

**THE EFFECTIVENESS OF FORMATIVE ASSESSMENT
IN IMPROVING STUDENTS' READING AND
WRITING SKILLS IN ENGLISH**

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

Submitted by

Binita Rijal

Faculty of Education

Tribhuvan University

Saptagandaki Multiple Campus

Bhartapur, Chitwan, Nepal

2016

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2016

T.U. Reg. No.: 9-2-386-83-2008

Date of Approval of the Thesis

Second Year Examination

Proposal: 14th Feb 2016

Roll No.: 2400020/2013

Date of Submission of Thesis: 18th May 2016

RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date: 30th April 2016

.....

Binita Rijal

DEDICATION

Dedicated

to

My Parents

ACKNOWLEDGEMENT

Initially, I would like to express my gratefulness to my thesis superior, **Mr. Padam Lal Bharati**, Lecturer, Department of English Education, Saptagandaki Multiple Campus who provided me with all sorts of ideas for carrying out this research work from the beginning to the end.

I am equally grateful to **Mr. Dharamraj Ghimire**, Head of Department of English Education at SMC for his valuable suggestion and encouragement.

I would like to extend my sincere gratitude to the members of the Department of English at Saptagandaki, Multiple Campus, Bharatpur. Lecturers **Mr. Omprakash Pokhrel**, **Mr. Prem Siwakoti** for their encouragement and academic support.

I am very grateful to **Mr. Khem Narayan Sapkota**, the chief of Saptagandaki Multiple Campus for his co-operation during the completion of this thesis.

I would like to thank all the English teachers of the selected secondary school for their kind co-operation during the process of data collection.

I am also grateful to and my friends **Ms. Laxmi Bhandari** and **Ms. Kopila Panta** for their support and encouragement to carry out the research work. Likewise, my thanks go to my other friends and sisters for their co-operation and encouragement.

Finally, I would like to thank to **Mr. Ananta Mani Dhakal** for his computer designing and formatting of this thesis.

Binita Rijal

ABSTRACT

The present study entitled **The Effectiveness of Formative Assessment in Improving Students' Reading and Writing Skills in English** is an attempt to find out the effectiveness of formative assessment in improving students' reading and writing skills in English language teaching. This is an experimental study. The primary sources of data were the Grade-XI students of one of the government school in Chitwan. They were divided into two groups as Experimental Group and Control Group. The researcher administrated Pre-test, conducted experiment and again administrate Post-test. The data was tabulated and analyzed using statistical tools like percentage and average. The researcher found that Experimental Group result was satisfactory but not in Control Group. It is concluded that teaching with formative assessment system was relatively more effective than the usual way of teaching. It is hoped that the present study would be useful for those involved in teaching English in higher secondary level. Since, Experimental Group has more increment in marks than that of Control Group.

This study has been divided into five chapters. Chapter one includes general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Chapter two deal with review of the related literature & conceptual framework review of related literature, implication of the study and conceptual framework. Chapter three includes methods and procedure of the study consist of design and field of study, population sample and sampling procedure, data collection procedure, tools and techniques, analysis and interpretation of the data. Chapter four consists of both holistic and item-wise comparison of pretest and post-test results. It includes some statistical tools like average percentage, tables and charts. Chapter five incorporates with conclusion and recommendations.

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LIST OF ABBREVIATION AND SYMBOLS

ARNEC	: All Round National Education Committee
Av.	: Average Marks Obtained by the Students
B.S.	: Bikram Sambat
C.D.C.	: Curriculum Development Centre
CG/C	: Control Group
CUP	: Cambridge University Press
D	: Difference between Pre- and Post-test Result.
D %	: Difference in Percentage
DEO	: District Education Office
EG/E	: Experimental Group
ELT	: English Language Teaching
et al	: and other people (Latin et alii alia)
HLNEC	: High Level National Education Commission
HSEB	: Higher Secondary Education Board
IELTS	: International English Language Testing System
I.P.	: Increased Percentage
IT	: Information Technology
Ltd.	: Limited
MOES	: Ministry of Education and Sports
MT	: Mother Tongue
NEC	: National Education Commission
NESP	: National Education System Plan
NIED	: National Institute for Educational Development.
No.	: Number

O.E.G.	: Oxford English Grammar
PM	: Prime Minister
SAARC	: South Asian Association for Regional Co-operation
SLC	: School Leaving Certificate
S.N.	: Serial Number
TOEFL	: Testing of English as Foreign Language
T.U.	: Tribhuvan University
U.K.	: United Kingdom
UN	: United Nations
UNO	: United Nations Organizations
U.S.A.	: United States of America

CHAPTER-ONE

INTRODUCTION

This chapter introduces general background of the study. The researcher presents the statement of the problem, objectives of the study, research questions, significance and delimitations of the study and operational definitions of the key terms.

1.1 General Background

We can hardly imagine the world without language. It is a process of transmitting the message to the receivers. In our days, we have come to know a lot more about language in a specialized sort of way. Language is the most effective, highly developed and frequently used means of human communication. It is common to only human beings. It is the most unique gift that sets them distinct from the rest of other living beings, i.e. animals. Over the past century or more, language has come to be studied exclusively and different points of view have arisen from which it can be observed. As Gleason says, “language has so many inter-relationships with various aspects of human life that it can be studied from numerous points of view. All are valid and useful, as well as interesting in themselves” (Cited in Rajimwale, 2001, p.2). So, language plays the vital role to establish a good relationship in a community, nation and world.

Language is linked with a number of disciplines like literature, culture, psychology, information technology, science, anthropology, linguistics, and language teaching and many more. Moreover, “language is a system of arbitrary vocal symbols which permit all people in a given culture; or other people who have learned the system of that culture, to communicate or to interact” (Widdowson,1988,p.3). Therefore, language is used as a vehicle to transmit ideas from person to person and generation-to-generation helping society to march forward. The supreme importance of language is in its use as

a tool- a vehicle of expression, “a means through which interaction between human beings takes place.” (Chomsky, 1957, p.13) maintains, “Language is a set (finite or infinite) of sentences, each finite in length and constructed and of a finite set of element.” That is why role of language in communicating ideas cannot be ignored. Language is the most powerful and convenient means of communication through which people can express and exchange their ideas, thoughts, feelings, emotions, reactions, desires, etc. Likewise, language can be taken as the storehouse of knowledge and instrument of thinking as well as source of delight.

Nepal is rich in ethnic diversity where numbers of languages are spoken as mother language. More than 6,909 languages are spoken in the world. It has been estimated that some sixty percent of today’s world population is multilingual but English is used as second language in most of the countries (Ethnologue, 2009). Further, it is an official language in UNO or a joint official language in about fifty other countries. English is also used as a second language, though without official status, in countries like Bangladesh, Malaysia, Bhutan and so on. To some extent, English is used extensively as a foreign language for international communication. The coverage of the English language has been increasing rapidly at present. We know that English is much used as the second language in former British colonies such as India and Nigeria. Not only this, the countries like Nepal, Bhutan, Bangladesh use English as a second language where it is used in a variety of function; in foreign affairs, in broadcasting, in the press, in IT, in researches, and broadly in education and many more. The international business corporation, co-ordination, integration are only possible through English language (Harmar, 2005, p.9).

Among the various languages spoken in the world, English occupies the special role for international communication as a global language though there are some other international languages such as French, Russian, and Arabic and so on. English is accepted as a lingua-franca all over the world. It has become the gateway to the world

body of knowledge in every field. Its popularity and emergence can be guessed from the fact that one in every seven human beings can speak English, more than half of the books in the world have been published in English and the powerhouses of the world such as the USA and the UK use English as their mother tongue- (MT). To conclude, we can say that teaching English has been the cry of the day as there is no other language, easy to learn for us internationally accepted as lingua-franca.

1.1.1 Meaning and Purpose of Formative Assessment

The term ‘assessment’ is commonly used with a variety of different meanings. The term has come to be used so widely in so many different ways in the fields of language testing and educational measurement. “Assessment can draw information from a wide range of elicitation, observation and data collection procedures, including multiple-choice tests, extended responses such as essays and portfolios, questionnaires, oral interviews, introspections and observations” (Bachman,2004,p.7). The result of assessments can be reported both quantitatively, as numbers, such as test scores; rating or ranking and qualitatively, as verbal descriptions, or as visual or audio images.

