

INTRODUCTION

This study 'A Study on Application of Tests' deals with general background on language, language testing, the relationship between testing and teaching, kinds of tests, methods of evaluation and overall scenario of testing and evaluation system of Nepal. In the subsequent units, review of related literature and significance of the study are discussed.

1.1. General Background

“Language is an efficient means of communicating ideas, emotions, thoughts and reflection of the culture. Due to its immense role in representing and expressing the culture, it plays a significant role in shaping and modifying the way of life of people and the society respectively” (Bhatta, 2005). It is the most unique gift that separates human beings from other living creatures. Any social, academic, artistic activities can hardly be imagined without the meaningful use of associated languages. Communicating ideas clearly and efficiently has been a big challenge in human civilization which led to the origin of various regional languages. Language is species specific innate possession which distinguishes human beings from animals. Even though animals also communicate among themselves via different means they still can express limited emotions using their means of communication. Having unique and easy means of communication among different race, caste and groups of people with diverse ethnicity is gaining even more importance in the present day society. English language has in true sense served as a bridge in joining and combining cultures as well as societies. International dictionary of English language (1995, p.795) defines language as ‘A system of communication consisting of a set of small parts and set of rules which decide the ways in which these parts can be combined to produce message that have meaning’. Thus basically language serves as an integral means in forming a strong society because it acts as a bond in combining emotions, ideas in meaningful way. Language can be used

in many forms, primarily through oral and written modes of communication as well as using expression through body language.

Hamilton (1990 as cited in Bhatta, 2005) says:

In the nurturing process, children become humans, for instance they develop a capacity to use abstract thought and language to a degree unknown among other animals. But these skills do not arise fortuitously rather they are fostered in a particular cultural context. Our thoughts and our language are no less parts of our lifestyle than food we eat and the games we play, upbringing, therefore is a combination of two processes: socialization which makes us all humans and acculturation which enables us to become students in higher education (p. 9).

Any language is not superior or inferior in terms of communicating ideas; however, some languages play a dominant role in the society. Because of the diversity in various languages speaking population in the world a common method and means of communication is needed to have a streamlined flow of ideas, thoughts and emotions throughout the whole world. Not just to express our happiness but to share the pain and sorrow of one individual from one part of the world to the other part of the globe has been only possible due to one common international language. The importance of English language education in the present society can hardly be exaggerated. English language has further helped in shrinking the world, making it even better place to live with a deep feeling of give and care. English is taken as the most widely used language in the world since it has wide converge vocabulary, large number of language functions, structures and so on. Hence English language is regarded as a contact or link language. Due to its global importance, teaching English to students and children can even shorten the gaps between the diverse cultures and societies.

Crystal (1994, p. 61) says, “Over two thirds of the world’s scientists write in English”. It is also claimed that once in every seven human beings can speak English. More than half of the world’s books and three quarters of international mails are found in English. Thus, English is a principle language for communication and a gateway to the world body of knowledge. It is also a means of instruction and evaluation at higher levels of education to open the window of knowledge. The importance of this language can hardly be exaggerated due to its immense use in day to day life in scientific and literary researches. It will not be exaggeration we fall behind in achieving knowledge if we fail to express our thoughts, ideas, feelings etc in English language.

1.1.1. English Language Teaching in Nepal

Teaching is challenging academic profession. In the past it was taken only as the way for transmission of knowledge. Brown (1994, p.31) defines language teaching as ‘showing or helping someone to learn how to do something, giving instruction guiding in the study of something providing with knowledge causing to know or understand.’ Language teaching is a very complex jobs, many things should be borne in mind while teaching language. Language teaching is a highly skilled activity which is learned by careful observation and patient practice. Stren (1983) mentions language teaching ‘as activities which are intended to bring about language learning’ (p.83). What he meant by this is teaching and learning are two sides of the same coin. English language teaching in Nepal has not a long history. It was started by Rana Prime Minister, Junga Bahadur Rana in 1853 A.D. He established Durbar school after his visit to Great Britain. It was a means for giving English education to the children of Rana family and their relatives. Other public children were deprived of learning English. But after a long time of restoration of democracy in Nepal in the 1950, Nepal accepted the principle of universal education. Many plans and efforts were practiced over the periods of time. English is being taught from class one to bachelor level as a compulsory subject all over Nepal since 2003 A.D.

because of its increasing need for the people to use English for various purposes.

Nowadays English plays the prominent role in the Nepalese education system. The government has given high priority to develop the quality of teachers' English in Nepal because of the global popularity and wide use of the English language. There are many private schools opened in every parts of Nepal where English is adopted as the main teaching language which in turn has highly increased the English speaking population throughout the nation. Contribution made by the private schools in providing quality English medium education can highly be exaggerated. Students are now able to move abroad to international universities to attend their study courses strictly in English medium. Having a good grasp of the language can enable the student to be more aware of the global happenings as well as opens the door to challenging but exciting opportunities.

English is taught as a foreign language in Nepal. So there are many challenges in English language teaching and learning processes. Many English language teachers use certain traditional methods, techniques in teaching and testing this language. Students are taught continuously for a year and evaluated using summative evaluation without identifying and comparing abilities of the students in the process of teaching English.

1.1.2 Language Testing

Testing is a means of discovering what students know and what they have learnt. It evaluates ones activity to determine whether or not s/he is able to perform the given task. It has become a discipline in itself and an international activity. Some decades ago language testing was regarded as a part of applied linguistic and language teaching Later on language testing as recognized as a course of study under applied linguistics because it plays very crucial role in language learning. Now many universities and colleges have started teaching language testing as a separate subject. Testing provides feedback to the

students and to motivate them to learn and also select students for promote to the next higher grade and helps to make inferences from the standard of performance in the test. So testing is a regular process that takes place in the class and outside the class. In this matter, Brown (1994 p. 245) says that "Classroom oriented informal testing is an everyday and very common activity in which teachers engaged almost intuitively. According to him, testing is a method of intuitive, informal explicit, structured and regular process in which teachers carefully makes quires and administers it during or after his teaching on what has been taught and whether or not the whole or part of his teaching has been imported and received by learners effectively. Testing also deals with a method of measuring a person's ability or knowledge in a given area.

