

CHAPTER ONE

INTRODUCTION

This study is on "Application of Progress Test in Developing Writing Skill." In this chapter, I have provided general background on language and testing. Linguistic scenario of ELT in Nepal, testing in language teaching, types of testing, need of tests, a short note on measurement, test and evaluation, and relationship between teaching and testing have also been discussed. The other parts of this chapter are review of related literature, objectives of the study, limitations of the study and significance of the study.

1.1 General Background

Language is a specific means of communication which is used by human being to share their feelings, ideas, thoughts, etc. Language is a systematic way of communication by vocal symbols. It is a universal characteristic of the human species. It is a system of literary expression, a medium of thought, a vehicle for literary expression, a social institution, a matter for political controversy, a catalyst for nation building. It is indispensable for a human being to get mastery over a language to survive in the society. Language, according to Oxford Advanced Learners' Dictionary (2005) is "The system of communication in speech and writing that is used by people of a particular country or an area. (p. 862) Language involves the words their pronunciations and the methods of combining them used and understood by a community. Language is an audible, articulate, meaningful sound as produced by the action of the vocal organs.

A language test aims to elicit a person's language behavior and to provide for a means of describing and judging that behavior. It is clear that a language test gives the teachers and students more information in the process of learning a

language. The teacher knows how far he became success in his teaching and students know how far they have learnt about the subject matter taught by the teacher. Language learning is being able to communicate in the target language properly and effectively. It is a process of developing all the four skills: listening, speaking, reading and writing. So, testing plays an important role in this process. Testing is used to check what students can do.

1.1.1 Linguistic Scenario of ELT in Nepal

Nepal is a multilingual country. The configuration of ethnic, cultural and linguistic diversity is a unique asset. The great biological diversity of Nepal is matched by its cultural and linguistic diversity. Comprising an area of 147,181 square kilometers with a length of 885 kilometers from east to west and a mean breadth of 193 kilometers from north to south, the topography of Nepal is rich and varied. Inhabiting these different climate and ecological zones are 100 officially recognized caste and ethnic groups who speak around 92 languages officially recognized by the state (CBS, 2001, Yadav and Turin, 2007). These languages are known as national languages by the interim constitution of Nepal in 2063 B.S. Among them Nepali has been widely used as lingua franca and also the official language. Apart from Nepali a UN language, English is also used because of the globalization of this language. It is an entrance to enter the body of knowledge in the world. Focusing the importance of English language Awasthi et al. (2009, p. iii) state that English is a widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature. Thus, it is not only used in media, trade, academics, administration, technology etc. but also used as a lingua franca in the world.

The history of English in Nepal began during the first Rana Prime Minister Janga Bahadur Rana who established Durbar High school in his palace in 1853

A.D. to teach English language only for the children of Ranas. Other public children were deprived of learning English. But after a long time in 1951 A.D. the Rana regime was overthrown and introduced democracy. Since then many schools and colleges were established and other public children also got opportunity to learn English language. Many plans and efforts were practiced in period of time. This language is being taught from class one to bachelor level as a compulsory subject all over Nepal in 2003 A.D. because of its increasing requirements for the people to use English for various purposes.

English occupies a prominent position in the total education system of Nepal. Almost all university education, territory educational colleges and privately run academic institutions use English for all academic purposes-teaching, evaluation and research. There is not hopeful situation in terms of English in the government aided school. Growing public craze towards the English language is seen in the growing attraction of parents and students towards privately run education institution of the country, whether at the university level or the school level.

In last few decades, the position of English in the formal education curriculum has been fluctuated. This language is being taught from class one to bachelor level as a compulsory subject all over Nepal since 2003 A.D. because of its increasing requirement for the people to use English for various purposes. Likewise, the university education also faced similar type of dilemma as it failed to make Nepali the medium of instruction mandatory since the early 90s. Instead of being with Nepali, it is being more dominant almost exclusive as the medium of instruction in higher education.

ELT scenario in the following years changed ELT pedagogy carried out worldwide. Thus, ELT in Nepal has still suffered from the lack of concrete direction and most of the problems are left undressed. The country is

experiencing a great transitional phase politically and socio-culturally. In the new Nepal the role of English is going to be more prominent and widespread in uniting people and strengthening national harmony.

English has now become synonymous to quality education. In order to be considered to be elite, knowledge of English is indispensable. In the perspective of classroom teaching, English plays significant role. In order to bring in quality, the teaching and learning of English is to be the mark that it addresses the quality parameters both in terms of delivery, materials and classroom discourse.

It has been obvious that for the last 15 years, NELTA has been playing a key role in the promotion and enhancement of ELT in Nepal. It has been devoted to the professional development activities of English language teachers. Due to its professional commitment and its acceptance by the stakeholders nationwide, it has earned high degree of professional credibility and trust. NELTA has co-partnered with government and non-government organizations such as ministry of education, British Council, the US Embassy, international publishing houses and so on. In order to offer its professional contribution to the future ELT in Nepal with focus and meaningful partnership with its stakeholders, NELTA has incorporated the undertaking of ELT survey as a part of its strategic plan which has been envisaged for years.

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

capabilities of the students in the process of teaching language. Henceforth, there has grown a great need of students' language.

1.1.2 Testing in Language Teaching

Testing, an independent discipline is a process of scrutinizing how far learners have learned what the teacher wishes them to learn. It is designed to obtain specific sample of behavior. Emphasizing the use of test in the language classroom Bachman (1996) says, "Language teachers regularly use tests to help diagnose students' strengths and weaknesses, to assess students' progress and to assist in evaluating their achievement" (p.3). Languages tests are also frequently used as sources of information in evaluating the effectiveness of different approaches to language teaching. As sources of feedback, on learning and teaching, language tests can thus provide useful input into the process of language teaching.

Testing in its broad terms is an inevitable part of teaching. From the time when teaching began, the teachers were always keen to know the effectiveness of his teaching as well as to know difficulties on the part of learners i.e. the students. Although the history of language testing goes back to the language teaching, it was not taken as a separate status in 1961 after publishing a book on language testing.

Language testing has become an independent discipline in itself. So, it is used to determine someone's language proficiency of what has been taught. Testing is used as a process of examining how far learners have learned about what the teacher usually makes queries in the classroom during or after his teaching or administering an examination at the end of a lesson, or a unit or a chapter or a course of study. Testing is used to understand whether or not the whole or part

of his teaching has been imported and received by the learners. After testing the tester knows the actual performance of the students and it can be helpful to conduct remedial works if necessary. Testing helps the learners to promote their learning. Without testing it is difficult to understand actual performance of the students. So testing is an inevitable term used in different fields. To conclude language testing, language testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively.

Hicks & Little John (1998, p. 155) consider that the role of tests is very useful and important, especially in language learning. It is a means to show both the students and the teacher how much the learners have learnt during a course.

Tests are of different sorts. One of which diagnostic testing is designed to identify weaknesses in the learning processes. Usually these are administered by trained professionals to students. Diagnostic tests are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what sort of learning still needs to take place. The lack of good diagnostic test is unfortunate. They could be extremely useful for individualized instruction or self-instruction. Learners would be shown where gaps exist in their command of the language, and could be directed to sources of information, exemplification and practice.

1.1.2.1. Need of test

Carroll (1968) defines test as, “a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual” (as cited in Bachman 1996, p. 20).

