

**AN ANALYSIS OF SPEAKING TEST MATERIALS
USED IN SLC EXAMINATION**

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

**Submitted by
Jit Bahadur Rana**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2011**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Jit Bahadur Rana has prepared this thesis entitled ‘An Analysis of Speaking Test Materials Used in SLC Examination’ under my guidance and supervision.

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DECLARATION

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

Date: 2068-08-28

Jit Bahadur Rana

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Teaching and testing go hand in hand. Testing reflects the achievement of both the teachers and students. Testing is obviously incomplete and impossible in the absence of appropriate materials. Only the authentic and reliable test materials can achieve the predetermined objectives.

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Jit Bahadur Rana

ABSTRACT

The present thesis entitled “An Analysis of Speaking Test Materials Used in SLC Examination” attempts to analyze the speaking test materials in term of their difficulty level, equivalence, content and appropriacy. To limit its horizon, the study was focused to analyze the content, appropriacy, difficulty level and equivalence of speaking test materials used in the SLC examination of 2066 B.S. Grade ten students and the English language teachers were the primary sources of data and as secondary sources of data different books, journals, related theses and grid of SLC examination were used. Only forty students and ten teachers from Bhaktapur district were non- randomly sampled for the study. Uses of questionnaires, sound recorder, interview and observation were made as the tools of data collection. The researcher administered a test with the class X students using the selected materials. He also provided questionnaires to the students and teachers to accumulate data. It was found that the content or the materials used in the SLC spoken test were not appropriate and they were with no equal difficulty level.

This thesis consists of four chapters. The first chapter is an introductory chapter; it includes the general background and review of the related literature, objectives and significance of the study. The second chapter is methodology, which reflects the detailed way of how the research was carried out. It includes sources of data (primary and secondary), population of study, sample population of study, tools and process of data collections and limitations of the study. The chapter three is related with analysis and interpretation of data. This chapter is divided into three sections. The section 1 deals with the students’ scores obtained in the speaking test. Similarly, section 2 and 3 deal with the information given by students and teachers through questionnaires. The final chapter i.e. the fourth chapter deals with the findings and recommendations of the study followed by references and appendices.

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ABBREVIATIONS AND SYMBOLS

SLC	-	School Leaving Certificate
PCL	-	Proficiency Certificate Level
TU	-	Tribhuvan University
E.g.	-	(Example, Gratia) for example
Etc	-	Etcetera
i.e	-	that is
CDC	-	Curriculum Development Center
DEO	-	District Educational Office
NESP	-	National Educational System Plan
OALD	-	Oxford Advanced Learner's Dictionary of Current English
USA	-	United States of America
TOEFL	-	Test of English as a Foreign Language
IELTS	-	International English Language Testing System
M.Ed.	-	Master in Education
A. D.	-	Anno Domini
B.S.	-	Bikram Sambat
No.	-	Number
Vol.	-	Volume