CHAPTER - ONE

INTRODUCTION

This study is about the "Application of Communicative Language Testing". This Chapter consists of general background of language testing, literature review, objective of the study and significance of the study.

1.1. General Background

A test is a measuring device or tool used to evaluate the learners. It also deals with a method of measuring a person's ability or knowledge in a given area. Tests demand testees to display their knowledge or skills of the area concerned. Thus, the term 'testing' is said to have been derived from the term 'test'. Testing is what teachers do to discover the success or failure of the learning process. In addition to this, it is also used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. Testing helps the teacher know what has been learnt by the students. It also shows the teacher which students need extra help and in what areas of study the extra help is needed. In the absence of testing, a teacher can not know whether teaching methods are working properly or if they need to make changes.

Allen and Davies (1977) mention:

> In testing we give the students a set of items to be answered,
>
> i.e. we set him a series of tasks. We observe his performance
>
> on these items, and from that we generalize to the level of

performance which can be expected from the students when he is called upon to exercise outside the test situation the skill or characteristic which we are trying to assess. From a small sample of his behavior, we make inferences about how he would behave in all other situations demanding the same skills. (p.15)

In their opinion, testing helps to explore the current linguistic level of the students with the help of which the teacher can predict the probable performance in future.

Testing is a regular process that takes place in the class and outside the class. In this matter, Brown (1994, p.252) says "Classroom- oriented informal testing is an everyday and very common activity in which teachers engage almost intuitively". According to him, testing as a method is intuitive, informal, explicit, structured and regular in which a teacher care- fully makes queries 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 the learners effectively.

Similarly, Ingram (1974 as cited in Weir 1990, p. 21) 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 standard of performance in the test about the general standard of performance that can be expected

from the candidates, either at the time of the test or at some
future time.

Thus, testing provides feedback to the students and to motivate them to learn and also select candidates (students) for promotion to the next higher grade and help to make inferences from the standard of performance in the test.

To sum up, testing is a means of discovering what students know and what they have learnt. It evaluates one's activities to determine whether or not s/he is able to perform the given task. It is an essential phenomenon, in the sense that it may be used as a means to (Ur. 1999, p.9):

i.   give the teacher information about where the students are at the moment, to help decide what to teach next.

ii.   give the students information about what they know, so that they also have an awareness of what they need to learn or review

iii. assess for some purpose external to current teaching (a final grade for the course, selection),

iv.   motivate students to make an effort (in doing the test itself), which is likely to lead to better results and a feeling of satisfaction;

v.   give students tasks which themselves may actually provide useful review or practice, as well as testing;

vi.   provide students with a sense of achievement and progress in their learning.

1.1.1 Teaching and Testing

Testing in its broad term is an inevitable part of teaching. From the time when teaching began the teacher was keen to know the effectiveness of his/her teaching as well as to know difficulties on the part of learners i.e. the students. In this sense, Heaton (1988, p.5) says " 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". He further says that tests may be constructed primarily as devices to reinforce learning and to motivate the students or primarily as a means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case, the teaching is often geared largely to the test.

In the same sense, Davies (1968, p. 5 as cited in Hughes 1989, p.2) says that "the good test is an obedient servant since it follows and apes the teaching" Hughes (ibid.) finds it difficult to agree and further says "The proper relationship between teaching and testing is surely that of partnership". He further says that it is true, there may be occasions when the teaching is good and appropriate and testing is not. We can not expect testing only to follow teaching what we should demand of it, however, that it should be supportive of good teaching and, where necessary, exert a corrective influence on bad teaching. In addition to this, it is widely accepted that testing offers useful inputs to the teachers to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective.

To sum up, Harrison (1983, p.1) says "It is a natural extension of the classroom work, providing teaching, teachers and students that can serve each as a basic for improvement". Thus, evaluation is one of the most important facets of language education and testing is one of the means of evaluation. 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.

1.1.2 Approaches to Language Testing

Testing is a cover term to refer to any means of checking what students can do and cannot do with the language taught. So, here, testing means 'language testing'. To develop the concept of language testing, many figures from US and Britain have contributed to the emergence of language testing as an independent discipline. The appearance of language testing journal in 1983 was an important landmark in the history of language testing. From the US side Ben Wood and Vivid Henmon were regarded as the prominent figures in the 1920s. In the 1960s, Robert Lado was regarded as the proponent person in the area whose contribution in language testing was considered the landmark in the field. John Carroll who was associated with the field for long also mode a remarkable contribution. Rebecca Valete is regarded as the first woman to make commendable contribution to language testing (as cited in Khaniya ibid. p.7).

Similarly, from the Britain side, Alan Davies, Elizabeth Ingram, Charles Alderson, Don Porter, Bredan J. Carroll, Andrew Harrison, Cyril Weir and

Arthur Hughes have made significant contribution to develop various approaches to language testing (as cited in Khaniya 2005, pp. 7-8). Language Testing automatically deals with the language ability. The idea of language testing came under the Department of Applied Linguistics but various researches, innovations and hard working were done on it. Because of such activities, the present status of language testing exists which has been playing very vital role in order to make teaching and learning activities effective.

The concept of what is to be taught and tested has been changing over a time. It is mainly because what appears to be important, to be taught and tested in terms of knowledge and skills at one time does not remain same for forever. What Robert Lado (1961) defined as language ability was challenged by Oller (1979)and what Oller defines was also questioned by the advocates of communicative language testing (as cited in Khaniya, 2005 pp. 12-13).

Addressing the same issue Khaniya (2005, p.12) maintains "the heroes of one era were turned zero into another era" Various scholars interpreted language ability under different approaches to language testing. Therefore, what contained crux for teaching and learning in the past is not essential today; what we think important today, may not equally be essential for tomorrow. How it has been emphasized differently over time can be discussed in the following way:

According to Weir (1990, pp.1-7), the following are the approaches to language testing:

i. Psychometric - Structuralist era

ii. Psycholinguistic- Sociolinguistic era

iii. Communicative Paradigm

Similarly, According to Heaton (1988, pp.15-19), the following are the approaches to language testing:

i. Essay- translation approach

ii. Structuralist approach

iii. Integrative approach

iv. Communicative approach

And, Spolsky (1978b as cited in Weir 1990, p.1) says following are the approaches to language testing:

i. Pre-scientific era

ii. Psychometric-structuralist era

iii. Psycholinguistic-sociolinguistic era

In this case, Weir (1990, p.1) says "To help decide on the most suitable formats for inclusion in a test, it is useful to be aware of the alternative approaches to language testing and their limitations in terms of the criteria of validity, reliability and efficiency".

Similarly, Davies (1978 as cited in Weir, ibid.) argued "By the mid- 1970s, approaches to testing seemed to fall along a continuum stretching from 'discrete' item tests at one end, to integrative test such as cloze at the other". However, the demarcation line between them is spurious. What they

indicate is that there are different eras of testing which focus on different aspects of language when testing. Therefore, the major approaches to language testing can be discussed under the following headings.

1.1.2.1 Pre- discrete point testing (before 1960s)

Heaton (1988, p.15) says "This approach is commonly referred to as the pre-scientific stage of language testing. No special skill or expertise in testing is required: the subjective judgment of the teacher is considered to be of paramount importance". Heaton further says that tests usually consist of essay writing, translation, and grammatical analysis and the tests also have a heavy literary and cultural bias (ibid).

To sum up, this approach to testing is used to refer to the language testing situation before the concept of discrete point testing came into existence. It was considered as traditional and disorganized approach of testing. Mainly open-ended, essay in language and grammatical items were the matters to be tested.

1.1.2.2 Discrete point testing (1960s)

The discrete point approach to language testing came as a reaction to pre-discrete point testing with high and reasonable criticism raising the question of the reliability and validity. In this approach, Heaton (1988, p.15) says "This approach is characterized by the view that language learning is chiefly concerned with the systematic acquisition of a set of habits. It draws on the work of structural linguistics, in particular the importance of contrastive analysis". Heaton further says that the skills of

listening, speaking, reading and writing are also separated from one another as much as possible because it is considered essential to test one thing at a time and it also focuses one the need to identify and measure the learner's mastery of the separate elements of the target language: phonology, vocabulary and grammar (ibid).

In the history of language testing, this stage made special achievement. John Clark calls it a 'Golden Age" (1960-67) especially with reference to the development of standardized tested (as cited in Khaniya, 2005, p.14). So, what is to be tested, following discrete point testing, is the ability to use aspect of language-phonology, lexicon, grammar, and syntax in a mechanistic way. The format of the test is composed of short answers and multiple choice items i.e. the construction of objective type tests.

This approach has been criticized on the ground that language is not merely an arrangement of elements which can be tested in terms of yes-no answers. Rea (1978, p.51 as cited in Weir 1988, p.3) criticizes discrete point testing for not giving the information about how the examinee uses language in real situation. For him the information produced by discrete point test is irrelevant and artificial. Similarly, Morrow (1979, p.145, cited in Weir 1988, p.3) criticizes on the ground that knowledge of language elements has no importance without the knowledge of language use.

This critical reaction to discrete point testing provided an impetus for another development in language testing.

1.1.2.3 Integrative testing (1970s)

This approach of testing came into existence in 1970 as a reaction of discrete point testing. Oller (1979 as cited in Weir 1988, p.3), the proponent of the integrative testing, says "Language elements interact with each other for meaning, and if language is broken into pieces as in discrete point testing, crucial properties of a language are lost". Integrative approach of testing involves the testing of language in context and context is directly associated with meaning. This approach maintains that the learners are to be tested more than two skills simultaneously, as simultaneously accepts the global view of proficiency which a learner really wants to get mastery over to develop confidence the point ' overall language proficiency' which is associated with integrative testing popularized by Oller (1979 as cited in Khaniya 2005, p .17). This approach of testing contributed to the development of learning materials pedagogically useful and a useful framework for course designing. Cloze, dictation and oral interview emerged as the major integrative test. However, the integrative approach also could not avoid criticism for its weaknesses. This approach has been criticized on the ground that it ignores discourse and interaction. In this sense, Heaton (1988, p.16) states that "Integrative testing involves 'functional language' but not the use of functional language. This test doesn't seek to separate language skills into neat division in order to improve test reliability".