Assessment is formative when teachers to check on the progress of their students, to see how far they have mastered what they should have learned and then use their information to modify their future teaching plans. Such assessment can also be the basis for feedback to the students. “Informal tests or quizzes may have a part to play in formative assessment but so will simple observation (of performance on learning tasks, for example) and the study of portfolios that students have made of their work. Students themselves may be encouraged to carry out self assessment in order to monitor their progress and modify their own learning objectives” (Hughes, 2003, p.5).

Thus, assessment is carried out according to explicit procedures that are open to public scrutiny. These procedures provide the link between what we want to assess

and our observations. “The assessment must be based on a widely accepted theory about the nature of language ability, language use or language learning, or prior research or accepted and current practice in a particular field” (Bachman, 2004, p.7).

1.1.2 Measurement, Testing and Assessment

The terms assessment test and measurement are easily confused because all may be involved in a single process. But some limit differences can be found. They are described as below.

“The Term measurement is the process of quantifying the characteristics of an object of interest according to explicit rules and procedures” (Bachman, 2004, p.8).

Whereas “A test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of individual”(Carroll, 1968, p.46).

Similarly “The term assessment refers formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned and then use this information to modify their future teaching plans. This also based on feedback” (Hughes, 2010, p.5).

1.1.3 Types of Assessment

Tests and other assessment procedures can also be classified in terms of their functional role in classroom instruction. “One such classification system follows the sequence in which assessment procedures are likely to be used in the classroom (Airasian and Madaus, 1972, in Linn and Gronlund, 2000, p.40)”. Different assessment types classify the assessment of students' performance in different ways. Although a single instrument may sometimes be useful for more than one purpose (e.g. both for formative and summative assessment purposes), each of the following types of classroom assessment which is based on Linn and Gronlund, (2000) typically requires instrument specifically designed for the intended use.

A) Placement Assessment

Placement assessment is concerned with a student's entry performance and typically focuses on questions such as: (1) Does the student possess the knowledge and skills needed to begin the planned instruction? For example, is a student's reading comprehension at a level that allows him to do the expected independent reading for the next unit? (2) To what extent has the student already developed the understanding and skills that are the goals of the planned instruction? If the learner has sufficient knowledge and skills that might indicate the desirability of skipping certain units or being placed more advanced course. (3) To what extent do the student's interests, work habits, and personality characteristics indicate that one mode of instruction might be better than another (e.g. group instruction versus independent study)? Answers to questions like these require the use of a variety of techniques: record of past achievement, pre-tests on course objectives, observational techniques and so on. The goal of placement assessment is to determine for each student the position in the instructional sequence and the mode of instruction that is most beneficial.

B) Formative Assessment

Formative assessment is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both student and teacher concerning learning successes and failures. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors and misconceptions that need correction. Feedback to the teacher provides information for modifying instruction and for prescribing group and individual work. Formative assessment depends heavily on specially prepared tests and assessment for each segment of instruction (e.g., unit, chapter). In short, formative assessment is directed toward improving learning and instruction, the results typically are not used for assigning course grades.

C) Diagnostic Assessment

Diagnostic assessment is highly specialized procedure. It is concerned with persistent or recurring learning difficulties that are left unresolved by the standard corrective prescription of formative assessment. If a student continues to experience failure in reading, writing and other works then a more detailed diagnosis is indicated. To use medial analogy, formative assessment provides first-aid treatment for simple learning problems and diagnostic assessment searches for the underlying causes of problems that do not respond to first-aid treatment. Thus, diagnostic assessment is much more comprehensive and detailed. To sum up, the aim of diagnostic assessment is to determine the causes of persistent learning problems and to formulate a plan for remedial action.

D) Summative Assessment

Summative assessment generally comes at the end of a course or unit of instruction. It is designed to determine the extent to which the instructional goals have been achieved and is used primarily of assigning course grades or for certifying student mastery of the intended learning outcomes. The techniques used in summative assessment are determined by the instructional goals, but they typically include teacher made achievement tests, ratings, and various types of performance (e.g. laboratory, oral report), and assessment of products (e.g., themes, drawings). These various sources of information can be systematically collected into a portfolio of work and can be used to summarize the student's accomplishment and progress. Although the main purpose of summative assessment is grading, or the certification of student achievement, it also provides information for judging the appropriateness of the course objectives and effectiveness of the instruction.

1.2 Statement of the Problem

Formative evaluation is closely related to the classroom context. It helps the teachers and learners to understand the problem and give feedback in certain area. There may

be hindrance to achieve the goal because of lack of sufficient interest, guidelines, teaching, learning environment. The main of formative assessment is giving feedback is difficult, it teachers get it wrong pupils give up, reject the feedback or chosen an easier solution. Simply commenting on what is wrong is not enough. To be effective, “Feedback must provide a recipe for future action” (William, 2011, p.121).

1.3 Objectives of the Study

The study has the following objectives:

- a) To find out the effectiveness of formative assessment in improving students’ reading and writing skills in English.
- b) To find out the difference between the performance of EG and CG.
- c) To suggest some pedagogical implications.

1.4 Research Questions

This research was basically guided b by the following research questions:

1. What role does formative assessment play in improving students’ reading and writing skills?
2. Does assessment group perform better than non assessment group?

1.5 Significance of the Study

The study was endeavoring to find out the outcomes of formative evaluation in English language teaching. The study provides information on the use and roles of formative assessment system. The findings of this study were beneficial to students, teachers, curriculum designers, textbook writers, developers, methodologists, NGOs and INGOs related to the field of education, formal and informal educational institutions, and those who are directly and indirectly involved in teaching and learning English as foreign or second language in Nepal. The findings of this study, moreover, it was helpful to those who want to further any research on this topic.

1.6 Delimitations of the Study

The present study was having following decimations.

-) This study was only limit to Chitwan district.
-) Only the student of class eleven were taken for the study.
-) Only 60 students from class 11 were selected in two groups where each group has 30 students.
-) Data were collected through question.
-) The study was deal with speaking, writing and listening skills.

1.7 Operational Definitions of the Key Terms

Classwork	:	The work that is done inside classroom by students related to textbooks
First Language	:	A person's mother tongue or language one acquires first.
Multilingual	:	A person who knows or uses three or more languages.
Tester	:	Who take the exam
Feedback	:	Correction of some mistakes
Quantitative	:	In number
Testee	:	Who give the exam
Experimental Group	:	Group which are experiment through class-test, assignments time and again.
Control Group	:	Group which are taught without class-test and assignments for certain time.
Formative Assessment	:	Process of providing continuous feedback through class- test and different assignments.

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Theoretical Literature

One of the essential preliminary tasks for undertaking a research study is to go through the existing literature in order to acquaint with the available body of knowledge of interest. Reviewing the literature is time consuming task but it helps us to bring clarity and focus to our research problem, improve our methodology and broaden our knowledge in the research area. Related books by different authors and articles, previous research works such as thesis, and reports have been consulted in this study.

2.1.1 The History of English Language Testing in Nepal

In the context of evaluation almost all national education commission reports and educational plans of Nepal have stressed the need for comprehensive and regular assessment of students' learning. The first and most comprehensive report on education 'Education in Nepal, 2011 B.S.' has stated that evaluation must cover all aspects of student learning and to do so it must be regular. Similarly, the second report on education i.e.' All Round National Education Committee (ARNEC) Report (2018 B.S.)' stated that there must be evaluation of all aspects of students' learning and evaluation must be done every month regularly. Furthermore, the 'NESP 2018-032 B.S.' developed a comprehensive and continuous scheme for primary school students by the use of a variety of evaluation tools. But this scheme could be materialized only for a short period of time.

It was again in 2049 B.S. that Education Commission Report (2049 B.S.) stressed the need to introduce a comprehensive and regular evaluation scheme for proper judgment of student learning and for quality improvement in education. But it did not get materialized. Six years later the High Level National Education Commission (HLNEC 2055 B.S.) blamed the existing examination system of creating the serious educational wastage in Nepal. According to the Commission the present examination system is defective and it further states that "The main reason for students' dropouts and class repetition has been the annual examination system." Accordingly, both the Ninth (1997-2002) and the Tenth (2002-2007) Five Years Plans suggested introducing continuous evaluation system at the primary level. The Ninth Plan started to gradually implement continuous evaluation system for students.

