

**THE IMPACT OF PROGRESS TEST IN LANGUAGE
LEARNING : A PRACTICAL STUDY**

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**By
Dilli Bahadur Dangi**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007**

**THE IMPACT OF PROGRESS TEST IN LANGUAGE
LEARNING : A PRACTICAL STUDY**

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

By

**Dilli Bahadur Dangi
M.Ed. Second Year**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007**

T.U. Regd. No.: 9-2-21-303-2000

Date of Approval of the Thesis

Exam Roll No. (2nd year): 280200/062

Proposal: 2063-11-08

Date of Submission: 2064-02-06

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Dilli Bahadur Dangi has prepared this dissertation entitled "**The Impact of Progress Test in Language Learning : A Practical Study**" under my guidance and supervision.

I recommend this dissertation for acceptance.

Date: 6th Jestha, 2064

Madhu Neupane
(Guide)
Lecturer
Department of English Education
Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following research guidance committee:

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

T.U., Kirtipur

Chairperson

Madhu Neupane (Guide)

Lecturer

Department of English Language Education

T.U., Kirtipur

Member

Bal Krishna Sharma

Lecturer

Department of English Language Education

T.U., Kirtipur

Member

Date: 7th Jestha, 2064

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following
Thesis Evaluation Committee:

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

T.U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Language Education

T.U., Kirtipur

Member

Madhu Neupane (Guide)

Lecturer

Department of English Language Education

T.U., Kirtipur

Member

Date: 9th Jestha, 2064

*I dedicate this work to my ideal parents
who sacrificed a lot of things in their life
for me and my education.*

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and profound gratitude to my honorable Guruma and thesis supervisor Mrs. Madhu Neupane, Lecturer, Department of English Language Education, Kirtipur for her invaluable guidance and constructive suggestions, without which the dissertation would have never been completed. I was not only inspired and encouraged to write the thesis but also able to complete it on time.

I am extremely grateful to Dr. Chandreshwar Mishra, Head, Department of English Language Education. Similarly, I am equally indebted to Dr. Shishir Kumar Sthapit, professor at the Department of English Language Education and Dr. Shanti Basnyat, Professor and Chairperson, English and other foreign Language Education subject committee, for giving me invaluable suggestions and encouragement.

Similarly, I would like to express my sincere gratitude to Prof. Dr. Jai Raj Awasthi and Prof. Dr. Tirth Raj Khaniya for their invaluable suggestions and academic help. My sincere gratitude also goes to Prof. Dr. Govinda Raj Bhattarai, Asst. Dean, Faculty of Education for his suggestion and academic support.

I would like to express my sincere gratitude to Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Mr. Padam Lal Bishwakarma, Mr. Ram Ekwel Singh, Mrs. Saraswati Dawadi, Mr. Prem Bahadur Phyak, Mr. Balkrishna Sharma, Mr. Uma Nath Shirma and Mr. Durga Pokharel for their cooperation

Likewise, I would like to express my thanks and gratitude to Mr. Min Bahadur Pun, Principal and school family of Tribhuvan Higher secondary School Musikot, Rukum for cooperating during my experiment.

In the same way, I would like to offer my special thanks to my friends Mr. Man Bahadur Oli, Mr. Krishna Bahadur Dangi, Mr. Bhim Bahadur Bista, Mrs. Kamala Dangi, Mrs. Gayatri Dangi, who were kind enough to support me to accomplish this work.

Last but not least, I would like to thank those people who helped me directly or indirectly to prepare this thesis.

My special thank goes to Mr. Deepak Basnet of Resunga Computer Service, Kirtipur for excellent computer work.

May, 2007

Dilli Bahadur Dangi

ABSTRACT

The aim of this thesis was to measure the impact of progress test in language learning. It has been carried out practically and comparatively.

To carry out the research, seventy students of grade nine studying at Tribhuvan Janata Higher Secondary School, Musikot, Rukum were selected as sample population. A written test carrying four reading texts was used as pre-test to check the actual proficiency of the students in the beginning of the experiment. Seventy students were kept in two class rooms and one set of question was given to each group. The test contained both subjective and objective. Answer copies were checked and ranked in a descending order. Then, the students were divided into two groups on the basis of the odd-even roll number according to the individual score of the pre-test.

After dividing them into two groups, experimental group was taught by taking progress tests and other by using final achievement test. Progress tests contained two texts: one seen and another unseen passages. The test was taken three times for only experimental group. After the completion of one month teaching, the similar test which was used for the pre-test was used as post-test. Then the results of both the tests were compared to determine the impact of class progress test in language learning.

From this research, the researcher has found that progress test yielded better impact on language learning.

This thesis is divided into four chapters. Each chapter is divided into different sub-chapters. The first chapter deals with general background of the study, review of the related literature, objectives of the study and significance of the study.

The second chapter deals with the methodology used during the research work. It consists of sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study.

The third chapter deals with the analysis and interpretation of the data. The data have been analysed and interpreted on the basis of the difference between the average score in marks and percentage of three progress tests as well as pre-test and post-test. The group with a higher increment in marks and percentages has been considered better. The analysis has been done under the following headings:

- a. Holistic comparison
- b. Text and item-based comparison

The fourth chapter deals with the findings and recommendations which are derived from the analysis and interpretation of the data.

LIST OF ABBREVIATIONS AND SYMBOLS

%	Percentage
&	And
Av.	Average
B.Ed.	Bachelor's Degree in Education
Bet ⁿ	Between
D.	Difference
D.%	Difference in Percentage
Eg./eg.	For Example/For instance
Etc./etc.	Etcetera
GPO	Goshwara Post Office
Hrs	Hours
HSL	Higher Secondary Level
M.Ed.	Master's Degree in Education
No.	Number
PCL	Proficiency Certificate Level
Ph.D	Doctor of Philosophy
P.O.	Post Office
T.U.	Tribhuvan University
Yrs	Years

TABLE OF CONTENTS

	Page No.
Recommendation for Acceptance	i
Recommendation for Evaluation	ii
Evaluation and Approval	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
List of Abbreviations and Symbols	viii
Table of Contents	ix
List of Tables	xi
List of Figures	xii
CHAPTER ONE: INTRODUCTION	1-15
1.1 General Background	15
1.2 An Overview on Language Testing	16
1.3 Teaching and Testing Language	18
1.4 Progress Test and Final Achievement Test in Teaching and Learning	20
1.5 Testing Reading Comprehension	9
1.6 Review of the Related Literature	26
1.7 Objectives of the Study	29
1.8 Significance of the Study	29
1.9 Definition of the Specific Terms	29
CHAPTER TWO: METHODOLOGY	17-20
2.1 Sources of Data	31
2.1.1 Primary Sources of Data	31
2.1.2. Secondary Sources of Data	31
2.2. Sample Population of the Study and Sampling Procedure	31
2.3 Tools for Data Collection	31
2.4 Process of Data Collection	33

2.5 Limitations of the Study	34
CHAPTER THREE: ANALYSIS AND INTERPRETATION	21-34
3.1 Holistic Comparison of Progress Test	36
3.2 Item Based Comparison of Progress Test	37
3.2.1 Fill in the Gap Items	37
3.2.2 Ordering Items	38
3.2.3 Short-Answer Items	38
3.2.4 Multiple Choice Items	39
3.2.5. True-False Items	39
3.2.6 Matching Items	40
3.3 Holistic Comparison of Pre-Test and Post-Test	41
3.4 Item-Based Comparison of Pre-Test and Post-Test	42
3.4.1 Fill in the Gap Items	42
3.4.2. Ordering Items	43
3.4.3. Short-Answer Items	43
3.4.4 Multiple Choice Items	44
3.4.5 True-False Items	44
3.4.6 Matching Items	45
3.5. Text-Based Comparison of Pre-Test and Post-Test	46
3.5.1 Text1	46
3.5.2 Text 2	46
3.5.3 Text 3	47
3.5.4 Text 4	47
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS	35-39
4.1 Findings	49
4.2 Recommendations	52
REFERENCES	40-42
APPENDICES	

LIST OF TABLES

	Page No.
Table 1: Text and Item-Based Comparison of the Students	36
Table 2: Marks of the Students in Fill in the Gap Items	37
Table 3: Marks of the Students in Ordering Items	38
Table 4: Marks of the Students in Short-Answer Items	38
Table 5: Marks of the Students in Multiple Choice Items	39
Table 6: Marks of the Students in True-False Items	39
Table 7: Marks of the Students in Matching Items	40
Table 8: Text and Item-Based Comparison of the Students	41
Table 9: Marks of the Students in Fill in the Gap Items	42
Table 10: Marks of the Students in Ordering Items	43
Table 11: Marks of the Students in Short-Answer Items	43
Table 12: Marks of the Students in Multiple Choice Items	44
Table 13: Marks of the Students in True-False Items	44
Table 14: Marks of the Students in Matching Items	45
Table 15: Marks of the Students in Text 1	46
Table 16: Marks of the Students in Text 2	46
Table 17: Marks of the Students in Text 3	47
Table 18: Marks of the Students in Text 4	47

LIST OF FIGURES

	Page No.
Figure 1: Graph Presentation of Obtained Marks in Three Different Tests by Group 'A'	37
Figure 2: Graph Presentation of Obtained Marks in Pre-test and Post-test on the Basis of Group 'A' and 'B'	42
Figure 3: Improvement of Both Groups in Post-Test in Different Items	45
Figure 4: Improvement of Both Groups in the Post-Test in Different Texts	48

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the means of communication. It is the most unique gift that separates human beings from other living beings. It is the greatest accomplishment of human civilization. We can't think of any social, academic and artistic activities going on without language. It is the most significant thing of human life. So it is a strong, dynamic, versatile, and specific means of communication which is used by human beings to share their feelings, ideas, which plays a vital role to differentiate human beings from other creatures found in the world. Everyone uses their language to fulfill their needs. Therefore, language is an inevitable part of human civilization. It is possible to spread and transfer all innovations throughout the world by using language which has been transferred from one generation to another.