1.1.2.4 Functional testing (1980s)

The functional approach of testing is based on the assumption that knowledge of language should be observed in terms of language related functions not in terms of underlying grammatical structure. It gives due emphasis on performance rather than competence. Tests based on this approach are popularly called "Performance test".

In this sense, Jones (1985, p.16) says "Performance testing is an applied performance measure. It considers the extent to which the process of testing represents the reality of the situation in which the actual task would be performed". He further says that performance tests measure "performance on task requiring the application of learning in an actual or simulated setting". This approach then appears to approximate testing to real life situation. It also provides insights for direct assessment of the language ability of the examinee in relation to his needs for using the language. The main purpose of functional testing is to access the ability of the examinee in terms of job related task. However, this approach also could not satisfy the thrust for determining what is to be tested in language.

1.1.2.5 Communicative language testing (1990s-Onwards)

Among various approaches came into existence in the field of language testing till 1990s, one of the most important approach to testing, which is the demand of twenty -first century is communicative language testing. It is the recent approach in testing. From the mid-seventies people involved in linguistic research and language pedagogy were influenced by the concept of communicative competence. "Dell Hymes proposed the concept of

communicative competence. In communicative competence he included not only the ability to form correct sentences but to use them at appropriate time." (as cited in http://iteslj.org/) In this sense, Heaton (1988, p.19) says "communicative approach to language testing is sometimes linked to integrative approach. However, although both approaches emphasize the importance of the meaning of utterances rather than their form and structure. There are nevertheless fundamental differences between two approaches". He further says that communicative tests are concerned primarily with how language is used in communication, consequently most aim to incorporate tasks which approximate as closely as possible to those facing the students in real life. Thus, this approach to language testing helps to enhance students' creativity and also makes them form correct sentences at appropriate context.

While dealing with communicative testing, Weir (1990, p.15) says "A Communicative test implies the specification of performance task closely related to the learner's practical activities, that is, to the communicative contexts in which he would find himself".

Similarly, "Communicative language tests are those which make an effort to test language in a way that reflects the way that language is used in real communication"(retrieved from TESL Journal, May, 1996). Thus, this approach maintains that language can not be understood in isolation. What you say is totally depends upon where you are. Language is used in context, how interpreted in the terms of context. In addition to this, how aspect of language is greatly emphasized. It brings the concept of real humanistic attitude to language teaching in the sense that communicative language testing has a close relation with communicative language

teaching. It says that if you are rich in knowledge but poor in use then you can do nothing with language.

In order to clearly develop the concept of communicative language testing, it is thus essential to deal with the following phenomenon:

1.1.3 Communicative Competence and performance

Since Hymes proposed the idea in the early 1970s, it has been expanded considerably and various types of competencies have been proposed. However, the basic idea of communicative competence remains the ability to use language appropriately, both receptively and productively in real situation. There are four models which attempt to explain communicative competence or language competence.

The first model was developed by Hymes (1972) who defined communicative competence as "the intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and in relation to social context" (as cited in Khaniya, 2006, p.25).

Hymes (1972 as cited in Weir 1990, p.9) gives the following two components of communicative competence:

a) Grammatical / Linguistic competence includes knowledge of the rules of grammar.

b) Sociolinguistic competence refers to knowledge of the rules of use and of discourse.

Canale and Swain (1980 as cited in Weir, ibid.) provided a useful starting point for a clarification of the terminology necessary for forming a more definite picture of the ability to use language communicatively. The Canale and Swain (1980 and 1983) model includes the following competencies:

a) Grammatical competence refers to mastery of grammatical structures.

b) Strategic competence is concerned with verbal and non-verbal strategies for effective communication.

c) Sociolinguistics competence refers to the appropriateness of utterance with respect to meaning and form.

d) Discourse competence includes coherence and cohesion.

In the same way, Bachman (1989) uses the term 'communicative language ability' for communicative competence (as cited in Weir, ibid. p.7). His model of communicative competence is the third model that deals with more or less the same phenomenon. According to him (as cited in Weir 1990, p.8), Language competence includes: organizational and pragmatic competence, where organizational competence includes grammatical and textual competence and pragmatic competence includes illocutionary and sociolinguistic competence. Further elaboration of these components is given below:

a) Grammatical competence includes vocabulary, morphology syntax, and phonology graphology

b) Textual competence includes cohesive and rhetoric organization.

c) Illocutionary competence includes ideational function manipulative function, heuristic function and imaginative function.

d) Sociolinguistic competence includes sensitivity dialects, registers, naturalness, cultural rules and figures of speech.

e) Last but not the least, the fourth model of communicative competence developed by non-native speakers of English, Sthapit (2000, p.7 as cited in Khaniya 2005, p.30) provides more comprehensive account of the components of communicative competence which is given below:

f) Extended linguistic competence includes both linguistic and discourse competence.

g) Extra-linguistic competence includes non-verbal behaviour system.

h) Pragmatic competence includes the ability to use language appropriately in a given situation.

Thus, Weir (1990, p.7) states that in testing communicative language ability, we are evaluating samples of performance in certain specific contexts of use created under particular test constraints, for what they can tell us about a candidate's communicative capacity or language ability.

1.1.4 Testing communicative competence

Communicative language tests are intended to be a measure of how the testees are able to use language in real life situation. The implication of the theory of communicative competence for language testing is that communicative testing must focus not only on what the learner knows

about the second language and about how to use it but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful way.

From a point of view of testing communicative competence, Davies (1988, p.4) considers context and purpose the only features relevant to testing of communicative language. According to Morrow (1977 as cited in Khaniya 2005, pp.32-34), the features that make language tasks communicative are as follows:

  i. **Interaction-based:** Language use is based on an interaction. A task for communicative test must have this spirit. Interactive tasks also involve both content and process, and receptive and productive skills.

  ii. **Authenticity:** Authenticity can be described as the degree of congruence between a test task and the features of target language use. Without the use of authentic task, it is difficult to anticipate how the learner will perform in the real situation. Therefore, a communicative language test should have authentic tasks in the form of test items.

  iii. **Unpredictability:** As interaction involves a sense of unpredictability, we do not know what we are going to say in what form in response to any stimuli. In this sense, the processing of unpredictable information in real time is a vital aspect of using language.

  iv. **Context:** In language use, context plays an important role. The appropriateness of the language we use is judged in terms of the

context it is used. In a communicative testing task, therefore the notion of context should be incorporated.

v. **Purpose:** Language is used to get something done. It is essential for a user to know the purpose of why someone is producing appropriate utterances to him. Therefore, this quality will have to be in communicative test.

vi. **Performance:** It refers to the genuine production of utterances or sentences of the learner of his own in the real situation in the given context. A test task to be included in a communicative test will have to require the tsetse to use his own language as a piece of evidence of his performance.

vii. **Behaviour-based:** on the basis of behavioural outcomes, success in communication is judged. A task intended for communicative test therefore must offer the learner to achieve something out of his efforts in order to present the test task having communicative features.

Finally, a greater emphasis on communication in language teaching marked a shift in testing communicative ability which places more importance on language in use than language in usage and communicative approach to language testing is concerned with assessing effectiveness in communication rather than the formed elements, structures and system of the language.

1.1.5 Testing Language Skills

We use tests to obtain information. The information that we hope to obtain will of course vary from situation to situation. Different approaches have been taken to describe language skills and abilities over different periods of time. Since the scientific studies in language has been developed, language skills have been described under listening, speaking, reading and writing. In this sense, Khaniya (2005, p. 124) says that when the integrative approach came into existence, it was argued that learners were found to have different levels of competence in these four skills e.g. some being more competent in writing while being much less so in speaking or being more competent in reading and much less so in listening. This situation provided impetus to examine learner's language ability under the four language skills-listening, speaking, reading and writing. Regarding this matter, my study is concerned with testing two language skills: reading and writing respectively. Actually I carried out a research to test learners' ability in reading and writing skills applying communicative language testing. Therefore, it would better to discuses here, how these skills should be tested.

1.1.5.1 Testing Listening

Listening is a complex process. Valette (1967, p. 49 as cited in Weir 1990, p.51) says "the main objective of a listening test is to evaluate the student's comprehension. His degree of comprehension will depend on his ability to discriminate phonemes, to recognize stress and intonation patterns, and to retain what he has heard." In addition to this, traditionally it was argued that ability to deal with phoneme discrimination, stress and intonation would make proficiency in listening comprehension. Infact, testing listening helps to understand the syntactic patterns, the morphological forms, characteristic

of spoken language and following the discourse patterns of spoken language and also comprehend the flow of stressed and unstressed sounds, as well as intonation cues and other cues of oral production.

There are different views on what constitutes listening and what should be taught and tested while testing listening.

Hughes (1989, p.134) presents the following as listening sub-skills:

i.   Listening for specific information
ii. Obtaining gist of what is being said
iii. Following direction and recognition of function of structures
iv. Following instructions and interpretation of intonation patterns.

To sum up, what can be agreed as a whole is that while testing listening, testing both elements of language and ability to communicate or comprehend should be emphasized. Listening tests should incorporate test of phoneme discrimination, stress and intonation.

1.1.5.2 Testing speaking

Speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. In this sense, Weir (1990, p. 73) states that testing speaking ability offers plenty of scope for meeting the criteria for communicative testing, namely that task developed within this paradiagm should be purposive, interesting and motivating, with a positive wash back effect on teaching that precedes the test; interaction should be a key feature.