Ingram (1974 as cited in Weir 1990) states:

Testing invites candidates to display their knowledge or skills in a concentrated fashion, so that the results can be graded, and inferences made from the standards of performance that can be expected from the candidates either at the time (p.21).

In addition to that, it is also used as a process of scrutinizing how far learners have learned what teacher wishes them to learn. Testing helps teachers to know what has been learnt by the students. It also tries to know whether the objective of the course is achieved or not.

1.1.3. The Relationship between Language Testing and Teaching

Testing plays an important role in assessing the progress of learning in any field of education and in general learning process. English language teaching is no exception to this too. Testing the students in English language teaching plays an integral part. When teaching began, testing came along with it. Heaton (1975 p.5) states, "both testing and teaching are closely interrelated that it is virtually impossible to work in either field without being constantly concerned

with the others”. In this sense, test is important to teaching i.e. to motivate students and to reinforce learning in some situations as well as to assess the progress done by any individual student. Assessment of learning is as old as education itself. From the time when teaching began the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught.

Khaniya (2005) says:

A language test which seeks to find out what candidates can do with language provides focus for purposeful, everyday communication activities. Such test will have more useful effect on the learning of a particular language than mechanical test of structure. A good communicative test of language should have a much more positive effect on learning and teaching that should result in improved learning habits (p. 78).

Testing is used as a process of scrutinizing how far the learner has learnt what the instructor wishes his students to learn. In this process the test is usually makes queries in the classroom during or after his teaching or administers an examination at the end of a lesson or a unit or a chapter or a course of study in order to ensure that the teaching is effective and if not put more efforts to make it effective testing is used in the classroom or after the classroom teaching. In many classroom situations, thus teaching and testing are hardly separated.

1.1.4. Kinds of tests

Mode based test	Medium based test	Approach based test	Goal based test
-subjective test -objective test	-oral test -written test	-discrete point test - integrative test	-placement test -diagnostic test -achievement test -proficiency test

The following are brief description on different tests:

1.1.4.1 Goal Based Test

Goal based tests are used to obtain certain kind of information. They are based on objectives. The four main types of tests are discussed below:

i) Placement test

Placement test is designed to place learners at the appropriate level in a program or a course. 'Placement test as the name suggests, is intended to provide information which will help to place students at the stage or in the part of the teaching program most appropriate to their abilities, typically they are used to assign students to classes at different levels' (Hughes, 2003, p.14).

Placement test should reflect the feature of teaching context such as level of students methodology, syllabus etc to make it more explicit a grammar test may not be appropriate in the context where communicative language course is being offered. This type of test is done to put students in different classes or levels. The test may vary from institution to institution. Good placement tests are designed for specific situations and programs. So for placement test therefore in house production is recommended. Entrance test is one of the examples of placement test.

ii) Diagnostic Test

Diagnostic tests are used to identify students' strengths and weaknesses (Hughes, 2003, p.12). They are used primarily to ascertain what further teaching is necessary. Herriot (1971, p. 288) views diagnostic tests seek to discover those areas in which the student needs further help. Khaniya (2005) also highlighted that a diagnostic test is like a diagnosis of a medical doctor as a doctor makes the judgment 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 students so as to determine the kinds of further remedial action needed for a particular group of students. Information obtained from the diagnostic test is useful at the beginning of or during a language course (p. 88).

The diagnostic test gives both quantitative and qualitative information about the problem. As an achievement test tells us how much a learner knows, a diagnostic test tells us what he knows. Apart from the what, this test should tell us why he has a problem with a particular item or a structure.

The purpose of diagnostic testing is always remedial there is no use of information unless we improve the performance for better learning. The teacher needs information from testing about what exactly the problem is and why it is a problem, then only the how part of the problem can be identified and handled.

iii) Proficiency Test

A proficiency test is defined as a measure of how much of a language someone has learnt (Davies et al., 1999 as cited in Khaniya, 2005). The proficiency test is designed to measure pupil's language ability without considering the course they have been taught and in which situation they have learnt. Such kind of test is not directly related to any syllabus and course of study. Proficiency test is concerned with the measurement of particular skills and abilities which reflect the particular job. An example of this would be a test designed to discover

whether some one can function successfully as United Nations translator. Another example would be a test used to determine whether a student's English is good enough to follow a course of study of British university (Hughes, 2003).

It is also an investigation into the learning ability of the learners. The proficiency test is thus concerned with the specific skills and activities rather than general ability. It is based on specification of what candidates have to be considered proficient. The function of these tests is to show whether candidates have reached a certain stand with respect to certain specified abilities.

Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Cambridge examinations etc. are the well known example of this test.

iv) Achievement Test

Davies et al. (1999) describe an achievement test as an instrument designed to measure what a person has learned within or up to a given time. It is based on a clear and public indication of the instruction that has been given. Unlike proficiency tests, achievement tests are directly based on predetermined courses. That means, the achievement test has to measure the extent to which the learners have achieved what they are supposed to achieve in relation to a contents and objectives of the course. To put it in a simple language, achievement tests are used to measure what students have learned in school or colleges. It is also an assessment of the performance of the system of instruction as to know extent to which the program of instruction has been successful in delivering what is expected.

Final examination of the schools or colleges administered at the end of a course of study comes under this category. The achievement tests evaluate the achievement of the course objective. It indicates what ought to have been taught. People responsible for educational programs are also expected to take

responsibility for achievement tests. For example a teacher can avoid taking responsibility for the performance of a student on a proficiency test. But in achievement test teacher's role is very important. There are two types of achievement tests; they are final achievement test and progress achievement test. For example final achievement test is administered at the final stage of the course completion. These results in the final status like pass or fail in accordance with the performance of the examinee. Progress achievement test is intended to assess the progress the student has made during the class. It is designed to examine the extent to which the students have learned from the instructions presented in the classroom. It is used to see how students are progressing towards achieving the objectives of the course which can take a form of unit test or can be broken into well defined short objectives. In other words, class progress tests are made to measure the extent to which what has been taught has been achieved. Since the progress is towards the achievement of course objectives these tests too should relate to objectives.