From this definition we know that a test is a measuring instrument designed to elicit a specific sample of an individual's behavior.

Hughes (1980) clearly state:

Within teaching systems, too, as long as it is thought appropriate for individuals to be given a statement of what they have achieved in a second or foreign language, then tests of some kind or other will be needed. They will also be needed in order to provide information about the achievement of groups of teachers, without which it is difficult to see how rational educational decisions can be made.

Tests are often used for pedagogical purposes, either as a means motivating students to study, or as a means of receiving material taught, in which case no evaluative decision is made on the basis of the test results. Tests may also be used for descriptive purposes.

Language tests can be valuable sources of information about the effectiveness of learning and teaching language. Teachers regularly use test to help diagnose the students' strengths and weaknesses, to assess students' progress, and to assist in evaluating student achievement. Language tests are also frequently used as sources of information in evaluating the effectiveness of the different approaches to language teaching, language tests can thus provide useful inputs in the process of language teaching.

Davies (1968, p. 5) says, "The good tests is an obedient servant since it follows and apes the teaching." Thus, testing has many purposes in teaching language. The fundamental use of testing in an educational program is to provide information for making decisions, that is, for evaluation. An educational program, in the broadest sense, is any situation in which one or more persons are engaged in teaching and learning. According to Lado (1993, p.54), "The

two major uses of language tests are (1) as source of information for making decisions within the context of educational programs; and 2) as indicators of abilities or attributes that are of interest in research on language, language acquisition, and language teaching."

Hughes (2010, p. 8) mentions the following purposes of testing:

- 1) To measure language proficiency,
- 2) To discover how successful students have been in achieving the objectives of course of study
- 3) To diagnose student's strengths and weaknesses to identify what they know and what they don't know
- 4) To assist placement of students by identifying the stage or part of teaching program most appropriate to their ability

The use of test as a source of evaluation information requires two assumptions. First, we must assume that information regarding educational outcomes is essential to effective formal evaluation. That is, we must consider account ability and feedback as essential mechanisms for the continued effectiveness of any educational program. A second assumption is that it is possible to improve learning and teaching through appropriate changes in the program, based on feedback. Without these assumptions there is no reason to test, since there are no decisions to be made and, therefore, no information required.

The use of testing depends on the considerations that they are the amount and the type of testing, if any that is done depends upon the decisions that are needed to make the correct decisions, and the quality of information that they must provide.

1.1.2.2 Types of Test

In the fields of language testing there are various types of tests used to obtain information. The information that we hope to obtain will of course vary from situation to situation. So it is very difficult to categorize tests. The test can be distinguished according to these five features:

- a. Use and purpose they are intended (selection, entrance, readiness, placement, diagnosis, progress)
- b. The content upon which they are based (achievement, proficiency, aptitude)
- c. The frame of reference for interpreting test results (norm, criterion)
- d. Scoring procedure (subjective, objective)
- e. Specific testing method (multiple choice, completion, essay, dictation, cloze)

Tests can be broadly divided into four major types and are further sub divided as in the following figure:

Diagram No. 1
Types of Tests

A. Mode Based Test

The types of tests which are classified on the basis of marking/scoring are mode based tests. On the basis of mode, there are two types of tests. They are given below:

i) Objective Test

A typical objective test item contains a stem that presents a problem followed by two or three or four choices of which one must be the correct answer. The objective item test is defined as the item that follows the format -multiple choice, true/false, matching etc. It can be answered by selecting a correct one out of some choices given. These tests are difficult to prepare but easy to score.

The strength of an objective test is that a wide coverage of the course of study is possible within a short period of time of the learners. The objective test is useful for coverage and reliability. This type of test is very useful to ascertain specific areas of learning. They are useful for testing grammar, vocabulary, phonology etc. The weakness of this test is that it is simple and involves a great deal of guessing. They are not useful for testing communicative ability of the students as well.

ii) Subjective Test

The subjective test item is the one that requires a constructed response. In subjective tests, the examinee answers in his/her own words at an appropriate length. Subjective questions are commonly called essays, essay questions, and essay type. These tests are easy to prepare but difficult to score and answer.

The strength of these tests is that it helps the learners to develop creativity. The main weakness of this test is that it lacks reliability and there is more chances of biasness in scoring/marking.

B. 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 described below:

i) Proficiency Test

"Proficiency tests are designed to test the ability of students with different language training backgrounds. These are not based on a particular language program." Herriot (1971, p. 293). The proficiency test is a way of measuring the ability of students in anticipation of some tasks that they are expected to perform. The proficiency test is a forward looking test in the sense that it defines the ability of students to use a language with reference to a particular task which the learner is expected to perform in the future.

The content is not based on the content or objectives of language courses. It is based on a specification of what candidates have to be considered proficient. An example would be a test used to determine whether a student's English is good enough to follow a course of study at British university proficiency tests are thus used to place individuals in appropriate language classes or particular groups of learning -beginner, intermediate and advanced TOEFL (Test of English as a Foreign language), IELTS (International English language Testing system) are examples of such tests.

ii) Achievement Tests

Davis et al. (1999 as cited in Khaniya, 2005, p. 85), describe an achievement test as an instrument designed to measure what a person has learned within or up to a given time. These tests measure how much of a foreign language a student knows. Achievement tests are directly based on predetermined courses. "Achievement tests are directly related to language courses, their purpose being

to establish how many successful individual students, groups of students, or the courses themselves have been in achieving objectives " Hughes (1980, p. 10). 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 the contents and objectives of the course.

Most examinations administered at the end of a course of study by school or colleges come under this category. As the achievement test is a measure of the achievement of the course objectives, it indicates what ought to have been taught. People responsible for educational programs are also expected to take responsibility for achievement tests. It has always been argued that an achievement test must have a positive effect on teaching and learning.

According to Hughes (1980, p. 10) there are two types of achievement tests "final achievement tests and progress achievement tests." Final achievement tests are those administered at the end of a course of a course of study. They are formal test and are intended to measure achievement on a large scale. Progress achievement tests are intended to measure the progress that students are making. Its aim is to stimulate learning and to reinforce what has been taught (Heaton 1975, p. 17). A class progress test is a teacher designed test to be used to examine the extent to which the students have learned from the instructions presented in the classroom. Class progress tests are made to measure the extent to which what has been taught has been achieved. In this sense, it is different from a diagnostic test.

The class progress test is also an examination of the fitting of the objectives and the contents to be presented in the classroom. Any absence of the fitting of the two will lead to mount pressure on to make them go together. The result of a class progress test enables the teacher to understand the pace of learning of the students, effectiveness of his teaching, the progress that the students are

making towards achieving the set objectives. In that sense, it is also a teaching device. It has a positive wash back effect. Since, it gives students a sense of achievement, it offers motivation for students. It is a check on their learning; good performance will encourage students to work more.

Since this is not a formal act, teacher and their acts may not be as rigorous as they may be in other tests. However, their efforts should be accepted as moves towards measuring the progress which will eventually contribute to achieve the objectives set. In other words, it is a tour made to achieve the objectives of the course of study. Teachers must learn how to construct a class progress test.

iii) Placement Test

"Placement tests, as their name suggests, are intended to provide information which will help to place student 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 (1980, p.14). A placement test is designed to place students at an appropriate level in a program or course. In other words, a placement test is designed to sort new student into teaching groups, so that they can start a course at approximately the same level as the other students in class. Good placement tests are designed for specific situations and programs.

iv) Diagnostic Test

According to Herriot (1972, p. 288), "Diagnostic tests seek to discover those areas in which a student needs further help." A diagnostic test is like a diagnosis of a medical doctor. As a doctor makes a judgment on an illness after examining the person in order to peruse further treatment, a teacher admires a diagnostic test to ascertain the strength and weakness of the students as to determine the kind 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. According to Richard et al. (1985, p. 80), "A diagnostic test is designed to show which skills or knowledge a learner knows and doesn't know before beginning a language course." Thus, it can be effective to the teachers before teaching any skills too.

