To develop speaking fluency behavioral activities are of great importance. So, students should be exposed with such activities like tester may create situation for testee to give some instructions to repair cycle tube making etc. Success in communication is judged on the basis of behavioral outcomes. In order to know

whether the learners have got what they actually wanted to get or not, a task intended to test speaking ability must offer the learners to achieve something out of his efforts should be provided to testee by the tester.

2.1.6 Testing Speaking Skills

The test of the speaking has to do with the ability to interact. Speaking is not merely a monolithic ability making monologues. It is based on successful interactions. So, to test a language one's speaking should be tested. Testing the ability to speak is the most important aspect. However, at all stages beyond the elementary level of mimicry and repetition it is an extremely difficult skill to test as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing.

Similarly, speaking comprises of sound units and the connected speech. So, testing of speaking should not test merely one's fluency but also the other aspects of speech, e.g. phones, pronunciation, supra-segmental features and other. So, testing of speaking in English seems and rather best way to test all the aspects and skills of language in a covering but a short way.

Since while testing speaking we can check one's grammaticality, supra-segmental features, appropriateness, pronunciation and all aspects in speaking skill. Moreover, language is speech not writing so speaking is of vital importance and is a sort of genuine one.

From an instructional point of view, speaking test can take place at two levels: sound discrimination and comprehension of connected speech. Testing sound discrimination can include the followings:

- i) Testing individual sound discrimination
- ii) Stress
- iii) Intonation

Testing these elements of speaking can be done by using objective test. The comprehension of connected speech takes the form of oral communication or interaction. The demand of tests of testing sound discrimination and comprehension of connected speech one of the different kind to define it in an elaborate way. There are mainly three components of speaking skills as :

- i) Linguistic (or pronunciation) component
- ii) Communicative component
- iii) Social component

Linguistic or pronunciation component refers to the skills of how to say a word in isolation or in connected speech. And, this component, as mentioned earlier, includes; sounds, stress and intonation. So, it is quite clear that, in the test of speaking, written test are one's linguistic performance in terms of testing his ability of producing sound in isolation or in connected speech. ~

Harmer (2000) argues that connected speech, expressive devices, lexis, grammar and negotiation language should be focused while testing speaking. From a testing point of view, the major issue in communication or interaction is how to set tasks that serves the purpose. Weighting is another problem in testing speaking, decisions are needed about what constitutes effective performance and how is realized in test criteria.

Question relating to the criteria for measuring the speaking skills and to the weighting given to such components as correct pronunciation remain largely unanswered. It is possible, for people to produce practically all the correct sound but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly. Furthermore, success in communication often depends as much on the listener as on the speaker; a particular listener may have better ability to decode the foreign speaker's message or may share a common nexus of ideas with him or her, thereby making communication simpler. Two native speakers will not

always, therefore, experience the same degree of difficulty in understanding the foreign speaker. If the testing of speaking is managed to test the language in terms of sound in particular and also in connected speech along with other intended aspects to be tested is called valuable and reliable test.

Harmer (2001) also argues that connected speech, expressive devices, lexis and grammar and negotiation language should be focused while testing speaking. For example, individual phonemes sound different when they are in isolation and when they are in connected speech like, I would have gone and I would have gone. To be an efficient speaker, one must be able to appreciate the difference.

2.1.7 Aspects/ components of Testing Speaking Ability

Language is a means for meaningful communication through which we can express our views to another person. So, the utterances that we have produced should be accurate, coherent, meaningful and context sensitive. However, testing speaking ability is not an easy job, the tester should test speaking ability in terms of different aspects of speaking such as grammar, fluency, accuracy, pronunciation and other paralinguistic features. If the learners have mastery over the aforementioned aspects, then, they are assumed to be competent and fluent speakers of particular language. Hence, the teacher should test the learners' grammatical competence that can enable learners to produce grammatically correct utterances to serve different communicative functions which are contextually appropriate and structurally meaningful. Similarly, pronunciation is an aspect of speaking which is related with correct production of different words which enables the learners to utter the language without any hesitation called fluency. In order to test speaking ability of the students, the tester should consider these all aspects of speaking.

2.1.8 Reasons for Testing Students

A test is generally administered in formal situation which includes the judgment or total activities involve in teaching and learning. Testing is necessary both for teachers to know the effectiveness of his teaching and students' to know about their achievements. Harmer (2008, p. 166-7) states following reasons for testing students:

- i) Students are tested to put them in a class at an appropriate level. Such test is termed as placement test.
- ii) Students are tested to see how well they are getting on with the lessons and how well they have assimilated what they have been taught over the last week, two weeks or a month. Such tests are called progress test.
- iii) Students are tested to see how well they have learnt everything taught. The tests which are taken for this purpose are called achievement tests.
- iv) Students are tested to see what level a student has reached at any one time. Such tests are used by employers and universities and are termed as proficiency tests.
- v) Students are tested to prepare their language portfolios through continuous assessment.

Following Heaton (1975), a test is designed and administered for the following reasons/purposes,'

- i) To evaluate individual performance.
- ii) To enable teachers to increase their own effectiveness by making judgment in their teaching.
- iii) To identify and analyses the errors a student in handling the target language.
- iv) To ascertain which parts of language programs have been found difficulty by the particular group of learners.

- v) To render the assistant through appropriate remedial work or additional practice to minimize the errors and difficulty.
- vi) To evaluate the effectiveness of the syllabus as well as the method and materials being delivered to the students.
- vii) To diagnose the students' weaknesses and difficulties.
- viii) To motivate the students towards their study.
- ix) To promote them to an upper level.
- x) To clarify them that they have complete a level or achieved a course of certain degree.
- xi) To determine their readiness for instructional programmes.
- xii) To make comparison among groups.

2.1.9 Problems in Testing Speaking Skill

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other and which do not lend themselves well to objective testing. There are not yet good answers to the questions about the criteria for testing speaking skills and the weighing of these factors.

It is possible to find people who can produce the different sounds of a foreign language appropriately. Hence, they lack the ability to communicate their ideas correctly. This is the one of the difficulties that testers encounter when testing the oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they cannot pronounce all the sounds correctly. Another difficulty is the administration of testing speaking skill. It is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of oral production is put under great pressure.

The next difficulty discussed here is that speaking and listening skills are very much related to each other; it is difficult to separate them. In most of the cases, there is an interchange between listening and speaking and speaking appropriately depends on comprehending spoken input. Therefore, this has an impact on testing speaking because the testers will not know whether they are testing purely speaking or speaking and listening together.

Finally, the assessment and scoring of speaking skill is one of its biggest problems. If possible, it is better record the examinees' performance and the scoring will be done upon listening to the tape. The aspects of speaking that are considered as an integral part of its assessment include grammar, pronunciation, fluency, content organization and vocabulary.

Depending on the situation and the purpose of the test, testers need to choose the appropriate methods and techniques of testing.

2.1.10 Techniques of Testing Speaking Skill

Techniques are also called classroom activities. A technique is actually applied in the classroom. It is "a particular trick". Some general techniques of testing speaking skill are as follows:

- i) Reading aloud:** The students are given a text to read. They read it silently first. Then they read it aloud at normal speed and with appropriate pronunciation, stress and intonation.
- ii) Picture description:** Pictures are very useful tools to test speaking in different ways. Show the student a picture and asked question based on it.
- iii) Oral interview:** This is a teacher controlled test. So, try much to make your students relax and try to create a real situation. Make suitable questions to the level of students.
- iv) Free talking:** Ask the students to make a short talk on a topic, e.g. 'your school' or 'your family', etc.