1.1.4.2 Approach Based Tests

Approach based tests are categorized into two types. They are discussed below:

i) Discrete Point Test

It refers to the testing of one element at a time, item by item. In other words discrete point tests test each points of language (grammar, vocabulary, pronunciation or other linguistic properties) separately. Brown (1994, p. 269) states that “discrete point tests were constructed on the assumption that language can be broken down to its components parts and those parts can adequately tested. Those components are basically the four skills and subcategories within those units”. The proponents of this testing viewed language as a system composed of infinite number of items, they felt testing a representative sample of these hypothetical items would provide an accurate estimate of examinee's language proficiency. However, like the shifts in a

language teaching this testing approach was also subject to challenge and modification.

ii) Integrative Test

Integrative tests, in contrast to discrete-point tests are intended to tap the total communicative abilities of second language learners. In other words integrative testing requires the candidate to combine many language elements in the completion of a task. Oller (1973) has noted that integrative tests assess the skills which are involved in normal communication. Integrative test is not yet fully accomplished; so they still tend to compete as separate avenues of testing.

1.1.4.3 Mode Based Test

Mode based tests are classified on the basis of marking or scoring. There are two types of mode based tests.

i) Subjective Test

A test with subjective marking is subjective test. Subjective test is scored according to the personal judgment of the marker. It is also called an essay type test. This type of test needs subjectivity and is composed of several multipart questions a selection of which must be attempted by the test candidate. In subjective questions the examinee answers in his/her own words at an appropriate length. The typical words used in subjective questions like discuss, contrast, describe, compare etc. Subject tests are categorized into two: short answer tests and long answer tests. The short answer tests include making note, making table, making list, compare and contrast etc whereas long answer tests include describing, narrating, explaining, elaborating etc. It promotes the students creativity. It is marked by examiner's personal judgment.

ii) Objective Tests

Objective tests need objectivity and can be marked without the use of examiner's personal judgment. In objective questions, the examinee responds

to each of a large number of questions. The answer is selected from among the given options/ alternatives. In most cases the answers are provided along with the questions and thus answering involved supplying a single word or sentence given. The answers are called responses and the questions are called items, in technical terms (Khaniya, 2005). In this type of test, no evaluative judgment is needed on the part of the examiner. A marking key is previously determined as required to evaluate the answers which can be replaced by a machine. This type of test is more reliable and valid.

1.1.4.4 Medium Based Test

Medium based tests are classified into two categories oral and written respectively. If examinees are tested through oral production the test is called an oral test which involves listening and speaking. Likewise the written test examinees are tested through written production, the test is called written test. Written test include reading and writing.

Criterion-Referenced and Norm-Referenced Test

The next types of testing to be discussed are criterion-referenced and norm referenced testing. They are not focused directly on the language items, but on the scores the students can get. Longman Dictionary of LTAL states that criterion referenced test measures the knowledge of the students according to set standards or criteria. This means that there will be certain criteria.

According to which the students will be assessed. There will be various criteria for different levels of the students' language knowledge. Here the aim of testing is not to compare the results of students' knowledge of the subject. As Hughes (2003, p. 16) puts it "the criterion referenced tests check the actual language abilities of the students." They distinguish the weak and strong points of the students.

Norm-referenced test is the test that measures the knowledge of the learners and compares it with the knowledge of another member of his/her group. The

learners' scores are compared with the scores of the other students. As Hughes 2003, p. 16 states that "this type of test does not show us what exactly the student knows".

Thus, when the performance of the students is compared against the norm established by the group of students taking the test, is known as norm-referenced test. The major reason for using norm-referenced tests is to classify the students. In this type of test the scores of the students who take the test after publication are then compared to those of the norm group. Tests such as the California Achievement Test, Iowa Test of Basic Skills are the examples of norm-referenced test.

1.1.5 Test, Measurement and Assessment

The terms assessment, test and measurement are easily confused because all may be involved in a single process (Linn et al., 2000, p. 31). All these being means of educational inquiry are confused with each others. When we speak of measuring pupil's progress in any education system, we often are entangled with the terms assessment, test and measurement. So, the distinction between these terms would be important here, the term measurement is limited to quantitative description of the students. From this definition we can say that measurement is limited to quantitative description of pupil's behavior similarly, (Thorndike and Hagen 1986 cited in Pant et al., 2004, p. 1), define measurement as "The process of quantifying observations about a quality attribute of a thing or persons". 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 possesses a given characteristics tests have been a valued part of instructional programs throughout the world for a long time. They are used to see if students are learning what they are supposed to be learnt. In language teaching tests are viewed as a feedback for language learners concerning their progress. "A test is a particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably

comparable conditions for all students” (Linn, et al. 2000, p. 31 cited in Pant et al. 2010, p. 13).

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, tests as 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. Dietel et al (1991), as cited in Pant et al. (2001) also emphasized that assessment may be defined as “A method used to better understand the current knowledge that a students gain a wide range of knowledge, skills and abilities and attitudes” (p. 2). We sometimes speak of testing and assessments together even though tests are a specific type of assessment. When used in this way an assessment emphasize the boarder arrow of performances and projects that might not be called to mind by the word testing. According to Linn et al. (2000) "Assessment is much more comprehensive and inclusive than measurement or testing. It may include both quantitative descriptions (measurement) and qualitative description (none 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” (p. 31).

1.1.6 Testing and Evaluation System in Nepal

In the context of our country, the evaluation system does not have a long history. For better performance and generation of well qualified personnel a well managed scientific testing system is an utmost requirement. So the necessity of such an evaluation system can highly be exaggerated. Almost all education commission reports and educational plan states the need for comprehensive and regular assessment of students learning. In this sense ‘National Education Plan Commission’ 2011 B.S. has stated that evaluation must cover all aspects of students learning. The second report on education, All

Round National Education Committee (ARNEC) report (2018 B.S.), stated that there must be evaluation of all aspects of students learning. Furthermore, NESP 2018-2032 B.S. developed a comprehensive and continuous scheme for primary school students by a use of a variety of evaluation tests but this scheme could be materialized only for a short period of time. In 2049 B.S National Education Commission report stressed the need to introduce a comprehensive and regular evaluation scheme for proper judgment of student. Then High Level National Education Commission (HLNEC) 2055 B.S blamed existing examination system serious educational wastage in Nepal. According to the system present examination system is defective and the main reason behind this is due to the students' dropouts and class repetition has been damaging to the system. The ninth and tenth five year education plans suggested introducing continuous assessment system at the primary level.