Though all the educational commissions and reports have stressed the need of formative evaluation system and its implementation in the schools, external examinations are still popular in Nepal. External examination system also has some strength and is important mainly because of two reasons; it can provide information that can be used to judge whether a learner has achieved the major objectives of a course after it has been completed; it is also used for certification at certain school leaving points. Though the final examinations can not help the learners to promote their learning due to the lack of feedback during the instruction, it can equally be used by the teachers and students to guide the following year's teaching and learning. Apart from these strengths of external examination system, it can also be used to compare the results of the students across classes, schools, regions and nations. This comparability is provided by examinations because all the learners take the same examination. In almost all government schools as well as in many private schools they still depend on annual examination system. They conduct terminal and final examinations although these examinations measure only a small sample of the behaviour pattern of the examinees. Score is given high priority in the society and the

people also think that public examination system as being the most effective screening device to reward the abler individuals and marginalize the less able ones.

Though examination is taken as an unfair means of assessment, we still have terminal and final examinations in each subject area, and decide the final result of our evaluation according to the marks they have secured in different terms. In the case of English, though, there is the system of listening and speaking test which carries certain percentage of marks in some grades, the teachers have not taken it seriously because it has remained there as a formality only. It is because the teachers are compelled to make the students pass because of so many reasons. So, the total progress of the students during the entire period of instruction is assessed through a few hours' written examination. Because of such kind of unfair means of assessment, students show different kinds of unusual behaviours during or around the examination. Many of the students, as well as we all are familiar with suffer from heavy stress and strain during the examination. Some of them develop serious psychological problems. The examinees during the exam show dishonest behaviours to the invigilators bribe the examiners and practice mass copying and other unfair means.

Because of the total dependence in examination our whole system of education has become examination-oriented. The entire educational value system has been distorted and teaching has become subordinated to examination. To make many students pass in the exams, teachers practice to selective teaching and students to selective study. Eventually, the students who ought to be familiar with all the contents of a given syllabus are failed in the exam due to the examination-oriented teaching and learning.

One of the criticized aspects of examination is that even the talented students can be failed in the exam either because of their illness or some other problems which is not accounted for in this system. Not only in the case of SLC but also in other

examinations where the examinees do not get the expected marks or divisions, most of them drop the school; some of them run away from home and a few of them even commit suicide. We can read about these cases in the newspapers sometimes. So, by all these incidents, we can conclude that both the traditional tests and (standardized) external examinations can not assess the total aspect of the students. So they do not help the students learn better. A supporting view in this context by Chauhan (1993, p.131) states that "End-product of learning which is evaluated by written examination tells what the learner has memorized. It does not tell how the examinee achieved a particular score. It is due to genuine learning or of cheating in the examination or to any other fair or foul means. There is no indication of whether the examinee had actually learnt. This points to the need of some kind of monitoring of learning during the course of instruction."

To assess the total aspects of the students' learning and to provide feedback even the teacher as well as students during the instruction, assessment is a good tool which can promote the meaningful involvement of the students with material that is central to the teaching objectives of a given course which can not be expected from examinations. So, assessment goes far beyond than examination. To quote the words of Genesee and Upsher (1996, p.40), a similar view about final examinations is that, "They do not provide useful assessment information for students. When the course is over, it is too late for students to take steps to improve learning. Final exams may provide an incentive to study and may reward students to study hard with high grades. They may even provide teachers with useful information about student advancement for revising the instruction for the next term, but they do not help student learn better." From the above statement it becomes clear that final examination can not provide feedback to the students during the instruction and it directly affects in students' learning.

Examinations do not have the nature of providing feedback during the instruction. So, to get the necessary information about the teaching-learning progress and the level of the achievement achieved by the students, many private schools and a few government aided schools as well conduct different tests in the schools nowadays. They have tests like-unit test, weekly test, monthly test, oral/written tests and the like. Such kinds of tests are very useful to promote the students' learning and provide feedback in their difficult areas. As stressed by the Ninth (1997-2002) and the Tenth (2002-2007) Five Year Plans to gradually implement the continuous evaluation system for the students in the schools, though it is not yet implemented; the programmes run by these schools can be regarded as a good beginning which would be able to establish continuous assessment system in the schools all over Nepal and the students will be more benefited through this system in time.

2.1.2 Distinction among Measurement, Testing and Assessment

The terms assessment, test, and measurement are easily confused because all may be involved in a single process (Linn and Gronlund, 2000, p.31). All these being means of educational inquiry are confused with each other. When we speak of measuring pupils' progress in any education system, we often are entangled with the terms assessment, test and measurement. So, the distinction among these terms would be important here.

The term measurement is limited to quantitative description of the students; that is, the results of the measurement are always expressed in numbers (Ibid, 2000). From this definition we can say that measurement is limited to quantitative description of pupil's behaviour. It is a descriptive process and it often includes the assignment of a number to express in quantitative terms the degree to which a pupil processes given characteristics. For instance, we measure a student's ability to communicate, and then we record that she/he earned 50 of 100 points on a scoring sheet. It does not imply judgments concerning the worth or value of the behavior being measured.

Tests have been a valued part of instructional programmes throughout the world for a long time. They are used to see if students are learning what they are supposed to be learning. Teachers, administrators and other decision - makers always need the type of evidence to make judgments about the instructional process. In language teaching, tests are viewed as feedback for language learners concerning their progress. "A test is particular type of assessment that typically of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students" (Linn and Gronlund, 2000, p.31). From the above definition we know that a test is a set of questions which is administered in a fixed period of time and the result is compared descriptively. A test, according to the dictionary of education edited (Good,1959,p.426) is "a group of questions or tasks to which a student is to respond, the purpose being to produce a quantitative representation of the pupil trait that it is designed to measure."

The term assessment refers to gathering and interpreting information about students' achievement. In practice, students' achievement is generally assessed through tests, classroom and take-home assignments, and assigned projects. Strictly speaking, assessment refers to assignments, and tasks that provide information for making decision. In course of day-to-day learning the students gain a wide range of knowledge, skills and abilities and attitudes. It means what a student knows is always changing. The teachers through observation or standardized test can assess this type of knowledge. Therefore, the way the assessment is conducted may affect decision about grades, advancement, placement, instructional needs, and curriculum. The knowledge of students keep changing and, therefore, student achievement can be judged through comparison over a period of time.

We sometimes speak of testing and assessment together even though tests are specific type of assessment. When used in this way an assessment emphasizes the boarder

arrow of performances and projects that might not be called to mind by the word testing. According to Linn and Gronlund (2000, p.1) assessment is a much more comprehensive and inclusive term than measurement or testing. It may include both quantitative description (measurement) and qualitative descriptions (non measurement) of students. In addition, assessment always includes value judgments concerning the desirability of the results. Assessment may or may not be based on measurement; when it is, it goes beyond simple quantitative descriptions.

2.1.3 Language Testing

Testing is a way to test the testee and language testing can be done in different skills. There are four skills for testing language. They are writing, reading, speaking and listening. A test is a series of questions that we answer in order to indicate how much we know about a subject or how well we are able to do something. It is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group test is a kind of evaluation of tester and testee about how much they give and what they have understood? Now in present situation language can be test in different skills and which has equal priority for all for formative assessment their skills are important for giving feedback for every unit and subject what the teacher taught for student testing is one of the concerns of many teachers who are involved in test design, construction and administration. To become a good test according to Harmer (2008) there should be five characteristics they are validity, reliability, practicality, wash back effect and motivation and according to Harrison (1991) the three most important characteristics of a good test are reliability, validity and practicality.

2.1.4 Reasons for Language testing

According to testing experts and researchers, testing serves many important purposes. Ur, (2005) points out:

-) Diagnose students' strengths and weakness.

-)] Measure language proficiency.
-)] Discover how far students have achieved the objectives.
-)] Assist placement of the students according to their ability.
-)] To find out the level of students and what to teach next.
-)] To give the students information about what they know, so that they also have an awareness of what they need to learn or review.
-)] To motivate students to learn or review specific material.
-)] To get a noisy class attention.
-)] Provide students with a sense of achievement and progress in their learning.

2.1.5 Test types

(Below mentioned types are adopted from the English language teaching methods from 3years B.ED book: Dawadi, 2010, p.385).

(1) Goal based testes

Goal based test are based on certain purposes. They can be classified into four categories. They are:

- i) Proficiently test
- ii) Achievement test/summative test
- iii) Diagnostic test/formative test
- iv) Placement test

(2) Mode based tests

It is related to the methods of scoring. They are as follow:

- i) Objective tests
- ii) Subjective tests

(3) Approach based tests

- I) Discrete point tests.
- ii) Integrative tests.