Actually, testing of speaking has to do with the ability to interact. Speaking is not merely a monolithic ability making monologues. It is mainly based on successful interactions. This process involves both-production and comprehension (as cited in Khaniya 2005, p. 134). For Bygate (1987 as cited in Khaniya, ibid.). Speaking involves two kinds of demands on the speaker i.e. processing conditions and reciprocity conditions. From an instructional point of view, speaking test can take place at two levels: sound discrimination (pronunciation) and comprehension of connected speech. There are different views on what skills or abilities should be focused on while teaching and testing speaking. Referring to Hughes (2003) and Bygate (1987) as cited in Khaniya (2005, pp 136-137) presented that tests designed to test speaking should attempt to test one or some of these skills:

i.   In informational skills, candidates should be able to:

   a) provide personal information

   b) describe sequence of events

   c) express and justify opinions and attitude

   d) complain and speculate

   e) present arguments

ii.   In interactional skills, candidates should be able to:

   a) express one's purpose and recognize other's

   b) elicit opinions and information

   c) justify or support statements made by other speakers

   d) persuade others

iii. Skills in managing interactions candidates should be able to:

   a) initiate interactions

   b) change the topic of an interaction

c) come to a decision

d) take and given turn in an interaction

To sum up, the most important thing in testing speaking is to determine explicitly what activities the persons to be tested are supposed to perform. Harmer (2001 as cited in Khaniya, 2005, p. 136) argues that connected speech, expressive devices, lexis and grammar should be focused while testing speaking.

1.1.5.3 Testing Reading

It is widely accepted that reading is the most essential activity for a learner. Reading comprehension is so pervasive and complex that it is difficult to pin down what reading is composed of and what is necessary to develop this ability in a learner. The same type of difficulty lies in determining what and how to test reading comprehension. In this sense, Hosenfield (1983, p .233 as cited in Khaniya, 2005, p.142) says that testing reading assists the readers tend to keep the meaning of the passage in mind, read in broad phrases, skip inessential words and guess from context the meaning of unknown words and have a good self-concept as reader.

In addition to this, it is also important to note that testing of reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicate value of sentences or utterances and relations between the parts of a text through lexical cohesion and grammatical cohesion devices.

There are different views on what skills or abilities should be focused on while teaching and testing reading. Hughes (1989, p.116) presents that testing reading should attempt to test the following skills:

i.   scanning text to locate specific information
ii.   skimming text to obtain the gist
iii.   identifying stages of an argument
iv.   using context to guess meaning of unfamiliar wards.
v.   distinguishing the main idea from supporting details.

To sum up, for testing reading skill, it is important that considerable attention is given to the selection of text to be included in the test. Techniques of testing reading can take different forms such as true-false items, multiple choice item, short answer question, completion items, rearrangement.

1.1.5.4 Testing Writing

Writing is considered as a process of generating meaning and information of various kinds. Regarding this matter, Khaniya (2005, p. 151) says that the objective of testing writing is to find out the ability of combining information so as to make it an organized piece of writing , the appropriateness of writing according to the intended reader. He further says that in assessing writing, the important issue is not just a matter of seeing how well pupils can use commas and full stops, the important issue rather is of seeing how appropriately, how flexible and how confidently the students can use the resources of the writing system for accomplishing desired purpose.

In addition to this, Bachan and Palmer (1996 as cited in Khaniya, ibid. p.152) also mention that the primary purpose of testing writing is to make inference about the language ability of the learners and the secondary purpose is to make decision on the basis of those inferences. Keeping this view in mind, while testing writing, the test tasks should be such that they yield information about the tastees based on which we can make inference about their writing ability.

To sum up, testing writing is not only to put ideas from mind to paper but also to generate more measuring and make ideas clear. The tasks that are realistic, natural, meaningful and purposeful are useful in testing writing. Regarding testing language skills, my study is concerned with only two language skills: reading and writing respectively. In testing writing, I have gone through controlled writing and free writing. Similarly, in testing reading I provided one reading passage and asked learners these items such as multiple choices, true/false and short answer questions.

1.1.6 Action Research

The concept of action research is historically credited to the movement in educational sciences and a variety of other social reform initiatives in as early as the late nineteenth century. The term "action research" was first coined by Kurt Lewin in about 1944, which appeared in his 1946 paper "Action Research and Minority Problems." He defined it to be:

> a comparative research on the conditions and effects of
> various forms of social action and research leading to social
> action that uses a spiral of steps, each of which is composed of

a circle of planning, action, and fact-finding about the result of the action. (http: /ess.wikipedia.org/wiki/Action_research retrieved on December 30,2008)

Action research is presently a world celebrated research practiced by enormous number of researcher in the entire field as in education, health, organization, industries and social sectors. As suggested by the name itself, this is an experimental study cum action directed to solving the existing or forthcoming problems in course of action. In addition to this, Burns (1999, p.13) defines action research as "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member."

Thus, action research is a process in which the participants critically examine their own activities, find facts in relation to successfulness and unsuccessfulness reflect on the identified problems, plan to resolve them, take action again and evaluate the action, and deduce the conclusion on the whole process. In this way, the basic features of action research can be put as follows:

    i.   It is research in action.
    ii.   It is critical collaborative.
    iii.   It is led by inductive approach.
    iv.   Self evaluation in their practice.
    v.   Participation problem solving and continuing.

vi.   Reflective practioner and accountable in making the results of their enquiry.

1.1.6.1 Tools Used in Action Research

To conduct the action research, the teacher-researcher can use any of the following tools:

i. Time-on-task: After the preparation of an action, the teacher researcher can provide the students with test items related to the action, and the scores on the test is then analysed, for example, in case of my research, I administered the time on task test applying communicative language testing in reading and writing skills for each and after every classroom teaching and then I analyzed them.

ii. Check List: It is prepared by the teacher to record the observed events.

iii. Individual File: The individual file for each student's progress can be kept on which reflection and analysis occur.

1.1.6.2 Process of Action Research

The process of action research has been recommended in a number of ways. One of them includes reflection, exploring, findings problems; plan the interventions, research, analysis, act and review. Apart from these steps other scholars have suggested and experienced the following set of steps to be used in action research.

a. Harmer (2001, p.26) shows that the action research can be carried out following five steps:

i. Identify a problem/issue

ii. Think of questions to ask/information to be gained

iii. Collect data

iv. Analyze the data

v. Decide on future action

 b. Similarly, Nunan (1992, p. 17) speaks of the process of action research in terms of seven steps:

i. Initiation   ii. Preliminary Investigation

iii. Hypothesis   iv. Intervention

v. Evaluation   vi. Dissemination

vii. Follow-up

After having a brief survey on the features, processes, definitions and tools of action research, what can be said is that action research is a teacher research which is conducted to resolve the problems in teaching learning process introducing new or existing techniques, methods and so on in a particular situation. In case of my current study, I taught the text book of grade nine and administered a test in reading and writing skills with the application of communicative language testing (i.e. an approach to language testing) which was the new intervention in the classroom situation. Regarding tools, I mainly used pre-test, time-on-task, progressive

test and post-test for collecting data to test reading and writing skills of the students at grade nine.

1.2 Review of Related Literature

As testing emerged as a separate discipline, it has been serving both as an instrument for educational reform as well as the most important tool to reinforce learning and to motivate the students. In addition to this, various approaches to language testing have been developed. Among them a few have been written in recent years about communicative language testing. A number of researches related to communicative approach and language testing have been carried out outside Nepal. Some of them are as follows.

Emmings (1986) investigated the in corporation of to contextual developments through integrated testing procedures and compared the reliability and validity of these with more discrete proficiency measures taken from an RSA CUEFL test. He found that the adoption of clear content criteria can produce a clear reflection of the aims of the test items in the factorial structures and that therefore some indications of testees' abilities to process text can be provided by integrated test.

In Nepal, a number of research studies on the effectiveness of communicative language teaching, classroom test, communicative function have been carried out under the Department of English Education, T.U. which are found to be somehow related to the communicative language testing. Some of them are as follows:

Khanal (1997) carried out a research on the effectiveness of the cloze test over convention objective test in testing reading comprehension in English. He found that the private schools performed better than the public schools and the cloze tests were not less effective than the conventional objective test in testing reading comprehension in English. Similarly, Dhakal (2000) conducted a comparative study to find out the effectiveness of Discrete point and integrative test as a measure of English language. It showed that students performed better on TM test than on the NTM test on both tests whereas the performance on both TM test and NTM on Integrative test was terribly lower than the performance of Discrete point test. In the same way, Prasai (2001) carried out a study on formal and communicative competence acquired by the ninth grade students of Makwanpur. She concluded that students seem to be more competent in functional competence than they are in formal competence. Likewise, Panthi (2003) carried out a research to find out the effectiveness of diagnostic test. It was concluded that students were not found proficient in the given test and the boys performed better than the given in all the test items. However, the effectiveness is not seemed to be significant. Similarly, Dahal (2004) carried out a research to find out students' proficiency in expressing communicative functions. He concluded that the syllabus of compulsory English for PCL aims to teach language for communicative and functional purposes, students proficiency was not found satisfactory. In the same way, Adhikari (2007) conducted a research to determine the effectiveness of test retest method to measure the reliability of the test items. The finding showed that the non-textual questions, subjective test items lacks reliability in comparison with objective test items. Likewise Paneura (2009) carried out an action research to find out the use of computer for teaching English grammar. He

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concluded that teaching English grammar in the computer was more fruitful than teaching without it. And, Gohiwar (2009) conducted an action research to find out the effectiveness of using powerpoint in teaching English tenses. It was found that the use of powerpoint in teaching English tenses is proved to be more effective than the teaching tenses in normal classroom.