Though examination is taken as an unfair means of assessment we still have terminal and final examination in each subject area and decide the final result of our evaluation according to the marks the students have secured in different terms. For example in English subject, the listening and speaking test carries a weight of 20% of the total grade. But this has just been taken into formality and not into a serious mode of examining the examinees. Similarly, some students who are familiar with all the contents of a given syllabus are failed in the exam due to the exam oriented teaching and learning. Final examinations can not provide feedback to the students during the instruction and it directly affects in students learning. Many private schools continuously evaluate the students in a frequent basis like weekly, bi-weekly, monthly and so on. Giving the student frequent unit tests and evaluating their gradual progress along the academic year has proven to be more successful than directly giving one final examination.

1.2. Review of Related Literature

Many researchers have been carried out in the field of language testing in Nepal. But no researches have been done on the application of test by English language teacher which is very important aspect in the field of language teaching. How the test affects the students learning progress is the area which has not been discussed by most researchers. Some of the researches related to the present study are reviewed below:

Khanal (1997) carried out a research work on 'A study on the effectiveness of cloze test over conventional objective tests in testing reading comprehension in English'. The objective of this study was to compare the effectiveness of the two types of test- cloze test and objective test. The findings was that the private schools students' performance was better than the public school's students' performance in both objective and cloze tests and that the cloze test was far better than the objective test in testing reading comprehension.

Alton (2002) in his article *Assessment of Multiple Intelligences* has stressed the need of continuous assessment system to promote teaching and learning in the classroom. The article deals with the several alternative assessment techniques which are useful to assess skills, intelligence and behaviors. He pointed out that multiple assessments are needed for achieving the learning goal.

Dangi (2007) has carried out a research on the impact of class progress test in language learning. The objective of this research is to find out the impact of progress test in language learning. Experimental research was used to fulfill the objective of his study. The study shows that the students taught and tested using progress tests performed better than the students taught and tested using final achievement test.

Ghimire (2010) carried out a research on effectiveness of continuous assessment in enhancing pupil's achievement in grammar. The purpose of the

study was to find out the effectiveness of continuous assessment on students achievement in English. Action research was carried out to achieve the goal. He found out that continuous assessment system is very effective to enhance the achievement of the student in English language.

Puri (2011) has carried out a research work on teachers and students perception on class work and homework. The objective of the study was to explore the teachers and students perception on class work and homework and to compare the views of teachers and students of public and private schools. He has used the survey method to fulfill the objective of study. The study found out that the teachers and students have the perception that home work is necessary for improvement of learning. Public school students' strongly agreed that class work and home work is necessary than private school's students and private school teachers strongly agreed that class work and homework is necessary than government school teachers.

Khatri (2011) has conducted a research on the application of progress test in developing writing skills. The aim of the researcher was to identify and compare the students' progress based on age and gender. The experimental research was used to fulfill the objective of the research. The study found out that progress test had better impact on the students of age group 14-16 years and the female students have shown relatively better performance in comparison to the male students.

The present study however focuses on the study of the application of various tests by the English language teachers.

1.3 Objectives of the Study

The followings were the objectives of my study:

- i. To explore various tests applied by English language teachers.
- ii. To list some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

The study tries to find out that various kinds of test applied by English language teachers, especially, Private school's English language teachers of Chitwan. Teaching and tests are closely inter related to each other. In the absence of tests, teaching is not complete itself and difficult to achieve the learning goal. The knowledge of various kinds of tests are necessary to be a successful and professional teachers in different fields. So, according to the situation every professional teacher should know how to apply various kinds of tests for the enhancement in teaching and learning. Similarly, it is also equally valuable to all kinds of students to find out their strengths as well as weaknesses, getting feedback, diagnose the problems, apply remedial measures and to gain the higher score in the exam. It will be valuable for all the ELT teachers, students, administrators, course designers, book writers and others who are directly or indirectly involved in the field of language teaching.

CHAPTER TWO

METHODOLOGY

In this study, I have tried to analyze the application of various tests by ELT teachers especially from private school of Chitwan. This is a survey research design which is descriptive in nature. An attempt has been made to analyze the opinions of teachers. This chapter especially deals with the sources of data, population of the study, sampling procedure, data collection procedure and limitation of the study.

2.1 Sources of Data

Both primary and secondary sources of data have been used to achieve the objectives of the study. The primary sources are used for collecting data, and the secondary sources are used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of data have been the ELT teachers of secondary level from private schools of Chitwan district.

2.1.2. Secondary Sources of Data

In order to facilitate the study, I have consulted various books on language testing, articles, journal, evaluation report, previous researches different websites etc. Some of them are Hughes (2003), Khaniya (2005), Bachman (1991) Heaton (1988), Yadav (2011) etc.

2.2 Population of the Study

Secondary Level English language teachers of private schools in Chitwan are the population of the study.

2.3 Sampling Procedure

I have used the random sampling procedure for selecting the school and purposive sampling procedure to select the secondary level ELT teachers. I have selected 50 secondary level English teachers from 35 private schools of Chitwan.

2.4 Research Tools

I have used the questionnaire as the main tool of data collection. I have asked both close ended and open ended type of questions to the teachers to collect the opinions and experiences of the teaching and testing.

2.5 Data Collection Procedure

-) In the first step, I have prepared a list of private school of Chitwan based on the basis of information gathered from District Education Office, Bharatpur.
-) Then in the second step, I have randomly selected 35 private schools and made a plan to visit these Boarding schools.
-) In accordance with my accessibility, I have met the principal of each boarding school and explained about my purpose of the study. I have also met secondary level English teacher of respective boarding school after consultation with the principal. I have discussed openly with the teacher about my objectives of the study and requested to provide information. I have provided the questionnaire to the teacher and requested to fill within a week. Then, I have collected the entire filled up questionnaire.

