

DECLARATION

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

Date: August 3/2018

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajendra Singh Dhimi** has prepared this thesis entitled **Practices of Testing Speaking Skill at Secondary Level** under my guidance and supervision.

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DEDICATION

I want to dedicate this thesis to my grandfather **Mr. Bije Dhami**, my parents, my elder brother **Mr. Chakra Singh Dhami** and relatives who fought hard with adverse situations to bring up my academic career to this stage.

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ABSTRACT

This research work entitled **Practices of Testing Speaking skill at Secondary Level** was used survey research design to explore the practices and problems of testing speaking skills at secondary level students. Keeping the objectives in consideration, I selected 20 schools situated in Baitadi district using purposive non random sampling procedures. The sample of this study was 40 secondary level English language teachers who have been teaching in secondary level .Questionnaire was the main tool for data collection. The required data were collected by using open and closed ended questions. The data collected from the field were analyzed qualitatively and quantitatively. The collected data were analyzed and interpreted by using descriptive as well as statistical tools tabulation and percentile. The major finding of this study was that almost all English teachers had faced many problems while testing speaking skill. Teachers faced problems to teach in large class and they struggled for sufficient teaching materials in the school. Moreover, teachers mostly used mother tongue in ELT classes. The teacher felt difficult to handle heterogeneous classes properly. Furthermore, the teachers did not test the students' speaking skill daily, did not use the multimedia system, and other modern ICT tools and technologies for teaching and learning process. Teachers were unaware of the teaching materials in the class and they used text book as the prime source of teaching materials.

This thesis consists into five different chapters. The first chapter deals with the (introduction) which includes the background of the study, statement of problem, objectives of the study, research questions significance of the study, delimitation and operational definitional of the key terms of the study. The second chapter deals with the review of related literature and conceptual framework. The third chapter deals with the design of the study, population, sample, sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure, and ethical considerations. Similarly, the fourth chapter deals of analysis and interpretations of the data collected from the respondents. Chapter five consists of findings, conclusion and recommendations. The recommendations of further presented three levels as policy, practice and further research, references and appendix are attached at the end.

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SYMBOLS, ABBREVIATIONS AND ACRONYMS

CUP : Cambridge University Press

Dr. : Doctor

ELT : English Language Teaching

TOEFL: Test of English as a foreign language

IELTS: International English Language Testing System

GRE: Graduate Record Examinations

Graduate Management Admission Test

CMAT: Common Management Admission Test

CLT : Communicative Language Teaching

e.g. : That is

Et al. and other people

Etc : Etcetera

Ibid : Same to Cite Above

M.Ed. : Master of Education

T.U. : Tribhuvan University

**PRACTICES OF TESTING SPEAKING SKILL AT
SECONDARY LEVEL**

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

**Submitted by
Rajendra Singh Dhama**

**Faculty of Education
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