(4) Manner based tests

The term manner refers to the way something is done. They are classified as follow:

- i) direct testing
- ii) Indirect testing

2.2 Review of the Empirical Literature

The role of assessment has always been an integral part of language education. Assessment of language teaching is as old as the educational process itself. Assessment in language teaching plays a significant role in bringing effective outcomes in it. Mainly, assessment is used as a process of scrutinizing how far learners have learnt and how much effective the teaching has been as well. Mainly, formative assessment is carried out to gear up the process of teaching and learning a language. The students get feedback on how well they perform various tasks after they are administered formative assessment. Therefore, formative assessment encourages the pupils to learn better knowing their own proficiency. This kind of assessment can be a good means to reduce the number of failures and drop-outs in higher education in the context of our country Nepal.

English language teaching has been a challenging profession in government aided secondary and higher secondary schools in Nepal. The students are reluctant towards learning English because of its limited exposure. Therefore, many researchers as well as teachers have been studying and discussing the factors responsible for its declining standard and trying to suggest for the betterment of ELT. Most of the researchers are confined to the effectiveness of the teaching materials, language games, group works, and so on. But, not a single research has been carried out on the effectiveness of formative assessment in ELT of class eleven students.

A few researches carried out in the area of language testing are reviewed here. Martin (1980) carried out research on 'Teacher expectation and student's achievement. The objective of his study was to know teachers expectation in the improvement of students achievement LADD (1997). The researcher found that the result can be more success oriented by calling on students' first names deliberately moving towards class to the students touching students in appropriate and acceptable way and being cooperative as well as harmonious in nature.

Khanal (1997) made an experimental research on 'The Effectiveness of Cloze Test over Conventional Subjective Test in Testing Reading Comprehension in English'. The study shows that the cloze test was far better than traditional subjective test in testing reading comprehension.

Similarly, Wagle (2002) has carried out a research work entitled 'Correlation Between Written and Spoken Answer: A Study on Testes Results'. This research was an attempt to find out the co-relation between the students' proficiency in written English and their level of difficulties. The researcher found that the results of the written and spoken test were positively co-related.

Dahal (2002) carried out a practical study to find out 'The Effectiveness of Group Work on Oral Performances'. The findings showed that the group work technique proved to be relatively more effective than the conventional one on the student's oral performances.

Chapagain (2005) conducted an experimental research on 'The Effectiveness of Continuous Assessment System in Enhancing Class-VI Students' Achievement'. The findings revealed that the continuous assessment system in English Language learning was relatively more effective and successful than the usual of teaching.

Joshi (2010) also carried out research on 'Effectiveness of Task Based Approach in Teaching Reading'. The objectives of the study were to find out the effectiveness of

task based language teaching in teaching reading. The primary source of data for this study was the students of grade nine studying in Kathmandu. Twenty two students were selected as the population of the study progress and post-test were the major tools of the study. Since, this shows that through 'Task Based Approach' there was more progress in learning.

Shrestha (2014) carried out research entitled 'Reading and Writing Strategies Used by Grade XI'. The objective of this research was to find out reading and writing strategies used by grade XI students in learning English. The research tools he used questionnaire. This study was limited to the 80 students of grade XI taking English as major subject. He used non-random sampling procedure to sample population. The finding of this study was students pay much attention on reading and writing than other two skills. But among reading and writing students often involve in reading than writing.

So many research works and books written by different scholars have directly or indirectly shown the importance of assessment system in ELT. Apart from these, no practical study has been carried out on the broad topic English Language Testing. However, Chapagain (2005) attempted to find out the effectiveness of continuous assessment system in enhancing pupil's (class-6) achievement in English. But, the concrete and clear impact in Teaching English language with the implementation of formative assessment tools is not clearly mentioned anywhere. Therefore, this study is going to be conducted to find out the effectiveness of this system in English language teaching of grade eleven students.

2.3 Implication of the Review for the Study

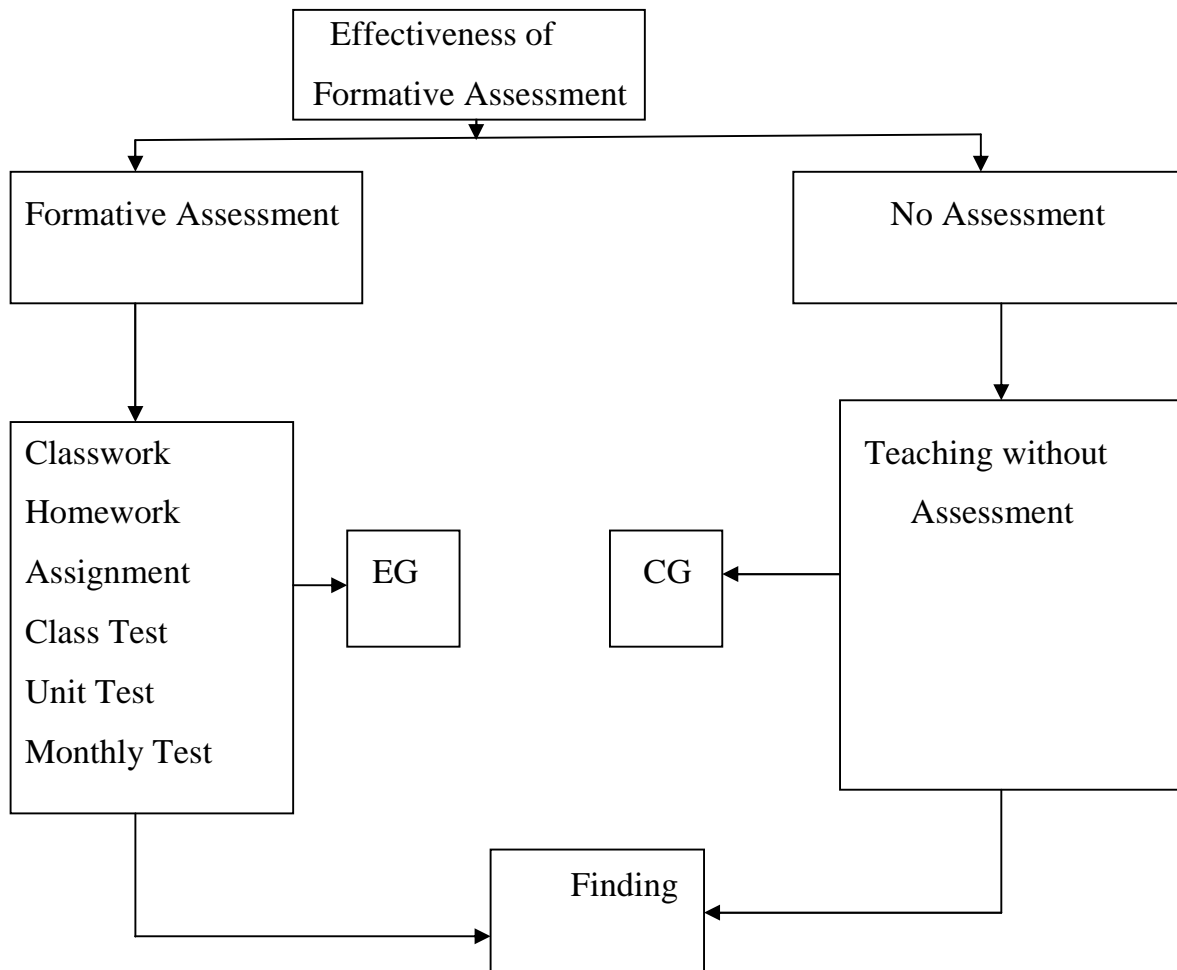
Formative assessment is carried out to gear up the process of teaching and learning a language. The students get feedback on how well they perform various tasks after they are administered formative assessment. Therefore, formative assessment encourages the pupils to learn better knowing their own proficiency. This kind of

assessment can be a good means to reduce the number of failures and dropouts in higher education in the context of our country Nepal.

As a researcher, I reviewed some of the books and research works like Khanal (1997) provide information of cloze test, Marthin (1980) provide the concept of knowledge and also help to formulate objectives, Joshi (2010) provide the concept of task and Shrestha (2014) about the reading and writing skills. These works will help me to conduct research practically.

