CHAPTER: ONE

INTRODUCTION

1.1 General Background

The very term 'language' is viewed to be unique possession of human beings and it is also regarded as a means of human communication without which communication between human beings will breakdown. Therefore, language is one of the essential means of communication for human beings. It is only the language which brings human beings in this modern scientific era. Highlighting the importance of the language, Hockett (1970, p.569), says "Man does not live by bread alone, his necessity is communication". Another scholar Davies (1968) also has similar opinion of language when he says:

> Language is used everywhere for communication between persons and for individual thinking. It is acquired early in life as part of natural child development but we know how difficult it is distinguish language from other aspects of communication or from other forms of thinking (p.51).

As was mentioned earlier, we can conclude that language is such a term in the present global context that no human being can be away from it and demands communication in every aspect of life. So, language is a system in which it can communicate the ideas, opinions, feelings and share experiences from one person to another. Putting it another way, language is a system of communication in speech and writing that is used by people of particular country or area.

Though there are so many language communities in the world, human beings communicate with one another using some particular medium of languages. Among the languages, the English language has become means of international communication. Therefore, without the use of the English language today

communication in global context is almost impossible. It is also regarded as a passport through which one can visit the whole world. No Language in the world is as popular as English. It is a lingua franca which occupies a dominant position in the present world. It is an international language in which most of the books, newspapers, journals and so on in the world are published and more communication is done in the English language.

With the increasing use of the English language in the world, Nepal has given priority to English in education. Basically its impact is remarkably noticeable in academic as well as other subsequent field such as tourism, commerce, trade, industry and so on. Though the history of the English language teaching goes back to Rana regime, it was limited within the Rana family in the beginning. During Rana regime, we did not find any progress in the field of education. Needless to say, the situation of teaching and learning English in that time was completely foreign. After the establishment of democracy in 2007 B.S., many attempts have been made to uplift the education system in Nepal. New ways of teaching have given high priority, but nowadays, communicative approach has been in practice in all levels of education. Nowadays, English is spoken as a second language but prestigious language. Although, we have well-designed curriculum and well written textbooks, there are many problems for teaching in Nepalese context. Anyway, what we can say about language (here English) is that it has occupied and important place in our educational system.

1.1.1 Language Testing and Teaching

The origin of modern language testing is not so distant. Despite testing being so nicely interwoven in teaching ever since teaching began. It was only after the World War Second, the idea of language testing appeared as a distinct discipline. Before that there was no clear distinction between language teaching and language testing. Language testing has now become a discipline in itself which is an integral part of language teaching. In general, language teaching, language learning and language testing come within the framework of language

education. The existence of one in the absence of another is incomplete. Therefore, the notion that testing influences teaching is common place in the educational and applied linguistics literature. In short, language testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn and teaching means showing or helping students to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, etc. The history of language testing is as old as the history of English language teaching (ELT) itself because testing has always been an integral part of any English language teaching program. In other words, language testing plays a very important role in language teaching. It will help to locate the precise areas of difficulty encountered by the class or by the individual student. Every test and examination has their own purposes regarding language teaching in learning. In this regard, Hughes (1995, p.7) presents the following purposes of testing:

(i) To measure language proficiency regardless of any language courses that candidates may have followed.

(ii) To diagnose students' strengths and weaknesses, to identify what they know and what they do not know.

(iii) To discover how far students have achieved the objectives of a course of study.

(iv) To assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability.

According to Khaniya (2005), test is any procedure for measuring ability, knowledge or performance of the learners. He (ibid) says:

Testing is used as a process of scrutinizing how far learners have learned

what the teacher wishes them learn. In the 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. The intend of the teacher in making queries or

administering an examination during or after his teaching on what has

been taught obviously is to determine, if necessary, remedial measures.

Testing is used to evaluate the students' language ability or language

capacity. (p.1)

Emphasizing the role of teaching to testing, Davies (1990, p.1) writes, "Language testing is central to language teaching. It provides goals for language teaching and it monitors for both teachers and learners' success in reaching these goals". The definition mentioned earlier take testing as a focal point in language teaching. Similarly, another scholar, McGraph (1996) says, "Teaching without testing is like painting in bad light" (p.60). Here, McGraph strongly argues that language teaching cannot be fruitful without testing and therefore, it gets light from testing for its natural development. We can also say that, the above definition shows the complementary relation between teaching and testing. In Bachman's words, "Language testing almost never takes place in isolation. He further says it is done for a particular purpose and in a specific context" (1989, p.2). Bachman agrees with McGraph in this regard.

Heaton (1988) also emphasizes the complimentarily of language teaching and language testing when he says:

Both testing and teaching are so closely interrelated that it is virtually

impossible to work in either field without being constantly concerned with

the other. Tests may be constructed primarily as devices to reinforce

learning and to motivate the student, or primarily as a means of assessing

the student's performance in the language. In the former case, the test is

geared to the teaching that has taken place whereas in the later case, the

teaching is often geared largely to the test. (p.1)

The above statement indicates that testing and teaching influence each other. It is widely believed that teaching provides input to make effective testing and testing provides some guidelines to continue teaching strategies to change and them to make teaching more effective.

Davies (1990 quoted in Khaniya 2005, p.9) says, "Language testing is the central for language teaching". It shows that language teaching cannot complete without language testing. In other words, language testing is the main part of language teaching. Similarly, another scholar, Harrison (1991) expressed his views with the two way relation between language testing and language teaching when he says:

> A common view of testing is that it is quite separate from teaching and learning, both theoretically and in practice. A test is necessary but unpleasant imposition from outside the classroom, it helps to set standards but uses up valuable class time… far from divorced from each other testing and teaching are closely interrelated. (p.1)

In the above definition, Harrison maintains that, though the common view of testing tries to separate testing from teaching, it cannot be separated from teaching because it is interwoven in teaching in such a way that they are closely interrelated.

On the whole, both language teaching and testing are closely related to each other. Testing should not be diverted from teaching rather it should be taken as an integral part of teaching in the sense that both of them are mutually inclusive and complementary to each other. Language testing and teaching have a common goal, i.e. to achieve the proficiency of the learners, whether they have learnt the materials they have taught or not. Teaching becomes fruitful when the learners attain the set objectives. Therefore, testing is an inseparable part of teaching. Testing without teaching is useless and teaching without testing does

not guarantee the learning on the part of the students. In a nutshell, language teaching is not complete without testing and vice-versa.

1.1.2 Qualities of a Good Test

Tests and examinations are still the most widely used tools of evaluating certain characteristics of an individual student. A test is a measuring device which we use when we want to compare an individual with other individuals. In other words, test is meant to measure the learner's knowledge. It measures and evaluates a course or group of students. It usually grades or puts the students on a certain scale. In this regard, Carroll (1968 as cited in Bachman 1989, p.2) writes a test as "a psychological or educational test is a procedure designed to elicit certain behavior from which one make inferences about certain characteristics of an individual's behavior". According to Underhill (1994), "Test are not inherently good or bad, valid or invalid; they become so when they are applied to a particular situation" (p. 6). The above definition captures the essential components of a test. A test is first a method. There is a set of techniques, procedures, test items that constitute an instrument of some sort and that method generally requires some performance or activity on the part of either the test or the tester or both.

Constructing a genuine test is really far more complex matter for test constructor. To be effective and efficient, the test must be purposeful, i.e. it must be administered for some purposes. Therefore, the quality of an exam is examined in the light of the extent to which it serves the purposes for which it is administered. In short, a test can be good if it has validity, reliability, practicality, economy, and positive washback. If it lacks one of the qualities, the test cannot be good.

a) Validity

Validity is one of the main qualities of a good test. It is relative term and can be defined as the 'degree' of accuracy of a test. In examining validity, we must

also be concerned with the appropriateness and usefulness of the test score for a given purpose. Hughes (1989, p.22) says, "Validity in testing and assessment has traditionally been understood to mean discovering whether a test 'measures' actually what it is intended to measure" (as cited in Fulcher and Davidson, 2007).

According to Davies, Brown, Elder, Hill, Lumley and McNamara (1999 as cited in Khaniya 2005, p.103), "A measure is valid if it does what it is intended to do…". Further explanation of the above definition is that the validity of a test is measured on the basis of how far the information it provides is accurate, concrete, and representative in the light of the purposes for which it is administered. Similarly, Brown (1989) says, "By far the most complex criteria of a good test is validity, the degree to which the test actually measures what it is intended to measure" (p.94). According to Khaniya (2005, p.103), there are five types of Validity. They are; content validity, criterion-related validity, predictive validity, construct validity, face validity and washback validity.

In conclusion, validity is the degree to which the test accurately measures what it is intended to measure. Theoretically speaking, a test is said to be valid if it measures actually what it is intended to measure. But in practice, no test can be absolutely valid or invalid. Therefore, validity is the relative term and can be defined as the degree of accuracy of a test.

b) Reliability

Reliability is another characteristic of a good test which is often defined as the consistency of scores or performance of the same test administered within a reasonable time. In other words, reliability is the extent to which a test produces consistent results when administered under similar conditions. According to Heaton (1975, p.x), "Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument". In short, in order to be reliable, a test must be consistent in its measurements. Similarly, Brown (1989) writes, "A reliable test is a test that is

consistent and dependable" (p.253). He further says that the sources of unreliability may lie in the test itself or in the scoring of the test. If we give the same test to the same subject or matched subject on two different occasions, the test itself should yield similar result; it should have test reliability.

Ebel (1979, p.67), gives priority in the consistency of measurement while defining reliability. He (ibid) says, "In order to establish the reliability of an examination it is necessary to answer the question: how consistent would the examinee's performance be if we asked him to take the same exam at a different time, or another examination which is supposedly similar"?

Khaniya presents different factors that contribute to the reliability of the test. They are as follow:

(i) Homogeneity of items: if a test has the test items testing the more or less the same trait, the test will have high reliability.

(ii) A test with high discriminating power items will produce high reliability.

(iii) Variability of group- students with a wide range of ability will yield high reliability.

(iv) Sufficient test taking time will give high reliability.

(v) A test with less freedom of choice will yield high reliability.

(vi) A test with unambiguous items will have high reliability.

(vii) Objectivity in scoring will give high reliability, and

(viii) Length of the test also contributes to produce high reliability: longer the test, higher the reliability. (2005,p.118)

From the above different definitions given by different scholars, we can conclude that, in order to be reliable, a test must be consistent in its measurements. It is also said that reliability is a pre-requisite for a valid test. There are basically three aspects for any test to be reliable. They are: the circumstance in which the test is taken, the way in which it is marked and uniformity of the assessment it makes. The reliability of a test is its consistency

in its score no matter whenever the test is administered and whoever the scorer is. Reliability of a test can be determined by test-retest methods, parallel test methods, and internal consistency methods.

c) Practicality

Practicality is a next quality of a good test which is different from others. A test which is very expensive in terms of time and money, too difficult for students to take exam, and takes several hours for the examiner to check the answer is impractical. Therefore, a test must be practicable in terms of length of time, cost and administration. In other words, the test must be manageable in terms of money, time and other physical aspects. In this regard, Heaton (1975, p. 158) says, "A test must be practicable; in other words, it must be straight forward to administer". He (ibid) further says, "Practicality involves the cost, ease of administration and scoring". Similarly, Brown (1989) writes, "A test ought to be practical within the means of financial limitations, time constraints, ease of administration, and scoring and interpretation" (p.253).

According to Khaniya (2005):

> This aspect of exam efficiency is important because failing to achieve the practicalities would lead to have problems to convince the authority concerned. In order to develop a test with a reasonable degree of practicality, it is necessary to pay attention to the following issues: human resource, material resource, and time. (p. 120)

In a nutshell, practicality is also one of the qualities of a good test, in the absence of which test may be misleading and even if the test is valid and reliable, there is no use of it. In other words, without the quality of practicality, there does not come quality of valid and reliable test. Practicality also involves the time allocated for scoring and analyzing the scores. Therefore, a test must be well organized in advance to make it practical.

d) Economy

Economy is also another quality of a good test. Economy of the test here refers to the construction, administration and scoring of a test at minimum cost and labor. Any good test should be as economical as possible in terms of time and money without resolving other qualities of a good test. In the words of Lado (1961, p.31), "Economy is a practical criterion". He (ibid) questions, does the test measure what we want it to test in a reasonable time considering the testing situation? If it does, the test is practical and economical. In short, any test to be a good one, should be economical in terms of time and money, construction, administration and scoring.

1.1.3 Washback Effect

The very term 'washback' is the main area of this research study and the researcher in this study use the term *washback*, as it is mostly used in the field of applied linguistics. It is important to note here that the terms 'washback' and 'backwash' effect are being used interchangeably in language testing literature. It is generally perceived as being either positive (beneficial) or negative (harmful). Therefore the term 'washback' effect is not a new concept in the field of testing literature. Talking about washback effect of a test, Heaton (1988, p.170) raises questions:

> How much influence certain tests exert on the complilation of syllabuses
>
> and language teaching programmes? How far is such an influence harmful
>
> or actually desirable in certain situation? Again, what part does coaching
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> play in the test situation? Is it possible to teach effectively by relying solely
>
> on some of the techniques used for testing?

Here, Heaton raises the questions on the impact of a test on syllabus and language teaching programmes in determining methodology by the teachers. In the above statement, he has mentioned that a test has both positive and negative

effects, and therefore we should guard against negative washback effects of testing.

Similarly, Davies et al. (1999, p.225 as cited in Taylor 2005, p.154) define washback as "the effect of testing on instruction. Language test washback is said to be either positive or negative". In the same page, he gives the following illustration: 'If, for example, the skill of writing is tested only by multiple choice items then there is great pressure to practice such items rather than to practice the skill of writing itself'. He further says, positive washback is said to result when a testing procedure encourages 'good' teaching practice; for example, an oral proficiency test is introduced with the expectation that it will promote the teaching of speaking skills.

According to Alderson and Wall (1993), "Washback or backwash, a term now commonly used in applied linguistics, refers to the influence of testing on teaching and learning, and has became an increasingly prevalent and prominent phenomenon in education (as cited in Cheng and Watanabe, 2004, p.2).

Originally the term 'washback' had a negative connotation following Wiseman (1961) when he writes, "It was used to define the deleterious effect of examination. One of the criteria for a good test at that time was not to have a washback effect on teaching" (p.159). Therefore, the concept of washback got changed after some years and started to be used as a natural term, i.e. neither positive nor negative. It simply refers to the effect of an examination on education. This is a stand on the neutrality- neither positive nor negative. In this regard, Bachman (1989) talks about potential consequences both positive and negative of using a particular test. According to him, "One consequence that has been discussed with respect to language testing, for example is that of washback or the effect of testing on instruction. Positive washback would result when the testing procedures reflect the skills and abilities that are taught in course" (p.83). Though, he has talked both positive and negative effects of examination, he has limited the effects only on instruction or methodology.

Pearson (1988, p.101) looks at the washback effect of a test from the point of view of its potential negative and positive influences on teaching. According to him, a test's washback effect will be negative if it fails to reflect the learning principles, and/or course objectives to which it supposedly relates, and it will be positive if the effects are beneficial and "encourage the whole range of desired changes". According to Wilkinson (1968 as quoted by Khaniya 2005, p.54), "The term 'washback' has frequently been used to refer to the effect of an examination on the teaching and learning of a foreign language and syllabus design". That mean, it is a way in which an examination may influence in a backward direction. Here, Wilkinson maintains that effect of examination on teaching and learning is obvious.

Hughes (1995) opines that test items should be in harmony with the course objectives to have beneficial washback; otherwise washback will be harmful, when he says:

> The effect of testing on teaching and learning is known as *backwash*. Backwash can be beneficial or harmful. If the testing is taken as important and dominates teaching and learning process, it has positive effect. If a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities and if the test content and testing techniques are at variance with the objectives of the course then there is likely to be harmful backwash. (p.1)

The following suggestions are recommended by Hughes (1995) to achieve beneficial washback:

(i)   Test the abilities whose development you want to encourage.

(ii)   Sample widely and unpredictably.

(iii)   Use direct testing.

(iv)   Make testing criterion-referenced.

(v)   Base achievement tests on objectives, and

(vi)   Ensure test is known and understood by students and teachers.

   (pp.44-46)

Messick (1996, p.241) calls washback as *consequential validity*. He (ibid) writes, "Washback refers to the extent to which the introduction and use of a test influences language teachers and learners to do things that they would not otherwise do that promote or inhibit by learning" (as cited in Fulcher and Davidson, 2007, p.221). Morrow (1986, p.6) terms washback effect of a test 'washback validity' (i.e. positive influence on teaching) and considers this the most important criterion for a good test, especially if it is to be used as an external examination. He further argues that one of the uses of examinations is to ascertain how much of "the intended washback effect was actually being meet in practice". Khaniya (1990, p.22) defines washback from the perspective of exam preparation. He (ibid) says:

Whatever is done all along the way of examination preparation is the 'washback' effect of examination. This effect can influence the teaching and learning methods employed from very beginning to the end of a course if examinations require students to cover all what is entitled in the course objectives.