While testing speaking skill, students may fear from tester, so the teacher must make a relax situation. Prompt the students to speak. Encourage them to speak. Tester should make his/her voice and facial expression friendly. Regarding the discussion of techniques, Hughes (2003, p.119-22) suggests the following techniques of testing skill.

i) Interview: Perhaps the most common technique for the testing of oral interaction is interview. In its traditional form, however, it has at least one potentially serious drawback. The relationship between the tester and the candidate is usually such that the candidate speaks as to a superior and an unwilling to take the initiative; however; it is possible to get rid of this problem by introducing a variety of elitation techniques. Some of the useful techniques are:

a) Question and requests for information: Performance of various operations can be elicited through requests of the kind: *can you explain to me/how/why ? and can you tell me what you think of ?*

) Requests for elaboration: such as what exactly do you mean? *can you explain that in a little more detail? etc.*

) Appearing not to understand: this is most appropriate where the interviewer really is not source of what the candidate means but can also be used simply used in order to see if the candidate can cope with being misunderstood. The interviewer may say, for example, *I am sorry.*

) Invitation to ask questions: Is there anything you'd like to ask me?

) Interruption: to see how the candidate deals with this.

) Abrupt change to topic: to see how the candidate deals with this.

b) Pictures: Single pictures are particularly useful for eliciting description.

c) Role play: Candidates can be asked to assume a role in a particular

d) Situation: This allows the ready elicitation of other language functions.

e) **Interpreting:** It is not intended that candidates should be able to act as interpreters. However, simple interpreting tasks can test both production and comprehension in a controlled way.

f) **Prepared monologue:** It could be appropriate in a proficiency test for teaching assistants or in an achievement test where the ability to make presentations is an objective of the course.

g) **Reading aloud:** this is another technique of testing speaking skill.

ii) **Interaction with fellow candidates:** It is another technique of testing speaking skill. An advantage of having candidates interacting with each other is that it should elicit language that is appropriate to exchanges between equals, which may well be called for in the test specifications. Some of the possible techniques are:

a) Discussion

b) Role play

iii) **Responses to audio/ video recording:** These include

a) Described situations

b) Simulated conversation

Regarding the testing of speaking, various techniques have been introduced. They are reading aloud, picture description, oral interview free talking and so on. So, the tester should not give emphasis on only one technique rather they should adopt a specific technique according to the speaking text by creating a relaxed situation in which students can express their ideas and opinion freely without any fear of the tester.

2.2 Review of Related Empirical Literature

Any research remains incomplete if the earlier findings are not included in it and it will be futile and worthless if no newness is shown and no investigation is done. Several researches have been carried out on testing speaking ability of

the students. Some of them have focused on speaking skills where as some of them have focused on the qualities and techniques of testing speaking skills. I have reviewed some major related research works and activities which seem to be related to my study in this section.

Oli (2003) carried out a research entitled 'The proficiency in the Speaking Skill of the 9th graders from the public school'. The main objective of the study was to find out the proficiency in the speaking skill of the 9th graders. The researcher selected 10 schools from two districts Kathmandu and Bhaktapur and five students from each of the school were tested on the basis of grammar and pronunciation following purposive random sampling procedure. He used questionnaire and checklist as the tools of data collection. Similarly, he had the responses of the 10 English teachers of the concerned school on written form. From this study, he found the fact that urban area the students from there were comparatively good at speaking than those of rural area.

Chamlagain (2004) carried out a research on 'Problems in Applying Communicative Approach at Secondary Level'. His objective was to find out the problems in applying communicative approach in secondary level. In order to do so, the researcher collected data from secondary level English teachers teaching in governmental schools and public school of Jhapa district. The sample population consisted of fifty English teachers of twenty schools who were selected using random sampling procedures. Out of twenty schools, ten were governmental schools and ten were public English medium schools. He collected data by using questionnaire and found that lack of physical facilities, large size of the class, and lack of sound knowledge on communicative approach were serious problems in applying communicative approach.

Pandey (2007) carried out a research entitled 'Teaching of Speaking at the Secondary Level. `An Analysis of Classroom Activities'. The main objective of this study was to find out the activities used for teaching speaking and practical constraints in conducting speaking activities. This research study was done by

using both primary and secondary sources of data. For primary data, she observed the 20 classes of secondary level teachers with a prepared checklist and distributed them a set of questionnaire as well and collected data from twenty teachers of secondary level. After the interpretation of the data, she found that group work, pair work and discussion were commonly used speaking activities inhibition, lack of physical facility and mother tongue use are the main problems in teaching speaking.

Paudel (2007) carried out a study on 'Testing Quality of Speaking Test: A case of SLC Test'. Then main objective of the study was to find out the quality of speaking test used in the SLC examination in the year 2063. The researcher utilized the three sets of questionnaire and they were provided to 60 SLC students, administrators and DEO's of the 3 districts. It was found from the study that the contents, context, materials and process used in the SLC spoken test were not fixed and standard which are also not so much effective to develop fluency. In the response of the teachers and student the tests were only for formality.

Neupane (2009) carried out a research on 'Problems in Teaching and Learning Speaking Skills' to find out the problems in teaching and learning speaking skills in secondary level of Nuwakot district. In order to fulfill the objectives, two types of tools; questionnaires and observation forms were prepared the questionnaire was distributed to thirty teachers of fifteen schools of Nuwakot and fifteen classes were observed to find out the problems and causes of those problems. He selected teachers through non-random sampling procedure. He found that lack of physical facilities, and proper teaching materials in teaching speaking, students' poor English background, not giving focus on speaking test in the exam, etc. Were the major problems in teaching speaking skill in secondary level.

Pangeni (2012) carried out a research on 'Techniques Adopted by English Teachers for Testing Speaking Skill' aimed at finding the technique adopted

and analyzing the opinions of the teachers towards the techniques used in testing speaking skill at secondary level of Palpa district. She collected data from twenty secondary school of Palpa district by applying non-random judgemental sampling procedure. In order to find out the techniques for testing speaking skill, two types of tools; Questionnaires and checklists were prepared and used. The questionnaires were distributed to the forty teachers of Palpa district. From the study he found that lack of physical facilities, and proper teaching material were the obstacles in testing speaking.

Although, the above mentioned researches are related to the techniques of teaching speaking, testing quality of speaking tests and so on. Apart from these, no any conclusive study has been carried out on challenges in testing speaking ability. My research is different from all above mentioned researches in the sense that those researches are only related to either teaching speaking skill or testing speaking as a whole without concentrating on the challenges testing of any specific components of speaking but my research deals with testing speaking ability. It is regarded as an important aspect of communication. I think this is the first research of its kinds and nature. So, it is a unique work itself.

2.3 Implication of the Review for the Study

I have gone through several research works which are totally different in their objectives and nature in comparison to this study but they have also tried to address the problems raised in teaching speaking, techniques in teaching speaking skills and some are about the quality of testing speaking skills. However, they are not concerned with challenges in testing speaking ability. The research that is carried out by me significantly aimed to find out the challenges in testing speaking ability.