Hughes (1980, p. 13) states "Diagnostic tests are used to identify students strengths and weaknesses." The purpose of diagnostic testing is remedial. There is no use of information unless we improve the performance for better learning. Diagnostic tests are useful which focus on specific item or aspect, mostly this test is administered to look into what further inputs are necessary to make learners learn the intended skills and abilities. The diagnostic test gives both qualitative and quantitative information about the problem. It tells us what a student knows.

The lack of good diagnostic test is unfortunate. They could be extremely useful for individualized instruction. Learners would be shown where gaps exist in their command of the language, and could be directed as sources of information, exemplification and practice.

Diagnostic testing is often conducted for groups of students rather than for individuals (Heaton 1988, p.173). If only one or two students make a particular error, the teacher will not pay too much attention. However, if several students in the group make a certain error, the teacher will note the error and plan appropriate remedial teaching. Such tests are usually informal and designed for quite specific purposes, the difficulties that arise and to something to solve them.

A synopsis of Goal-Based Tests can be shown as follows:

Diagram No. 2
Synopsis of Goal Based Tests

Test	Content	Purpose
Proficiency	Specific purposes reference forward to particular appropriateness of language acquired.	Evidence of ability to use language in practical situations.
Achievement	General reference back to course.	Certification, comparison with others at the same stage.
Placement	General reference forward to future learning.	Grouping
Diagnostic	Detailed reference back to class work.	Motivation, remedial work.

C. Approach Based Test

Approach based tests are categorized into two types. They are discrete point and integrative test.

i) Discrete Point Test

Discrete point testing refers to the testing of one element at a time, item by item. It attempts to measure separately the learner's knowledge and/or command of individual items in such areas as grammar, vocabulary, pronunciation, the writing system, functional and notional usage in fact, any area where learning units can be listed in such a way that they can be

individually tested. These tests are constructed on the assumption that language can be broken down into component parts and these parts are adequately tested.

ii) Integrative Test

An integrative test measures global skills. In integrative tests all components of language are integrated and tested in combination in a meaningful context.

Cloze test, dictation, oral interview are examples of integrative tests.

D. Medium Based Test

On the basis of medium, tests can be divided into two types. They are oral test and written test.

i) Oral test

If examinees are tested through oral production, the test is called an oral test.

Oral tests involve listening and speaking skills.

ii) Written Test

If examinees are tested through written production, the test is called written test. Written tests include reading and writing skills.

1.1.3 Measurement, Test and Evaluation

There are a lot of terms in the literature, such as testing, evaluation, measurement etc. which are often used synonymously. To remove the vagueness of the senses revealed these are described briefly below.

Bachman (1996, p. 18) says, "Measurement in the social sciences is the process of quantifying the characteristics of persons according to explicit procedures and rules." So, the term measurement is limited to qualitative description of the students. The result of measurement is always expressed in numbers. In other

words, it is limited to quantitative description of pupil's behaviors. It is a descriptive process and often includes the assignment of number to express in quantitative terms the degree to which a pupil possesses a given characteristics. For instance, we measure a student ability to communicate and then we record that s/he earned 50 of 100 points on a scoring sheet. It does not imply judgments concerning, the worth or value or the behavior being measured.

Linn, et al. (2000, p. 31) mentions, "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." From this definition we know that a test is a set of questions which is compared descriptively. Bachman (1996, p. 20) says, "What distinguishes a test from other types of measurement is that it is designed to obtain a specific sample of behavior."

Weiss (1972) defines evaluation as, "the systematic gathering of information for the purpose of making decisions. (as cited in Bachman 1996, p 22). The probability of meaning of the correct in decision in any given situation is a function not only if the ability of the decision maker but also of the quality of the information upon which the decision is made.

Diagram No. 3
Relationship between evaluation, test and measurement

The relationship among measurement, tests and evaluation are illustrated in figure 3. An example of evaluation that does not involve either tests or measures (area '1') is the use of qualitative descriptions of student performance for diagnosing learning problems. An example for not-test measure for evaluation (area '2') is a teacher ranking used for evaluation (area '3') is the use of an achievement test to determine student progress. The most common non-evaluation uses of test and measures are research purposes. An example of tests that are not used for evaluation (area '4') is the use of a proficiency test as a criterion in second language acquisition research. Finally assigning code numbers to subject in second language is an example of a non-test measure that is not used for evaluation (area '5'). In summary, then, not all measures are tests and evaluative, and not all evaluation involves either measurement or tests.

1.1.4 Relationship Between Teaching and Testing

Heaton (1975, p. 5) states "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. "Testing in a broad sense has always been an inherent part of teaching. 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 always been effective in making the learner understand what has been taught. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of each lesson, or a unit or a chapter or a course of study. The intent of the teacher in making queries or administering an examination during or after his teaching on what has been taught obviously is to determine, if necessary remedial measure. To ensure that

the students have achieved some or whole of what has been taught is thus another purpose of testing.

Khaniya (2005, p. 2) states that despite testing being so nicely interwoven in teaching ever since teaching began, it was only after the world war second, the idea of language testing appeared as distinction between teaching and testing. The same means like composition, translation dictation, etc. were used for both teaching and assessing second language proficiency. Several factors have been contributory to the development of interest in systematic language testing after the war. For example, war time crisis of language in a united states to initiate language programs which needed evaluation for their effectiveness. In the United States and elsewhere there was remarkable growth of language teaching projects.

Testing was used in evaluating both the projects and effectiveness of learning. Furthermore, the need for the American military, in connection with the ongoing war, to be able to understand local language and find local people to understand English in short period of time for strategic purpose put pressure on the military to look quick but effective way to learn a foreign language. The American military and the world war second thus happened to have a significant role in the development of teaching and testing of English as a foreign language.

It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching and also some insights on whether he should continue the way he teaches or changes it in order to make his teaching more effective. Even before testing was recognized as a very important part of the whole process of imparting education, testing was serving as an inherent part of

teaching though the practicing teachers were not aware of the facts that they were using assessment as a technique for the teaching. What is important to note is that how a teacher makes a query in the classroom or evaluates academic achievement of his students depends, by and large, up on his understanding of the what and how of language testing. By the same token, it can be argued that better understanding of testing techniques, no doubt, will lead the teacher to perform effectively in the classroom. Teaching and testing are thus regarded as an integral part of education.

1.2 Review of Related Literature

The research works carried out by different persons in the area of testing are reviewed here:

Khanal (1997) carried out a research on "A study on the Effectiveness of Cloze Test Over Conventional Objective Test in Teaching Comprehension in English" to compare the effectiveness of the two types of test- cloze test versus objective test. The finding was that the private schools students' performance was better than the public school's students' performance in both objective and cloze test and that the cloze test was far better than the objective test in testing reading comprehension.