Khaniya (1990) has discussed the effect of the Nepalese SLC English examination and argued that it had a negative washback effect for both teachers and students due to the nature of its test items. There is a washback effect of examination on teachers. As the examinations are very powerful in Nepalese context, one of the responsibilities of the teachers is to enable their students to get good marks in the exams. He again states that, not only this, in Nepalese context, teachers have to work very hard to prepare their students to secure good marks for the advertisement of private institutions. Moreover, the parents also like their children to obtain good marks in examinations. Therefore, the

teachers are in psychological pressure from parents, school management and also from the students to teach according to the model questions, i.e. to prepare for the exams.

The washback effect on students is obvious everywhere. Like the teachers, the students work harder when they know that examinations are approaching them. Then they start collecting notes, buying guide books, guess paper etc. when the schedule of examination is given. There is always a tendency of the students that they, from the very beginning, start preparing for the examination. In this context, Khaniya (1990, p.59 quotes Alderson 1986 p.99) that, "It is not surprising that students are vitally concerned with examinations because it has serious consequences for their future lines". Therefore, examinations have great washback effect on students or learners as well. The washback effect goes beyond the test itself to include factors, such as curriculum, teachers and students' behavior inside and outside the classroom.

As was discussed earlier, we can say that washback effect is the influence that a test has on the way students are taught. It is also believed that the washback effect of examination is to affect the whole process of language teaching and learning including curriculum designing and implementation. There are good and bad or positive and negative washback effects. Washback effect of testing on teaching and learning will be positive if the exam is prepared in advance and if the exam is in harmony with the objectives of the course whereas it affects negatively if there is variation between teaching, syllabus and testing syllabus as well as the course objectives set to be achieved. The important thing is that we have to make the exam as better as we can for having beneficial washback. To be good, an exam should not only exert a negative influence but it must also have the potential to exert a beneficial influence on teaching and learning, where necessary. If the test lacks washback validity, it will be unable to cause the students taking the test to learn the language.

1.1.3.1 Some Possible Washback Hypothesis

The term 'washback is commonly used in applied linguistics which refers to the influence of language testing on teaching and learning. It is a phenomenon that is of inherent interest to language teachers, researchers, program directors, policy makers, and others in their day-to-day educational activities. The washback effect may be positive or negative or neither or both in the field of language testing. In this context, Cheng and Watanabe (2004) writes:

> Whether the effect of testing is deemed to be positive or negative should also depend on *who*, it is that actually conducts the investigation within a particular education context, as well as *where*, the school or university context *when,* the time and duration of using such assessment practices, *why*, the rational, and *how*, the different approaches used by different participant within the context. (p. 8)

Fulcher and Davidson (2007) give the following some possible washback hypotheses which occur in the field of language testing literature:

(i)   A test will influence both **teaching** and **learning**.

(ii)   A test will influence the **rate** and **sequence** of teaching and learning.

(iii)   A test will influence the **degree** and **depth** of teaching and learning.

(iv)   A test will influence **attitudes** to the content, method, etc. of teaching and learning.

(v)   Tests will have washback effects on **all** learners and teachers.

(vi)   Tests will have washback effects for **some** learners and **some** teachers, but **not** for others. (pp. 227-228)

1.1.4 Speaking Skill

A skill means to do something expertly and to be able to use the language to convey thoughts, wishes, information, etc. Four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. Basically, language indicates something spoken. Therefore, in many teaching situations it is desirable that areas of the language are first presented orally before reading and writing are practiced. There is no debate on the

primacy of speech. It is a productive skill like writing. Therefore, it is not easy to limit speaking within some verbal or sentential definitions, because it is a complex and complicated skill in comparison to other skills. Speaking is very complex and complicated activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking.

Lado (1965, p.24) define speaking skill as " the ability to use language in essentially normal communication situation, the signaling system of pronunciation, stress, intonation, grammatical structure and vocabulary of the foreign language a normal rate of delivery for native speaker of the language". People generally speak when they want to express their ideas, opinions, desires and establish social relationships and friendships. Simply speaking, it is the ability to express oneself fluently in a foreign language.

According to Munby (1979), the following are the sub-skills of speaking skill:

(i)   Articulating sounds in isolate forms.

(ii)   Articulating sounds in connected speech.

(iii)   Manipulating variation in stress in connected speech.

(iv)   Manipulating the use of stress in connected speech, and

(v)   Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause. (pp. 142-58)
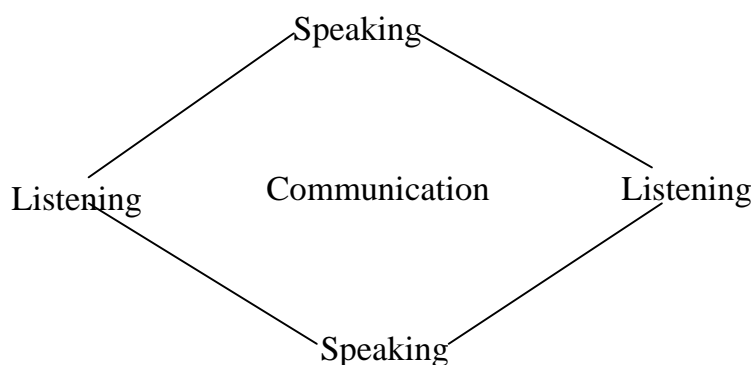
Bygate (1987) also presents a list of speaking sub-skills by categorizing them in three main areas as given below:

(i) Informational skills which

⟩ Provides personal, non-personal, and required information.

⟩ Describe sequence of events.

⟩ Give illustrations and explanations.

⟩ Make comparisons.

⟩ Present arguments.

⟩ Express need, requirements and preferences.

- Seek help and permission.
- Ask for apology and make excuses.
- Express and justify opinions and attitudes.
- Complain.
- Speculate.
- Comment, summarize, conclude and make suggestions.

(ii) Interactional skills which

- Express one's purpose and recognize others.
- Express agreement and disagreement.
- Elicit opinions and information.
- Modify statements and comments made by other speakers.
- Justify or support statements made by other speakers.
- Persuade others.
- Repair breakdowns in interactions.
- Elicit clarification.
- Indicate understanding or uncertainty.

(iii) Skills in managing interactions which

- Initiate interactions.
- Change the topic of an interaction.
- Share the responsibility for the development of an interaction.
- Take and give term in an interaction.
- Come to a decision.
- End an interaction. (as cited in Hughes,2010, pp.114-15)

A language is used in two ways: in speech and in writing. It is said that each and every newly born child is biologically equipped for speech. So, speaking is done earlier than writing. Almost all the living languages have spoken form but not all of them have written form. Therefore, language is primarily speech and teaching language refers to teaching speaking skill. That's why teaching of speaking is the main part of language teaching. It is only speech through which,

human beings can communicate their feelings, share ideas, convince other human beings and help to transmit their culture from one generation to other. Speaking skill is interrelated with listening skill which is also primary skill. Therefore, they both go together. The relation between speaking and listening skills forms a cycle as shown below:

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                    Speaking
                  /          \
                 /            \
        Listening   Communication   Listening
                 \            /
                  \          /
                    Speaking
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To be a communication, there must be at least two participants, i.e. a speaker and listener. Thus, one knows a language means he or she can listen and understand it and speak it. Therefore, we can say that speaking skills ranges from pronunciation to phatic communion.

1.1.4.1 Teaching Speaking in Nepalese Context

Teaching a language means to teach the learners basically to speak the language. In the context of Nepal, it is quite difficult to teach speaking skill in the common classroom, even though there is well designed curriculum and well written text-books. Teaching English in non-native context like ours is itself a problem. Therefore, we are facing nation-wide problem for teaching speaking due to various reasons. It is also because speaking skill is not a single skill or activity rather it is much more than production of speech sounds. Not only this, the teaching of speaking also requires the fulfillment of certain physical conditions, which are as follows:

  (i)   Small classroom,
  (ii)   Audio-visual aids,
  (iii)   Oral test facilities,

(iv)   Language laboratory, and

(v)   Trained teachers.

But, it is sad to say that, these facilities are not available in Nepalese schools and colleges. Therefore, a language teacher should use the language he or she is teaching in the classroom. It is, however, quite astonishing that the English teachers, in the context of Nepal, teach English mostly in the Nepali medium, especially in the government- run schools in remote areas. In such a situation, *how can we expect that the students will speak English*? That's why; first and foremost thing is that the English teacher should use English and maintain the English atmosphere in the classroom. Only then, the students will be encouraged and motivated to use English in the classroom and the more they practice speaking the more they will be better in English.

Teaching English in lower secondary level has two main purposes. Firstly, to enable the learners' to exchange ideas with people of nationality who speak or write in English. Secondly, to expose them the vast treasures of knowledge and pleasure available in English, in both spoken and written form. The specific objectives of speaking skill of grade VIII Compulsory English are as follows:

(i) Students will be able to take part in a small group discussion to solve a particulars problem or come to a decision.

(ii) Students will be able to take part in a simple role-play or short drama.

(iii) Students will be able to talk about /narrate short stories they have read and enjoyed.

(iv) Students will be able to describe a sequence of actions or events.

(v) Students will be able to use language for different situations.

1.1.4.2 Components of Speaking Skill

Speaking is a productive skill like writing but in oral mode. It is very complex activity in the sense that it is the ability to express fluently in a foreign language. Since speaking is very difficult skill of language, the elements of it

cannot be pin pointed. According to Sthapit (2000, p. 7) the component of speaking involves:

 (i) The extended linguistic competence

 (ii) The extra linguistic competence, and

 (iii) The pragmatic competence or language sensitivity.

Hymes (1972) assume that "L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships" (p. 109). In his theory of communicative competence, he has given four components which are; grammatical component, psycholinguistic component, socio-linguistic component, and probabilistic language component.

Different than above two scholars, Rivers (1968, p.162), presents the following elements of the speaking skill:

(I) **Knowledge of grammar and vocabulary of language which includes;**

 ⌡ Knowledge of morphology,

 ⌡ Knowledge of syntax, and

 ⌡ Knowledge of semantics and lexicon.

 (II) **Knowledge of rules of speaking which involves;**

 ⌡ Knowing how to use and begin different types of speech events,

 ⌡ Knowing which address forms should be used with different people and different situations, and

 ⌡ Knowing how to use different types of speech acts such as: requests, apologies, thanks, commands etc.

(III) **Knowledge of appropriate use of language**

 ⌡ The knowledge of appropriate use of language is inevitable to the speaking skill of language; according to the situation we can use the language.

(IV) **Knowledge of pronunciation**

⟩ Pronunciation involves sounds, stress, intonation, rhythm, and accent. Similarly, same word can convey different meanings, if it is pronounced differently or shifting stress from one syllabus to next.

Though, there are debates on components of speaking skill, generally the following are the basic components:

(i) Articulation and production of sounds and sounds sequence,

(ii) Production of stress and intonation patterns,

(iii) Grammar,

(iv) Vocabulary,

(v) Phatic communion,

(vi) Social components.

1.1.4.3 Stages of Teaching Speaking

We have already known that teaching speaking in the classroom is quite difficult. Because of its vast network, the speaking skill is complex. Therefore, speaking skills need a systematic stage from easy to difficult and known to unknown. In this context, Harmer (1991, p.51) presents the following stages of teaching speaking:

(i) Introducing new language

⟩ The introduction of new language is an activity that falls at non-communicative end of speaking continuum. Here, the teacher often works with controlled techniques, asking students to repeat and perform in drills.

(ii) Practice

⟩ Practice, here refers those activities which fall somewhere between the two extreme of our speaking continuum. While students are performing, they may have a communicative purpose, and while they may be working in pairs, there may be a lack of language variety and the materials may determine which the students do or say.

(iii) Communicative Activities

⟩ Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language.

Simply speaking, teaching of speaking lesson itself is a kind of bridge for learners between the classroom and the world outside. In order to build this bridge, speaking activities must have three features, which is also called stages of speaking activities. These stages give the learners practice or opportunities for purposeful communication in meaningful situations, which are as follows:

(i) Setting up

⟩ This introduces the learners to the topic.

(ii) Speaking practice

⟩ This is the main part of the activity, where the learners communicate with each other in pairs or groups.

(iii) Feedback

⟩ The learners come back as a whole class. A few of them may report to the rest of the class on things they have talked about in their pairs or groups. The teacher gives feedback on the language practiced, and deals with any problems.

(http:www.nclrc.org/essentials/speaking/stageopeak.htm)

There is no clear demarcation line to the stages of speaking skill because speaking is a productive skill and therefore difficult to describe how one's phonology (pronunciation, stress and intonation), grammar (structures, functions and discourse) and vocabulary occur. So, the stages of speaking depend upon the topic, teachers' methodology and students' level.

1.1.4.4 Activities for Teaching Speaking

Students learn to speak in a second language only by interacting. Therefore, the speaking activities that we engage our students should be interactive. In this

context, communicative language teaching serve best for this aim because it is based on real life situation that require communication. In the classroom, the teacher should create a classroom environment where students have real- life communication, authentic activities and meaningful tasks that promote oral language. Underhill (1994, p.44) considers these activities to be included in speaking test: discussion, conversation, oral report, learner-learner joint discussion, decision making, role-play, interview, learner-learner description and re-creation, form filling, making appropriate responses, question and answer, reading blank dialogues, using a picture or picture story, giving instruction/description, explanation, précis or tell story or text from oral stimulus, reading aloud, translating, interpreting, sentence correction, sentence transformation, sentence repetition, etc. But, the activities like, drill, pair/ group work, role play, dramatization, discussion, prepared talks, recitation, etc are widely used while teaching speaking.

1.1.4.5 Problems in Teaching Speaking

Teaching speaking in the context of Nepal is not an easy job to serve for the English teachers. The problem may lie with the teaching process or with the students or with the material itself. In this regard, Ur (1996, p. 121) identifies four problems with speaking activities which are given below:

- (i)   Inhibition,
- (ii)   Nothing to say,
- (iii)   Low or uneven participation, and
- (iv)   Mother tongue use.

But, generally we can observe the following problems while teaching speaking:
- (i)   Large class,
- (ii)   Mixed abilities of the students,
- (iii)   Students chat in their own language,
- (iv)   Students will talk or say nothing,
- (v)   Students feel shy,

(vi)   Uneven participation of the students, and

(vii)   Lack of motivation.

1.1.4.6 Solutions to the Problems of Speaking

Though, teaching speaking is very difficult for the Nepalese teachers, we have not such things to solve all the problems that occur while teaching speaking. So, the problems differ as the learning environment and the target group differs. In this context, Ur (1996, p. 121) has given the following suggestions to solve the problems of speaking:

(i)   Use of group work,

(ii)   Base the activity on easy language,

(iii)   Make a careful choice of topic and task,

(iv)   Provide appropriate feedback,

(v)   Keep students speaking in the target language

(vi)   Avoid immediate correction, and

(vii)   Give some instruction or training in discussion skill.

The above mentioned suggestions to large extent solve the problems that the teachers face while teaching speaking. By adopting the above suggestions, the teachers can make their students active participator/speaker in speaking activities.

1.1.5 Testing Speaking

Speaking is a productive skill and therefore difficult to test objectively. Linguists, language teachers and laymen are probably in comfortable agreement about the primacy of speech. But, they do not agree on how a particular skill can be isolated and tested validly. Speaking is the first human activity which has been practiced by human beings. Basically, a language is learnt for an interaction. Testing speaking generally refers to testing speaking ability. So far, testing the ability to speak a foreign language is perhaps the least developed and the least practiced in the language testing fields. There are not yet good answers to the questions about the criteria for testing these skills

and the weighting of these factors. A speaker can produce all the right sounds but not make any sense or have great difficulties with phonology and grammar yet he/ she is able to get the message across.

Basically speaking skill is tested into two ways, which are briefly described as below:

(i) Pronunciation skill
⌡ Pronunciation skill is the ability to pronounce the vocabulary, phrase, and sentence in which sounds, stresses, and intonations are noticed as how they are pronounced.

(ii) Communication skill
⌡ Communication skill is the ability of communicating the information, cultures, thoughts and ideas on the basis of situation, by selecting the appropriate vocabulary and linguistic items.

Lado (1961) suggests the following techniques to test the students speaking ability:

(i)   General technique (clues are given to students to produce utterances).

