

CHAPTER ONE

INTRODUCTION

This study is on **Practices of Testing Speaking Skill at Secondary Level**.

This part includes background of the study, statement of the problem, objective of the study, research question, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Harmer (2001, p.271). Says "Speaking involves interaction with one or more participants" This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and had become parts of our daily activities. Speaking is the most difficult skills to be learned by students, among the four skills (listening, Speaking, reading and writing)

In speaking activities, there are two reasons why speaking skill is difficult for the students. First, the cause is the students are lack of motivations in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill.

For overcome this situation there is an effective way that teaching speaking skill can be done through some various activities that can promote speaking skill. We can choose one of the language teaching activities that are suitable with the level of our students. One of them is by using role play activity as a technique in teaching and learning process.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

Role play technique is the way to teach speaking by setting up the students in the situations in pairs or groups. This means putting two or more students together and giving them a handout sheet, which they can, first, read and study, taking time to look-up unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language.

(David Holmes, (2004, p.134)" By using the role play in teaching speaking, the students may improve their knowledge in speaking skill." On the other hands, they will be able to express their ideas or their feelings by using English, furthermore; it will become an easy way for them in mastering English as an international language for international communication.

Language is used both for communication and pedagogical purpose, language teaching needs testing as well. Teaching and testing are interrelated to each other. Khaniya (2013, p.33). "Greater emphasis on communication in language teaching marked a shift in testing communicative ability which gives more importance on language in then language in usage."

Based on the reasons above, the researcher tries to conduct a research entitled "Practices of testing speaking skill at secondary level.

1.2 Statement of the Problem

Language is the basically speech. Speaking skill is one of the crucial skills of the English language as foreign language. It is also known as primary and productive skill, among four language skills. When we want to express our, ideas, opinions, desires to establish social relationship and friendship. Speech is the most complex linguistic skill which involves thinking of what is to be said. When we are trying to teach our learners skill, we have to make them able to communicate what they desired to express. Speaking is equated with communication itself.

Testing speaking is the testing of communicative ability of the learner. Speaking is with communicative competence. That is why; it is basically communicative and social art.

So, speaking is the one of the important skills in teaching and learning.

Teaching speaking is often a neglected skill of a language. However, some teachers apply various activities of teaching speaking in the classroom. We can see many graduates who can understand English but cannot express their ideas, emotions, interaction of English fluently. So, this fact shows that they need more instructions and exposure in speaking English.

Though there are no learning materials available in the class, no strategies would work to fulfill the purpose of teaching. If teacher only focus on theory and do not practice any kinds of activities speaking in the class it creates problem to them.

There are so many challenges faced by English teacher, for example, problem of exposure, problem of interest, problem of speech, problem of pronunciation, problem of infrastructures, teaching materials and so on, while testing speaking skill. That's why; this study focused on those issues or practices related to the testing of speaking skill of secondary level students from the eyes of the teachers.

1.2 Objectives of the Study

- a. To explore the practices and problems of testing speaking skill of secondary level students.
- b. To suggest some pedagogical implications.

1.4 Research Questions

- a. How do you test speaking skill? Do have you any problems to teach speaking skill?
- b. What are the pedagogical implications for testing speaking skill?

1.5 Significance of the Study

This study will be very useful for the prospective researchers who want to undertake on testing speaking skill. This study will be also beneficial to all

those who are interested in comprehending the text and more particularly to the teachers, textbook writers, curriculum experts, researchers, teacher trainers, syllabus designers, and methodologists. This study will be significant for that prospective researcher interested to carry out researches on the similar topic. Similarly, it will be beneficial to all those who are involved in teaching and learning English. It will be equally useful for those who are directly or indirectly interested to be well known about the practice made in the field education. Most importantly, it will help for fulfilling the objective of the testing the speaking skill of the secondary level students and its solution too. This study will give the clear idea to the teachers to promote their students speaking skill.

1.6 Delimitations of the Study

The research had following delimitations:

- (1) This study was limited to the problems related with testing speaking skill of secondary level students.
- (2) This study was limited to only twenty public schools of Baitadi district.
- (3) Forty English teacher of secondary level were selected applying non-random judgmental sampling procedure.
- (4) The researcher selected two English teachers from each of the twenty different secondary schools.
- (5) Data was collected through questionnaire only.

1.7 Operational Definitions of key Terms

Testing: Testing refers to any device or tool for assessing the language ability before teaching, while teaching, after teaching a particular language course depending upon its purpose.

Testing speaking: Testing speaking refers to the assessing of speaking ability of the speaker.

Speaking skill: In this study, the term indicates to speak fluently without hesitation and nervousness.

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

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is an essential task for any researcher to acquire theoretical knowledge about the related topic. This chapter comprises several chapters like review of related theoretical literature, review of related empirical literature, implication of review of the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

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

2.1.1 Teaching and Testing

The purpose of testing speaking is to assess the level of proficiency or language competence of the students that they gain command on it to make involve both learning through teaching and self-learning. Depending upon the purpose of testing and nature of language skill to be tested, testing device fall under several classifications. As for example, comprehension, grammar, and vocabularies are tested through objective and subjective tests whereas testing and speaking can be tested through oral test. Composition can be tested through written test and so on respectively.

Richards et al. (1985, p. 291) say that 'Teaching and testing are interrelated disciplines. Test is the procedure for measuring ability, knowledge or performance'. A test thus measures whether the learners are being taught effectively or not, how much materials they are taught and how much the students have learned. Test is directly concerned with teaching. Test is a measuring device, which we can use when we want to compare an individual with other individuals who belong to the same group.

A test is thus a measuring scale used to assess the proficiency of the students of their learning. Language test always leads to meaningful decision and is thus a tool of evaluation. Teaching and testing cannot be separated. Teaching and learning is judged with the help of a test. Teaching and testing have a common goal i.e. to achieve the proficiency of the learners. Whether they have learnt the materials they have been taught or not. The teaching and learning becomes fruitful when the learners attain the set objectives. Heaton (1998, p.5) says, 'Both teaching and testing are so closely connected that it is virtually impossible to work in either field without being primarily concerned with the other. Test may be designed to motivate the students and to assess their performance of the taught materials.'

Testing is used after conducting teaching and it is used to test whether the objectives are achieved or not by the students. It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his/her teaching and also some insight on whether s/he should continue the ways he teaches or change it in order to make his/her teaching more effective. Even the teacher who does not have adequate knowledge about the theoretical and practical aspects of testing makes use of testing for making their teaching effective. Even if the teacher may not have systematic knowledge about the effect of his/her teaching and testing, s/he has to improve his/her performance by gaining insights through examinations queries and classroom or evaluates academic achievement of his/her students depends upon his/her understanding of the what and how to test the language.

Khaniya (2005, p.3) says 'better understanding of testing technique will lead the teachers to perform effectively in the teaching. Teaching and testing are regarded as integral part of education'.

In conclusion, teaching and testing are interrelated with each other. One is impossible without the other. Testing is conducted during or after teaching. If teachers do not test the students, teaching is not fruitful. Without testing, the teachers are not able to know their teaching whether it is good or bad.

2.1.2 Language Testing

Language testing is a vast treasure in the field of education. In language testing the wash back or backwash effect can be easily viewed as one of the things that preoccupies test designers and teachers alike. Through the teachers want to pass their students, there seems difficulty. Furthermore, test is a measuring device or a tool which is used to evaluate the language learners. A test is broadly defined as a method of measuring one's ability or knowledge in a given area. This means if there is teaching there must be testing as well. From these two ideas of language education that we can say about teaching and testing are the two sides of the same coin to get the education. The term 'testing' is used as a cover term to any means of checking what students can do and cannot do with the language taught the idea of testing communicate.

Competence is being of great importance in second language learning.

Similarly, Heaton (1975, P.5) studies that both testing and teaching are so closely interrelated that is virtually impossible to work in their field without being constantly concerned with others.

Testing is a considered a way to systematically measure a person's ability of knowledge it is a formalized as a set of a techniques or procedures. Testing is an inseparable part of every teaching and learning experience. Heaton (1975, p.5) states that both testing and teaching are so closely interrelated that it is virtually impossible to work in the either field without being constantly concerned with the others.