The term 'language' has been defined in several ways by various linguists .Among them, some definitions have been given here :

"Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements."

(Chomsky, 1957:13)

"A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

(Block and Trager, 1942:5)

"Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

(Sapir, 1921:8)

From the above definitions, we come to know that no definition can be complete in itself. Therefore, we can say that language is a set of voluntarily produced symbols which is used to share ideas, emotion and desires of human beings.

There are many languages in the world that are being used for communication and no one can say the exact number of languages which are used in the world. English is one of the most dominant one and widely used language in the world. English is an international language in which most of the books, newspaper, magazines, etc. are published in the world. Most of the people in the world speak the English language. So it is dominant in comparison to other languages in the world. Since English is being dominant over other languages, non-native speakers of the English language have got success in carrying out different innovation, ideas, modern technology, culture, etc. It is being used in law, business, education, administration and so on. The importance of it is being grown rapidly.

English is a second/foreign language for Nepali learners because they have already acquired their native language. They have already passed their critical period while learning the English language. They have to learn it in confined environment, it is also learning in formal/artificial environment. Even today, most of the teachers in remote area use final achievement test for certification and gradation. There is no change or improvement in learning.

1.2 An Overview on Language Testing

Language testing has been established as an independent discipline recently. It is used to determine someone's language proficiency of what

has been taught. Testing is used as a process of examining how far learners have learned about what the teacher wishes them to learn through the objectives kept by Education and concerned authorities. In testing, the teacher usually makes queries in the classroom during or after his teaching or administering an examination at the lesson, or a unit or a chapter or a course of study. Testing is used to understand whether or not the whole or part of this teaching has been imparted and received by the learners. After it the examiner knows the actual performance of the students and it can be helpful to conduct remedial works, if necessary.

Valette (1967:3) says about the test as "Standardized language tests have incorporated new evaluation techniques intended to provide a more precise measurement of student achievement. Yet it is important that the teacher himself knows which aspects of a foreign language are measured by specific items and that he understand the role of testing in the classroom".

From the above definition, it is found that role of test in the classroom is important which provides new technique for evaluation of the students. The teacher knows about the testing aspect and way of testing. He also knows appropriate test items.

Testing includes different components like examination and its functions, examination and its power, classification of tests, testing of language skills, etc. Testing helps the learner to promote their learning and they can get better achievement. Without testing, nobody can understand actual performance of the students. So testing is used in every field.

Language testing has become a discipline in itself. There are several scholars having Ph.D. in language testing. Even in Nepal, we have some scholars in language testing. Several universities of the world

have been publishing language testing journals. Language testing has recently been given a separate status as an independent subject for study at M.Ed. level at the Department of English Education. In the past, language testing was confined to a unit under the language teaching methodology course. Today, it has become a world wide discipline.

Even being a worldwide discipline, it is not properly considered and used in the most parts of Nepal. It is being used as a formality. Most of the teachers do not use it and they take it as a formality for providing certificates. There are different types of tests. Every test has its own purpose, so teachers should be aware of them. We can find that they have lack of knowledge applying them. To provide equality education objectives of education should be fulfilled. Essential tests must be considered for application. If we administer only one test after academic session, there is no chance of getting fulfillment of aims and objectives. At that time, only 25% or 30% or 50% objectives can be achieved by the students, in that case how does such kind of manpower develops the nation and contribute for family, society, nation and even for the world. To produce qualified, trained and skillful manpower, concerned authorities should take responsibly in this. For that, test should be taken again and again, before final achievement test to make the students ready for final test. That is only possible through progress test. If progress test is taken again and again, the teacher can know students' weaknesses. Then this is powerful to reduce these weaknesses in time. Remedial teaching can be conducted if the objectives aren't fulfilled fully, academic institutions should follow class progress test in all parts of Nepal, then we can develop and get rid of present problems.

1.3 Teaching and Testing Language

Testing is an inherent part of teaching. In the past time, teaching and testing were taken as a separate discipline. But both testing and teaching are closely interrelated and it is impossible to conduct educational programmes without each other.

Khaniya (2005:78) says "A language test which seeks to find out what candidates can do with language provides focus for purposeful, everyday communication activities. Such test will have a more useful effect on the learning of a particular language than mechanical test of structure. A good communicative test of language should have a much more positive effect on learning and teaching and that should result in improved learning habits".

Testing is used after conducting teaching and it is used to test whether the objectives are achieved or not by the students. 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. Even the teachers who do not have adequate knowledge about the theoretical, practical aspects of testing, they can teach effectively. Even if the teacher does not have systematic knowledge about the effect of his teaching and testing, he is to improve his performance by gaining insights through examination queries and classroom interactions. How a teacher makes a query in the classroom or evaluates academic achievement of his students depends upon his understanding of what and how to test language. The teachers who have better understanding of testing can teach effectively. So that teaching and testing are regarded as integral part of education.

To produce required manpower for the nation, aims and objectives are made at first, then curriculum is designed, after it teaching is

necessary for the fulfillment of aims and objectives. Without teaching, learners can't understand and get success. During and after teaching, testing is necessary because there may be some obstacles and problems. To diminish them, testing is inevitable part in education. In second language learning, there may be a lot of problems because learners have already acquired their first language. These problems can be solved in time if test is conducted.

In conclusion, teaching and testing are interrelated with each other. One is impossible without another. Testing is conducted after teaching. Without testing, there is no value of conducting teaching. If we don't test the students, the performance of them can't be known. So we give test to the students continuously.

1.4 Progress Test and Final Achievement Test in Teaching and Learning

These two sets of tests are types of achievement test. Both are designed to examine what a person has learned. The achievement test has to measure the extent to which the learners have achieved what they are supposed to achieve in relation to the contents or objectives of the course.

Lado (1993: 369) defines achievement test as "The tests we attempt to measure how much of a foreign language a student knows. Such tests are usually called achievement tests, making reference to the fact that the students have to struggle through a course or a learning experience of some sort to "achieve" a certain amount of control of the language. Davies, et al. (quoted from Khaniya, 2005:77) defines achievement test as "An instrument designed to measure what a person has learned within or up to a given time. It is based on a clear and public indication of the instruction that has been given." According to Hughes (1995:10) "Achievement tests are directly related to language courses, their

purposes being to establish how successful individual students, groups of students or the course themselves have been in achieving objectives." Likewise, Harrison (1991:7) describes "An achievement test (also called an attainment or summative test) looks back over a longer period of learning than the diagnostic test, for example a year's work, or a whole course. It is intended to show the standard which the students have now reached in relation to other students at the same stage."

We can say that achievement test is a kind of test which is taken to measure the extent to which a person has acquired certain information or mastered certain skill, usually as a result of planned instruction or training. This test is mainly related to the course which is prescribed and the main purpose of taking this test is for certification and comparison with others at the same stage. It grades the students in scale.

There are two types of achievement tests: progress test and final achievement test. Progress test is administered to measure the progress of the students. Hughes (1995:12), says "It is used to measure the progress that students are making. Since 'progress' is towards the achievement of course objectives, these tests too should relate to objectives. But how ? One way of measuring progress would be repeatedly to administer to final achievement test, the increasing scores indicating the progress made." Likewise, Vallette (1967:5) defines progress test as "The progress test measures the extent to which a student has mastered the materials being taught in the classroom and the language laboratory most tests of this sort are prepared by the teacher himself". It is a teacher designed test to be used to examine the extent to which the students have learned from the instructions prescribed in the classroom. It is used to see how students are progressing towards

achieving the objectives of the course which can be taken as a form of unit test or can be broken into well-defined short objectives.

Final achievement test is a test which is taken at the end of academic year/session. Hughes (1995:11) says "Final achievement tests are those which are administered at the end of a course of study. They may be written and administered by ministry of education, official examining boards or by members of teaching instructions." Likewise Heaton (1988: 172) says "Final achievement tests are far more formal tests and are intended to measure achievement on a large scale. Most of the annual school examinations take the form of achievement tests. It deals with an estimate of the present achievement of the learner." Final achievement test is taken for two purposes: forward looking and backward looking purposes. It is a norm-referenced test because one student's performance is compared with other. It grades the students in scale, so it has no chance of correction and conducting remedial work.

Both tests are administered to find out the exact ability of the students. But they have some differences. Progress test is administered to improve teaching learning activities and make ready for final achievement test. It is not a formal act, teachers and their acts may not be as rigorous as they may be in other tests. The teacher can prepare questions and can administer when he wants. It is the best way to achieve the objectives of the course of study. Teachers must learn how to construct a progress test. The students can have some problems/difficulties which can be solved by using this test. If we apply our test regularly, the students have regular practice which helps to develop and improve learning and they become conscious in time. They don't have to worry later. Progress test can be conducted by giving class work, homework, etc. On the other hand, final achievement test is taken at the end of academic session, there is no concern about how many

objectives are fulfilled. At last, concerned authorities take a test for grading or providing certificates in form of pass or fail. In this test, there is no place for correction, so the students can't improve their learning. Likewise, they can't reduce their faults. In most of the places of Nepal, final achievement test is given as a formality, especially in government schools which is a pity to say because the students' future is related with improvement of learning. We have to change this custom and should conduct progress test also.