(ii)   Specific stimuli to elicit the key utterances (pictures along with vocabulary and some structures).

(iii)   Oral production test designs (pictures series sustained speech conversations in different parts and levels).

(iv)   Improving the objectives of scoring.

(v)   Group testing of oral production. (pp.242-247)

According to Heaton (1988, p.88), to test a language, ones speaking skill should be tested. He (ibid) says:

Testing the ability to speak is the most important aspect of language test.

However, at all stages beyond the elementary levels 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.

But, Harmer (2001, p.171) argues that "connected speech, expressive devices, lexis and grammar, and negotiation language should be focused while testing speaking". In Khaniya's words, setting task that serve the purpose and scoring are the two difficulties while testing speaking when he says:

> From a testing point of view, the major issue in communication or interaction is how to set tasks that serve the purpose. Scoring is another problem in testing speaking. Turn taking, signaling for a term, allowing others to take a turn are also taken into account while testing speaking in an interacting situation. (2005, p. 135)

In this context, Weir (1990) argues that "the most important thing in testing speaking is to determine explicitly what activities the persons to be tested are supposed to perform" (p.73). Recently, the curriculum of compulsory English of grade VIII has introduced testing of speaking allotting 15 marks. This initiation to some extent has made the teachers as well as the students be aware of speaking. But, the proficiency of the students in speaking is still unsatisfactory. So, it demands more attention from all the sides- government, teachers, students and parents as well.

There are many speaking texts in the textbook to develop speaking skill of the students of grade VIII. The general technique of testing speaking is to give the students sufficient clues to produce certain utterances that contain problems. The usual technique of speaking testing ability may take usually the form of oral interview, a picture description, reading aloud, role play, asking 'question answer' etc. But, it is needless to say that, the entire attempt of teaching speech to the learners of English in Nepal is an exercise in futility because the method of testing speech in Nepal is quite faulty. Stress, intonation and phonemes are

tested with paper- pencil method rather than 'speech test' i.e. students' oral performance. However, if the speaking test manages to test the language in terms of a sound in particular and also in connected speech along with other intended aspects to be tested, then we can call it a valid and a reliable test. Finally, this research mainly aims to find out the "Washback effect of speaking test' of grade VIII" on teaching and learning.

1.2 Literature Review

This section provides information of previous research work and other related literature on washback effect. Each new task requires the knowledge of previous background and foundation that can help and direct to new horizon for finding out new things or facts. Some of the available literature of present study is as follows:

Khaniya (1990) conducted a research on "Examination as instruments for educational change: Investing the washback effect of Nepalese English exams". The objective of his study was to examine the extent to which preparation for an exam like the SLC English exam had an effect on learning. He has found that SLC exam failed to assess the language skills that the SLC English course intends to develop. The examination did not encourage students and teachers to focus on language skills entitled in the course objectives. Therefore, the SLC Exam would have a negative washback effect. Based on that study, he has drawn three major conclusions regarding washback effects of an exam:

  (i) Washback is an inherent quality of exam.
  (ii) Teaching for final exam is inevitable, and
  (iii) Ingredients of the exam determine whether the washback is negative or positive (p.245).

Cheng (1997) carried out an empirical study on "An intended public examination change on classroom teaching" in Hong Kong. As Cheng's study showed when a public examination is used as a vehicle for an intended curriculum change, unintended and accidental side effects can also occur, that

is, both negative and positive influence, as such change involves elaborate and extensive webs of interwoven causes an effect (p.8).

Kshetree (2001) conducted a research on the topic, "A study on the washback effect of SLC examination". The objective of his study was to find out the washback effect of the SLC examination in teaching and learning of English and found that SLC examination as a whole had negative washback effect. He also found that the secondary level English teachers were not much informative, English performance of the students was very poor, only 24 percent teachers used communicative method to teach English (pp. 47-19).

Similarly, Neupane (2004) carried out a research study entitled, "Washback effect of examination: A case of communicative English". Her objective of research study was to find out the washback effect of the examination of communicative English and she found that the examination of Communicative English lacked positive washback effect on teaching and learning. She further added that the examination did not follow the spirit of the course, students' participation in the class was very low, practical examination had just been formality, use of teaching materials was very low (pp. 68-71).

Regmi (2006) conducted a research on the topic, "Washback effect of B. Ed. examinations: A case of ELT materials and practices". The objective of her study attempted to find out the washback effect of examination of the course ELT materials and practices. Finally, she came up with the conclusions that the examinations of ELT materials and practices had negative washback effect on teaching and learning because examination did not represent whole of the course objectives, content the coverage of theoretical examination was found low, since practical exams not found practicable, there was a danger of cheating (pp. 49-53).

Like wise**, Khanal (2007)** also carried out a research on "A study on washback effect of SLC sent-up examination". Her objective of study was to find out washback effect of SLC send-up examination. After her research, she came up with the conclusion that the SLC sent-up examination had negative washback

effect because examinations failed to develop communicative competence among the students, the students were found to be encouraged to guess the questions from the previous examinations and the teachers were not using the sufficient materials and methodology (pp. 41-43).

Gyawali (2007) conducted a research study on the topic, "Washback effect of listening test at secondary level". The objective of his study was to find out the washback effects of the listening test of secondary level. After the research was done, he found that listening test of secondary level on teaching and learning had negative washback effects. Finally, he came up with the conclusion that listening test lacked content validity, it was found to be taken as a marks securing tool, it could not represent all the objectives mentioned in the curriculum, marks allocated to listening skill was found insufficient (pp. 54-55).

Yadav (2009) carried out a research entitled, "Washback effect of examination: A course in general English exam at B. Ed". His objective of study attempted to find out washback effect of B. Ed. exam on teaching and learning process in terms of writing skill. His findings showed that washback effect of examination of General English was positive because it was found that examination had maintained validity and practicality and students have got opportunity not to neglect any items to develop writing skills (pp. 54-57).

Apart from these studies, no practical study has been carried out to find out washback effect with speaking test. The researcher's topic is "*Washback Effect of Speaking Test of Grade VIII*". Therefore, the topic is quite new and interested carrying out this research work.

1.3 Objectives of the Study

The objectives of the present study were as follows:

>   (i)   To find out the washback effect of grade VIII speaking test on teaching and learning.

(ii)   To provide some suggestions for the improvement of speaking skill.

1.4 Significance of the Study

The most important significance of this research is that it will be very useful for the prospective researchers who want to undertake researches on language testing, and teachers, students and all those who are interested in language testing since it provides them an insight of washback effect of speaking test on teaching and learning. Moreover, the study will be useful to solve the problems arouse in teaching speaking and it is also hoped that even the curriculum planners, examination experts, language trainers and text-book writers will get benefit from this research since it gives some suggestions and recommendations for the improvement of speaking test.

1.1 Definition of Specific Terms

Testing: Testing is used as a process of scrutinizing how far learners had learned that the teacher wishes them to learn.   **(Khaniya, 2005, p. 1)**

Washback Effect: The term backwash (also sometimes referred to as washback) refers to the effect of test on teaching.   **(Heaton, 1975, p. x)**

Validity: By far the most complex criteria of a good test is validity, the degree to which the test actually measures what it is intended to measure.

(Brown, 1989, p. 94)

Reliability: Reliability is a quality of test scores, and a perfectly reliable score or measure, would be one which is free from errors of measurement.

(Bachman, 1989, p. 24)

Practicality: The term practicality emphasizes that a test should be economical as possible in time (preparation, sitting and marking) and in cost (materials and hidden cost of time spent).   **(Harrison, 1991, p. 12-13)**

Economy: Economy is a practical criterion. Does the test measure what we want it to test in a reasonable time considering the testing situation? If it does the test is economical.   **(Lado, 1961, p. 31)**

Literature Review: Literature review refers reviewing the research studies or other relevant prepositions in the related field of the study through which all the post studies, their conclusions, and pros and coins may be known and further research can be done.

Questionnaire: A questionnaire is a written list of questions on any topic which is answered by the respondents. Here, the respondents read the questions and write down the answers what is expected. A questionnaire is used when factual information is desired.

Open-ended Question: The open-ended questions are those questions where the respondents write down the answer in their own words. It calls for a free response in the respondent's own words.

Closed-ended Question: The closed-ended questions are those questions where the possible answers are set out in a questionnaire. It calls for short, check-mark responses.

CHAPTER: TWO

METHODOLOGY

This chapter describes the design of the plans and procedures, which was carried out by the researcher to achieve the desired objectives of the study. In this study, the researcher has attempted to find out washback effect of speaking test of grade VIII on teaching and learning. In short, this chapter deals with the methodology adopted during the research study. To be specific, this research deals with the sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study.

2.1 Sources of Data

The researcher has used both primary as well as secondary sources to collect data. However, the present research study was mainly based on a field work.

2.1.1 Primary Sources of Data

The primary sources of data collection for this research were the students studying at grade IX and the teachers teaching at grade VIII. I met them in natural setting and distributed questionnaires to them for data collection. Moreover, the English textbook of grade VIII was also primary source for data collection.

2.1.2 Secondary Sources of Data

For secondary sources of data collection, the researcher used relevant books of language testing viz. Heaton (1975), Davies (1990), Harrison (1991), Hughes (1995), Khaniya (2005), etc. Moreover different journals, articles, the Internet, and websites related to language testing and washback were also used for this study. The researcher also consulted the theses completed in the Department of English Education, TU, Kirtipur.

2.2 Sample Population and Sampling Procedure

The sample population of this study consisted of 50 students studying at grade IX and 10 teachers currently teaching at grade VIII in public schools of Chitwan district. Moreover, the sample schools were 10.Altogether, 10 public schools and 50 students were selected by using non-random purposive sampling procedure. The researcher selected 5 talented students from each school. For selecting teacher, the researcher has chosen one teacher from each school.

2.3 Tools for Data Collection

The tool for data collection was two separate sets of questionnaire; one for students studying at grade IX and another for teachers teaching at grade VIII. The questionnaire contained open ended as well as closed ended questions. The questions were designed on the basis of the materials used and techniques applied for practicing speaking skill.

2.4 Process of Data Collection

To collect the primary data from the teachers and students, the researcher adopted the following processes:

(i)   First of all, the researcher prepared the research tools, i.e. questionnaire. After that, the researcher went to the field and established rapport with the concerned authority and subjects and explained the purpose of the research.

(ii)   Then, the researcher selected the required number of students by following non-random purposive sampling and distributed the questionnaire by explaining briefly what they had to do. After they finished their work, the researcher collected the filled questionnaire back from the students and thanked them.

(iii)   In the same way, the researcher also contacted the English teachers personally to collect the data and explained the purpose and requested to

fill in the questionnaire from the selected schools. After the teacher had given answers, the researcher collected the completed questionnaires and thanked them.

2.5 Limitations of the Study

The researcher had carried out this research with a view of assessing the washback effects of speaking test of grade VIII on teaching and learning. Therefore, the research was carried out in a small scale and has the following limitations:

(i)   The study focused only on the washback effect of speaking test of grade VIII.

(ii)   The sample population of this study was limited to 50 students studying at grade IX and 10 teachers currently teaching at grade VIII.

(iii)   Only 10 public schools of Chitwan district were selected for data collection.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter is the central part of this research study which consists of two main sub-sections, i.e. responses of the teachers and students. These sections are directly concerned to the objectives of the research work. To be specific, this chapter is concerned with the analysis and interpretation of the raw data obtained from primary sources. Then, collected data were analyzed and interpreted taking the objectives of the study into consideration. Here, the data are presented descriptively as well as statistically using sample statistical tools such as table, pie-charts, bar-diagram, etc. according to the nature of the data.

In short, the analysis and interpretation of data is carried out under the following two sub-headings:

⟩ Analysis of the responses from students.

⟩ Analysis of the responses from teachers.

3.1 Analysis of the Responses From Students

This section deals with the analysis of the responses given by grade IX students of public schools. The researcher selected 50 students non-randomly, i.e. five students from each school. The analysis of the responses from students is given in the following sub-sections, where responses are tabulated and analyzed by using simple statistical tools such as tables, pie-chart, bar-diagram etc.

3.1.1 Attitude of Students on Teacher Speaking English

This sub-part deals the attitude given by the students towards teacher speaking English in the classroom. The researcher asked a question to the students regarding their opinion toward teacher speaking English. According to the responses of students, the researcher found that half of students thought that

teacher spoke English fluently. The following table shows the percentage of students' attitude regarding teacher speaking English in the classroom.

Table No. 1: Attitude of Students on Teacher Speaking in the Class

Responses	No. of Students	Percentage
Yes	25	50
No	25	50

Table 1 show that 50 percent of the students thought that the teacher who taught them spoke English all the time in their English classroom. But there were other students, whose attitude towards teacher speaking English in classroom was negative. The percentage of those students constitutes 50. From the above two different response given by students, we can analyze that among the 10 teachers, half of them only spoke English all the time in the classroom and rest of others spoke English as well as Nepali in their classroom.

3.1.2 Satisfaction with the Marks Obtained in Speaking Test

Here, the responses given by the students with the marks obtained in speaking test is presented. The researcher made a query to the students related to the marks obtained in speaking test. The responses showed that majority of the students were satisfied with the marks obtained in speaking test whereas only few students were found to be dissatisfied. The table below presents the percentage of students according to their responses.

Table No. 2: Satisfaction with the Marks Obtained in Speaking Test

Responses	No. of Students	Percentage
Yes	43	86
No	7	14

This table shows that majority of the students, i.e. 86 percent were satisfied with the marks obtained in the speaking test in last year. There were only 14 percent of the students who were unsatisfied that the marks obtained last year in speaking test. The students who were satisfied with the mark said that they

prepared themselves before taking exam. They also practiced speaking in the home and read the text of speaking skill.

3.1.3 Use of English Outside the Classroom

This sub-part describes with the use of the English language by the students outside the classroom. The researcher here tried to analyze the situation of language used by the students on the basis of the answer given in answer-sheet. The study found that majority of students 'sometimes' used English language outside the classroom. The following pie-chart shows the percentage of students regarding the use of English language outside the classroom.

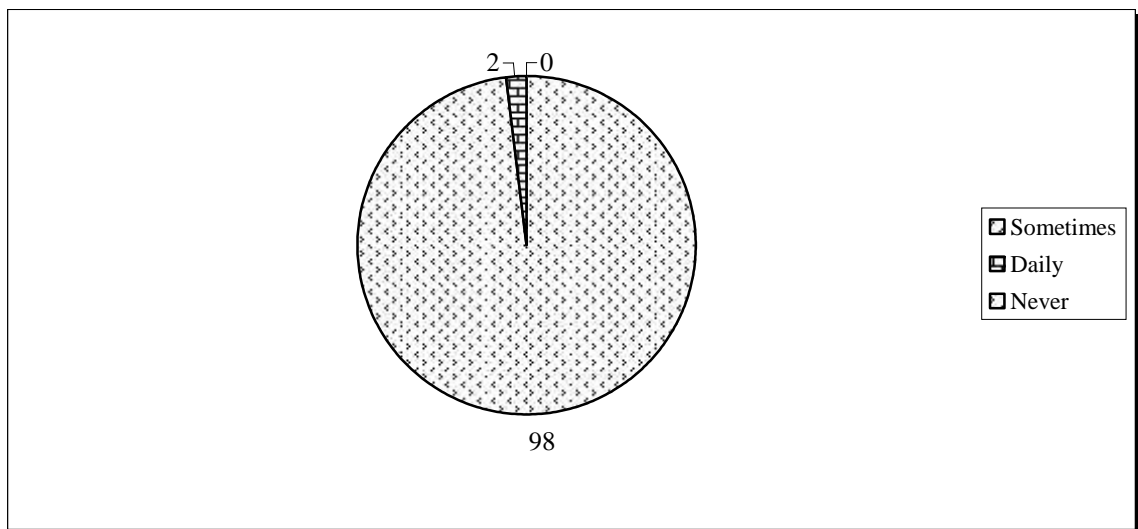**Figure No. 1: Use of English outside the Classroom**

Figure 1 shows that majority of the students. i.e., 98% spoke English outside the classroom, whereas there were only 2 percent of the students who 'daily' used the English language outside the classroom (i.e., within the school compound). Therefore, the result showed that at majority of the students spoke English language when they were out of the classroom. There were no students who respond 'never' to the question regarding the use English language outside the classroom.

3.1.4 Perception on Speaking Test for Developing Speaking Ability

It is related to the students' perception on speaking test for developing speaking ability. The researcher asked a question about the perception on speaking test whether it developed their speaking ability or not. The responses revealed that majority of students thought that speaking test was helpful for developing speaking ability. The below bar diagram show the perception of students on speaking test for developing speaking ability.