Language testing has sprouted as the emergence of teaching a language it is done for a particular purpose and in a specific context. Current researcher and the development in language testing incorporates advances in several areas the history of language testing refers the starting period of testing and teaching we can generalize that the history of language testing is as old as the history of English language teaching. In the history of teaching and testing, various approaches in existence, like traditional approach, structural approach, integrative approach, OSS approach, functional approach, communicate approach etc. The testing starts from single paragraph writing to present standardized international test like TOEFL, IELTS, GRE, GMAT CMAT etc.

2.1.3 Language Testing in Nepal

The origin of modern language testing is not so distant. It was only after the world war second, the idea of language testing appeared as a distinct discipline. Language testing has now become a discipline in itself own which an integral part of language teaching. In general, teaching, language learning and language tests come within the framework of language education.

The existence of one in the absence of another is incomplete. Therefore, the notions that testing influences teaching in common place in the education and applied linguistics literature. In short, language testing is used as a process of scrutinizing how far learner have learned what the teacher wishes them to learn and teaching means showing or helping students to learn how to do something, giving instruction, guiding in the study of something providing knowledge, etc.

Davies (1990, p.1) writes, "Language testing is central to language teaching. It provides goal for language teaching and it monitors for both teacher and learners' success in reaching these goals". The definition mentioned earlier take testing as a focal point in language teaching. Similarly, another scholar, McGrath (1996, p. 60) says, "Teaching without testing is like painting in bad light". Here, McGrath strongly argues that the language teaching cannot be fruitful with testing and therefore, it gets light from testing for its natural

development. We can say that, the above mention shows the complementary relation between relation between teaching and testing.

Likewise, Khaniya (2013, p.13) says, that in the context of Nepal English language testing have a long story. If we are to trace the history of teaching English in Nepal, the credit at its initiation goes to Jung Bahadur Rana, the first prime minister of Nepal. After return from Britain in 1910 B.S. with the establishment of the Durbar High School.

Later that many governmental and private schools were established and started test system. The teacher used very few materials for test e.g. picture, description, and role play activities etc. In the beginning it was just confined only with Rana families, latter only after 32 years, i.e. 1942 B.S. Durbar School was opened for the public which also contributed to open English language teaching nationwide. Trichandra College along with its establishment 1975 B.S. gave English as the status of compulsory subject. Later NESP (2028 BS) introduced the English from the primary level, i.e. grade 4. Now it is the compulsory subject from pre primary up to bachelor and optional subject at university.

2.1.4 Type of Language Tests

A test is a tool; it can be used to know what student has achieved which teacher has taught. A test is designed as a method of measuring a person's ability or knowledge in a given area. It is an essence to measure the ability of the tests, it requires some particular norms, value and rules and regulations to be taken where formally or informally in order to test learner ability, different type of test can be used. According to Allen and Davies (1994, P.44), there are different type of test achievement test, proficiency test, aptitude tests and diagnostic tests.

Likewise Hughes (2003, p.11) describes the four types of test as proficiency test, achievement test, diagnostic test and placement test. They are describes as follow in short.

I. Proficiency Test

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language. Davies et al. (1999) define proficiency test as, "A measure of how much of a language someone has learned". The proficiency test is designed to measure people's language ability without considering the course they have been taught and in which situation they have learned. The proficiency test is a way of measuring the language ability of the students in anticipation of some tasks that they are expected to perform. Likewise, Harmer (2007) writes, "Proficiency tests have profound backwash effect since, where there are external exams students obviously want to pass them and teachers reputations sometimes depends (probably) unfair) up on how many of them succeed." This test measures how much English a student knows. Proficiency test does not limit to particular course. This test determines students into certain categories that used by the employers. In the case of some proficiency tests, 'proficient' means having sufficient command of the language for a particular purpose.

ii. Achievement Tests

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

Hornby (2005) defined achievement tests as a test that somebody has done successfully using their own effort and skill. It is the act or process of achieving something. That is to say, achievement tests are sought to measure the process of the tester in a particular time boundary depending on a prescribed syllabus.

Likewise, Davies et al. (1999) say, "An achievement test as an instrument designed to measure what a person has learned within or up to a given time". This in fact is to measure the students learning efforts. It is designed to find out how much the student has actually learned or mastered. This is conducted at the end of the programme. It should measure learning that has been acquired standard achievement tests are conducted throughout the country. The final

examinations in the end of the year in Nepal are the examples of achievement tests. Achievement tests are two types: class progress test and final achievement test.

iii. Diagnostic Test

Diagnostic test is a test in which a tester examines the strengths and weakness of the students. A diagnostic test is like a diagnosis of a medical doctor. As the doctor makes a judgement on an illness after examining the person in order to pursue further treatment, a teacher administers a diagnostic test to ascertain the strengths and weaknesses of the students so as to determine the kind of further remedial action needed for a particular group of students. Hughes (2003, p.15) defines, "Diagnostic tests are used to identify learners strengths and weakness. They are intended primarily to ascertain what learning still needs to take place". These tests are supposed to ascertain what skill and aspects of language the learners are facing difficulty to master in. In this regard, the main area of diagnostic tests are discrimination tests, grammar and usage, controlled writing .etc This test can be used while testing listening skill for specific purpose like discriminating the sound of a language.

iv. Progress Achievement Tests

Progress achievement tests are intended to measure the progress of the students. In other words, progress achievement tests are made to measure the extent to which what has been taught and learnt. Hughes (2003, p.14) states that "Progress achievement tests, as their name suggests, are included to measure the progress that students are making. They contribute to formative assessment". Following the ideas of Hughes, class progress achievement tests are intended to measure the progress that students are making. They are made to measure the extent to which what has been taught has been achieved. Therefore, the test which is conducted for assessing the progress of the tester in the syllabus they are going is class progress achievement test. These kinds of tests are administered after a particular period of the language program. For example, unit tests, terminal tests, monthly tests, etc. are taken on the notion of class progress achievement tests.

V. Final Achievement Tests

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

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

vi. Subjective and Objective Tests

The subjective item is the one that requires a constructed response. A test with subjective marking is subjective test. Subjective tests can be factorized into two categories viz, short-answer tests and long-answer tests. The short -answer tests include making note, making table, making list, compare and contrast, summary writing, answering to the points, whereas long answer tests include describing, narrating, explaining, elaboration, amplifying, giving arguments and opinions, writing essays, etc.

Objective tests, on the other hand, need objectivity and can be marked with out the use of examiners' personal judgement. There is no subjective judgement exercised by the examiner when assessing the mark given for the answers an objective test. Objective tests have many more individual questions than a subjective test. Davies et al. (1999) define objective tests as the item that follows the format -multiple choices, true, false, matching, etc.

2.1.5 Activities Used in Testing Speaking Skill

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

I) Interaction Based Activities

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

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

ii) Context Based Activities

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

iii) Purpose Oriented Activities

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

IV Performance Based Activities

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

2.1.6 Learners' Problems in Testing Speaking Skill

All the learners are not same. There are marked differences not only in terms of their age and level, but also in terms in of different individual activities, knowledge and performance the learner are individually unique, and affective and cognitive factors such as age, motivations, aptitude, intelligence, attitude, self- esteem cause the differences. Therefore, the learner should be aware of the factors which hindrances the pace of English language teaching.

I) Nothing to say

There are different kinds of students in the classroom some students are such types, this is one of the problem in teaching into the classroom they don't want to share their ideas with other they just sit and listen to their teacher.

ii) Use of mother tongue

Harmer (2007, P.38), "All the learner of English whatever their situation come to the classroom with at least one other language their mother tongue." In a monolingual class it becomes problem for the teacher that the students use their mother native language rather than English perform a task. Teacher may not understand the native language or mother language of all the students which

causes hamper in communication between teacher and students. In occasion in which students use their native language rather than English to perform class tasks such as having a discussion or doing English language role play and in such circumstance the use of L1 is less appropriate.

iii) Large classroom size

According to Harmer (20008, p.122), "Large class means having students 20 to 60 in a classroom. It also depends on the particular education system that a teacher is working." Large classroom size another problem of in language teaching and learning. Large classroom size means not the physical but having large number of students. The ideal number of student in a classroom is twenty or thirty. But, most classrooms in developing countries are heavily crowded. It is very common to find fifty or sixty student in a class. The student sitting at the back of the classroom can hardly listen to the teacher. Individual attention, assigning and correlation homework is very difficult. Teacher cannot involve students in language learning activities.