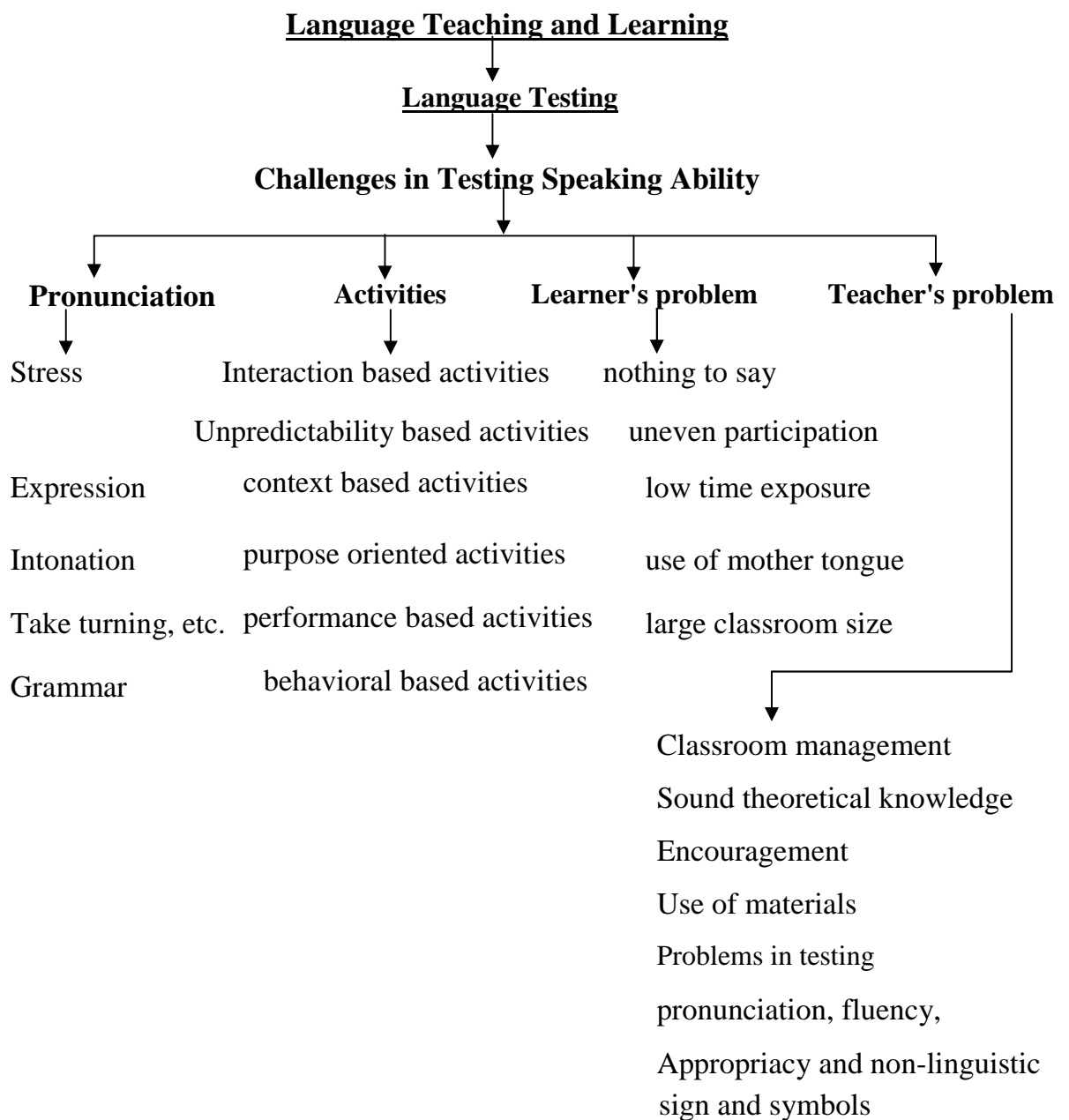
The review of theoretical literature provided me with a theoretical background and broadened my knowledge base in research area. It made me informed about the several issues, problems related to teaching speaking skill. Similarly,

the review of empirical literature helped me to develop the conceptual framework and bring clarity and focus to the research problems. It also helped me improve the methodology of the studies and contextualize the finding. In fact, Pangani's (2012) study provided me with sound theoretical background and has helped to broaden my knowledge base in research area. Similarly, Chamlagain's (2004) study helped me to be familiar with the problems in applying communicative approach. Likewise, Neupane's (2009) study helped me to be familiar with teaching speaking problems. Similarly, Paudel's (2007) study helped me to be familiar with quality of speaking test, sampling procedures and conceptual framework.

To put in another words, the theory and researches reviewed above seemed relevant to the present study. They concern on the problems regarding teaching speaking skill. Hence, they have helped me bring the problems faced by English teachers while teaching speaking skill through communicative approach to the fore but have no concern with challenges in testing speaking ability.

2.4 Conceptual Framework

Conceptual framework is the representation of theories by the researchers and their own conceptualization of the relationship between different variables. After the intensive study of a number of theories and researches, the researcher has come up with a conceptual framework which can be presented diagrammatically as follow :



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the research design of present study and the methodology that was adopted in the study. In this section, the researcher has discussed the design of the study that was followed, study population, the sampling procedure, tools and process of data collection, data analysis and interpretation. The researcher adopted the following methodology to carry out this study.

3.1 Design of the Study

Research design is a fixed set of procedures of conducting a research. There are several designs in practice. The design of the study is based on survey research design because it is suitable to elicit attitudinal data using this design. Survey research is most popular design, usually used in social science and in the field of education. Like other several research design, it also has its own procedure and methods to conduct.

Survey are used mostly in large scale research where a huge population is required to be included in the research. Generalization of the finding is focused in this type of research. Large population is covered using sampling procedure. But while conducting sampling care should be taken to have a representative sample so that the finding of the research can be generalized to the entire study population. Cohen, Manion and Morrison (2007, p.205) states:

Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing condition, or identifying standards against which existing conditions can be compared, or determining the relationship that exist between specific events. Thus, surveys may vary in their levels of complexities from those that provide simple frequency counts to those that present relational analysis.

Similarly, Nunan (1992, p.141) suggests the following eight step procedures of survey research in a more comprehensive way. The present study followed the same procedures so as to abide the spirit of survey research;

- Step 1: Define objectives
- Step 2: Identify target population
- Step3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instrument
- Step 6: Design survey procedures
- Step 7: Identify analytical procedures
- Step 8: Determine reporting procedures

This research design enabled me to find out necessary information (data) required to finalize the study. So I have followed this design in this study.

Defining the research objectives is the first and most important step in the survey research process. A research objective helps the researcher to identify his destination. It tells about what s/he intends to research. Then, researcher identifies the target population of his or her research while conducting it, i.e. he or she has to identify the users of the finding of the research. Then, the researcher does the review of different topics which are related to his or her topic. Literature review includes two types of information- theory related to research area and summary of the researches already carried out in that area. Then the researcher should mention the population or study population that s/he is interested in studying. Besides this, the sample population should also be mentioned. The researcher should specify the size of the sample. Then, S/he need to plan which tools s/he will use while collecting the data. Then, the researcher should mention the steps or procedures that s/he will follow while collecting data. Procedures may be different depending upon the nature of research, nature of data required for research and the complexities of actual situation. Then the researcher should analyze the data without being much elaborative. Finally, the researcher analyzes and discusses the data to find out the result of the study and some finding is also given with some pedagogical implications.

3.2 Population Sample and Sampling Strategy

The study population of this study was all high school English teachers of Bajhang district. It was not possible for me to conduct the research with such a big territory, so that the study population was sampled into smaller groups. The sample was only forty

English teachers from twenty schools of Bajhang district. The researcher used non-random purposive sampling procedure to select the sample of the study.

3.3 Study Area/Field

The area of this study was confined in Bajhang district. The researcher conducted this study on 20 government schools of the same place. The field of study was related to the testing of speaking of grade ten students.

3.4 Data Collection Tools/ Techniques

Tools for data collection were questionnaire. Open ended questions were used to find out their attitudes and closed- ended were used to gather structured information regarding the research problems. A set of both open and close ended questionnaires were prepared to distribute to the selected teachers (see Appendix No. I).

3.5 Process of Data Collection

I followed the following procedures for the collection of data:

- i) First of all, I visited the selected schools and talked to authority to get permission to carry out this study.
- ii) I selected two English teachers (from each school)
- iii) Then I consulted the English teacher and explained the purpose of the research.
- iv) Then I distributed the questionnaire to the teachers and requested them to fill it up.
- v) At last I collected, tabulated the obtained data from the questionnaires.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were transcribed, coded, analyzed, interpreted and then presented descriptively using appropriate statistical tools and tables. The researcher analyzed the qualitative data descriptively and quantitative data by the means of statistical tools like frequency, percentage and so on.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter is mainly concerned with the analysis and interpretation of the collected data. Systematically collected data from forty secondary English teachers of Bajhang district were transcribed, coded and presented with the tables and then analyzed and interpreted by using the simple statistical tools like percentage.