1.5 Testing Reading Comprehension

Reading comprehension means understanding a written text. Understanding a text means comprehending a text.

Reading comprehension is interpreted as getting information from the given text. Lado (1993: 223) defines reading comprehension as "Reading in a foreign language consists of grasping meaning in that language through its written representation." From this definition, we come to know that reading comprehension is the way of getting meaning of the text in foreign languages which is possible through written text.

Bransford, et al. (quoted from khaniya, 2005:133) concludes that comprehension depends on the linguistic ability of the learner, and how he activates his linguistic ability while doing reading. So someone's linguistic ability is vital in understanding a text. Likewise Gardner (quoted from Khaniya, 2005:133) says that adopting reading strategies contributes remarkably to gaining reading comprehension. Reading is not merely a function of capacities with a reader. A reader encounters different kinds of texts in terms of their difficulty level. The difficulty is partly because of the readers inability to process it, and partly because of the writer's way of making it difficult to read.

From the above definitions we can say that learners should have adequate knowledge to understand the text. Sometimes, even having adequate knowledge the learners can have difficulty to understand the text due to the nature of the text and writer's way of making it difficult. To solve this problem, the learners should adopt certain strategies to understand the texts easily.

Lado (1993: 232-238) has presented some techniques to test reading comprehension which are as follows:

1. General Technique

The general technique to test reading comprehension consists of providing passages to the students having reading problems and testing is done to find out whether the students understand or not the test.

2. Pre-reading Technique

Examiners need to test the students' ability to identify the graphic symbols themselves without going through the full process of reading. The problem symbols, words and phrases are presented as the lead and minimally contrasting symbols appear as distracters along with the right alternative which is the same as the lead.

Examples: Circle the alternative that matches the model best.

Model	Alternatives
b	p d q h b
bale	pale dale bale hale
hand	bank land dank hand hank

3. Reading Techniques for Beginners

The students' problem at the beginning becomes one of the identifying and understanding words and sentences through their graphic representation.

4. Reading Technique for Intermediate and Advanced Students

For testing of intermediate and advanced students multiple choice items, true false items, etc. are used. The items testing comprehension of a reading text may deal with the total passage, with a particular sentence or parts of a sentence in the context of the passage or individual words or even parts of words.

Weir (1990: 43-51) mentions some test items to test reading comprehension of the students which are as follows:

1. Multiple-Choice Questions

This test is objective type of test which is used to test the understanding ability of the students. In this test, the candidates have to select the correct answer from the given alternatives.

2. Short-Answer Questions

Candidates have to write down specific answers in spaces provided on the question papers or their answer copies.

3. Close Test

In this procedure, words are removed from a text in a regular intervals (e.g. fifth, sixth, etc.). The candidates have to fill each gap by supplying the word they think.

4. Selective Deletion Gap Filling

The test constructor should use a 'rational cloze' selecting items for deletion based upon what is known about language about difficulty in text and about the way language works in a particular text.

5. C-Test

In the C-test every second word in a text is normally deleted. The students are given the first half of the deleted word. The examinee completes the word on the test paper and exact word scoring procedure is used.

6. Information Transfer

Information transfer techniques are suitable for testing understanding of process, classification or narrative sequence and useful for testing a variety of other text types. Labelling a diagram, completing a chart or numbering a sequence of events can be used.

There are different types of test items. All items can't be used at one time, they can be used according to the purposes and nature of the passages, for example, if we have purpose of testing reading ability, it is better to use short answer questions with selective deletion gap filling.

1.6 Review of the Related Literature

Many researches have been carried out in the field of English language testing in Nepal. But none of the single research work is carried out in progress test in language learning. Therefore, I have tried to carry out my research work on this topic. Some related literature of the present study is given as follows:

Siwakoti (1996) has carried out a study on 'An Analysis of the Reading Proficiency of the Secondary School Students' to analyze the reading proficiency and test comprehension ability of class ten. It was found that the government and the private urban schools performed better than the rural schools. The private schools performed better than the government aided schools.

Karki (1996) has carried a research on 'The English Language Writing Proficiency between the Schools of Public and Private Schools of Grade X' to compare the writing proficiency. It was found that the students of private schools were far better in all the areas: vocabulary, grammar, etc.

Khanal (1997) has carried a study on 'The Effectiveness of the Close Test over Conventional Objective Test in Testing Reading Comprehension' to compare the two types of tests. It was found that

private schools' students performed better than that of the public school in both objective and the close tests.

Dawadi (1999) has carried out a research work on 'The Proficiency in the Use of Defining Relative Clause Made by the Grade Eight Students of Government and Private Schools' to compare the proficiency of students under two different schooling system public and private. It was found that the private schools' student performed better than government schools and boys performed better than girls.

Singh (2000) has carried out a research work on 'Listening Comprehension of Grade Eight Students' to find out the comprehension of grade VIII students in listening texts and their problems and difficulties. It was found that the performance of the 8th graders in listening comprehension was fairly good, they were weak in the comprehension of texts. Likewise private schools were better than government schools.

Gautam (2001) has carried out a study on 'An Analysis of Subjective Marking' to determine variations in marking by different groups of examiners. It was found that variations in marking were in all the subjective test items, the lower aged and female examiners in general were more lenient than male examiners.

Kshetree (2001) has carried out a study on 'The Washback Effect of the SLC Examination' to find out the washback effect of examination in teaching and learning in English and to analyze the materials used by teachers and students. It was found that the students of secondary level didn't seem to be much informative. They were not found equipped with very simple materials.

G.C. (2002) has carried out a research work on 'Reading Comprehension Ability of PCL First Year Students' to find out the reading comprehension ability of PCL first year students in a variety of

unseen texts. It was found that girls' reading comprehension was better than boys' and reading comprehension was 64.11 percent in different faculties and institutes in Pokhara.

Poudel (2003) has carried a research work on 'Reading Comprehension Ability of the Students of Proficiency Certificate and Higher Secondary Levels' to find out and compare the reading comprehension ability of the students of PCL and HSL in a variety of seen and unseen texts. It was found that PCL 2nd year students had better reading comprehension ability than those of HSL and understanding of seen text was better than unseen text.

Pattel (2003) has carried out a research work on 'Reading Comprehension Ability of the Students of Grade X' to identify and compare the proficiency of the students in comprehending written texts. It was found that the average proficiency of grade X students of Routahat and Makawanpur in comprehending written text was 56.78%. The students' proficiency in comprehending written text in seen texts was higher than that in unseen texts.

Neupane (2004) has carried a research work on 'Washback Effect of Examination: A Case Study of Communicative English' to find out the washback effect of examination of communicative English in B.Ed. second year. It was found that students participation was very low, teaching was teacher centered, lecture method is used, there was less use of teaching materials, formality of practical examination had been a formality and examination didn't seem to have promoted the communicative abilities in students.

Neupane (2005) has carried out a research work on 'Proficiency in Listening Comprehension of 'PCL' and 'HSL' Students' to compare between the students of PCL and HSL in comprehension in listening. It

was found that HSL students had better listening comprehension than that of PCL.

Oli (2005) has carried out a study on 'The Effectiveness of Task-Based Technique for Teaching Simple Present Tense'. It was found that task-based technique was very effective.

Marasini (2005) has carried out a study on 'Effectiveness of Silent Reading in Understanding Unseen Texts' to find out the effect of silent reading. The study showed that silent reading was found to be more effective than loud reading.

1.7 Objectives of the Study

The objectives of the present study are as follows:

1. To find out the impact of progress test in language learning on the basis of the following variables:
 - a. Holistic comparison
 - b. Text and item-based comparison
2. To point out some pedagogical implications on the basis of the findings and the study.

1.8 Significance of the Study

This study will be significant for the language teachers, students, syllabus designers, textbook writers and to all who are interested in language teaching, learning and testing. More specifically, it will be significant to those teachers and students who are directly or indirectly involved in teaching, learning and testing for developing reading comprehension. It will also be helpful for the teachers who are involved in testing. Hopefully this research will have global significance.

1.9 Definition of the Specific Terms

1. **Class progress test:** It is a type of achievement test which is administered to improve teaching learning activities, so that educational objectives can be achieved.
2. **Final achievement test:** It is a type of achievement test which is administered after the academic session for certification and gradation.
3. **Impact:** The powerful effect that something has on something or somebody.
4. **Objective:** Thing aimed at or wished for. These can be achieved after the implementation of something.

CHAPTER TWO

METHODOLOGY

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

2.1 Sources of Data

The researcher collected data from both primary and secondary sources.

2.1.1 Primary Sources of Data

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

2.1.2. Secondary Sources of Data

The researcher consulted the following secondary sources:

Valette (1967)	Richard, et al. (1985)
Bhattarai (1986)	Heaton (1988)
Hughes (1995)	Khaniya (2005)

and other related to the topic

2.2. Sample Population of the Study and Sampling Procedure

For the purpose of carrying out this research work, students of grade 9 were the sample population of the study. The total students of grade 9 were selected as the sample population by using non-random judgemental sampling procedure.