According to Ur (2012), "What a large class is will vary from place to place. In some private schools a group of twenty schools may be considered large." The exact number of the students does not matter how the teacher sees the class size their own specific context.

2.1.7 Teachers Problems in Testing speaking Skill

The teacher got problem while teaching speaking. The teacher tries to reduce their problems by using particular techniques and strategies in their teaching. In teaching speaking the teacher faced some problems in their class. Some their students had different ability and age. The teachers get the problems in giving appropriate topic to their students. For e.g. some students have low ability in English, some students have high ability in English, and some students were shy and afraid to speak English etc. Some ideas of improving testing speaking skills are mentioned below.

I) Classroom management

Management is the process of planning, organizing, leading and controlling the work of organizational number and of using all available organizational resources to teach the organizational goal.

Classroom management is another problem for English language teachers.

Classroom management refers to well organization of physical instruments in the classroom. It includes how the how the classroom space is organized whether the students are working on their own or in groups and how the teachers appear to the students and how the teachers use their voice.

ii) Encouragement

Encouragement is one of the most important things to motivate the student about the related topic. Motivation is some kinds of drive that encourages somebody to pursue a course of action. High levels of motivation and powerful reasons for learning have a very important role in language learning. It is a challenge for teachers to motivate less motivated students. There are two types of motivation extrinsic and intrinsic motivation. Extrinsic motivation is motivation that students bring into the classroom from outside. Intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom, this could be the teacher's methods, activities that students take part in or other success or failure.

iii) Use of materials

Teaching materials are the devices used by the teachers to make teaching and learning effectively. They are also known as teaching aids or visual aids Mckown and Roberts (1975, cited in Bhandari and Adhakari 2012, p. 316) state that, "Teaching materials are supplementary devices by which the teacher through utilization of more than one sensory channel is able to clarify establish and correlate concepts, interpretation and appreciation. " Teaching materials are designed to help the teacher to save time and effort. Most of the teaching materials can be effectively used in classes. All of them make the classes livelier and more interesting for the teachers and students. It is challenge in English language teaching classroom. They are compelled to teach without

using aids. The teaching aids should be available in the school, even they are available, and they should not be relevant to the topic.

2.1.8 Testing Speaking Skills

Testing speaking is the testing of communicative ability of a learner. Speaking is with communicative competence. That is why; it is basically communicative and social art.

So, to test a language, one's speaking skill should be tested. According to Heaton (1988, p.88), "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"

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

According to Bygate (1987), speaking involves two kinds of demands on the speaker; i.e. processing conditions and reciprocity condition. From an instructional point of view, speaking test can take place at two levels: Sound discrimination and comprehension of connected speech. Testing sound discrimination can include the followings:

- Testing individual sound discrimination
- Stress
- Intonation

Testing these elements of speaking can be done by using objective test. The comprehension of connected speech takes the form of oral communication or interaction. The demand of tests of testing sound discrimination and

comprehension of connected speech one of the different kinds. To define it in an elaborated way, there're mainly 3 components of speaking skill as:

1. Linguistic (or pronunciation) component
2. Communicative component
3. Social component

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

Harmer (2001) argues that connected speech, expressive devices, lexis and grammar, and negotiation language should be focused while testing speaking.

"From a testing point of view, the major issue in communication or interaction is how to set tasks that serve the purpose. Weighting is another problem in testing speaking. In testing, decisions are needed about what constitutes effective performance and how is realized in test criteria". Khaniya (2005, p. 135).

We often make judgments about a person's cultural or educational background on the basis of the quality of their spoken language. At the same time, speaking skill is often neglected in the classroom of and second language. Sometimes, teachers themselves may lack confidence in speaking in the target language or because it is not tested in final examination. However, the importance of speaking cannot be underestimated as our students often need to be able to speak with confidence in order to carry out many of their most basic transactions (Bygate, 1994).

Likewise, Weir (1990), states that speaking skill is very important skill because testing speaking skill determines explicitly testing of the speakers'

performance. Sub skills in speaking skill emphasize on the situations in which the speaker interests with. According to Bygate (1987), the following sub-skills in speaking have been conducted:

The testee (i.e., speaker) must do the following activities in each sub skill.

These activities are in listed below:

- i. Informational skills
- ii. Interactional skills
- iii. Managing interactional skills

I. Informational skills

The speaker has to perform interactional activities she/he has to be able to:

- i) Provide personal, non personal and required information
- ii) Describe sequence of events
- iii) Give instructions and explanations
- iv) Make comparisons
- v) resent an arguments
- vi) Express and, needs, requirements and preferences
- vii) Seek help and permission
- viii) Ask for apology and make excuse
- ix) Express and justify opinion and attitude
- x) Seek permission
- xi) Complain
- xii) Speculate
- xiii) Comment, Summarise, conclude, and make suggestions

II. Interaction skills

Interaction is an essential activity in speaking. That is to say, without interaction, speaking is meaning less. Thus, a speaker must be able to show the following activities.

- i) Express once purpose and recognize others
- ii) Express arguments and disagreement

- iii) Elicit opinions and information,
- iv) Modify statements or comments
- v) Justify or support statements or opinions of other speakers
- vi) persuade others
- vii) Repair breakdowns in interactions
- viii) Elicit clarifications
- ix) Indicate understanding or uncertainty

III. Managing interactional skills

Interactional in itself does not work. Thus a speaker must own the managing interactional skill. In this sense a speaker should be able to:

- i) Initiate interactions
- ii) Change the topic of an interaction
- iii) Share the responsibility for the development of an interaction
- iv) Take and give turn in an interaction
- v) Come to a decision
- vi) End an interaction

2.1.9 Aspects/ Components of Testing Speaking Ability

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

hesitation called fluency. In order to test speaking ability of the students, the tester should consider these all aspects of speaking.

Testing of speaking skill is particularly important because it is always necessary for at least one person to elicit language from the candidates and to react in an encouraging ways. Anderson (2010) says, 'the success of speaking test will depend on each of these people carrying out their duties well'. Actually creating environment is an important task of testing speaking skill to that the testees feel ease. The following elements are involved in the speaking skill.

- a. Articulation and production of sounds and sound sequences.
- b. Production of stress and intonation patterns.
- c. Connected speech
- d. Phatic communication

For example

A. How do you do?

B. Nice day, isn't it?

Strictly speaking, speaking test is necessary for any administration to give administrator. The testees who are already will not communicate with those who are waiting in their turn. So, speaking is not controlled and pre planned activity.

2.1.10 Reasons for Testing Students

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

- i) Students are tested to put them in a class at an appropriate level. Such test is termed as placement test.
- ii) Students are tested to see how well they are getting on with the lessons and how well they have assimilated what they have been

taught over the last week, two weeks or a month. Such tests are called progress test.

- iii) Students are tested to see how well they have learnt everything taught. The tests which are taken for this purpose are called achievement tests.
- iv) Students are tested to see what level a student has reached at any one time. Such tests are used by employers and universities and are termed as proficiency tests.
- v) Students are tested to prepare their language portfolios through continuous assessment.

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

- i) To evaluate individual performance.
- ii) To enable teachers to increase their own effectiveness by making judgment in their teaching.
- iii) To identify and analyses the errors a student in handling the target language.
- iv) To ascertain which parts of language, programs have been found difficult by the particular group of learners.
- v) To render the assistant through appropriate remedial work or additional practice to minimize the errors and difficulty.
- vi) Evaluates the effectiveness of the syllabus as well as the method and materials being delivered to the students.
- vii) To diagnose the students' weaknesses and difficulties.
- viii) To motivate the students towards their study.
- ix) To promote them to an upper level.
- x) To clarify them that they have complete a level or achieved a course of certain degree.
- xi) To determine their readiness for instructional programs.
- xii) To make comparison among groups.

2.1.11 Problems in Testing Speaking Skill

Testing 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 while testing speaking skill which is given below:

- I. Inhibition,
- II. Nothing to say,
- III. Low or uneven participation, and
- IV. Mother tongue use.