2.6 Limitations of the Study

The study has the following limitations:

-) This research is limited to secondary level English teachers only.
-) This research is limited within the 50 English teachers
-) This research is limited to 35 private schools of Chitwan
-) This research is limited to the application of tests by ELT teachers.
-) The research is limited to the questionnaires.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter concerns with the analysis and interpretation of the collected data. In this study, I have coded the perception on application of test from secondary level ELT teachers of private schools of Chitwan that are analyzed, interpreted and presented on the basis of the following sub-headings.

i. Item-wise analysis of the responses made by ELT teachers:

I have tried to bring out gist from my study in the following way:

Item No. 1: From which type of school, have you completed your secondary education?

The teachers who completed their secondary education from private schools feel relatively comfortable for teaching English than teachers from government aided school.

Table 1: Type of school of teachers' secondary education

Types of school	Frequency	Percentage (%)
Government aided school	39	78
Private school	8	16
Others	3	6
Total	50	100

Table 1 shows that 39 (78%) of the ELT teachers in private school have obtained their secondary education from government aided school and 8 (16%) teachers have obtained their secondary education from private school and 3 (6%) teachers have completed their secondary education from other types (missionary, Indian) schools. It indicates that majority of the teachers completed their secondary education through government aided school.

Item No. 2: Are you direct by appointed secondary level teacher or promoted from lower level?

Some of the secondary level ELT teachers start their teaching career from secondary level. Meanwhile some secondary level ELT teachers are promoted from lower level.

Table 2: Entry status of secondary level English teacher

Entry as secondary level teachers	Frequency	Percentage (%)
Direct by appointed as secondary teacher	19	38
Promoted from lower level	31	62
Total	50	100

Table 2 shows that 31 (62%) ELT teachers are promoted from the lower level and 19 (38%) teachers are direct by appointed as secondary level teachers. It indicates that majority of the secondary level teachers are promoted from lower level.

Item No. 3: How many years have you spent in teaching English?

Experience is an important part in the teaching field. It helps in developing teaching habits and makes teachers able to diagnose the problems, find the solutions, handle the critical cases etc. All teachers do not have the same level of experiences in teaching English. The following table presents the information.

Table 3: Years of teaching experiences

Years of Teaching	Frequency	Percentage (%)
2-5 years	10	20
5-10 years	12	24
More than 10 years	28	56
Total	50	100

Table 3 shows, 28 (56%) teachers have more than ten years experience. Similarly, 12 (24%) teachers have 5 to 10 years and 10 (20%) teachers have 2 to 5 years teaching experiences, in teaching. It indicates that majority of the teachers are experienced in the field of teaching. Most of the teachers have more than 10 years experience in ELT.

Item No. 4: What types of difficulties have you faced in ELT teaching?

In the case of our country, English is taught as foreign language. It is not our mother tongue and many teachers of English have come from different linguistic background. Some of the teachers completed their secondary education through English medium school; on the other hand, most of the teachers completed their secondary education from government aided school. However, every teacher is facing different type of difficulties in the field of teaching English.

Table 4: Type of difficulties faced by ELT teachers

Parameters	Frequency	Percentage (%)
Pronunciation	17	34
Vocabularies	11	22
Grammar	6	12
Testing	9	18
Others	7	14
Total	50	100

Table 4 shows that among the participants, 17 (34%) teachers have difficulties in pronunciation, 11 (22%) on vocabulary and 9 (18%) on testing, 6 (12%) in grammar and 7 (14%) teachers have faced combination of two or more than two types of difficulties while teaching English. It indicates that pronunciation is the most difficult aspect in the field of teaching English.

Item No. 5: Which strategy do you apply to attract your students' attention in the class room activities?

There is no doubt successful teaching and learning is impossible without the students' attention towards the subject matter. Effective teaching is possible only when students are ready for learning. Strategies are the core elements to attract the students' attentions towards subject matter and it is crucial for effective learning. Every teacher has their own style to attract students' attention in the classroom activities.

Table 5: Strategies to attract you students' attention

Parameters	Frequency	Percentage (%)
Telling jokes	9	18
Making them quite	3	6
Changing style	22	44
Telling short stories	5	10
Combined	11	22
Total	50	100

Here, I have found that 22 (44%) teachers change their style, 9 (18%) teachers tell jokes, 3 (6%) teachers to make student quite, 5 (10%) teachers tell stories and 11 (22%) teachers use combination of more than one types of strategies to attract the students' attention in the class. So, it can be concluded that majority of the teachers changes their style or apply more than one technique to attract the students' attention in class room activities.

Item No. 6: How often do you take class test?

Test is one of the parameters to gather feedback about the students. It provides opportunity to correct weakness of both the teachers and students. It offers strong rationale for upgrading the students. Many types of formal or informal tests are used by the teachers to evaluate the students regularly.

Table 6: Numbers of tests taken in a class

Parameters	Frequency	Percentage (%)
Weekly	6	12
Fortnightly	4	8
Monthly	33	66
Terminal	5	10
Others	2	4
Total	50	100

Table 6 shows that 33 (66%) ELT teachers administered monthly test. Other 12%, 10%, 8% and 4% teachers follow the weekly, fortnightly, terminal and other tests respectively. It is concluded from the above analysis that monthly test is the commonly used test by the ELT teachers.

Item No. 7: What type of questions do you ask to your students?

Questions are the major tools to assess the students' ability. It is a means to find out either the learning goal is fulfilled or not. It also helps to provide feedback when necessary. There are many kinds of questions which are asked differently. It depends upon times, persons, system and level etc.

Table 7: Type of questions asked to the students

Parameters	Frequency	Percentage (%)
Short answer questions	15	30
Long answer questions	3	6
Objective questions	9	18
Free writing	5	10
Any others	4	8
Mixed	14	28
Total	50	100

It is observed in my study that 15 (30%) teachers prefer to ask short questions, 18 (20%) teachers ask objective questions, 5 (10%) ask free writing, 4(8%) ask other types of questions, 3(6%) ask long answer questions and 14 (28%) ELT teachers are in the favor of mixed type of questions. It indicates that short answer questions, objective questions and mixed type of questions are the commonly used questions among the ELT teachers of private school.

Item No. 8: In general, how many students pass the final achievement test?