4.1 Analysis and Interpretation of the Data

In order to analyse and interpret the collected data, the researcher used both qualitative and quantitative approaches. The data are analyzed and interpreted under different headings in the following sections:

4.1.1 Data Obtained from Close Ended Questionnaires

There were thirty items, included in questionnaire among which twenty items were closed ended and ten were open ended. The researcher analyzed the responses by using both statistical as well as descriptive tools. The statistical data were converted into the percentage. The statement, tabulation and interpretation of each question are given one by one in following discussion.

4.1.1.1 Levels of Speaking to be Tested

In this research, I tried to find out that in which of the level of language the selected teachers focus to test speaking ability. So, the teachers were asked to respond to the question "which level of speaking do they test" with three alternatives. The responses obtained from the respondents are presented in the table below

Table No. 1
Level of Speaking to be Tested

Item	Alternatives					
	Sound discrimination		Comprehension of connected speech		Fluency	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Level of speaking to be tested	5	12.5	15	37.5	20	50

According to the above mentioned table, 12.5 percent of the total respondents reported that they test speaking at sound discrimination level. Likewise, 37.5 percent of them reported that they test speaking at comprehension of connected speech. Similarly, 50 percent of the total respondents reported that they test the fluency of the students.

Thus, the table above shows that nearly 12.5 percent of the secondary level English teachers test speaking at sound discrimination level, 37.5 percent of them test at comprehension of connected speech and 50 percent of them test fluency.

Form this data, I came to conclude that the majority of the teachers i.e. 50% were in the favour of testing speaking fluency while testing the students speaking ability.

4.1.1.2 Difficulty in Testing actual Speaking Ability of the Students

In this research, I tried to find out whether it is easy to test actual speaking ability of our students. The responses regarding this are presented in the table below:

Table No. 2

Difficulty in Testing actual Speaking Ability of the Students

Item	Yes		No		Unknown	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
It is easy to test the actual speaking ability of our students.	5	12.5	31	77.5	4	10

According to the table No. 2, 12.5 percent, out of total number of respondents strongly agreed to the statement "It is easy to test the actual speaking ability of the students", 77.5 percent of them disagreed the statement. Likewise, 10 percent of them were unknown.

According to the data displayed in the above table, altogether 12.5 percent of the total respondents were in the favour of the statement that, "It is easy to test the actual speaking ability of the students". Only 77.5 percent of them were in the opposition of the statement and 10 percent of them were unknown. Most of the respondents i.e. 77.5 percent, disagreed to the statement. Thus, on the basis of this result, it can be concluded that testing actual speaking ability of the students is really a challenging job.

4.1.1.3 Challenges in finding Background of English of Students

I tried to find out the background of our student is whether poor or not. The teachers were asked to respond to the statement "*Regarding the background of English*" with three alternatives. The responses of the teachers have been presented in the table below

Table No. 3

Challenges in finding Background of English of Students

Item	Yes		No		Unknown	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Challenges in finding back ground of English.	35	87.5	5	12.5		

In the above table, it is clear that 87.5 percent of the total respondents strongly agreed the statement "Background of English of our students poor to test the actual speaking ability". Likewise, 12.5 percent of them disagreed the statement whereas none of them were unknown about the statement.

From the above mentioned table, we came to know that altogether 87.5 percent of the respondents were in the favor of the statement "The background of English of our students poor to test the accrual speaking ability", and 12.5percent of them did not want to say anything or unknown of this statement. From this fact, I came to the conclusion that the English background of Nepalese students is very poor.

4.1.1.4 Behaviors of Students while Answering the Questions

In this study, I tried to find out the behavior of the students while answering the questions asked to them. For this purpose, I asked the teachers to respond to the statement "*The students feel while answering the questions asked to them.*" The statement has two alternatives. The responses given by the teachers have been presented in table below:

Table No. 4

Behaviors of Students while Answering the Questions

Statement	Nervous		Confidents	
	No. of Res.	%	No. of Res.	%
Behaviors of Students while answering the questions asked to them.	35	87.5	5	12.5

From the table above, it is clear that 87.5 percent of the total respondents reported that the students feel nervous at the time of answering the questions asked to them. Likewise, 12.5 percent of the respondents reported that students feel confident at the time of answering the questions asked to them.

Thus, the great majority of them reported that students feel nervous while answering the question asked to them. So, I claim that nervousness of the students is the hindrance to speak fluently.

4.1.1.5 Time for Testing Speaking Ability of Students in a Week

In this study, I tried to find out how much time the teachers allocate to test speaking ability in a week by secondary level teachers. The findings regarding this fact have been presented in the table below:

Table No. 5

Time for Testing Speaking Ability of Students in a week.

Item	1 hour		2 hours		3 hours	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
I allocate time for testing speaking ability of in a week.	25	62.5	15	37.5	-	-

According to the above table, 62.5 percent of the total respondents reported that they allocate 1 hour in a week. Likewise, 37.5 percent respondents reported that they allocate 2 hours in a week to test the speaking ability of the grade ten students.

From this result, I came to the conclusion that most of the teachers allocate 1 hour time in a week to test speaking ability of the students which is not sufficient. So, the teachers should allocate maximum time to develop speaking ability of the students.

4.1.1.6 Techniques Used in Testing Speaking Ability

In this study, I also tried to find out the techniques used by the students to test speaking ability of grade ten students. For this, the teachers were asked to respond to the statement "*I use technique to test speaking ability*" with three categories. Their responses have been presented in the table below:

Table No. 6
Techniques Used in Testing Speaking Ability

Statement	Loud Reading		Oral Interview		Picture 1 description	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Techniques used in testing speaking ability	15	37.5	10	25	15	37.5

The above table shows that 37.5 percent respondents used reading aloud daily, 25 percent respondents used oral interview and 37.5 percent respondents used picture description.

From the above mentioned table, I can conclude that the majority of the teachers i.e. 37.5% used loud reading to develop speaking fluency which is not

sufficient alone. So, all the above mentioned techniques should be equally emphasized by the teachers.

4.1.1.7 Appropriacy of Classroom size for Testing Speaking

In this study I also tried to find out whether the classroom size of the government school good for testing speaking ability or not with the help of experienced of the teachers. The opinion of the teachers regarding classroom size of government school is presented in the following table.

Table No. 7
Appropriacy of Classroom size for Testing Speaking

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Appropriacy of Classroom size for Testing Speaking	12	30	20	50	8	20

According to the above table, 30 percent of the total respondents reported that there is appropriate classroom size in governmental school to test speaking ability, 50 percent respondents reported that there is not appropriate size of governmental school for speaking test and 20 percent were unknown about the classroom size of the governmental school.

Thus, with the majority i.e. 50% of support, we can concluded that classroom size plays an important role to improve the speaking ability of the students but the classroom environment of government school in Nepal is not appropriate.

4.1.1.8 Active Participation of the Students in Testing Speaking

Testing speaking means to participate the students in real life situation. Until and unless the students are participated practically, they cannot take part in

testing speaking skill. The following table shows the active participation of the students in their speaking test.

Table No. 8
Active Participation of the Students in Testing Speaking

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Active Participation of the students in testing speaking	5	12.5	30	75	5	12.5

The above table makes it clear that most of the students in testing speaking in their school were not actively involved. However, teachers at least tried to involve the students in the speaking test.

From this study, passive participation of the students is found as one of the challenges in the class. It is because the majority of respondents responded on it.

4.1.1.9 Challenges in Managing Classroom Environment For Speaking Test

To find out whether the classroom environment of government school is well managed for testing for speaking fluency or not, the secondary level English teachers were asked to respond to the statements "*Classroom environment of governmental school is well managed for testing speaking fluency*" with three alternatives. The responses obtained from the respondents are presented in table below:

Table No. 9

Challenges in managing Classroom Environment For Speaking Test

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Challenges in managing Classroom Environment For Speaking Test	8	20	32	80		

The responses of the teachers in the table No. 9 show 20 percent out of the total respondents were in the favour of the statements that "Classroom environment is well managed for testing speaking ability". Likewise, 80 percent of them supported that classroom environment of government school for testing speaking fluency is not well managed.