Figure No. 2: Perception on Speaking Test for Developing Speaking Ability
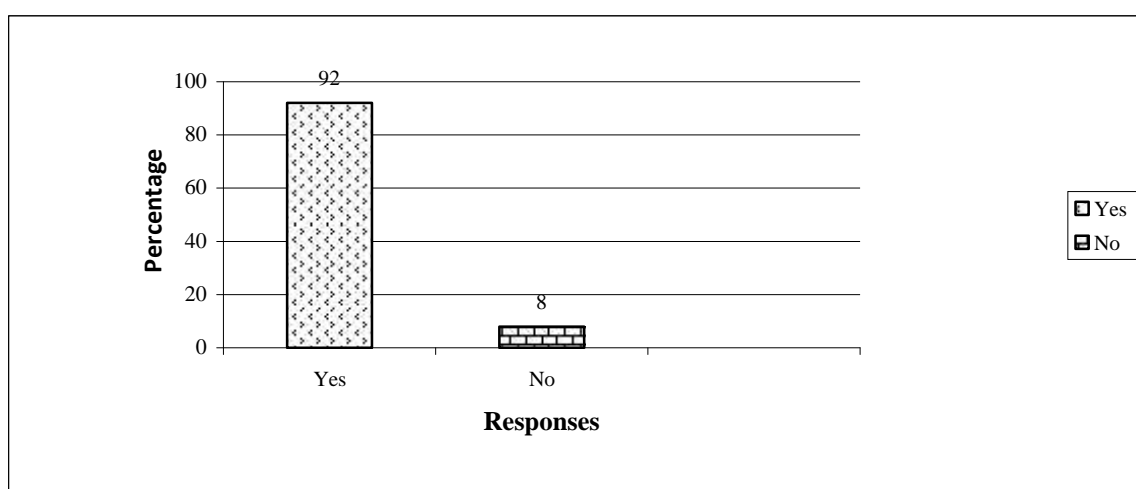

Figure 2 presents the students' responses towards the perception on speaking test that develops speaking ability. The above figure showed that majority of the students' (i.e. 92%) thought that their speaking skill or ability was developed due to the speaking test. According to those students, the examiner asked the questions in English in such test and therefore they had to prepare for the test by practicing in home. There were only 8% of the students who had negative view on speaking test that help to develop their speaking ability. They argued that their speaking ability could not increase due to the lack of English exposure, lack of English environment, and even teacher did not encourage them to speak English.

3.1.5 Encouragement Made by the Teachers to Speak English in the Classroom

Encouragement is one of the important factor which plays pivotal role in language teaching and learning. Language teacher should encourage the students to speak English in the classroom. Only then, the set objectives in the curriculum will be fulfilled. Regarding encouragement made by the teachers to speak English in the classroom, the researcher made a query to know the opinion of students. The responses from the students are given below in the table.

**Table No. 3: Encouragement Made by the Teachers to Speak English in the Classroom**

Responses	No. of Students	Percentage
Yes	48	96
No	2	4

The table 3 shows that the majority of the students (i.e., 96%) were encouraged by their teacher to speak English in the classroom. Whereas, there were only 4% of the students who were not encourage by their teacher to take part in speaking activities such as dialogue, role-play, interview, picture description, etc. They expressed that they themselves did not want to participate in speaking activities with their friends and in front of the teachers due to shyness, fear and even they would not want to show their mistakes.

3.1.6 Students' Satisfaction with Teachers' Techniques

Technique refers to what actually takes place in a classroom. In other words, it is a classroom activity. There are many techniques which can applied in the classroom such as role-play, group/pair work, dialogue, picture description, etc. This sub section deals to the students' satisfaction towards technique used by teachers. The analysis of the responses given by the students is presented in the pie- chart below.

**Figure No. 3: Students' Satisfaction with Teachers' Techniques**
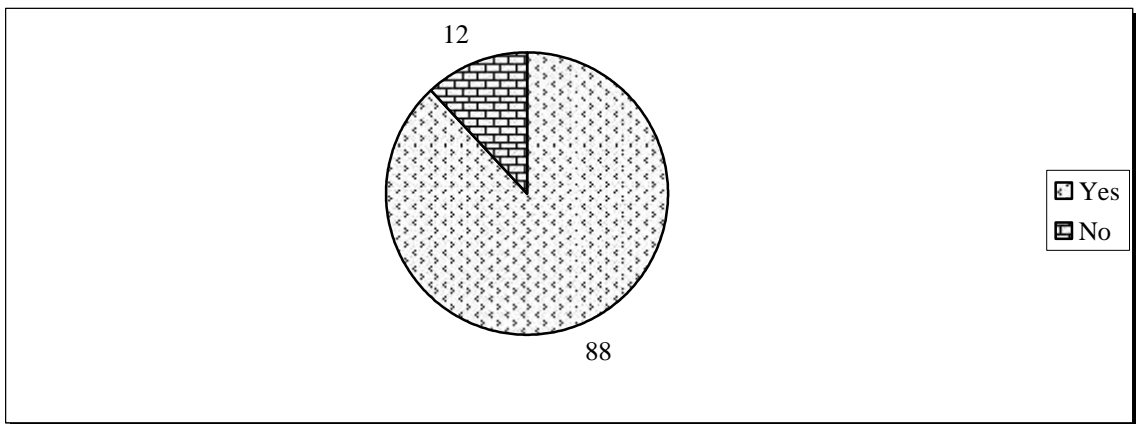
The above figure shows that the majority of the students (i.e.88%) expressed their view that they were fully satisfied that the techniques used by teacher while teaching speaking text. They also argued that the teacher mostly used learner-centered techniques such as pair work, role-play, dialogue and so on. On the contrary, there were only 12 % of the students who were found dissatisfied with the teaching techniques used by teacher. Though, the students who responded the answer 'no' to the researcher's question mention no reasons.

3.1.7 Students' Involvement in the Class in Speaking English

The following bar-diagram shows the percentage of students involving to speak English in the classroom. The researcher asked a question to students that how often did they speak English in the classroom and found that majority of the students spoke English in the classroom at least 'sometimes'.

Figure No. 4: Students' Involvement in the Class in Speaking English
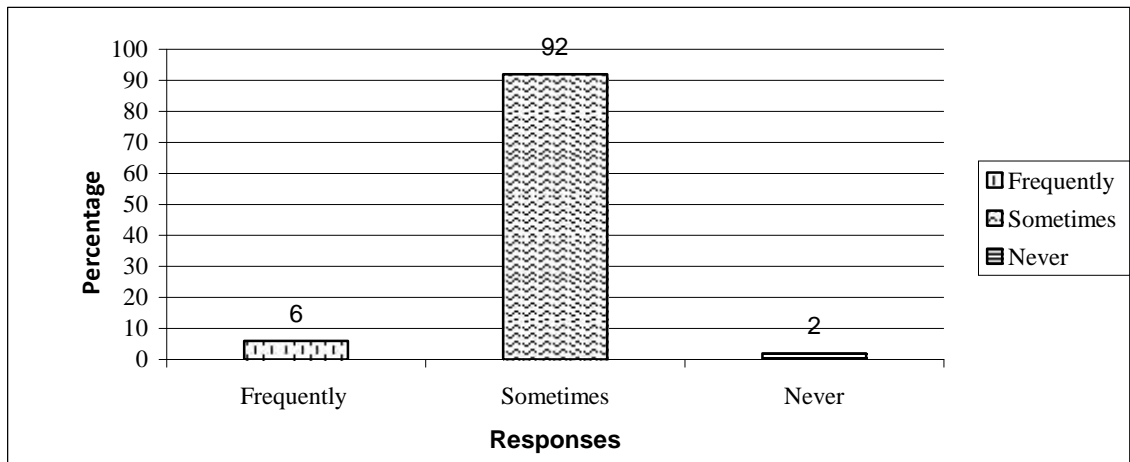
The above figure 4 shows that majority of the students (i.e., 92%) 'sometimes' were involved in speaking English in their classroom had excelled other students whereas there were only 6% of the students who were frequently involved in speaking English. That means 6% of the students 'frequently' spoke English when the time allow them to speak. Except this, there were only 2% of the students who responded that they never spoke English in the classroom. Anyway, the result shows that majority of the students frequently spoke English in their classroom.

3.1.8 Feeling on Practical Nature of Speaking Test

Speaking and listening, the two skills are conducted through practical exam where both skills carries 15/15 marks. In this sub-section, the researcher asked a question about practical nature of the speaking test to the students. The study found that majority (i.e. 94%) of students responded that the exam of speaking test was really practical. The following table presents the responses of students towards practical nature of speaking test.

**Table No. 4: Feeling on Practical Nature of Speaking Test**

Responses	No. of Students	Percentage
Yes	47	94
No	3	6

The above table 4 shows that the feeling of the students on practical nature of speaking test. It was found that, the percentage of the students who felt that speaking test was practical had excelled other students. They constitute 94% whereas there were only 6 percent of the students who felt that speaking test was not really practical, rather it was marks securing device. They also expressed their view that, though they did not prepare themselves before taking the exam, but when the result came out they were passed. In short, from the above analysis we can say 'speaking test' of grade VIII was really practical because majority of the students believed on practical nature of speaking test.

3.1.9   Students' Communicating English to the Native Speakers

Language is used for communication among human beings. It requires not only producing the language but also should have the knowledge of comprehension. Here, the students were asked to what extent they could communicate using English language to the native speakers. The analysis revealed that most of the students could talk in between '30-60%' to the English people. The pie-chart below shows the percentage of students according to their responses.

**Figure No. 5: Students' Communicating English to the Native Speakers**
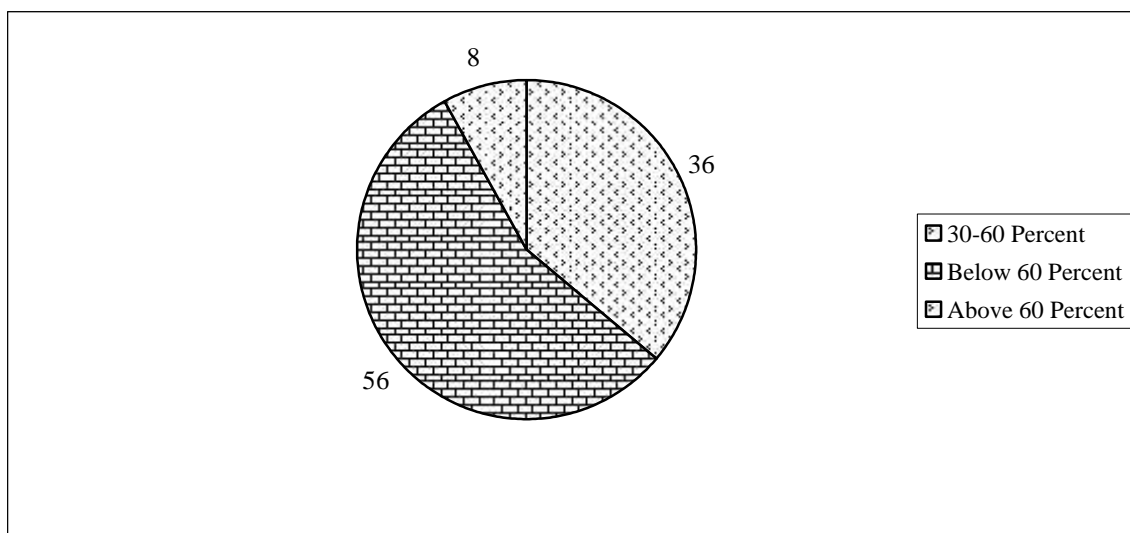
The above figure 5 shows students' communicating English to the native speakers to what extent. After the analysis, it was found that large number of students, i.e. 50% students responded between '30-60%' that they could talk to

their Nepali counterpart. In the same way, there were 36% of the students who expressed that they could talk 'below 30%' to the English speakers. There were other students who responded that they could talk 'above 60%' to their counterpart. Due to lack of practice, lack of English environment and lack of English exposure, the students lacked confidence to communicate with English people.

3.1.10 Opportunity to Participate in Speaking Activities

It is usually said that 'the more opportunity if we give to the students, the more things they learn'. Here, the researcher made a query to the students that how often did they get opportunity to participate in speaking activities. The study found that most of the students got opportunity to do practical activities al least 'sometimes' as given below:

Figure No. 6: Opportunity to Participate in Speaking Activities
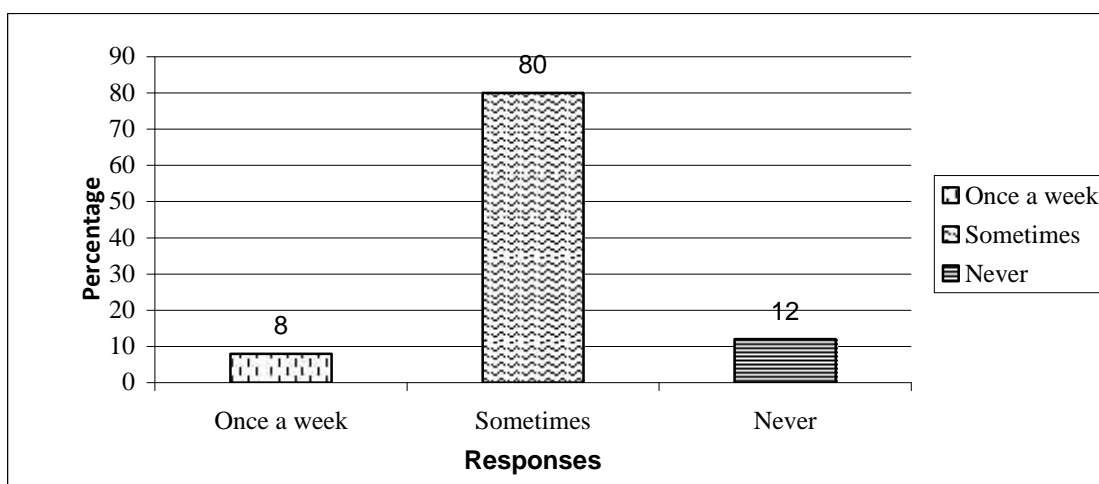
The above bar-diagram is concerned that the students got opportunity to participate in speaking activities such as role-play, oral interview, picture description, dialogues etc. From the above analysis, it was found that 8% of the students got opportunity to take part in speaking activities 'once a week', while there were 80% of the students who got opportunity 'sometimes'. In the same way, there were 12% of the students who 'never' got opportunity to take part in speaking activities in the classroom. Finally, the result showed that majority of

the students had positive attitude towards to the above questions because they at least 'sometimes' got opportunity to participate in speaking activities.

3.1.11 Students' Questioning in English to the Teacher

In this sub-section, the responses of the students towards asking questions in English to the teachers are presented. From the analysis, the researcher found that majority (i.e. 96%) of the students asked questions to the teacher in English. The table given below shows the responses of students asking question in English.

**Table No. 5: Students' Questioning in English to the Teacher**

Responses	No. of Students	Percentage
Yes	48	96
No	2	4

The above table 5 shows students' asking questions in English to their teachers. According to this table, it was found that majority of the students, i.e. 96% asked questions in English to their teachers. They also expressed their view that they asked questions when they were confused and felt difficult in the topic. On the contrary, there were some students who responded that they did not ask any questions in English to the teachers due to shyness, fear, hesitation, etc. The percentage of those students constitutes 4. In conclusion, the analyses showed that majority of the students were able to ask questions in English to their teachers.

3.1.12 Methods Used by Teacher

Method refers to a way of teaching a language which is based on systematic principles and procedures. Here, the method mainly deals about teacher centered and student centered method. The researcher asked a question to the students what method did their teacher used while teaching speaking skill. It was found that most of the teachers used student centered method. The responses given by the students are shown in the bar-diagram below.