Dhakal (2000) carried out a research on "Effectiveness of Discrete Point Test and Integrative Test as Measure of English Language Proficiency" to compare the outcomes of two types of test-discrete point test and integrative test. The conclusion was that the score in the textual (seen) materials was actually higher.

Panthi (2003) carried out a research on "Effectiveness of Diagnostic Test to find the strengths and weakness of the Students and to compare gender wise performance and it was found that boys performed better than girls.

Shah (2005) studied on "Effectiveness of Objective Items and Subjective Items for Class Ten Students" to compare the effectiveness of two type of tests objective and subjective to test reading skills for class ten. He recommends that both type of tests should be used to test reading skills for students.

Chapagain (2005) carried out a research on "Effectiveness of Continuous Assessment in English A case of grade six" to find out the effectiveness of continuous assessment. The study showed that the continuous assessment system in English language learning was relatively more effective and successful than the usual way or teaching.

K.C. (2007) studied on "Testing Reading Comprehension: A case of Subjective and Objective Testing" to compare the effectiveness of two type of tests subjective and objective. From the study, it was found that the place of objective test was found more effective than the place of subjective test in testing reading comprehension.

Dangi (2007) carried out a research on "The impact of class progress test in language learning" to find out the impact of class progress test in language learning. It was found that it was more effective than the usual way of teaching.

Ghimire (2010) carried out a research on "Effectiveness of Continuous Assessment in Enhancing Pupils' Achievement in Grammar" to find the effectiveness of continuous assessment in teaching grammar. It was found that it was more effective than the usual way of teaching grammar.

A very few studies have been carried out in the field of testing. As testing is an inherent part of teaching it can never be neglected. So to facilitate language learning process, the progress testing can be taken as a device. No research work has yet been carried out with progress test as a device to improve writing skill. Therefore, the present work will be an endeavor in the application of progress test in developing writing skill in the learners of English language. Hence, an English language teacher must pay attention towards the application of progress testing during his / her teaching-learning process.

1.3 Objectives of the Study

The study had the following objectives:

- i) To identify and compare the students' progress based on age and gender.
- ii) To list pedagogical implications from the findings of the study.

1.4 Significance of the Study

As new approaches, methods and techniques in English language teaching field have given various guidelines to teach, very few research works have been carried out to find out the learners' difficulties, issues. So, this research will give some guidelines for finding out the progress remedies in teaching writing fields through testing. It is a research work on language testing especially progress testing, so primarily it will be beneficial for both language teachers and students. It will be significant for language testers also. In addition, textbook writers, subject experts, curriculum designers education planners, examination administrators and all those who are directly or indirectly involved in English language teaching and learning will be benefited from this study.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. Thus, the following methodology was adopted while conducting the research work.

2.1 Sources of Data

I collected data from both primary and secondary sources.

2.1.1 Primary Sources of Data

The primary sources of data for the study were the students of grade eleven.

2.1.2 Secondary Sources of Data

I consulted the following secondary sources:

Davies (1968), Herriot (1972), Hughes (1980, 2010), Heaten (1988), Harrison (1991), Lado (1993) Bachman (1996), Sing (1997), Khaniya (2005) and Alderson (2010). And he also consulted the text book of grade eleven, its curriculum and some essay books.

2.2 Population of the Study

The students of Shree Shanti Higher Secondary School, Latikanda-6, Dailekh were the population of this research study.

2.3 Sampling Procedure

For the purpose of carrying out this research, the total students of eleventh grade were selected on the basis of non-random purposive sampling procedure.

2.4 Tools for Data Collection

The main tool for the collection of data were written tests (See Appendix I).

2.5 Process of Data Collection

I collected the data by adopting the following process:

- a. First of all I prepared the research tools. After preparing them I went to the field and established rapport with the concerned authority and subject.
- b. Then I asked for permission to conduct the study. After getting permission, I administered a set of pre-test in order to find out the entry proficiency of the students. The written test was taken in a separate room. The full marks of the test was 30. Then, I checked the answer copies. Then, I divided the students into two groups, on the basis of the odd-even ranking of the individual score.
- c. After dividing the students into two groups, I calculated the mean score of the both groups and found out the differences between them.
- d. The students of Group 'A' were taught as an experimental group using progress test. In the experimental group, the progress test was administered once a week. The test consisted of 30 full marks. Time allocation was one hour. Three progress tests were administered during the research.
- e. After each progress test, the students of Group 'A' or experimental group were introduced their marks and then they were introduced their

mistakes and errors generally. In other words, they were treated equally and suggested their difficulties.

- f. The students of Group 'B' (control group) were also taught in the same way as the students of Group 'A' were taught. But the students of Group 'B' were not involved in progress tests.
- g. After completing the experiment I administered the similar set of test items as post-test for both groups. Then he listed the raw scores of the students after checking them. I calculated the mean score of the post test.
- h. At last I compared the result of the both groups to determine the positive motivating, remedial impact of progress test in writing skill.

I tested students' writing ability by administering a similar set of written-test items. I treated the students' grammar, word power, punctuation, hand writing, coherence and cohesion, etc.

2.6 Limitations of the Study

The study was limited to the following ways:

- i. The study was limited to the students studying in class eleven in one of the public schools of Dailekh district.
- ii. The study was confined to only with class eleven students.
- iii. Only 50 students were involved in the study.
- iv. Questionnaire was the only tools data collection.
- v. This research was based only on writing skill.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data attained from the responses provided by the students. The main objectives of the study was to identify and compare the students' progress based on age and gender. For this purpose, the systematically obtained data have been analyzed and interpreted with the help of descriptive and statistical tools like percentage, mean, table, diagram etc. The data have been tabulated and analyzed in the following orders:

(I) Holistic comparison of progressive tests

(II) Holistic comparison of pre-test and post-test results

In the first heading the overall result of the progressive test is presented based on age and gender administered in group 'A'. After it, the result of group 'A' and 'B' both in the pre-test and the post-test have been analyzed in the second heading.

3.1 Holistic Comparison of Progressive Tests

After taking the pre-test I had conducted three progressive tests to the students of Group 'A' (experimental group) to check students writing ability. The tests were taken once a week. The student were treated remedially after checking the answer sheet. The full marks of the test was 30 and there were five essay type questions.

In this comparison, the result of the three tests administered in Group 'A' are shown in general in a table. The table shows only the average progress of Group 'A' in the different tests:

Table No. 1
Age and Gender Based Comparison

Age	Gender	1 st test		2 nd test		3 rd test		D. between I and II test	D%	D. between I and III test	D%	D. between II and III test	D%
		Avg. marks	%	Avg. marks	%	Avg. marks	%						
14-16	Male	4.33	14.44	6.66	22.22	8.33	27.77	2.33	53.81	4	92.37	1.67	25.07
	Female	15.5	51.66	17	56.66	18.5	61.66	1.5	9.67	3	19.5	1.5	8.82
17-19	Male	4.66	15.55	5.33	17.77	7.16	23.88	0.67	14.37	2.5	53.64	1.83	34.33
	Female	6.5	21.66	8.12	27.08	10.12	33.75	1.62	24.92	3.62	55.69	2	24.63
20-22	Male	3.33	11.11	5	16.66	6.66	8.33	1.67	50.15	1.67	50.15	1.66	33.2
	Female	5	16.66	8	26.66	10	33.33	3	60	5	62.5	2	25
23- above	Male	4	13.33	6	20	7	23.33	2	50	3	75	1	16.66
	Female	3	10	6	20	8	26.66	3	100	5	166.66	2	33.33

The above table reveals the average marks obtained by the Group 'A' (experimental group) in the three different progressive tests. The tests carried out 30 full marks and the questions were asked to find out the students writing skill.