The above table also shows the result that altogether 20 percent out of the total respondents agreed with statement that there is well managed classroom environment for testing speaking ability, 80 percent of them were disagreed. Therefore, sufficient majority of the teachers were in the opposition of the statement. From this result, the classroom environment is not found as good for testing speaking ability which is found as one of the challenge for testing speaking ability.

4.1.1.10 Availability of Authentic Testing Materials in School

I tried to find out whether there are authentic materials for testing speaking ability in the school. For this, I asked the teachers to respond to the statement "*Authentic testing materials are easily available in the school for testing speaking ability in the school*". The responses given by the teachers are presented in the table below:

Table No. 10

Availability of Authentic Testing Materials in School

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Availability of Authentic Testing Materials in School	18	45	19	47.5	13	32.5

The above table shows that 45 percent of the total respondents agreed the statement "Authentic testing materials are easily available in the school for testing speaking ability". Likewise, 47.5 percent of them were in the opposition of the statement and 32.5 percent were uncertain about the statement.

If we analyze the data presented in the table No. 10, we find out that, in totality, 47.5 percent teachers were against the statement, 32.5 percent teachers were undecided regarding the availability of authentic testing speaking materials. Therefore, the majority (47.5%) of the teachers thought that school should be well facilitated with lots of authentic testing materials. From this analysis, I came to conclude that authentic testing materials are the key source of improving speaking ability. But it is found that these sorts of authentic materials are not easily available in the school which has been created as a great challenge for testing speaking ability of the students of grade ten.

4.1.1.11 Teachers' view on Testing Sound Discrimination.

To find out which aspect of speaking is easy to test, the teachers were asked to respond to the statement "*Sound discrimination in classroom is easy to test*". Their responses are presented in the table below :

Table No. 11

Teachers' view on Testing Sound Discrimination

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
I find sound discrimination in classroom is easy to test	3	7.5	5	12.5	32	80

From the above table, it is clear that 7.5 percent of the total respondents were in the favor of the statement. Likewise, 12.5 percent of them were against the statement and 80 percent respondents were undecided.

According to the data displayed in the table, it is clear that altogether 7.5 percent of the respondents felt easy to test sound discrimination, 12.5 percent of them felt difficult to test it and 80 percent of them remained undecided.. In this case majority of respondents such as 80 percent were undecided. Thus, with this result, it is found that teachers lack sound knowledge of the aspects of speaking as a challenge in testing speaking ability of the students.

Hence, I can claim that the teachers should have sound knowledge of the aspects of speaking to develop speaking fluency and all the level or aspects of speaking should be equally emphasized at the time of teaching and testing speaking ability to the students.

4.1.1.12 Teachers' Knowledge about the Aspects of Speaking

To find out the sound knowledge about the aspects of speaking of Nepalese English teachers, the teachers were asked to respond to the statement "*All the English teacher have sound knowledge about the aspects of speaking*". The responses given by the teachers are given below:

Table No. 12

Teachers' Knowledge about the Aspects of Speaking

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Teachers' knowledge about the aspects of speaking	5	12.5	3	7.5	32	80

From the above table, it is clear that 12.5 percent of the total respondents were in the favour of the statement "All the English teachers have sound knowledge about the aspects of speaking". Likewise, 7.5 percent respondents were in the opposition of the statement and 80 percent of them undecided the statement.

Great majority (80%) did not want to say anything about the statement. So, It can be concluded that most of the English teachers of our context lack sound knowledge about the aspects of speaking.

4.1.1.13 Types of Items Adopted by Teachers to Test Speaking

To find out the teachers' technique/ tools used in testing speaking ability of grade ten students, the teachers were asked about the techniques adopted by them to test speaking with three alternatives. The responses given by teachers are shown in the table below:

Table No. 13

Types of Items Adopted by Teachers to Test Speaking

Statement	Close ended		Open ended		Alternatives	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Techniques adopted by Teachers to Test Speaking	2	5	38	95		

From the above table, it is clear that 5 percent of the total respondents reported that they ask close ended questions. Likewise, 95 percent of them reported that they ask close ended questions and neither of them asked alternatives.

From the above table it becomes clear that in total 5 percent teachers asked close ended questions, 95 percent teachers asked open ended questions and neither of them asked alternatives. The majority (95%) of teachers supported that they asked open ended questions to test the speaking ability of the students. Therefore, with these facts, it can be concluded that to test the speaking ability, open ended questions are the effective tools for testing speaking ability of the students.

4.1.1.14 Students Behavior in Taking part in Speaking Test

To find out the students behavior while taking part in the speaking test, the teachers were asked to respond to the statement "*The Behavior of the students while taking part in the speaking test*" with three alternatives. The responses given by teachers are presented in the table below:

Table No. 14
Students behavior in taking part in Speaking Test

Statement	Active		Passive		No participation	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Students behavior in taking part in Speaking Test	2	5	30	75	8	20

From the above table, it is clear that 5 percent of the total respondents reported that there is the active participation of the students in speaking test. Likewise, 75 percent of the reported that there is passive participation of the students and 20 percent reported that there is no participation of the students in the speaking test.

The majority i.e. 75% of the teachers reported that there is passive participation of the students in speaking test and only 5 percent teachers reported that there is active participation of the students. Therefore, with these facts, it can be concluded that the teacher should encourage the students to take part in the speaking test to develop the students as fluent speaker.

4.1.1.15 Difficulty in Measuring Speaking Ability of the Learners

In this study, I also tried to find out either measuring speaking ability of the students is difficult or easy. For this, the teachers were asked to respond to the statement "I fell difficulty to measure speaking ability of the learners". The responses of the teachers are presented in the table below :

Table No. 15
Difficulty in Measuring Speaking Ability of the Learners

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Difficulty in measuring speaking ability of the learners	25	62.5	10	25	5	12.5

From the table above, we know that 62.5 percent of the total respondents reported that it is difficult to test speaking ability of the learners. Likewise, 25 percent of them disagreed the statement and 12.5 percent of them were undecided.

The majority i.e. 62.5% of the respondents were in the favour of the statement and only very few of respondents i.e. 25% were in the opposite of the statement. With this fact, it can be concluded that to measuring speaking ability of the learners is really a difficult task.

4.1.1.16 Teachers' views on Organizing Speaking Test

In this study I tried to find out whether to organize test for measuring speaking test in the classroom is difficult or not. For this, the teachers were asked to respond to the statement "*I feel difficulty to organize test for measuring speaking ability in the classroom*". The responses of the teachers are presented below in the table:

Table No. 16
Teachers' views on Organizing Speaking Test

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
It is difficult for organizing speaking tools	35	87.5	5	12.5		

The table above presents that 87.5 percent of the total respondents strongly agreed the statement, "It is difficult to organize test for measuring speaking ability in the classroom". Likewise, 12.5 percent of them disagreed the statement and non of the respondents were uncertain about the statement. With this fact, I come to the conclusion that 'to organize test in for measuring speaking ability in the classroom is a difficult task because of various reason.

4.1.1.17 Time Allocation to Test Speaking in the Classroom

In this study, I tried to find out whether the English teachers of Bajhang district have allocated enough time to test speaking ability of the learners in the classroom or not. For this, the teachers were asked to responds to the statement "*We have allocated enough time to test speaking ability of the learners in the classroom*". The responses of the teachers on it are presented below in the table:

Table No. 17

Allocated time for Testing Speaking in the Classroom

Statement	Agreed		Disagreed		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Allocated time for testing speaking in the Classroom is enough	12	30	28	70		

In association with the table above, we know that 30 percent of the total respondents strongly agreed the statement that they have allocated enough time to test speaking ability of the learners in the classroom. Likewise, 70 percent of them disagreed the statement and non of the respondents were uncertain about the statement. With this fact, it is found that majority of the respondents i.e. 70% have not allocated enough time to test speaking ability of the learners in the classroom. So, it can be suggested that enough time should be allocated by the teachers to develop speaking ability of the students in the classroom.