Figure No. 7: Methods Used by Teacher
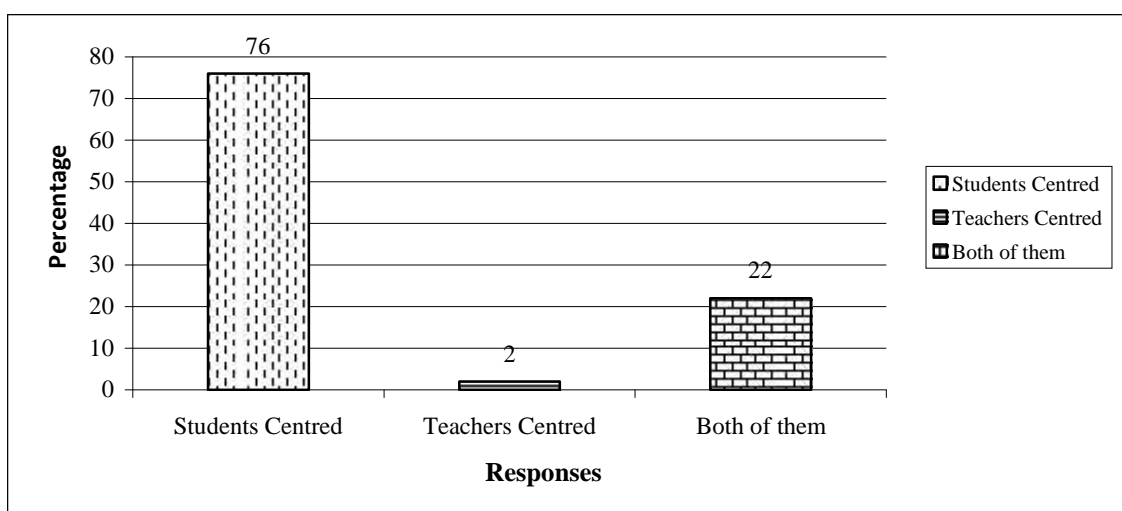
The above figure 7 is concerned that the methods used by the teacher while teaching speaking in the classroom. From the analysis, it was found that teaching was found to be student centered because the students had responded that the teachers who taught them did not speak him/her self alone rather they gave opportunity to the students to speak by conducting different speaking activities such as dialogue, role-play, pair/group work etc. In the same way, there were only 2% of the students who responded that their teacher would follow teacher centered method due the teachers' focus on lecture method. Except this, there were other students (i.e. 22%) who expressed that the teacher would follow both student-centered and teacher-centered method. According to them, the teachers not only gave lecture but sometimes they gave opportunity to ask questions, to do practical activities and more important thing was that the teachers encourage the students to spoke English in the classroom.

3.1.13 Materials Used by Teacher for Developing Speaking Abilities
Material here refers to the material which is used in teaching speaking. It not only motivates the students but also make the students to participate in different classroom activities. Therefore, teaching materials play vital role in language teaching and learning. The following pie-chart shows the percentage of students towards their view that the materials used by the teachers.

Figure No. 8: Materials Used by Teacher for Developing Speaking Abilities
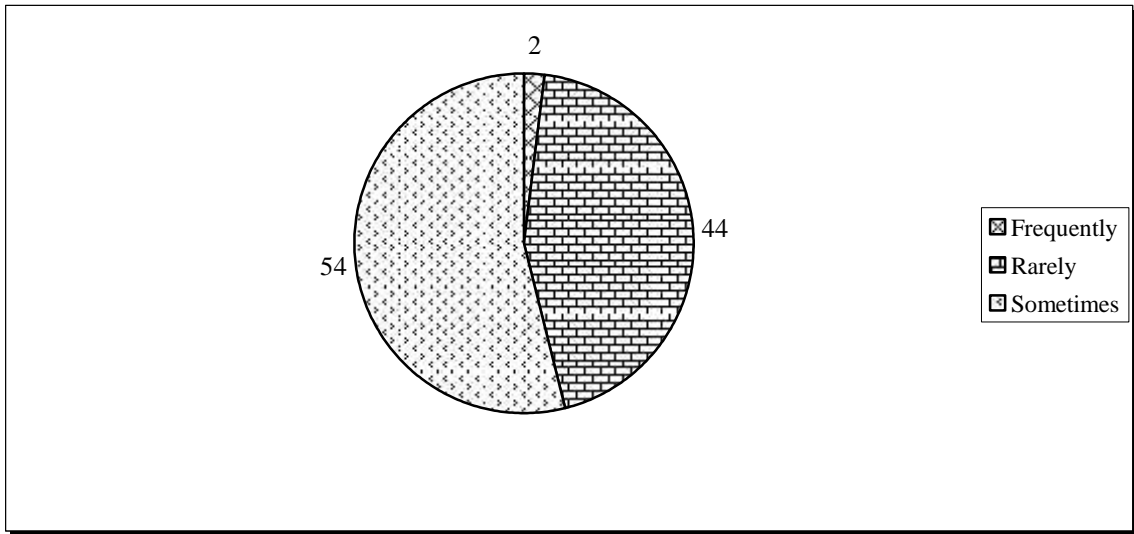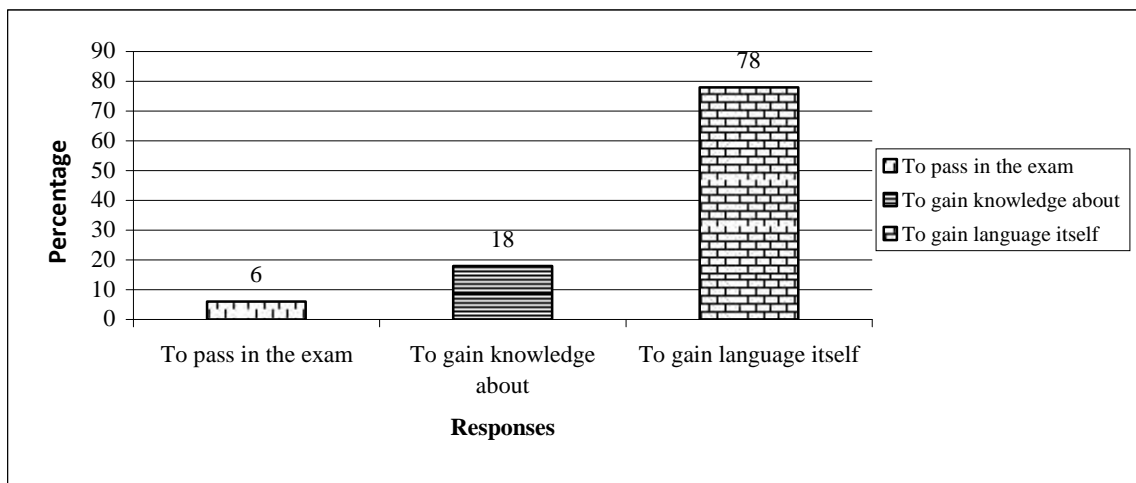

The above figure 8 is related to the questions that the materials used by teacher for developing speaking ability of the students. The figure shows that there were only 2% of the students who responded that the teacher did not use teaching materials 'frequently' for developing speaking ability of the students. In the same way, there were 44% of the students who expressed that there was a rare case that the teacher brought some teaching materials for developing speaking ability. On the other hand, there were other many students who positively responded that the teacher 'sometime'used some materials which were related to the speaking skill. So, it was found that the English teacher gave importance place to teaching materials that they at least 'sometimes' used materials for developing speaking ability of the students.

3.1.14 Purpose of Doing Speaking Test

The main purpose of conducting speaking test in grade VIII is to enable the learners to exchange ideas, opinions, feelings with people who speak English. This sub-section deals to the students' opinion towards taking speaking test. It was found that majority of the students thought that the purpose of doing speaking test was not to gain theoretical knowledge but a knowledge where and

how to use English in appropriate situation. According to the responses of students, the percentage of students is divided into 3 sections in below.

Table No. 9: Purpose of Doing Speaking Test

The above figure 9 is concerned to the question that the purpose of doing speaking test. From the above figure, we came to know that it was only 6% students who responded that the purpose of doing speaking test was just to pass in the exam. In the same way, there were 16% of the students who expressed that doing speaking test was just to get theoretical knowledge of English language. According to this group, they had knowledge but they did not know where and how to use appropriate language in suitable context. Except these, there were other students who responded that speaking test was really practical as well as it improved their speaking ability. According to them, it was the speaking test through which they got knowledge where and how to use English language in appropriate context. So, they come to the conclusions that doing speaking test was for learning language itself rather that about language. The percentages of those students constitute 78%.

3.1.15 Students' Preparation before Taking Exam of Speaking Test

Every student prepared before taking exam to get a good marks. The researcher here, made a query to the students whether they were prepared themselves for the exam or not. According to the responses of students, the researcher found that majority of the students worked hard before the exam of speaking test. The

following table shows the responses of students regarding their preparation during the exam.

Table No. 6: Students' Preparation before Taking Exam of Speaking Test

Responses	No. of Students	Percentage
Yes	38	76
No	12	24

The table 10 is related to the researcher's questions about the student's preparation before taking exam of speaking test. From the analysis, it was found that 76% of the students prepared themselves before taking the exam of speaking test. There were only 12% of the students who responded that they did not prepare themselves before taking the exam of speaking test. According to this group, there was nothing in the book to read for the exam of speaking test and without preparation they came to school to take exam of speaking test. In short, majority of the students thought that the exam of speaking test was like exam of other theoretical subjects and therefore they needed preparation for the exam to pass.

3.1.16 Students' Satisfaction with the Question Patterns

Different types of question were asked in the exam of speaking test. Among them, some questions match the needs, interests, and capacity of students whereas others do not address the students' level, educational background, etc.

Table No. 7: Students' Satisfaction with the Question Patterns

| Responses	No. of Students	Percentage
Yes	48	96
No	2	4

From the above table 7, we come to know that 96% of the students were satisfied with the question patterns asked in the exam of speaking test. According to them, the question asked in the speaking test was objectives, practical, addressed the students' need and were easy to answer. However,

there were other (4%) students who responded that they were not satisfied with the present system of asking questions due to subjectivity, hello effect, unreliability etc. In a nutshell, the questions asked in the exam of speaking test were valid and reliable because the questions were prepared by district level examination board.

3.1.17 Materials Brought by Teacher in Speaking Test

This sub-part describes on the analysis of the materials that the English teacher brought in speaking test. Materials here refer, teaching materials such as text-book, map, picture, relia, etc. which the teacher used in teaching speaking. From the analysis, it was found that majority of the students were positive towards the teacher bringing materials in speaking test.

Table No. 10: Materials Brought by Teacher in Speaking Test
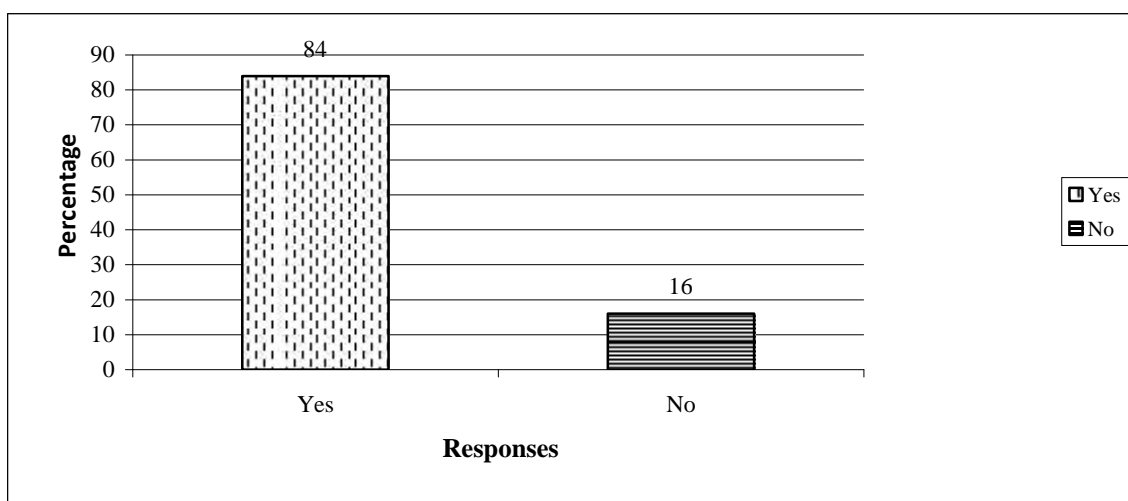
The above figure 10 is concerned to the researcher's questions whether the teacher brought teaching materials for practical exam of speaking test or not. It was found that 84% of the students responded that the teacher brought teaching materials to ask questions in the exam of speaking test. According to them, the teacher asked questions by showing maps, picture cards, passage and text-book. On the other hand, there were 16% of the students who expressed that the teacher did not bring any materials in speaking test. They also said that the teacher asked them only some general questions. In short, the result showed

that the majority of the students were positive towards teachers' bringing materials for the exam of speaking test.

3.1.18 Problems Faced by the Students During Speaking Test

Regarding the problems faced while taking the practical exam of speaking test of grade VIII, most of the students responded that they faced some problems, but the problems differed from one student to another. Generally, the followings are the common problems that the researcher found:

- Students felt afraid, nervous and hopeless in front of teacher,
- Students felt shy (especially to girls),
- They stammered while speaking,
- They could speak little, and
- Some of the students could not identify the pictures and as a result they could not describe about them.

Summary

We have tabulated, analyzed and described the whole responses given by the students who were currently studying at grade IX in public schools of Chitwan district. The analysis shows that 50 % of the students argued that their English teacher spoke English all the time in the classroom, though rest of others students disagreed in this point. According to them, the teachers sometimes spoke English and sometimes spoke Nepali in the Classroom. Majority of the student, i.e. 86% were satisfied with the marks obtained in speaking before taking exam of speaking test. But, 14% of the students were dissatisfied with the marks obtained in speaking test. There were also majority of the students who used English language outside the classroom 'sometimes' only, 2% of the students spoke English 'daily' when they were out of the classroom. There were no students who did not speak English outside the classroom.

Most of the students thought that speaking test developed speaking skill or ability. They constitute 91% and rests of other students had negative view to this statement. The teachers were found to have encouraged students to speak English in the classroom, whereas there were 4% of the students who opined that the teacher did not encourage them to speak. The nature of speaking test was practicable in the sense that 94% of the students respondents that speaking test was really practical. More than half percent of the students could communicate in English to the native speakers of English between the range '30-60%', 30% of the students responded 'below 30%' and there were 8% of the students who responded they could talk in English to the English in speaker 'above 60%'.

The majority of the students were found to have got opportunity to participate in speaking activities 'sometimes' only. Eight percent and 12% of the students got opportunity to participate in speaking activities 'once a week' and 'never' respectively. Majority of the students, i.e. 96% asked questions in English to the teacher. But, 2% of the students did not ask any question to the teacher. The most important thing found in the study was that, the teacher followed more students centered methods than teacher centered by conducting activities like pair/group work, dialogue, role-play, picture description. Most of the students thought that the purpose of doing speaking test was not to gain theoretical knowledge of language but practical use of language. The percent of those students constitute 78%. Though 12% of the students did not prepare themselves before talking the exam of speaking test, majority of the students found that they had prepared for speaking test. The students were also found satisfied with the questions asked in speaking test. On the other hand, there were only 4% of the students, who were dissatisfied with the questions asked in speaking test.

3.2   Analysis of the Responses From Teachers

This section deals about the analysis of the responses given by the English teachers currently teaching at grade VIII in public school of Chitwan district. Altogether, there were 10 English teachers to whom the researcher has distributed a set of questionnaire. The questionnaire was especially related to the thesis topic 'speaking test' and the teachers experience in this field. The analysis of the responses from the teachers is given in the following sub-sections. Moreover, the responses and opinions were tabulated, and then analyzed using simple statistical tools.

3.2.1   Teachers' Satisfaction with the Mark Allocation

In the English curriculum for grade VIII, speaking skill carries 15% of the marks and testing is done through oral questions. From the analysis, it was found that majority of the teachers were satisfied with the marks allocated to speaking skill. The result of the analysis is presented below in the table.

Table No. 8: Teachers' Satisfaction with the Mark Allocation

Responses	No. of Teachers	Percentage
Yes	8	80
No	2	20

The table 8 indicates the teachers' satisfaction with the mark allocation in speaking skill. The finding showed that majority of the teachers, i.e., 8 (80%) were found to be satisfied with the marks allocated for speaking skill. According to this group, 15 marks were sufficient for speaking skill. On the contrary, there were 2(20%) teachers who were dissatisfied with the marks allocated to speaking skill. In conclusion, we can say that the present marks allocation system of speaking skill was satisfactory to great extent as the analysis showed.

3.2.2 Examination System of Present Speaking Skill

The objective of speaking skill is to enable the learners to take part in a small in a group discussion, to take part in a simple role-play, to use language for different situations and so on. Regarding the marks allocation, speaking skill carries marks 15% and students' speaking skill was tested by asking different oral questions in which they had to answer orally. The bar-diagram below presents the view of teacher regarding examination system of present speaking skill.