Although a number of attempts have been made in order to find out the effectiveness of different tests, techniques, methods, none of the studies deals with the application of communicative language testing: an action research so far. Therefore, I carried out this research to determine the application of communicative language testing at grade nine.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. to find out the application of communicative language testing in reading and writing skills in terms of:

a. time on task analysis,

b. analysis of individuals scores on progressive test, pre- test and post- test,

ii. to point out some pedagogical implications of this study.

1.4. Significance of the Study

A language test which seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication

activities. Such a test will give a more useful effect on the learning of a particular language than a mechanical test of structure. Similarly, this study will be significant mainly for language teachers (especially English language teachers). And, it is equally important for test takers and givers, the syllabus designers, text book writers as well as students too. As to the significance of this study to students, I undoubtedly support, Heaton (1988, p.7) "A test which sets out to measure students performances fairly as possible without in any way setting traps for them can be effectively used to motivate them" In this way a well constructed classroom test will provide the students with an opportunity to show their ability to perform certain tasks in the language and good test can be used as a valuable teaching device.

1.5 Definition of the Specific Terms

The specific terms used in the study have been defined as follows:

Post-test: A test given/administered after learning

Pre-test: A test given before learning has occurred

Communicative testing: the activity of testing communicative abilities of some body

Action Research: form of reflective enquiry undertaken by participants in order to improve their own professional practice.

Time -on- task: It refers to the test administered after teaching a particular language lesson.

CHATER- TWO

METHODOLOGY

The chapter on methodology is an important phase in any kind of study. In absence of it, the research remains incomplete. So, this chapter deals with the methodology adopted during the study. The study had the following study design.

2.1 Sources of Data Collection

To accomplish the intended goals, I used both primary and secondary sources for data collection. The primary sources were used for collecting data and the secondary sources were used to facilitate the study.

2.1.1. Primary Sources of Data

The primary sources of data of the study were elicited from   the students of grade nine studying at Shree Kerwani Higher Secondary School in Rupandehi district by administrating time-on task, progressive test, pre-test and post-test.

2.1.2 Secondary Sources of Data

Various books, especially Davies (1968), Allen and Davies (1977), Heaton (1988) Hughes (1989) Weir (1990), Ur (1999), Khaniya (2005), Young Voices in ELT (2006, vol.5), journals, reports, articles, websites related to the topic and theses of the department of English education were used as secondary sources of data.

2.2 Sampling Procedure

I purposively selected Shree Kerwani Higher Secondary school, Rupandehi as a research area of my study. Likewise, I selected forty students of grade nine through random sampling procedure.

2.3 Tools of Data Collection

The main tools for the collection of data from the primary source were the test items that included pre-test, time-on-task test, progressive test and post-test. The pre-test and post-test consisted of the same items whereas progressive tests consisted of the test items related to how lesson was in progress. Similarly, time on task test was designed in relation to respective lessons. The type and numbers of items for testing were based on reading and writing skills. They were as follows:

2.3.1 Testing Reading Comprehension

For testing reading comprehension of the students, one passage (from the book) was given, which consisted of various items as shown below:

S.N.	Types of items	Number of items
1	Multiple choices	4
2	True/False	5
3	Put in correct order	4
4	Short answer questions	4

2.3.2 Testing Writing

S.N.	Types of items	Number of items
1	Suggestions or advice	1
2	Controlled writing	1
3	Picture description	1
4	Free writing	1

Regarding marking scheme, pre-test and post-test were assigned 50 marks, each of the progressive tests and time on task were assigned 10 marks. All these tests were administered to test reading and writing skills applying communicative language testing.

2.4. Process of Data Collection

The primary data of the study was collected by conducting a pre-test, time-on-task test, progressive test and a post-test to the students of grade nine in reading and writing skills. For this purpose, I adopted the following steps:

i.   At first I visited the concerned school and talked to the authority to get permission for carrying out the research and I explained the purpose and process to him.

ii. After getting permission from the authorized person, I consulted with the English teacher of grade nine and requested him to get permission to get data.

iii. After that, I prepared the test items to be used for pre- and post-test.

iv. Then, a pre-test was administered to determine the level of language proficiency of reading and writing skills of the students.

v. After analyzing the scores of the students on the pre-test, I started to teach the text book of grade nine focusing on two language skills i.e. reading and writing skills At the end of each classroom teaching, I administered the time on task test applying communicative language testing.

vi. Along with time on task analysis, I administered the progressive tests applying communicative language testing in the interval of 5 days

vii. Finally, I administered the post test to find out the application of communicative language testing in reading and writing skills of students of grade nine. In total, twenty-four days were spent for both teaching and testing activities in the class room.

2.5 Limitations of the Study

The study was carried out within the following limitations:

i. Even though there are several approaches to language testing, this study was confined to find out the application of communicative language testing in reading and writing skills.

ii. The study was limited to Shree Kerwani Higher Secondary School, Rupandehi.

iii. Only the ninth graders of the school were included as the sample of the study.

iv. The duration of experiment lasted for four weeks.

v. It was limited within forty students and was also restricted to classroom situation.

vi. Test items were limited to:

a. testing Reading comprehension

b. testing writing

vii. The primary data for this study was collected by administrating pre-test, time-on-task test, progressive test and post-test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter includes the analysis and interpretation of data collected from teaching the students of grade nine and tested them by applying communicate language testing especially in reading and writing skills. It was conducted to forty students from a high school of Rupandehi district.

Data collection was initiated keeping the objectives of the research in mind i.e. to asses the application of communicative language testing at grade nine and to suggest the pedagogical implication of this kind of teaching and testing and also to explore some positive aspects of the application of communicative language testing. In this study, initially a pre-test was administered to know students' proficiency. Then, I taught the lessons given in grade nine English text book and took five progressive tests in the interval of five days to get their progress. Finally, a post-test was administered to find out the application of communicative language testing in the reading and writing skills at grade nine. For this purpose, I tabulated and analyzed the data in the following order:

a) Analysis and interpretation of classroom activities.

b) Analysis of individual test scores obtained from five progressive tests along with pre-test and post-test.

c) Item wise analysis and interpretation of test results

d) Analysis and interpretation of test scores-based comparison in two skills: Reading and Writing.

3.1 Analysis and Interpretation of Classroom Activities

This section mainly contains analysis and interpretation of how I conducted the classroom activities based on lessons mentioned in grade nine English text book and tested the students by the application of communicative language testing in reading and writing skills for four weeks. The analysis and interpretation has been carried out in two phases: analysis of classroom activities and testing in reading and writing skills along with scores on time-on-tasks analysis, and analysis of five progressive tests administered in the interval of five days including pre-test and post-test.

3.1.1. Testing Language Skills

As the aim of my study, I had to test the students of grade nine in reading and writing skills with the application of communicative language testing. For that purpose, initially I taught the students of grade nine focusing on two language skills i.e. reading and writing skills. Later on, I administered a time-on-task test based on reading and writing skills. The data I collected consists of time-on-task analysis of students and their range of participation in learning.

3.1.1.1 Teaching and Testing Reading Comprehension

Under this topic, during the period of classroom activities, the following lessons were taught based on grade nine English textbook:

  i. The Punishment should Fit the Crime (Unit-2)

 ii. That Little china Chip   (Unit-3)

iii.   A Mother's Warning   (Unit-4)

iv.   Nelson Mandela is Free   (unit-10)

The main objective of teaching these lessons was to get them know explicitly stated information, unfamiliar lexical items and scanning to locate especially required information. Analysis and interpretation of the daily classroom teaching and testing (i.e. time-on-task analysis of the students) have been done as follows:

I. Content

i. The Punishment should Fit the Crime

Class: Nine

Subject: English

Unit: 2 Page No.: 35

II. Presentation

I started the lesson with the passage based on reading comprehension. Under the title of the passage 'The Punishment should Fit the Crime', there was another topic i.e. 'Shop-lifting'. It was a story which I chose to teach. Initially, I made all the students read the story with silently. After that, I wrote the following questions on the black board and told them to write the answers of these questions

a. Why he killed himself ?   b. Why was the case given publicity?

The questions were related to the story. After the given time (i.e. five minutes) was over, I asked individual students one by one to read what was their answer. After that, I told the answers by explaining them the whole story. After the teaching was over, I provided the students with a task

assigning 10 full marks to test writing skill with the application of communicative language testing. The task begins as follows:

Answer the following Questions:

a. Who was Surendra Kumar?

b. Why was he caught from a small shop?

c. What would you do if you were Surendra Kumar?

d. When did Such kind of event happen?

e. What things could he do instead of killing himself?

There were five questions in the task. Each question carried 2 marks. In such way, the whole set of test items weighted 10 as full marks. After the time over, I collected the task sheets. Then, I told the students to do the exercises for homework. After checking their task sheets, I found the following scores on time-on-task:

Table No.1

Individual Scores on the Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No of Students in (%)
10	8	100	20
9	12	90	30
8	15	80	37.5
6	2	60	5
5	3	50	7.5
Average Score : 7.6			

III. Analysis and Reflection

As the above table depicts that 8 students out of 40 (i.e.20%) have scored 10 marks out of 10 as full marks, and 12 students have scored 9 marks. similarly, 15 students have scored 8 marks and, 2 and 3 students have scored 6 and 5 marks respectively. Around 80% of the students have obtained the marks above the average score (i.e.7.6 out of 10 full marks) and 20% of the students have obtained the marks below the average score. It indicates that the scores of the students are quite praiseworthy. This achievement over teaching the lessons and administering a test in reading and writing skill with the application of communicative language testing is quite satisfactory.

I. Content

ii. That Little China Chip

Class: Nine

Subject: English

Unit: 3   Page No: 37

II. Presentation

After warming up the class, as usual I started the lesson with the passage based on reading comprehension. The title of the passage was' That Little China Chip' it is a story. At the beginning of the lesson, I asked three of the students to read the story loudly and other students listen to it. After that, I told the students to read the whole story for five minutes. Then, I

administered a time-on-task assigning 10 as full marks. The task begins as follows:

) Find the similar meaning to the following words from the story: jewellery, look, excited, answered, ring, see

) Write T for True and F for False Statements:

    a. The young man married Marge.

    b. Mother kept this broken piece of China for the life of loving.

    c. The writer was fascinated by her mother's pearl earrings.

    d. The young man came for having a dinner.