4.1.1.18 Provision of Speaking Test in Curriculum

In this study I tried to find out whether testing speaking ability of our learners is emphasized in our curriculum or not. For this the teachers were asked to respond to the statement "*Testing of speaking ability is emphasized in our curriculum*". The responses of the teachers are presented in the table below :

Table No. 18
Provision of Speaking Test in Curriculum

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Provision of Speaking Test in Curriculum is very emphasized	32	80	3	7.5	5	12.5

From the table above, we come to know that 80 percent of the total respondents strongly agreed the statement that testing of speaking is emphasized in our curriculum. Likewise, 7.5 percent of them disagreed the statement and 12.5 percent respondents did not want to tell anything about the statement. With this fact, I come to the conclusion that majority of the teachers i.e. 80% were in the favor of the statement that 'Testing of speaking ability is emphasized in our curriculum' but some teachers are unknown about this fact because of sound knowledge. So, it can be concluded that the provision of speaking test in curriculum is more emphasized but some teachers are still unknown about this because of sound knowledge.

4.1.1.19 Availability of Communicative Text Books

Another item included in the questionnaire was to ask whether communicative test books are available in school or not. For this the teachers were asked to respond to the statement "*Communicative text books are easily available in the school*". The responses of the teachers are presented in table below :

Table No. 19
Availability of Communicative Text Books

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Availability of Communicative Text Books	15	37.5	20	50	5	12.5

From the given table, we know that 37.5 percent of the total respondents strongly agreed the statement that there is the availability of communicative textbooks in the school. Likewise, 50 percent of them disagreed the statement i.e. communicative text books are easily available in the school and 12.5 percent respondents remained uncertain about the statement. From the above data it is found that the majority of teachers i.e. 50% were against the statement that there is the availability of communicative text book in the school.

With this fact, it can be concluded that availability of communicative text book should be made in the school to improve the speaking ability of the students.

4.1.1.20 Teachers' views on the Effectiveness of In-Service Training

In this study, I tried to find out whether the in- service training given to teachers is effective to test speaking communicatively or not. For this, the teachers were asked to respond to the statement "*In-service training provided to the teachers to test speaking communicatively is very effective.*" The responses of the teachers are presented below in the table :

Table No. 20

Teachers' views on the Effectiveness of In-Service Training

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Teachers' view on the effectiveness of In-Service Training	10	25	20	50	10	25

From the table above, it can be said that 25 percent of the total respondents strongly agreed the statement that the in-service training given to the teachers is very effective. Likewise, 50 percent of them disagreed the statement i.e. the in-service training given to the teachers is not effective and 12.5 percent respondents remained uncertain about the statement. From the data presented in the table, it is found that the majority of the teacher were found to be against about the effectiveness of in-service training.

4.1.2 Analysis and Interpretation of the Data Obtained from Open Ended Questionnaire

Tool for data collection in this study was the questionnaire. I administered, Open ended questions as well to find out their attitudes about testing speaking. The data collected through open-ended questionnaire is descriptively analyzed and interpreted by presenting them in the following theme.

4.1.2.1 Problems faced by teachers while testing speaking

Testing speaking ability of the students is not an easy job. During the period of testing speaking ability of the students various problems may occur. In this situation, I questioned the teachers '*What problems have you faced while testing speaking ability?*' They gave following responses to the given question:

-) Students are not willing to take part in the speaking test as they do not know anything to speak

-) There is lack of authentic testing speaking materials
-) Mother tongue interference when students speak in English
-) Lack of effective exposures
-) Problems in pronunciation as students commit errors in pronouncing the particular words
-) The root problem is that the students do not want to participate in speaking test as they think that they do not know anything to speak.

The above responses showed that the teachers have faced various problems while testing speaking ability of grade ten students. Some of the major problems were found as students related problems, i.e. most of the students feel shy, large size of the classroom, lack of teaching materials, mother tongue interference, poor background of the students, lack of proper English speaking environment, problems for recognizing the actual pronunciation of connected speech students do not show interest in taking part in communicative activities, use were as root problems.

4.1.2.2 Importance of Testing Speaking Ability

To elicit the teachers' opinions about testing speaking ability in the classroom, the question '*why do you test speaking ability in the classroom?*' was given to them. In this regard, almost all English teachers responded to make students fluent speakers in English so that they can get mastery over communication where communication is the main goal of language teaching, to know students' proficiency in speaking skill and to involve students in further necessary speaking activates.

4.1.2.3 Problems related to Classroom Management

Classroom management is a difficult task for teachers because of disruptive behavior of students and other problems. In this situation, I questioned the

teachers 'What problems do occur regarding classroom management while testing speaking ability ?' They gave following responses

-) Huge number of students in a single class which is very difficult to manage them
-) Problems regarding seating arrangement
-) Very few classes have electricity facility because of which the modern tools of testing speaking ability cannot be conducted
-) Less availability of authentic testing materials
-) Problems in dividing the class into different groups
-) Problems in involving students in communicative activities
-) Problems in controlling those students who are morally bad
-) Problems in managing the large number of students to divide different groups and to create peace environment and exchanging the seats
-) Preparing questions based on the students ability and self checking system
-) Separating them into the class and out of class
-) Lack of same level students and lack of proper time
-) Lack of practical knowledge regarding the aspects of speaking skill
-) Limit of educational tools, teaching experience and time bounded

The above responses show that the various problems occurred regarding classroom management while testing speaking ability. I found that almost all teachers face the problems regarding classroom management while testing speaking ability. They view that at the time of classroom management students have no more motivation to speak English in the classroom, large size of the classroom creates for problems in classroom management, time allocated for testing speaking is not enough for involving all the students in communicative activities, lack of sufficient furniture and other teaching materials causes problems in testing actual speaking ability of the students.

4.1.2.4 Problems in Students Interest

This question intended to find out the feelings and intentions of the students in taking part in speaking test. The question, '*Do you face any problems regarding students' interest in taking part in testing speaking ability?*' was asked to the teachers. They gave different responses for this question which are given below:

-) Obvious that everyone feels bad and nervous when they can't success in test, so feeling nervous is one of the problem.
-) Feel negative attitude in speaking test as they are conditioned more in reading and writing more than listening and speaking
-) Feel anxiety and to some extent tend to blame teachers and administration
-) Students feel fear for committing errors so that they don't show interest in taking part in speaking test
-) Students feel uneasy to take part in speaking test because of their poor linguistic background

The above responses showed that the teachers found the negative attitude of the students in taking part in speaking test. So, it can be concluded that students do not show interest in taking part in speaking test because of various factors like anxiety, fear for committing errors, afraid of being fool in front of others if they commit errors and so on. Thus, students should be motivated and encouraged to take part in speaking test.

4.1.2.5 Way of Testing Speaking Ability

This question intended to find out the techniques to test speaking ability. To know about the way of testing speaking ability, teachers were asked to respond the question '*How do you test speaking ability ?*' They gave following responses for this question :

-) Students are asked to read texts aloud
-) Encourage students to speak to each other and test their speaking fluency accordingly
-) By giving students more time to expose their feelings, ideas, thoughts etc.
-) By asking students to describe pictures
-) By giving them situation to speak in which they are interested and motivated like describing their favorite friends etc.

The above responses show that the teachers test the speaking ability of the students. This study showed that all most all teachers test speaking differently some of them ask students to describe picture, perform dialogue, and other ask to read magazine, songs, poems and reading text aloud. But only one way to test speaking is not sufficient so, teachers should adopt all the above mentioned way to test the speaking ability of the students.