Figure No. 11: Examination System of Present Speaking Skill
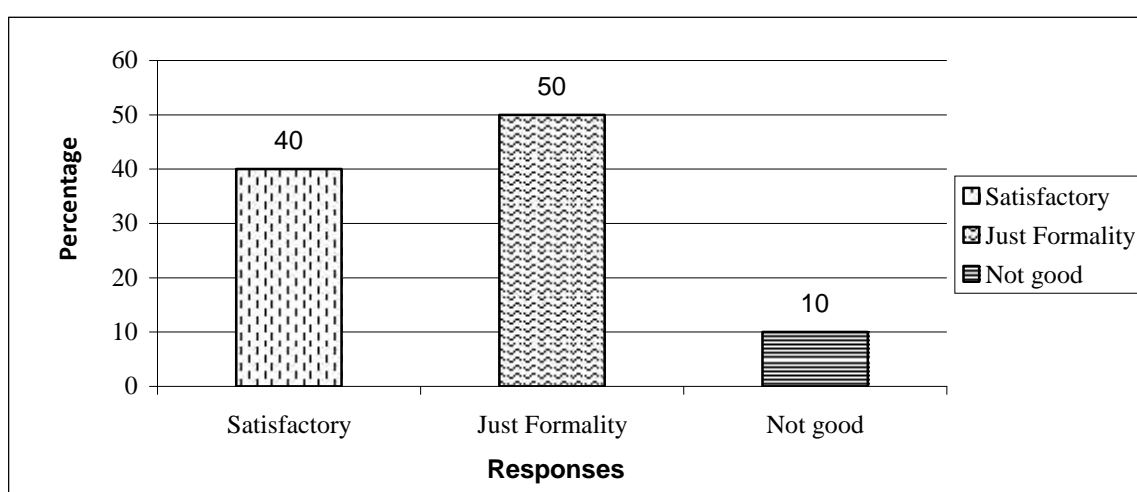
Regarding the examination system of present speaking skill, 6 (60%) teachers were found to dissatisfied to the present examination system of speaking skill. But, 4 teachers were satisfied with the examination system of present speaking skill. According to these teachers, 15 marks allocated for the speaking skill was enough. There was only one teacher who disagreed to this statement. According to him, the present examination system of speaking skill was not good enough.

3.2.3 Students' Interest in Practising Speaking Skill

If the students are not interested to practise any activities, the set objectives will not be fulfilled. Therefore, the teacher should arouse interest in their students to take part in different kinds of activities. The table given below shows the percentage of teachers regarding students' interest in practicing speaking skill.

Table No. 9: Students' Interest in Practising Speaking Skill

Responses	No. of Teachers	Percentage
Yes	4	40
No	6	60

Regarding the question that the students' interest in practising speaking skill, 60% of the teachers replied that students were not interested to practise speaking skill, According to them, the students were not interested to take part in speaking activities due to hesitation, shyness, etc. But, there were 4 (40%) teacher who argued that students were really interested in practising speaking skill and they also expressed that the students did not feel hesitation and shyness both in classroom activities and in speaking test. According to them, the students were excited to speak English.

3.2.4 Teachers' Perception Towards Measuring Success

One of the purposes of the English curriculum for grade VIII is to enable the learners to exchange ideas with people who speak English. According to the responses of teachers, it was found that practical exam of speaking test could not assess students' speaking ability. The analysis of responses given by the teacher is presented in the pie-chart below.

Figure No. 12: Teachers' Perception Towards Measuring Success
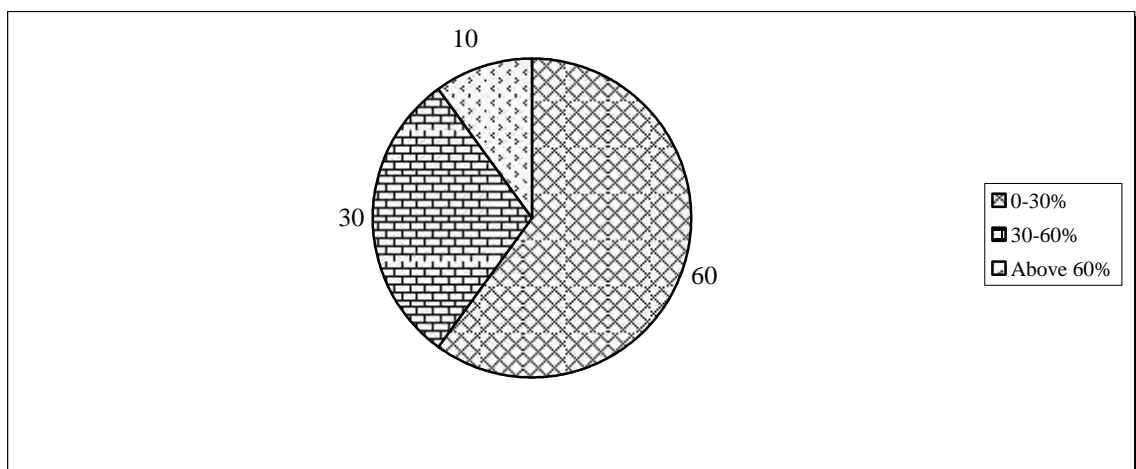
The above figure 12 is concerned with the teachers' perception towards measuring success of the students' speaking ability. It was found that 60% of the teachers were positive with the practical exam of speaking test that assessed the speaking ability of the students in between '0-30%'. But, 30% of the teachers argued that speaking test only assessed the speaking ability of the students in between '30-60%' and 10% of the teacher responded 'above 60%'. In short, most of the teachers had negative view towards the assessability of practical exam of speaking test that speaking test did not evaluated speaking ability of the students.

3.2.5 Question Patterns Asked in Speaking Test

The following table shows the responses of teachers regarding their satisfaction towards question patterns asked in speaking test. The analysis of teachers' responses showed that majority teachers were found satisfied with the question patterns asked in speaking test.

Table No. 10: Question Patterns Asked in Speaking Test

Responses	No. of Teachers	Percentage
Yes	8	80
No	2	20

The above table 10 indicates the question patterns asked in speaking test. It was found that 8 (80%) teachers were satisfied with the question patterns asked in speaking test whereas 2 (20%) teachers were dissatisfied with the questions pattern asked in speaking test. In short, the majority of the teachers were satisfied with the questions asked in the examination that reflected to the objectives of the curriculum. According to this group, the questions asked in speaking test were to great extent good enough because they followed the objectives set in curriculum.

3.2.6 Teachers' Making Students to Practise Speaking Skill

There is a saying that 'practice makes a man perfect'. In the context of teaching and learning, if we involve students to practice something, it brings fruitful

result. To get good marks, students should practice different kinds of speaking activities both inside and outside classroom. The following bar-diagram shows the teachers' making students to practice speaking skill.

Figure No. 13: Teachers' Making Students to Practise Speaking Skill
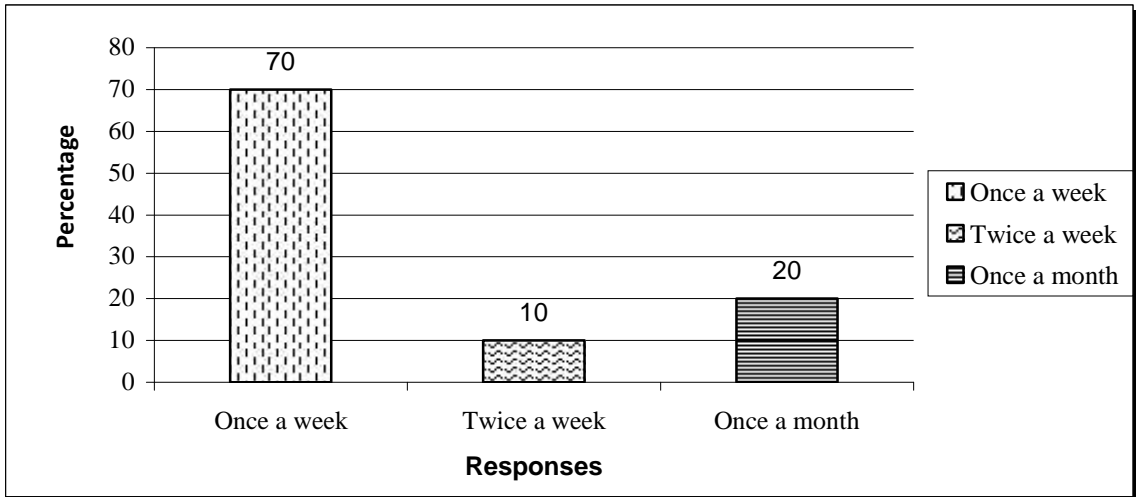
Figure 13 shows that teacher make the students practice speaking skill in a certain duration. The majority of the teachers, i.e., 7 (70%) said that they makes the students practiced speaking skill 'once a week'. On the contrary, 1 teacher responded that they make practiced speaking skill to the students 'twice a week' and 2 teachers replied 'once a month'. By the way, majority of the teachers were positive that they makes the students practice speaking skill at least 'once a week'.

3.2.7 Teachers' Making Students Practice Speaking Based on Previous Examination

This sub-section describes to the teacher makes students practise speaking based on previous examination. The researcher asked a question to the teachers did they practised speaking according to the questions asked in the exam. From the analysis of responses given by teachers, it was found that majority of the teachers make their students practice speaking according to previous examination. The table below shows the responses of teachers making students practise speaking according to the question asked in previous exam.

Table No. 11: Teacher Making Students Practice Speaking Based on Previous Examination

Responses	No. of Teachers	Percentage
Yes	9	90
No	1	10

Regarding the questions that the teacher makes students speaking according to the questions asked in the examination, 9 (90%) teachers responded that they made students practise according to the questions asked in the speaking test. According to these teachers, they made the students habituated for speaking test by practising different speaking activities which were likely to be asked in exam. There was only 1 teacher who replied that he did not make students practise speaking based on previous exam of speaking test. But, he did not give any reason.

3.2.8 Teacher Prepare Students for Speaking Test

The teacher plays an essential role to get good results for the students. For that, the teacher should play a role of facilitator, guide in the classroom. The researcher asked a question to the teachers what other things they made the students for practical exam of speaking test. It was found that majority of the teachers encouraged their students to work in pair/group. The response of teachers is given below in the pie-chart.

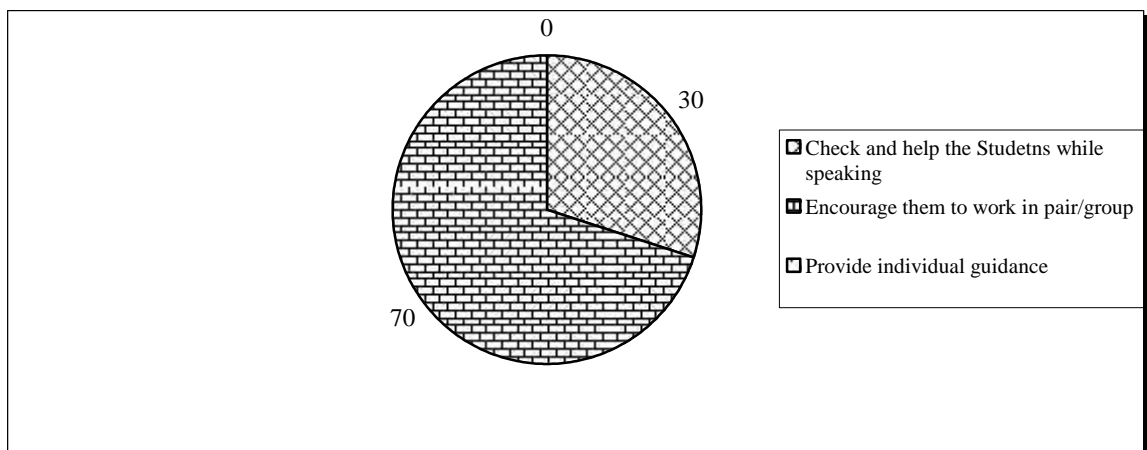**Figure No. 14: Teacher Prepare Students for Speaking Test**

Figure 14 indicates that the teacher prepared students for practical examination of speaking test with the help of different extra activities. The findings showed that 30% of the teachers prepared their students for practical exam of speaking test by 'checking and helping the students while speaking'. In the same way, 70% of the teachers 'encouraged the students to work in pair/group'. Among 10 teachers, none of them could 'provide individual guidance'. In conclusion, we can say that most of the students were prepared for practical exam of speaking test by encouraging them to work in pair/group as the findings showed.

3.2.9 Encouragement to Students in Participating Speaking Activities

Encouragement plays an important role in language teaching and learning. The parents should not only encourage the students but teachers should also encourage the students to participate in different speaking activities such as dialogue, role-play, pair/group work, etc. The following table shows the percentage of teachers encouraging the students to participate in speaking activities.

Table No. 12: Encouragement to Students in Participating Speaking Activities

Responses	No. of Teachers	Percentage
Yes	10	100
No	-	-

The above table 16 is concerned with the researcher's question that the teachers' encouragement to the students in participating speaking activities. It was found that all the teachers encouraged the students to participate in practical class of speaking. According to them, they encouraged the students by conducting different activities such as, dialogue, role-play, reading aloud, picture descriptions, etc. On the contrary, there were no teachers not encouraging the students to participate in speaking activities.

3.2.10 Teachers' Satisfaction with the Students' Achievement

This sub-section deals with the teachers' satisfaction with the achievement of students. The researcher query to the teachers was whether they were satisfied with the students' achievement. From the analysis of responses, it was found that all the teachers were satisfied 'to some extent'. The bar-diagram below shows responses of the teacher.

Figure No. 15: Teachers' Satisfaction with the Students' Achievement
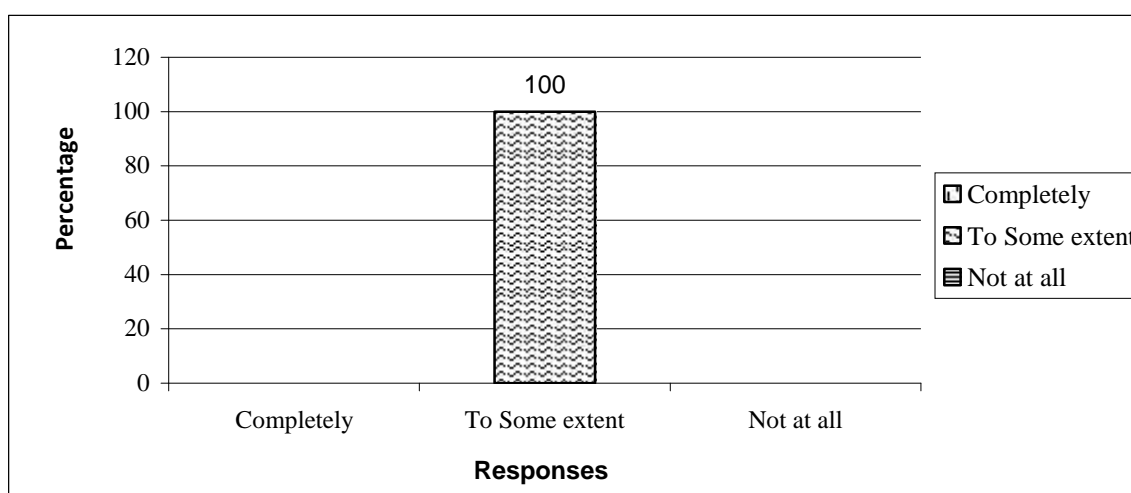
With regard to the teachers' satisfaction with the students' achievement mentioned in the curriculum, all the 10 teachers replied that they were satisfied with the students' achievement in speaking test 'to some extent' only. They also expressed that they were satisfied only to some extent because the students could not give expected answer to questions asked to them by examiner. None of the teachers were found 'completely' satisfied with the students' achievement. In the same way, none of them had total dissatisfaction.

3.2.11 Fairness of an Oral Test

The researcher wanted to know the views of teachers on the fairness of an oral test of grade VIII through this question. It was found that majority of the teachers were positive towards fairness of an oral test. The responses given by the teachers are shown below in the table.

Table No. 13: Fairness of an Oral Test

Responses	No. of Teachers	Percentage
Yes	7	70
No	3	30

In this regard, 7 (70%) teachers responded that the district level examination of speaking test was fair. According to them, the exam was fair, valid and reliable because the questions were asked according the objectives set in curriculum. On the other hand, there were 3(30%) teachers who expressed that the district level examination of speaking test was not good due to the biasness, unreliability and hello affect while asking question and marking students' answer by the teachers. In short, the district level examination of speaking test was fair as the majority of the teachers had positive feeling regarding this statement.

3.2.12 Teachers' View on Students' Mistake While Speaking

In language teaching and learning, mistakes are seen as a natural phenomenon but, the teachers should be very careful while correcting students' mistake. The researcher here asked a question to the teachers how they responded to the students' mistake while speaking and it was found that most of the teachers pointed out their mistake and make themselves to correct. The following pie-chart shows the responses of teachers in percentage.