Examination system is the one of the commonly used way for upgrading the students into higher level summative exam/test determine either the students pass or fail. In general, students of private school take English as a minor and easy subject. Students separate little fraction of their time to read English so, students cannot secure anticipated marks in the exam.

Table 8: No. of students pass the exam

Parameters	Frequency	Percent
<70%	4	8
70-80%	14	28
80-90%	26	52
>90%	6	12
Total	50	100

Table 8 shows that 26 (52%) school passed in between 80 to 90% students in the exam. Where, 14 (28%) school obtained 70-80% students pass the exam. Similarly (6 (12%) and 4 (8%) schools pass more than 70 % and 90% students in the final achievement test.

Item No. 9: If students failed the exam, how do you motivate them in learning?

Students need some types of motivation if they failed the exam. It is an internal drive to push students toward learning. It helps to encourage students for better performance in the next turn.

Table 9: Motivation methods for failed students

Parameters	Frequency	Percentage (%)
Giving special attention to them	27	54
Giving extra home work	3	6
Informing their parents	3	6
Intensifying class activities	8	16
Applying more than two strategies	9	18
Total	50	100

Table 9 shows that 27 (54%) teachers apply the technique of giving special attention to the students, 8 (16%) apply intensifying class activities focusing to failed students, 3 (6%) apply giving extra homework and informing their parents and 9 (18%) teachers apply more than two types of techniques which is feasible and suitable according to the situations. It is concluded that majority of the teachers give special attention to the students when they failed the exam.

Item No. 10: Which strategy do you apply while conducting class work to check the students' progress?

Class work is a kind of test which helps to find out either the objectives of the lesson is fulfilled or not. It helps to diagnose weaknesses and helps to apply immediate remedial measures. There are many strategies applied by the ELT teachers for checking the progress of the students such as informal test, oral test, written test, group work, class work, pair work, homework, exams etc.

Table 10: Strategies applied to check the students' progress in the class

Parameters	Frequency	Percentage (%)
Group discussion	13	26
Individual solutions	9	18
Pair works	12	24
Others	2	4
All	14	28
Total	50	100

I have found that ELT teachers of private school use many kinds of strategies for checking the progress in the class work. Table shows that 13 (26%) teachers apply group discussion technique, 12 (24%) teachers apply pair works technique, where 9 (18%) teachers apply individual solutions technique, 2 (4%) teachers apply other technique. Similarly, 14 (28%) teachers apply combination of more than one strategies are the commonly practiced system to check the progress of the learners. It indicates that majority of the teachers apply all type of strategy to check the progress of the students in the class.

Item No. 11: How do you motivate the students in the class?

Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. Each and every student cannot motivate themselves, in such cases teachers' motivation is needed for his successful learning, to pass the exam as well as to gain the higher score. Without motivation any successful teacher will fail to make the necessary effort. Various techniques are being used by the teachers to motivate the students in the class.

Table 11: Motivation of the students in the class

Parameters	Frequency	Percentage (%)
Asking yes no question	24	48
Drilling vocabularies	3	6
Drilling questions and answers	13	26
All	10	20
Total	50	100

In my study, 24 (48%) teachers applied asking yes/no questions, 13 (26%) teachers apply drilling questions and answers, 3 (6%) teachers apply drilling vocabularies and 10 (20%) teachers used combinations of more than one technique to motivate the students. It can be concluded that majority of the teachers apply yes/no questions to motivate the student in the class.

Item No. 12: How do you test your students informally in the class room?

Informal test is a technique of evaluation which helps teacher to recognize students' behavior, character and potentiality etc. The teacher uses various kinds of informal tests for the evaluation of the students.

Table 12: Test of the students informally in the class room

Parameters	Frequency	Percentage (%)
Regular observations	37	74
Looking for body languages	7	14
Any others	6	12
Total	50	100

Here, in the study, more than 37 (74%) teachers applied regular observation, 7 (14%) uses looking for body language and 6 (12%) teachers uses extra

activities as informal test. It can be concluded that regular observation technique is being applied by the majority of the ELT teachers.

Item No. 13: What types of task do you provide in the class?

Providing task is a technique that helps students for the preparation of exam, facing challenges, finding solutions etc. The teachers provided various kind of task to the student’s for checking their ability. It also helps to find out the effectiveness of his/her teaching and fulfill the learning goal.

Table 13: Type of task provided in the class

Parameters	Frequency	Percentage (%)
Asking summary	2	4
Group assignments	20	40
Asking vocabularies	2	4
Written task	12	24
All	14	28
Total	50	100

Here, in my study 20 (40%) teachers provide the group assignment task, 12 (24%) teachers provide the written task, 2 (4%) teachers ask vocabularies, 2 (4%) teachers ask the summaries and 14 (28%) teachers give combination of more than one types of task to the students in the class. It indicates that group assignments and combination of more than one type of task is popular among the ELT teachers.

Item No. 14: Which types of activities do you initiate in the class to foster better understanding?

Teaching is a collaborative process in which large numbers of people are involved. Learning goal is fulfilled neither only the effort of the teacher nor only the hard labor of the students. Teachers initiate various techniques and

activities for the better understanding of the students. It should be directly related to students learning.

Table 14: Activities initiated in the class to foster better understanding

Parameters	Frequency	Percentage (%)
Explaining answer by themselves first	2	4
Providing minor clues	21	42
Asking them to use their own ideas	21	42
Others	6	12
Total	50	100

The table 14 shows that more than 21 (42%) teachers ask the students to use their own ideas and provide minor clues, 6 (12%) teachers use other types activities and 2 (4%) teachers explaining answer by themselves. So, it can be concluded that majority of the ELT teachers apply student centered activities to foster the better understanding.

Item No. 15: Do you provide homework (HW) regularly to the students?

Assignment helps to review the classroom teaching and develop conceptual clarity of the students. It also helps the students to keep busy and concentrate to the materials taught in the school. There is variation between the teachers and schools for providing homework. Some teachers provide HW regularly and some have not. Anyway it helps to improve the learning and develop the learning habits.

Table 15: Homework to the students

Parameters	Frequency	Percentage (%)
Yes	44	88
No	6	12
Total	50	100

The table shows that 44 (88%) teachers provide HW regularly and 6 (12%) teachers provide HW occasionally. It can be concluded that majority of the ELT teachers provide HW in the regular basis.