2.4 Conceptual Framework

The researcher has consulted researches in the following framework.



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

In this chapter, source of data, definition of population, sample population and sampling procedures, tools and process of data collection, procedure of analyzing the data, design of the experiment and limitations of the study are presented in detail.

3.1 Design of the Study

This is basically an experimental study the researcher experiments upon Grade XI students using class work, class test, unit test etc. to find out whether such formative assessment tasks improve their reading and writing skills.

3.2 Population Sample and Sampling Procedure

The study population was all the students of class 11 of a government aided higher secondary school, one of the schools of Bharatpur, Chitwan. The population, i.e. Grade XI group was chosen purposively. The sample populations were 60 students of class 11 who were selected systematically by using simple random sampling on the basis of lottery procedure out of 90 students. The total sample populations were divided into two halves in terms of odd and even numbers according to the rank obtained in the pre test. Then the experimental and control groups were determined by tossing a coin. Henceforth, there were 30 students in each group.

3.3 Field of the Study

This study was related to class 11 students of Bharatpur sub-metropolitan city, Chitwan. In term of subject of study it is related to English language teaching and testing.

3.4 Data Collection Tools and Techniques

To collect the data for this study, a set of test items was prepared. The test items consisted of seven different items including both subjective and objective type of questions from Link English course of class eleven (See Appendix-A). The test items and the weight age they carried are given below.

Table 1
Test Items Types

S.N.	Types of Test Items	Marks Allocated
1	Put in alphabetical order	10
2	Find the dictionary quarter	5
3	Reading comprehension	15
4	Put the verbs in correct tense	5
5	Rearrange the words to make sentences	5
6	Fill in the gaps/Choose the best answer	5
7	Free writing	5
	Total	50

3.5 Data Collection Procedure

The researcher followed the following processes while collecting data:

1. First of all, suitable test items were prepared on the basis of the textbook 'Link English' of class eleven. (Appendix-A)
2. The pre-test was administered and on the basis of the result of the pre-test, the researcher split the students into two equal proficiency level groups. The students were split into groups, on the basis of odd-even ranking of the individual scores (See Appendix-B). Then, the scores of both groups were tabulated. Their mean and variance were calculated. Then, the mean difference of two groups was compared to check whether two groups formed were

- statistically homogeneous or not. Then, the students were assigned experimental group (EG) and control group (CG) by tossing a coin to avoid partiality.
3. Then, both the groups were taught by the researcher herself. They were taught six days a week, one period a day, and each period lasted for forty-five minutes. It took a month to complete all the contents from where the test items were prepared.
 4. During the experimental period, the researcher herself was involved in teaching both the groups. Homework was assigned to them both but only the homework done by the students of experimental groups was checked and they were given feedback after correction. Similarly, four informal weekly tests were administered to the experimental group. The students were given feedback after the tests. They were made familiar with mistakes and helped in difficulties. But, the students of control groups did not get any kind of treatment during this period. After a month's teaching, both groups were administered the same test as post-test which was administered in pre-test.
 5. The average scores of both groups of the post-tests were computed and tabulated as the data.
 6. Finally, the gathered data were compared to determine the effectiveness of formative assessment system in ELT.
 7. The pre-test/post-test equivalent group design was adopted for the purpose of the study. The design was as follows :

Table 2
The Design of the Study

Equivalent Groups	Pre-test	Treatment	Post-test
Experimental Group (EG)	O ₁	X	O ₂
Control Group (CG)	O ₃	-	O ₄

Where, O_1, O_3 = Pre-tests
 O_2, O_4 = Post-tests
 'X' = Treatment

For this study, two groups were made as nearly equal as possible on the basis of pre-test result before the treatment was given. After the formation of two equivalent groups EG and CG in this design, one group EG received the experimental treatment 'X' but other groups CG received usual treatment. The data was gathered after the administration of the post-tests of both the groups.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed, interpreted and presented descriptively with the help of tables' illustrations and diagrams.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of the Data and Interpretation of the Result

This chapter deals with the analysis and interpretation of the data. The collected data are analyzed under the following headings. The further analysis of the data leads to the interpretation of the effectiveness of formative assessment in ELT.

- a. Holistic Comparison
- b. Item-wise Comparison

The researcher in the beginning established two equivalent groups of the students on the basis of pre-test results. It was urgency for the researcher to make two groups equivalent (i.e. balanced in the abilities in English) in order to find out the effect of treatment 'X' which was used during the experimental period. If both groups were not equivalent, then it was difficult to conclude that the difference between the experimental group and control group on the post-test was due to the influence of experimental treatment 'X'. The researcher calculated the mean scores of the pre-tests of both the groups and found no significant difference between them (CG=21 and /EG=20.8). Therefore, both the groups were uniform in their abilities.

Then the sources obtained by the students in both pre- and post-tests were tabulated under the item-wise headings (Appendix-C). Then after, the average scores were computed out of the individual scores tabulated. The average scores of the pre-test were subtracted from the average scores of the post-test to find out the differences and the differences were converted into percentage. If it is higher than zero, it shows the progress of the students. If the average scores and difference percentage of EG in the post-test are higher than CG, it shows that the treatment that was provided to the experimental group, i.e. formative assessment system is significant. If not the system is not significant.

Throughout this study, EG refers to 'Experimental Group' which was taught applying formative assessment system and CG refers to 'Controlled Group' which was taught in a conventional way, without daily tests, class test, weekly test, regular feedback and so on.

The analysis and interpretation of collected data is given below.

4.1.1 Analysis of Pre-test Result

The pre-test raw scores of students of both the groups are presented in Appendix-'B'. The summary statistics on the mean achievement of the experimental group and control group on the pre-test is presented in the table 3 below.

Table 3
Holistic Comparison of the Pre-test Result

Group	N	Mean	D	D %
CG	30	21.0	0.2	0.96
EG	30	20.8		

The above table shows that the experimental and control group were balanced in their abilities in English (i.e. equivalent) because there is not significant difference between the means of the two groups. The above table shows that Group 'E' has the average score of 20.8 and Group 'C' has the average scores of 21.0 in the pre-test. It shows that both the groups were equivalent in their abilities.

4.1.2 Holistic Comparison

The raw scores of the students of both the groups in both tests are presented in Appendix C. For holistic analysis, the total average marks of both groups in both tests were computed and tabulated in the following table:

Table 4

Holistic Comparison between Pre-test and Post-test Result

Group	N	AV score in Pre-test	AV score in Post-test	D	D%
CG	30	21.0	27.6	6.6	31.42
EG	30	20.8	30.7	9.2	44.23

The above table shows that the control group has the average scores of 21.0 and 27.6 in the pre and post-tests, respectively. This group has increased its average scores by 6.6 or 31.42 percent. On the other hand, the experimental group has the average scores of 20.8 and 30.7 in the pre- and post-tests, respectively. This group has increased its average scores by 9.2 or 44.23%.

It shows that EG has made better improvement than CG. The increase of difference of EG over CG is by 2.6 or 12.81%.

4.1.3 Analysis of the Post-test Results

The post-test raw scores of students of the control group and the experimental group have been presented in Appendix-'C' and the summary of statistical calculation of the experimental group and control group is given below in table 5.

Table 5

Holistic Comparison of Post-test Results

Group	N	Mean	D	Remarks
CG	30	27.6	3.1	30.7>27.6
EG	30	30.7		

The above table shows that there is a significance difference between two mean scores. The result of significant difference between two means was due to the treatment 'X' provided to the experimental group against control group because both the groups were statistically homogeneous before the introduction of the treatment-X.

Therefore, the investigator concluded that the administration of formative assessment tools with informal tests, feedback and continuous assessment caused better achievement in English language learning than without such kind of tools.

4.1.4 Item-wise Comparison

For the process of data collection a set of seven different test items was administered and the average scores obtained by the students in both tests were tabulated. For item-wise comparison, the mean scores of both groups of pre- and post-tests were calculated to find out the effectiveness of formative assessment system in ELT.

4.1.4.1 Alphabetical Order

In this item, there were ten words which were to be put in alphabetical order (See Appendix 'A'). The raw scores of both the tests of both groups have been presented in Appendix-'C'. The summary of statistical calculation of both groups is given below in Table-6.