4.1.2.6 Tools used in Testing Speaking Ability

In this research I tried to find out the tools which are implemented by the English teachers to test speaking ability. In this regard, the question “*What tools do you use to test speaking Ability?*” Was asked to the teachers. The responses given by them are given below:

-) Pictures
-) Reading texts
-) Dialogue
-) Oral interview
-) Introducing and describing the people, events etc
-) Chart

The above responses show the tools which were used by the teachers while testing speaking ability or fluency of the students of grade ten. From this study,

it can also be concluded that most of the teachers lack some authentic testing tools partially but any way they use different testing materials/tools which are available with them like pictures, reading texts, dialogue, oral interview etc. but emphasis on only one tool is not sufficient so all the tools mentioned above should be equally emphasized along with some authentic tools.

4.1.2.7 Effects of Mother Tongue in Testing Speaking Ability

In this research, I tried to find out the impact of mother tongue in testing speaking ability. In this regard, the question, '*what do you think regarding the impact of mother tongue to test speaking ability?*' was asked to the teachers.

The responses given by them are given below:

-) Firstly, the students think in their mother tongue and they transfer the ideas while speaking in English which disturbs their fluency in English
-) Mother tongue interference take place while testing speaking ability
-) Mother tongue hinders the further speaking ability in English

The above responses show that there is negative impact of mother tongue while testing speaking ability.

4.1.2.8 Problems Occurring in involving Students in Communicative Activities

In this research, I tried to find out the problems occurring while involving students in communicative activities. In this regard, the question, '*what problems can be occurred while involving students in communicative activities?*' was asked to the teachers. Their responses are presented below:

-) Students feel harassed and dominated if they do not have good proficiency in English
-) Difficult to manage huge number of students to involve in communicative activities to speak because of time limit

-) Students feel fear for committing errors in speaking English which make them stop to involve to participate in communicative activities
-) They hesitate to express anything in another language as they like to speak that fact in their own mother tongue
-) Because of the lack of confidence they do not want to involve in communicative activities
-) Students do not want involve in communicative activities of being fool in front of other students

The above responses show the various problems that occurred while students involving in the communicative activities. Regarding the problems occurring in involving students in communicative activities this study showed that no teachers are free from problems irrespective of which school they belong, and problems regarding involving the students in communicative activities are poor background of students, shyness, fierce of students, they do not understand the instructions properly, lack of sufficient teaching materials, lack sufficient furniture and large-size of classroom are the main problems for most of the teachers.

4.1.2.9 Problems in using Authentic Materials

The item, 'what problems can be occurred while testing speaking ability using authentic materials?' intended to find out the problems face y respondents to test speaking ability using authentic materials. The teachers faced the different problem to test speaking ability of the students using authentic materials. The responses to this item are presented below:

-) Full preparation of the subject matter and problems in setting such authentic materials
-) Problem of managing the materials according to the level of students
-) They cannot grab the gist of the course through authentic materials as they are beyond the level of the students

-) Students cannot comprehend authentic texts
-) Students cannot involve in speaking test because of the unfamiliarity with the authentic material.

The above points mentioned that the various problems that can be occurred while testing speaking ability using authentic materials. Some of the major problems in using authentic materials were found as most of the students are not familiar with authentic materials, they cannot understand the foreign accent, colloquial language and difficult vocabularies used in authentic materials. Authentic materials are not easily available everywhere and teachers themselves find difficulties to use authentic materials for teaching speaking communicatively.

4.1.2.10 Difficulty in Scoring

In order to get the opinion of teachers about scoring the above questioned was asked. Their responses are listed below:

-) Students do not show interest and readiness in speaking activities. So that we cannot assess their actual speaking ability
-) All the students may not take part in the speaking test. So that it may be very difficult to provide score to those
-) Scoring provided by the teachers may not determine the standard of the students in speaking test
-) As there are the students of multiple intelligence in a single class who can express the same idea in a different way. In such a situation it is very difficult to provide score to the students

By the above responses given by all teachers, I can conclude that scoring is one of the most difficult task in testing speaking ability because of the presence of the students of multiple intelligence in a single class, scoring provided by the teachers in speaking may not be reliable and all the students cannot take part in

the speaking test which can create problem to assess their actual speaking ability.

4.2 Summary of the Findings

The major concern of this study was to find out teachers' perception on challenges in testing speaking ability of tenth grade students. Similarly, this study also focused on identifying the challenges faced by English teachers in testing speaking ability off grade ten students. The major findings on the basis of the analysis and interpretation of the data obtained from the selected teachers are given below.

-) A majority of the teachers were found to conduct speaking test in the classroom. Among them, nearly 60 percent of the teachers were trained for the testing of speaking ability.
-) Teachers were found using different techniques for testing speaking skill. Among them picture description, reading aloud and oral interview were more common in the classroom. Language functions included in the text book were given more emphasis by the teachers.
-) Techniques used by the teachers were found satisfactory to the level of the students.
-) Most of the techniques were found relevant to the course objectives.
-) The techniques prescribed in the textbook were not found enough for the testing of speaking skill.
-) Lack of sufficient materials for speaking test was also an obstacle in the proper testing.
-) Testing speaking was found more problematic because of less time allotment to its testing a large number of students inhibition, lack of physical facility, etc.
-) It was found that there is passive participation of students in speaking test they think of being fool in front of other students as they have poor linguistic background.

-) It was found that students are unable to comprehend the authentic teaching materials as they beyond their level.
-) It was found that most of the teachers lack sound knowledge about the aspects of speaking.
-) It was found that 62.5 percent of the teachers were felt testing of speaking is a difficult task and 10 percent of the teachers were felt speaking test as an easy task.
-) The majority of respondents i.e. 50 percent respondents reported that the in-service training given to the teachers is not effective. Eighty percent respondents reported that our curriculum has emphasize on speaking.
-) To test speaking ability of the students majority of the teachers have given emphasized on open ended questions only
-) Most of the teacher viewed that there is the use of mother tongue at the time of speaking in English. So, mother tongue interference has been a great challenge in testing actual speaking ability of the
-) Almost all teachers were found to have the problems of sufficient authentic testing materials. So, each and every school should be facilitated with these authentic testing materials for testing speaking ability.
-) Most of the teachers viewed that testing of speaking skill is not more emphasized in curriculum.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The word 'test' is commonly used in language teaching to see how much the students have learnt. A test is a measuring instrument designed to elicit a specific sample of an individual's behavior. In other words, test is the measurement of behavior that one exposes. That is to say, a test is a measuring instrument of one's ability. It is rather informal. There are plural numbers of tests viz. class test, unit test, monthly test, etc. There is a set of techniques, procedures, and test items that constitute an instrument of some sort.

Thus, a test demands testees to display their knowledge or skills of the area concerned. The test is also used as to compare an individual with other individuals who belongs to the same group, educational status and age. The planned techniques are used in formal tests on quantification of data. Test may be formal or informal in terms of the nature of the quantification of data. It is important to test students speaking ability to develop their linguistic competence. Thus, a test is believed to sample student's performance and infers certain types of competence.

My major concern was to explore the challenges in testing speaking ability of grade ten students. So, this study also aimed to overcome the challenges regarding testing of speaking ability.

From this study, I expect, the challenges faced by English teachers in testing speaking of grade ten students would be overcome. There was the lack of authentic testing materials in the classroom. This study shows that no teachers had sufficient authentic testing materials for testing speaking ability of the students. Most of the problems faced by our English teachers while testing speaking ability were large classroom size, poor background of the students, shyness of the students, lack of sufficient testing materials, limited time, lack of

communicative textbooks, sound knowledge of teachers about the different aspects of speaking, lack of proper testing system. This study would bring some new insights on teaching and testing of speaking ability of the students in the classroom if these aforementioned problems are considered.