Item No. 16: How do you manage your time for checking the HW?

Time management in HW checking is not easy task. If teacher cannot check the homework properly, students miss the opportunity to know their weakness, mistakes and unable to get adequate feedback.

Table 16: Time Management for checking homework

Parameters	Frequency	Percentage (%)
Using leisure time	20	40
Using class time	5	10
Telling answer and task them to check	10	20
All	15	30
Total	50	100

The table 16 illustrates that 20 (40%) teachers are using leisure time for checking the HW, 10 (20%) teachers are using answers and ask students to check the HW, 5 (10%) teachers used class time in checking HW where as 15 (30%) teachers use all types of strategies which is feasible. It can be concluded that majority of the teachers usually check the HW by using their leisure time.

Item No. 17: Do you provide feedback to your students, how?

Feedback is a process of giving advice, criticism or information about how good or useful something or somebody's work. The method of providing feedback is different from teacher to teacher. All the respondents of this study provided feedback to the student but their method is different.

Table 17: Providing feedback to the students

Parameters	Frequency	Percentage (%)
Regularly	9	18
After examination	3	6
Counseling individually	14	28
Addressing whole class	15	30
Any others	1	2
All	8	16
Total	50	100

Table shows that 15 (30%) teachers provide feedback through counseling individually and addressing the whole class. Feedback in the regular basis is provided by 9 (18%) teachers whereas 3 (6%) teachers provide feedback only after examination. Similarly, 8 (16%) teachers provide feedback by using above mentioned all methods when necessary according to the context. It can be concluded that most of the teachers provide feedback on the basis of counseling individually and addressing the whole class. All the respondents realize the feedback can bring positive changes in students learning.

Item No. 18: Which skills of language do you focus on your teaching?

There are four language skills viz. listening, speaking, reading and writing (LSRW). All of these are equally important in the process of learning languages.

Table 18: Skills of language focus on teaching

Parameters	Frequency	Percentage (%)
Listening	2	4
Speaking	2	4
Reading	6	12
Writing	5	10
Integrated	35	70
Total	50	100

Table 17 shows that 5 (10%) teacher focused on writing skill, 2 (4%) teacher focused speaking skill, 6 (12%) teacher focused reading skill and 2 (4%) teacher focused only the listening skill. Similarly, 35 (70%) teacher focused all skills in integrative way.

It can be concluded from the above findings that most of the ELT teachers preferred to focus on integrative approach of language teaching.

Item No. 19: How many tests are administered in a session or year?

Generally private schools administered more tests than government aided schools. Private schools conducted many informal tests in the form of unit test, monthly test, weekly test and class test etc. It is depend upon the schools, management, and course of study as well association rule for examination.

Table 19: No. of tests administered on one session/year

No. of tests	Frequency	Percentage (%)
4	15	30
6	7	14
8	11	22
10	4	8
12	13	26
Total	50	100

Here, different teachers have the different view about the number of tests which are administered on one academic year.

Among all the respondent 15 (30%) teachers administered 4 test (formal test, which are determined by their schools board) Where 13 (26%) teachers conducted 12 tests in one academic year .Similarly, 22%, 14% and 8% teachers administered 8, 6 and 10 tests respectively in a session. It can be concluded that most of the secondary level ELT teachers of private schools are administered four formal tests and many informal tests in one academic year.

ii. Opinions provided by the ELT teachers:

This sub heading tries to collect the opinions of ELT teachers in different aspects of tests.

Item No. 1: What are the main challenges faced by the ELT teachers in the class?

There are numbers of challenges faced by the English teachers while teaching in the private school. The natures of the challenges are social and culture type, managerial and behavioral. Some of the cases are related to subject matter and environmental.

Inappropriate thematic approach of the text, difficulties bring in teaching article and grammar. And insufficient supplementary teaching materials are the problems that are the examples of subject matter related problems while counseling the whole class in group. Time management in checking homework, and reducing the gap between the weak and talent students are some of the examples of managerial challenges.

Item No. 2: Do you take test after completion of each unit?

Testing is an integral part of teaching but testing technique differs according to the teachers. Among all the respondents majority of the teachers take tests on

completion of each unit where as some of the teachers could not take tests after completion of each unit. They have the following kinds of opinions about unit test.

- a. It is difficult to take test after completion of each unit. Some of them provide unit tests before each terminal examination
- b. Generally asking the students to read the short questions and seek the near/synonym or antonym/opposite word from the text.
- c. Normally asking questions after completion of two-three chapters of each unit.

It is concluded that most of the secondary level ELT teachers of private schools take test on the completion of each unit.

Item No. 3: What kinds of tests are applied in the secondary level?

This item tries to collect the information about the kinds of test which are commonly used in the English medium private schools. Generally, all the ELT teachers applied the oral and written test, subjective and objective test, progress and final achievement test in the secondary level. It is concluded that progress achievement tests are commonly used to check the progress of the students and final achievement test is used in the final judgment of the students. So, these two types of tests are commonly applied by secondary level ELT teachers of private school.

Item No. 4: Is the learning goal fulfilled by applying these kinds of tests?

Effective teaching is possible only when the learning goal is fulfilled. Majority of the teachers said that learning goal is fulfilled by applying the achievement tests. However, teachers have different opinion about this motion which is as follows majority of the teachers said that learning goal is fulfilled by applying

these kinds of tests, on the other hand, some teachers said that learning goal is fulfilled sometime only, whereas few teachers have different opinion about tests. They said that learning goal is not fulfilled by applying these kinds of tests and they pointed out to improve the testing technique.

Item No. 5: Do you take feedback from your students?

This item tries to collect the opinion of teachers whether take feedback from their students or not.

A teacher became professional if student understand his teaching. For effective teaching, teachers take feedback from students. Feedback helps teachers be perfect in his profession. The study shows, most of the teachers take regular feedback from the students whereas few teachers sometime take feedback from the students.

It is concluded that majority of the ELT teachers take feedback from students in the regular basis.

Item No. 6: Do you apply any specified grid to assess the students?