2.3 Tools for Data Collection

The main tool for the collection of data were written tests. Two types of tests were administered for progress tests and final achievement

test. The test items were constructed from the reading passage (seen and unseen). Subjective and objective questions were used. Progress test had two texts carrying 25 marks and pre-test and post-test had four texts carrying 50 marks. Each seen passage carried 10 marks and each unseen passage carried 15 marks. The nature, number and weighting of the test items were as follows:

A. Test items for progress test

S.N.	Q.N.	Nature of the passage	Nature of test items	Types of test	Number of test items	Carried marks
1	1	Seen	Objective	Fill in the gap and ordering items	10	10
2	2	Unseen	Objective & subjective	Short-questions Multiple choice items True-false items Matching items	15	15
Total					25	25

B. Test items for pre-test and post-test

S.N.	Q.N.	Nature of the passage	Nature of test items	Types of test	Number of test items	Carried marks
1	1	Seen	Objective	Fill in the gap and ordering items	10	10
2	2	Seen	Objective	Fill in the gap and ordering items	10	10
3	3	Unseen	Subjective & objective	Short question Multiple choice items True-false items Matching items	15	15
4	4	Unseen	Subjective & objective	Short question Multiple choice items True-false items Matching items	15	15
Total					50	50

See appendix-III.

Similar set of tests were used in pre-test, post-test and progress test. Lesson plans and some teaching aids were other supporting tools.

2.4 Process of Data Collection

The researcher collected the data by adopting the following process:

- a. First of all he prepared the research tools. After preparing them he went to the field and established rapport with the concerned authority and subject.
- b. Then the researcher asked for permission to conduct the study and applied a test. After getting permission he administered a set of written pre-test in order to find out the entry point of the students. The written test was taken in a separate room. The full marks of the test was 50. Then, the researcher checked the answer copies and ranked them in a descending order from 1 to 70. Then, the researcher divided the students into two groups, on the basis of odd-even ranking of the individual scores as follows:

Ranking number	Group 'A'	Group 'B'
1-70	Odd	Even

- c. After dividing the students into two groups the researcher calculated the mean score of the both groups and found out the differences between them.
- d. The students, divided into two groups, were taught separately. Group 'A' was taught as a experimental group using class progress test. In the experimental group, progress test was administered once a week. The test carried 25 marks. Time allocation was 45 minutes. Three progress tests were administered. Group 'B' was

tested using final achievement test. Each group was taught six days a week; one period a day and each period lasted 45 minutes. Teaching continued for a month. The researcher taught the groups with sufficient materials and prepared lesson plans for both groups (Lesson plans are found in appendix-I).

- e. After completing the experiment the researcher administered the similar set of test items as post-test. Then, he listed the raw scores of the students after checking them. He calculated the mean score of the post-test.
- f. At last he compared the result of the both groups to determine the relative impact of progress test in reading comprehension.

The researcher tested students' reading comprehension by administering similar sets of written-test items of 25 and 50 marks separately. He tested the students' understanding power, punctuation, hand writing, coherence and cohesion, etc.

2.5 Limitations of the Study

The study was limited in the following ways:

- a. The present study was based only on seventy students of class nine studying at Tribhuvan Janata Higher Secondary School, Musikot, Rukum.
- b. This study was confined to only with class nine students.
- c. The primary data for the study were collected only from written test of 25 and 50 marks.
- d. It focused only on the development of reading comprehension.
- e. This study was based on only one month of teaching.
- f. This study was only based on seen and unseen passages.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Systematically collected data have been analyzed and interpreted with the help of descriptive and statistical tools like percentage, mean, table, diagram, charts, etc. The data have been analyzed under the following headings:

- a. Holistic comparison
- b. Text and item based comparison

In this first heading the overall result of the progress test is presented. Then, text and item-based comparison of three tests administered in group 'A'. After it, the results of group 'A' and group 'B' both in pre-test and post-test have been shown,.

There were three progress tests which showed the progress in the students one after another. Among three tests, last one was the best which got progress that has shown in the first part.

The second heading is divided into sub-headings. The individual scores taken from the tests (Progress test, pre-test and post-test) were tabulated under each sub-heading group-wise.

The average scores were computed out of the individual scores tabulated. The difference between pre-test and post-test was computed. If it was higher than zero in mean score, it showed the progress of the group. The difference was converted into percentage. The two groups were compared on the basis of the percentage.

The group which got higher percentage was considered to be better than the one which got lower percentage. As the same method, materials,

medium, etc. were used for both the groups only with variation in the applying test and techniques, it was assumed that one group performed better than the other because progress test was used in that group which was relatively more effective.

Marks obtained by individual students in each test and each items have been given in appendix-II. On the basis of individual scores, average score for each group and for each items of test was calculated to compare the achievement of the groups. If the difference (D) between average score of a group in pre-test is less than 5, then the increment is supposed to be insignificant.

[Note: Group 'A' refers to the experimental group which was taught and tested applying progress test and group 'B' refers to the control group which was taught and tested using final achievement test.]

Analysis and Interpretation of Progress Test Administered in Group 'A'

3.1 Holistic Comparison

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

Table 1: Text and Item-Based Comparison of the Students

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	8.06	14.34	20.21	6.28	77.91	5.87	40.93

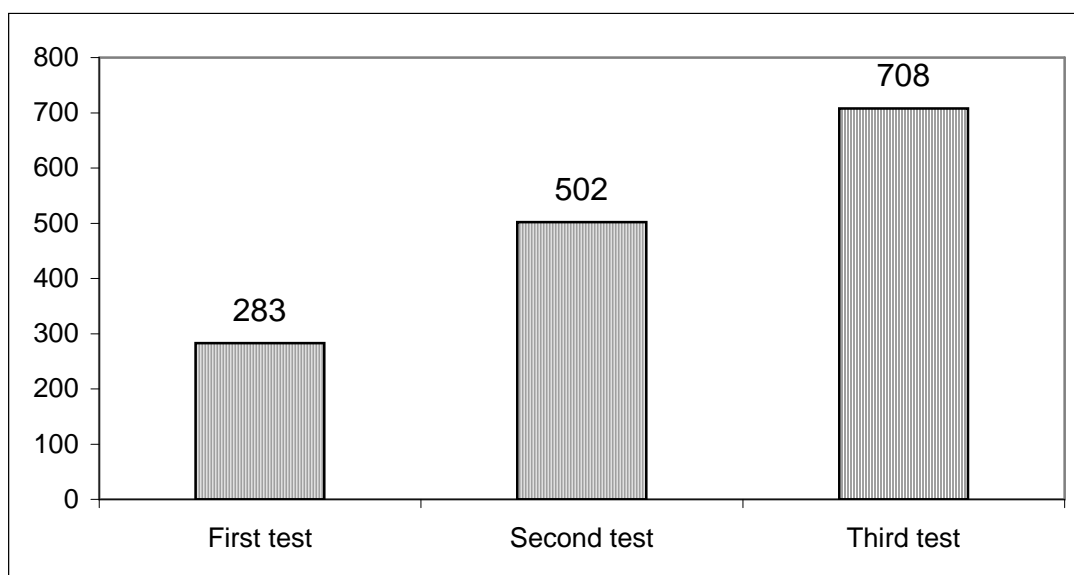
The above table reveals the fact that the average mark obtained by experimental group in the third test is 20.21, in the second is 14.34 and in the first test is 8.06. The students have increased their average mark by

6.28 or by 77.91 percent in second and by 5.87 or by 40.93 percent in the third test.

This analysis helps to conclude that in general the performance displayed by the group 'A' in second test is better than the first test, likewise performance in the third test is better than the second test. This shows effectiveness of progress test.

This can also be shown in a graph.

Figure 1: Graph Presentation of Obtained Marks in Three Different Tests by Group 'A'



3.2 Item Based Comparison

3.2.1 Fill in the Gaps Items

Table 2: Marks of the Students in Fill in the Gaps Items

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	1.43	2.43	3.88	1.00	69.93	1.45	59.67

This test consisted of 5 items, each item carried out 1 mark. The above table shows the average score is 1.43 in the first test, 2.43 in the second test and 3.88 in the third test.

The average mark in second test has been increased by 1.00 or by 69.93 percent, likewise the average mark has been increased in the third test by 1.45 or by 59.67 percent.

It shows that the increment in the average mark of each test is relatively greater than previous one. It indicates that average mark is increased if the progress test is administered in a certain interval.

3.2.2 Ordering Items

Table 3: Marks of the Students in Ordering Items

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	1.48	2.57	3.97	1.09	73.25	1.40	54.47

This test consisted of 5 items. Each item carried out 1 mark. The above table shows that the average score is 1.48 in the first test, 2.57 in the second test and 3.97 in the third test.

The average mark in the second test has been increased by 1.09 or by 73.25 percent, likewise the average mark in the third test has been increased by 1.40 or by 54.41 percent.

It shows that the increment in the average mark of each test is relatively greater than previous one.

3.2.3 Short-Answer Items

Table 4: Marks of the Students in Short-Answer Items

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	1.28	2.28	3.23	1.00	78.12	0.95	41.67

This test consisted of 4 items. Each item carried out 1 mark. The above table shows that the average score is 1.28 in the first test, 2.28 in the second test and 3.23 in the third test.

The average mark in the second test has been increased by 1.00 or by 78.12 percent, likewise the average mark in the third test has been increased by 0.95 or by 41.67 percent.

It shows that the increment in the average mark of each test is relatively greater than previous one.