The male students of the first age group (14-16) obtained 4.33, 6.66 and 8.33 average mark in the first, second and third progressive tests, respectively. They have increased their average mark by 2.33 (53.81%) in the second progressive test and by 1.67 (25.07%) in the third progressive test. Similarly, the female students of this age group obtained 15.5, 17, 18.5 average marks in the first, second and third progressive test, respectively. They have increased their average marks by 1.5 (9.67%) in the second and by 1.5 (8.82%) in the third progressive test.

Similarly in the second age group (17-19), the male students received 4.66, 5.33, 7.16 average marks, respectively. They have increased their average marks by 0.67 (14.37%) in the second progressive test and by 1.83 (14.33%) in the third progressive test. The female students of this age group obtained 6.5, 8.12, 10.12 average marks in the first, second and third progressive tests, respectively. They have increased their average marks by 1.62 (24.92%) in the second progressive test and by 2 (24.63%) in the third progressive test.

In the same way, the third age group (20-22) male students obtained 3.33, 5, 6.66 average marks in the first, second and third progressive test, respectively. They have increased their average marks by 1.67 (50.50%) in the second progressive test and by 1.66 (33.2%) in the third progressive test. The female students of this age group obtained 5, 8, 10 average marks in the first, second and third progressive tests, respectively. They have increased their average marks by 3 (60%) in the second progressive test 2 (25%) in the third progressive test.

The male students of the fourth age (23-above) received 4, 6, 7 in the first, second and third progressive tests, respectively. They have increased their average marks by 2 (50%) in the second progressive test and by 1 (16.66%) in the third progressive test. The female students of this age group obtained 3, 6, 8 marks in the first, second and third progressive tests, respectively. They have increased their marks by 3 (100%) in the second and by 2 (33.33%) in the third progressive test.

Among the four age groups, the first age group has shown their better performance than the other age groups. In all the three progressive tests, the female students have obtained relatively higher average mark than the male students.

3.2 Students Achievement on the Basis of Age

I had taken three progressive tests to collect the data for the fulfilment of the objectives of this research. Here, the achievements of the students of Group 'A' (experimental group) on the basis of age is tabulated and analyzed below.

3.2.1 Age Based Comparison in the First Progressive Test

In this comparison, the students are categorized into four different age groups to find which of the group maintains progress relatively higher than the other age groups.

Table No. 2
Marks Obtained in the First Progressive Test

Age group	Obtained marks	Average marks	Percentage
14-16	42	8.4	28
17-19	74	5.29	16.43
20-22	15	3.75	12.5
23 - above	7	3.50	11.66

This first progressive test consisted of 5 questions asked to check their writing ability. The above table shows the first age group (14-16) scored the higher average marks than the other age groups and their average marks is 8.4 (28%). Similarly, the second age group (17-19) received 5.29 average marks or 16.43 per cent, the third age group (20-22) received 3.75 average marks and that is 12.5 per cent and the fourth age group (23 - above) received 3.5 average marks and that is 11.66 per cent.

3.2.2 Age Based Comparison in the Second Progressive Test

In this comparison, the score of the students were categorized into four different age groups in the second progressive test is mentioned.

Table No. 3
Marks Obtained in the Second Progressive Test

Age group	Obtained marks	Average marks	Percentage
14-16	54	10.8	36.00
17-19	94	6.74	22.38
20-22	23	5.75	19.17
23 - above	13	6	20.00

This second progressive test consisted of 30 full marks in which there were 5 questions asked to check their writing ability. The above table states that as in the previous progressive test, the first age group (14-16) students scored higher marks than the other age groups. The first age group scored 10.8 marks in average or 36 per cent. The second age group scored, 6.74 average marks or 22.38 per cent. Similarly, the third age group scored 5.75 average mark or 19.17 per cent and the fourth age group scored 6 average marks or 20 per cent.

3.2.3 Age Based Comparison in the Third Progress Test

In this comparison also the score of the students categorized into four different groups in the third progressive test is mentioned.

Table No. 4
Marks Obtained in the Third Progressive Test

Age group	Obtained marks	Average marks	Percentage
14-16	62	12.4	41.33
17-19	118	8.42	28.09
20-22	30	7.5	25.00
23 - above	15	7.5	25.00

This third progressive test also consisted of 5 questions asked to check their writing ability. The above table shows that the students of the first age group (14-16) received the highest per cent i.e. 41.33 or 12.4 average marks. Similarly, the second age group (17-19) received 8.42 average marks (28.09%), the third age group (20-22) received 7.5 average marks (25%) and the fourth age group (23-above) also received 25 per cent which is 7.5 marks in average.

After the analysis the students of all the age groups have increased their performance in this test in comparison to previous progressive tests. The students of the first age group have done better than the other groups.

3.3 Students Achievement on the Basis of Gender

In this comparison, the students of Group 'A' are compared based on their gender. In this group, there were both male and female students involved in the process of collecting data.

3.3.1 Gender Based Comparison in the First Progressive Test

Here, the students of Group 'A' are categorized into male and female. Again the students are categorized into four different age groups. They are compared in the first progressive test. In this comparison, the result of the first progressive test is shown in general in a table. This table shows only the average score of the students of Group 'A'.

Table No. 5
Marks Obtained in the First Progressive Test

Gender	Age group	Obtained marks	Average marks	Percentage
Male	14-16	4.3	6.6	8.33
	17-19	3.66	5.33	7.16
	20-22	3.33	5.00	6.66
	23 - above	4.00	6.00	7.00
Female	14-16	15.5	17.00	18.5
	17-19	6.50	7.75	10.13
	20-22	5.00	8.00	10.00
	23 - above	3.00	6.00	8.00

In the above table, the average marks of the male students of the first age group (14-16) is 4.33 (14.43%). Likewise, the average marks of the second age group (17-19) is 3.66 (12.22%). Similarly, the average marks of the third age group (20-22) is 3.33 (11.11%) and the average marks of the fourth age group (23-above) is 4.00 (13.33%).

Likewise, the average marks of the female students of the first age group (14-16) is 15.5 (51.66%). Similarly, the average marks of the second age group (17-19) is 6.50 (21.60%). In the same way, the average marks of the third age group is 5 (16.66%) and the average marks of the fourth age group is 3 (10%).

This analysis helps to conclude that the performance of the female students of the first age group is better than the other age group of students.

3.3.2 Gender Based Comparison in the Second Progressive Test

Here, the students of Group 'A' are categorized into male and female. Again the students are categorized into four different age groups. They are compared in the second progressive test. In this comparison, the result of the second progressive test is given in general in a table. This table shows only the average score of the students of Group 'A'

Table No. 6
Marks Obtained in the Second Progressive Test

Gender	Age group	Obtained marks	Average marks	Percentage
Male	14-16	20	6.66	22.22
	17-19	32	5.33	17.77
	20-22	15	5.00	16.66
	23 - above	6	6.00	20.00
Female	14-16	34	17.00	56.66
	17-19	65	8.12	27.08
	20-22	8	8.00	26.66
	23 - above	6	6.00	20.00

In the above table, the average marks of the male students of the first age group (14-16) is 6.66 (22.22%). Similarly, the average marks of the second age group (17-19) is 5.33 (17.44%). Likewise, the average marks of the third age group (20-22) is 5 (16.66%) and the average marks of the fourth age group (23-above) is 6 (20%).