But, in generally we can observe the following problems while testing 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.

2.1.12 Solutions to the problem of testing speaking skill

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

- I. Use of group works,
- 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. Giving some instruction or training in discussion skill.

The above mentioned suggestions to a large content solve the problems that the teachers face while teaching speaking and testing speaking ability of the students. Moreover, by adopting the above suggestions, the teachers can make their students active participator/ speaker in speaking activities.

2.1.13 Techniques of Testing Speaking Skill

Techniques are also called classroom activities. A technique is actually applied in the classroom. It is a 'particular trick'.

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

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

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

- Requests for elaboration: such as what exactly do you mean? *Can you explain that in a little more detail? etc.*
- Appearing not to understand: this is most appropriate where the interviewer really is not source of what the candidate means but can also be used simply used in order to see if the candidate can cope with being misunderstood. The interviewer may say, for example, *I am sorry.*

- Invitation to ask questions: Is there anything you'd like to ask me?
- Interruption: to see how the candidate deals with this.
- Abrupt change to topic: to see how the candidate deals with this.

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

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

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

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

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

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

- a) Discussion
- b) Role play

2.2 Review of Related Empirical Literature

Empirical literature refers to the application of theoretical literature in the practical field. Any research remains incomplete if the earlier findings are not included in it will be worthless if no newness is shown and no investigation is done. Several researches have been carried out on testing speaking ability of the students, some of them have focused on speaking skills where as some of the have focused on qualities and techniques of testing speaking skills. I have reviewed the following empirical studies.

Giri (1995) carried out a research study on 'People's attitude towards the existing SLC examination in Nepal'. The researcher tried to study four areas of SLC examination system i.e. its appropriateness, practicability, privatization

and credibility. The population of the study consisted of six groups of people administrators, headmasters, teachers, students and guardians from Kathmandu and Morang districts. He found that 44.37 percent people had good attitude towards the SLC examination of Nepal while 55.63 percentage people were not satisfied with it.

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

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

Similarly, Pandey (2007) carried out a research entitled 'Teaching of speaking at the secondary level analysis of classroom activities'. The main objectives of this study were to identify the activities used for teaching speaking and practical constraints in conducting speaking activities. This research study was

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

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

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

Pangeni (2012) carried out a research on 'Techniques adopted by English teachers for testing speaking skill' the objective the study to was find out the technique adopted and analyzing the opinions of the teachers towards the techniques used in testing speaking skill at secondary level students of Palpa district. She collected data from twenty secondary school of Palpa district by

applying non-random judgmental sampling procedure. In order to find out the techniques for testing speaking skill, two types of tools Questionnaires and checklists were prepared and used. The questionnaires were distributed to the forty teachers of Palpa district. From the study she found that lack of physical facilities, and proper teaching material were the obstacles in testing speaking.

Likewise, Sunar (2016) carried out a research entitled 'Challenges testing speaking ability of grade ten students'. The main objective his study was to find out the challenges faced by the English teachers while testing speaking ability of grade ten students. The population of his study was all high school teachers of Bajhang district. The sample population consisted of forty English teachers of twenty schools who were selected using random sampling Procedures. He used questionnaire as a tool for data collection. His finding showed that a majority the teachers were found conduct speaking in the classroom. Among them, nearly 60 percent of the teachers trained the testing of speaking ability.

Ghimire (2017) carried out a research on 'Practice of teaching speaking activities at primary level'. The objectives of her study were to find the teaching speaking activities practiced by teachers at primary level. She used both primary and secondary source of data for her study. The data was collected from 30 classes of 15 English teachers, two classes of each teacher. This research was carried out only in Limbu area in Lalitpur district. Observation checklist and diary keeping were tools for her data collection. On the basis of her analysis and interpretation she found that almost all the teachers were below the average in executing speaking activities at primary level classroom. This means, 12 teachers 80% were found below the average in practicing speaking activities at primary level classroom. Only 4 teachers 26.6% were found in average at practicing speaking activities at primary level classrooms.

2.3 Implications of the Review for the Study

I went through several research works totally different in their objectives and nature in comparison to this study they have all tried to address the problems related teaching speaking, techniques in teaching speaking skills and some about the quality of testing speaking skills. However, they were not concerned with practices of testing speaking skill. The present research aimed to find out the practices of testing speaking skill.

The review of theoretical literature provided me with a theoretical background and broadened my knowledge base in research area. It made me informed about the several issues, problems related to teaching speaking skill. Similarly, the review of empirical literature helped me to develop the conceptual framework and bring clarity and focus to the research problems. It also helped me improve the methodology of the studies.

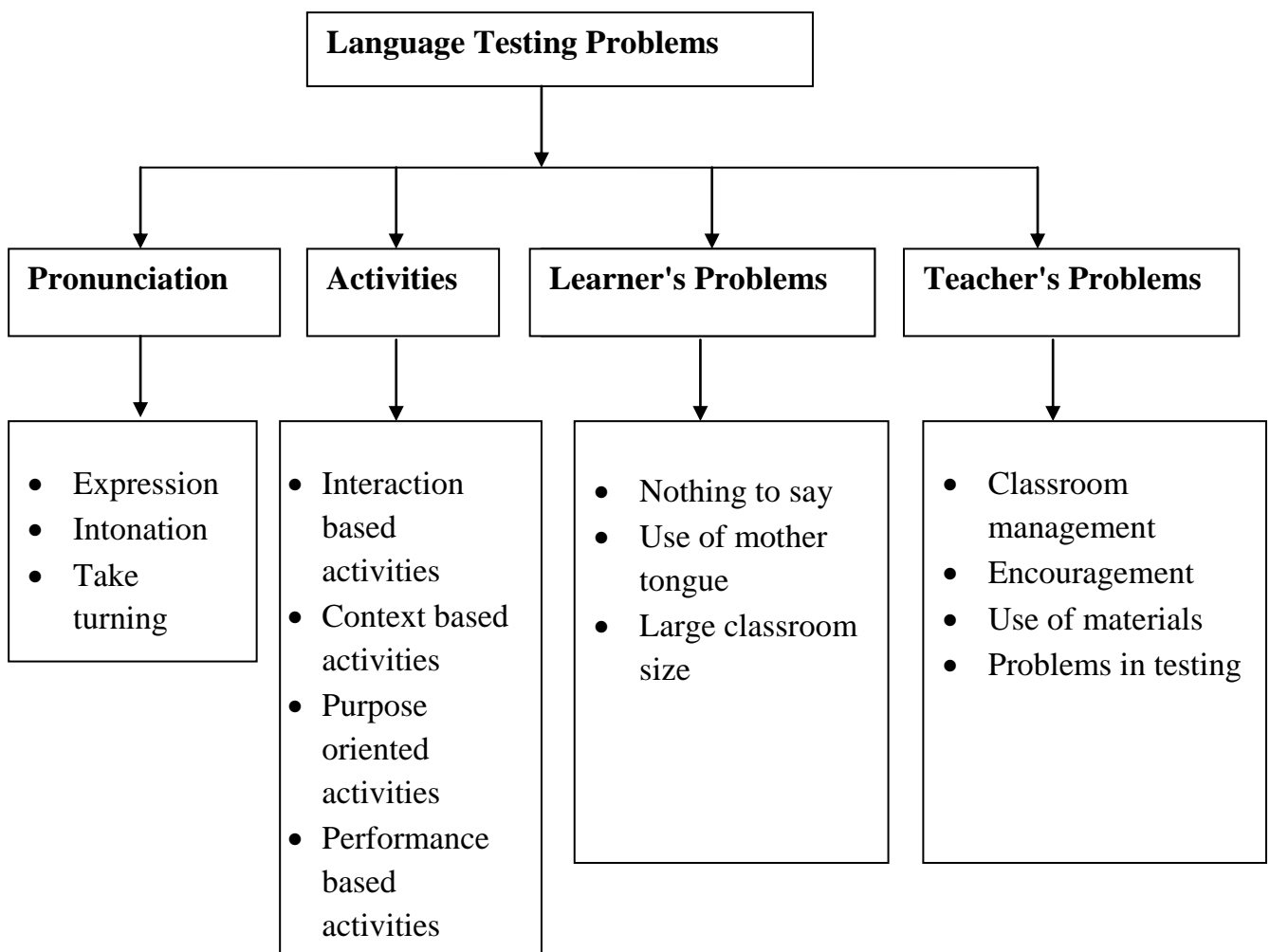
Olli's (2003) study provided me theoretical background and has helped to broaden my knowledge base in research area. Similarly, Ghimire's (2017) study was also very informative in provided me insight and information about theoretical concept and to forward the present study. Pandey's(2007) study helped me to be familiar with the problems in testing speaking skill. Likewise, Neupane's (2009) study helped me to be familiar with teaching speaking problems. Similarly, Paudel's (2007) study helped me to be familiar with quality of speaking test, sampling procedures and conceptual framework. Pangen's (2012) study helped to make research tools for my research.