) Answer the following questions

    a. What is the story about?

    b. What does the title suggest?

The similar meaning item weighted 3 marks, true-false 2 marks and question answer for 5 marks. It continued for 15 minutes time bound. After the time over, the scares obtained by the students were recorded as follows:

Table No. 2

Individual Scores on the Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No of Students in (%)
10	15	100	37.5
9	20	90	50
8	2	80	5
6	3	60	7.5
Average Score: 8.25			

III. Analysis and Reflection

As the above table depicts that 37.5% of students out of 40 have scored 10 marks out of 10as full marks. Fifty percent of the total students (i.e. 40) have scored 90% marks, 5% and 7.5% of the students have scored 80% and 60% marks respectively. In comparison to the scores of pre-test, the present scoring reflected better progress (i.e. 8.25 average score out of 10 as full marks).This achievement over administering a test in reading skill applying communicative language testing has a significant role in testing language skills.

I. Content

iii. A Mother's Warning

Class: Nine

Subject : English

Unit : 7   Page No : 68

II. Presentation

As usual, I started the lesson with the passage based on reading comprehension. The title of the passage was 'A Mother's Warning'. It is a story. Initially, I told the students read the story in a slow voice for ten minutes. After that, I asked each individual students to tell the summary of the story. After that, I handed the students two items (i.e. fill in the blank and true-false) assigning 10 as full marks for time-on-task. The task begins as follows:

) Find the wards from the story and write in blank spaces:

suggested strongly ....

great eagerness and interest ....

fell upside down, turned over ....

terrible frightening dream ....

empty ....

⟩ Write True or False

    a) Ryan was a 17 years old who liked to play tennis.

    b) He had the accident because he was drunk.

    c) He died on his way to the hospital.

    d) He did not regain consciousness after the accident.

    e) A driving license does not necessarily show that you can drive well.

Fill in the blanks weighted 5 marks and the true/false for 5 marks. The students worked on it for 15 minutes. After that, I collected the task sheets and checked them. The scores obtained by the students on this test were recorded as follows:

Table No. 3

Individual Scores on Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No. of Students in (%)
10	10	100	25
9	11	90	27.5
8	15	80	37.5
7	4	70	10
Average Score: 8.5			

III. Analysis and Reflection

As the above table depicts that 10 students out of 40 (i.e. 25%) have secured 10 marks out of 10 as full marks and 11 students have secured 9 marks. Similarly, 15 and 4 students have secured 8 and 7 marks respectively. Around 55% of the students have obtained the marks above the average score where the average score of this test is 8.5. When we observe the previous average scores and the recent, the progress of the students seems to be consistent with the satisfactory result.

I. Content

iv. Nelson Mandela is Free !

Class: Nine

Subject: English

Unit: 10   Page No. : 98

II. Presentation

I started the lesson based on reading comprehension. The title of the passage was 'Nelson Mandela is Free! It is a news paper article. Initially, I asked the studetns whether they had heard the name of Nelson Mandel but no one gave response well. Then, I told them to read the newspaper article for 10 minutes. After that, they got to know about him. Then, I administered a time-on-task assigning 10 as full marks. The task begins as follows:

⟩ Find the words and fill in the blanks

set free ....

welcomed ....

rule by one person ....

taking air into the lungs ....

jail ....

⟩ Answer the following questions

a) Why do you think that Mandela was put into prison?

b) Why did the crowd cheer him?

The items fill in the blanks and short question weighted 5/5 marks respectively. The students were worked on it for 18 minutes. After that, the scores of the students on this test were recorded as follows:

Table No.4

Individual Scores on Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No. of Students in (%)
10	9	100	22.5
9	20	90	50
7	8	70	20
6	3	60	7.5
Average Score: 8.0			

III. Analysis and Reflection

As the above table depicts that 9 students have secured 10 marks out of 10 as full marks and 20 students out of 40 (i.e. 50%) have secured 9 marks. Similarly, 8 and 3 students have secured 7 and 6 marks respectively. Observing the above data, it can be said that students have made remarkable progress in reading skill. It is only possible with the application of communicative language testing.

3.1.1.2 Teaching and Testing Writing Skill

To test the writing skill of the students, initially, I taught the lessons (i.e. from grade nine English text book) based on writing skill. Later on I, administered a time-on-task applying communicative language testing to test writing skill.

During the period of classroom activities, the following lessons were taught. They are as follows:

  i.   Writing a letter for holidays plan   (unit-1)

 ii.   Letter of condolences   (unit-4)

iii.   Picture description   (unit-7)

 iv.   Writing news stories/paragraphs   (unit-20)

Analysis and interpretation of classroom teaching and testing based on writing skill has been done as follows:

I. Content

i. Writing letter of Condolences

Class: Nine

Subject: English

Unit: 4 Page No. : 44

III. Presentation

As usual I warmed up the class by telling some jokes, riddles and short stories, but teaching on this topic, I warmed up the class by showing newspaper cut-outs of condolence letter to the students. I formed pairs and distributed those cut-outs to each pairs and told them to read this for 5 minutes. Then, I made students from each pairs read this loudly. After that, I wrote following points on the board: (Mohan Rai, a doctor, killed in car accident, worked in KB Hospital for 5 years, helpful and polite). I told the

students to write a condolence message using these clues with the help of given cut-outs. I specified the time for 10 minutes. Around 60% of students out of 40 wrote quite good. After that, I administered task assigning 10 as full marks to test their writing skill with the application of communicative language testing, from grade nine English textbook. (i.e. p. 47, 7'a'). The task continued for 15 minutes. Then, I checked their answers and recorded scores on this test as follows:

Table No. 5

Individual Scores on Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No. of Students in (%)
9	10	90	25
8	8	80	20
6	16	60	40
5	6	50	15
Average Score: 7.0			

III. Analysis and Reflection

As the above table depicts that 10 students out of 40 have scored 9 marks out of 10 as full marks, 8 students have scored 8 marks (i.e.80%). Similarly, 40% and 15% of the students have scored 6 and 5 marks respectively. The average score on this test is 7. It shows that administering a task to test writing skill with the application communicative language testing keeps a great value in classroom test.

I. Content

Writing letter for holidays plan

Class: Nine

Subject: English

Unit: 1   Page No. : 19

II. Presentation

I warmed up the class by asking the students about their plan in coming holidays. Some of the students responded correctly as 'I will go to Pokhara, I will be visiting Dharan'. After that, I wrote sentences on the board. These sentences expressed the holiday's plan of a person. They were as follows:

I plan to go to Kathmandu, I will stay in a hotel there,

I am going with my uncle, I will be visiting about a week

Then, I handed a task to each student to make such sentences using their plan. This activity ran up for 5 minutes. Around 80% of the students responded extremely good .After that, I administered time-on-task assigning 10 as full marks. The task begins as follows:

⌡ Write a letter to your friend abut your plan in coming holidays.
  Include these points:

The place you are going to visit who you are going with, where and for how long you will stay there, what things or places you will see.

The students were worked on it for 15 minutes. After collecting their task sheets, I found the following scores obtained by the students on the test:

Table No. 6

Individual Scores on Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No. of Students in (%)
9	10	90	25
8	10	80	25
7	12	70	30
5	8	50	20
Average Score: 7.25			

III. Analysis and Reflection

As the above table depicts that 10 students (i.e. 25%) have scored 9 marks out of 10 as full marks and other 10 students have scored 8 marks. In this way, 12 and 8 students have scored 7 and 5 marks respectively. In comparison to the previous test scores in writing, recent scores are quite good. Therefore, administering a test in writing skill with the application of communicative language testing in the classroom is really an advisable phenomenon in the present context.

I. Content

ii. Picture Description

Class: Nine

Subject: English

Unit: 7 Page No. : 71

II. Presentation

Initially to warm up the class, I told a joke related to a Nepali man and a
tourist. After that, I showed the class six pieces of pictures separately. The
pictures were taken from the textbook of grade nine given page -71. Then, I
asked each student what he/she saw in the pictures, some of the students
responded well. After that, I divided the class into pairs and distributed these
pictures to each pair to complete the task, and told them to make a story out
of all pictures. I specified 10 minutes time bound .Each student from the
pairs responded well. Then, I administered a task to test writing skill of each
student. The task was assigned 10 full marks from the grade nine English
book, p. 73 'Test Yourself'. The task was related to picture description. It
was given to individual students for 15 minutes time bound. The scores of
the students on the test were recorded as follows:

Table No. 7

Individual Scores on the Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No. of Students in (%)
9	9	90	22.5
8	11	80	27.5
7	8	70	20
6	12	60	30
Average Score: 7.5			

III. Analysis and Reflection

As the above table depicts that 22.5% of the students have scored 9 (i.e. 90%) marks out of 10 and 27.5% of the students have scored 8 marks (i.e. 80%). Similarly, 20% and 30% of the students have scored 7 and 6 marks respectively. In comparison to the previous test scores in writing skill, recent average scores are quite remarkable (i.e. 7.5). This is only possible with the application of communicative language testing in writing skill, because in conventional testing, there was no room for creativity, what the teacher taught in the classroom, students had to write only those answers.

I. Content
iv. Writing news stories

Class: Nine

Subject: English

Unit: 20 Page No.: 179

II. Presentation

After warming up the class, I wrote the following news headlines on the board: 'Plane Is Missing, A heroic Deed and New Record by Babu Chiri Sherpa'. And asked some students what those headlines expressed but none of the students responded in a good manner. Then, I told them to gaze their book page no. 178, where those headlines were given in news stories. After that, I told each student to read those news stories within 10 minutes. After that, I wrote the headline 'Sunsari 11 Beat Saptari' on the board and told them to express it in news stories. 60% of the students responded very well and rest of the students expressed in a satisfactory way. After a few minutes,

I administered a task assigning 10 as full marks. The task was writing a news story using the following clues:

A wealthy businessman-kidnapped in Parasi-Kosish Sunar-35 years old-returning from office-kidnapped by a gang-Rs 200000 ransom-Police investigating.