Figure No. 16: Teachers' View on Students' Mistake While Speaking
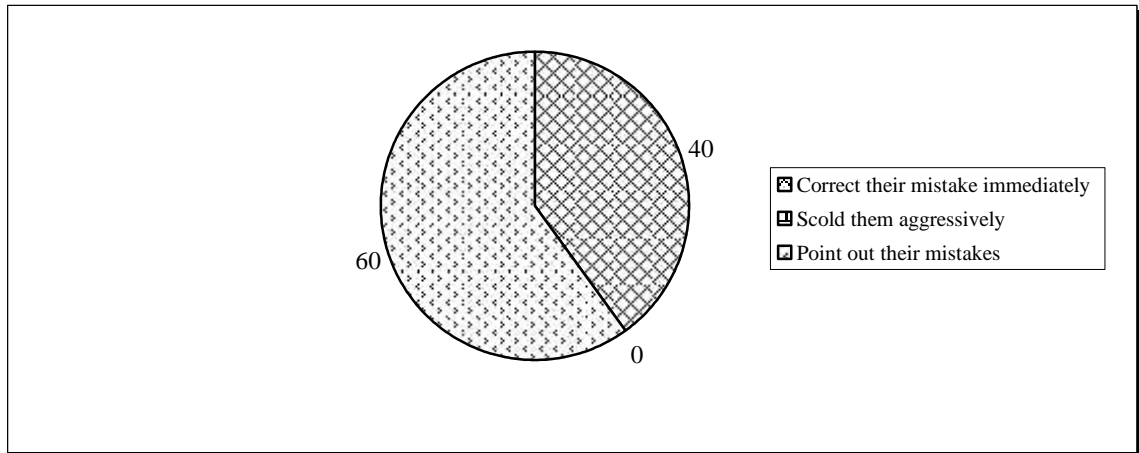
Regarding the question how the teacher responded on the students' mistake while speaking, 40% of the teachers replied that they 'corrected students' mistake immediately' while speaking. There was no teacher 'scolding students aggressively' when they committed mistake in speaking. In the same way, 60% of the teachers responded that they 'pointed out the students' mistake' while speaking. According to them, when the students committed mistake while speaking the teachers just pointed out the mistake and made them to correct the mistake that they had committed. So, most of the teachers viewed that students' mistake should not be corrected immediately as it hampered their spontaneity, automaticity and also broke the communication.

3.2.13 Use of Nepali Language in English Classroom

To get mastery over English language, teachers should create healthy English environment in the classroom. The teachers should speak English at least 45 minutes in their subject so that students got lot of exposure. Regarding the use of Nepali language in English classroom, the researcher found that all the selected teachers used Nepali language at least 'to some extent' in English class. The table below shows the responses of teachers towards using Nepali language.

Table No. 14: Use of Nepali Language in English Classroom

Responses	No. of Teachers	Percentage
Completely	-	-
To some extent	10	100
Not at all	-	-

Table 14 shows the use of Nepali language by the teachers in English classroom. The study found that all the 10 teachers used Nepali language 'to same extent' in English classroom. There was no teacher responding 'completely' and 'not at all' regarding the use of Nepali language. All the 10 teachers argued that they were forced to use Nepali language in English classroom due to the various reasons such as; students' lack of vocabulary, students' lack of English environment, mother tongue interference of the students, etc. According to them, the students got ease when they used Nepali language.

3.2.14 Teachers' Use of English Language in Speaking Test

To test the speaking ability of the students, the teacher should speak English to the students in speaking test. If the teacher him/herself speaks Nepali language in such a test, that kind of test could not measure the students' intended ability. The following pie-chart shows the responses of teachers using English language in speaking test.

Figure No. 17: Teachers' Use of English Language in Speaking Test
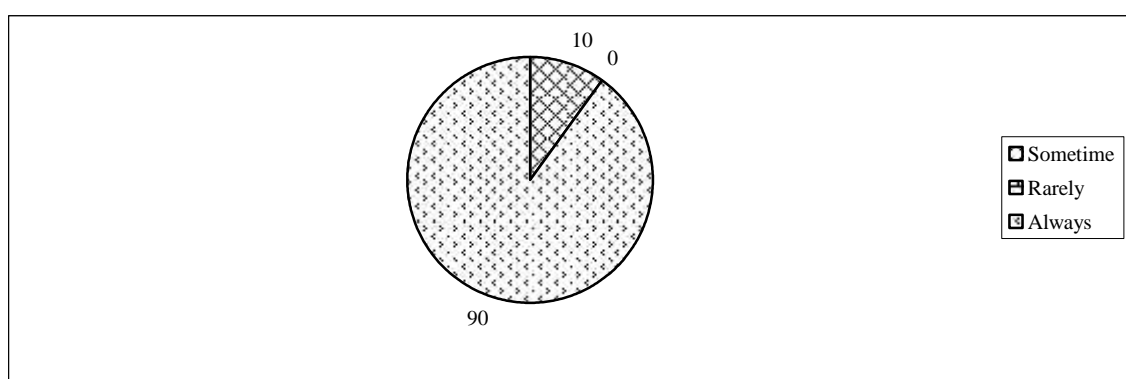
Regarding the use of English language in speaking test by the teachers out of 10, nine teachers responded that they used English language 'always' in the exam of speaking test. Whereas, there was only one teacher who answered that she used English language in speaking test ' sometime'. According to her, lack of English environment, students' hesitation to speak English, mother tongue inference, etc. problems of the students made her speak English only sometimes. On the contrary, majority of the teachers used English language always with the students in speaking test.

3.2.15 Focus on Speaking Activities

Speaking activities are those activities that the teachers use while teaching speaking to make ease the students in learning such as dialogue, pair/group work, picture description, reading aloud, etc. The bar-diagram below shows the responses of teachers emphasizing different speaking activities.

Figure No. 18: Focus on Speaking Activities
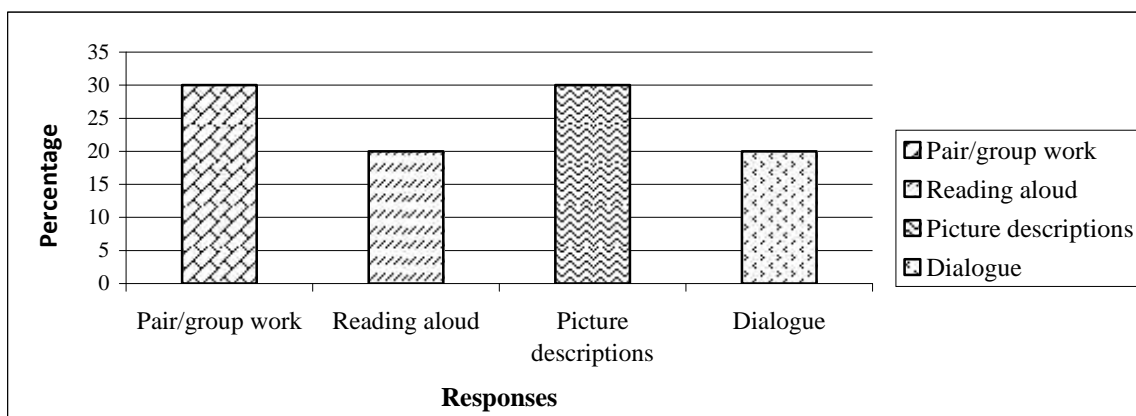
As regard to the teachers' focus on speaking activities, out of 10 teachers, 3 (30%) teachers responded that they practiced 'pair/group work' whereas 2 (20%) teachers replied that they makes the students practise 'reading aloud' more than other activities. In the same way, 3 (30%) teachers answered that they conducted 'picture description' activity more. But, there were 2 (20%) teachers who focused on 'dialogue' while conducting speaking activities.

3.2.16 Problems Faced by the Teacher While teaching Speaking

Listening, speaking, reading and writing are four language skills. Among them, speaking and listening are the primary skills. Teaching of language especially indicates teaching of speaking which seems to be very difficult in the context of Nepal. Many researches showed that the so called English teachers taught English mostly in the Nepali medium especially in the government-run school. The researcher consulted altogether 10 English teachers. It was found that all of them had faced different difficulties while teaching speaking at grade VIII. The common problems that they faced can be pointed out as below:

) Students were not interested to speak English. In other words, they often hesitated to spoke English in the classroom.

) Students lacked enough vocabularies.

) The number of students was high and as a result they could not conduct speaking activities effectively.

) Though the teacher encouraged the students to speak English, they did not respond well due to shyness and fear.

) There was lack of teaching materials such as tape recorder, visual materials, cut out pictures, etc.

) The students did not have basic knowledge of English language.

) The students could not understand text due to lack of English exposure, mother tongue interference, lack of comprehension power, etc.

3.2.17 Suggestions to Improve Students' Speaking Ability

The suggestion given by the teachers to improve students' speaking abilities plays very important role in teaching and learning speaking skill. The followings are the suggestions that the selected teachers given:

) The classroom should be sound with teaching aids which are suitable for enhancing the spoken language.

⟩ The students should be given lot of exposure of English language from the preliminary stage.

⟩ The teacher should encourage students to speak English inside and outside classroom and also encouraged them to take part in co curricular activities in English medium.

⟩ The weakest students should be prioritized first in speaking activities and they should be inspired to speak English.

⟩ There should be provision of regular test of speaking and school should provide reward as well.

⟩ The school should manage to organize different co curricular activities such as spelling contest, oratory contest, quiz contest, etc. to promote speaking skills.

Summary

The overall analysis of responses from the teachers' showed that the present examination system of speaking skill was not satisfactory. Out of 10 teachers, 5 (50%) had responded that the test was just formality whereas 4 (40%) teachers were found satisfied with the percent examination system of speaking skill. According to them, speaking test was really practical as it measured students' actual speaking ability. In reply to the question to what extent did the speaking test assessed the speaking ability of the students, most of the teachers gave negative view because they responded that speaking test only assessed the students' speaking ability in between '0-30%'. On the contrary, 30% teachers and 10% of the teachers answered that speaking test assessed the students' speaking ability '0-30%' and 'above 60%' respectively. It was also found that majority of the teachers, i.e. 70% made the students practise speaking skill 'once a week'. The teacher had negative view towards students' interest in practising speaking skill. Out of 10, six teachers responded that the students were not interested in speaking activities mostly due to hesitation whereas there

were 4 (40%) teachers found satisfactory towards students' interest in speaking activities.

Allocation of marks for speaking test was found satisfactory as the majority of the teachers were positive regarding to this statement whereas there were only 2 teachers dissatisfied. The question patterns asked in speaking test was found good because questions were asked according to the objectives specified in the curriculum. The majority of the teachers made the students practice speaking activities according to the questions asked in the exam. It was also found that majority of the teachers encouraged the students to work in pair/group for practical exam of speaking test. But, all the teachers were not fully satisfied with the students' achievement kin speaking test. According to them, they were satisfied only 'to some extent' that most of the students got low marks.

Majority of the teachers were found positive towards the fairness of an oral test which was conducted by district level examination. Regarding the students' mistake while speaking, most of the teachers pointed out the students' mistake and make themselves correct the mistake. In the English classroom, all the 10 teachers 'to some extent' used Nepali language. According to them, the proficiency of the students was not satisfactory. So, they were compelled to use Nepali language for making the understanding of students. The participation ratio in speaking test was also found satisfactory. The students were interested and motivated to take exam of speaking test as it needed no paper-pencil and it also took short time. Regarding the use of English language, the teachers in speaking test were found to use English language all the time. 'Pair/group work' and 'picture description' activities were frequently used and so are famous for most of the teachers. But, other two activities, i.e. 'reading aloud' and 'dialogue' were used 'to some extent' only. The other activities neglected by the teachers were 'role-play' and 'discussion/debate'

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

This chapter presents the findings of the research on the basis of first- hand-data from the questionnaires, and also suggests some recommendation in accordance with those findings. The main concern of this research was to determine the '*washback effect of speaking test of grade VIII*' on teaching and learning. To obtain the data for the study, the researcher had distributed two separate set of questionnaires based on the objectives which were responded by students and teachers studying and teaching in grade IX and VIII respectively. In the process of investigation, the researcher visited the sample schools, teachers and students and distributed the questionnaires.

The overall analysis of the study shows that the examination of 'speaking test of grade VIII' has positive washback effect on teaching and learning. On the basis of field study and analysis from the first-hand-data, the other major findings of the present study are listed as follows:

1. Nature of Speaking test was found practical

It was found that the nature of speaking test was found to be practical. The objectives of grade VIII text book were to enable students to take part in a group, role-play, and use language for different situation. Out of the 50 students, 47(94%) students responded that the speaking test was practical. According to them, the question asked by teachers addresses the need, interest, capacity, etc. of the students. In the context of grade VIII, speaking test carries 15 marks which were sufficient according to the teachers.

2. Teachers were satisfied with the marks allocated in speaking skill and also with marks obtained by the students.

The marks allocated in speaking skill were found satisfactory. Majority of the teachers, i.e. 8 (80%) were satisfied with the marks that speaking test carries. There were only 2% teachers who were not satisfied with the marks allocation

in speaking test. In the same way, all the selected teachers had responded that marks obtained by the students were to great extent satisfactory. There were no teachers found dissatisfied with the students' achievement in speaking test.

3. Teachers were found to encourage students to speak English in the classroom.

The role of encouragement and motivation plays an important role in teaching and learning language. Understanding the importance of encouragement, the teachers gave students opportunity to participate in different speaking activities such as reading aloud, dialogue, role play, pair/group work. Out of 50 students, 48 (96%) answered that the teacher encouraged them to speak English in the classroom. But, there were some students found not taking part in those activities due to shyness, fear, hesitation, etc.

4. Teaching was found to be student centered

Though lecture was widely used in the classroom, the study found that the teacher did not only used traditional method i.e. lecture rather they sometimes focused on student centered method. Out of 50 students, 38 (76%) students responded that the teacher followed student centered method by giving them opportunity to do practical activities such as dialogue, role play, pair work, picture descriptions. Only 1 student replied that the teacher used both teacher centered as well as student centered techniques according to the topic in the course.

5. Examination enhanced speaking abilities of the Students

It is the examination which differentiates good and bad students. The researcher found that the majority of the students i.e. 46 (92%) believed that speaking test helped them to enhance speaking abilities of the students. According to them, they practised different speaking activities before and after the exam both in school and at home. Most of the students also responded that they could communicate to the English native speakers in between '30-60%'.

6. Students have no interest to practice speaking activities

Though the study found that the teacher encouraged the students to practise in different activities, out of 10, 6 (60%) teachers responded that the students

were not interested or serious to participate in speaking activities. According to them, only talented and talkative students were interested to take part in speaking activities.

7. Students to some extent successfully speak English both inside and outside the classroom

The study found that the students of grade VIII could speak English both inside and outside the classroom at least sometimes. Regarding both inside and outside the classroom, majority of the students responded that they spoke English 'sometimes'.

8. Teaching techniques used by teacher was found satisfactory

The researcher found that majority of the students was satisfied with the techniques used by teachers. According to them, the teacher conducted different speaking activities such as reading aloud, dialogue, pair/group work, role-play etc. which helps to develop speaking ability. There were only 6 students found dissatisfied with the teachers' technique.

9. Students' failure to communicate with English Native Speakers.

It is found that most of the students could talk to the English speakers only in between '30-60%' whereas few students replied they could communicate to English speakers 'above 60%'.

10. The questions of speaking test positively addressed the need, interest, capability of the students

The questions pattern asked in speaking test was found satisfactory. Majority of the students responded that they were fully satisfied with the questions asked in speaking test. According to them, the question addresses the need, interest, capability of the students. Moreover, the questions were also asked according to the objectives set in curriculum.

11. Exam of speaking test was found more formality and less satisfactory

The research found that the present examination system of speaking test was just formality. Half of the teachers responded that the speaking test was conducted for only formality to end the process of examination. On the contrary, there were some teachers who argued that the present examination

system of speaking test to some extent was satisfactory. In their opinion, it was only the speaking test which triggered students to speak at least few words and sentences.

12. Focus on Activities   It is found that majority of the teachers were conducting different learner centered activities such as pair/group work, reading aloud, picture discription, dialogue, etc. to motivate students in speaking activities.

13. Use of Nepali language and English language in classroom and in speaking test respectively by the teachers

The study found that majority of the teachers used Nepali language 'to some extent' in the English classroom. They gave reason that they were forced to used Nepali language only sometimes due to the students' lack of vocabulary, mother tongue interference, lack of English exposure, etc. Whereas, regarding the use of English language in speaking test by the teachers, majority of them responded that they all the time used English language.