This items attempt to draw the information whether, the teachers use specified grid or not. Here, majority of the teachers (80%) use specified grid to assess the students and 20% teachers rejected this statement. Most of the teachers followed the grid system prescribed by Bharatpur English School Society (BESS) examination board. However, some of them have viewed that school has made its own grid system for the terms but in case of class X, they follow the national grid system.

Item No. 7: At the end of the term do you take personal assessment information from the students /teaching evaluation?

This item tries to collect the information about the personal assessment information from the students for the evaluation at the end of term. Out of the 50 total respondents teachers 85% teachers take regular personal assessment information, 6% teachers' takes sometimes only and 9% teachers do not take any type of assessments at the end of the term. Where T₁ said he takes information during the revision session before the terminal exam. And T₂ said he evaluates the progress after each final term for next session.

Item No. 8: Is there a difference in performance based on age/sex/ethnicity?

Eighty five percent teachers viewed that there may be some differences in performance based on the age/sex and ethnicity but overall performance do differs because of these factors. There is no difference in performance by sex but differing on the basis of ethnicity. One of ELT teacher viewed that there is difference in performance based on age but not by sex and ethnicity. It indicates that performance of students differs only because of age or ethnicity but not by sex.

Item No. 9: Do you use test as a tool to measure the progress of the learners?

All of the respondent teachers agreed that they use test as a tool to measure the progress of the learners. One of the teacher said, "we use test as a tool to measure the progress of the learners because without testing it is impossible to find out whether our students is learning the lessons and able to achieve learning goal or not".

Item No. 10: Is there any significant relationship between final achievement test and progress test?

This item tries to draw the information about the relationship between class progress test and final achievement test. All the respondents are agreed this statement. One of them viewed as there is very close relationship between class progress test and final achievement test. We cannot separate them into each other. If we want to meet the course objectives, to make our learners competitive and make them able to gain higher score in the final examination, progress test is necessary.

Item No. 11: Are you satisfied with the present testing system?

This item tries to collect the information about the satisfaction of the teachers about the testing system. The majority of the teachers are not satisfied with the current testing system. They express their view differently one of them has argued that, our testing system is incomplete. It forced the students to know all the content it is unsure that the questions will be asked from where? Specially, the final exam which is taken by the board could not measure the actual ability of the students, so it is needed to improve the current testing system.

Item No. 12: Do you find the students progressing their learning from one test after another?

Here, 78% teachers found that their students are progressing the learning time and again. One of them said students are progressing in learning after evaluation at the end of the term the poor performers are focused for better performance in next time. This provides students chances to excel themselves continuously. Nine teachers have found that sometimes they progress but not in each and every test. One of them said some times they progressed but not all the situations whereas, one teacher refused this statement.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of my study. It also deals with some recommendations and pedagogical implications that are applicable on the basis of analysis and interpretation of the data.

4.1 Findings of the Study

After analysis and interpretations of studied parameters, the major findings of the study are presented as follows:

1. Private schools' ELT teachers applied formal and informal tests before each terminal examination. These tests help to bring positive changes in student's learning.
2. Among the various tests, monthly test is commonly used by the ELT teachers. Short answer questions, objective questions and mixed type of questions are highly used by the ELT teachers to evaluate the students. They follow grid system prescribed by the school board.
3. Pair work and group work are highly preferred by the ELT teachers, for checking the progress of the students.
4. Teachers use various types of strategies and techniques to motivate the students and to check their progress. Likewise, changing style is the highly adopted technique to attract the students' attention in the class room activities.
5. Regular observation technique is the common informal test among the ELT teachers.

6. Group assignments task is highly used by the teachers and they focused student centered activities as well as integrative approach to language teaching.
7. Teachers provide feedback on the basis of counseling individually and addressing the whole class, they realized that it brings positive changes in learning. Similarly, they also take regular feedback from the students.
8. Generally, teachers take test after completion of each unit although some of them could not, but they take three extra tests before each terminal examination. Majority of the teachers take personal assessment information at the end of the term.
9. Teachers applied the progress achievement and final achievement test to measure the student's ability. It is the common agreements among the teachers that learning goal is fulfilled by applying these kinds of test.
10. Teachers use test as a tool to measure the progress of the learners because without testing, it is impossible to achieve the learning goal. There is positive relationship between progress and final achievement tests. Generally, students are progressing their learning from one test after another.
11. Most of the ELT teachers are not fully satisfied with the current testing system and they pointed out to improve it.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretations of the collected data some salient pedagogical implications with recommendations have been given below:

-) Students should be provided and checked HW regularly for checking their progress. Homework is one technique of testing.
-) Feedback play very important role in learning. So teachers should give feedback to the students.
-) The teachers should be used various test, (formal and informal) which brings positive change in learning.
-) The large number test helps to achieve the learning goal. So, it is better to administered many tests (formal as well informal) in one academic year.
-) Progress achievement test and final achievement tests are interrelated to each other so there should be positive relationship between these tests.
-) Teachers should know all the types of tests and progress test should be applied to strengthen the student's interest.
-) Testing system of our country has some draw backs. So it is needed to improve.

4.3 Recommendations for Further Research

The researcher has made on attempt to present some recommendations for further research of this kind.

The study area and population of the study can be increased as much as possible to achieve more applicable and valid result.

This study was limited to the private school's secondary level English teachers only; further study can be expected to other level and schools.

This study was an analytical study. Further comparative and attitudinal study can be made on the field of language testing.

Further research can be carried out the. Challenges faced by the ELT teachers, validity of the testing on secondary level.

4.4 Conclusion

In my study, I have found that majority of the ELT teaches are qualified. They completed master degree in respective field. The provision of compulsory teaching license in government school is reflected by more representation of humanities background English teacher in the private school.

Most of the qualified teachers are attracted towards the private schools. Similarly, the representation of female teachers are very poor in number than the male teachers in the field of ELT teaching. All ELT teachers realize that feed back brings positive changes in learning. The application of various types of test helps to progress student's learning and it is the main tool to achieve the course objective.

In Chitwan, I have found that many private school ELT teachers focused the student's learning. They establish very good relationship with their students. They help students to improve their learning. They apply various kinds of technique in teaching English. They are worried about secondary level students because they want their students gain higher score in SLC examination. In this way the study shows teachers apply various tests in satisfying way.

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