In the same way, the average marks of the male students of the first age group (14-16) is 17 (56.66%). Similarly, the average marks of the second age group (17-19) is 8.12 (27.08%). Likewise, the average marks of the third age group (20-22) is 8 (26.66%) and the average marks of the fourth age group (23-above) is 6 (20%).

This analysis helps to conclude that the performance of the female students of the second age group is better than the other age group of students.

3.3.3 Gender Based Comparison in the Third Progressive Test

Here, the students of Group 'A' are categorized into male and female. Again the students are categorized into four different age groups. They are compared in the third progressive test. In this comparison, the result of the third progressive test is given in general in a table. This table shows only the average score of the students of Group 'A'.

Table No. 7

Marks Obtained in the Third Progressive Test

Gender	Age group	Obtained marks	Average marks	Percentage
Male	14-16	25	8.33	27.77
	17-19	43	7.16	23.88
	20-22	20	6.66	22.22
	23 - above	7	7	23.33
Female	14-16	37	18.5	61.66
	17-19	81	10.12	33.75
	20-22	10	10.00	33.33
	23 - above	8	8	26.66

In the above table, the average marks of the male students of the first age group (14-16) is 8.33 (27.77%). Similarly, the average marks of the second age group (17-19) is 7.16 (23.88%). Likewise, the average marks of the third age group (20-22%) is 6.66 (22.22%) and the average marks of the fourth age group (23-above) is 7 (23.33%).

In the same way, the average marks of the female students of the first age group (14-16) is 18.5 (61.66%). Similarly, the average marks of the second age group (17-19) is 10.12 (33.75%). Likewise, the average marks of the third age group (20-20) is 5 (16.66%) and the average marks of the fourth age group (23-above) is 3 (10%).

This analysis helps to conclude that the performance of the female students of the third age group is better than the other age group of students.

3.4 Holistic Comparison of Pre-test and Post-test Results

I had conducted a pre-test consisting of 30 full marks to check the students writing ability of the total fifty students before I distinguished the students into two groups. I also conducted a post-test consisted of the 30 full marks to the total fifty students. To find out the result the data of pre-test and post-test is analyzed on the basis of the following headlines.

- a) Comparison of the students in pre-test and post-test
- b) Age and gender based comparison of the students in pre-test and post-test.

3.4.1 Comparison of the Students in Pre-Test And Post-test

In this comparison the result of Group 'A' and Group 'B' in terms of age and gender are shown in general in a table. This table shows only the average progress of Group 'A' and 'B'.

Table No. 8

Comparison of the Students in Pre-test and Post-test

Group	Pre-test		Post-test		Different	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
A	3.76	12.53	11.88	39.6	8.12	215.96
B	5.8	19.33	5.72	19.06	-0.08	-1.37

According to the table, the average marks obtained by Group 'A' in the pre-test is 3.76 (12.53%) and in the post test is 11.88 (39.6%). The average marks has been increased by 8.12 or by 21.5.96%.

However, the average marks obtained by the Group 'B' in the pre-test is 5.8 (19.33%) and 5.72 (19.06%) in the post-test. The average marks of this group has not been increased in the post-test .

This analysis helps to conclude that, in general, the performance shown by the Group 'A' is clearly higher than that of the Group 'B'. This shows that the progress tests are very much effective, motivational and helpful than the final achievement test in developing writing skill.

3.4.2 Age Based Comparison in the Pre-test and the Post-test

This analysis is done on the basis of the students' age of Group 'A' and 'B'. The students are classified into four different groups. Their performance is compared systematically.

3.4.2.1 The Achievement of the First Age Group (14-16)

The students between 14 to 16 years are kept into the first group. They are again classified into Group 'A' and 'B'. Here, their performance is compared which is displayed in the pre-test and the post-test. The full marks of the test was 30 consisted of 5 questions to check their writing ability.

Table No. 9

Marks Obtained in the Pre-test and Post-test

Group	Pre-test		Post-test		Different	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
A	7.2	24	15.2	51.66	8	111.11
B	6.6	22	6.2	20.66	-0.4	-6.06

According to the table the students of Group 'A' have obtained 7.2 (24%) average score in the pre-test and 15.2 (51.66%) in the post-test. The students of this group have increased their average marks by 8 or by 111.11 percent.

Whereas the students of Group 'B' have obtained 6.6 (22%) in the pre-test and 6.2 (20.66%) in the post-test. The average marks have been decreased by 0.04 or by 6.06 percent by the students of the Group 'B'.

After this analysis, it is concluded that the students of Group 'A' have shown the better performance than the students of Group 'B' in this age. This group shows that the remedial use of progress tests helps to progress in writing skill.

3.4.2.2 The Achievement of the Second Age Group (17-19) Students

The students between 17-19 years are considered as the second age group. They are classified into Group 'A' and 'B'. Here, their performance is compared which is displayed in the pre-test and the post-test. The full marks was 30 consisted of 5 essay type questions to check their writing ability.

Table No. 10
Marks Obtained in the Pre-test and Post-test

Group	Pre-test		Post-test		Different	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
A	3.25	10.93	11.21	37.36	7.93	241.76
B	6.57	21.9	16.28	20.93	-0.29	-4.61

The above table shows that the average score of the students of Group 'a' and 'B' in the pre-test and, the post-test. The students of Group 'A' scored 3.28 (10.93%) in the pre-test and 11.11 (37.36%) in the post-test. The students of this group have increased their average marks by 7.93 or by 241.76 percent. Whereas the students of Group 'B' have scored 6.57 (21.9%) average marks in the pre-test and 6.258 (20.93%) average marks in the post-test. The average marks of this group have been decreased by 0.29 or by 4.61 percent.

It shows that the progress in the average marks of Group 'A' is higher than those of the Group 'B'. So, the students of Group 'A' have done better progress than the students of Group 'B' in this age group.

3.4.2.3 The Achievement of The Third Age Group (20-22) Students

The students between 20 to 22 are kept into the third age group. They are classified into Group 'A' and 'B'. Here, their performance is compared which is

displayed in the pre-test and the post-test. The full marks was 30 consisted of 5 essay type questions to check their writing ability.

Table No. 11
Marks Obtained in the Pre-test and Post-test

Group	Pre-test		Post-test		Difference	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
A	2	6.66	10.25	34.14	8.25	412.5
B	4.33	14.43	4.16	13.86	0.17	-4.08

According to the students of Group 'A' scored 2 (6.66%) in the pre-test and 10.25 (34.14%) in the post-test. The average marks have been increased by 8.25 (412.5%) by the students of this group. Whereas the students of Group 'B' scored 4.33 (14.43% in the pre-test and 4.16 (13.86%) in the post-test. Their average marks have been decreased by 0.17 or by 4.08 percent.

This analysis shows that the students of Group 'A' have better performance than the students of Group 'B' of this age group because of the use of progress tests in teaching learning process.

3.4.2.4 The Achievement of the Fourth Age Group (23-Above) Students

The students of 23 and above are kept under the age group. They are classified into Group 'A' and 'B'. Here their performance is compared which is displayed in the pre-test and the post-test. The full marks was 3 consisted of 5 essay type questions to check their writing ability.