3.2.4 Multiple Choice Items

Table 5: Marks of the Students in Multiple Choice Items

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	1.66	2.66	3.31	0.62	37.35	0.65	24.44

This test consisted of 4 items carrying 4 marks. The above table shows that the average score is 1.66 in the first test, 2.66 in the second test and 3.31 in the third test.

The average mark in the second test has been increased by 0.52 or by 37.35 percent and in the third test by 0.65 or by 24.44 percent. It shows that the increment in the average mark of each test is relatively greater than previous one.

3.2.5. True-False Items

Table 6: Marks of the Students in True-False Items

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	1.31	2.86	3.28	1.55	118.32	0.42	14.68

This test consisted of 4 items carrying 4 marks. The above table shows that the average score is 1.31 in the first test, 2.86 in the second test and 3.28 in the third test.

The average mark in the second test has been increased by 1.55 or by 188.32 percent and in the third test by 0.42 or by 14.68 percent.

It shows that the increment in the average mark of each test is relatively greater than previous one.

3.2.6 Matching Items

Table 7: Marks of the Students in Matching Items

Group	Av. marks in first test	Av. marks in second test	Av. marks in third test	D. between I and II test	D%	D. between II & III test	D%
A	0.91	1.54	2.54	0.63	69.23	1.00	64.93

This test consisted of 3 items carrying 3 marks. The above table shows that the average score is 0.91 in the first test, 1.54 in the second test and 2.54 in the third test.

The average mark in the second test has been increased by 0.63 or by 69.23 percent and in the third test by 1.00 or by 64.93 percent.

It shows that the increment in the average mark of each later test is relatively greater than the previous one.

From the above analysis, it is found that in almost all the later tests, the students have shown progress. It suggests that progress test seems to have impact in learning second language.

Analysis and Interpretation of Pre-test and Post-test Administered in Group 'A' and Group 'B' on the Basis of Following Headlines:

- a. Holistic comparison
- b. Text and item-based comparison

3.3 Holistic Comparison

In this comparison the result of group 'A' and group 'B' for texts and items are shown in general in a single table. This table shows only the average increment of group 'A' and group 'B'.

Table 8: Text and Item-Based Comparison of the Students

Group	Av. marks in pre-test	Av. marks in post-test	D	D%
A	15.88	29.31	13.43	86.20
B	15.60	17.88	2.28	14.15

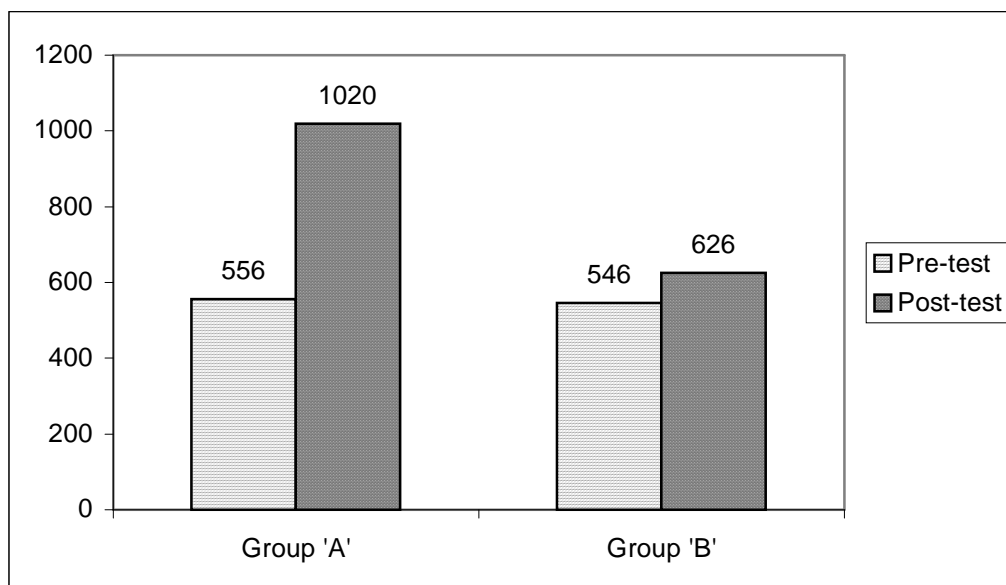
The above table reveals the fact that the average mark obtained by group 'A' in the pre-test is 15.88 and in the post-test is 29.31. The group has increased its average mark by 13.43 or by 86.20 percent.

However, the average mark obtained by group 'B' in the pre-test is 15.60 and in the post-test is 17.88. The group has increased its average mark by 2.28 or by 14.15 percent.

This analysis helps to conclude that, in general, the performance displayed by group 'A' is relatively greater than group 'B'. This shows as a whole or in general that progress tests are relatively more effective than the final achievement test.

The difference of increment in average marks of both groups can be shown in the graph.

Figure 2: Graph Presentation of Obtained Marks in Pre-test and Post-test on the Basis of Group 'A' and 'B'



3.4 Item-Based Comparison

3.4.1 Fill in the Gap Items

Table 9: Marks of the Students in Fill in the Gap Items

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	3.26	5.94	2.68	82.21
B	3.08	3.43	0.35	11.36

This test consisted of 10 items, each item carried 1 mark. The above table shows that group 'A' has the average score of 3.26 in the pre-test and 5.94 in the post-test. This group has increased its average mark by 2.68 or by 82.21 percent. Group 'B' has secured 3.08 in the pre-test and 3.43 in the post-test. This group has increased its average mark by 0.35 or by 11.36 percent.

It shows that the increment in the average mark of group 'A' is far greater than that of the group 'B'. It shows that group 'A' has made better progress than group 'B' in fill in the gap items.

3.4.2. Ordering Items

Table 10: Marks of the Students in Ordering Items

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	3.37	6.06	2.69	79.82
B	3.23	3.60	0.37	11.45

This test consisted of 10 items. Each item carried 1 mark. The above table shows that group 'A' has the average score of 3.37 in the pre-test and 6.06 in the post-test. This group has increased its average mark by 2.69 or by 79.82 percent. Group 'B', on the other hand, has scored 3.23 in the pre-test and 3.60 in the post-test. This group has increased its average mark by 0.37 or by 11.45 percent.

It shows that the increment in the average mark of group 'A' is greater than that of the group 'B'. It indicates that group 'A' has made far better progress than group 'B' in this test.

3.4.3. Short-Answer Items

Table 11: Marks of the Students in Short-Answer Items

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	2.11	3.88	1.77	83.89
B	2.23	2.46	0.23	10.31

This test consisted 8 items. Each item carried out 1 mark. Group 'A' has the average score of 2.11 in the pre-test and 3.88 in the post-test. This

group has made the improvement in its average mark by 1.77 or by 83.89 percent. Group 'B' has the average score of 2.23 in the pre-test and 2.46 in the post-test. This group has made the improvement only by 0.23 or by 10.31 percent.

It shows that group 'A' has improved their reading comprehension more effectively than that of group 'B'.

3.4.4 Multiple Choice Items

Table 12: Marks of the Students in Multiple Choice Items

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	2.28	5.03	2.75	120.61
B	2.63	2.97	0.34	12.93

This test consisted of 8 items. Each item carried out 1 mark. The above table shows that the group 'A' has the average score of 2.28 in the pre-test and 5.03 in the post-test. This group has made the improvement in its average mark by 2.75 or by 120.61 percent.

Group 'B' has the average score of 2.63 in the pre-test and 2.97 in the post-test. This group has made the improvement in marks by 0.34 or by 12.93 percent.

It shows that group 'A' has improved their reading comprehension more effectively than that of group 'B'.

3.4.5 True-False Items

Table 13: Marks of the Students in True-False Items

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	2.86	4.97	2.11	73.78
B	2.66	3.20	0.54	20.30

This test consisted of 8 items. Each item carried out 1 mark. Group 'A' has the average score of 2.86 in the pre-test and 4.97 in the post-test. This group has increased its average mark by 2.11 or by 73.78 percent.

Group 'B' has the average score of 2.66 in the pre-test and 3.20 in the post-test. This group has increased its average mark by 09.54 or by 20.30 percent.

It shows that group 'A' has performed better in true-false items than group 'B'.

3.4.6 Matching Items

Table 14: Marks of the Students in Matching Items

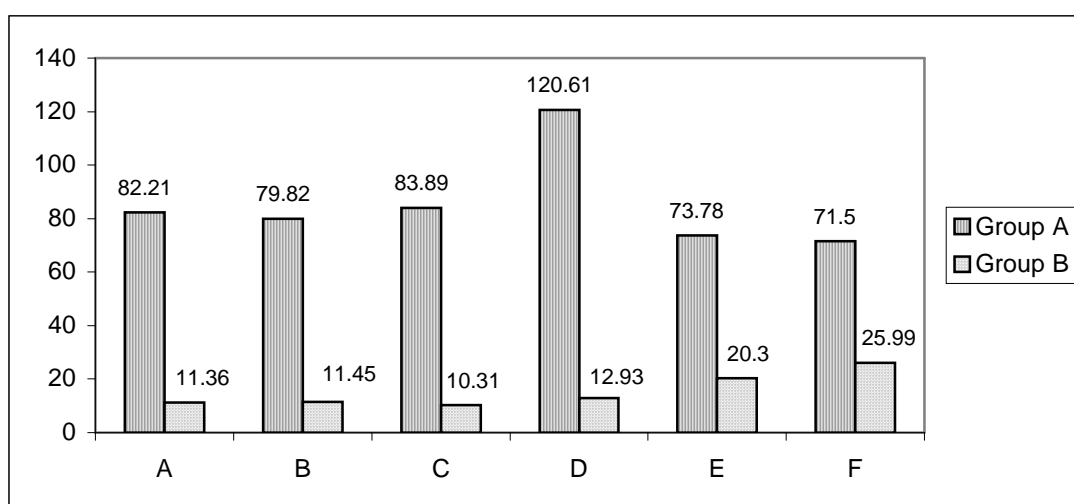
Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	2.00	3.43	1.43	71.50
B	1.77	2.23	0.46	25.99

This test consisted 6 items. Each item carried 1 mark. Group 'A' has the average score of 2.00 in pre-test and 3.43 in the post-test. This group has increased its average mark by 1.43 or by 71.5 percent. Group 'B' has the average score of 1.77 in the pre-test and 2.23 in the post-test. This group has increased its average marks by 0.46 or by 25.99 percent.