Table 6
Comparison of Pre- and Post-test Result of Item no-I

Group	N	Av Pre-test Score	Av Post-test Scores	D	D%
CG	30	5.9	7.3	1.4	23.72
EG	30	5.3	8.03	2.73	51.50

This table shows that group 'C' has the average of 5.9 and 7.3 in pre- and post-test, respectively whereas group 'E' has the average scores of 5.3 and 8.03 in pre- and post-test, respectively.

It shows that Group 'E' has made better improvement than Group 'C'. Group 'C' has increased its average marks by 1.4 or 23.72 percent while Group 'E' has increased its average marks by 2.73 or 51.50 percent.

4.1.4.2 Find-out the Quarter of the Dictionary

There were only five words in this item which were to be put in the right dictionary quarter (See Appendix-'A'). The summary of the average mark differences and differences in percentages have been presented below in Table no 7.

Table 7
Comparison of Pre- and Post-test Result of Item no-II

Group	N	Av Score in Pre-test	Av Score in Post-test	D	D%
CG	30	2.3	2.9	0.6	26.08
EG	30	2.3	3.2	0.9	39.13

The above table shows that group 'C' has the average scores of 2.3 and 2.9 in Pre- and post-test, respectively whereas group 'E' has the average scores of 2.3 and 3.2 in pre- and post-test, respectively.

It reveals that Group 'C' has increased its average marks by 0.6 or 26.08 percent while Group 'E' has increased its average marks by 0.9 or 39.13 percent. It shows that Group 'E' has made better improvement than Group 'C'.

4.1.4.3 Reading Comprehension

In this item, there was a reading passage (See Appendix-'A') and there were 4 True/False items, 4 subjective questions and 3 fill-in-the gaps. They carried 15 marks altogether. The pre- and post-test raw scores of both the groups are presented in Appendix-'C'. The summary of statistical calculation of both groups is given in table no 8 below.

Table 8

Comparison of Pre-test and Post-test Results of Item no-III

Group	N	Av Score in Pre-test	Av Score in Post-test	D	D%
CG	30	6.4	8.8	2.4	37.5
EG	30	6.5	9.6	3.1	47.7

According to the table, the mean scores of pre and post-test of Experimental Group is 6.5 and 9.6, respectively and Control Group has the average score of 6.4 and 8.8 in pre- and post-test, respectively.

It shows that Group 'C' has increased its average scores by 2.4 or 37.5 percent while Group 'E' has increased its average scores by 3.1 or 47.7 percent. The fact shows that there is significant difference between the achievements of both the groups in this item but Experimental group is better than another.

4.1.4.4 Put the Verbs in the Correct Tense

There were five items and it carried five marks (See Appendix-'A'). The average mark differences and differences in percentage of pre-test and post-test of both the groups are given below in Table no-9.

Table 9

Comparison of Pre-test and Post-test Result of Item no-IV

Group	N	Av Score in Pre-test	Av Score in Post-test	D	D%
CG	30	1.7	2.7	1.0	58.82
EG	30	2.03	2.8	0.77	37.93

The above table shows that there are 30 students in each group (EG and CG). The mean achievement score of CG is 1.7 and 2.7 in pre- and post-test, respectively. While the EG has the mean achievement score 2.03 and 2.8 in pre- and post-test

respectively. The summary shows that there is not significant difference between the achievements of both the groups. The mean achievement of EG is greater than CG but the increased percent of CG in post-test over pre-test seems much better than EG.

4.1.4.5 Arrange the Words

In this item, there were five questions. Each question carried one mark. In each question, there were some words in wrong order. The students were asked to make appropriate sentences out of them. The raw scores obtained by the students in both the tests are given in Appendix-'C'. The summary of statistical calculation of both groups is given in Table 10 below.

Table 10
Comparison of the Pre-test and Post-test Result of Item no-V

Group	N	Av Score in Pre-test	Av Score in Post-test	D	D%
CG	30	1.6	2.4	0.8	50
EG	30	1.7	2.7	1	58.82

According to the table, Group 'C' has the average scores of 1.6 and 2.4 in the pre- and post-test, respectively. Whereas Group 'E' has the average scores of 1.7 and 2.7 in the pre- and post-test respectively. Group 'C' has increased its marks by 0.8 or 50% while group 'E' has increased its average marks by 1 or 58.82%. It concludes that group 'E' made better progress than group 'C' in this item.

4.1.4.6 Fill in the Blank

In this question, there were five items (See Appendix 'A'). The students had to choose the best answer from the brackets in the gaps. The summary of the statistical calculation is given below in Table 11.

Table 11

Comparison of Pre-test and Post-test Results of Item no-VI

Group	N	Av Score in Pre-test	Av Score in Post-test	D	D%
CG	30	1.7	2.1	0.4	23.52
EG	30	1.7	2.4	0.7	41.17

This table shows that group 'C' has the average scores of 1.7 and 2.1 in pre- and post-test, respectively whereas group 'E' has the average scores of 1.7 and 2.4 in pre- and post-test, respectively. Group 'C' showed the increment in its average marks by 0.4 or 23.52 percent whereas Group 'E' has increased its average marks by 0.7 or 41.17 percent. It shows that Group 'E' made better progress than group 'C' in this item.

4.1.4.7 Free Writing

In this item, there was only one question which carried 5 marks (See Appendix-A). Students had to write a couple of paragraph about their own classroom. The raw scores obtained in both tests by both group is given in Appendix-'C'. The average marks and increased percentage in the post-test are tabulated below in Table 12.

Table 12

Comparison of Pre-test and Post-test Result of Item no-VII

Group	N	Av Score in Pre-test	Av Score in Post-test	D	D%
CG	30	1.2	1.5	0.3	25.0
EG	30	1.4	1.9	0.5	35.71

This table shows that the group 'C' has the average scores of 1.2 and 1.5 in the pre- and post-test, respectively whereas group 'E' has the average score of 1.4 and 1.9 in pre- and post-test, respectively.

Group 'E' has increased its average marks by 0.5 or 35.71% while group 'C' has increased its average marks by 0.3 or 25%. It shows that group 'E' made better improvement than group 'C' in this item.

4.2 Summary of Findings

1. On the basis of the pre-test result the experimental group's mean score was 20.8 and the mean achievement score of the control group was 21.0. The mean scores showed that the both groups i.e. experimental and control were equivalent in their abilities before the experiment.
2. The holistic comparison between pre-test and post-test is shown in Table 4, in which the control group has increased its average score by 6.6 or 31.42% in the post-test whereas experimental group has increased its average score by 9.2 or 44.23%. It shows that experimental group showed better performance than control group.
3. The summary of item based comparison of pre- and post-test results between experimental and control group has been shown in the tables from Table no 6 to 12.
4. The formative assessment system is found to be significant in six items, out of seven. Only, in 'Put the Verbs in the Correct Tense' item, it is found to be insignificant, though both the groups have increased their average scores.

The findings of this study were concluded on the basis of groups rather than individual responses of the students. Both groups were taught the same content for the equal length of time. Only the difference was in the provision of extra attention during the experiment. Both groups were benefited from the post-test result.

On the whole, the formative assessment system in English Language learning/teaching was relatively more effective and successful than the usual way of teaching.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The investigator carried out this practical study just to identify, analyze and interpret the effectiveness of formative assessment system in ELT. It was just limited to class 11 students of a government aided +2 school in Chitwan district. Therefore, this was carried out to answer the question whether formative assessment system plays any significant role in English Language learning or not.

A pre-test/post-test Equivalent Group Design was adopted for the purpose of this study. Two equivalent groups i.e. Experimental and Control groups were established on the basis of pre-test results (See Appendix 'B'). Both groups were taught by the researcher herself on the selected units/course. But, the experimental group was taught with the application of class tests, weekly tests, homework checking and continuous feedback and regular encouragement to the students. On the other hand, such kind of attention was not provided to the students of control group. They were taught with the usual way. The researcher administered a post-test after a month's teaching to both the groups. The result of both groups in the form of raw scores were computed and tabulated. The obtained data, thus, were used for the analysis and interpretation.

The statistical analysis of the data indicated that the experimental group achieved more than control group. Therefore, it is concluded that formative assessment system with different formative tests and regular feedback caused better achievement than the usual teaching i.e. without formative means. So on the basis of the findings, the following recommendations is given.

5.2 Recommendations

This part includes implication of the results in policy level, practice level and further research.