My study is survey research design, I reviewed ideas on the process of my research after reviewing those research works as above mentioned, and questionnaire was the main tool of my research work. There were two types of questions open ended and closed ended for data collection, those work have direct implication to my study because I used real field visit and I collected teacher's responses. Therefore, after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

Conceptual framework is the representation of theories by the researchers and their own conceptualization of the relationship between different variables.

After the intensive study of a number of theories and researches, the researcher has come up with a conceptual framework which can be presented diagrammatically as follow.



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives.

3.1 Design of the Study

Survey is the one of the most commonly used design in the field of education and social science. It is a type of research which tries to study both large and small population. We can use survey research design to get the factual information regarding various subjects. It is non-manipulating study in the sense that the researcher does not control the situation. According to Nunan (1992, p.140) the main purpose of survey is to obtain a snapshot of conditions, attitudes, and events, at a single points of time. So, survey research focus on collect the data only at a single time aiming to obtain on overview of a phenomenon, events, issue or situations which is called as cross sectional study.

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

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

The above mentioned steps of survey research design, enabled me to find out necessary information (data) required to finalize the study

The research objective helps the researcher to identify his destination. It tells about what she/he intends to research. Then, researcher identifies the target population of his or her research while conducting it, i.e. he/ she has to identify the users of the finding of the research. Then, the researcher does the review of

different topics which are related to his or her topic. Literature review includes two types of information- theory related to research area and summary of the researches already carried out in that area. Then the researcher should mention the population or study population that he/she is interested in studying. Besides this, the sample population should also be mentioned. The researcher should specify the size of the sample. Then, she/he needs to plan which tools she/he will use while collecting the data. Then, the researcher should mention the steps or procedures that she/he will follow while collecting data. Procedures may be different depending upon the nature of research, nature of data required for research and the complexities of actual situation. Then the researcher should analyze the data without being much elaborative. Finally, the researcher analyzes and discusses the data to find out the result of the study and some finding is also given with some pedagogical implications.

Thus survey research is the one of the important research method used in educational investigations. In this study I used descriptive, quantitative and qualitative approach that was used to analyze and interpret the data. The present study is about practices of testing speaking skill at secondary level students. For this study, questionnaire was used as the main tool of the data collection. Moreover, purposive non-random sampling procedure was be use to sample the population of this study.

3.2 Population, Sample and Sampling Strategy

The populations of this study were all the secondary level English teachers of Baitadi district. It was not possible to conduct the research with such a big territory. So, the study population for this research was sampled into small group. The sample was forty English teachers from 20 different public schools of Baitadi district. I used non-random purposive sample of this study.

3.3 Source of Data

As source of the data researcher used both primary and secondary sources of data to fulfill the objectives.

3.3.1 Primary Sources

As a primary source, researcher collected data from English language teachers who have been teaching English at secondary level in Baitadi district by using questionnaire as the main tool.

3.3.2 Secondary Sources

The secondary of data were different books related to English language testing and speaking skills and research methodology, different books, articles, journals and thesis like: Allen & Daves (1977), Heaton (1975), Hughes (2003), Neupane (2009), Nunan (1992), Pandey (2007), Wardhaugh (2004) and so on.

3.4 Data Collection Tools and Techniques

In order to collect data, I have collected field- based information using data collection tool; questionnaire as main tool. Closed-ended and open- ended questionnaire was prepared for this purpose. Open ended questions was used to find out their attitudes and closed- ended was used to gather structured information regarding the research problems. A set of both open and closed ended questions prepared to distribute the selected teachers get information.

3.5 Data Collection Procedures.

- (I) In order to collect data initially, I visited selected 20 different secondary level public schools of Baitadi district and take permission from school authorities by introducing myself and clarifying them about the objectives and significance of the study.
- (II) After getting the permission from the school authorities I built up good rapport with the concerned teachers, students and requested them to assist in it.
- (III) I selected two English teachers (from each school)

- (IV) I distributed prepared questionnaire to the sampled population to collect the data or information and appeal them to complete them at limited time.
- (V) Eventually, I gathered questionnaire and thanks to informants and school authorities for their support.

3.6 Data Analysis and Interpretation Procedure

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

3.7 Ethical considerations

While carried out the research, the researcher pays attention on different ethical consideration. During my study, I took consent with respondents and maintain the information confidentiality. I used the data after permission of respondents for my study. Similarly, I did not manipulate' in collect data. In the same way, I did not do any harm to informants while collecting data and analyzed. Finally I paid attention accuracy, honesty, truthfulness of data in my Study.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

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

4.1 Analysis and Interpretation of the Data

This section deals with the analysis of the responses given by the secondary level English teachers from Baitadi district. In order to analyze and interpret the collected data, the researcher used quantitative and qualitatively approaches. The data are analyzed and interpreted under different headings in the following sections:

4.1.1 Data Obtained from Close Ended Questionnaires

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

4.1.1.1 Levels of speaking to be Test

In order to find out practices to test speaking skill teachers were asked "which level of language you used to test speaking skill" The responses obtained from the respondents are presented in the table below:

Table No. 1
Level of Speaking to Be Tested

Item	Alternatives					
	Sound discrimination		Comprehension of connected speech		Fluency	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Level of speaking to be tested	7	17.5	13	32.5	20	50

As the table above shows, 17.5 percent of the total respondents reported that they tested speaking sound discrimination level. Likewise, 32.5 percent of them reported that they tested speaking comprehension of connected speech.

Similarly, 50 percent of the total respondents reported that they tested the fluency of the students. They ignore the sound discrimination and Comprehension of connected speech.

Form this data it can be concluded that the majority of the teachers were in the favor of testing speaking fluency while testing the students speaking skill. So, that it is necessary to carry out the three levels of language together.

4.1.1.2 Testing Actual Speaking Skill of the Students

In order to find out their practices of testing speaking skills, they were asked "Do you feel easy to test the actual speaking skill of the students" The responses regarding this are presented in the table below:

Table No. 2

Testing Actual Speaking Ability of the Students

Item	Yes		No		Unknown	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
It is easy to test the actual speaking ability of our students.	8	20	27	67.5	5	12.5

The data displayed in the above table, altogether 20 percent of the total respondents were in the favor of the statement that, "It is easy to test the actual speaking ability of the students". 67.5 percent of them were in the opposition of the statement and 12.5 percent of them were unknown. Most of the respondents disagreed to the statement. Thus, on the basis of this result, it can be concluded that testing actual speaking skill of the students is really a challenging.

4.1.1.3 Finding the Background of English Students

In order to find out the background of the students the teacher were asked to respond to the statement "Regarding the background of the English students" with three alternatives. The responses of the teacher have been presented in the table below:

Table No. 3

Finding the Background of English Students

Item	Yes		No		Unknown	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Finding background of English students.	35	84.5	4	15.5		

Table No.3 shows, 84.5 percent of the total respondents strongly agreed with the statement "Difficulties to find out the background of poor students to test

the actual speaking skill". Likewise, 15.5 percent of them disagreed to the statement whereas none of them were unknown about the statement.

From this fact, I came to the conclusion that the English background of Nepalese students is very poor.