It shows that group 'A' has performed better in matching items.

Improvement of both groups in post-test is shown in a graph as follows:

Figure 3: Improvement of Both Groups in Post-Test in Different Items



A - Fill in the gap items B - Ordering items C - Short-answer items
D - Multiple choice items E - True-false items F - Matching items

From above analysis, it is found that the group 'A' has performed better in almost all the types of test than group 'B'. Group 'A' has performed relatively better in multiple choice items whereas group 'B' has performed slightly better in matching items than others. But in general group 'A' has increased its average mark more effectively than group 'B'. Thus, reading comprehension for language learning using progress test had far better impact.

3.5. Text-Based Comparison

3.5.1 Item 1

Table 15: Marks of the Students in Text 1

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	3.11	5.80	2.69	86.49
B	3.00	3.37	0.37	12.33

This text carried 10 marks which was used as a seen passage. Group 'A' has secured the average score of 3.11 in the pre-test and 5.80 in the post-test. This group has increased its average mark by 2.69 or by 86.49 percent. Group 'B' has secured the average score of 3.00 in the pre-test and 3.37 in the post-test. This group has increased its average mark by 0.37 or by 12.33 percent.

It shows that group 'A' performed better in text 1 than group 'B'.

3.5.2 Text 2

Table 16: Marks of the Students in Text 2

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	3.51	6.20	2.69	76.64
B	3.31	3.66	0.35	10.57

This text carried 10 marks which was used as seen passage. Group 'A' has secured the average score of 3.51 in the pre-test and 6.20 in the post-test. This group has increased its average mark by 2.69 or by 76.64 percent. Group 'B' has secured the average score of 3.31 in the pre-test and 3.66 in the post-test. This group has increased its marks by 0.35 or by 10.57 percent.

It shows that group 'A' has performed better in text 2 than group 'B'.

3.5.3 Text 3

Table 17: Marks of the Students in Text 3

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	4.94	8.80	3.86	78.14
B	5.00	5.60	0.60	12.00

This item carried 15 marks which was used as an unseen passage. Group 'A' has secured the average score of 4.94 in the pre-test and 8.80 in the post-test. This group has increased its average mark by 3.86 or by 78.14 percent. Group 'B' has secured the average score of 5.00 in the pre-test and 5.60 in the post-test. This group has increased its average mark by 0.6 or by 12.00 percent.

It shows that group 'A' has performed better in text 3 than group 'B'.

3.5.4 Text 4

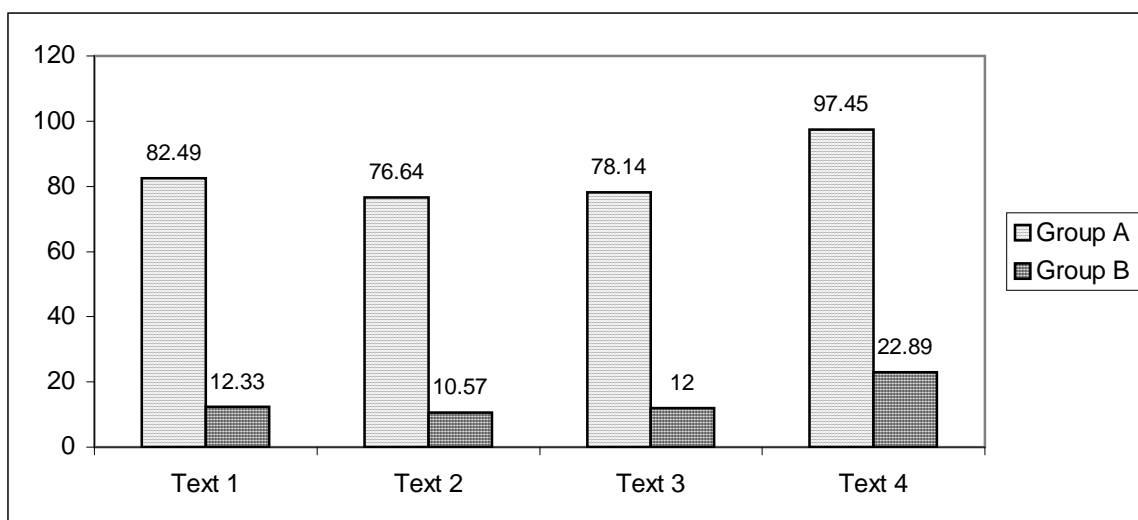
Table 18: Marks of the Students in Text 4

Group	Av. mark in pre-test	Av. mark in post-test	D	D%
A	4.31	8.51	4.20	97.45
B	4.28	5.26	0.98	22.89

This text carried 15 marks which was also used as an unseen passage. Group 'A' has secured the average score of 4.31 in the pre-test and 8.51 in the post-test. This group has increased its average mark by 4.20 or by 97.45 percent. Group 'B' has secured the average score of 4.28 in the pre-test and 5.26 in the post-test. This group has increased its average mark by 0.98 or by 22.89 percent.

It shows that group 'A' has performed better in this text than group 'B'.

Figure 4: Improvement of Both Groups in the Post-Test in Different Texts



From the above analysis, it is found that in almost all the text the students taught using progress test (Group A) performed relatively better than those who were taught using final achievement test (Group B). Group 'A' had performed relatively better in text 4 whereas group 'B' has also performed slightly better in text 4 than others. But in general group 'A' has increased its average mark more effectively than group 'B'. Thus, reading comprehension for seen and unseen passages using progress test had far better impact.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of this study are derived from the analysis and interpretation of the data. The findings are made on the basis of the 'group' performance rather than that of the individual student. In this research group 'A' represents the experimental group which is comprised of thirty-five students while group 'B' represents control group of the same size. Both groups were taught and tested for language learning. The prime goal of language teaching was to make students able to understand seen and unseen passages. Thus, the researcher selected two seen and four unseen passages for pre-test and post-test. He also selected one seen and three unseen passages for progress test. The tests consisted of subjective and objective questions which are multiple choice items, short answer questions, true-false items, matching items, etc. The researcher has compared the performance of students on the basis of tests: class progress test, pre-test and post-test.

The main findings of this research work have been summarized in the following points:

A. Holistic Comparison of Progress Test

In general group 'A' had increased its average mark in the second test by 6.28 or by 77.91 percent and in third test by 5.87 or by 40.93 percent.

It shows that progress test had relatively a better impact in reading comprehension of seen and unseen passages for reading comprehension. The students taught and tested using progress test (Group 'A') performed better than previous one.

From the above findings it can be said that progress test has far better impact than final achievement test in reading comprehension for language learning. The above findings show that the students taught and tested with this activity (group 'A') performed better than previous one. So progress test has far better impact.

B. Item-Based Comparison of Progress Test

The average mark of group 'A' in the first test is 8.07, in the second test is 14.34 and in the third test is 20.21.

This group had increased its average mark by 6.27 or by 77.69 percent in second test and by 5.87 or by 40.93 percent in third test.

It shows that the students taught using progress test got more success in the later tests. They were able to understand reading passages relatively better than previous one. Therefore, teaching reading comprehension using progress test had positive and influencing impact.

C. Holistic Comparison of Pre-Test and Post-Test

In general group 'A' had increased its average mark by 13.43 or by 86.20 percent whereas group 'B' had increased its average mark by 2.28 or by 14.15 percent.

It shows that progress test had relatively a better impact in reading comprehension for language learning. The students (Group 'A'), taught using progress test performed better than the students (Group 'B') taught using final achievement test as a whole.

From the above findings it can be said that progress test had relatively greater impact than final achievement test in language learning. The above findings show that the students (Group 'A') taught with this activity performed better than the students (Group 'B') taught using final

achievement test. Thus, this test had positive and influencing impact in learning language.

D. Item-Based Comparison of Pre-test and Post-test

Group 'A' had increased its average mark in fill in the gap item by 2.68 or by 82.21 percent, in the ordering items by 2.69 or by 79.82 percent, in the short-answer items by 1.77 or by 83.89 percent, in the multiple choice items by 2.75 or by 120.61 percent, in the true-false items by 2.11 or by 73.78 percent and in the matching items by 1.43 or by 71.50 percent.

Group 'B' had, on the other hand, increased its average mark in fill in the gap items by 0.35 or by 11.36 percent, in the ordering items by 0.37 or by 11.45 percent, in the short answers items by 0.23 or by 10.31 percent, multiple choice items by 0.34 or by 12.93 percent, true-false items by 0.54 or by 20.30 percent and in the matching items by 0.46 or by 29.99 percent.