Table No. 12

Marks Obtained in the Pre-test and Post-test

Group	Pre-test		Post-test		Different	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
A	2	6.66	10.5	35	8.5	425
B	3.5	11.66	6	20	2.5	71.42

According to the table the average marks of the students of Group 'A' is 2 (6.66%) on the pre-test and 10.5 (35%) in the post-test. The average marks has been increased by 8.5 or by 425 percent whereas the average marks of the students of Group 'B' is 3.5 (11.66%) in the pre-test and 6 (20%) in the post-test. The students have increased their average mark by 2.5 or by 71.42 percent.

It shows that the progress in the average marks of Group 'A' is higher than that of the Group 'B'. So, it can be concluded that the students of Group 'A' have better progress than the students of Group 'B' in this age group.

3.5 Gender Based Comparison

In this comparison, the marks obtained by the students in the pre-test and the post-test is analyzed based on their gender.

3.5.1 Comparison Male / Female Students of Group 'A'

The students of Group 'A' are compared based on their gender in terms of their performance shown in the pre-test and the post-test. The table given below represents their performance.

Table No. 13

Marks Obtained in the Pre-test and Post-test

Gender	Pre-test		Post-test		Different	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
Male	2.30	7.66	9.69	32.3	7.69	321.3
Female	5.10	17	13.25	44.16	8.89	156.87

The above table reveals that the average marks of the female students is relatively higher than the average marks of the male students. The female students obtained 5.10 (17%) whereas the male students obtained 2.30 (7.66%) average marks in the pre-test. Similarly, in the post-test, the female students scored 13.25 (44.16%) whereas the male students scored 9.69 (32.3%) average marks. The female students have increased their average marks by 8.89 or by 156.37 percent but the male students here increased their average marks by 7.39 or by 321.9 percent.

On the basis of the above analysis, it can be said that, the students of both genders of Group 'A' have increased their marks in the post-test. But the female students of Group 'A' have done better performance than the male students. This progress is the result of motivational effect of progress test in the female students.

3.5.2 Comparison of Male / Female Students of Group 'B'

The students of Group 'B' are compared based on their gender in terms of the performance shown in the pre-test and the post-test. The table given below shows the performance of the students.

Table No. 14
Marks Obtained in the Pre-test and Post-test

Gender	Pre-test		Post-test		Different	Difference in Percentage
	Avg. marks	Percentage	Avg. marks	Percentage		
Male	6.54	21.8	6.36	21.2	-0.19	-2.75
Female	5.21	17.36	5.21	17.36	0	0

According to the table, the male students Group 'B' received 6.54 (21.8%) average marks in the pre-test and 6.36 (21.2%) average marks in the post-test. Their average marks has not been increased in the post test. Whereas the female students of this group obtained 5.21 (17.36%) and 5.11 (17.36%) average marks in the pre-test and post-test, respectively. Their average marks is null.

This analysis reveals that instead of final achievement tests, the progress tests should be used in developing writing skill. In other words, the progress tests should be used in the process of teaching learning of writing skill in English language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This is the concluding and the most important part of this research study. This chapter presents the major findings and recommendations of the study.

4.1 Findings

The major findings of the study are summarized as follows:

- (i) The progress test had a better impact in developing writing skill.
- (ii) Teaching writing skill using progress test had positive and motivating effect on the students of the age group of 14-16 years. They had scored relatively higher than the other age groups.
- (iii) All the male and the female students displayed better performance in the second and the third progressive tests. But the female students have shown relatively better performance in comparison to the male students. So, the application of progress test seemed to be more effective in female students.
- (iv) In general, the female students of Group 'A' (experimental group) had scored 5.10 (17%) average marks in the pre-test and 13.25 (44.16%) in the post-test. So, the performance of the female students was better than the male students.

4.2 Recommendations

On the basis of the findings of the present study, the following recommendations have been made for pedagogical implications.

- a. Progress testing system should be applied in the process of teaching writing skill in English to motivate the students in enhancing their achievement
- b. Progress testing should be used as remedial teaching.
- c. The teachers should be trained to apply progress test.
- d. The teachers should know all the types of tests and progress test should be applied to strengthen student's interest.
- e. Progress tests are very much effective for both teachers and students. So, the concerned authority must pay attention to use progress tests.
- f. The research was limited to the fifty students of class eleven of a government school of Dailekh only. So, it can not be claimed that the findings of this research are applicable everywhere .Thus, it is suggested that further researches can be carried out including more students and more schools of different types and of different parts of the country to make the findings more reliable and valid.

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Appendix- I

QUESTIONNAIRE TO THE STUDENTS

Dear Students,

This questionnaire is a research tool for gathering information for my research entitled **The Application of Diagnostic Tests in Writing Skills** for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of **Dr. Laxmi Bahadur Maharjan**, Reader of the Department of English Education. The questions are essays to check the students writing ability and finding out their difficulties.

The answer you give will be of great help for the successful completion of this research. The entire questionnaire will be kept highly confidential and used only for research purpose and this is voluntary help only. I would be grateful if you could kindly give the proper time to answer the questionnaire below.

Resham Bahadur Khatri

Pre-Test

Name:

F.M:

Name of school:

P.M:

Male/Female:

Time:

Age:

Q.N1. Write about your future plan after passing 12 class in about 100 words.

Q.N2. Describe about your family in two paragraphs.

Q.N3. Explain in a paragraph about the importance of education.

BEST OF LUCK

First Progressive Test

Name:

F.M:

Name of school:

P.M:

Male/Female:

Time:

Age:

Q.N1. Write an essay on our school in about 150 words.

Q.N2. Write a formal condolence notice to publish in your local newspaper.

Q.N3. Describe the advantages and disadvantages of telephone.

BEST OF LUCK

Second Progressive Test

Name:

F.M:

Name of school:

P.M:

Male/Female:

Time:

Age:

Q.N1. Write an essay about computer in about 150 words.

Q.N2. Write an application letter to your class teacher for the absence of 2
days.

Q.N.3. Write a brief description of your district in about 150 words.

BEST OF LUCK

Third Progressive Test

Name:

F.M:

Name of school:

P.M:

Male/Female:

Time:

Age:

Q.N1. Write a letter to the editor of a local newspaper about the problem of drinking water.

Q.N2. Describe the picture of your grandfather in about ten sentences.

Q.N3. Write an essay about village life in about 150 words.

BEST OF LUCK

Post-Test

Name:

F.M:

Name of school:

P.M:

Male/Female:

Time:

Age:

Q.N1. Describe your appearance in one paragraph.

Q.N2. Write a letter to your friend whom you haven't seen for a long time. Tell him/her what you and your family are doing these days.

Q.N3. Write any two paragraphs describing good and bad effects of television.