4.1.1.4 Behaviors of the students while answering the Questions

In order find out the behavior of the students while answering the questions teachers were asked for this purpose, I asked them to respond to the statement "*What* behaviors show your Students while answering the Questions?" There were two alternatives. The responses given by the teachers have been presented in table below:

Table No. 4

Behaviors of Students while Answering the Questions

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

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

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

4.1.1.5 Time allocated in a week

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

Table No. 5

Time allocated in a week

Item	1 hour		2 hours		3 hours	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Time allocated in a week	25	62.5	15	37.5	-	-

The above table shows 62.5 percent of the total respondent's responded that they allocate 1 hour in a week. Likewise, 37.5 percent respondents reported that they allocate 2 hours in a week to test the speaking skill of students.

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

4.1.1.6 Techniques Used in testing speaking skill

The teachers were asked whether they had used the techniques in their classes to test the speaking skill. For this, the teachers were asked to respond to the statement "*I use technique to test speaking skill*" with three categories.

Their responses have been presented in the table below:

Table No. 6
Techniques Used in Testing Speaking Ability

Statement	Loud Reading		Oral Interview		Picture 1 description	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Techniques used in testing speaking skill	19	47.5	6	15	15	37.5.

The above table shows that 47.5 percent respondents used reading aloud daily, 15 percent respondents used oral interview and 37.5 Percent respondents used picture description.

From the above mentioned table, I can be concluded that the majority of the teachers i.e. 47.5% used loud reading to develop speaking fluency which is not sufficient. So, all the above mentioned techniques should be equally emphasized by the teachers.

4.1.1.7 Appropriate Classroom size for Testing Speaking

In order to find out whether the classroom size of the government school is good for testing speaking skill or not with the help of experienced of the teachers. The opinions of the teachers regarding classroom size of government schools have been presented in the following table.

Table No. 7
Appropriate Classroom size for Testing Speaking

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Appropriateness Classroom size for Testing Speaking	10	25	24	60	6	15

As the table above shows, 25 percent of the total respondents reported that there is appropriate classroom size in governmental school to test speaking skill, 60 percent responded that there is not appropriate size of governmental school for speaking test and 15 percent were unknown about the classroom size of the governmental school.

Thus, with the majority, of responses it can be concluded that classroom size plays an important role to improve the speaking skill of the students but the classroom environment of government school in Nepal is not appropriate.

4.1.1.8 Teaching materials available in school

Teaching materials are the very important to test the students speaking skill. Until and unless the students are participated practically, they cannot take part in testing speaking skill. The following table shows the availability of teaching materials for testing speaking skill.

Table No. 8

Teaching Materials Available in School

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Materials available in school for testing students speaking skill	9	22.5	25	62.5	6	15

The above table makes it clear that 62% teachers responded teaching materials were not available, 22.5% teachers replied yes and 15% teachers uncertain. So, I can be concluded that most of the governmental school there were problem of teaching materials, it is necessary to provide the teaching materials to develop speaking skill.

4.1.1.9 Prepare teaching materials

In order to find out their use of teaching material they were asked whether they prepared teaching materials or not for their testing speaking skill. The responses obtained from the respondents are presented in table below:

Table No. 9

Prepare teaching materials

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Prepare teaching materials	11	27.5	29	72.5		

As the table No.9 shows, 27.5 percent out of the total respondents were in the favor of the statements that "Preparing teaching materials themselves is well managed for testing speaking skill". Likewise, 72.5 percent of them responded no.

The above table also shows the result that altogether 27.5 percent out of the total respondents agreed with statement that they prepared teaching materials themselves for testing speaking skill, 72.5percent of them disagreed. Therefore, sufficient majority of the teachers were in the opposition of the statement.

From this result, the result was not found as good for testing speaking skill it is one of the problem for testing speaking skill.

4.1.1.10 Students feel shy and afraid for Speaking English

I wanted to find out, the students behaviors' show in the class room. The students feel shy and afraid for speaking English in the school. For this, I asked the teachers to respond to the statement "*Do your students feel shy and afraid for speaking English in the school*". The responses given by the teachers are presented in the table below:

Table No. 10

Do your Students feel shy and afraid for Speaking English

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
students feel shy and afraid for speaking English	21	52.5	10	25	9	22.5

As the table No. 10 shows that 52.5 percent of the total respondents agreed to the statement "Do your students feel shy and afraid for speaking English in class room?" Likewise, 25 percent of them told no, and 22.5 percent were founded uncertain about the statement.

So I can be conclude that avoiding the shy and afraid of the students was important for improving speaking skill. But it was found that these sorts of problems are not easily available in the school which has created as a great challenge for testing speaking skill of the students of secondary level.

4.1.1.11 Speaking English in the Classroom

To find out whether teachers speak English in the classroom or not to improve students speaking skill, the teachers were asked to respond to the statement "Do you speaking English in the classroom ". Their responses are presented in the table below:

Table No. 11

Do you speak English in the Classroom

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Speak English in the Classroom	9	22.5	12	30	19	47.5

From the above table, it is clear that 22.5 percent of the total respondents were in the favor of the statement. Likewise, 30 percent of them did not use English 47.5 percent respondents were undecided.

In this case majority of respondents such as 47.5 percent were undecided. Thus, with this result, it was founded that teachers were not speaking English in the classroom. So, this is the important issue of the students for testing speaking skill.

Hence, I came to the conclusion that the teachers must use the English language for developing their speaking fluency and all the level or aspects of speaking should be equally emphasized at the time of teaching and testing speaking skill to the students.

4.1.1.12 Language use in the classroom

In this study, I wanted to find out whether teacher were spoken English or Nepali in the class room, to find out the aspects of Nepalese English teachers, the teachers were asked to respond to the statement "*Do you use Nepali while teaching English language*". The responses given by the teachers are given below:

Table No. 12

Language use in the classroom

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Language use in the classroom	6	15	4	10	30	75

From the above table, it is clear that 15 percent of the total respondents were responded yes. Likewise, 10 percent respondents replied not and 75 percent of them undecided the statement.

Great majority did not want to say anything about the statement. So, it can be concluded that most of the English teachers of our Nepalese context they do not use English totally in the classroom they are in dual about the teaching and testing speaking skill.

4.1.1.13 Items Adopted by Teachers to Test speaking skill

In order to find out, the teachers' item/ tools used in testing speaking skill of secondary level students, the teachers were asked about the tools adopted by them to test speaking skill with three alternatives. The responses given by teachers are shown in the table below:

Table No. 13

Items Adopted by Teachers to Test Speaking skill

Statement	Close ended		Open ended		Alternatives	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Items adopted by teachers to Test Speaking skill	18	45	22		55	

As the table shows 45 percent of the total respondents reported that they ask closed ended questions. Likewise, 55 percent of them responded that they asked open ended questions and none of them asked alternatives.

The majority (55%) of teachers supported that they asked open ended questions to test the speaking skill of the students. Therefore, with these facts, it can be concluded that to test the speaking ability, open ended questions are the effective tools for testing speaking skill of the students.

4.1.1.14 Students Behavior Taking part in Speaking Test

In order to find out the students behavior while taking part in the speaking test, the teachers were asked to respond to the statement "*What types behavior shows students while taking part in the speaking test*" with three alternatives.

The responses given by teachers are presented in the table below:

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

Statement	Active		Passive		No participation	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Students behavior in taking part in Speaking Test	12	30	22	50	6	15

From the above table, it is clear that 30 percent of the total respondents reported that there is the active participation of the students in speaking test. Likewise, 55 percent of the reported that there is passive participation of the students and 15 percent reported that there is no participation of the students in the speaking test. Most of the teachers reported that there is passive participation of the students in speaking test and only 30 percent teachers reported that there was active participation of the students. Therefore, with these facts, it can be concluded that the teacher should encourage the students to take part in the speaking test to develop the students as fluent speaker.

4.1.1.15 Difficulties in measuring speaking skill of the Students

In order to find out whether measuring speaking skill of the students is difficult or easy, the teachers were asked to respond to the statement "Do you feel difficulty in measuring speaking skill of the learners ". The responses of the teachers presented in the table below:

Table No. 15
Difficulty in measuring speaking skill of the students

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Difficulty in measuring speaking skill of the students	18	45	14	35	8	20

From the table above, we know that 45 percent of the total respondents reported that it is difficult to test speaking skill of the learners. Likewise, 35 percent of them disagreed to the statement and 20 percent of them were undecided.