5.2.1 Policy Level

1. The syllabus designers and course book writers should include basic skills needed for students of this level.
2. The physical and managerial aspects of the schools should be good for the effective implementation of formative assessment system.
3. The Curriculum Development Centre (CDC), HSEB, Textbooks' Writers and educationalist should develop the supplementary materials which can be fruitful in this system.
4. The government aided higher secondary schools should also develop their own academic calendars mentioning the schedule for the implementation of such formative assessment.

5.2.2 Practice Level

1. Guardians, students and other concerned person should be made aware of formative assessment system. It helps them to know the position of their children, their progress and level of performance. Formative assessment system should be applied in ELT in Higher Secondary Level to enhance the students' achievement in English.
2. Students should be encouraged to participate in formative assessment tasks.
3. It is strongly suggested that formative assessment should be carried out in the classrooms in the form of a regular feedback, encouragement, assignments, periodic tests, classroom observation and other practical works.
4. All the language teachers are suggested to apply formative assessment tools for the betterment of their students' achievement.

5.2.3 Further Level

This study was only limited to sixty students of a government aided higher secondary school in Chitwan district. It was confined to only one experimental group of 30 students and one control group of 30 students. Thus, it can not be said that the findings of this research are applicable in all conditions in all schools of Nepal. It is, therefore, very essential to carry out further more experiments in this area with the involvement of greater numbers of students and hence the validity of the findings of this study can be tested.

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Website: [www.summer](http://www.summerinstituteoflinguistics.com) institute of linguistics.com

Appendix-A
Questionnaire

Name:

FM : 50

Roll no:

Time : 1.5 hr

School's Name:

Class:

Attempt all the questions.

1. Put the followings words in alphabetical order: 10

- | | |
|------------|---------|
| a. Phone | a. |
| b. Picture | b. |
| c. Piece | c. |
| d. Picnic | d. |
| e. Phrase | e. |
| f. Pirate | f. |
| g. Photo | g. |
| h. Phase | h. |
| i. Pirates | i. |
| j. Pimple | j. |

2. In which quarter of the dictionary will you find the following words. 5

- | | |
|-------------|-------|
| a. Paint | |
| b. Cheerful | |
| c. Yawn | |
| d. Loud | |
| e. Swear | |

3. Read the following passage and answer the given questions.

Several hundred years ago, in the small town of Pisa in Italy, there lived an unusual man. His name was Galileo. Galileo was a professor of mathematics. He always dressed in strange clothes and used to walk around the town talking to himself. The people of Pisa were never quite sure whether Galileo was totally crazy or an amazing genius. He certainly had some very peculiar ideas.

One day Galileo gathered together some people from the town and asked them, "What do you think will happen if I take one heavy ball and one much lighter ball and drop them at the same time from the top of the Leaning Tower of Pisa? Which ball do you think will hit the ground first?" Everyone thought this was a very odd question. The answer was obvious. Every sensible person knew that the heavy ball would land first. When Galileo said that they would arrive at the same time, the people were sure that he was out of his mind. He dropped the two balls and they came down exactly together.

Next, Galileo made a powerful telescope and started to study the sky. It was then that he came up with the craziest idea of all.

A. Indicate whether the statements are 'true' or 'false'.

4

- a. Galileo was a mathematics student.
- b. Galileo loved fashionable clothes.
- c. People were doubtful about him if he was crazy or an amazing genius.
- d. The heavy ball arrived on the earth first.

B. Answer the following question.

4|x2=8

a. Who was Galileo?

.....

b. Was he really mad? Why did people think that he was crazy?

.....

c. What happened when he dropped the two balls together?

.....

d. How did he walk around the town?

.....

C. Fill in the blank spaces with appropriate words.

3

a. Galileo was a..... of mathematics.

b. Galileo made a to study the sky.

c. He had some ideas.

4. Put the verbs in brackets in the correct tense.

5

a. I this yesterday. (buy)

b. They out yet. (not go)

c. Everyday, Hari (go) home by bus.

d. The earth (go) round the sun.

e. I her last Friday. (see)

5. Put the following words into the correct order and make suitable sentences. 5

a. years/ she/ English / four/ was/ compulsory/ studying/ for.

.....

b. official/ he/ a/ to/ wanted/ government/ become.

.....

- c. a/ she/ hospital/ hoped/ in/ doctor/ become/ to/ a.
.....
- d. the/ must/ bus/ he/ have/ caught.
.....
- e. him/ made/ captain/ we.
.....

6. Fill in the gaps with the appropriate words. 5

- a. Asmi runs a shop. (stationery/stationary)
- b. There were a few sheets for papers. (loose/lose)
- c. The students are the HSEB exam. (taking/giving)
- d. We must be of our country. (pride/proud)
- e. I offered her a cop of tea, but she (accepted/refused)

7. Write a description of your classroom in about 60 words. 5

.....

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Thank You for Your Cooperation!

Appendix - 'B'

Table - I

Students Rank Table According to the Pretest

Rank	Name	Obtained Marks	Rank	Name	Obtained Marks
1	Asmi Shrestha	27	31	Bimala Poudel	22
2	Shova Bhandari	27	32	Laxmi Kattel	22
3	Ummaya Rana	26	33	Shova Subedi	22
4	Bhim Ku. Thapa	26	34	Kamala Bhandari	21
5	Kriti Adhikari	26	35	Dil Bdr. Gurung	21
6	Ridaya Bhatta	26	36	Nanda Ku. Gurung	20
7	Namita Mastangi	25	37	Sarita Bhusal	20
8	Balram Pokhrel	25	38	Bishnu Bhattarai	20
9	Shambhu Gurung	25	39	Bed Psd. Bhattarai	20
10	Nishpa Subedi	24	40	Munnidevi Thapa	20
11	Shova Gurung	24	41	Durga Bdr. Thapa	19
12	Ram Psd. Poudel	24	42	Bishnu Kanchha	19
13	Balkrishna Pandey	24	43	Navin Pariyar	19
14	Sita Thapa Chhetri	24	44	Divya Neupane	19
15	Sanju Shrestha	24	45	Nikita Phagami	18
16	Upendra Subedi	23	46	Om Brd. Rana	18
17	Binu Ku. Ale	23	47	Durga Brd. B.K.	18
18	Hemchandra Amgai	23	48	Sapana Dhakal	18
19	Chandrakala Karki	23	49	Shantimaya Rana	17
20	Manju Chhetri	23	50	Sunita Neupane	17
21	Govinda Poudel	23	51	Pavitra Paneru	16
22	Barsha Poudel	23	52	Durgadevi Adhikari	16
23	Bishnu Timilsena	23	53	Pramila Lama	16
24	Tul Bdr. Rai	23	54	Man Ku. Tiwari	16
25	Sagar Poudel	22	55	Samjhana Tamang	15
26	Ganga Thapa	22	56	Anusha Shrestha	15
27	Navin Pokhrel	22	57	Priswas Pariyar	14
28	Kabita Amgai	22	58	Prithvi Bdr. Khamcha	14

29	Mohan Batha	22	59	Kamala Rimal	13
30	Tanka Maya Gurung	22	60	Sanjana Tamang	12

Table - II

Table of Group Division

Group Division According to the Odd-Even Ranking Process of the Pre-test

Rank	Name	Obtained Marks	Rank	Name	Obtained Marks
1	Asmi Shrestha	27	2	Shova Bhandari	27
3	Ummaya Rana	26	4	Bhim Ku. Thapa	26
5	Kriti Adhikari	26	6	Ridaya Bhatta	26
7	Namita Mastangi	25	8	Balram Pokhrel	25
9	Shambhu Gurung	25	10	Nishpa Subedi	24
11	Shova Gurung	24	12	Ram Psd. Poudel	24
13	Balkrishna Pandey	24	14	Sita Thapa Chhetri	24
15	Sanju Shrestha	24	16	Upendra Subedi	23
17	Binu Ku. Ale	23	18	Hemchandra Amgai	23
19	Chandrakala Karki	23	20	Manju Chhetri	23
21	Govinda Poudel	23	22	Barsha Poudel	23
23	Bishnu Timilsena	23	24	Tul Bdr. Rai	23
25	Sagar Poudel	22	26	Ganga Thapa	22
27	Navin Pokhrel	22	28	Kabita Amgai	22
29	Mohan Batha	22	30	Tanka Maya Gurung	22
31	Bimal Poudel	22	32	Laxmi Kattel	22
33	Shova Subedi	22	34	Kamala Bhandari	21
35	Dil Bdr. Gurung	21	36	Nanda Ku. Gurung	20
37	Sarita Bhusal	20	38	Bishnu Bhattarai	20
39	Bed Psd. Bhattarai	20	40	Munnidevi Thapa	20
41	Durga Bdr. Thapa	19	42	Bishnu Kanchha	19
43	Navin Pariyar	19	44	Divya Neupane	19
45	Nikita Phagami	18	46	Om Brd. Rana	18
47	Durga Brd. B.K.	18	48	Sapana Dhakal	18
49	Shantimaya Rana	17	50	Sunita Neupane	17
51	Pavitra Paneru	16	52	Durgadevi Adhikari	16
53	Pramila Lama	16	54	Man Ku. Tiwari	16
55	Samjhana Tamang	15	56	Anusha Shrestha	15