BEST OF LUCK

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Appendix - II
Group-Based Table for Pre-test and Post-test

1. Mark of the Students of Pre-test Result

S.N.	Name of the students	Obtained marks	Age	Gender
1	Chandra B.c.	10	18	Female
2	Surendra B.c.	4	23	Male
3	Laxmi Thapa	18	16	Female
4	Prakash Thapa	5	15	Male
5	Upendra B.c.	2	16	Male
6	Uma Thapa	10	15	Female
7	Garima Thapa	2	17	Female
8	Prema K.C.	10	17	Female
9	Rana Bahadur Rokaya	2	20	Male
10	Jivan Khadka	3	22	Female
11	Bir Bahadur Khan	2	19	Male
12	Kamala B.C.	5	18	Female
13	Jitendra Thapa	2	17	Male
14	Laxmi Thapa 'A'	3	15	Female
15	Bhim Bahadur B.C.	4	19	Male
16	Netra K.C.	3	23	Female
17	Nar Bahadur B.C.	4	16	Male
18	Kamala B.C. 'A'	3	22	Male
19	Topendra B.C.	2	17	Male
20	Bijaya B.C.	5	22	Male
21	Bijaya Thapa	2	16	Male
22	Keshav K.B.C.	5	15	Male
23	Ganesh B.C.	2	18	Male

24	Kishor B.C.	4	16	Male
25	Kamala B.C.	2	18	Female
26	Prem K.C.	7	16	Male
27	Kamala Thapa	2	17	Female
28	Kabita Thapa	11	21	Female
29	Sher Raj B.C.	2	17	Male
30	Gita Thapa	2	20	Female
31	Ram B.C.	2	20	Male
32	Manju Thapa	2	20	Female
33	Tara Kumari G.C.	6	19	Female
34	Surendra B.C. 'A'	4	16	Male
35	Bishnu Kumari Khatri	2	23	Female
36	Man Bahadur Thapa	12	17	Male
37	Laxmi Basnet	2	18	Female
38	Tika B.C.	2	18	Female
39	Dirga Khakda	2	24	Male
40	Bakhat Thapa	9	15	Male
41	Ganga Kumari Dangi	2	22	Female
42	Lokendra Thapa	8	17	Male
43	Nanda Kala Oli	2	18	Female
44	Sangita Thapa	8	17	Female
45	Dilmaya B.c.	10	16	Female
46	Min Bahadur Thapa	9	16	Male
47	Shyma Bahadur Khatri	2	22	Female
48	Chandra Thapa	10	15	Female
49	Bipana B.C.	6	8	Female
50	Laxmi Thapa 'B'	1	18	Male

Group 'A'
Class Progress Test Result of Group 'A'

2. Mark of the Student of Progressive Test

S.N.	Name of the students	Marks in the 1 st test	Marks in the 2 nd test	Marks in the 3 rd test	D. between I and II test	D%	D. between II and III test	D%
1	Chandra B.C.	11	13	15	2	18.18	2	15.38
2	Laxmi Thapa	19	20	22	1	5.26	2	5.00
3	Upendra B.C.	4	6	8	2	50.00	2	33.33
4	Garima Thapa	7.5	8	10	0.5	6.66	2	25.00
5	Rana Bdr Rokaya	3	4.5	6	1.5	50	1.5	33.33
6	Bir Bdr Khan	3	5	7	2	66.66	2	40.00
7	Jitendra Thapa	4	6	8	2	50.00	2	33.33
8	Bhim Bdr B.C.	3	5	8	2	66.66	3	60.00
9	Nar Bdr. B.C.	3	6	8	3	100.00	2	33.33
10	Topendra B.C.	2	3	5	1	50	2	66.66
11	Bijaya Thapa	6	8	9	2	33.33	1	12.5
12	Ganesh B.C.	5	6	7	1	20	1	16.67
13	Kamala B.C.	5	8	10	3	60	2	25
14	Kamala Thapa	7.5	8	12	0.5	6.66	3	37.5
15	Sher Raj	5	7	8	2	40	1	14.28

	B.C.							
16	Ram B.C.	4	7	9	3	75	2	28.57
17	Tara K. G.C.	8	9	10	1	12.5	1	11.11
18	Bishnu K. Khatri	3	6	8	3	100	2	33.33
19	Laxmi Basnet	4	5	6	1	25.00	1	20.00
20	Dirga Khadka	4	6	7	2	50.00	1	16.66
21	Ganga Kumari Dangi	5	8	10	3	60.00	2	25.00
22	Nanda Kala Oli	5	8	10	3	60	2	25
23	Dilmaya B.C.	12	14	15	2	16.66	1	7.14
24	Shyam Bdr. Khatri	3	3.5	5	0.5	16.66	2	57.14
25	Bipana B.C.	4	6	8	2	50	2	33.33
	Total	140	183	231	46	1089.13	44.5	708.59
	Average Marks	5.6	7.32	9.24	1.84	43.56	7.78	28.34

Note: D = Difference between the tests.

D% = Different percentage.

3. Pre-test and Post-test Result of Group 'A'

S.N.	Name of the students	Marks obtained in Pre-test	Marks obtained in Post-test	Difference	Difference Percentage
1	Chandra B.C.	10	17	7	70
2	Laxmi Thapa	18	23	5	27.77
3	Upendra B.C.	2	10	8	400
4	Garima Thapa	2	13	11	550
5	Rana Bdr Rokaya	2	8	6	300
6	Bir Bdr Khan	2	9	7	350
7	Jitendra Thapa	2	10	8	400
8	Bhim Bdr B.C.	4	9	5	125
9	Nar Bdr. B.C.	4	9	5	125
10	Topendra B.C.	2	8	6	300
11	Bijaya Thapa	2	13	11	550
12	Ganesh B.C.	2	9	7	350
13	Kamala B.C.	2	15	13	650
14	Kamala Thapa	2	14	12	600
15	Sher Raj B.C.	2	10	8	400
16	Ram B.C.	2	13	11	550
17	Tara K. G.C.	6	11	5	250
18	Bishnu K. Khatri	2	13	11	550
19	Laxmi Basnet	2	9	7	350
20	Dirga Khadka	2	10	8	400
21	Ganga Kumari Dangi	2	12	10	500
22	Nanda Kala Oli	2	13	11	550
23	Dilmaya B.C.	10	21	11	110
24	Shyam Bdr. Khatri	2	8	6	300
25	Bipana B.C.	6	10	4	66.66
	Total	94	297	203	8824.43
	Average Marks	3.76	11.88	8.12	352.97

4. Pre-test and Post-test Result of Group 'B'

S.N.	Name of the students	Marks obtained in Pre-test	Marks obtained in Post-test	Difference	Difference Percentage
1	Surendra B.C.	4	4	0	0
2	Prakash Thapa	5	7	2	40
3	Uma Thapa	10	8	-2	-20
4	Prema K.C.	10	8	-2	-20
5	Jivan Khadka	3	3	0	0
6	Kamala B.C.	5	5	0	0
7	Laxmi Thapa	3	4	1	33.33
8	Netra K.C.	3	8	5	166.66
9	Kamala B.C.	3	8	5	166.66
10	Bijaya B.C.	5	4	-1	-20
11	Keshav K. B.C.	5	5	0	0
12	Kishor B.C.	4	3	-1	-25
13	Prem B.C.	7	7	0	0
14	Kabita Thapa	11	3	-8	-72.72
15	Gita Thapa	2	3	1	50
16	Manju Thapa	2	4	2	100
17	Surendra B.C.	4	5	1	25
18	Man Bdr. Thapa	12	11	1	8.33
19	Tika B.C.	2	3	1	50
20	Bakhath Thapa	9	10	1	11.11
21	Lokendra Thapa	8	9	1	12.5
22	Sangita Thapa	8	7	-1	-12.5
23	Min Bdr. Thapa	9	5	4	44.44
24	Chandra Thapa	10	8	-2	-20
25	Laxmi Thapa	1	1	0	0
	Total	145	143	25	517.75
	Average Marks	5.8	5.72	1	20.71