This thesis contains four chapters. The first chapter includes the 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. The second chapters introduces the review of related literature, related empirical literature and conceptual framework. The third chapter is concerned with the methodology used in the study under which sources of data, sampling population, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. In the process of data collection I used questionnaires as a tool for the data collection. I went to different twenty government schools of Bajhang district. The fourth chapter provides a comprehensive picture of the analysis and interpretation of the data. The data was analyzed using statistical tool in a percentile form. The fifth chapter comprises the conclusion and recommendation of the study. It can be concluded that there should be enough authentic testing materials for testing speaking ability. Another striking point is that students should be encouraged to participate in speaking test by providing them ample opportunity. Another thing to be considered is that there should be appropriate testing approach to face challenges in testing speaking ability of the students.

5.2 Recommendations

On the basis of the above findings, I would like to suggest the following points of recommendations;

5.2.1 Policy Related Recommendations

Policy simply refers to the policy of teaching and testing English language is not practices one. Similarly techniques and tools mentioned in the textbook are not sufficient to develop communicative competence. So, I would like to suggest the following recommendations after conducting this research.

1. The techniques included in the textbook were not sufficient for testing speaking ability. So, the curriculum designer and textbook writers should include more techniques for the testing of speaking skill.
2. Training should be conducted by the concerned authorities periodically to the teachers to equip them with skill for effective testing of speaking skill and teachers should be responsible towards their duty. So, they can involve a large number of students in speaking test without hesitation.
3. The activities which give an ample opportunity to develop the language skills in classroom should be included in the text book.
4. With the help speaking test teachers know the students proficiency level and interest. So s/he should be exposed with authentic materials to enhance their learning.
5. Curriculum Development Centre (CDC) has to design the communicative textbooks.
6. Syllabus has to be designed giving more emphasis on speaking.

5.2.2 Practice Related Recommendations

Plans and policy do not work themselves until and unless they are implemented effectively. So, to implement the findings of this research I would like to recommend the following practice related recommendations.

1. Audio-visual aids seem more effective for conducting speaking test. So, the teachers should include these aids in the testing of speaking ability of the students.

2. Student -student interaction should be encouraged so that they get adequate time for speaking.
3. The appropriate context should be provided to all the students to perform well in the test.
4. Listening and speaking are interrelated language skills, which go side by side without learning these two skills the learners cannot develop the ability of reading and writing. So, teacher should give equal importance to both skills.
5. The teachers should encourage the students to participate speaking test and s/he should provide the opportunity to speak in the target language by using different interesting games and behaving as friend with them.
6. Teacher should involve more students in discussion and interaction so that they did not hesitate in speaking. It would be better to involve students voluntarily.
7. Pronunciation and fluency should be emphasized in the classroom.
8. Teachers should allow the students to do the task in the group.
9. The relationship between teachers and students is of great value in teaching and learning. Therefore, student-teacher relationship should be made.
10. The time allocated for speaking was found as an inadequate. The teachers were found to give much emphasis on reading and writing rather than listening and speaking. So, equal emphasis should be given on all skills.

5.2.3 Further Research Related Recommendations

The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample, data collection tools and so on. So further researches can be conducted concerning the limitations of this research. Here, some of other related areas are recommended for further study.

1. Further research studies related to the testing of speaking should be conducted. So, that testing could be made more effective and behavioral.
2. Challenges in Testing of speaking have to be taken into consideration in the research to be done in future.
3. The further research has to focus on the communicative speaking test
4. Further researches have to be carried out on different aspects of speaking.
5. Problems caused by lack of sufficient testing materials while testing speaking skill.
6. Importance of teaching speaking communicatively while testing of speaking skill.

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APPENDIX I
LIST OF THE SELECTED TEACHERS

Following English teachers of Bajhang district who were the sample population of this research are listed below along with their respective schools.

S.N.	Name	School
1	Mr. Ramesh Bahadur Singh	Khaptad H.S.S. Kalukheti, Bajhang
2	Mr. Dharendra Bdr. Singh	Khaptad H.S.S. Kalukheti, Bajhang
3	Mr. Tires Raj Joshi	Durga Mahaling H.S.S. Chauka, Bajhang
4	Mr. Bishnu Prasad Joshi	Durga Mahaling H.S.S. Chauka, Bajhang
5	Mr. Ishwor Bdr. Rawal	Meltadi S.S.S. Lamtada, Bajhang
6	Mr. Ramesh Bdr. Bogati	Meltadi S.S.S. Lamtada, Bajhang
7	Mr. Ganesh Singh Sharki	Lamatola H.S.S. Lamatola, Bahang
8	Mr. Bishnu Sunar	Lamatola H.S.S. Lamatola, Bahang
9	Mr. Puspa Raj Khatri	Maheshwori H.S.S. Gadarya, Bajhang
10	Mr. Gagan Aagri	Maheshwori H.S.S. Gadarya, Bajhang
11	Mr. Siddha Raj Khatri	Bhagyadaya S.S. Channa, Bajhang
12	Mr. Dammar Sunar	Bhagyadaya S.S. Channa, Bajhang
13	Mr. Ishwor Khadka	Kholamora S.S. Khati Gaun, Bajhang
14	Mr. Hem Raj Joshi	Kholamora S.S. Khati Gaun, Bajhang
15	Mr. Tirtha Raj Upadhyay	Satyavadi H.S.S. Chainpur, Bajhang
16	Mr. Lal Bdr. Bohara	Satyavadi H.S.S. Chainpur, Bajhang
17	Mr. Jagat Malla	Jalapa H.S.S. Rithapata, Bajhang
18	Mr. Jeeten Thapa	Jalapa H.S.S. Rithapata, Bajhang
19	Mr. Satya Narayan Ojha	Janapriya H.S.S. Chainpur, Bajhang
20	Mr. Dan Bdr. Bhandari	Janapriya H.S.S. Chainpur, Bajhang
21	Mr. Bhairav Kathayat	Satyavadi H.S.S. Jayaprithvinagar, Bajhang
22	Mr. Kumbha Panday	Satyavadi H.S.S. Jayaprithvinagar, Bajhang
23	Mr. Okil Bdr. Singh	Bannichaur H.S.S. Bannichaur, Bajhang
24	Mr. Nabin Kharel	Bannichaur H.S.S. Bannichaur, Bajhang

25	Mr. Madhan Raj Joshi	Shanti H.S.S. Chaughanpata, Bajhang
26	Mr. Khem Raj Bhandari	Shanti H.S.S. Chaughanpata, Bajhang
27	Mr. Kishan Datta Upadhyay	Betal S.S. Rayal, Bajhang
28	Mr. Satya Bista	Betal S.S. Rayal, Bajhang
29	Mr. Mahendra Bdr. Singh	Durga H.S.S. Thali Naubish, Bajhang
30	Mr. Yogesh Dharmi	Durga H.S.S. Thali Naubish, Bajhang
31	Mr. Bishnu Raj Joshi	Madkhuri S.S. Thali, Naubish, Bajhang
32	Mrs. Kalpana Kathayat	Madkhuri S.S. Thali, Naubish, Bajhang
33	Mr. Ramesh Bdr. Bista	Shanti S.S. Parakatne, Bajhang
34	Mr. Rabindra Sharma	Shanti S.S. Parakatne, Bajhang
35	Mr. Birendra Ayadi	Sunikot S.S. Sunikot, Bajhang
36	Mr. Balram Kathayat	Sunikot S.S. Sunikot, Bajhang
37	Mr. Hemanta Bdr. Khadka	Pandu S.S. Padesh, Bajhang
38	Mr. Prem Bdr. Oli	Pandu S.S. Padesh, Bajhang
39	Mr. Hemanta Bdr. Rokaya	Khapeshwor S.S. Patadewal, Bajhang
40	Mr. Padam Bdr. Karki	Khapeshwor S.S. Patadewal, Bajhang