The students were given 15 minutes to do the task. After that, the scores of the students on the test were recorded as follows:

Table No. 8

Individual Scores on Time-on-Task

Obtained Marks (F.M-10)	No. of Students (Total-40)	Obtained Marks in (%)	No. of Students in (%)
9	8	90	20
8	20	80	50
7	12	70	30
Average Score: 8.0			

III. Analysis and Reflection

As the above table depicts that 50% of the students have scored 8 marks (i.e. 80%) out of 10 as full marks, 20% of students have scored 90% marks and 30% of the students have scored 70% marks. In comparison to other test scores, recent test average score is in better progress. It indicates that applying communicative language test in testing writing skill is quite fruitful

at grade nine. Thus, what can be said is that application of communicative language testing does the following:

a) It tests the actual use or production of language of an individual learners in the given situation,

b) It avoids memorizing some specific sentences or paragraphs and putting them on examination paper.

3.2 Analysis of Individual Test Scores Obtained from Five Progressive Tests along with Pre and Post-Tests

This section deals with the analysis of the scores of the students on the progressive tests, pre-test and post-test.

3.2.1 Analysis of the Scores on the Progressive Tests, Pre-Test and Post-Test.

3.2.1.1 Pre-Test

Before I commenced the experimental teaching, I administered a set of test items (i.e. pre-test) to determine the students' initial proficiency in reading and writing skills. The pre-test consisted of various test items for testing both skills (i.e. reading and writing which I intended to test in my study). Testing reading comprehension comprised of multiple choices, true/false, Put in ordering, fill in the blanks and short answer questions. Similarly, testing writing consisted of controlled and free writing. The scores of the

students both in reading and writing skills on the pre-test were recorded in the following table:

Table No. 9

Individual Scores on Pre-Test

S.N.	F.M.	Scores	No. of Students	Percentage (%)
01	50	22	2	5
02	50	21	3	7.5
03	50	18	8	20
04	50	15	10	25
05	50	12	5	12.5
06	50	10	3	7.5
07	50	8	4	10
08	50	7	2	5
09	50	5	2	5
10	50	2	1	2.5
Average Score: 12.0				

As the above table shows, 5% of the students out of 40, have scored 22 marks (each of them) which are the highest marks scoring on the pre-test (which was designed with 50 as full marks). Out of 40, 25% of the students' scored 15 marks, which is the highest in number of the students. Around 3% of the students secured 2 marks, which is the lowest score on the pre-test. This result obviously shows that the students have varied proficiency in

reading comprehension and writing skills, which have presented in the table jointly (i.e. both skills' scores included together) around 50% of the students are above the average score and another 50% of them are below the average score, where the average score is 12. As a result, my attention was drawn to find out the alternative techniques for testing reading and writing skills.

3.2.1.2 First Progressive Test

While evaluating the pre-test scores and first test scores of the students, what I found was that their scores were distributed around the average score of 12 out 50 as full marks) on the pre-test, whereas, on the first progressive test, they obtained around the average score of 7 (out of 10 as full marks). It viewed that the application of communicate language testing seemed to have progressive effect on testing both skills. The scores obtained by the students on the first progressive test were recorded as follows:

Table No.10

Individual Scores on the First Progressive Test

S.N.	F.M.	Score	No. of Students	Percentage (%)
1	10	9	15	37.5
2	10	8	18	45
3	10	7	4	10
4	10	6	2	5
5	10	5	1	2.5
Average Score: 7.0				

As the above table shows that students came up with scores at varying rate, as shown on the table, 37.5% of the students out of 40 obtained 9 marks out of 10 as full marks, which are the highest marks. The majority of the students i.e. about 45% scored 8 out of 10 full marks. Around 3% of the students have scored 5 marks, which is the lowest score on the first test out of 10 as full marks. As a whole, 5% and 2.5% (i.e. 7.5%) of the students secured below average having 6 and 5 marks respectively, whereas the average score is 7.

In comparison to the pre-test, the students seemed better progress in the scores through the application of communicative language testing in both skills. In this way, in pre-test, the highest score was 22 out of 50 about the average score of 12.0, where as the first progressive test shows 9 as the highest score out of 10 secured by 15 students (i.e. 37.5%). This shows that the application of communicative language testing has a significant role in testing reading and writing skills.

3.2.1.3 Second Progressive Test

The scores obtained by the students on the second progressive test were recorded as follows:

Table No.11

Individual Scores on the Second Progressive Test

S.N.	F.M.	Score	No. of Students	Percentage (%)
1	10	9	20	50
2	10	8	10	25
3	10	7	5	12.5
4	10	6	2	5
5	10	5	3	7.5
Average Score: 7.1				

As the above table shows, the highest score 9 has been obtained by 50% of the students out of 40 on the second progressive test which was designed with 10 as the full marks. Whereas, the lowest score is 5 out of 10 secured by 1.5% of the students. Above 50% of the students have scored average score, and around 40% of the students have secured the marks under the average score.

In comparison to the first test, the students have again shown remarkable progress in the test scores of reading and writing skills. It has added more expectations on the forthcoming test scores. It strengthened my expectation to continue to apply communicative language testing for testing reading and writing skills.

3.2.1.4 Third Progressive Test

The scores obtained by the students on third progressive test were recorded as follows:

Table No.12

Individual Scores on the Third Progressive Test

S.N.	F.M.	Score	No. of Students	Percentage (%)
1	10	10	2	5
2	10	9	23	57.5
3	10	8	10	25
4	10	7	3	7.5
5	10	6	2	5
Average Score: 8				

As the above table shows, students came up with scores at varying rate, 10 marks out of 10 is secured by 5% of the students and 6 out of 10 as full marks is secured by 5% of the students. Infact, 10 out of 10 and 6 out of 10 are the highest and lowest scores respectively. Additionally, majority of the students i.e. about 58% secured 9 out of 10 as full marks. About 60% of the students are above average score and 40% of them are below average score where, 8 is the average score.

In comparison to the second progressive test, the students have shown again remarkable contribution in support of advocating the communicative language testing in reading and writing skills.

3.2.1.5 Fourth Progressive Test

The scores obtained by the students on fourth progressive test were recorded as follows:

Table No.13

Individual Scores on the Fourth Progressive Test

S.N.	F.M.	Score	No. of Students	Percentage (%)
1	10	10	10	25
2	10	9	20	50
3	10	8	6	15
4	10	7	4	10
Average Score: 8.5				

As the above table shows, majority of the students i.e. 50% scored 9 out of 10 as full marks. Where 10 marks out of 10 is the highest score, obtained by 25% of the students and 7 out of 10 is the lowest score that has been obtained by 15% of the students. As a whole, nearly 25% of the students have scored below the average score where 8.5 is the average score.

In comparison to the previous test (i.e. third), once again this test has shown remarkable progress on the test scores.

3.2.1.6 Fifth Progressive Test

The score obtained by the students on fifth progressive test were recorded as follows:

Table No.14

Individual Scores on the Fifth Progressive Test

S.N.	F.M.	Score	No. of Students	Percentage (%)
1	10	10	15	37.5
2	10	9	11	27.5
3	10	8	10	25
4	10	6	4	10
Average Score: 7				

As the above the table shows that 10 out of 10 is the highest score obtained by 37.5% of the students which is majority in the number of students. Six marks out of 10 is the lowest score obtained by 10% of the students where 8.25 is the average score. Overall, 65% of the students scored above the average score and 35% of them scored below the average score. However, the distribution of the scores on this test continued to be similar to the previous one. The progresses of the students on the scores have shown significant evidence in support of advocating the application of communicate language testing.

3.2.2 Post-Test

I administered the post-test, after I finished the experimental classroom activities for four weeks. During that period, I administered pre-test and five progressive tests along with time on task test after teaching the respective lessons mentioned in grade nine English text book. The post-test scores of the students were recorded as follows:

Table No.15

Individual Scores on the Post-Test

S.N.	F.M.	Score	No. of Students	Percentage (%)
1	50	49	3	7.5
2	50	45	8	20
3	50	42	4	10
4	50	40	10	25
5	50	38	4	10
6	50	35	3	7.5
7	50	33	2	5
8	50	30	1	2.5
9	50	28	3	7.5
10	50	20	2	5
Average Score : 36				

As the above table shows that 49 marks out of 50 is the highest score secured by 7.5% of the students and, 45 out of 50 secured by 20% of them is the second highest score. And 20 out of 50 are the lowest score distributed on 5% of the students. The majority of the students which is 25% of the total (i.e.40) came up with 40 marks out of 50 as full marks, where the average score is 36.

In comparison to the pre-test scores, post-test scores shown remarkable progress of the students in reading comprehension and writing skills. On the pre-test, the scores were distributed around the average score of 12 with 22

marks as the highest and 2 marks as the lowest score, whereas the scores on the post-test are distributed around the average score i.e. 36, which is three times grater than the average score on the pre-test. This result obviously demonstrates that the application of communicative language testing in reading and writing skills is really as effective means of testing.

3.3 Item Wise Analysis and Interpretation of the Test Results

This section mainly contains item wise analysis and interpretation of the test results-based comparisons in two skills: reading and writing.