The majority of the respondents were replied difficulty of measuring speaking skill of the students. So, I can concluded they should measure speaking skill of the student for developing speaking skill of the student.

4.1.1.16 Teachers' views on Organizing Speaking Test

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

Table No. 16
Teachers' views on Organizing Speaking Test

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

The above table No. 16 shows that, 87.5 percent of the total respondents strongly agreed the statement, "It is difficult to organize test for measuring speaking skill in the classroom". Likewise, 12.5 percent of them disagreed to the statement and none of the respondents were uncertain about the statement. With this fact, I come to the conclusion that to organize the class was difficult for measuring speaking skill in the classroom it takes difficult task because of various reasons.

4.1.1.17 Time Allocation to Test speaking skill

On this study, I wanted to find out whether the English teachers of Baitadi district allocated enough time to test speaking skill of the learners in the classroom or not. For this, the teachers were asked to responds to the statement "*Do you allocate enough time to test speaking skill of the learners in the classroom*". The responses of the teachers are presented below in the table:

Table No. 17

Time Allocation to Test speaking skill

Statement	Agreed		Disagreed		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Do you allocated time for testing speaking skill in Classroom	12	40	28	60		

As shows table above, 40 percent of the total respondents allocated enough time to test speaking skill of the learners in the classroom. Likewise, 60 percent of them disagreed to the statement and none of the respondents were uncertain about the statement. With this fact, it is found that majority of the respondents i.e. 60% have not allocated enough time to test speaking skill of the learners in the classroom. So, it can be suggested that enough time should be allocated by the teachers to develop speaking skill of the students in the classroom.

4.1.1.18 Provisions toward Speaking Test in Curriculum

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

Table No. 18

Provision of Speaking Test in Curriculum

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Provision of Speaking Test in Curriculum very emphasized	30	75	5	12.5	5	12.5

As shown table above, 75 percent of the total respondents strongly agreed the statement that testing speaking is emphasized in our curriculum. Likewise, 12.5 percent of them disagreed to the statement and 12.5 percent respondents did not want to tell anything about the statement. With this fact, I come to the conclusion that majority of the teachers i.e. 75% were in the favor of the statement that 'Testing of speaking skill is emphasized in our curriculum' but some teachers are unknown about this fact because of sound knowledge. So, it can be concluded that the provision of speaking test in curriculum is more emphasized but some teachers are still unknown about this because of sound knowledge.

4.1.1.19 Availability of Text Books

I wanted to find out that the text books are easily available in the school or not. For this the teacher were asked to respond to the statement "Text books are easily *availability in the school*". The responses of the teachers are presented in table below:

Table No. 19
Text Books are easily availability in the school

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
text book easily availability in the school	14	36.5	21	52	4	11.5

Above shows that 36.5 percent of the total respondents strongly agreed the statement that there is the easily availability of textbooks in the school. Likewise, 52 percent of them disagreed to the statement i.e. communicative text books are easily available in the school and 11.5 percent respondents remained uncertain about the statement. From the above data it is found that the

majority of teachers i.e. 52% were against the statement that there is the availability of text book in the school.

With this fact, I concluded that availability of text book should be made in the school to improve the speaking skill of the students.

4.1.1.20 Teachers views towards Effectiveness of in- service Training

In order to find out, whether the in- service training given to teachers is effective to develop test speaking skill or not. For this, the teachers were asked to respond to the statement "*Providing In-service teacher training is very effective.*" The responses of the teachers are presented below in the table below:

Table No. 20

Providing In-service Teacher Training is very effective

Statement	Yes		No		Uncertain	
	No. of Res.	%	No. of Res.	%	No. of Res.	%
Teachers' view on the effectiveness of In-Service Training	25	62.5	15	37.5		

As the above table No.20 shows that, 62.5 percent of the total respondents agreed to the statement that the in-service training given to the teachers is very effective. Likewise, 37.5percent of them disagreed the statement i.e. the in-service training given to the teachers is not effective and none of them responded uncertain about the statement. From the data presented in the table, it is found that the majority of the teachers were found to be agreed about the effectiveness of in-service training. So, we can easily conclude that the effectiveness of the teacher in service training is important to develop the students speaking skill.

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

The main tool for data collection was questionnaire. I administered, Open ended questions to find out teachers attitudes about testing speaking skill. The data collected through open-ended questionnaire is descriptively analyzed and interpreted by presenting them in the following theme.

4.1.2.1 Views on Present Examination system

The present examination system curriculum allocated 15 marks for testing speaking skill. According to the context I asked teachers '*What problems have faced present examination system?*' They replied like mentioned below:

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

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

4.1.2.2 Problems in using Authentic Materials

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

- Full preparation of the subject matter and problems in setting such authentic materials
- Problem of managing the materials according to the level of students
- They cannot grab the gist of the course through authentic materials as they are beyond the level of the students
- Students cannot comprehend authentic texts
- Students cannot involve in speaking test because of the unfamiliarity with the authentic material.

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

4.1.2.3 Students Interest in Speaking Skill

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

- Obvious that everyone feels bad and nervous when they can't success in test, so feeling nervous is one of the problems.

- Feel negative attitude in speaking test as they are conditioned more in reading and writing more than listening and speaking
- Feel anxiety and to some extent tend to blame teachers and administration
- Students feel fear for committing errors so that they don't show interest in taking part in speaking test
- Students feel uneasy to take part in speaking test because of their poor linguistic background

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

4.1.2.4 Difficulties Faced by Teacher in Testing

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

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

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

4.1.2.5 Problems Faced by the Teachers While Testing Speaking Skill

Listening, speaking, reading and writing are four language skills. Among them listening and speaking are the primary skills and reading and writing are the secondary skills of language. Teaching language especially indicates teaching of speaking which seems to be very difficult in the context Nepal. Many researches showed that English teachers taught English mostly in Nepali medium especially in the government aided school. The teacher consulted 40 teachers. It was found that all of them have faced different difficulties while teaching speaking at secondary level. The common problems they faced can be pointed out as bellow:

- Students were not interested to speak English. In other words, they often hesitate to speak English in the classroom.
- The number of the 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 a lack of the teaching materials such as multimedia system, visual materials etc.
- The students did not have basic knowledge of the English language.

- The students could not understand texts due to the lack of English exposures, mother tongue interference, lack of comprehension power etc.

4.1.2.6 Tools used in testing speaking skill

In order to find out the tools which are implemented by the English teachers to test speaking skill? In this regard, the question “*What tools do you use to test speaking skill?*” The responses given by them are given below:

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

The above responses show the tools used by the teachers while testing speaking ability or fluency of the students of grade ten. From this study, it can be concluded that most of the teachers lack some authentic testing tools partially but any they use different testing materials/tools which are available with them like pictures, reading texts, dialogue, oral interview etc. but emphasis on only one tool is not sufficient so all the tools mentioned above should be equally emphasized along with some authentic tools.

4.1.2.7 Effects of Mother Tongue in testing speaking skill

In this statement, I wanted to find out the impact of mother tongue in testing speaking ability. In this regard, the question, '*what do you think regarding the impact of mother tongue to test speaking skill?*' was asked to the teachers. The responses given by them are given below:

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

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

4.1.2.8 Problems occurring in involving Students in Communicative Activities

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

- Students feel harassed and dominated if they do not have good proficiency in English
- Difficult to manage huge number of students to involve in communicative activities to speak because of time limit
- Students feel fear for committing errors in speaking English which make them stop to involve to participate in communicative activities
- They hesitate to express anything in another language as they like to speak that fact in their own mother tongue
- Because of the lack of confidence they do not want to involve in communicative activities
- Students do not want involve in communicative activities of being fool in front of other students

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

4.1.2.9 Sub- Skills for Develop speaking Skill

Sub skills in speaking skill emphasize on the situations in which the speaker interact with. Sub- skills are very important, to develop the speaking skill of the students, to measure teaches attitude, I have prepared the question like 'What are the sub- skills that you follow to develop speaking skill?'

Thirty percent teacher responded that there are different types of sub- skills like

- iv. Informational skills
- v. Interactional skills
- vi. Managing interactional skills

Similarly, 35 percent teacher responded as responded each skill have equally important they add more things like information skills, interactional skills and managing interactional skills under these skills we study different things for e.g. under information skills Provide personal, non personal and required information, describe sequence of events, give instructions and explanations, make comparisons etc.