It shows that the students (Group 'A') taught reading comprehension using progress test performed far better than the students (Group 'B') taught reading comprehension using final achievement test. Therefore, progress test had positive and influencing impact.

E. Text-Based Comparison of Pre-test and Post-test

Group 'A' had increased its average mark in the first text by 2.69 or by 86.49 percent, in the second text by 2.69 or by 76.64 percent, in the third text by 3.86 or by 78.14 percent and in the fourth text by 4.20 or by 97.45 percent.

Likewise, group 'B' had increased its average mark in the first text by 0.37 or by 12.33 percent, in the second text by 0.35 or by 10.57

percent, in the third text by 0.60 or by 12.00 percent and in the fourth text by 0.98 or by 22.89 percent.

It shows that the students (group A) taught and tested using progress test performed better than the students (Group B) taught and tested using final achievement test in almost all the items. Therefore, from the above explanation, it is found that teaching reading comprehension using progress test had significant influence and positive impact than final achievement test.

4.2 Recommendations

The recommendations have been made on the basis of the findings. The findings of this study have the following pedagogical implications.

1. This research shows that group 'A' has performed far better than group 'B' in almost all the texts and items of passages. Therefore, the progress test is more effective to teach reading comprehension of seen and unseen passages for language learning to the students. This implies that progress test should be used for language learning especially for reading comprehension in general.
2. Most of the students depend upon the textbooks. Thus, the students are only familiar with seen passages, they can do them easily but they have some problems with unseen passages. The teacher should also teach the ways of doing unseen passages.
3. The teachers should be trained to apply progress test.
4. Rules and regulation should be established to conduct progress test in almost all the schools.
5. Most of the teachers are unfamiliar about the type of tests, ways of administering the tests, scoring, etc. The books about testing cannot be easily found in all parts of the country. Therefore,

concentration of concerned authorities should go to such important facts and manage to solve such kind of present problems.

6. The researcher was limited to the seventy students of class 9 of a government school of Rukum district only. So, it can't be claimed that the findings of this research are applicable everywhere. Thus, it is suggested that further researcher can be carried out including more students and more schools of different types and of different parts of the country to make the findings more reliable and valid.

REFERENCES

- Bhattacharai, G.R. (2005). *A Thematic Analysis of Research Report*. Kathmandu: Ratna Pustak Bhandar.
- Block, B. and G.L. Trager (1942). *Outline of Linguistic Analysis*. Baltimore: Linguistic Society of America.
- Chomsky, N. (1957). *Syntactic Structure*. The Hague: Mouton.
- Dawadi, R.D. (1999). *A Comparative Study on the Proficiency in the Use of Defining Relative Clause Made by the Grade Eight Students of Government and Private Schools*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- G.C., P.B. (2002). *A Study on Reading Comprehension Ability of PCL First Year Students*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Gautam, P. (2001). *An Analysis of Subjective Marking*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Heaton, J.B. (1988). *English Language Test*. London: Longman.
- Harrison, A. (1991). *A Language Testing Hand Book*. London: Modern English Publications.
- Hughes, A. (1995). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Karki, H.B. (1996). *Comparative Study on the English Language Writing Proficiency between the Schools of Public and Private Schools of Grade X*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Khanal, K.P. (1997). *A Study on the Effectiveness of the Cloze Test over Conventional Objective Test in Testing Reading Comprehension*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Khaniya, T.R. (2005). *Examination for Enhanced Learning*. Lalitpur: Millennium Publication.

- Kshetree, A.K. (2001). *A Study on the Washback Effect of the SLC Examination. Unpublished M.Ed. Thesis, Kathmandu: T.U.*
- Kumar, R. (1996). *Research Methodology*. London: SAGE Publications.
- Kumar, R. (1999). *Research Methodology*. London: SAGE Publications.
- Lado, R. (1993). *Language Testing*. London: Longman.
- Neupane, B. (2005). *A Study on Proficiency in Listening Comprehension of 'PCL' and 'HSL' Students: A Comparative Study*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Neupane, M. (2004). *A Study on Washback Effect of Examination: A Case Study of Communicative English*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Nunan, D. (1992). *Research Methodology in Language Learning*. Cambridge: Cambridge University Press.
- Nunan, D. (1993). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Oli, B.B. (2005). *The Effectiveness of Task Based Technique for Teaching Simple Present Tense*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Pattel, A.B. (2003). *Reading Comprehension Ability of the Students of Grade X*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Poudel, I.B. (2003). *Reading Comprehension Ability of the Students of Proficiency Certificate and Higher Secondary Levels*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Richard, et al. (1986). *Longman Dictionary of Language and Applied Linguistics*. London: Longman.
- Sah, L.N. (2003). *Writing Proficiency of Grade Nine Students*. Unpublished M.Ed. Thesis, Kathmandu: T.U.

- Sapir, E. (1921). *Language*. New York: Harcourt, Brace and World.
- Sharma, B.K. and Phyak (2005). *Ed. ELT Methods and Practices: Kathmandu*.
- Singh, N.K. (2000). *A Study on Listening Comprehension of Grade Eight Students*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Siwakori, P.P. (1996). *An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District*. Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Subedi, H.L. (2003). *ELT Theories and Methods*. Kathmandu: Neema Pustak Prakashan.
- Valette, R.M. (1967). *Modern Language Testing*. New York: Harcourt, Brace and World, Inc.
- Weir, C.J. (1990). *Communicative Language Testing*. London: Prentice Hall.
- Yadava, Y.P. (2001). *Linguistics*. Kathmandu: New Hira Books Enterprises.

Appendix-I
Sample Lesson Plans
Lesson Plan-1

School: Tribhuvan Janata Higher Secondary School, Musikot, Rukum.

Class: Nine

Date: 2063/11/11

Group: A

Time: 45 minutes

Unit: 8

Period: 3rd

Topic: Reading Passage (28th August)

Objectives: On completion of this lesson, the students will be able to:

- read the passage
- answer the questions related to the topic

Teaching Materials:

Flash cards having difficult words with their meanings and daily used classroom materials.

Teaching Learning Activities:

Warm Up

The teacher will tell a joke to motivate the students towards teaching learning activities.

Pre-reading Activities:

The teacher will ask the students whether they have already read the passage. Then, he will show the flash cards with their meanings, eg.

- Shakily – Shaking through weakness
- Crawl – Move slowly with hands and knees

The students will be asked to read what is written on the flash cards. He will ask to find out some difficult words. If they have, he will tell the meanings of them.

While-reading Activities

The students will be divided into four groups, then they will be asked to read the passage as a loud reading. One student from each group should read the passage.

He writes some questions on the blackboard, eg.

- Which language can't she speak?
- What is the writer's name?, etc.

The students have to discuss the questions to find out the answers reading the passage. After the completion of the task, the leader of each group will read the answer. If they have problem, the teacher will help them.

At the last, the teacher will describe the passage with the meaning.

Post-reading Activities

The teacher will ask the students some questions related to the topic. The students will be encouraged to find out the answers. They will be asked to tell the way of giving answers of the questions from the passage. The teacher will say the ways of giving answers by reading the passage.

Evaluation: Answer the following questions:

- Who does the writer's sister point to?
- Why does the writer amaze for?
- What amazes the writer?
- What can the little sister do?, etc.

Homework:

Do the exercises no. 1 and 2 given in the textbook.

Lesson Plan –2

School: Tribhuvan Janata Higher Secondary School, Musikot, Rukum.

Group: B

Date: 20/11/11

Class: Nine

Time: 45 minutes

Unit: 8

Period: 4th

Topic: Reading passage

Objectives: On completion of this lesson, the students will be able to read the passage and answer the questions related to the topic.

Teaching Materials: Flash cards

Teaching Learning Activities:

a. Warm Up

The teacher will tell a joke to motivate the students towards teaching learning activities.

b. Pre-reading Activities: The teacher will ask the students to find out some difficult words from the passage and tell the meanings of them showing flash cards.

c. While reading Activities:

- The teacher will write some questions on the blackboard and will ask them to find out answers reading silently. They have to do with their pairs. Some students will be asked to read their answers.
- He will tell the answer briefly at last, if the students have difficulty.
- He will describe the passage clearly.

d. Post-reading Activities:

The teacher and the students will discuss about how to write answers of the short questions from the passage.

Evaluation: The teacher will ask the students some short answer questions, eg.

- a. What do you mean by lesson?
- b. What is full form of WHO? etc.