3.3.1 Pre-Test

Table No. 16

(i) Item Wise Performance on Reading Skill

S.N.	Items	No. of Items	F.M.	Average Scores	Percentage%
I	Multiple choice	4	4	2	50
II	True-false	5	5	1.5	30
III	Ordering	4	4	1	25
IV	Short answer question	4	12	5	41.66

Table No.17

(ii) Item Wise Performance on Writing Skill

S.N.	Items	No. of Items	F.M.	Average Scores	Percentage %
I	Controlled writing	1	5	2	40
II	Free writing	1	5	2	40
III	Suggestions or advice	1	4	1.5	37.5
IV	Picture description	1	5	2	40

Before conducting the class for experiment, I administered this set of test items for recording the initial proficiency of the students in reading and writing skills. The test items were prepared from the text book of grade-nine English.

As the above tables show that item wise performance on reading and writing skills respectively. In reading skill, the item I has the highest numbers of average score i.e. 50% and the item III has achieved lowest numbers of average scores i.e. 25%. Similarly, in writing skills, the items I, II and IV have the same performance (i.e. average scores 2 and 40%) respectively which are the highest scores. The item III has obtained lowest number of average scores i.e. 37.5%. Overall, all items have lower number of scores in the performance of both skills. This distribution of scores on each items indicates that the students who are studying at ninth graders have low proficiency in reading and writing skills. Therefore, in accordance with the scores on the pre-test, I determined the gravity of difficulty in both skills

(i.e. reading and writing). Accordingly, I taught the students and administered five progressive tests along post test with the application of communicative language testing.

3.3.2 Post-Test

Table No. 18

(i) Item Wise Performance on Reading Skill

S.N.	Items	No. of Items	F.M.	Average Scores	Percentage (%)
I	Multiple choice	4	4	4	100
II	True-False	5	5	5	100
III	Ordering	4	4	4	100
V	Short-answer question	4	12	10	80.33

Table No.19

(ii) Item Wise Performance on Writing Skill

S.N.	Items	No. of Items	F.M.	Average Scores	Percentage %
I	Controlled writing	1	5	3	60
II	Free writing	1	5	3	60
III	Suggestions or advice	1	4	3.5	87.5
IV	Picture description	1	5	3	60

After administering five progressive tests in the interval of five days each, I administered the final test, i.e. post-test which had already been administered

as pre-test. Both of the above tables show that item wise performance on reading and writing skills respectively. Observing the above first table, in reading skill, most of the test items have achieved the highest number of scores. The items I, II and III have the highest average scores i.e. 100% respectively. And the item IV has the lowest score i.e. 83.33%. Similarly, the above table shows that in writing skills, the item III has the highest number of average scores i.e. 87.5% followed by the items I, II and IV, which have 60% respectively having the lowest number of average scores. Overall, almost all items have the average scores above 60%. It shows that the application of communicative language testing has to be recommended as an effective tool for testing language skills like reading and writing skills. In conventional type of testing, this sort of result is not generally achieved.

3.4 Analysis and Interpretation of Test Score-based Comparison in two Skills: Reading and Writing

This section mainly contains the analysis and interpretation of test scores obtained by the students in reading and writing skills and also the comparison of it.

The comparative charts of average scores and increment percentage of both skills are as follows:

3.4.1 Reading skill

It consists of the average scores of various tests (i.e. five tests along with pre- and post-tests) secured by the students in reading skill.

Table No. 20

Performance on Reading Skill

S.N.	Tests	F.M.	Average Scores	Percentage (%)
01	Pre-Test	25	8	32
02	First Test	5	4	80
03	Second Test	5	5	100
04	Third Test	5	4	80
05	Fourth Test	5	5	100
06	Fifth Test	5	5	100
07	Post-Test	25	24	96
	Total Increment	**75**	**55**	**588**
	Average Increment	**10.71**	**7.85**	**84**

As the above table shows that the pre-test average score is 8 out of 25 as full marks (i.e. 32%) which was administered without any classroom activities based on communicative language testing. But in other tests, students have achieved better progress. The first test average score is 4 out of 5 as full marks (i.e. 80%). The second, fourth and fifth tests' scores are 5 out of 5 (i.e. 100%) respectively. Similarly, the post-test average score is 24 out of 25 (i.e. 96%). It indicates that there is increment in the percentage of each five tests and post-test scores in reading skill after the classroom activities based on communicative language testing.

3.4.2 Writing Skill

It mainly contains the average scores of five tests along with pre- and post-tests, secured by the students in writing skill.

Table No. 21

Performance on Writing Skill

S.N.	Tests	F.M.	Average Scores	Percentage (%)
01	Pre-Test	25	5	20
02	First Test	5	4	80
03	Second Test	5	3	60
04	Third Test	5	5	100
05	Fourth Test	5	4	80
06	Fifth Test	5	5	100
07	Post-Test	25	20	80
	Total Increment	**75**	**46**	**520**
	Average Increment	**10.71**	**6.57**	**74.28**

The above table shows that the average score of pre-test is 5 out of 25 as full marks (i.e. 20%). But, after the classroom activities based on communicative language testing, there is an increment in the scores of other tests (i.e. first, second, third, fourth, fifth and post- test). Regarding the holistic comparison between reading and writing skills, the remarkable difference is seen in reading performance rather than in writing performance.

The difference in general is shown in the following figure.

Figure No. 1

Comparison in General
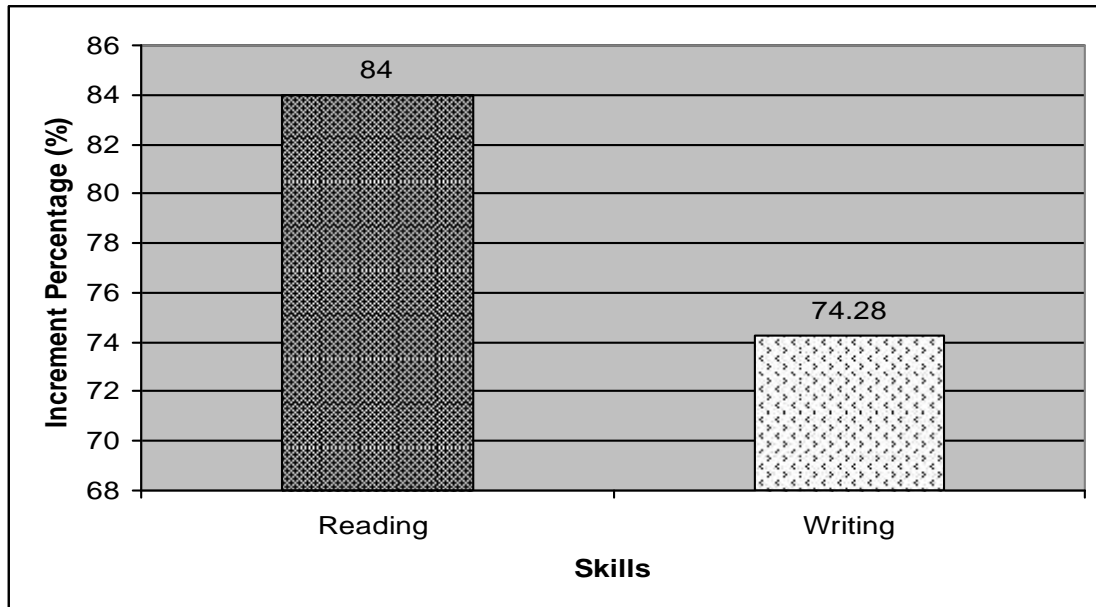
The difference shows that students have made better progress in reading skill rather than writing skill but as a whole students have made tremendous progress in both skills while comparing their pre-test and post-test scores. Thus, it is possible only through the application of communicative language testing in reading and writing skills.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present study was conducted to find out the application of communicative langue testing in reading and writing skills. In course of analyzing, pre-test, time-on task tests, progressive tests and post-test, the application of communication language testing was found to be an effective phenomena in testing reading and writing skills of the students studying at grade nine. As I have already mentioned, communicative language testing is that approach to testing which tests actual use or production of language of an individual learner in the given situation. It avoids memorizing some specific sentences or paragraphs and putting them on examination paper. Additionally, it provides ample room for enhancing creativity to the students. To test the students' actual performance in reading and writing skills, the application of communicative language testing seems to be marvelous.

In order to fulfil the objectives of my study, I carried out the analysis and interpretation on the basis of time-on-tasks' scores, progressive tests' scores (i.e. all together five progressive tests), pre and post-tests' scores. In each and every test, I found better performance of the students in reading and writing skills which were conducted by the application of communicative language testing. On the basis of analysis and interpretation of all the tests, the following findings have been derived.

4.1.1 Findings Related to Time-on-Task Analysis

After observing the scores of the students on time-on-task in reading and writing skills. I found the following:

a) In reading skills, the average scores of the students were mostly recorded between 8-9 out of 10 as full marks. Around sixty percent of the students (i.e. out of 40) scored above the average score.

b) In writing skill, the average scores of the students mostly stayed between 7-8 out o 10 as full marks. Fifty percent of the students (i.e. out of 40) scored above the average score.

It indicates that the application of communicative language testing has shown more notable effect in testing reading and writing skills than conventional type of testing.

4.1.2 Findings Related to Progressive Tests

In each and every progressive test, students have shown commendable performance in both reading and writing skills in comparison to their performance on the pre-test. In both skills (i.e. reading and writing) students have scored around the average score of 8 out of 10 as full marks. It was also found that the 25.5% - 45.5% of the students (out of 40) continued their scoring 9 out of 10 in both skills throughout the administration of the five progressive tests. Thus, it indicates that the application of communicative language testing has a significant role in testing reading and writing skills.

4.1.3 Findings Related to Pre-Test and Post-Test

The following findings have been derived, after observing the scores of the students on pre-test and post-test.

a) The scores of the students on pre-test were recorded around the average score of 12 out 50 as full marks, whereas the scores of the students on post-test were recorded around the average score of 36 out of 50 as full marks.

b) Around 5% of the students (i.e. out of 40) scored 20 marks(out of 50 as full marks) as the lowest on post-test, whereas 5% of the students were scored 22 marks as the highest score on pre-test.

c) Regarding the item-wise performance on pre-test in reading skill, it was found that no score was above 50% except multiple choice items. Similarly, in writing skill, no student obtained 50% scores in any item, whereas their scores on the post-test in reading skills were distributed around the average score of 80%. Similarly, in writing skill, the scores were distributed around the average score of 60%.