40 percent teacher responded on 'sound discrimination 'syllabus structure' word grammar' as a sub skills to develop speaking skill.

I conclude that most of the teachers have not proper knowledge of the sub- skills to develop the speaking skill.

4.1.2.10 Difficulties in managing Classroom

Classroom management is a difficult task for teachers because of disruptive behavior of students and other problems. In this situation, I questioned the teachers ' Do you feel difficulties to manage the classroom for testing speaking skill?'They gave following responses

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

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

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

This is the final chapter of this research which consists with the findings, conclusion and recommendations related to policy practice and further research that are drawn from the analysis of the collected data.

5.1 Findings

The objective of this study was to find out practice and problems of testing speaking skill at secondary level. On the basis of the observation, I used questionnaire as the main tool. There were two types of questionnaires (open-ended and closed- ended) were analyzed and interpreted. The major findings are presented in this section.

- A majority of the teachers were found to be conducting speaking test in the classroom, the teachers were trained for testing speaking skill.
- It was found teachers used different techniques to test speaking skill. Among them, discussion, role play, pair work and dialogue were more common.
- Teachers were found using different techniques for testing speaking skill. Among them picture description, reading aloud and oral interview etc.
- The techniques prescribed in the textbook were not found enough for the testing of speaking skill.
- Lack of sufficient materials for speaking test was also an obstacle in the proper testing.
- Testing speaking was found more problematic because of less time allotment to its testing a large number of students' inhibition, lack of physical facility, etc.
- It was found that most of the teachers lack sound knowledge about the aspects of speaking.

- The majority of respondents reported that the in-service training given to the teachers is not implemented effectively.
- Most of the teachers responded our curriculum did not more emphasize on speaking skill. Like other skills of language (listening reading and writing).
- To test speaking ability of the students majority of the teachers have given emphasis on open ended questions only
- Most of the teacher viewed that there is the use of mother tongue at the time of speaking in English. So, mother tongue interference great challenge in testing actual speaking skill.
- Almost teachers were found to have the problems of sufficient authentic testing materials. So, each and every school should be facilitated with these authentic testing materials for testing speaking skill.
- Most of the teachers viewed that testing speaking skill is not more emphasized in curriculum.
- Most of the teachers used question answer method to test speaking skill.

5.2 Conclusion

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

Thus, a test demands testees to display their knowledge or skills of the area concerned. The test is also used as to compare an individual with other individuals who belongs to the same group, educational status and age.

Test may be formal or informal in terms of the nature of the quantification of data. It is important to test students speaking ability to develop their linguistic competence. Thus, a test is believed to sample student's performance and infers certain types of competence.

My major concern was to explore the practices and problems of testing speaking skill of secondary level students. So, this study also aimed to overcome the practices and problems regarding testing of speaking skill.

This rigorous research study, I expect, the practices and problems faced by English teachers in testing speaking skill of secondary level students would be overcome. There was the lack of authentic testing materials in the classroom. This study shows that teachers had not sufficient authentic testing materials for testing speaking skill of the students. Most of the problems faced by our English teachers while testing speaking skill were large classroom size, poor background of the students, shyness of the students, lack of sufficient testing materials, limited time, lack of communicative textbooks, sound knowledge of teachers about the different aspects of speaking, lack of proper testing system. This study would bring some new insights on teaching and testing of speaking skill of the students in the classroom if these aforementioned problems are considered.

It can be concluded that there should be enough authentic testing materials for testing speaking skill and multimedia and ICT based classes should be used for testing speaking skill. Another striking point is that students should be encouraged to participate in speaking test by providing them ample opportunity.

5.2 Recommendations

Based on the findings of the study recommendations related to different level are presented in this section.

5.2.1 Policy Related

Making policy is an essential step for implementing any policy effectively because it gives clear road map. So, on the basis of the finding derived from analysis and interpretation. I would like to forward the following policy related suggestion.

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

5.2.2 Practice Related

Only making policy and plans do not help to implement them effectively unless these policies are implemented effectively in respective field. So, on the basis of the findings from analysis and interpretation of data. I would like to make the following practice related to recommendations.

- The teacher should use teaching materials properly while teaching their lesson.
- The teacher should interact in target language with the students as well student should encourage for maximum use of target language.
- The teacher should feedback on students' performance regularly, which encourages them to move in learning and to remove their hesitation.
- Teacher should be use student centered method for mixed ability classes.
- It is essential for connected teachers to use modern way of seating arrangement of the students in the classroom to give the clear cut idea about the lesson.
- Teacher should give feedback after testing of the students.
- Audio-visual aids seem more effective for conducting speaking test. So, the teachers should include these aids in the testing of speaking skill of the students.
- Student -student interaction should be encouraged so that they get adequate time for speaking.
- Teacher should involve more students in discussion and interaction so that they did not hesitate in speaking. It would be better to involve students voluntarily.
- Teachers should allow the students to do the task in the group.

- The time allocated for speaking was found as an inadequate. The teachers were found to give much emphasis on reading and writing rather than listening and speaking. So, equal emphasis should be given on all skills. etc.

5.2.3 Further Research Related

On the basis of the findings of my study, I want to convey some further research related recommendations which are presented as follows:

1. The research works helps those who are interested and carry out further research on areas of practices of testing speaking skill.
3. The further research has to focus on the communicative speaking test.
4. Further researches have to be carried out on different aspects of testing speaking skill.
5. Problems caused by lack of sufficient testing materials while testing speaking skill.

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Appendix I

Dear sir/ madam,

This questionnaire is parts of my research study entitle **practices of testing speaking skill at secondary level students in Baitadi district** under the supervision of Mr. **Khem Raj Joshi**, Teaching Assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in the completion of the questionnaire will be great value to me. I will assure you that response made by you will be exclusively used confidently only present study.

Researcher

Rajendra Singh Dhami

T.U., Kirtipur, Kathmandu

Personal details:

Name of School:

Name of Teacher:

Qualification:

Sex:

Age:

Closed Ended Questionnaire for the Teachers

1. Which levels of speaking do you test?
 - a. Sound discrimination
 - b. Comprehension of connected speech
 - c. Fluency
2. Do you feel easy to test the actual speaking skill of the students?
 - a. Yes
 - b. No
 - c. unknown
3. Do you have difficulties in your classroom finding the background of Students?
 - a. Yes
 - b. No
 - c. unknown
4. What behaviors show your Students while answering the Questions?
 - a. Nervous
 - b. Confidents
 - c. Nothing
5. How much time do you allocate for testing speaking skill of Students in a Week?
 - a. 1 Hour
 - b. 2 Hours
 - c. 3 Hours
6. Which techniques do you use to test speaking ability?
 - a. Loud reading
 - b. Oral interview
 - c. Picture description
7. Do you have appropriate classroom size for testing speaking skill?
 - a. Yes
 - b. No
 - c. Uncertain
8. Are you satisfied with the teaching materials available in your school?
 - a. Yes
 - b. No
 - c. Uncertain
9. Do you prepare teaching materials yourself?
 - a. Yes
 - b. No
 - c. Uncertain
10. Do your students feel shy and afraid for speaking English?
 - a. Yes
 - b. No
 - c. Uncertain
11. Do you speak English in the cl

Appendix II

Open Ended Questionnaire for the Teachers

1. What do you think about the present examination system of testing speaking skill? (satisfactory, just formality, not good) Write your opinion in short.

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.....

.....

2. Have you problems using Authentic Materials?

.....

.....

.....

3. Your students are really interested in practical speaking skill?

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.....

.....

4. Do you face any problems regarding students' interest in taking part in testing speaking?

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.....
.....

5. What types of problems do you face while testing speaking skill?

.....
.....
.....

6. What tools do you use to test speaking skill?

.....
.....
.....

7. What do you think regarding the impact of mother tongue to test speaking skill??

.....
.....
.....

8. *Do you have* occurring problems involving Students in Communicative Activities?

.....
.....
.....

9. What are the sub- skills that you follow to develop speaking skill?

.....
.....
.....

10. Do you feel difficulties to manage the classroom for testing speaking skill? Give your idea.

.....
.....
.....