57	Priswas Pariyar	14	58	Prithvi Bdr. Khamcha	14
59	Kamala Rimal	13	60	Sanjana Tamang	12

Appendix - C

Table - I

Pretest and Posttest Raw Scores Obtained by the Students of Experimental Group in Each Item

Group 'A'

S.N.	Name	Item-I		Item-II		Item-III		Item-IV		Item-V		Item-VI		Item-VII		Pretest
1.	Shova Bhandari	7	10	3	4	7	12	3	3	2	3	3	3	2	4	27
2.	Bhim Ku. Thapa	7	10	3	5	6	11	3	3	3	3	2	3	2	3	26
3.	Ridaya Bhatta	6	10	3	3	7	12	4	4	1	3	3	3	2	3	26
4.	Balram Pokhrel	7	8	3	3	6	10	2	3	3	2	2	3	2	3	25
5.	Nishpa Subedi	7	10	2	3	8	10	3	3	2	4	1	3	1	2	24
6.	Ram Psd. Poudel	5	10	3	4	7	12	3	3	2	3	2	3	2	2	24
7.	Sita Thapa Chhetri	6	8	2	4	10	11	2	3	1	2	2	3	1	3	24
8.	Upendra Subedi	7	10	4	5	8	14	1	4	2	4	0	3	1	3	23
9.	Hemchandra Amgai	7	8	3	4	7	12	1	3	2	3	1	2	2	2	23
10.	Manju Chhetri	5	8	2	3	10	12	1	3	2	3	1	2	2	2	23
11.	Barsha Poudel	5	7	2	3	8	10	3	4	1	3	3	3	1	2	23
12.	Tul Bdr. Rai	4	8	3	3	7	11	2	3	3	4	2	3	2	1	23
13.	Ganga Thapa	8	8	3	4	3	8	3	3	2	3	1	2	2	2	22
14.	Kabita Amgai	8	10	4	3	3	10	4	4	1	2	1	2	1	2	22
15.	Tanka Maya Gurung	4	8	3	6	7	12	2	3	2	3	2	3	2	2	22
16.	Laxmi Kattel	7	9	1	3	6	10	3	3	1	3	2	3	3	2	22
17.	Kamala Bhandari	4	6	2	3	7	8	2	3	2	3	2	2	2	1	21
18.	Nanda Ku. Gurung	5	7	2	3	7	8	1	3	2	3	2	3	1	2	20
19.	Bishnu Bhattarai	5	8	1	2	6	9	1	2	3	3	2	2	2	1	20
20.	Munnidevi Thapa	5	8	2	2	6	8	1	3	2	3	3	3	1	1	20
21.	Bishnu Kanchha	5	6	1	3	5	6	2	3	2	3	2	3	2	2	19
22.	Divya Neupane	6	8	1	2	5	8	3	2	1	2	2	2	1	1	19

23.	Om Brd. Rana	3	10	3	4	7	10	2	3	1	2	1	3	1	1	18
24.	Sapana Dhakal	5	7	2	3	4	3	1	2	3	3	2	1	1	2	18
25.	Sunita Neupane	2	7	3	3	5	4	3	3	2	2	1	2	1	2	17
26.	Durgadevi Adhikari	3	8	2	3	8	10	1	2	1	2	0	1	1	1	16
27.	Man Ku. Tiwari	3	6	2	3	8	12	1	2	0	2	1	2	1	1	16
28.	Anusha Shrestha	5	8	1	2	6	8	1	2	2	3	0	2	0	1	15
29.	Prithvi Bdr. Khamcha	4	6	2	2	5	10	1	2	0	1	1	2	1	1	14
30.	Sanjana Tamang	4	4	2	2	5	6	1	0	0	1	0	1	0	1	12
	Total	159	241	70	97	194	287	61	84	51	81	47	73	43	56	624
	Mean	5.3	8.03	2.3	3.2	6.5	9.6	2.03	2.8	1.7	2.7	1.7	2.4	1.4	1.9	20.8

Table - II

Pretest and Posttest Raw Scores of Obtained by the Students of Control Group

Group 'B'

S.N.	Name	Item-I		Item-II		Item-III		Item-IV		Item-V		Item-VI		Item-VII		Total Pretest
1.	Asmi Shrestha	6	10	3	5	10	12	2	4	1	2	3	5	2	3	27
2.	Ummaya Rana	6	7	3	3	10	11	1	2	2	3	2	2	2	1	26
3.	Kriti Adhikari	7	8	3	3	8	10	3	2	3	3	1	1	1	2	26
4.	Namita Mastangi	6	6	4	3	6	10	2	2	3	2	3	2	1	2	25
5.	Shambhu Gurung	7	6	2	3	6	7	4	3	3	2	2	3	0	2	25
6.	Shova Gurung	8	10	3	2	5	10	2	3	2	3	3	3	1	2	24
7.	Balkrishna Pandey	7	10	3	3	6	10	1	2	3	3	2	2	2	2	24
8.	Sanju Shrestha	5	8	3	2	8	10	3	2	1	2	2	2	2	1	25
9.	Binu Ku. Ale	7	8	2	3	8	10	2	3	2	3	1	2	1	1	23
10.	Chandrakala Karki	8	6	2	2	7	10	1	2	1	2	2	2	2	2	23
11.	Govinda Poudel	7	8	4	3	6	11	1	3	3	3	1	2	1	1	23
12.	Bishnu Timilsena	5	5	3	2	9	8	2	2	1	2	2	1	1	1	23
13.	Sagar Poudel	7	9	2	4	5	10	2	3	3	5	2	5	1	2	22
14.	Navin Pokhrel	4	10	2	3	8	12	2	3	2	3	2	3	2	1	22

15.	Mohan Batha	6	7	2	3	5	8	3	4	4	3	1	2	1	2	22
16.	Bimal Poudel	6	10	3	2	4	8	4	3	3	3	1	3	1	2	22
17.	Shova Subedi	8	6	2	3	8	8	0	2	1	2	2	2	1	1	22
18.	Dil Bdr. Gurung	6	7	1	2	7	8	3	3	2	2	1	2	1	2	21
19.	Sarita Bhusal	5	7	2	3	6	7	1	2	2	3	2	2	2	1	20
20.	Bed Psd. Bhattarai	6	8	2	3	7	8	0	2	1	2	3	2	1	1	20
21.	Durga Bdr. Thapa	4	8	3	5	7	10	1	4	1	1	1	0	2	2	19
22.	Navin Pariyar	6	8	3	3	3	8	2	3	1	2	3	2	1	1	19
23.	Nikita Phagami	8	7	3	3	2	3	2	3	0	2	2	1	1	2	18
24.	Durga Brd. B.K.	7	8	3	5	7	10	0	4	0	1	0	0	1	2	18
25.	Shantimaya Rana	5	7	2	3	2	8	3	2	2	3	1	2	2	1	17
26.	Pavitra Paneru	5	6	1	2	5	6	1	2	0	2	2	2	1	1	16
27.	Pramila Lama	4	5	1	2	7	7	0	2	1	2	2	2	1	1	16
28.	Samjhana Tamang	4	5	1	3	7	10	1	2	0	3	1	2	1	2	15
29.	Priswas Pariyar	5	5	0	2	5	8	2	2	0	2	1	1	1	1	14
30.	Kamala Rimal	2	3	1	1	7	5	1	3	1	2	1	3	0	1	13
	Total	177	218	70	86	191	263	52	80	49	73	52	63	37	46	630
	Mean	5.9	7.3	2.3	2.9	6.4	8.8	1.7	2.7	1.6	2.4	1.7	2.1	1.2	1.5	21