Thus, this evidence advocates that the application of communicative language testing seemed to be more effective means of testing reading and writing skills than the conventional testing, which had the bitter truth shown on the scores of the students on pre-test.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the collected data, the following recommendations for pedagogical implications have been made:

1. As reflected by the pre- and post-test, progressive tests and time-on-task analysis, the application of communicative language testing in reading and writing skills seemed to be more fruitful than the conventional testing. So, communicative language testing should be applied to test the language skills of the students.

2. Applying communicative language testing is aimed to test the actual use or production of language of an individual learner in the given situation. So, to develop and measure the creativity on the learners' performance, communicative language test tests all the communicative abilities of the students. This should be used with equal emphasis both in classroom practices and in examinations.

3. In order to develop language ability of the student, the development and improvement of teaching/ learning strategies and testing devices are vital components. The language teacher and test designer must know which tests are for testing all the communicative abilities of the students and also provide the specification or performance tasks, closely related to the learners practical activities. For this purpose application of communicative language testing should be the area of interest of language teachers and test designers.

4. Application of communicative language testing avoids memorizing some specific sentences or paragraphs and putting them on examination paper but it tests actual creativity of the students.So, this should be used to make the learners creative in their tasks and also should be used for evaluating teaching effectiveness.

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Appendix-I

Test-1

Name: ……………..   Roll no:………….   F.M-10

1. Read the following conversation and do the activities that follows. (5)

"hello, Arati. What do you plan to do during the holidays."? " I plan to go to India with my Aunt. We want to see the Taj Mahal, which is in Agra. You know, it is the most beautiful building ever made, one of the seven wonders of the world." It is a monument, isn't it? "Yes it was build by a Moghul Emperor in memory of his beloved queen." "How long will you be in India"? "I will be there for a week. I want to see other interesting places as well. We will go to Mumbai and spend a couple of days there. I have not seen the sea yet so I will go to the see and lie on the beach. How about you Neelam"? "I am going to Jomsom with my parents."

i. Match the following words.

A	B
Monument	sandy bank of the sea
Beach	a pair
Emperor	building to keep the memory
A couple	great king

ii. Answer the following questions:

a. Who built Taj Mahal and why?

b. Where will Arati and Neelam go?

c. What does Arati want to do in Mumbai?

2. Write a letter to your friend describing your plan to visit somewhere in your holiday. Include this points.(5)The place, whom you will visit - where and for how long – what things you will see   [If you need, you can write on to the next side of the same page.]

Test-2

Name: ………………..   **Roll no:………….**   **F.M-10**

1. Read the following passage and do the activities that follows:(5)

In 1952 two youths decided to rob a shop. They were Mohan Joshi, age 16 and Dilbar sings, 19. During the robbery they were distrubed by Jamun Yadav, a policeman. Mohan produced a gun and killed a policeman. Because Mohan was under 18, he was sentencted in to life imprisonment. Dilber, who had never touched the gun, was over 18. He was hanged in 1953.

i. Write T for true and F for false statements:

a. Mohan Joshi was 19 years old.

b. Dilbar did not touch the gun but was hanged in 1953.

c. Jamun yadav was a murderer.

d. Mohan Joshi was under 18 so he was put into prison.

ii. Answer the following questions:

a. Who killed a policeman?

b. Why was Mohan Joshi put into prison?

c. Give the suitable title of the passage.

2. Write a news story using the following clues.(5)

A wealthy heir kidnapped in Butwal,- Ram Kale – 8 years old – returning from school – kidnapped by a gang – Rs 100000 ransom – police investing.

[If you need, you can write on to the next side of the same page.]

Test-3

Name: ………………..   Roll no:………….   F.M-10

1. Read the following passage and do the activities that follows:(5)

Mother Terasa, brave woman learned a few basic medical skills. And began to live among the poor with only five ruppes in her pocket. In December 1948, she started her first school in the slums. She wore blue bordered white saree with a cross on the shoulder which later one become the dress of sister of the missionaries of charity. Her first recruit, a Bangali girl came to her in 1949. shortly after that more and more girls came to her to be apart of her work. The nuns at first worked only in the slum schools, but soon they found that they were around them.

i. answer the following questions:

a. When did the first recruit join mother teresa?

b. What helped mother Teresa to live with only 5 ruppees?

c. Who was mother Teresa?

ii. Put the sentences in the correct order: write in every box.

a. The nuns worked first only in the slum schools.

b. A Bangali girl came to her in 1949.

c. In 1948 Teresa started her first school.

d. Mother Teresa learned a few basic medical skills.

2. Suppose you have passed the SLC exam in distinction with district first. Write in about 60 words what would you do?

[If you need, you can write on to the next side of the same page.]

Test-4

Name: ……………….. Roll no:…………. F.M-10

1. Read the following text and do the activities that follows:(5)

I was very sad to learn about toran's death. He was very good friend of mine. We worked together for 4 years at the university. He was wonderful person. He will be sadly missed. I am sorry that I was to ill to come to the funeral.

Your sincerely

Chakra Chamling

i. Tick the best answers:

a. Toran was probably:

i. A farmer   ii. A lecture   iii. A shopkeeper

b. The card was sent to Toran's:

i. wife   ii. Friend   iii. Employer

c. The card expresses:

i. Regret   ii. Condolence   iii. Apology

d. Charkra worked together to Toran for:

i. two years   ii three years   iii four years

ii Answer the following questions:

a. who has sent the card?

b. who has died?

c. Give appropriate title of the text.

2. Write a letter of sympathy to your friend who has had an accident and is in hospital. Use these clues (5)

Tika lama; a great cyclist, took part in cycle race, fell down and broke her ankle, is in hospital [If you need, you can write on to the next side of the same page.]

Test-5

Name: ………………..   Roll no:………….   F.M-10

1. Read the news story and do the activities that follows:(5)

Babu Chiri Sherpa, a mountaineering guide, who has already set a world record by spending 21 hours on the summit of Mt Everest without oxygen. He has also set a new world record by climbing the highest peak in 16 hours and 56 minutes, on 21st may 2000. He was welcomed by a crowd at the airport yesterday.

i. Use the following words in the sentences of your own.

a. summit   b. crowd   c. record   d. mountaineering

ii. Answer the following questions;

a Why was Babu Chiri Sherpa welcomed?

b. Who was Babu Chiri Sherpa?

c. How much time he spent on the summit of Mt Everest?

2. Your sister is very poor in English. Write four sentences giving her suggestion on how to improve it.

[If you need, you can write on to the next side of the same page.]

Appendix-VI

Test Items **(pre and post test)**

Name: F.M: 50

Class:

Roll No.:   Time: 1.30 hrs

Date:

1.Read the passage carefully and do the activities that follow:

Again I turned to the blackboard and lifted my hand to write, then I was blank and empty within. I tried frantically to collect my seems but I could remember nothing. A sense of girls and boys behind me filled me to the exclusion of every thing. I realized how utterly I was failing and I grew weak and leaned my hot forehead against the cold blackboard. The room burst into a loud and prolonged laugh that made my muscles freeze. "you may go to your seat", the teacherI sat and cursed myself. Why did I always appear so dumb when I was called to perform something in a crowd? I knew how to write as well as any pupil in the classroom, and no doubt I could read better than any of them, and I could talk fluently and expressively when I was sure of myself. Then why did strange faces make me freeze? I sat with my ears and neck burning, hearing pupils' whisper about me, hating myself, hating them.

A) Choose the best answer. (4)

i. The word 'utterly" in the above first paragraph means

a. Partially   b. Completely   c. Beautifully

ii. What made his muscles freeze.

a. The angry teacher in front

b. Lunging students behind

c. The cold blackboard

iii. He cursed himself because

a. His ears and neck were burning

b. He was afraid of the teacher

c. He knows but could not do the task

iv. Who uttered "you may go to your seat?"

a. laughing students   b. Teacher   c. hating himself

B. Write 'T' for true and 'F' for false statements (5)

i. He leaned his forehead against the blackboard. [ ]

ii. In the end, he wrote his name and address on the blackboard. [ ]

iii. He did not feel comfortable among strangers. [ ]

iv The teacher did not ask him to go back to his seat. [ ]

v. He liked his first day at school. [ ]

C. Put the following sentences in the correct order. Write in every box (4)

a. The teacher asked him to go back to his seat.

b. He went to the board and tried to write.

c. He leaned his forehead against the blackboard.

d. He got lost and students laughed at him

D. Answer the following questions.(12)

a. Why did the students laugh at him?

b. Where was the boy standing?

c. What made him unsure of himself?

d. Why could not he write any thing on the board?

2. Srijana does not have any thing to do and is feeling bored. Write four sentences giving her suggestions.(4)

3. Write about your village or town in about hundred words.(5)

Include the following points.

location-climate - population -religion - Crops

4. Fill in the blanks choosing correct word or phrase from the box.(6).

use to	live	used to	why
lived	but	and	cutting
sold	which	-	when
who	bought	on	while
helped	to	of	bought
from	-	was helped	

Long ago a wood cutter, sete......................in a village ....was far from the town. He was very poor ....honest. He...................collect firewood and ....it is the town. One day his axe fell into the pond................he was ....a tree. He began to cry. The water god come out.................the pond and asked.................he was crying. He told his story. The god took pity.................him and gave him a golden axe. Thus, sete..............by the god.

5. Write a letter telling a friend about any interesting school excursion on which you have been. (5)

E) Look at the pictures and describe what happened. And write a story.(5)

"Good fortune with you"

x