14. Teaching and learning was found guided by examination of speaking test.

Language teaching and language testing are two sides of a same coin. Language testing has always being an inherent part of language teaching. In general, language teaching, learning and examination go together. In teaching and learning process, examination and test also plays very important role which helps to find out good or bad students. Regarding the relationship between teaching and learning with examination/test, the researcher found that teaching and learning was guided by examination/test. Both the teachers and students work harder to get good result, when the examination came near. On the one hand, the teacher prepared their students by practising different speaking activities and they also makes students to practise according to the questions asked in the previous exam. On the other hand, the students themselves prepared and work hard when the exam schedule came out. The study also found that especially in the speaking test, students practised to speak English at

home with their friends. According to them, they also collected previous questions paper and tried to solve.

4.2. Recommendations

The researcher has carried out the research to find out the '*washback effect of speaking test of grade VIII*'. After the researcher's rigorous study, field work and micro analysis and interpretation from the first-hand-data, the study found that speaking test has **positive washback effect** on teaching and learning. Though there was found few negative views mainly from teachers regarding both teaching and testing speaking skills, but as a whole the study found beneficial washback effect. The findings of this research make ease to the researcher to derive some significant recommendations which would be advantageous in educational institutions. Moreover, the recommendations would be really beneficial for bringing change in the ways of teaching and learning speaking in grade VIII classes.

On the basis of findings obtained from the analysis and interpretation of the first-hand-data gathered from the teachers and students, and the researcher's own opinions, the following recommendations have been derived which is divided into two sections:

4.2.1 Recommendations for Pedagogical Implications

The following pedagogical implications can be traced out from the findings of this study:

1. Though the study found that teaching was mostly student centered, the weak and disadvantage students should be given opportunity to participate in speaking activities such as dialogue, role-play, pair/group work, discussion, etc.

2. Because of the large number of students in the classroom, the teacher could not teach speaking skill effectively. Therefore, the students and teacher ratio should be 40:1.

3. The school should be well-equipped with different modern teaching aids such as voice recorder, voice-chat, audio-visuals, cassette player, etc. to develop students speaking skills.

4. The research found that most of the students could not talk more with the English people. So, students should be provided with the opportunity to communicate to the English speaker so that their speaking ability will increase.

5. To make more satisfied students in speaking test, the teacher should ask such a question to take care of the requirement of the good, average and weak students.

6. The performance of students speaking in speaking test should not be judged from the final examination rather it should be evaluated and recorded time and again.

7. Though the teachers were found satisfied with the students' achievement, they were dissatisfied to the present examination of speaking test. Therefore, speaking test should make able to assess students' actual speaking ability.

8. The English teacher must speak English in the classroom and so as to encourage the students to speak English with their friends both inside and outside classroom.

9. The schools and English teachers should create a healthy English environment among the students and teachers. For this, the school should organize different speaking activities such as spelling contest, oratory contest, essay contest, prepared talks, discussion/ debate on a topic, etc.

10. Though few teachers corrected the students' mistake immediately while speaking which is said to hamper the fluency, automaticity of the students. So, the teacher should make themselves to correct mistake saying that mistake is natural phenomenon.

11. The teachers were found conducting the activities like pair/ group work, reading aloud, dialogue, picture description more. The other activities

such as interviewing, chain story, picture differences, solving a problem, etc. should also be used.

12. With the help of speaking test and its result, the English teacher knows the students' pronunciation, accuracy, and appropriacy level and he/she can use right approach, method and technique in teaching and testing speaking.

13. Since the teaching is guided by examination, teaching-learning process cannot be fostered without improvement in speaking test. So, speaking test should be good obedient to the course objectives.

4.2.2 Recommendations for the Further Research

Recommendation for only pedagogical implication is not significant in this context due to the existing gap between past research and upcoming research. Therefore, it is high time to present some recommendations for further studies so that the prospective researcher will get some knowledge to carry out the research in the related field. The following are the recommendations given for further researches:

1. The very research only deals about 'speaking skill' and therefore this research is restricted not to touch other language skills such as listening, reading and writing. Moreover, it also did not talk about different aspects of language such as vocabulary, pronunciation, grammar, etc. So, the researcher recommends that the prospective researcher can carry out similar type of study related to language testing and washback effect.

2. This research was limited to find out the washback effect of speaking test of grade VIII on language teaching and learning. In other words, researcher pointed out only one objective. Therefore, the upcoming research can be conducted covering other more objectives.

3. The researcher had selected only 60 respondents. Among them, 50 were students studying at grade IX and 10 were teachers teaching currently English subject in grade VIII in public school of Chitwan district. In the

same way, the researcher had also selected only 10 secondary schools. So, this research cannot be claimed that the result is cent percent accurate, valid and reliable due to the field visit. Further studies can be carried out covering more schools, teachers as well as students in any level.

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http://www.nclrc.org/essentials/speaking/stageopeak.htm

APPENDIX-I

Date:

To

The Head Master,

………………………………….School……………………, Chitwan

Dear Sir/Madam

The researcher has been conducting a research entitled '**WASHBACK EFFECT OF SPEAKING TEST OF GRADE VIII** ' under the supervision of **Ms. Madhu Neupane**, Teaching Assistance at the Department of English Education, Tribhuwan University in partial fulfillment for the master degree of education in English. The students of grade 9 and the teacher teaching at grade 8 from your school are the sample population of the research. The researcher's population is to select 50 students and ten teachers from 10 public schools in Chitwan district. Therefore the researcher will select 5 students by using non-random purposive sampling and a teacher who currently teaches English at grade 8.

The questionnaire for the English teachers and students is presented to write down answer of the questionnaire on the basis of their experience of teaching and learning in respective field. Finally, the researcher will be thankful to you if you could arrange time schedule to finish the researcher's tasks as soon as you can.

Yours Sincerely,

Hem Raj Basnet

M.Ed.II Year

APPENDIX-II

<div align="right">Date:</div>

Dear respondents,

The researcher is conducting a research entitled, "**WASHBACK EFFECT OF SPEAKING TEST OF GRADE VIII**" under the supervision of **Ms. Madhu Neupane**, Teaching Assistance at the Department of English Education, Tribhuwan University in partial fulfillment for the master degree of education in English. Therefore, the researcher expects the investigation of the respective subject help to find out the need of the language teaching and language testing.

In the process of data collection, the researcher is going to present a questionnaire to you and would like to request to fill your opinions to the following questions. The researcher assures you that any information that you provide will be completely anonymous and use only for educational purposes.

Finally, the researchers would be very thankful if you could return the questionnaire, presented here with duly filled in at your earliest convince.

Yours sincerely

Hem Raj Basnet

M.Ed.II year,T.U.

Appendix-III

The following 10 public secondary schools of Chitwan district were selected by the researcher to collect the primary data for the research study. They are as follows:

1. Shree Jana Jeevan Secondary School, Chainpur, Chitwan
2. Shree Mohan Secondary School, Basantpur,Chitwan.
3. Shree Buddha shanti higher secondary school
4. Shree Birendra Adarsha Higher Secondary School, Birendranagar,Chitwan
5. Shree Ma. Bi. Brahmanagar, Brahmanagar, Chitwan
6. Nepal Higher Secondary School, Ratnanagar, Chitwan
7. Chitwan Higher Secondary School, Bharatpur, Chitwan
8. Jana Jagriti Higher Secondary School, Pithuwa, Chitwan
9. Shree Khairahani Higher Secondary School, Khairahaini, Chitwan
10. Shree Kankali Secondary School, Bahaeri, Chitwan

Appendix VI

Altogether the research has selected students studying at grade IX of public schools from Chitwan district. They have selected by using non-random purposive sampling procedure in the sense that the number of the students in public schools was high and cannot be individually identified. Therefore, the researcher has selected only 5 students from each 10 schools. The researcher believed that the students who were selected in this research have provided the best information, which is also valid and reliable to achieve the set objectives. The following are the sample students selected from 10 public secondary school in Chitwan district.

1. Meghna Basnet
2. Sangita Siwal
3. Nirvika Dotel
4. Saroj Thapa
5. Sujan Darai
6. Sunita Poudel
7. Priju Lama
8. Sabita Shrestha
9. Kchhitiz Thapa
10. Som Nath Subedi
11. Sanju Kharel
12. Sayara Kandel
13. Bijay Arayal
14. Rishi Pd. Tiwari
15. Kashi Ram Chalise
16. Laxmi Gautam
17. Astima Thapa

18. Kalpana Kunwar
19. Basanti Poudel
20. Surendra Chaudhary
21. Puja Pariyar
22. Pratima K.C.
23. Ashok Kunwar
24. Narayan Pd. Neupane
25. Manish Devkota
26. Priti Pathak
27. Rina Chaudhary
28. Bibek B.K.
29. Rajesh Rijal
30. Rohit Siwal
31. Sangita Ranabhat
32. Arunima Chaulagain
33. Muna Pokharel
34. Susmita Ranabhat
35. Deepak Poudel
36. Sita Nepali
37. Bishnu Sharma
38. Binod Dhungana
39. Keshab Bhandari
40. Pradip Poudel
41. Sabitri Pandit
42. Rabindra Shrestha
43. Smita Thapa
44. Bishwas Shrestha
45. Keshab Shrestha
46. Laxmi Gautam
47. Anita Karki
48. Gorakh Bd. Bhandari

49. Surendra Rai

50. Bishnu Pd. Bhatta

Appendix VI

Speaking Text of the English Text book for Grade VIII

Unit	Page	Speaking Texts
1	1	Question, Short answers, Tag questions, Describing and narrating
2	6	Informal greetings, Introductions, Dialogue
3	14	Requesting, Persuading, Checking, Expressing sympathy
4	22	Chant, Ranking discussion, Telling a story
5	30	Reporting, Expressing disbelief, Using prefect tense
6	38	Song, Dialogues, Reporting, Giving short answers, Discussing pictures
7	46	Describing sensations
8	54	Discussing, Describing time, Asking about time
9	62	Asking and answering (information), Making suggestions
10	70	Using know and remember, Giving reasons, Discussion, Sports day in English
11	78	A quiz Telephoning: asking for repeats, Dialogues with too/ enough
12	86	Describing former and present habits, Sharing memories, Poem
13	94	Using reflexive pronouns, Quizzing, Discussing
14	102	Dialogues with conditions, sing continuous tenses, Arranging, Persuading, Giving conditions
15	110	Imagining, Predicting, Suggesting, Ordering
16	118	Asking politely and replying, Using passive, Telling story
17	126	Conversation and discussion, Using perfect passive, A guessing game
18	134	Complaining, Requesting, Apologizing, Using getting done
19	142	Using future passive
20	150	Leave taking, Telling a story, Poem and discussion

APPENDIX-VII

Questionnaire for the Teachers

Name of the Teacher:……………………………………………….

School's Name :..

Qualification:……………………..

Experience:……………………….

Please give your opinions to these questions:

1) **What do you think about the present examination system of speaking skill**?

a) Satisfactory (   )

b) Just formality (   )

c) Not good (   )

2) **To what extent does the practical exam assess the speaking ability of students?**

a) 0-30% (   ) b) 30-60% (   ) c) Above 60% (   )

3) **How often do you make the students practice speaking skill?**

a) Once a week (   )

b) Twice a week (   )

c) Once a month (   )

4) **Are your students really interested in practicing speaking skill?**

a) Yes (   )   b) No (   )

If no, what may be the reason behind it?

a) They can pass the exam without taking part in such activities. (   )

b) They hesitate to take part in such activities. (   )

c) Both of them. (   )

5) Are you satisfied with the marks allocated to speaking skill?

a) Yes (   )   b) No (   )

6) Do you think that the questions asked in the exam are according to the objectives of the curriculum?

a) Yes (   )   b) No (   )

7) Do you make students practice speaking skill according to the question patterns asked in the examination?

a) Yes (   )   b) No (   )

8) What extra things (except class) do you do to prepare students for practical examination?

a) Check and help the students in speaking. (   )

b) Encourage them to work in pair/group. (   )

c) Provide individual guidance. (   )

9) Do you encourage the students to participate in practical class of speaking   skill?

a) Yes (   )   b) No (   )

10) To what extent are you satisfied with the students' achievement mentioned in the curriculum?

a) Completely (   )   b) To some extent (   )   c) Not at all (   )

11) Do you believe that the District Level Examination of an oral test will be   fair?

a) Yes (   )   b) No (   )

12) How do you response to the students if they commit mistakes while speaking?

a)   Correct their mistakes immediately. (   )

b)   Scold them aggressively. (   )

c) Point out their mistakes. (   )

13) To what extent do you use Nepali language in your English class?

a) Completely (   )   b) To some extent (   )   c) Not at all (   )

14) What is the students' particip   io in the present speaking test in last year?

a) 0-30% (   )   b) 30-60% (   )   c) Above 60% (   )

15) How often do you use English language to the students in speaking test?

a) Sometimes(   ) b) Rarely (   ) c) Always (   )

16) Which of the following activities do you practice more to the students?

a) Dialogues (   ) b) Role play (   ) c) Picture descriptions (   )

d) Pair/ group work (   ) e) Reading aloud (   ) f) Discussion/ debate (   )

17) What problems do you usually face during teaching/ practicing speaking skill? Please mention them.

Ans:…………………………………………………………………………

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a)…………………………………………………………………………

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b)…………………………………………………………………………

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c)………………………………………………………………………………………

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18) As you know the objectives of this course is to enable students to communicate in speech with other people who speak English, how do you help your students to do so? Please mention in a few sentences.

Ans:………………………………………………………………………………

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a)………………………………………………………………………………

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b)………………………………………………………………………………………

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c)………………………………………………………………………………………

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19) What do you think that most of the students of public schools are weak in speaking and get low marks in speaking test? Please write your opinions in a short paragraph.

Ans:………………………………………………………………………………

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20) How can you improve the students' speaking ability? Please write in a few sentences as a teacher of grade VIII.

Ans:…………………………………………………………………………………

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a)…………………………………………………………………………………

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b)…………………………………………………………………………………………

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c)…………………………………………………………………………………

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Thank you

APPENDIX-VIII

Questionnaire for the Students

Name of the Student: ………………………………………..

School's Name:……………………………………………

Age:………………

Sex:……………....

Please give your opinions to these questions:

1) Did you see your teacher speaking English all time into the classroom?

a) Yes (   )   b) No (   )

2) Are you satisfied with the marks obtained in speaking skill?

a) Yes (   )   b) No (   )

3) How often did you speak English outside the classroom?

a) Daily (   )   b) Sometimes (   ) c) Never (   )

4) Did you think your speaking test of grade VIII help in developing speaking skill?

a) Yes (   )   b) No (   )

5) Did your teacher encourage you to speak English in the class?

a) Yes (   )   b) No (   )

6) Are you satisfied with the techniques used by your teacher while teaching speaking skill?

a) Yes (   )   b) No (   )

If no, why? Please specify your answer.

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7) How often did you speak English in the classroom?

a) Frequently ( ) b) Sometimes ( ) c) Never ( )

8) Did you fell that your speaking test is practical?

a) Yes ( ) b) No ( )

9) To what extent can you talk to the native speakers in English?

a) Below 30% ( ) b) 30-60% ( ) c) Above 60% ( )

10) How often did you get opportunity to do practical activities like, role-play, oral interview, picture description, dialogues etc.?

a) Once a week ( ) b) Sometimes ( ) c) Never ( )

11) Have you ever asked any questions in English to your English teacher?

a) Yes ( ) b) No ( )

12) Which methods did your teacher used while teaching speaking in classroom?

a) Student centered ( ) b)Teacher centered ( ) c) Both of them ( )

13) How often did your teacher bring sufficient materials in the classroom for developing speaking skill?

a) Frequently ( ) b) Sometimes ( ) c) Rarely ( )

14) Did you believe that your speaking test improve your speaking ability or skill?

a) Yes ( ) b) No ( )

15) What did you think that the purpose of doing speaking test?

a)   To pass in the exam. (   )

b)   To gain knowledge about language. (   )

c)   To gain language itself. (   )

16) Did you prepare yourself before taking the exam of speaking test?

a) Yes (   )   b) No (   )

17) Are you satisfied that the questions asked in speaking test?

a) Yes (   )   b) No (   )

18) Did your teacher bring sufficient materials for practical exam of speaking test?

a) Yes (   )   b) No (   )

19) Did you think you can talk in English if anyone likes to talk to you? If 'Yes' why? And if 'No' why? Please specify your answer.

Ans:………………………………………………………………………………

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20) What are the problems did you have while taking practical exam of speaking test at grade VIII? Please write in a few sentences.

Ans:………………………………………………………………………………

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a)……………………………………………………………………………………

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b)……………………………………………………………………………………

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c)……………………………………………………………………………………

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Thank You