Appendix-II

Group-Based Table for Pre-Test and Post-Test

1. Rank of the students according to pre-test result

Test items: 4

Total marks: 50

Rank	Name of the students	Obtained marks	Remarks
1	Bhim Kanta Jaisi	31	
2	Aruna Dangi	30	
3	Bijaya K.C.	28	
4	Madan Budha	28	
5	Karna B.M.	27	
6	Sunim Jung Shah	26	
7	Jhupmaya K.C.	26	
8	Prakash Karki	28	
9	Dilip Roka	24	
10	Jaya Ram K.C.	23	
11	Prakash Pun	23	
12	Rabin K.C.	23	
13	Bal Bahadur G.M.	22	
14	Topendra Prakash Malla	20	
15	Durga Bahadur G.M.	20	
16	Bhushan Kumar Rawal	20	
17	Bhum Prakas Oli	20	
18	Dilli Bahadur Oli	18	
19	Tika Pun	17	
20	Anweshan Giri	17	
21	Bina Ram B.K.	17	
22	Prema Oli	17	

23	Kamala Shah	16	
24	Rajan Khadka	16	
25	Ghanshyam Gautam	16	
26	Bishnu Reule	16	
27	Tek Bahadur K.C.	16	
28	Mina Panday	16	
29	Bhagi Ram Bohara	16	
30	Milan K.C.	16	
31	Rita K.C.	15	
32	Surya Prakash Sharma	15	
33	Manisha Mahatara	15	
34	Madhu Pun	15	
35	Kabita Khadka	15	
36	Bhagawan Oli	15	
37	Dipsika Oli	15	
38	Puspa Chand	15	
39	Reeta B.K.	15	
40	Hem Raj Khadka	15	
41	Prema Chanda	15	
42	Hari Prasad Sharma	15	
43	Sarojani Pun	14	
44	Saroj Khadka	14	
45	Muna K.C.	13	
46	Narendra Bohara	13	
47	Laxman Khadka	13	
48	Prem Bahadur Oli	13	
49	Shaubhagya K.C.	13	
50	Khima Pariyar	12	

51	Tika Bhandari	12	
52	Elon Kumar Khadka	12	
53	Manisha Gautam	12	
54	Prem Prakash K.C.	12	
55	Sanjeev Kumar G.M.	12	
56	Gopal K.C.	12	
57	Upendra Oli	10	
58	Umesh Kumar B.C.	10	
59	Madhushree Pun	10	
60	Nabin Kumar Rawal	10	
61	Chitra Bahadur K.C.	10	
62	Masti Pariyar	09	
63	Chandra Shekhar Oli	09	
64	Ram Bahadur Roka	09	
65	Prem Bahadur Oli	08	
66	Prasanta Oli	07	
67	Hemanta Khadka	06	
68	Sita Mahatara	06	
69	Uttam Gautam	05	
70	Sailej Kumar Pariyar	03	

Group 'A'

2. Class progress test result of Group 'A'

S.N.	Name of the students	Marks obtained in 1 st test	Marks obtained in 2 nd test	Marks obtained in 3 rd test	D. bet ⁿ I & II test	D%	D. bet ⁿ II & III test	D%
1	Bhim Kanta Jaisi	13	18	23	05	38.46	05	27.78
2	Karna B.M.	13	16	19	03	23.08	03	18.75
3	Bijaya K.C.	06	12	20	06	100.00	08	663.67
4	Jupmaya K.C.	07	17	22	10	166.67	05	29.41
5	Dillip Roka	06	12	18	10	166.67	01	05.88
6	Prakash Pun	07	16	22	05	71.43	10	83.33
7	Bal Bahadur G.M.	05	17	21	11	220.00	05	31.25
8	Durga Bdr. G.M.	06	13	17	10	166.61	00	00
9	Bhum Prakash Oli	07	15	16	06	85.71	03	23.08
10	Tika Pun	06	15	15	09	150.000	00	00
11	Binaram B.K.	07	15	16	08	114.28	01	6.67
12	Kamala Shah	09	14	17	06	66.67	02	13.33
13	Ghanshyam Gautam	10	15	20	04	40.00	06	42.86
14	Tek Bahadur K.C.	09	14	22	06	66.67	07	46.67
15	Bhagiram Bohara	08	15	21	06	75.00	07	50.00
16	Rita K.C.	07	16	20	08	114.28	05	33.33
17	Manisha Mahatara	10	13	21	06	60.00	05	31.25
18	Kabita Khadka	09	13	20	04	44.44	07	53.85
19	Dipsika Oli	08	13	21	05	62.50	008	61.54
20	Reeta B.K.	07	13	18	06	85.70	05	38.46

21	Prema Chand	09	18	20	09	100.00	02	11.11
22	Sarojani Pun	09	13	21	0	44.00	08	61.54
23	Muna K.C.	10	15	20	05	50.00	05	33.33
24	Laxman Khadka	11	15	22	04	36.36	07	46.67
25	Shaubhagya K.C.	08	163	22	05	62.50	09	69.23
26	Tika Bhandari	09	16	22	07	77.78	06	37.50
27	Manisha Gautam	07	17	21	10	142.86	04	23.53
28	Sanjeev Kumar G.M.	06	13	22	07	116.67	09	69.23
29	Upendra Oli	08	12	22	04	50.00	10	83.33
30	Madhushree Pun	09	13	21	04	44.44	08	61.54
31	Chitra Bdr. K.C.	08	16	21	08	100.00	05	31.25
32	Chandrasekhar Oli	07	16	22	09	128.57	06	37.50
33	Prem Bahadur Oli	07	12	22	05	71.43	10	83.33
34	Hemanta Khadka	08	11	20	03	37.50	09	81.82
35	Uttam Gautam	07	12	21	05	71.43	09	75.00
Total		283	502	708	219	3051.71	206	2070.5
Average marks		8.08	14.34	20.23	06.57	87.19	05.88	59.14

Group 'A'

3. Pre-test and post-test result of group A

S.N.	Name of students	Marks obtained in pre-test	Marks obtained in post-test	D	D%
1	Bhim Kanta Jaisi	31	46	15	48.38
2	Karna B.M.	28	38	10	35.71
3	Bijaya K.C.	27	35	08	29.63
4	Jupmaya K.C.	26	36	10	38.46
5	Dillip Roka	24	37	13	54.17
6	Prakash Pun	23	31	68	34.78
7	Bal Bahadur G.M.	22	34	12	54354
8	Durga Bdr. G.M.	20	30	10	50.00
9	Bhum Prakash Oli	20	37	17	85.00
10	Tika Pun	17	35	18	105.88
11	Binaram B.K.	17	35	18	105.88
12	Kamala Shah	16	31	15	93.75
13	Ghanshyam Gautam	16	33	17	106.25
14	Tek Bahadur K.C.	16	33	17	106.25
15	Bhagiram Bohara	16	30	14	87.50
16	Rita K.C.	15	29	14	93.33
17	Manisha Mahatara	15	35	20	133.33
18	Kabita Khadka	15	34	19	126.67
19	Dipsika Oli	15	36	21	140.00
20	Reeta B.K.	15	32	17	113.33
21	Prema Chand	15	33	18	120.00
22	Sarojani Pun	14	28	14	100.00
23	Muna K.C.	13	20	07	53.85

24	Laxman Khadka	13	19	06	46.15
25	Shaubhagya K.C.	13	29	16	123.08
26	Tika Bhandari	12	24	12	100.00
27	Manisha Gautam	12	32	20	166.67
28	Sanjeev Kumar G.M.	12	16	04	33.33
29	Upendra Oli	10	17	07	70.00
30	Madhushree Pun	10	16	06	60.00
31	Chitra Bdr. K.C.	10	16	06	60.00
32	Chandrasekhar Oli	09	16	07	77.78
33	Prem Bahadur Oli	08	27	149	237.50
34	Hemanta Khadka	06	25	19	316.67
35	Uttam Gautam	5	15	10	200.00
Total		556	1.26	4.70	3377.49
Average marks		15.88	29.31	13.43	84.57

[Note: D = Difference between pre-test and post-test

D% = Different percentage]

Group 'B'

4. Pre-test and post-test result of Group 'B'

S.N.	Name of students	Marks obtained in pre-test	Marks obtained in post-test	D	D%
1	Aruna Dangi	30	35	05	16.66
2	Madan Budha	28	30	02	07.14
3	Sunim Jung Shah	26	30	04	15.38
4	Prakash Karki	26	22	04	-15.38
5	Jayaram K.C.	23	24	01	04.35
6	Rabin K.C.	23	25	02	08.69
7	Topendra Prakash Mall	20	22	02	10
8	Bhushan Kumar Rawal	20	20	00	00
9	Dilli Bahadur Oli	18	18	00	0
10	Anseshan Giri	17	20	03	17.65
11	Prema Oli	17	22	05	29.41
12	Rajan Khadka	16	19	03	18.75
13	Bishnu Rewle	16	16	00	00
14	Mina Panday	16	17	01	06.25
15	Milan K.C.	16	16	00	00
16	Surya Prakash Sharma	15	12	-03	-20.00
17	Madhu Pun	15	11	-04	-26.67
18	Bhagawan Oli	15	20	05	33.33
19	Puspa Chand	15	24	09	60.00
20	Hema Raj Khadka	15	16	01	06.67
21	Hari Prasad Sharma	15	11	-04	-26.67
22	Saroj Khadka	14	24	10	71.43
23	Narendra Bohara	13	17	04	30.77

24	Prem Bahadur Karki	13	16	03	23.08
25	Khim Pariyar	12	22	10	83.33
26	Elon Kuamr Khadka	12	14	02	165.67
27	Prem Prakash K.C.	12	15	03	25.00
28	Gopal K.C.	12	14	02	16.67
29	Umesh Kumar Rawal	10	15	05	50.00
30	Nabin Kumar Rawal	10	12	02	20.00
31	Ram Bahadur Roka	09	09	00	00
32	Masti Pariyar	09	12	03	33.33
33	Prasanta Oli	06	10	04	66.67
34	Sita Mahatara	05	07	02	40.00
35	Sailej Kumar Pariyar	05	10	05	100.00
Total		546	626	80	721.30
Average marks		15.60	17.88	2.28	14.61

[Note: D = Difference between pre-test and post-test

D% = Different percentage]